

# WHANGĀREI INTERMEDIATE SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 1129

**Principal:** Hayley Read

**School Address:** 32 Rust Avenue, Whangarei

**School Postal Address:** 32 Rust Avenue, Whangarei

**School Phone:** 09 438 8659

**School Email:** admin@wis.ac.nz

**Accountant / Service Provider:** Ask Accounting Ltd

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Piripi Burt	Presiding Member	Elected 2022	Sept-25
Hayley Read	Principal ex Officio		
Johnny Kumitau	Parent Rep	Re-elected May 2022	Sept-25
Hiku Mackey	Parent Rep	Re-elected May 2022	Resigned 2024
Loraine Witana	Parent Rep	Elected May 2022	Resigned 2024
Kelly Stephens	Parent Rep	Selected May 2023	Sept-25
Eden Rogers	Staff Rep	Re-elected May 2022	Resigned 2024
Nikole Whareaitu	Staff Rep	Elected June 2024	Sept-25
Jody Kelly	Parent Rep	Selected May 2024	Sept-25

# WHANGĀREI INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 16</u>	Notes to the Financial Statements
	Independent Auditor's Report

# Whangārei Intermediate School

## Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the School's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.



Full Name of Presiding Member



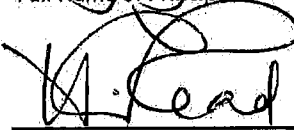
Signature of Presiding Member

26/5/25

Date:



Full Name of Principal



Signature of Principal

26/5/25

Date:

# Whangārei Intermediate School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	6,897,246	7,297,939	7,161,263
Locally Raised Funds	3	252,993	140,800	103,517
Interest		58,044	65,000	51,685
Gain on Sale of Property, Plant and Equipment		-	-	2,700
<b>Total Revenue</b>		<b>7,208,283</b>	<b>7,503,739</b>	<b>7,319,165</b>
<b>Expense</b>				
Locally Raised Funds	3	156,531	85,600	71,259
Learning Resources	4	4,372,646	4,872,286	4,529,767
Administration	5	1,069,133	1,127,992	1,024,495
Interest		1,306	1,182	2,837
Property	6	1,484,285	1,419,252	1,462,741
Loss on Disposal of Property, Plant and Equipment		466	-	2,428
<b>Total Expense</b>		<b>7,084,367</b>	<b>7,506,312</b>	<b>7,093,527</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>123,916</b>	<b>(2,573)</b>	<b>225,638</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>123,916</b>	<b>(2,573)</b>	<b>225,638</b>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



# Whangārei Intermediate School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,215,060	2,123,016	1,957,121
Total comprehensive revenue and expense for the year		123,916	(2,573)	225,638
Contribution - Furniture and Equipment Grant		-	-	32,301
Equity at 31 December		2,338,976	2,120,443	2,215,060
Accumulated comprehensive revenue and expense		2,338,976	2,120,443	2,215,060
Equity at 31 December		2,338,976	2,120,443	2,215,060

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



# Whangārei Intermediate School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	516,865	277,785	1,005,136
Accounts Receivable	8	396,949	308,000	364,990
GST Receivable		19,191	60,000	157,834
Prepayments		31,516	27,000	28,387
Investments	9	500,000	1,000,000	500,000
Funds Receivable for Capital Works Projects	15	295,420	-	116,864
		1,759,941	1,672,785	2,173,211
<b>Current Liabilities</b>				
Accounts Payable	11	394,004	581,800	615,939
Revenue Received in Advance	12	17,994	6,000	9,172
Provision for Cyclical Maintenance	13	35,610	-	34,843
Finance Lease Liability	14	1,517	1,465	20,877
Funds held for Capital Works Projects	15	56,878	60,000	161,985
		506,003	649,265	842,816
<b>Working Capital Surplus/(Deficit)</b>		1,253,938	1,023,520	1,330,395
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,188,748	1,322,555	1,023,845
Work In Progress		136,787	-	31,850
		1,325,535	1,322,555	1,055,695
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	239,832	224,322	168,848
Finance Lease Liability	14	665	1,310	2,182
		240,497	225,632	171,030
<b>Net Assets</b>		2,338,976	2,120,443	2,215,060
<b>Equity</b>		2,338,976	2,120,443	2,215,060

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



# Whangārei Intermediate School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,943,223	2,644,509	2,652,872
Locally Raised Funds		254,164	130,568	53,265
International Students		-	1,000	1,391
Goods and Services Tax (net)		138,643	97,834	(119,853)
Payments to Employees		(1,025,098)	(1,006,401)	(930,362)
Payments to Suppliers		(1,200,562)	(1,692,085)	(1,270,372)
Interest Paid		(1,306)	(1,182)	(2,837)
Interest Received		58,283	63,562	50,123
Net cash from/(to) Operating Activities		167,347	237,805	434,227
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2,700
Purchase of Property Plant & Equipment (and Intangibles)		(351,077)	(459,750)	(180,259)
Purchase of Investments		-	(500,000)	(500,000)
Net cash from/(to) Investing Activities		(351,077)	(959,750)	(677,559)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	32,301
Finance Lease Payments		(20,877)	(20,284)	(16,294)
Funds Administered on Behalf of Other Parties		(283,664)	14,878	61,910
Net cash from/(to) Financing Activities		(304,541)	(5,406)	77,917
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(488,271)</b>	<b>(727,351)</b>	<b>(165,415)</b>
Cash and cash equivalents at the beginning of the year	7	1,005,136	1,005,136	1,170,551
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>516,865</b>	<b>277,785</b>	<b>1,005,136</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



# Whangārei Intermediate School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Whangārei Intermediate School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### *Financial Reporting Standards Applied*

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### *Specific Accounting Policies*

The accounting policies used in the preparation of these financial statements are set out below.

###### *Critical Accounting Estimates And Assumptions*

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### *Cyclical maintenance*

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

###### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.





### ***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

#### ***Classification of leases***

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

#### ***Recognition of grants***

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### ***Government Grants***

The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### ***Other Grants where conditions exist***

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

#### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### ***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

### **e) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

### **g) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.



#### **h) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	40 years
Board Owned Buildings	10-75 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Motor vehicles	4 years
Textbooks	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

#### **i) Impairment of property, plant, and equipment**

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### **j) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.



**k) Employee Entitlements****Short-term employee entitlements**

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

**Long-term employee entitlements**

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**l) Revenue Received in Advance**

Revenue received in advance relates to fees received from student funds where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

**m) Funds held for Capital works**

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**n) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

**o) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**p) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**q) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**r) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



## 2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,918,570	1,863,136	1,919,974
Teachers' Salaries Grants	3,317,650	3,702,646	3,576,789
Use of Land and Buildings Grants	1,046,666	1,021,965	1,021,965
Ka Ora, Ka Ako - Healthy School Lunches Programme	606,544	704,192	625,703
Other Government Grants	7,816	6,000	16,832
	<u>6,897,246</u>	<u>7,297,939</u>	<u>7,161,263</u>

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>Revenue</b>			
Donations and Bequests	51,806	25,000	10,375
Fees for Extra Curricular Activities	194,733	107,800	85,115
Trading	6,454	7,000	6,636
International Student Fees	-	1,000	1,391
	<u>252,993</u>	<u>140,800</u>	<u>103,517</u>
<b>Expense</b>			
Extra Curricular Activities Costs	156,531	85,600	71,259
	<u>156,531</u>	<u>85,600</u>	<u>71,259</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>96,462</u>	<u>55,200</u>	<u>32,258</u>

## 4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	196,378	300,100	186,212
Information and Communication Technology	59,197	48,500	59,505
Employee Benefits - Salaries	3,850,465	4,244,646	4,032,914
Staff Development	70,244	106,500	60,469
Depreciation	185,876	161,040	175,523
Other Learning Resources	10,486	11,500	15,144
	<u>4,372,646</u>	<u>4,872,286</u>	<u>4,529,767</u>

## 5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	6,765	6,800	6,600
Board Fees and Expenses	32,298	28,000	28,125
Other Administration Expenses	88,495	77,400	70,785
Employee Benefits - Salaries	310,891	293,300	284,662
Insurance	18,056	12,000	2,809
Service Providers, Contractors and Consultancy	6,084	6,300	5,811
Ka Ora, Ka Ako - Healthy School Lunches Programme	606,544	704,192	625,703
	<u>1,069,133</u>	<u>1,127,992</u>	<u>1,024,495</u>



## 6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cyclical Maintenance	71,752	32,487	49,515
Heat, Light and Water	49,003	47,000	45,054
Rates	14,680	15,000	15,595
Repairs and Maintenance	67,683	80,000	94,792
Use of Land and Buildings	1,046,666	1,021,965	1,021,965
Employee Benefits - Salaries	184,433	174,000	181,852
Other Property Expenses	50,068	48,800	53,968
	<u>1,484,285</u>	<u>1,419,252</u>	<u>1,462,741</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	516,865	277,785	1,005,136
Cash and cash equivalents for Statement of Cash Flows	<u>516,865</u>	<u>277,785</u>	<u>1,005,136</u>

Of the \$516,865 Cash and Cash Equivalents, \$56,878 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$516,865 Cash and Cash Equivalents, \$17,994 of Revenue Received in Advance is held by the School, as disclosed in note 12.

## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	19,423	18,000	11,940
Receivables from the Ministry of Education	54,344	-	-
Interest Receivable	1,323	3,000	1,562
Banking Staffing Underuse	-	-	71,181
Teacher Salaries Grant Receivable	321,859	287,000	280,307
	<u>396,949</u>	<u>308,000</u>	<u>364,990</u>
Receivables from Exchange Transactions	20,746	21,000	13,502
Receivables from Non-Exchange Transactions	376,203	287,000	351,488
	<u>396,949</u>	<u>308,000</u>	<u>364,990</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	500,000	1,000,000	500,000
Total Investments	<u>500,000</u>	<u>1,000,000</u>	<u>500,000</u>



## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	216,009	111,861	-	-	(17,064)	310,806
Furniture and Equipment	585,661	145,735	-	-	(100,300)	631,096
Information and Communication Technology	95,910	27,116	-	-	(32,414)	90,612
Motor Vehicles	64,653	55,457	-	-	(10,374)	109,736
Leased Assets	21,625	-	(5)	-	(19,399)	2,221
Library Resources	39,987	11,076	(461)	-	(6,325)	44,277
	<u>1,023,845</u>	<u>351,245</u>	<u>(466)</u>	<u>-</u>	<u>(185,876)</u>	<u>1,188,748</u>

The net carrying value of furniture and equipment held under a finance lease is \$2,221 (2023: \$21,625)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	749,295	(438,489)	310,806	637,433	(421,424)	216,009
Furniture and Equipment	1,711,868	(1,080,772)	631,096	1,566,133	(980,472)	585,661
Information and Communication Technology	346,039	(255,427)	90,612	318,924	(223,014)	95,910
Motor Vehicles	159,273	(49,537)	109,736	103,816	(39,163)	64,653
Textbooks	863	(863)	-	863	(863)	-
Leased Assets	6,402	(4,181)	2,221	58,202	(36,577)	21,625
Library Resources	139,550	(95,273)	44,277	129,970	(89,983)	39,987
	<u>3,113,290</u>	<u>(1,924,542)</u>	<u>1,188,748</u>	<u>2,815,341</u>	<u>(1,791,496)</u>	<u>1,023,845</u>

## 11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	52,238	275,000	318,931
Accruals	6,765	6,800	6,600
Employee Entitlements - Salaries	335,001	300,000	290,408
	<u>394,004</u>	<u>581,800</u>	<u>615,939</u>
Payables for Exchange Transactions	368,133	581,800	593,076
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	25,871	-	22,863
Payables for Non-exchange Transactions - Other	-	-	-
	<u>394,004</u>	<u>581,800</u>	<u>615,939</u>

The carrying value of payables approximates their fair value.



## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	17,994	6,000	9,172
	<u>17,994</u>	<u>6,000</u>	<u>9,172</u>

## 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	203,691	168,848	154,176
Increase to the Provision During the Year	42,891	32,487	31,699
Other Adjustments	28,860	22,987	17,816
Provision at the End of the Year	<u>275,442</u>	<u>224,322</u>	<u>203,691</u>
Cyclical Maintenance - Current	35,610	-	34,843
Cyclical Maintenance - Non current	239,832	224,322	168,848
	<u>275,442</u>	<u>224,322</u>	<u>203,691</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

## 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	1,647	1,465	22,184
Later than One Year and no Later than Five Years	689	1,310	2,336
Future Finance Charges	(154)	-	(1,461)
	<u>2,182</u>	<u>2,775</u>	<u>23,059</u>
Represented by			
Finance lease liability - Current	1,517	1,465	20,877
Finance lease liability - Non current	665	1,310	2,182
	<u>2,182</u>	<u>2,775</u>	<u>23,059</u>



## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
2021 ILE Breakout & Refurbishment	(39,981)	-	96,859	-	56,878
Portacom Lease Project	161,985	(33,163)	(128,822)	-	-
2-23 AMS ILE - Project Number 228517	(76,883)	1,040,757	(1,246,328)	-	(282,454)
MOE - Urgent property repairs	-	-	(12,966)	-	(12,966)
<b>Totals</b>	<b>45,121</b>	<b>1,007,594</b>	<b>(1,291,257)</b>	<b>-</b>	<b>(238,542)</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	56,878
Funds Receivable from the Ministry of Education	(295,420)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE SIP 2020 Canopies	(1,363)	-	1,363	-	-
MOE 5YA - 2021 ILE Breakout & Refurbishment	13,099	5,644	(58,724)	-	(39,981)
MOE 5YA - 2021 Heating & Electrical	(24,144)	18,014	6,130	-	-
MOE 2022 Playground	9,038	-	(9,038)	-	-
2022 Canopy replacement classrooms	6,323	-	(6,323)	-	-
MOE Portacom Lease Project	-	303,577	(141,592)	-	161,985
MOE 5YA - 2-23 AMS ILE 228517	-	847,873	(924,756)	-	(76,883)
<b>Totals</b>	<b>(16,785)</b>	<b>1,194,846</b>	<b>(1,132,940)</b>	<b>-</b>	<b>45,121</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	161,985
Funds Receivable from the Ministry of Education	(116,864)

## 16. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.





## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,185	3,040
<i>Leadership Team</i>		
Remuneration	558,105	562,931
Full-time equivalent members	4	4
Total key management personnel remuneration	562,290	565,971

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	170-180
Benefits and Other Emoluments	4-5	4.5

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4	5
110 - 120	5	2
120 - 130	1	3
130 - 140	-	1
150 - 160	1	-
	11	11

The disclosure for 'Other Employees' does not include remuneration of the Principal.



