

PAPAKOWHAI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Ministry Number:	2946
Principal:	Mark Smith
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PAPAKOWHAI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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PAPAKOWHAI 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.

ROONEY STRONG

Full Name of Presiding Member



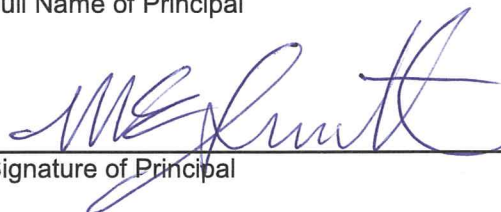
Signature of Presiding Member

20/5/25

Date:

MARIC SMITH.

Full Name of Principal



Signature of Principal

20/5/25

Date:

PAPAKOWHAI SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	5,095,866	4,762,090	4,879,542
Locally Raised Funds	3	552,320	606,437	640,506
Interest		24,262	15,000	18,893
		5,672,448	5,383,527	5,538,941
Expenses				
Locally Raised Funds	3	304,129	309,316	317,825
Learning Resources	4	3,926,735	3,859,182	3,758,684
Administration	5	208,781	207,237	192,185
Interest		4,499	6,007	5,524
Property	6	1,263,407	999,600	1,248,050
Loss on Disposal of Property, Plant and Equipment		580	-	510
		5,708,131	5,381,342	5,522,778
Net Surplus		(35,683)	2,185	16,163
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(35,683)	2,185	16,163

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

PAPAKOWHAI SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2024

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Balance at 1 January	977,781	977,781	935,443
Total comprehensive revenue and expense for the year	(35,683)	2,185	16,163
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	26,175
Equity at 31 December	942,098	979,966	977,781
Accumulated comprehensive revenue and expense	942,098	979,966	977,781
Equity at 31 December	942,098	979,966	977,781

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.

PAPAKOWHAI SCHOOL

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	322,507	337,895	459,608
Accounts Receivable	8	308,553	261,000	254,291
Funds receivable for Capital Works Projects	16	50,427	-	1,350
GST Receivable		2,599	-	11,171
Inventories	9	3,402	4,000	3,205
Investments	10	31,793	-	30,000
Prepayments		20,765	22,000	44,387
		740,046	624,895	804,012
Current Liabilities				
Accounts Payable	12	359,374	202,880	368,340
Finance Lease Liability	15	24,012	30,620	27,408
Funds held for Capital Works Projects	16	-	-	66,546
Provision for Cyclical Maintenance	14	-	-	10,800
Revenue Received in Advance	13	75,919	59,521	69,844
Funds held on behalf of North Porirua Kahui Ako	17	10,167	2,500	1,647
		469,472	295,521	544,585
Working Capital Surplus/(Deficit)		270,574	329,374	259,427
Non-current Assets				
Property, Plant and Equipment	11	749,282	740,759	780,165
		749,282	740,759	780,165
Non-current Liabilities				
Provision for Cyclical Maintenance	14	52,197	36,067	30,414
Finance Lease Liability	15	25,561	54,100	31,397
		77,758	90,167	61,811
Net Assets		942,098	979,966	977,781
Equity		942,098	979,966	977,781

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

PAPAKOWHAI SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		1,148,229	1,089,105	1,059,126
Locally Raised Funds		537,114	338,755	652,053
Goods and Services Tax (net)		8,570	11,171	(5,408)
Payments to Employees		(1,050,043)	(886,438)	(943,388)
Payments to Suppliers		(561,953)	(571,937)	(593,919)
Interest Paid		(4,499)	(6,007)	(5,524)
Interest Received		18,301	15,225	17,918
Net cash from / (to) the Operating Activities		95,719	(10,126)	180,858
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		616	-	686
Purchase of PPE (and Intangibles)		(128,029)	(103,159)	(158,520)
Purchase of Investments		(1,793)	30,000	(30,000)
Net cash from / (to) the Investing Activities		(129,206)	(73,159)	(187,834)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	26,175
Finance Lease Payments		3,489	25,915	(8,638)
Funds Administered on Behalf of Third Parties		(107,103)	(64,343)	99,537
Net cash from Financing Activities		(103,614)	(38,428)	117,074
Net increase/(decrease) in cash and cash equivalents		(137,101)	(121,713)	110,098
Cash and cash equivalents at the beginning of the year	7	459,608	459,608	349,510
Cash and cash equivalents at the end of the year	7	322,507	337,895	459,608

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

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Papakowhai 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.

Reporting Period

The financial reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 expenditure 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.

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 11.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Cyclical Maintenance

A 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 15. Future operating lease commitments are disclosed in note 21b.

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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are

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.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) 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.

g) 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.

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools 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.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) 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 not trivial.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

k) 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.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Equipment	5 - 10 years
Furniture and equipment	5 - 20 years
Hall	3 - 50 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	5 years
Leasehold improvements	50 years
Library resources	12.5% Diminishing value

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

l) Impairment of property, plant, and equipment and intangible assets

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. 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.

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from parents and grants received from the Ministry of Education and charitable organisations where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

p) 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 Revenue and Expense.

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

q) 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 schools 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.

r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract 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.

s) 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 statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) 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.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,145,448	1,089,105	1,057,307
Other government grants	2,781	-	1,819
Teachers' Salaries Grants	2,922,071	2,922,985	2,833,600
Use of Land and Buildings Grants	1,025,566	750,000	986,816
	<u>5,095,866</u>	<u>4,762,090</u>	<u>4,879,542</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Fees for Extra Curricular Activities	156,986	153,315	121,330
Donations & Bequests	125,098	129,504	124,062
Fundraising & Community Grants	56,163	67,468	166,653
Trading	214,073	256,150	228,461
	<u>552,320</u>	<u>606,437</u>	<u>640,506</u>
Expenses			
Extra Curricular Activities Costs	118,881	120,051	136,716
Trading	185,248	189,265	181,109
	<u>304,129</u>	<u>309,316</u>	<u>317,825</u>
	<u>248,191</u>	<u>297,121</u>	<u>322,681</u>

Surplus for the year Locally raised funds

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	78,557	97,000	82,404
Employee Benefits - Salaries	3,665,067	3,582,882	3,493,100
Information and Communication Technology	16,761	15,735	15,431
Library Resources	2,084	2,000	3,215
Staff Development	19,269	19,000	23,899
Depreciation	144,997	142,565	140,635
	<u>3,926,735</u>	<u>3,859,182</u>	<u>3,758,684</u>

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	12,745	7,800	7,447
Board of Trustees Expenses	1,126	1,703	1,222
Board of Trustees Fees	3,975	5,150	5,150
Communication	2,725	3,268	3,016
Consumables	9,434	8,745	8,768
Employee Benefits - Salaries	132,617	126,459	118,383
Insurance	7,981	7,609	7,614
Other	34,706	42,627	36,929
Service Providers, Contractors and Consultancy	3,472	3,876	3,656
	208,781	207,237	192,185

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,681	11,580	7,465
Consultancy and Contract Services	58,268	58,268	55,941
Cyclical Maintenance Provision	18,523	22,984	29,231
Employee Benefits - Salaries	74,561	70,694	68,394
Grounds	9,412	9,248	9,796
Heat, Light and Water	25,980	23,696	25,473
Rates	5,738	5,472	5,196
Repairs and Maintenance	25,323	40,510	53,403
Security	10,355	7,148	6,335
Use of Land and Buildings	1,025,566	750,000	986,816
	1,263,407	999,600	1,248,050

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.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	90,811	337,895	248,966
Bank Call Account	31,696	-	2
Short-term Bank Deposits	200,000	-	210,640
Net cash and cash equivalents for Cash Flow Statement	322,507	337,895	459,608

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	4,490	260,000	2,641
Receivables from the Ministry of Education	19,432	-	-
Interest Receivable	7,186	1,000	1,225
Teacher Salaries Grant Receivable	277,445	-	250,425
	308,553	261,000	254,291
Receivables from Exchange Transactions	11,676	261,000	3,866
Receivables from Non-Exchange Transactions	296,877	-	250,425
	308,553	261,000	254,291

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,402	4,000	3,205
	3,402	4,000	3,205

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	31,793	-	30,000

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Equipment	339,658	14,229	(980)	-	(41,985)	310,922
Furniture and Equipment	144,662	20,248	-	-	(27,155)	137,755
Information Technology	57,740	46,465	-	-	(34,586)	69,619
Leased Assets	56,784	19,765	-	-	(30,050)	46,499
Leasehold Improvements	129,443	7,430	-	-	(4,250)	132,623
Library Resources	51,878	6,957	-	-	(6,971)	51,864
Balance at 31 December 2024	780,165	115,094	(980)	-	(144,997)	749,282

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Equipment	537,097	(226,175)	310,922	524,174	(184,516)	339,658
Furniture and Equipment	439,914	(302,159)	137,755	419,666	(275,004)	144,662
Information Technology	293,098	(223,479)	69,619	246,633	(188,893)	57,740
Leased Assets	129,927	(83,428)	46,499	142,648	(85,864)	56,784
Leasehold Improvements	156,252	(23,629)	132,623	148,822	(19,379)	129,443
Library Resources	190,344	(138,480)	51,864	183,387	(131,509)	51,878
Balance at 31 December	1,746,632	(997,350)	749,282	1,665,330	(885,165)	780,165

The net carrying value of equipment held under a finance lease is \$46,499 (2023: \$56,784).

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.

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	28,658	200,000	79,227
Accruals	12,745	-	6,420
Employee Entitlements - salaries	296,482	-	266,006
Employee Entitlements - leave accrual	21,489	2,880	16,687
	359,374	202,880	368,340
Payables for Exchange Transactions	62,892	202,880	102,334
Payables for Non-exchange Transactions - Other	296,482	-	266,006
	359,374	202,880	368,340

The carrying value of payables approximates their fair value.