## 18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

### Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

### Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$56,878 (2023:\$45,117) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
2021 ILE Breakout & Refurbishment	56,878
<b>Total</b>	<b>56,878</b>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

## 20. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	516,865	277,785	1,005,136
Receivables	396,949	308,000	364,990
Investments - Term Deposits	500,000	1,000,000	500,000
<b>Total financial assets measured at amortised cost</b>	<b>1,413,814</b>	<b>1,585,785</b>	<b>1,870,126</b>

### Financial liabilities measured at amortised cost

Payables	394,004	581,800	615,939
Finance Leases	2,182	2,775	23,059
<b>Total financial liabilities measured at amortised cost</b>	<b>396,186</b>	<b>584,575</b>	<b>638,998</b>

## 21. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 22. Comparatives


There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



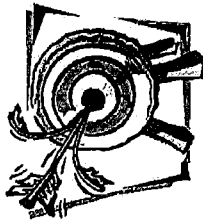
Tuku Pūrongo Tā - Te Whānau o Waimirirangi 2024 (variance report)

Ingoa o te Kura:	Te Kura Takawaenga o Whangarei		Tau o te Kura:	7/8
Whāinga Rautaki:	Kia tupu tika te reo Māori hei reo ako i roto i nga ruma o Te Whānau o Waimirirangi.			
Te whāinga ā-tau:	Kia eke ngā ākonga i nga taumata o te Marau kia toe ki te taumata tika mō wā rātou Reanga.			
Keo:	Pāngarau: Kaupae 6 – Y7 Kaupae 7 – Y8 Pānui: Miro – Y8 Tuhituhi: Pingao I – Y7 Ka Rere – Y8 Ka Mārewa Y7			
Te Papa Raraunga	36% e anga ana ki te Kaupae 7 (Y8), 25% e anga ana ki te Kaupae 6 (Y7) 36% e anga anak i te Miro (Y8), 20% e anga ana i te Pingao I (Y7) 20% e anga ana ki te Ka Rere (Y8) 5% e anga kii te Ka Mārewa (Y7)			
EOY Raraunga Tau Waru (Y8)	29% e anga ana ki te Kaupae 7 mō te tau waru (Pāngarau) 7% poto 30% e anga ana i te Miro mō te tau waru (Panui) 6% poto 22% e anga ana ki te Ka Rere mō te tau waru (Tuhituhi) 2% tua			
EOY Raraunga Tau Whitu (Y7)	14% e anga ana ki te Kaupae 6 mō te tau whitu (Pāngarau)11% poto 11% e anga ana i te Pingao mō te tau whitu (Panui)9% poto 4% e anga ana ki te ka Mārewa mō te tau whitu (Tuhituhi)1% poto			
Ngā Mahi i aha mātou?	Ngā Whakataunga i ahatia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?	
<ul style="list-style-type: none"><li>I whakamahi i te Marau Māori me ngā aromatawai Reo Māori.</li><li>PLD tahi me Te Ahu o te reo: Whakaako ana mā te reo Māori.</li></ul>	Ahakoa te torutoru o ngā ākonga i eke ki te taumata tika hei tā te Tāhūhū Mātauranga. I āta neke rātou i nga ekenga i te reo rua.	E pēnei ana nō te papaku o te puna marama ki te reo o nga akonga. He patanga nake te ruku ki te reo me tōna ataahuatanga	Ka kaha tonu te reo ā waha. Ka whai tikanga tā ngā ākonga katoa ki te kōrero Māori.	
Te Whakamahere mō tērā tau:				
He wānanga ake hei whānau kōtahi mo te arotake o te marautanga. Kia Māori Mai. Hanga he pipoata hou, Me whakamahi taua i roto i te ETAP				

## TARGETS 2024: PĀNGARAU (Māori Medium Only)

	<p>Target Goal</p> <ul style="list-style-type: none"> <li>44% of students will have achieved NWRM Manawa ora Te Tau at Tau 8</li> </ul> <p>Target Reached</p> <ul style="list-style-type: none"> <li>29% of students will have achieved NWRM Manawa ora Te Tau at Tau 8</li> </ul>
<b>ACTION PLAN: Kaupae Pangarau</b>	
<b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b>	
<b>BASE DATA</b> Gather numeracy levels in term 1 and again in term 4 to show the actual progress made.	
34% of students will have achieved NWRM Manawa ora Te Tau at Tau 8 for 2023	
<b>Assessment Tools:</b>	
Base Data: Year 7 Ujui Aromatawai, Aromatawai Meka Matua, Rautaki Aromatawai, in-class exemplars and assessments.	
ACTION	
To embed 'best practice' in the teaching of Poutama Tau in Te Whānau o Waimirangi by developing teachers' practice to work in Te Reo Māori.	Teachers
To provide in-service support to teachers in the Te Whānau o Waimirangi while re-aligning our Marau with Pangarau.	Lead Teacher
To provide more time to discuss priority learners and learning in Team Hui	Teams
To purchase/make resources to support learning	Identified Staff
Review and adjust Te Ujui Aromatawai assessment.	Whānau Wide
	Nil
	All Year
	Teachers are confident in teaching Poutama Tau.
	Teachers are supported in teaching Poutama Tau, Te Tau and Whenu.
	The team discuss learning, achievement and actions regularly at team hui.
	Resources bought to support programmes.
	More consistency in overall teacher judgements for achievement.

# TARGETS 2024: TE REO MATATINI (Māori Medium Only)

	<u>Target Goal</u> <ul style="list-style-type: none"><li>40% of students will have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li></ul> <u>Target Reached</u> <ul style="list-style-type: none"><li>30% of students have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li></ul> <u>Target Goal</u> <ul style="list-style-type: none"><li>30% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8</li></ul> <u>Target Reached</u> <ul style="list-style-type: none"><li>22% of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8</li></ul>						
	<b>ACTION PLAN: Taumata Reo Matatini</b> <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <b>BASE DATA</b> Gather literacy levels in term 1 and again in term 4 to show the actual progress made: 25% of students achieved Pīngao O (Pānui Haere) in Pānui at Tau 8 in 2023 29% of students achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8 in 2023						
	<b>Assessment Tools:</b> Base Data: Pānui Haere, Kia Ata Mai Rubric Target Data: Snap Shots, Regular, Cold Samples						
	<b>ACTION</b>	<b>Who</b>	<b>Costs</b>	<b>When</b>	<b>Expected Outcome</b>		
To continue to improve teacher practice in modelling and differentiating writing in-class programmes (L2L strategies)	Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric			
To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini			
To provide explicit writing support for teachers who want it	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared			
Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading			
To provide more team-wide discussions around effective pedagogy and monitoring the progress of targeted learners regularly.	Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.			

## TE WHĀNAU O WAIMIRIRANGI END OF YEAR ASSESSMENT DATA: OTJs Analysis: Tuhituhi, Pānui, Pāngarau, 2024

The tables below present comparative data for pānui (reading), tuhituhi (writing), and pāngarau (mathematics) in Te Whānau o Waimirirangi. This data, sourced from eTAP, reflects Overall Teacher Judgements (OTJs) made for the end-of-year progress reports. It is displayed alongside mid-year OTJ data to provide a clear comparison of student achievement over time. While the data indicates pleasing progress, our commitment to continuous improvement remains steadfast. These results will be shared with Te Whānau o Waimirirangi Kaiako to gather their insights and explore strategies for further enhancing teaching practices and lifting achievement levels.

### Assessing reading in Te Reo Māori and understanding Te Reo Māori.

Āhea	Tau Waenga Pānui					Tau Mutunga Pānui				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	54%	37%	7%	2%		49%	31%	7%	2%	
Tau Waru	29%	47%	21%	4%		49%	31%	7%	2%	

The Year 7 reading data shows an upward trend as does the Y8 data for Reading which is pleasing. Specifically, the data shows a shift for the Y7 cohort as at mid-year, from 9% at or above to 31% representing a 22% shift at the end of the year and in the Year 8 cohort from 25% at or above to 59% representing a 34% shift.

### Assessing writing in Te Reo Māori (Tuhinga whakamamahara/recount writing)

Āhea	Tau Waenga Tuhituhi					Tau Mutunga Tuhituhi				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	49%	42%	8%	2%		49%	42%	8%	2%	
Tau Waru	42%	33%	18%	7%		42%	33%	18%	7%	

The Year 7 reading data shows an upward trend as does the Year 8 data for Reading which is pleasing. Specifically, the data shows a shift for the Year 7 cohort as at mid-year, from 10% at or above to 25% representing a 15% shift at the end of the year and in the Year 8 cohort from 25% at or above to 54% representing a 29% shift.

### Pāngarau (Mātauranga Tau, Meka Matua).

Āhea	Tau Waenga Pāngarau					Tau Mutunga Pāngarau				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	43%	52%	4%	2%		43%	52%	4%	2%	
Tau Waru	22%	48%	27%	3%		22%	48%	27%	3%	

The Year 7- data demonstrates progress over time. Specifically, the data shows a shift for the Year 7 cohort as at mid-year, from 6% at or above to 34% at the end of the year representing a 28% shift. The Year 8 data demonstrates progress over time. Specifically, the data shows a shift for the Y8 cohort as at mid-year, from 30% at or above to 74%, representing a 44% shift. This result is particularly pleasing and shows accelerated progress for which our teachers need to be commended.

### Shifts (at/above) over time mid-end of the year

Kaupapa	Y7	Y8
Pānui	22%	34%
Tuhituhi	15%	29%
Pāngarau	28%	44%

## **Pāngarau Recommendations**

### **Pangarau 2024 Goals**

**Y8 = 75% to be at L3 or 4 (2023 79%) 74% were at or above at the end of the year (fell short by 1%)**

**Y7 = 40% to be at L3 or L4 (2023 39%) the goal was almost met as the data shows 39% were at or above.**

- Continue to prioritise Pāngarau daily and share successes
- Look at Te Reo Maori Math Texts that supplement good teaching
- Continue Rubric development for FB and FF (L2L)
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- There is an accelerated movement across levels for the Y8 cohort, what practices have the greatest effect on achievement?
- Continue to know your students by knowing their learning needs

## **Pānui Recommendations**

### **Pānui 2024 Goals**

**Y8s=75% to be at L3 or 4 (2023 75%) 59% were at or above at the end of the year (fell short by 16%)**

**Y7= 25% to be at L3 or L4 (2023 24%) The goal was surpassed as the data shows 31% were at or above.**

- 27/131 which is 20% of Te Whānau o Waimirangi roll receive support in Te Whare Kowhai.
- Pānui to remain a high-priority
- Continue to deconstruct and explore familiar texts
- Continue to promote and read texts of Kai Tuhituhi Māori
- Allow more reading by the teacher to the class starting with simple māori texts and moving to ever more complex texts
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- Continue Rubric development for FB and FF (L2L)
- Scaffolding, teacher modeling and deliberate acts of teaching
- Continue to know your students by knowing their learning needs
- Continue to resource Ngāpuhitanga material (Māori Minute)

## **Tuhituhi Recommendations**

### **Tuhituhi 2024 Goals**

**Y8s=70% to be at L3 or L4 (2023 70%) 54% were at or above at the end of the year (fell short by 11%)**

**Y7= 20% to be at L3 or L4 (2023 16%) The goal was surpassed as the data shows 25% were at or above.**

- Tuhituhgi to remain a high-priority
- Daily writing imperative around familiar contexts, topics
- Scaffolding, teacher modeling, short writes.
- Continue to develop language-rich class environments
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- Continue Rubric development for FB and FF (L2L)
- Continue to moderate as a whānau level of writing across rooms
- Continue to know your students by knowing their learning needs

### **Tuhituhi 2025 Goals**

**Year 8 = 60% to be at L3 or L4 (2024 54%)**

**Year 7 = 30% to be at L3 or L4 (2024 25%)**

### **Pānui 2025 Goals**

**Year 8 = 65% to be at L3 or L4 (2024 59%)**

**Year 7 = 35% to be at L3 or L4 (2024 31%)**

### **Pangarau 2025 Goals**

**Year 8 = 75% to be at L3 or 4 (2024 74%)**

**Year 7 = 40% to be at L3 or L4 (2024 39%)**

## **He Whakatauki o te Wā**

Ahakoā he iti, he pounamu

**Nā Wiremu Rankin.**

26/11/24

# TE WHĀNAU O WAIMIRIRANGI RAW OTJ DATA, 2024

## PANUI/READING

Data across TWoWaimirirangi Pānui - Y8 2024 Reading TARGET 40% at end of the year. Achieved 30%