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	14,004
Grants in Advance - Ministry of Social Development	5,514	8,000	7,691
Student Fees in advance	70,405	51,521	48,149
	<u>75,919</u>	<u>59,521</u>	<u>69,844</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	41,214	41,214	64,858
Increase to the Provision During the Year	18,523	22,984	29,231
Use of the Provision During the Year	(7,540)	(10,736)	(52,875)
Provision at the End of the Year	<u>52,197</u>	<u>53,462</u>	<u>41,214</u>
Cyclical Maintenance - Current	-	-	10,800
Cyclical Maintenance - Non Current	52,197	36,067	30,414
	<u>52,197</u>	<u>36,067</u>	<u>41,214</u>

The cyclical maintenance provision is based on a cyclical maintenance plan prepared by a Ministry Engaged Consultant.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	27,191	30,620	31,427
Later than One Year and no Later than Five Years	27,767	54,100	33,733
Future Finance Charges	(5,385)	-	(6,355)
	<u>49,573</u>	<u>84,720</u>	<u>58,805</u>
Represented by			
Finance lease liability - Current	24,012	30,620	27,408
Finance lease liability - Non Current	25,561	54,100	31,397
	<u>49,573</u>	<u>84,720</u>	<u>58,805</u>

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. 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 project is included under cash and cash equivalents in note 7.

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2024	\$	\$	\$		\$
J Block Internal Refurbishment	239087	66,546	157,616	(257,907)	2,793	(30,952)
Drainage	239089	-	-	(19,475)	-	(19,475)
Clearlite Replacement		(1,350)	1,350	-	-	-
Totals		65,196	158,966	(277,382)	2,793	(50,427)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Due from the Ministry of Education

(50,427)

(50,427)

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2023	\$	\$	\$		\$
Student Toilet Upgrade	232936	4,131	9,909	(14,040)	-	-
Staffroom Redevelopment	218417	(36,825)	34,165	(16,015)	18,675	-
Block J, M , S - Heating Upgrad	239088	-	80,210	(80,500)	290	-
J Block Internal Refurbishment	239087	-	120,952	(54,406)	-	66,546
Drainage	239089	-	-	-	-	-
Clearlite Replacement		-	3,750	(5,100)	-	(1,350)
Totals		(32,694)	248,986	(170,061)	18,965	65,196

Represented by:

Funds Held on Behalf of the Ministry of Education

66,546

Funds Due from the Ministry of Education

(1,350)

65,196

17. Funds Held on Behalf of North Porirua Kahui Ako

Papakowhai School is the lead school and holds funds on behalf of the North Porirua Kahui Ako, a group of schools funded by the Ministry of Education to share ICT professional development.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	1,647	-	-
Funds Spent on Behalf of the Cluster	(5,240)	-	(1,626)
Funds Transferred	13,760	-	3,273
Funds Held at Year End	10,167	2,500	1,647

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

18. 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 condition 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.

The wife to the Principal was employed as a part time teacher on terms and conditions which are no more favourable to her than the Board would have agreed to had there been no relationship to a member of the key management personnel. In 2024 she earned \$80,359 (2023: \$79,620).

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,975	5,150
<i>Leadership Team</i>		
Remuneration	571,281	540,070
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	575,256	545,220
Total full-time equivalent personnel	4.00	4.00

There are 8 members of the Board excluding the Principal. The Board held 9 full meetings of the Board during 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

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	190 - 200	180 - 190
Benefits and Other Emoluments	4 - 5	4 - 5

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

19. Remuneration (cont.)

Other Employees

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

	2024 Actual \$000	2024 FTE Number	2023 FTE Number
100 - 110		4	6
110 - 120		7	3
130 - 140		1	1

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

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2024 (except as noted below). (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 Settlement Wash Up

In 2024 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$51,403 (2023: \$315,020) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Drainage	70,878	19,475	51,403
Total	70,878	19,475	51,403

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board has no operating commitments (2023: nil).

PAPAKOWHAI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

22. 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	322,507	337,895	459,608
Receivables	308,553	261,000	254,291
Investments - Term Deposits	31,793	-	30,000
Total Financial Assets Measured at Amortised Cost	662,853	598,895	743,899

Financial liabilities measured at amortised cost

Payables	359,374	202,880	368,340
Finance Leases	49,573	84,720	58,805
Total Financial Liabilities Measured at Amortised Cost	408,947	287,600	427,145

23. Events After Balance Date

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

PAPAKOWHAI SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired / expires
Rodney Strong	Presiding Member	Elected May 2019, re-elected 2022	Author	Sept 2025
Mark Smith	Principal	Appointed 2011	Principal	
Marc Byres	Deputy Presiding Member	Elected May 2019, re-elected 2022	Chartered Accountant	Sept 2025
Haley Poutama		Co-opted Oct 2022	Parent	Sept 2025
Vanessa Belchamber	Property Committee	Elected Aug 2022	Manager	Sept 2025
Yojana Glass	Finance Committee	Elected Aug 2022	Manager	Sept 2025
AJ Wilson	Property Committee	Co-opted Sept 2022	Manager	Sept 2025
Lance Mann	Property Committee	Elected Aug 2022	Manager	Sept 2025
Chris Robinson	Staff Rep	Elected May 2022	Deputy Principal	Sept 2025

PAPAKOWHAI SCHOOL

Kiwisport Statement

For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the School received total Kiwisport funding of \$7,949 (2023: \$7,720). Again in 2024 we saw continued growth in the number of sporting opportunities being provided to the children at Papakowhai School.