Year	Y1	Y2	Y3	Y4	Y5	Total	%	%	%
Form	1	2	3	4	5	6	7	8	9
L1 BOY	7	14	10	12	11	54	89		
L1 MOY	3	12	0	7	10	32		54	
L1 EOY	0	4	0	0	1	5			9
L2 BOY	2	1	1		1	5	8		
L2 MOY	6	1	7	6	1	21		36	
L2 EOY	8	9	6	3	8	34			61
L3 BOY			1	1		2	3		
L3 MOY		1	4	0		5		8	
L3 EOY	0	2	5	4	0	11			20
L4 MOY		1				1		2	
L4 EOY	0	1	0	2	3	6			11
							100	100	100
Year	Y6	Y7	Y8	Y9	Y10	Total	%	%	%
Form	6	7	8	9	10	11	12	13	14
L1 BOY	13	3	9	7	11	43	56		
L1 MOY	4	3	1	4	10	22		29	
L1 EOY	0	3	0	0	1	4			5
L2 BOY	5	7	3	6	3	24	32		
L2 MOY	11	5	6	9	5	36		47	
L2 EOY	12	5	2	3	6	28			36
L3 BOY		5	2		1	8	11		
L3 MOY		4	9	2	0	15		19	
L3 EOY	3	4	6	7	2	22			29
L4 BOY				1		1	1		
L4 MOY		4				4		5	
L4 EOY	0	3	7	7	6	23			30
							100	100	100

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Year 1 and 2

Level 2 equates to Year 3 and 4

Level 3 equates to Year 5 and 6

Level 4 equates to Year 7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

## Year 7 Summation of Above Data Reading % of Students at each Level

Taumata	Start	Mid	End
Tuatahi (Well Below)	89	54	9
Tuarua (Below)	8	36	61
Tuatoru (At)	3	8	20
Tuawhā (Above)	0	2	11



# Y7 Summation of above data Reading % of students at each level

Taumata	Start	Mid	End
Tuatahi (Well Below)	56	29	5
Tuarua (Below)	32	47	36
Tuatoru (At)	11	19	29
Tuawhā (Above)	1	5	30

## TUHITUHI/WRITING

Data across TWoWaimirangi Tuhituhi - Y8 2024 Writing TARGET 30% at end of the year. Achieved 22%

						Total	%	%	%
L1 BOY	8		4	13	11	36	59		
L1 MOY	9			11	10	30		51	
L1 EOY	8	1	0	0	10	19			34
L2 BOY	1	15	7		1	24	39		
L2 MOY	0	13	6	2	1	22		37	
L2 EOY	0	11	5	6	1	23			41
L3 BOY			1			1	2		
L3 MOY		1	5			6		10	
L3 EOY	0	3	5	3	1	12			21
L4 MOY		1				1		2	
L4 EOY	0	1	1	0	0	2			4
							100	100	
L1 BOY	17		5	13	11	46	61		
L1 MOY	14			7	12	33		43	
L1 EOY	10	0	0	0	8	18			24
L2 BOY	1	13	7	1	3	25	32		
L2 MOY	1	4	8	8	3	24		32	
L2 EOY	5	5	1	2	4	17			22
L3 BOY		2	2		1	5	7		
L3 MOY		6	8			14		18	
L3 EOY	0	6	4	11	3	24			32
L4 MOY		5				5		7	
L4 EOY	0	4	10	3	0	17			22
							100	100	100

## Assessing Writing in Te Reo Māori (Tuhinga whakamārama/explanation genre)

Students were given a topic to write an explanation about the use of Te Reo Māori. Students were required to write using te Reo Māori. The topic that was explored and explained was...

'Using Te Reo Māori, if you use Te Reo Māori: How do you use it and in what context and why it is important?' or

'If you were not using Te Reo Māori, explain why you are not and the limitations associated with that'.

The data shown here expresses the % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

**Year 7 Summation of above data Tuhituhi % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	59	51	34
Tuarua (Below)	39	37	41
Tuatoru (At)	2	10	21
Tuawhā (Above)	0	2	4

**Year 8 Summation of above data Tuhituhi % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	61	43	24
Tuarua (Below)	32	32	22
Tuatoru (At)	7	18	32
Tuawhā (Above)	0	7	22

**PANGARAU/MATHEMATICS**

**Data across TWoWaimirangi Pangarau - Y8 2024 Maths TARGET 44% at by the end of the year. Achieved 29%**

Year	2023						2024	2025	2026
Room	12	13	14	15	16	Total	%	%	%
L1 BOY	9	15	2	13	12	51	83		
L1 MOY	4	7	1	5	10	27		45	
L1 EOY	1	4	0	0	0	5			9
L2 BOY			9			9	15		
L2 MOY	5	7	8	8	2	30		50	
L2 EOY	7	9	7	3	3	29			52
L3 BOY			1			1	2		
L3 MOY			2			2		3	
L3 EOY	0	2	4	5	3	14			25
L4 MOY		1				1		2	
L4 EOY	0	1	0	1	6	8			14
							100	100	100
Year	2023						2024	2025	2026
Room	12	13	14	15	16	Total	%	%	%
L1 BOY	18		6	13	15	52	68		
L1 MOY	1	2	1	2	11	17		22	
L1 EOY	0	3	0	0	2	5			7
L2 BOY		10	6			16	21		
L2 MOY	11	6	12	3	4	36		47	
L2 EOY	6	4	2	1	2	15			20
L3 BOY		2	2	1		5	7		
L3 MOY	3	5	3	10		21		28	
L3 EOY	5	5	12	6	6	34			45

L4 BOY		3				3	4		
L4 MOY		2				2		3	
L4 EOY	4	3	1	9	5	22			29
							100	100	100

#### **Pāngarau (Mātauranga Tau (Number), Meka Matua (Basic Facts).**

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

#### **Year 7 Summation of above data Pāngarau % of students at each level**

<b>Taumata</b>	<b>Start</b>	<b>Mid</b>	<b>End</b>
Tuatahi (Well Below)	83	45	9
Tuarua (Below)	15	50	52
Tuatoru (At)	2	3	25
Tuawhā (Above)	0	2	14

#### **Year 8 Summation of above data Pāngarau % of students at each level**

<b>Taumata</b>	<b>Start</b>	<b>Mid</b>	<b>End</b>
Tuatahi (Well Below)	68	22	7
Tuarua (Below)	21	47	20
Tuatoru (At)	7	28	45
Tuawhā (Above)	4	3	29

**Nā Wīremu Rankin.**

23/11/24

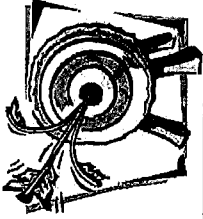
# AURAKI/ENGLISH MEDIUM MATHS ANALYSIS OF VARIANCE 2024

School Name:	Whangārei Intermediate School	School Number:	1129
Strategic Aim:	To develop and improve schoolwide Maths programmes (National Priority)		
Annual Aim:	Implement Learn to Learn Pedagogy (differentiation, feedback/feedforward, student agency) across all classroom programmes: Maths		
Target:	<p><b>Target Goal</b></p> <ul style="list-style-type: none"> <li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li> <li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li> </ul> <p><b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b></p> <p><b>BASE DATA</b> Gather maths levels in term 1 and again in term 4 to show the actual progress made.</p> <p>22% of our Year 7 students (42/192 ) were achieving at/above NZC Level 4 in Numeracy at the end of 2023</p> <p>26% of our Year 7 students (51/192 ) were working at/above NZC Level 4 in basic facts at the end of 2023</p>		
Baseline Data:			
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> <li>Introduced Learn to Learn Pedagogy and implemented it in all Auraki classrooms this year.</li> <li>To provide opportunities for staff to discuss targets and appropriate teaching programmes to support student progression.</li> <li>Introduced the draft refreshed curriculum learning statements to be taught this year, and defined Year 7 and Year 8 statements in more depth.</li> <li>Funded L2L support to mentor teachers in running groups in their class programme.</li> <li>Problem-solving PLD sessions in school at the start of the year.</li> </ul>	<p><b>Target Outcomes</b></p> <ul style="list-style-type: none"> <li>51% (96/186) of students achieved NZC Level 4 in Numeracy for Year 8</li> <li>44% (82/186) of students achieved NZC Level 4 in basic facts at Year 8</li> <li>29% 17/59 of our Maōri taurā achieved level 4 for Numeracy year 8</li> </ul>	<ul style="list-style-type: none"> <li>Schoolwide attendance could be having an impact on accelerating progress with current groups with 39% of students showing regular attendance 90% or more.</li> <li>There have been new kaiako to this level over the past 18 months 8/13 kaiako.</li> <li>There seems to be quite a varied view on Maths teaching and how to accelerate students' achievement in Maths.</li> <li>The teaching of basic facts has a strong correlation to number knowledge or less number knowledge.</li> <li>Deliberate acts of teaching basic facts need to be an urgent priority in term 1 so that this can be used for teaching strategies and applied as the year progresses.</li> <li>Teachers have previously focused on using their mathematical knowledge to connect ideas to students' prior learning during instruction, recognizing the power of this technique. They have also familiarized themselves with the new curriculum to enhance their ability to implement this approach effectively.</li> </ul>	<ul style="list-style-type: none"> <li>A lot more PLD in content knowledge is being undertaken and will continue so kaiako can teach the demands of the curriculum.</li> <li>More time needs to be made available for teachers to collaborate, plan and moderate around student outcomes and learning.</li> <li>With new staff coming in more induction and support needs to be provided for teachers, especially around the teaching of level 4 learning statements.</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Refining Learn to Learn pedagogy and practice with a focus on student agency</li> <li>Focus on aspects of mastery of Maths: PRIME</li> <li>Implementation of the refreshed Maths curriculum will be one of the highest priorities for 2025</li> <li>Provide mentoring and coaching for kaiako</li> <li>School PLD days will be focussed on the implementation of the refreshed curriculum and for PRIME Maths implementation</li> </ul>			

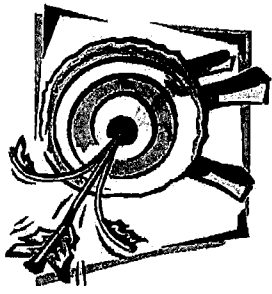
# AURAKI/ENGLISH MEDIUM LITERACY ANALYSIS OF VARIANCE REPORT 2024

School Name:	Whangārei Intermediate School	School Number:	1129
Strategic Aim:	To develop and improve schoolwide Literacy (National Priority)		
Annual Aim: Target:	Implement Learn to Learn Pedagogy (differentiation, feedback/feedforward, student agency) across all classroom programmes: reading and writing		
Baseline Data:	<b>Target Goal</b> <ul style="list-style-type: none"> <li>75% of students will have achieved Level 4 in Reading NZC at the end of Year 8</li> </ul>		
	<b>Target Goal</b> <ul style="list-style-type: none"> <li>70% of students will have achieved level 4 in Writing at the end of Year 8</li> <li>60% of Māori Boys will have achieved level 4 in Writing at the end of Year 8</li> </ul>		
	Gather literacy levels in term 1 and again in term 4 to show the actual progress made: 16% of our Year 7 students (31/195) at the end of 2023 were achieving level 4 in Reading 5% of our Year 7 Maori Boys (2/36) at the end of 2023 were achieving level 4 in Reading 8% of our Year 7 students (16/194) at the end of 2023 were achieving level 4 in Writing 0% of our Year 7 Maori Boys (0/36) at the end of 2023 achieved level 4 in Writing		
Actions	Outcomes	Reasons for the variance	Evaluation
<ul style="list-style-type: none"> <li>Moved all standardised testing and testing to Term 1 to establish benchmarks</li> <li>Moved the enrichment programme to Mondays.</li> <li>Used structured Literacy Approach to accelerate less able readers in small group programmes.</li> <li>Resourced a full-time Teacher Librarian</li> <li>Introduced a Structured Spelling programme in several classes.</li> <li>Establish an English focus group to develop English focus.</li> <li>Undertook English PLD days that were available from Kahui Ako.</li> <li>Supported/mentored PRT and new kaiako to this level throughout the year.</li> <li>Introduced a new whole school pedagogy to differentiate and better meet the needs of ākonga including digital app use.</li> </ul>	<b>Target Reached</b> 52% (96/186) of ākonga are at the expected level NZC at the end of Year 8 for Reading.  44% (14/31) of Māori Boys are expected to level at the end of Year 8 for Reading  <b>Target Reached</b> 44% (82/186) of ākonga are at the expected level for writing at the end of Year 8  35% (11/31) of Māori boys students are expected level for writing at the end of Year 8.	<ul style="list-style-type: none"> <li>We were 23% off our target for reading.</li> <li>We were 26% off our target for writing.</li> <li>Ākonga average attendance is not optimal with 39% of ākonga attending school regularly. This could have a significant effect on our student achievement results. There have been a number of new kaiako to this level over the past 18 months. 8/13 new kaiako.</li> <li>There seems to be quite a varied degree of knowledge and practice on deliberate acts of teaching at this level and how to accelerate students' achievement in English.</li> <li>Synthesis is a big part of L4 so students especially boys are less inclined to present learning and do the research that does not meet the L4 standard. The students can read but their enthusiasm to present is not so high affecting the overall best fit.</li> <li>Our average entry level for this cohort was much lower than previously experienced in Literacy, therefore many more students required acceleration.</li> </ul>	<ul style="list-style-type: none"> <li>This group has now left Whangārei Intermediate so we can only focus on the new cohort coming in as Year 7s and the current Year 7 cohort who will transition to Year 8 next year.</li> <li>Ensuring kaiako are applying best practices; providing timely and appropriate acceleration strategies will be the kura's focus next year in Literacy.</li> <li>The support programmes informing kaiako of key learning so the interventions and class kaiako complement each other is also a key focus.</li> <li>A new schoolwide learning pedagogy has been introduced and the next stage is focussing on effective practices within this framework for kaiako.</li> <li>Raising student attendance will need to be a priority to assist in raising achievement.</li> </ul>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Refining Learn to Learn pedagogy and practice with a focus on student agency</li> <li>Focus on aspects of structured literacy: Writers Toolbox and Code spelling programme</li> <li>Implementation of the refreshed English curriculum will be one of the highest priorities for 2025</li> <li>Provide mentoring and coaching for kaiako</li> </ul>			

## TARGETS 2024: MATHEMATICS (Auraki)

	<p><b>Target Goal</b></p> <ul style="list-style-type: none"> <li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li> <li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li> </ul> <p><b>Target Reached</b></p> <ul style="list-style-type: none"> <li>41% of students achieved NZC Level 4 in Numeracy for Year 8</li> <li>50% of students achieved NZC Level 4 in basic facts at Year 8</li> </ul>
	<p><b>ACTION PLAN:</b></p>
<p><b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b></p>	
<p><b>BASE DATA</b> Gather numeracy levels term 1 and again term 4 to show the actual progress made.            22% of our Year 7 students (42/192) were achieving at/above NZC Level 4 in Numeracy at the end of 2023            26% of our Year 7 students (51/192) were working at/above NZC Level 4 in basic facts at the end of 2023</p>	
<p><b>Assessment Tools:</b></p>	
<p>Base Data: Year 7 Basic Facts and Number WIS report, GloSS, Basic Facts Test, IKAN, Class exemplars and assessments, eAsTtle</p>	
<p><b>ACTION</b></p>	
<p>To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.</p>	<p><b>Who</b> Teachers</p> <p><b>Costs</b> Nil</p> <p><b>When</b> All year</p> <p><b>Expected Outcome</b> Teachers confident in teaching multi level classes</p>
<p>Introduce L2L pedagogy to assist with differentiation and maths pedagogy.</p>	<p><b>Who</b> Facilitator</p> <p><b>Costs</b> \$12000</p> <p><b>When</b> All Year</p> <p><b>Expected Outcome</b> Improved group management and dialogic teaching practice and feedback.</p>
<p>Review support and student resources for M&amp;S</p>	<p><b>Who</b> Lead</p> <p><b>Costs</b> unknown</p> <p><b>When</b> term 1</p> <p><b>Expected Outcome</b> Suitable resources for Kaiako</p>
<p>To purchase/make resources to support learning</p>	<p><b>Who</b> Identified Staff</p> <p><b>Costs</b> \$1000-\$3000TBC</p> <p><b>When</b> All year</p> <p><b>Expected Outcome</b> Resources bought to support programmes</p>
<p>Use set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki using Te Mātaihā</p>	<p><b>Who</b> Done</p> <p><b>Costs</b> Time</p> <p><b>When</b> Year</p> <p><b>Expected Outcome</b> Teachers have clear focus on core learning</p>
<p>Look at curric refresh for Mathematics and Stats also Numeracy progressions.</p>	<p><b>Who</b> Lead with staff.</p> <p><b>Costs</b></p> <p><b>When</b> Year</p> <p><b>Expected Outcome</b> School curriculum in alignment with refreshed curriculum</p>
<p>Establish a Maths Focus group for support and consistency and to grow expertise in Mathematics and Statistics teaching.</p>	<p><b>Who</b> Lead with certain staff</p> <p><b>Costs</b></p> <p><b>When</b> Year</p> <p><b>Expected Outcome</b> Clearer understanding of Maths and Stats refresh and PLD required.</p>
<p>Review and adjust assessments through focus group.</p>	<p><b>Who</b> Lead</p> <p><b>Costs</b> Nil</p> <p><b>When</b> Term 1</p> <p><b>Expected Outcome</b> More consistency in judgements for achievement</p>
<p>Establish a School Maths site for quick reference for staff.</p>	<p><b>Who</b> Lead</p> <p><b>Costs</b></p> <p><b>When</b> Year</p> <p><b>Expected Outcome</b> Readily available support and resourcing.</p>

## TARGETS 2024: LITERACY (Auraki)

	<b>Target Goal</b> <ul style="list-style-type: none"><li>75% of students will have achieved Level 4 in Reading NZC at end of Year 8</li></ul>	<b>ACTION PLAN: Literacy Levels</b> These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below  <b>BASE DATA</b> Gather literacy levels term 1 and again term 4 to show the actual progress made: 16% of our Year 7 students (31/195) at the end of 2024 were achieving level 4 in Reading 11% of our Year 7 Maori Boys (4/36 ) at the end of 2024 were achieving level 4 in Reading 8% of our Year 7 students (16/194) at the end of 2024 were achieving level 4 in Reading 4% of our Year 7 Maori boys (4/36) at the end of 2024 achieved level 4 in Writing  <b>Assessment Tools:</b> Base Data: Ideal, eAsTTle writing matrix. Target Data: STAR, Regular, Moderated Planned Sample, BURT (reading) (Term 1)				
	<b>Target Reached</b> <ul style="list-style-type: none"><li>52 % of students have achieved Level 4 NZC at end of Year 8 for Reading</li><li>45 % of Māori boys are at Level 4 for Reading</li></ul>					
	<b>Target Goal</b> <ul style="list-style-type: none"><li>70% of students will have achieved level 4 in Writing at end of Year 8</li><li>60% of Maori Boys will have achieved level 4 in Writing at end of Year 8</li></ul>					
	<b>Target Reached</b> <ul style="list-style-type: none"><li>42% of students have achieved Level 4 in Writing at end of Year 8</li><li>35% of Māori boys have achieved Level 4 in Writing at end of Year 8</li></ul>					

## AURAKI MATHEMATICS ACHIEVEMENT DATA: End of Year Analysis 2024

WhangareiInt

skill id used: 10017 Basic Facts WI Level T4

- Admin Whole School

Percentage of Pupils ( NZ Maori only ) - for 2024 Printed: 20 Nov 2024

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	3% (2)	8% (5)	13% (8)	14% (9)	22% (14)	16% (10)	19% (12)	10% (6)		2% (1)	22% (14)	34% (22)	48% (64)	
Y8	1% (1)		4% (3)	9% (6)	19% (13)	29% (20)	21% (15)	9% (6)		7% (5)	29% (20)	30% (21)	52% (70)	

skill id used: 10017 Basic Facts WI Level T4

- Admin Whole School

Percentage of Pupils - for 2024 Printed: 20 Nov 2024

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	4% (8)	8% (16)	13% (25)	25% (42)	15% (28)	17% (33)	10% (22)	5% (9)	1% (1)	25% (42)	32% (61)	49% (191)	
Y8	0% (1)	2% (4)	2% (5)	6% (12)	15% (31)	23% (42)	18% (32)	13% (26)	7% (14)	12% (25)	23% (42)	31% (63)	51% (202)	

### 2024 Basic Facts Achievement

	Begin Year			Mid Year			End of Year		
Year Level	Well Below	Below	At/ Above	Well Below	Below	At/ Above	Well Below	Below	At/ Above
Year 7	56%	24%	20%	43%	21%	35%	25%	25%	50%
Year 8	58%	15%	28%	48%	14%	39%	26%	24%	51%

### School Targets

- 75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8
- 75% of students will have achieved NZC Level 4 in basic facts in Year 8

### Comments

- We have 50% of our tamariki at their expected level for basic facts. This is 25% below our target.
- Ākonga Māori are a further 12% lower. From the start of the year, kaiako have managed on average to move 25% - 30% of their ākonga to the expected level
- There have been big reductions in the well-below groups
- There is a good-sized group just below in Year 7 which hopefully can kick on next year
- 25% of our tamariki are yet to recall their multiplication facts quickly.
- In Year 7 our Ākonga Māori are quite close to the school averages.

### Basic Facts Key Points

To perform at L3 for basic facts students need to know	To perform at L4 for basic facts students need to know
<p>Multiplication and division of facts to 100</p> <p>E.g <math>4 \times \_\_ = 28</math>, <math>\_\_ \times 7 = 28</math> or <math>28/4 = \_\_\_</math></p> <p>Multiplication by 10 100 and 1000</p> <p>E.g <math>10 \times 10 =</math></p> <p><math>100 \times 100 =</math></p> <p><math>10 \times 1000 =</math></p>	<p>Multiplication and division of facts to 100</p> <p>Find squares of 1-10 and the reverse square root</p> <p>Convert basic fractions to % and decimals and vice versa</p> <p>Know division tests for 2 3 5 9 and 10</p> <p>Find factors of numbers under 100</p>



WhangareiInt

skill id used: 10505 Number Strategy (3)End

- Paul Botica - DP Whole School

Percentage of Pupils - for 2024 Printed: 22 Nov 2024

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7		2%	7%	17%	25%	35%	12%	15%			25%	48%	27%	52%
		(4)	(14)	(35)	(52)	(72)	(25)	(31)			(52)	(27)	(31)	(204)
Y8		1%	2%	5%	20%	27%	27%	12%	15%		27%	39%	27%	48%
		(1)	(4)	(19)	(38)	(51)	(50)	(23)	(31)		(51)	(27)	(31)	(188)

WhangareiInt

skill id used: 10505 Number Strategy (3)End

- Paul Botica - DP Whole School

Percentage of Pupils ( NZ Maori only ) - for 2024 Printed: 22 Nov 2024

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7		4%	10%	19%	31%	31%	4%	15%			31%	39%	27%	54%
		(3)	(7)	(12)	(21)	(21)	(3)	(31)			(21)	(24)	(31)	(68)
Y8		3%	5%	32%	31%	20%	7%	15%			31%	27%	27%	46%
		(2)	(3)	(19)	(18)	(12)	(4)	(31)			(18)	(18)	(31)	(59)

### Number Achievements: All Year

	Start of Year			Mid Year			End of Year		
Year Level	Well Below	Just below	At/ Above	Well Below	Just below	At/ Above	Well Below	Just below	At/ Above
Year 7	43%	35%	23%	42%	42%	17%	26%	25%	48%
Year 8	52%	21%	26%	46%	22%	32%	28%	27%	44%

### School Targets

75% of our students will be at the curriculum level 4 by the end of Year 8

### Key Points

- 44% of our Year 8 students are at the desired level for the end of the year. We fell short by 31%
- 48% of our Year 7 students are at their expected level
- We will need to move 27% more to achieve the target in a year's time.
- There have been large reductions in the critical levels nearly halving in both Year groups.
- 34% of our Year 7s are at a critical level
- 8% of our Year 8s are at a critical level
- Our Ākonga Māori have larger numbers at the level 3 area around 60% in Year 8 and Year 7
- Our Ākonga Māori are a further 15% off our target in year 8 and 12% in Year 7.
- Perhaps if our attendance rates and basic facts rates could increase our Kāiako could move our Ākonga across the line
- Next year we will be using PRIME Maths to implement the new Maths curriculum