We continued to provide swimming and gymnastics lessons for all children in year 1-6, and beach education for those in years 7-8. We also provided a number of opt-in and have-a-go opportunities for children at all levels. Netball continues to be popular with competitions held locally, with one team also attending the Aims Games. Basketball is the growth sport, along with touch rugby, with many children at all levels wanting to participate. Individual sports also remain popular with swimming, cross country, and athletics being sports that children can participate in and also represent the school in.

As in previous years there are a number of sports being offered within the local area and we have encouraged childrens' participation by having groups visit and run sessions for all children. Soccer, cricket and softball lessons were held in 2024. The local school sports association is also active in running sporting competitions with participation being encouraged. Other sports being offered and encouraged include triathlon, futsal, soccer, tennis and rugby.

Our senior students have additional opportunities to try different sports during their education outside the classroom days and at the school camp.

The all-weather facilities at Papakowhai School allow sporting activities to be undertaken daily. Our school hall, the Astro Turf and bike track are well utilised for sporting activities.

It is the Board's opinion that every child at Papakowhai School has benefited from the Kiwisport funding and has had the opportunity to join organised sport.

Papakowhai School

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Meetings with all staff on a weekly basis Health and safety is a set agenda item for all staff and Board meetings Full time caretaker who undertakes a daily physical check of property We have a Health and Safety Officer and team.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>The Equal Employment Opportunities (EEO) Policy was amended in March 2022 by the Board. All staff are aware of this. Compliance with policies is addressed at each Board meeting</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>For each appointment there is a panel of at least three people. Any selection is a team selection rather than by an individual. Referee checks are carried out.</i>
How are you recognising, <ul style="list-style-type: none">- The aims and aspirations of Maori,- The employment requirements of Maori, and- Greater involvement of Maori in the Education service?	<i>23 staff members completed Te Ahu o te Reo Māori in 2024. This is an NZQA level 2 course. We co-opted a Board member to ensure whānau representation on the Board. We have a whānau group that meets termly to give feedback and set curriculum direction. Whanau Hui, which includes staff and student whanau.</i>
How have you enhanced the abilities of individual employees?	<i>Performance appraisals for all staff, including focus on a professional growth cycle. Coordination with the North Porirua Kahui Ako for training and leadership opportunities</i>
How are you recognising the employment requirements of women?	<i>All staff are provided with equal employment opportunities. At Papakowhai School women make the majority of the of the senior management team</i>
How are you recognising the employment requirements of persons with disabilities?	<i>All staff are provided with equal employment opportunities. Staff with disabilities have regular meetings with senior management to ensure their employment requirements are being addressed.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Te Tiriti o Waitangi clause in the Education and Training Act

Papakōwhai School Board ensures that the school gives effect to Te Tiriti o Waitangi by:

1. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori **and** emphasising the importance of local history and practices.

We do this through:

- Professional development within our Kāhui Ako with Ngāti Toa. This includes focus on indigenising the curriculum and Mauriora.
- 23 staff members completed Te Ahu o te Reo Māori course in 2024. This is an NZQA level 2 course.
- Our school partners with local tutors for Kapa Haka and pōwhiri
- Our school meet with whānau once a term to consult on curriculum.
- Aotearoa NZ Histories is embedded in our Integrated Curriculum two-year overview.

2. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori **and** improving the teaching of te reo Māori and tikanga Māori.

We do this through:

- Having a school-wide Te Reo Māori curriculum
- Meeting weekly as a staff to practise Te Reo Māori
- Reporting regularly to parents on children's progress in Te Reo Māori using See Saw
- Weekly opportunities for children to participate in Kapa Haka
- Termly opportunities for children to participate in pōwhiri.
- Teachers plan Te Reo Māori collaboratively to ensure all children can access this learning.

3. Achieving equitable outcomes for Māori students. Our 2024 data shows:

- Māori achievement in Reading was 90% within curriculum expectations compared with 92% for all students at Papakōwhai School.
- Māori achievement in Writing was 79% within curriculum expectations compared with 84% for all students at Papakōwhai School.
- Māori achievement in Maths was 94% within curriculum expectations compared with 92% for all students at Papakōwhai School.

Independent auditor's report

To the readers of the financial statements of Papakowhai School for the year ended 31 December 2024

The Auditor-General is the auditor of Papakowhai School (the School). The Auditor-General has appointed me, Andrew Steel, using the staff and resources of Moore Markhams Wellington Audit, 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 22, which comprise the statement of financial position as at 31 December 2024, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 20 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 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 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 arise from section 134 of the Education and Training Act 2020.

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 school 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, and pages 23 to 102 but does not include the financial statements, and our auditor's report thereon.