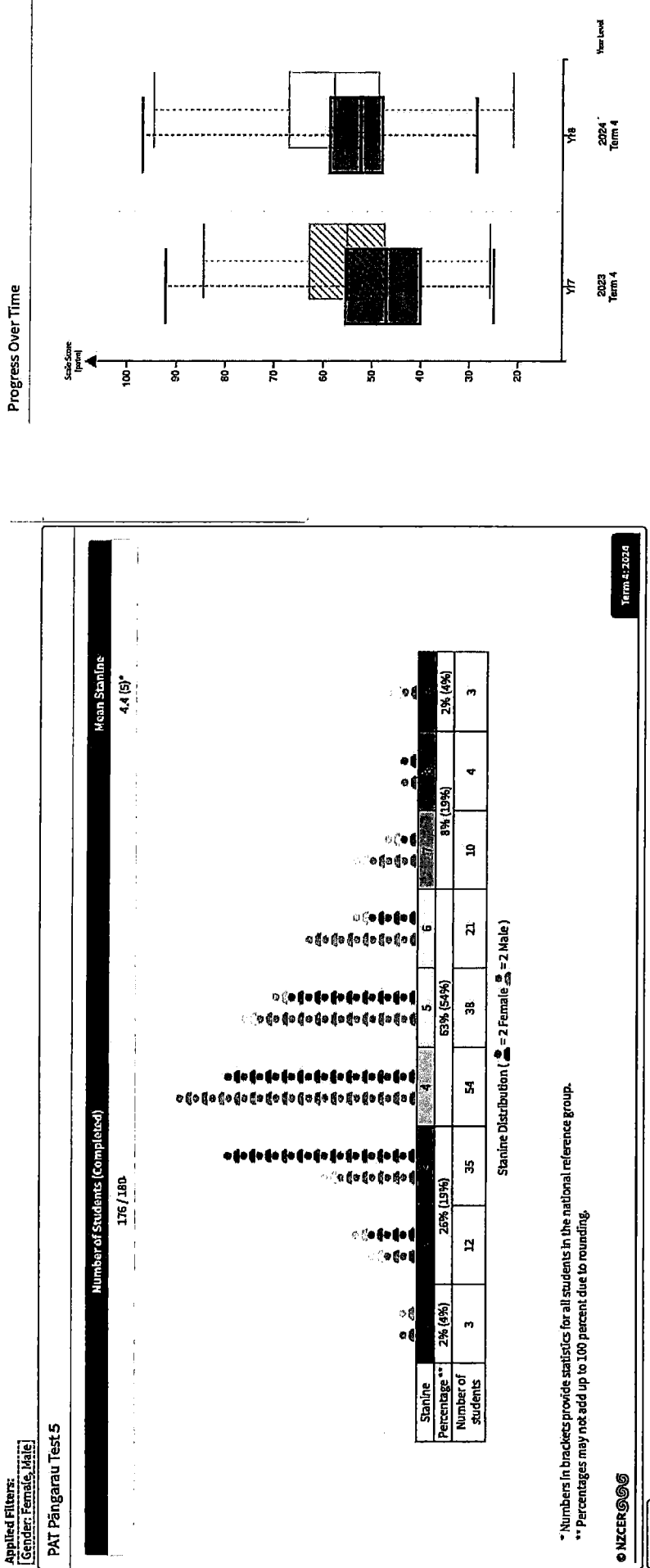
Paul Botica

21/11/24

PAT MATHEMATICS STUDENT ACHIEVEMENT 2024 Term 4

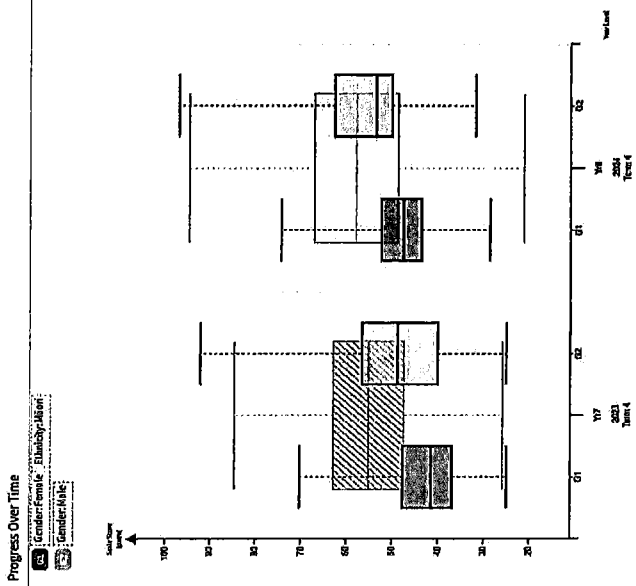
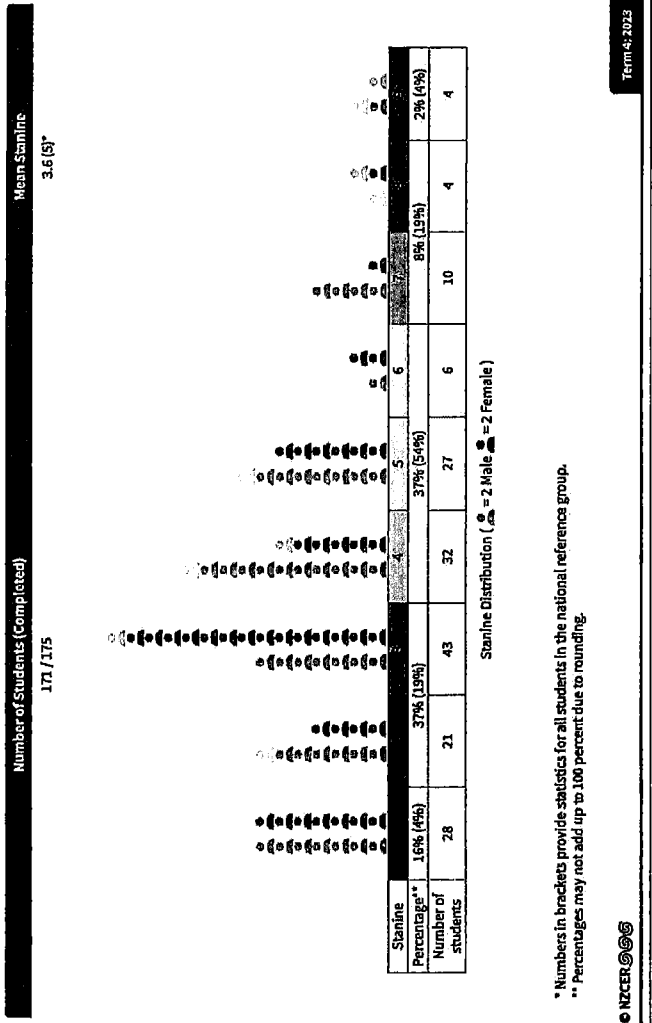
The following results are for students in Auraki classes. There are 7 Year 7 classes and 6 Year 8 Classes in the data set. There was a total of an entire year between the 2 tests Term 4 2023 to T4 2024. We had 40 weeks of learning students sat the test.

PAT MATHEMATICS 2024 Year 8



PAT MATHEMATICS 2024 Year 8 Māori Taurira

PAT Mathematics Test 4

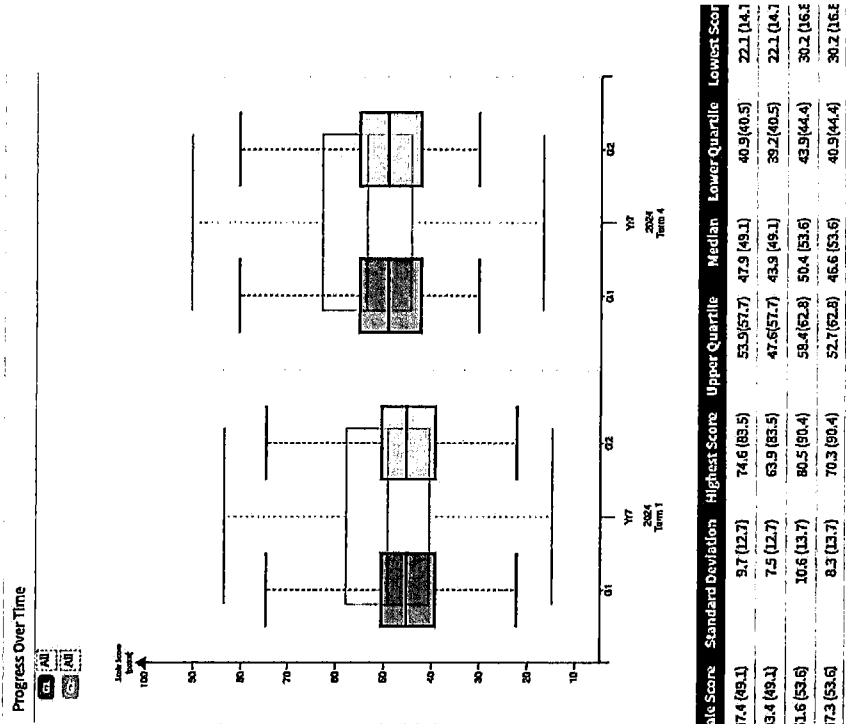
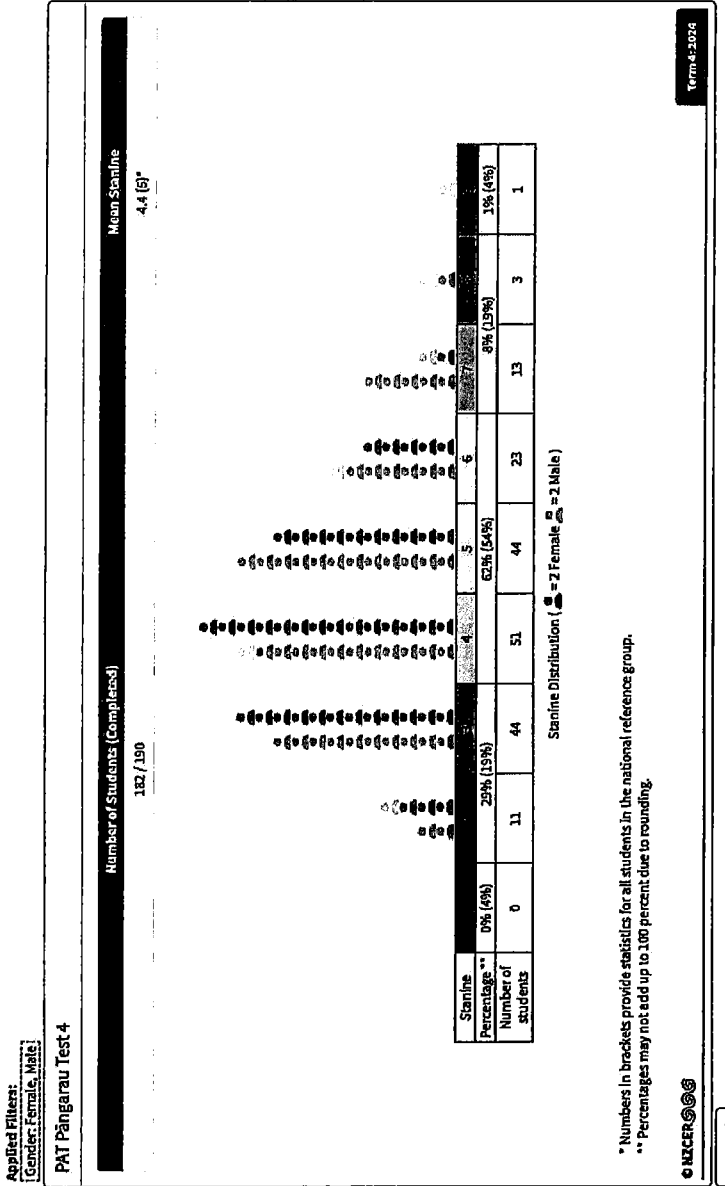


Year	Term	Year Level	Group	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2024	Term 1	7	G1	156/156	45.7 (49.1)	8.6 (12.7)	74.6 (83.9)	56.4 (57.7)	45.3 (49.1)	39.2 (40.5)	22.1 (24.7)
2024	Term 1	7	G2	156/156	45.7 (49.1)	8.6 (12.7)	74.6 (83.9)	56.4 (57.7)	45.3 (49.1)	39.2 (40.5)	22.1 (24.7)
2024	Term 4	7	G1	150/156	49.5 (53.6)	9.5 (13.7)	80.5 (90.4)	55.1 (62.8)	49.2 (53.6)	42.4 (44.4)	30.2 (36.8)
2024	Term 4	7	G2	150/156	49.5 (53.6)	9.5 (13.7)	80.5 (90.4)	55.1 (62.8)	49.2 (53.6)	42.4 (44.4)	30.2 (36.8)

- There has been a pleasing acceleration for Taurira Māori in Maths.
- Tama Māori have gone from average stanline of 3.6 to 4.2 and Kotiro Māori have gone from a very low 2.8 to 3.5.
- The graphs show a noticeable decrease in the tail especially for our tama Māori.
- Both the lowest scores and all quartiles have accelerated compared to last year. There are also very able high-achieving tama Māori in Mathematics.

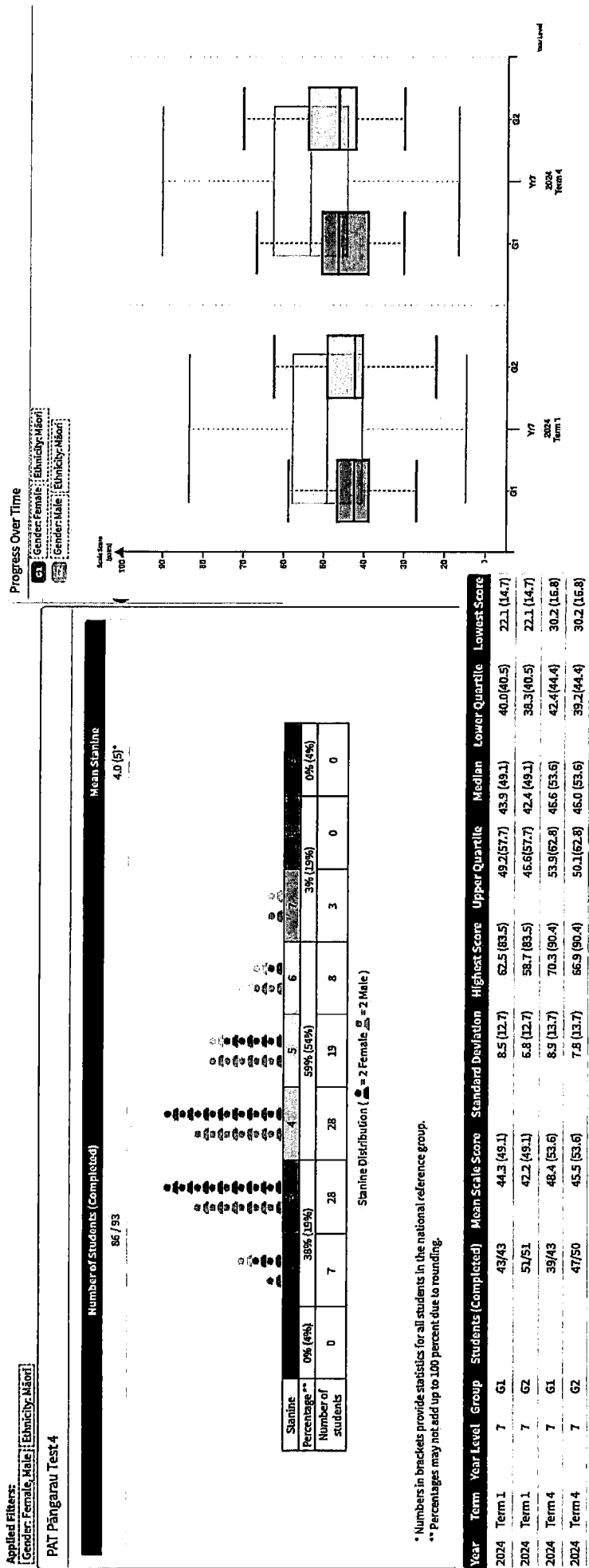
PAT MATHEMATICS 2024 Year 7

The following results are for students in Auraki classes and there was a total of 31 weeks of learning rather than 40 between the 2 tests due to the tests administered at the end of Feb and End of October this year.



- The graphs show that progress for Year 7 was in line with the NZ group, the girls' progress was a bit less than the boys' average progress.
- Average stanines have remained the same as the start of the year, remembering that this is over 31 weeks vs 40 weeks for a typical year.
- There seems to be a higher average improvement for the lowest and most able students.
- There is a noticeable difference between boys (4.7) and girls (4.1) in Maths achievement

PAT MATHEMATICS 2024 Year 7 Māori Tauira



- The graphs show that the average progress for our Māori students was a little lower than the overall progress for all students in NZ. However, the most able students increased more than the average NZ amount.
- Tauira Māori achievement at the end of the year was on average 0.4 of a stanine lower than the school group and tama Māori are 0.4 of a stanine higher than the kōhiri Māori. This is of concern. However, we must be mindful of the fact that this time interval covers 31 weeks of learning rather than a full 40 weeks.

Recommendations:

1. Maths PLD has become a major focus for the kura with the implementation of the refreshed curriculum from 2025. The after-school sessions were taken in T4 to familiarise kaiako with the content. Two ToDs will be held when school finishes with familiarisation and implementation of the refreshed curriculum.
2. Maths resources should become available at the start of next year.
3. Daily mathematics is a requirement of the curriculum refresh and an hour of power is a must from this year.
4. Kaiako to be familiarised with aspects of the PRIME maths system will also be undertaken.

## AURAKI WRITING ACHIEVEMENT EoY 2024

The following results are gathered from the school reports from the end-of-year reports. The data was entered by the start of week 6.

Kaiako made their overall teacher judgements from examples of writing which the ākonga had done in class. Desired levels are set for the achievement in relation to the NZC and Learning Progressions at the end of the year.

Classes in Te Whānau o Waimirirangi have been excluded from the data as they work in Māori medium.

	Beginning			Mid %			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
Year 7	41%	41%	18%	37%	45%	18%	21%	33%	46%
Year 8	55%	30%	15%	44%	28%	29%	22%	34%	44%
Yr 7 NZM	44%	35%	21%	48%	38%	14%	31%	34%	34%
Yr 8 NZM	61%	29%	13%	53%	27%	20%	31%	34%	35%
Yr 7 NZM Boys	60%	26%	8%	59%	30%	11%	45%	27%	27%
Yr 8 NZM Boys	66%	29%	6%	51%	25%	24%	32%	32%	35%

### Target Goal 2023

- 70% of students will have achieved level 4 in Writing at the end of Year 8
- 60% of Maori Boys will have achieved level 4 in Writing at the end of Year 8

### Comment

- We did not achieve our Year 8 Target and missed by 16% and 25% for our Māori tama.
- Compared to previous years the best fit marks are lower than, especially in the well below category.
- There was a significant decrease in the low levels of writing in both years, almost halving.
- Our Year 7 students have made very good progress from the mid-year.
- Our Māori ākonga have made significant improvements since the mid-year, but they are still noticeably lower than the school group.
- Our Year 7 Māori nga tama have a lot of ground to make up over the next year as 45% are well below in writing.
- There is a significant difference for our Māori students compared to our entire group 10% lower, This is especially so for our Māori tama who are a third lower than the main school group.

### Recommendations (These remain the same as mid-year)

- Writing must remain a high priority for our school.
- Classes need to be language-rich in experiences and student displays.
- Daily writing of 1 hour is imperative and required
- Taura Māori, especially boys in both year groups, must remain an urgent high priority for teachers. They need regular feedback, conferencing and checking in to ensure they continue to progress.
- Moderating and sharing inspiring ideas amongst teachers regularly over the year
- The moderating process could involve teachers calculating their own "at/above" and "below" achievement levels and identifying students who are just below the benchmark as a target group. This approach aims to focus on lifting overall achievement levels while ensuring all students receive support, rather than concentrating solely on the least able learners.
- Regular writing including generating ideas, planning, drafting, crafting, editing, publishing and feedback is a vital component of writing effectively (quick writes can be effective here in focusing on specific goals and building up the ability to write extended pieces.)
- Teachers being aware of who the just below students are and what learning needs will get them to the desired level of writing by the end of the year.
- Students need to be writing a range of material across the curriculum and have the opportunity to bring their voice, interests and ideas to the writing.
- Students need to be taught how to plan out and think about their writing before commencing, teachers can help with modelling using the Think Aloud Approach. ALL findings suggest developing ideas and structuring writing is vital to get students into level 4.
- For Year 8s deliberate acts of teaching in punctuation are important, especially leading into high school. This should be done at the end of the writing process to encourage students.
- Paul Dix is emphatic that sharing student exemplars and examples on the walls encourages students to achieve goals and creates a class learning culture.

- Teachers have been introduced to aspects of Write That Essay, which has a focus on sentence types and construction of text using a sentence type approach.

Pedagogical Practice as described by Murray Gadd

### USING LEARNING GOALS EFFECTIVELY DURING THE LESSON

This means:

- being **very specific** with students about what they have to **do** during the lesson (task) and **achieve** from the lesson (learning goal);
- placing a focus on the learning task at the beginning of lessons and letting the **learning goal emerge** from the task: what do we have to do as writers to be successful at this task;
- referring back to the learning goal/s **at the end** of modelling sessions: have we achieved what we set out to achieve?
- encouraging students to be **metacognitive** at the end of lessons: What did we have to do to achieve our goal

Murray Gadd has suggested these headings and subheadings for workshops to improve the efficacy of young writers, especially to achieve at Level 4.

#### Content Ideas

- Coming up with ideas for writing
- Planning for writing
- Adding sufficient detail
- Making changes to writing

#### Sentence Formation

- Demonstrating grammatical fluency, tense, and verb-subject agreement.
- Including a variety of sentence types
- Include a variety of sentence starts

#### Structure

- Demonstrate evidence of structure according to purpose
- Demonstrating evidence of logical sequence/flow
- Including a satisfying conclusion
- Paragraphing satisfactorily

#### Vocab/ Language Features

- Using rich precise vocab
- Using vocab according to purpose
- Using language features according to purpose

#### Spelling

- Spelling accurately
- Sounding out chunks
- Demonstrating reasonable knowledge of spelling patterns
- Recording with accuracy medial sounds in words
- Recording with accuracy the final sound in words
- Using spelling aids in the room incl ICT

#### Punctuation

- Uses basic indicators accurately
- Using more complex punctuation accurately
- Using dialogue indicators accurately

Paul Botica

20/11/2024

## AURAKI READING ACHIEVEMENT DATA: End of Year Analysis 2024

The desired levels stated are the end-of-year expectations for Year 7 and Year 8 students. The data was collected from the end-of-year reports.

Reading Achievement to End of Year									
	Start of Year (Rough Best fit)			Mid Year Best Fit			End of Year Best Fit		
	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above
Year 7	36%	37%	28%	37%	45%	18%	18%	26%	56%
Year 8	44%	30%	18%	35%	34%	31%	15%	35%	52%
Yr 7 M	39%	36%	26%	41%	48%	11%	25%	25%	50%
Yr7 MB							29%	31%	40%
Yr 8 M	59%	28%	13%	45%	30%	25%	19%	49%	32%
Yr 8 MB							12%	42%	45%

### Target Goal

75% of our Year 8 students will achieve Level 4 in Reading.

### Comment

- We have fallen short of our target by 23% for the whole school
- We currently have a slightly higher level of achievement in year 7 with 56% at or above for Year 7
- There has been a large shift in the Year 8 taura 20% moved in T3 and T4 to the at-level
- In Year 7 we will have accelerated a large number of students from Well below 36%-18%
- Our year 8 taura kotiro needs more acceleration compared to the Maōri tama and the main school group.
- 18% of Year 7 students are at a critical level for reading.
- 14% of Year 8s are at a critical level for Yr 8
- Our Year 8 taura tama are more in line with the school group compared to taura kotiro
- There seems to be no significant difference between Year 7 Taura Māori and the school group.

### Recommendations

- Continue earlier screening and operation of the Ka Eke Tarewa groups to ensure students do not miss out and they all get boosters over the year. Tau 8 could start as early as week 2.
- PLD for kaiako to get up to speed with the Structured Literacy approach so their class programmes complement the Ka Eke Tarewa program for the acceleration groups.
- PLD for kaiako on how to teach comprehension and processes using: Guided Silent Reading, Reciprocal Reading or possibly a Sharp Reading approach.

The 3 Key areas to focus on developing readers are **Decoding**, **Understanding** the text and **Thinking** about the text.

### Word recognition Strategies

English is composed of several other languages (Saxon, Latin and French) so patterns in decoding are broad, vary and don't follow one general rule, however, 80% of words do follow common patterns.

- Exploring syllables
- Chunking words into smaller parts
- Blends and rimes.
- Word Families root words, suffixes, prefixes
- Key sight words 100 of these words are in 50% of all texts. Learning them by sight allows more cognitive functioning for understanding and thinking about the text.
- Weirdo words by sight- These 25 words don't follow common patterns



- Common combinations e.g kle crackle tackle ankle
- Sound/letter relationships at the start, middle and end, battlers often hit the start right then it all falls to bits.
- Consonant blends
- Long and short vowels
- Clusters of word phrases.
- Recognising contractions

### **Key Comprehension Strategies**

According to Davis, Cameron and TKI;

- Prior Knowledge/ Prediction, also known as making connections to text.
- Visualising
- Inferring
- Self-questioning
- Sequencing
- Summarising
- Synthesis
- Identifying writers' purpose/point of view

**Paul Botica**

24/11/2024

## AURAKI READING ACHIEVEMENT: End-of-Year Data Analysis 2024

### Of Note

- Students were tested in reading with the STAR (Supplementary Test of Achievement in Reading) test.
- This is a standardised test that compares student achievement to nationally normed results.
- Year 7 Auraki students were tested in Term 1 and at the start of November (31 weeks later).
- Year 8 students sat the test in November 2023 and again, in November 2024 (40 school weeks later).
- The purpose of using this test is to identify at-risk students, examine general reading progress over the year and identify class and school-wide needs in reading.
- The end-of-year results include students who have enrolled throughout the year and those who did the test in term 1 and left.
- The progress scores are only for those who have done both tests.
- Most students sat the test
- For a small number of students who have been away or students whose reading is very low, it would be unfair to subject them to the test experience.

### YEAR 7s

Year 7 Boys and Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T1:78A Av Stanine 4.1</b> <i>Rounded to the nearest whole percent</i>	38	57	5
<b>2024 T4:78B Av Stanine 3.9</b> <i>Rounded to the nearest whole percent</i>	43	52	5

Year 7 Boys and Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>Girls 2024 T1:78A Av Stanine 4.1</b> <i>Rounded to the nearest whole percent</i>	34	64	3
<b>Girls 2024 T4:78B Av Stanine 4.0</b> <i>Rounded to the nearest whole percent</i>	35	62	4
<b>Boys 2024 T1:78A Av Stanine 4.0</b> <i>Rounded to the nearest whole percent</i>	41	51	8
<b>Boys 2024 T4:78B Av Stanine 3.8</b> <i>Rounded to the nearest whole percent</i>	46	47	6

### Analysis

- Due to paper tests used at the start of the year for Year 7s we have had to run between two different platforms. This means we can't measure those who did both tests separately.
- Students who were 8 and below on the Burt were not tested in this format at the start of the year.
- The second thing affecting Year 7 data is the high number of ESOL students who have arrived during the year -14 funded students, these students would come out between stanine 1-2.
- Students have basically moved in line with their equivalent NZ year group.
- There has been no obvious acceleration of this group for boys and for girls.

Year 7 Maori Girls As percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2024 T1:78A Av Stanine 3.9</b> <i>Rounded to the nearest whole percent</i>	39	61	
<b>2024 T4:78B Av Stanine 4.0</b> <i>Rounded to the nearest whole percent</i>	35	65	

## Analysis

There was a small acceleration of progress for our kotiro Māori. We have high numbers in our mid and low stanines.

Year 7 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2024 T1:78A Av Stanine 3.4</b> <i>Rounded to the nearest whole percent</i>	55%	45%	0%
<b>2024 T4:78B Av Stanine 3.2</b> <i>Rounded to the nearest whole percent</i>	52%	48%	

## Analysis

- There was a decrease in progress for this Year group, however, it is hard to determine if there were more students tested at the end of the year who did not do the test at the start due to their low ability in this area.
- We have staggeringly high numbers in the lowest 3 stanines in our year 7 cohort, raising achievement before high school needs to be a high priority.

Sub Test	Critical Numbers	Relative Weakness by Average Correct Questions from NZ mean
Word Recognition	31%	-1.3
Sentence Comp	35%	-1.1
Paragraph Comp	45% ( 23-0)	-4.2
Vocab	28%	-0.7
Language	40% (23 -0)	-2.1
Writing Style	44%	-2.7

## Analysis

- Looking at the critical areas in each sub-test demonstrates we have higher than expected numbers of students in all of the subsection critical ranges.
- There was a small difference in word recognition and understanding of vocabulary.
- Our students seem to have a very limited understanding of the nuances of language and local and global comprehension
- There was a huge difference in paragraphs -4.2 and 24 of the students could not select 1 correct answer.
- In the language of advertising, 23 students didn't get any answer correct and another 23 got 3 or less. This is a very concerning trend as these students are being subjected to many streams of messaging and influences yet have no sense of the use of persuasive/emotive words and phrases.
- As a kura we did a significant session on administering the test and checking in on students to ensure they knew how to answer the questions, further mahi could be done to see if there were class patterns which would indicate if it was weak administration or student ability.

## YEAR 8s

Year 8 Whole School as a percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T4:78B Av Stanine 3.6</b> <i>Rounded to the nearest whole percent</i>	50	46	4
<b>2024 T4:78C Av Stanine 4</b> <i>Rounded to the nearest whole percent</i>	36	60	3

## Analysis

- There was a noticeable increase in student achievement of .4 of a stanine which indicates that we have accelerated student achievement.