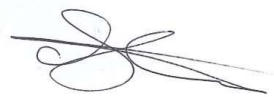
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (including International Independence Standards) (New Zealand) (PSE 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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



Andrew Steel | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand

PAPAKOWHAI SCHOOL STRATEGIC PLAN

Kua ura to ao te kōwhai



The kindling of kōwhai blazes



GROWING TOGETHER - IGNITING POTENTIAL

ANALYSIS OF VARIANCE 2024

TE MAHERE RAUTAKI - STRATEGIC PLAN

2024 - 2025

Papakōwhai School

Te Moemoeā / Vision

Growing Together - Igniting Potential

Whakataukī / Proverb

Kua ura to ao te kōwhai - The kindling of kōwhai blazes.

Ngā Whakaarotau Rautaki / Strategic Priorities

WHAKAMANA WE ARE ENGAGED AND EMPOWERED

*Provide a range of creative and collaborative learning opportunities.
Grow social and emotional learning to promote hauora.
Enhance staff hauora and job satisfaction.*

WHAKAWHANAUNGATANGA WE ARE CONNECTED

*Strengthen relationships with our community.
Celebrate our learning and talents.
Develop our understanding of who we are, where we are from and how we belong - turangawaewae.*

WHAKATAKA

WE ARE PREPARED

*Empower ākonga with practical skills.
Begin to implement Te Mātaiaho.
Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.*

Ā Mātou Uara / Our Values

Excellence

Enjoying Success now and in the future.

This is about high achievement, quality learning, consistency, challenge across a broad curriculum, continuous improvement with positive attitude and effort.

Whanaungatanga

Everything in our world is connected
This is about relationships, belonging, a sense of whānau connection. Connections through shared experiences and working together which provide people with a sense of belonging. It develops as a result of knowing our rights and responsibilities and serving to strengthen each member of the group.

Fairness

We value diversity, difference and equity.

This is about sustainability, equality, valuing the contribution of others and compromise.

Manaakitanga

Respecting and honouring the mana of people.

This is about hospitality, kindness, generosity, support, empathy and caring for others. It increases the mauri (or well-being) of our place, community and environment.

Ngā Aronga / Intentions

2024-2025

WHAKAMANA / WE ARE ENGAGED AND EMPOWERED

1a. Provide a range of creative and collaborative ako opportunities. <ul style="list-style-type: none"> • High levels of ākonga engagement. • Excellence and equity in Literacy and Maths achievement. • High levels of satisfaction with the range of learning opportunities. 	1b. Grow social and emotional learning to promote hauora. <ul style="list-style-type: none"> • High levels of ākonga hauora. • Negative behaviour is decreased and impacts less on others. 	1c. Enhance staff hauora and job satisfaction <ul style="list-style-type: none"> • High levels of staff hauora. • High levels of staff retention and personal development. • Reduced levels of staff absence.
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WHAKAWHANAUNGATANGA / WE ARE CONNECTED

2a. Strengthen relationships with our community. <ul style="list-style-type: none"> • Whānau lead and support a wide range of sports, learning, social and cultural experiences. • There is clear and effective communication and connection with whānau. 	2b. Celebrate our learning and talents. <ul style="list-style-type: none"> • High levels of whānau engagement at sports, learning, social and cultural events. • Increased levels of ākonga participation in sports, learning, social and cultural events. 	2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae. <ul style="list-style-type: none"> • Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them. • All ākonga have a strong sense of belonging at our kura.
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WHAKATAKA / WE ARE PREPARED

3a. Empower ākonga with practical skills. <ul style="list-style-type: none"> • Ākonga demonstrate increased future-focused skills. • There is evidence of a wide range of authentic learning experiences. • There is a greater knowledge and application of digital citizenship. 	3b. Begin to implement Te Mātaiaho. <ul style="list-style-type: none"> • There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths. • There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes. 	3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi. <ul style="list-style-type: none"> • There is regular ako/learning of te reo Māori and evidence of ākonga progress. • There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.
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Ngā Hua / Outcomes 2024

Te Aronga / Intention: **1a. Provide a range of creative and collaborative learning opportunities.**

This aronga is about creating a dynamic learning environment where diversity, collaboration, and creativity flourish. By aligning key competencies with our values, fostering creativity, addressing digital device usage, and enhancing inquiry learning, we strive to achieve excellence and equity in our kura.

- High levels of ākonga engagement.
- Excellence and equity in Literacy and Maths achievement.
- High levels of satisfaction with the range of learning opportunities.

Ngā Hua / Outcomes

Ākonga:

- Experience joy and fun in their learning.
- Actively participate and engage in learning activities.
- Demonstrate increased motivation and confidence.
- Express excitement about their learning.
- Engage in creative activities and collaborative projects.
- Have opportunities to work together and choose electives.
- Personalise their learning experiences and presentations.

Environment:

- Greater differentiation of learning experiences.
- A wide range of learning experiences and extension opportunities
- A wider range of Ngā Toi /Arts opportunities
- Encouragement of clubs and competitions.
- Emphasis on STEM learning opportunities.
- Ako/Integration of reciprocal teaching principles.

Actions Taken

Digital Device Usage

Implement measures to reduce tamariki's time on digital devices during kura hours.

We surveyed staff in term 1 about the use of digital devices during learning time.

We developed and communicated new guidelines for digital device usage. The focus is on reducing the amount of screen time students have at school. We have implemented the government's new cell phone ban and consulted on and developed a policy. There have been no implementation issues. We have also strengthened our policy around laptops being used indoors and under supervision. We have reviewed the time online that children are using devices.

Next steps

Take data from the survey to develop team guidelines with team leaders about reducing time spent on online activities.

Continue to provide ways to support parents with social media's impact on their children.

<p>Creativity and Critical Thinking As a leadership team we have a greater focus on inquiry learning with a tangible "so what?" outcome.</p> <p>The leadership team have shared readings and held discussions to develop guidelines for the development of a framework of creativity and critical thinking in classes.</p>	<p>The leadership team will share the framework with teachers to develop creative and critical thinking, particularly in inquiry learning.</p>
<p>Key Competencies Refresh the application of key competencies and align them with our kura values. The refresh of the NZ curriculum has retained the Key Competencies from the 2007 curriculum document. We have clarified the reporting of key competencies with staff.</p>	<p>Explore opportunities in Seesaw reporting to highlight children's development of key competencies and communicate the purpose of this clearly with staff, parents and students.</p> <p>Change written reports to show four levels of competency.</p>
<p>Monitoring and Evaluation</p>	
<p>Community Survey (198 responses)</p> <ul style="list-style-type: none"> 97% of parents agree or strongly agree that Papakōwhai School has high expectations for children's learning. 97% of parents agree or strongly agree that children have access to effective learning resources. 96% of parents agree or strongly agree that children are engaged in their learning. 95% of parents agree or strongly agree that assessment reporting is easy to understand and contains the information they need. 92% of parents agree or strongly agree (of those who said it applied to them) that children's additional learning needs have been effectively supported. 94% of parents agree or strongly agree (of those who said it applied to them) that learning issues they have raised have been addressed in a fair and timely way. Community and Supportive Environment: Many parents appreciate the community spirit, positive learning environment, and support for students with learning difficulties, especially mentioning Sue Jenkins and her support staff as valuable assets. Creative and Cultural Focus: Arts, Te Reo Māori, and other creative subjects are well-supported, with positive feedback on the school's productions and video updates showcasing these activities. Student Development: Numerous parents note their children's growth in confidence, maturity, and enjoyment at school. Extension programs are also appreciated for providing opportunities for advanced learners. <p>Student Survey (297 responses Years 3 - 8)</p> <ul style="list-style-type: none"> 93% of students agree or strongly agree that their teacher thinks they can do well. 85% of students agree or strongly agree that their teacher listens to their ideas. 	

- 76% of students agree or strongly agree that their teacher makes learning interesting.

Staff Survey (43 responses)

- 100% of staff agree or strongly agree that Papakōwhai School has high expectations for children's learning.
- 100% of staff agree or strongly agree that children have access to effective learning resources.
- 100% of staff agree or strongly agree that children are engaged in their learning at school.
- 100% of staff agree or strongly agree that children's assessment information is clearly reported.
- 95% of staff agree or strongly agree that children's additional learning needs have been effectively supported.
- 94% of staff agree or strongly agree (of those who said it applied to them) that learning issues they have raised have been addressed in a fair and timely way.
- Sue Jenkins' leadership is valued, with appreciation for her thoughtful and effective approach.
- Teachers are recognised for their collaborative efforts with Teaching Assistants (TAs), which is appreciated by the staff.
- TA support is acknowledged as essential and highly valued.

ERO Review 2024

Learners are successfully engaged and achievement is increasingly equitable and excellent.

- Almost all students are achieving at or above curriculum expectations.
- Pacific students are achieving at a higher level than their peers in reading; Māori and Pacific students are achieving as well as their peers in mathematics.
- Ongoing improvements in teaching practice is reducing disparity in reading and writing outcomes for Māori students; leaders continue to prioritise responsive strategies to accelerate learning.
- Most students attend school regularly; the school is meeting the Ministry of Education target.

Collaborative leadership effectively uses a range of evidence to monitor the impact of strategic goals.

- Leaders have high expectations, they promote effective teaching and learning opportunities that enable students to progress and improve achievement.
- Leadership effectively evaluates the impact of strategies to improve learning, engagement and wellbeing, targeting learners at risk of underachieving and implementing initiatives to respond.

Effective teaching and learning reflect learners' strengths, needs and interests, building on existing knowledge and skills to promote progress.

- Teachers collaboratively develop learning programmes that have clear expectations and outcomes for learners.
- Almost all students make progress through challenging and relevant learning experiences in a well-planned local curriculum.

Reading Achievement Summary

The overall achievement result in Reading is above expectation with 92% at or above expected curriculum levels and almost all cohorts meeting expected benchmarks. Boys and girls are achieving at the same level, 92%. NZ European students are achieving 95% (95% mid year) at or above. Pacific students are also a highly performing group, with 93% (96% mid year) at or above expectation. Māori and Asian students are achieving 90% (83% mid year) and 87% (89% mid year) at or above expectation respectively. MELAA are the lowest performing group with 4/21 below expectation.