- There is a significant decrease in the lower stanine of 14% and an increase in the higher stanines.

Year 8 Girls and Boys as a percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>Girls 2023 T4:78B Av Stanine 3.8</b> <i>Rounded to the nearest whole percent</i>	46	51	3
<b>Girls 2024 T4:78C Av Stanine 4</b> <i>Rounded to the nearest whole percent</i>	32	57	11
<b>Boys 2023 T4:78B Av Stanine 3.4</b> <i>Rounded to the nearest whole percent</i>	55	41	4
<b>Boys 2024 T4:78C Av Stanine 3.9</b> <i>Rounded to the nearest whole percent</i>	46	48	6

#### Analysis

- Boys made the biggest average gains over the year of .5 of a stanine and the girls made an increase of .2.
- There is now a much smaller difference in the achievement of both groups.

Year 8 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T4:78B Av Stanine 2.9</b> <i>Rounded to the nearest whole percent</i>	64	36	
<b>2024 T4:78C Av Stanine 3.6</b> <i>Rounded to the nearest whole percent</i>	43	52	5

#### Analysis

- This is a very pleasing result our tama Māori have made great gains this year higher than the entire kura.
- There is a big reduction in the lowest stanine and some big increases in the higher stanines.
- As a group, there are still a lot in the lower areas.

Year 8 Maori Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T4:78B Av Stanine 3.1</b> <i>Rounded to the nearest whole percent</i>	59	41	
<b>2024 T4:78C Av Stanine 3.9</b> <i>Rounded to the nearest whole percent</i>	43	55	2

#### Analysis

- Kotiro Māori Tau 8 have also made great gains this year and are nearly in line with the overall kotiro cohort
- There are still high numbers in the lower stanines and we need to look at the most effective ways of raising this achievement.

Sub Test	Critical Numbers	Relative Weakness by Average correct questions.
Word Recognition	30%	-1.1
Sentence Comp	24%	-0.5
Paragraph Comp	43%	-4.0
Vocab	35%	-0.9
Language	46%	-2.8
Writing Style	23%	-2.9

- Sub-test results show that paragraph comprehension, language and writing style for Year 8s are a large relative weakness for our taura.
- Sentence comp was close to national norms and word recognition and vocab were also stronger than the other areas.

### **Recommendations**

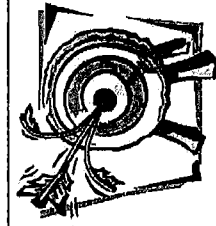
- Raising achievement for our less able readers remains a priority
- PLD for kaiako on how to teach reading processes and strategies especially effective strategies for our less able students about comprehension and writing style.
- Continue to unpack the curriculum refresh with kaiako so kaiako are familiar with expectations at Phase 3
- Regular teaching of reading strategies and comprehension.
- The English Rōpu to review effective practice on reading approaches and kaiako implement some of the key findings. e.g. re-reading text has a high shift effect as does reciprocal reading and reading together.
- Kaiako reviews their guided reading and direct instruction when working with taura to make the most use of this taima.
- Daily reading and instruction in reading.
- Kaiako to teach using a shared book approach for key learning.
- Looking at the Year 8 data, it appears that participation in the Ka Eke Tawera Programme is positively impacting students' reading levels. This initiative provides our most vulnerable readers with targeted, early intervention, maximising the opportunity to strengthen their reading skills.

**Paul Botica**  
**20/11/24**

Tuku Pūrongo Tā - Te Whānau o Waimirirangi 2024 (variance report)

Ingoa o te Kura:	Te Kura Takawaenga o Whangarei		Tau o te Kura:	7/8
Whāinga Rautaki:	Kia tupu tika te reo Māori hei reo ako i roto i nga ruma o Te Whānau o Waimirirangi.			
Te whāinga ā-tau:	Kia eke ngā ākonga i nga taumata o te Marau kia tae ki te taumata tika mā wā rātou Reanga.			
Keo:	Pāngarau: Kaupae 6 – Y7 Kaupae 7 – Y8 Pānui: Miro – Y8 Pingao I – Y7 Tuhituhi: Ka Rere – Y8 Ka Mārewa Y7			
Te Papa Raraunga	36% e anga ana ki te Kaupae 7 (Y8), 25% e anga ana ki te Kaupae 6 (Y7) 36% e anga anak i te Miro (Y8), 20% e anga ana i te Pingao I (Y7) 20% e anga ana ki te Ka Rere (Y8) 5% e anga kii te Ka Mārewa (Y7)			
EOY Raraunga Tau Waru (Y8)	29% e anga ana ki te Kaupae 7 mā te tau waru (Pāngarau) 7% poto 30% e anga ana i te Miro mā te tau waru (Panui) 6% poto 22% e anga ana ki te Ka Rere mā te tau waru (Tuhituhi) 2% tua			
EOY Raraunga Tau Whitu (Y7)	14% e anga ana ki te Kaupae 6 mā te tau whitu (Pāngarau) 11% poto 11% e anga ana i te Pingao mā te tau whitu (Panui) 9% poto 4% e anga ana ki te ka Mārewa mā te tau whitu (Tuhituhi) 1% poto			
Ngā Mahi i aha mātou?	Ngā Whakataunga i ahatia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?	
<ul style="list-style-type: none"><li>I whakamahi i te Marau Māori me ngā aromatawai Reo Māori.</li><li>PLD tahi me Te Ahu o te reo: Whakaako ana mā te reo Māori.</li></ul>	Ahakoā te torutoru o ngā ākonga i eke ki te taumata tika hei tā te Tāhūhū Mātauranga. I āta neke rātou i nga ekenga i te reo rua.	E pēnei ana nō te papaku o te puna marama ki te reo o nga akonga. He patanga nake te ruku ki te reo me tōna atahuatanga	Ka kaha tonu te reo ā waha. Ka whai tikanga tō ngā ākonga katoa ki te kōrero Māori.	
Te Whakamahere mō tērā tau:				
He wānanga ake hei whānau kōtahi mo te arotake o te marautanga, Kia Māori Mai. Hanga he pipoata hou, Me whakamahi taua i roto i te ETAP				

## TARGETS 2024: PĀNGARAU (Māori Medium Only)



Target Goal

- 44% of students will have achieved NWRM Manawa ora Te Tau at Tau 8

Target Reached

- 29% of students will have achieved NWRM Manawa ora Te Tau at Tau 8

### ACTION PLAN: Kaupae Pāngarau

**This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.**

**BASE DATA** Gather numeracy levels in term 1 and again in term 4 to show the actual progress made.  
34% of students will have achieved NWRM Manawa ora Te Tau at Tau 8 for 2023

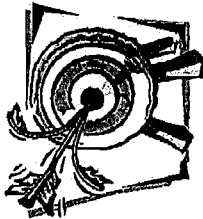
### Assessment Tools:

Base Data: Year 7 Uiui Aromatawai, Aromatawai Meka Matua, Rautaki Aromatawai, in-class exemplars and assessments.

### ACTION

	Who	Costs	When	Expected Outcome
To embed 'best practice' in the teaching of Poutama Tau in Te Whānau o Waimirangi by developing teachers' practice to work in Te Reo Māori.	Teachers	Nil	All Year	Teachers are confident in teaching Poutama Tau.
To provide in-service support to teachers in the Te Whānau o Waimirangi while re-aligning our Marau with Pāngarau.	Lead Teacher	Internal	All Year	Teachers are supported in teaching Poutama Tau, Te Tau and Whenu.
To provide more time to discuss priority learners and learning in Team Hui	Teams	Nil	Monthly	The team discuss learning, achievement and actions regularly at team hui.
To purchase/make resources to support learning	Identified Staff	\$3000	All Year	Resources bought to support programmes.
Review and adjust Te Uiui Aromatawai assessment.	Whānau Wide	Nil	All year	More consistency in overall teacher judgements for achievement.

## TARGETS 2024: TE REO MATATINI (Māori Medium Only)

	<u>Target Goal</u>				
	<ul style="list-style-type: none"><li>40% of students will have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li></ul>				
	<u>Target Reached</u>				
	<ul style="list-style-type: none"><li>30% of students have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li></ul>				
	<u>Target Goal</u>				
	<ul style="list-style-type: none"><li>30% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8</li></ul>				
	<u>Target Reached</u>				
	<ul style="list-style-type: none"><li>22% of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8</li></ul>				
<b>ACTION PLAN: Taumata Reo Matatini</b>					
<b>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</b>					
<b>BASE DATA</b> Gather literacy levels in term 1 and again in term 4 to show the actual progress made: 25% of students achieved Pīngao O (Pānui Haere) in Pānui at Tau 8 in 2023 29% of students achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8 in 2023					
<b>Assessment Tools:</b> Base Data: Pānui Haere, Kia Ata Mai Rubric Target Data: Snap Shots, Regular, Cold Samples					
	<b>ACTION</b>	Who	Costs	When	Expected Outcome
	To continue to improve teacher practice in modelling and differentiating writing in-class programmes (L2L strategies)	Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric
	To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini
	To provide explicit writing support for teachers who want it	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared
	Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading
	To provide more team-wide discussions around effective pedagogy and monitoring the progress of targeted learners regularly.	Team Leaders	Inclusive	All Year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.



## TE WHĀNAU O WAIMIRIRANGI END OF YEAR ASSESSMENT DATA: OTJs Analysis: Tuhituhi, Pānui, Pāngarau, 2024

The tables below present comparative data for pānui (reading), tuhituhi (writing), and pāngarau (mathematics) in Te Whānau o Waimirirangi. This data, sourced from eTAP, reflects Overall Teacher Judgements (OTJs) made for the end-of-year progress reports. It is displayed alongside mid-year OTJ data to provide a clear comparison of student achievement over time. While the data indicates pleasing progress, our commitment to continuous improvement remains steadfast. These results will be shared with Te Whānau o Waimirirangi Kaiako to gather their insights and explore strategies for further enhancing teaching practices and lifting achievement levels.

### Assessing reading in Te Reo Māori and understanding Te Reo Māori.

Āhea	Tau Waenga Pānui					Tau Mutunga Pānui				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	54%	37%	7%	2%		59%	47%	10%	1%	
Tau Waru	29%	47%	21%	4%						

The Year 7 reading data shows an upward trend as does the Y8 data for Reading which is pleasing. Specifically, the data shows a shift for the Y7 cohort as at mid-year, from 9% at or above to 31% representing a 22% shift at the end of the year and in the Year 8 cohort from 25% at or above to 59% representing a 34% shift.

### Assessing writing in Te Reo Māori (Tuhinga whakamamahara/recount writing)

Āhea	Tau Waenga Tuhituhi					Tau Mutunga Tuhituhi				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	49%	42%	8%	2%		54%	41%	8%	1%	
Tau Waru	42%	33%	18%	7%						

The Year 7 reading data shows an upward trend as does the Year 8 data for Reading which is pleasing. Specifically, the data shows a shift for the Year 7 cohort as at mid-year, from 10% at or above to 25% representing a 15% shift at the end of the year and in the Year 8 cohort from 25% at or above to 54% representing a 29% shift.

### Pāngarau (Mātauranga Tau, Meka Matua).

Āhea	Tau Waenga Pāngarau					Tau Mutunga Pāngarau				
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	Te Pū	Te More	Te Aka	Te Rea	Te Waonui
Tau Whitu	43%	52%	4%	2%		74%	52%	20%	1%	
Tau Waru	22%	48%	27%	3%						

The Year 7- data demonstrates progress over time. Specifically, the data shows a shift for the Year 7 cohort as at mid-year, from 6% at or above to 34% at the end of the year representing a 28% shift. The Year 8 data demonstrates progress over time. Specifically, the data shows a shift for the Y8 cohort as at mid-year, from 30% at or above to 74%. representing a 44% shift. This result is particularly pleasing and shows accelerated progress for which our teachers need to be commended.