Maths Achievement Summary

The overall achievement result in Maths is above expectation with 92% achieving expected curriculum levels and almost all cohorts meeting expected benchmarks. Boys and girls are achieving at a similar level. Māori students are the highest performing group with 94% at or above expectations. NZ European achievement and Asian achievement is at 93% and 92% respectively. Pasifika is at 89%. MELAA, contains many Afrikaans speaking students with 5/21 below expectation.

Writing Achievement Summary

The overall achievement result in Writing is similar to previous years but below our new expectation of 90%. Children in Years 2,4, 6 and 8 are at or close to expectation. There is a lower percentage in Years 3, 5 and 7 when children are expected to “move up” to the next level by the end of the year. 84% are achieving at expected curriculum levels. Girls are achieving at a higher level to boys with 88% (91% mid year) at or above expectation for girls and 81% (83% mid year) for boys. NZ European students are close to achieved, with 87% (89% mid year) of students at or above expectation. Māori and Pacific students are at 79% (80% mid year) and 78% (81% mid year) at or above and MELAA are the lowest performing group with 7/21 (6/24 mid year) achieving below expectation. Asian students achieved 82% (88% mid year) at or above expectation.

Te Aronga / Intention: **1b. Grow social and emotional learning to promote hauora.**

This aronga is about a positive and emotionally intelligent ako environment. By focusing on social and emotional ako, we aim to empower both ākonga and kaiako in a holistic way that is supportive of their ako.

- High levels of satisfaction on hauora indicators.
- Negative behaviour is decreased and impacts less on others

Ngā Hua / Outcomes

Ākonga:

- Have the tools for self-regulation and readiness to learn.
- Demonstrate emotional intelligence in processing emotions.
- Navigate disappointment and adversity safely.
- Practice mindfulness and develop a growth mindset.
- Are active in their learning and make choices.

Kaiako:

- Demonstrate open-mindedness and flexibility in trying new behaviour approaches (e.g., Ross Greene - Lost in School).
- Utilise positive and restorative behaviour management strategies.
- Identify and address issues impacting learning early.
- Foster a mana-enhancing approach in the learning environment.
- Promote consistency in ākonga behaviour.
- Explicitly teach emotions and social skills.
- Incorporate regular physical activity into the timetable.

Actions Taken

Professional Learning and Development (PLD)

- We collaborated with external providers for professional development on self-regulation.
- This year we had professional development sessions with external providers.(Kathryn Berkett, Mark Sweeney, Bronwyn Sweeney, Trauma-Informed Practitioners, RTLB, and Learning Support).
- In Term 1, we had a TOD and 3 staff meetings on trauma informed practice and self regulation. Mark Sweeney did a workshop in Term 2 on staff self care. Sue Jenkins (SENCO) completed a 5 workshop course on trauma informed practice with RTLB.
- Three staff members attended CPS training in Christchurch with Dr. Ross Greene.

Next Steps

- Initiate in-house professional development on self-regulation while ensuring this does not overload staff.
- Begin sharing success stories and continue to clearly communicate the school vision for responding to behaviour.
- Mark and Sue have registered to do the Level 2 NME trainer programme in 2025.
- Begin implementing the CPS model (Ross Greene) at Papakōwhai School in 2025.
- Ensure behavioural approaches are well supported and communicated.
- Continue to strengthen initiatives such as TedSpace.
- Offer additional IT support to support staff and TA's.

Prioritise student attendance

- From Term 1, 2025, daily attendance reporting becomes mandatory, with weekly publication of attendance data.

	<ul style="list-style-type: none"> Align strategic planning with the Government's target of achieving 80% of students attending more than 90% of the time by 2030. Enhance systems for tracking and reporting attendance data. Develop strategies to address chronic absenteeism.
<p>Mitey Programme Implementation</p> <ul style="list-style-type: none"> Mitey is for Years 1-8 and is an approach to embedding mental health education across the whole kura. It is not prescriptive. Mitey is designed to be flexible and wide enough in scope to suit our kura setting. We launched the Mitey programme from Term 3, 2024. We have a Mitey coach who is working alongside the school over the next three years. Staff have completed their training and sampled lessons. 	<ul style="list-style-type: none"> Fully implement the Mitey Programme in classes from Term 1 2025. Ensure that anti-bullying responses are well communicated with staff, children and parents. Review break times, including the supervision of eating and supervision of play. <p>ERO Next Steps Within 6 months Implement school wide professional development to strengthen a range of effective learning and wellbeing strategies.</p> <p>Every 6 months Gather, review and respond to student, parents and whānau voice to strengthen partnerships in learning and wellbeing to know the impact of professional development</p> <p>Annually Identify successful strategies that accelerate learner progress and promote learner well-being to embed consistent school-wide practices</p>
Monitoring and Evaluation	
<p>Community Survey (198 responses)</p> <ul style="list-style-type: none"> 98% of parents agree or strongly agree that Papakōwhai school is a safe, supportive and positive environment. 94% of parents agree or strongly agree (of those who said it applied to them) that behavioural or well-being issues they have raised have been addressed in a fair and timely way. Support for Anti-Bullying Initiatives: Parents show strong support for anti-bullying measures indicating a shared commitment to fostering a safe and respectful school environment. Support for Health and Social Education: Parents express strong backing for ongoing education in areas like cyber safety, road safety, and personal resilience. They also support social skills programs to help children manage peer relationships and loneliness, highlighting the value placed on emotional and social development. 	