### Shifts (at/above) over time mid-end of the year

Kaupapa	Y7	Y8
Pānui	22%	34%
Tuhituhi	15%	29%
Pāngarau	28%	44%

## **Pāngarau Recommendations**

### **Pangarau 2024 Goals**

**Y8 = 75% to be at L3 or 4 (2023 79%) 74% were at or above at the end of the year (fell short by 1%)**

**Y7 = 40% to be at L3 or L4 (2023 39%) the goal was almost met as the data shows 39% were at or above.**

- Continue to prioritise Pāngarau daily and share successes
- Look at Te Reo Maori Math Texts that supplement good teaching
- Continue Rubric development for FB and FF (L2L)
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- There is an accelerated movement across levels for the Y8 cohort, what practices have the greatest effect on achievement?
- Continue to know your students by knowing their learning needs

## **Pānui Recommendations**

### **Pānui 2024 Goals**

**Y8s=75% to be at L3 or 4 (2023 75%) 59% were at or above at the end of the year (fell short by 16%)**

**Y7= 25% to be at L3 or L4 (2023 24%) The goal was surpassed as the data shows 31% were at or above.**

- 27/131 which is 20% of Te Whānau o Waimirangi roll receive support in Te Whare Kowhai.
- Pānui to remain a high-priority
- Continue to deconstruct and explore familiar texts
- Continue to promote and read texts of Kai Tuhihi Māori
- Allow more reading by the teacher to the class starting with simple māori texts and moving to ever more complex texts
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- Continue Rubric development for FB and FF (L2L)
- Scaffolding, teacher modeling and deliberate acts of teaching
- Continue to know your students by knowing their learning needs
- Continue to resource Ngāpuhitanga material (Māori Minute)

## **Tuhihi Recommendations**

### **Tuhihi 2024 Goals**

**Y8s=70% to be at L3 or L4 (2023 70%) 54% were at or above at the end of the year (fell short by 11%)**

**Y7= 20% to be at L3 or L4 (2023 16%) The goal was surpassed as the data shows 25% were at or above.**

- Tuhihi to remain a high-priority
- Daily writing imperative around familiar contexts, topics
- Scaffolding, teacher modeling, short writes.
- Continue to develop language-rich class environments
- Develop Kaupapa Māori L2L and what it looks like in TWoW
- Continue Rubric development for FB and FF (L2L)
- Continue to moderate as a whānau level of writing across rooms
- Continue to know your students by knowing their learning needs

### **Tuhihi 2025 Goals**

Year 8 = 60% to be at L3 or L4 (2024 54%)

Year 7 = 30% to be at L3 or L4 (2024 25%)

### **Pānui 2025 Goals**

Year 8 = 65% to be at L3 or L4 (2024 59%)

Year 7 = 35% to be at L3 or L4 (2024 31%)

### **Pangarau 2025 Goals**

Year 8 = 75% to be at L3 or 4 (2024 74%)

Year 7 = 40% to be at L3 or L4 (2024 39%)

## **He Whakatauki o te Wā**

Ahakoā he iti, he pounamu

**Nā Wiremu Rankin.**

26/11/24

# TE WHĀNAU O WAIMIRIRANGI RAW OTJ DATA, 2024

## PANUI/READING

Data across TWoWaimirirangi Pānui - Y8 2024 Reading TARGET 40% at end of the year. Achieved 30%

Year	Y1	Y2	Y3	Y4	Y5	Total	Start	Mid	End
Program	Y1	Y2	Y3	Y4	Y5		%	%	%
L1 BOY	7	14	10	12	11	54	89		
L1 MOY	3	12	0	7	10	32		54	
L1 EOY	0	4	0	0	1	5			9
L2 BOY	2	1	1		1	5	8		
L2 MOY	6	1	7	6	1	21		36	
L2 EOY	8	9	6	3	8	34			61
L3 BOY			1	1		2	3		
L3 MOY		1	4	0		5		8	
L3 EOY	0	2	5	4	0	11			20
L4 MOY		1				1		2	
L4 EOY	0	1	0	2	3	6			11
							100	100	100
Year	Y6	Y7	Y8	Y9	Y10	Total	Start	Mid	End
Program	Y6	Y7	Y8	Y9	Y10		%	%	%
L1 BOY	13	3	9	7	11	43	56		
L1 MOY	4	3	1	4	10	22		29	
L1 EOY	0	3	0	0	1	4			5
L2 BOY	5	7	3	6	3	24	32		
L2 MOY	11	5	6	9	5	36		47	
L2 EOY	12	5	2	3	6	28			36
L3 BOY		5	2		1	8	11		
L3 MOY		4	9	2	0	15		19	
L3 EOY	3	4	6	7	2	22			29
L4 BOY				1		1	1		
L4 MOY		4				4		5	
L4 EOY	0	3	7	7	6	23			30
							100	100	100

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Year 1 and 2

Level 2 equates to Year 3 and 4

Level 3 equates to Year 5 and 6

Level 4 equates to Year 7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

## Year 7 Summation of Above Data Reading % of Students at each Level

Taumata	Start	Mid	End
Tuatahi (Well Below)	89	54	9
Tuarua (Below)	8	36	61
Tuatoru (At)	3	8	20
Tuawhā (Above)	0	2	11

# Y7 Summation of above data Reading % of students at each level

Taumata	Start	Mid	End
Tuatahi (Well Below)	56	29	5
Tuarua (Below)	32	47	36
Tuatoru (At)	11	19	29
Tuawhā (Above)	1	5	30

## TUHITUHI/WRITING

Data across TWoWaimirangi Tuhituhi - Y8 2024 Writing TARGET 30% at end of the year. Achieved 22%

Year 1						Total	%	%	%
BOY	1	2	3	4	5				
L1 BOY	8		4	13	11	36	59		
L1 MOY	9			11	10	30		51	
L1 EOY	8	1	0	0	10	19			34
L2 BOY	1	15	7		1	24	39		
L2 MOY	0	13	6	2	1	22		37	
L2 EOY	0	11	5	6	1	23			41
L3 BOY			1			1	2		
L3 MOY		1	5			6		10	
L3 EOY	0	3	5	3	1	12			21
L4 MOY		1				1		2	
L4 EOY	0	1	1	0	0	2			4
							100	100	
Year 2						Total	%	%	%
BOY	1	2	3	4	5				
L1 BOY	17		5	13	11	46	61		
L1 MOY	14			7	12	33		43	
L1 EOY	10	0	0	0	8	18			24
L2 BOY	1	13	7	1	3	25	32		
L2 MOY	1	4	8	8	3	24		32	
L2 EOY	5	5	1	2	4	17			22
L3 BOY		2	2		1	5	7		
L3 MOY		6	8			14		18	
L3 EOY	0	6	4	11	3	24			32
L4 MOY		5				5		7	
L4 EOY	0	4	10	3	0	17			22
							100	100	100

## Assessing Writing in Te Reo Māori (Tuhinga whakamārama/explanation genre)

Students were given a topic to write an explanation about the use of Te Reo Māori. Students were required to write using te Reo Māori. The topic that was explored and explained was...

'Using Te Reo Māori, if you use Te Reo Māori: How do you use it and in what context and why it is important? or

'If you were not using Te Reo Māori, explain why you are not and the limitations associated with that'.

The data shown here expresses the % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

**Year 7 Summation of above data Tuhituhi % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	59	51	34
Tuarua (Below)	39	37	41
Tuatoru (At)	2	10	21
Tuawhā (Above)	0	2	4

**Year 8 Summation of above data Tuhituhi % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	61	43	24
Tuarua (Below)	32	32	22
Tuatoru (At)	7	18	32
Tuawhā (Above)	0	7	22

**PANGARAU/MATHEMATICS**

**Data across TWoWaimirangi Pangarau - Y8 2024 Maths TARGET 44% at by the end of the year. Achieved 29%**

Room	Y8					Total	Y8	Y9	Y10
	Y8	Y9	Y10	Y11	Y12		%	%	%
L1 BOY	9	15	2	13	12	51	83		
L1 MOY	4	7	1	5	10	27		45	
L1 EOY	1	4	0	0	0	5			9
L2 BOY			9			9	15		
L2 MOY	5	7	8	8	2	30		50	
L2 EOY	7	9	7	3	3	29			52
L3 BOY			1			1	2		
L3 MOY			2			2		3	
L3 EOY	0	2	4	5	3	14			25
L4 MOY		1				1		2	
L4 EOY	0	1	0	1	6	8			14
							100	100	100
Yield	Y8	Y9	Y10	Y11	Y12		Y8	Y9	Y10
Room	Y8	Y9	Y10	Y11	Y12		%	%	%
L1 BOY	18		6	13	15	52	68		
L1 MOY	1	2	1	2	11	17		22	
L1 EOY	0	3	0	0	2	5			7
L2 BOY		10	6			16	21		
L2 MOY	11	6	12	3	4	36		47	
L2 EOY	6	4	2	1	2	15			20
L3 BOY		2	2	1		5	7		
L3 MOY	3	5	3	10		21		28	
L3 EOY	5	5	12	6	6	34			45

L4 BOY		3				3	4		
L4 MOY		2				2		3	
L4 EOY	4	3	1	9	5	22			29
							100	100	100

**Pāngarau (Mātauranga Tau (Number), Meka Matua (Basic Facts).**

The data shown here expresses a % of students working at differing achievement levels.

Level 1 equates to Y1 and 2

Level 2 equates to Y3 and 4

Level 3 equates to Y5 and 6

Level 4 equates to Y7 and 8

The following tables show how the trajectory reduces in L1 sending a ripple effect of increased numbers across the upper levels. Therefore as the numbers reduce in the lower levels, the numbers increase in the upper levels

**Year 7 Summation of above data Pāngarau % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	83	45	9
Tuarua (Below)	15	50	52
Tuatoru (At)	2	3	25
Tuawhā (Above)	0	2	14

**Year 8 Summation of above data Pāngarau % of students at each level**

Taumata	Start	Mid	End
Tuatahi (Well Below)	68	22	7
Tuarua (Below)	21	47	20
Tuatoru (At)	7	28	45
Tuawhā (Above)	4	3	29

**Nā Wiremu Rankin.**

23/11/24



# **WHANGĀREI INTERMEDIATE SCHOOL**

32 Rust Avenue  
Whangārei 0110

Phone 09 4388659  
email admin@wis.ac.nz

---

25/11/24

## **Kiwi Sports Report 2024**

The total income for the year 2024 is \$8,086.80.

The budgeted figure for 2024 (HPE) was calculated historically and was set at \$7600.

Money was also allocated to the AIMS Games of \$486.

Money was used for its designated purpose of getting students active. Expenditure included:

1. Rewards for being active
2. Maintenance of equipment to allow students to be active
3. Renewal/replacement of small, and large balls, bats and equipment for games to allow students to be active
4. Coach visits and professional development to introduce new/modified games to allow students to be active
5. Help with students and staff supervisors at tournaments and community events which allows students to be active
6. Transporting students to take part in outside school events to allow students to be active
7. Entry fees to National tournaments to allow kids to be active (AIMs Games)
8. Purchase of trophies and engraving to enthuse participation in sports.

Paul Botica  
DEPUTY PRINCIPAL

## **ANNUAL STATEMENT REPORT ON GIVING EFFECT TO TE TIRITI O WAITANGI WHANGĀREI INTERMEDIATE SCHOOL (2025)**

### **Introduction**

Whangārei Intermediate School (WIS) is deeply committed to giving effect to Te Tiriti o Waitangi by embedding tikanga Māori, te reo Māori, and mātauranga Māori into all facets of school life. This approach is grounded in the school's mission to nurture ākonga to achieve their full potential while celebrating their identity, language and culture.

### **1. Reflecting Tikanga Māori, Mātauranga Māori, and Te Ao Māori in Curriculum and School Culture**

- All teaching staff participate in regular te reo Māori lessons, and te reo me ngā tikanga Māori are integrated into classroom teaching and daily routines, including karakia, mihihihi, and waiata.
- Curriculum design explicitly incorporates local histories and the stories of mana whenua, particularly through the Parawhau units developed for English Medium classes.
- The school's localised curriculum, including in Hangarau and Toi, reflects mātauranga Māori and is developed in consultation with hapū and whānau.
- Whānau groupings and classroom practices (e.g., taumata and pōwhiri) promote Māori values and cultural competence.

### **2. Promoting Te Reo Māori Instruction**

- WIS operates two Rumaki Reo (Level 1), five Reo Rua classes (Levels 2 and 4), and expects all mainstream classes to operate at Level 4 te reo Māori.
- Te Aka Puāwai supports kaiako with integrating te reo and tikanga Māori, and professional learning opportunities in te reo Māori are provided for all staff, tailored to their learning levels.
- The Te Whānau o Waimirirangi bilingual/immersion pathway ensures that ākonga Māori develop fluency and pride in te reo Māori and tikanga Māori.

### **3. Achieving Equitable Outcomes for Māori Learners**

- Māori students in the rumaki pathway (Te Whānau o Waimirirangi) are achieving well, with a majority at or above expected levels in pānui, tuhituhi, and pāngarau.
- Culturally responsive teaching practices are embedded across the school, supported by the Culture Counts framework and Relationship-Based Learning (RBL) Profile PLD.
- The school's PB4L (Positive Behaviour for Learning) WISE programme promotes inclusive, non-discriminatory environments, with robust anti-bullying and anti-racism initiatives.
- Assessment and reporting practices are becoming increasingly aligned with kaupapa Māori, with plans to further develop a kaupapa Māori framework for the Learn to Learn programme.

### **4. Strong Whānau, Hapū and Iwi Engagement**

- WIS maintains an open-door policy and actively engages whānau through triadic meetings, whānau hui, noho marae, kapa haka, and festivals.
- The board and leadership collaborate with mana whenua, Te Parawhautanga and Ngāpuhitanga, ensuring decision-making reflects a deep understanding of Te Tiriti o Waitangi principles.
- Whānau perspectives are increasingly integrated into curriculum design and school improvement planning.

### **5. Commitment to Continuous Improvement**

- The school's Strategic and Annual Plans prioritise the principles and articles of Te Tiriti o Waitangi throughout programmes and operations, with specific goals addressing cultural identity, language revitalisation, and inclusive practices.
- ERO's 2025 School Evaluation Report commends WIS for strengthening culturally responsive teaching, fostering home-school partnerships, and promoting mana-enhancing learning contexts.
- Future steps include refining assessment practices to support equitable outcomes and embedding kaupapa Māori frameworks across the curriculum and teaching practices.

### **Conclusion**

Through deliberate, sustained action across curriculum design, teaching practices, professional learning, and community engagement, Whangārei Intermediate School continues to give meaningful and effective expression to Te Tiriti o Waitangi, ensuring all ākonga can succeed as Māori and as confident, culturally grounded learners.





# **WHANGĀREI INTERMEDIATE SCHOOL**

32 Rust Avenue  
Whangārei 0110

Phone 09 4388659  
email admin@wis.ac.nz

---

## **STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY**

**For the year ended 31<sup>st</sup> December 2024**

The Whangārei Intermediate School Board:

- Has Developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Piripi Burt

Presiding Member

Date: 12/05/2025

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF WHANGAREI INTERMEDIATE SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

57 Clyde Street  
P O Box 627  
Whangarei 0140  
Phone: (09) 438 2312  
Fax: (09) 438 2912  
info@bennettca.co.nz  
www.bennettca.co.nz

The Auditor-General is the auditor of Whangarei Intermediate School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26 May 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

**Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is



necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our



conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