- **Community and Social Responsibility:** Parents appreciate the school's efforts to build a sense of community and promote kindness and social responsibility.

Student Survey (297 responses Years 3 - 8)

- 90% of students agree or strongly agree that they feel safe at school.
- 91% of students agree or strongly agree that they feel safe going to and from school.
- 97% of students agree or strongly agree that they know the rules about student behaviour.
- 98% of students agree or strongly agree that they know what to do if someone is being hurt or bullied.
- 77% of students agree or strongly agree that their teacher treats all students fairly.
- 70% of students agree or strongly agree that their teacher notices when they help their classmates.
- 87% of students agree or strongly agree that teachers take action if someone is being hurt or bullied.
- 87% of students agree or strongly agree that teachers and students care about each other.
- 83% of students agree or strongly agree that teachers are good role models for them.

Staff Survey (43 responses)

- 95% of staff agree or strongly agree that Papakōwhai School is a safe, supportive and positive environment.
- 86% of staff agree or strongly agree (of those who said it applied to them) that behavioural or well-being issues they have raised have been dealt with in a fair and timely way.
- **Acknowledgment of Health and Safety Efforts:** General positive feedback on the work of Chris and the Health and Safety team reflects trust and appreciation for their efforts in addressing safety concerns effectively.
- **Appreciation for Facility Improvements:** Staff express gratitude for recent enhancements in the Rātā area, acknowledging the school's commitment to improving workspaces.
- **Constructive Suggestions to Support Well-being:** The recognition of the need for guidance on managing student anxiety and building resilience highlights a proactive approach to addressing mental health challenges within the school community.

ERO Review 2024

Embedded systems, structures and practices promote effective conditions for teaching and learning.

- Information about students is used in a coherent and strategic manner to progress and monitor actions for improvement.
- Leaders and teachers use an appropriate range of learning and wellbeing strategies to support students' progress and achievement in learning.
- Inclusive environments effectively promote engagement and support students' participation in learning.

Attendance

- In Term 1, 372 students were attending school regularly, 74% students at school above 90% of the time.
- In Term 2, 316 students were attending school regularly, 63% students at school above 90% of the time.
- In Term 3, 313 of your students were attending school regularly, 59% students at school above 90% of the time.

Te Aronga / Intention: **1c. Enhance staff hauora and job satisfaction.**

This aronga is about ensuring we enhance staff hauora and job satisfaction by creating a positive and sustainable work environment.

- High levels of staff hauora.
- High levels of staff retention and personal development.
- Reduced levels of staff absence.

Ngā Hua / Outcomes

Kaiako:

- Experience increased agency in their roles - e.g., by making choices about how best to meet the needs of their ākonga.
- Feel more competent and capable in managing their mahi.
- Enjoy a stronger sense of connection and support from colleagues.
- Feel strengthened and confident in their professional capacities.
- Find satisfaction and enjoyment in their work.
- Follow a coherent professional learning plan.

Environment:

- Simplify and streamline kura processes.
- Revisit planning methods, emphasising subject integration.
- Allow optional hui for flexibility.
- Provide quality Professional Learning and Development (PLD).
- There is dedicated hauora time and a hauora team.
- Create space for one-off projects and teachable moments.
- There is a forward planning team for event coordination throughout the year.

Actions Taken

Collaborative Teaching Practices

- We revisited and enhanced collaborative teaching practices in syndicate teams. The leadership team review of how we collaborate in teams focussed on having higher level collaborative plans with more autonomy for teachers to plan detail for learners in their classes.
- Our collaborative plans were positively reviewed by ERO.

Next Steps

- Team leaders continue to refine the quality of collaborative plans with their teams.
- Reflect/review current practice and set expectations for the new team and new curriculum requirements.

Staff Self-Care

- Implemented sessions focusing on self-care for staff.
- Two psychologists presented to the staff on self care.
- We have re-activated an EAP programme for staff. This is already being used.
- The hauora team has hosted several social events for staff. The events calendar is being collaboratively planned with the leadership team to prevent overload.
- Staff all have growth cycles in which they identify personal goals for improvement.

- Continue to strengthen hauora initiatives for staff.
- A key part of the Mitey programme is a focus on staff mental health for 2025.
- Careful allocation of TA support that balances learning and behavioural needs.
- Regular termly wellbeing check-ins with staff.
- Clearly communicate and apply staff leave policies.
- Focus on enhancing team building opportunities as a staff.

Monitoring and Evaluation

Staff Survey (43 responses)

- 95% of staff agree or strongly agree that Papakōwhai School is a safe, supportive and positive environment.
- 90% of staff agree or strongly agree that the level of communication with staff meets their expectations.
- 88% of staff agree or strongly agree that the school encourages feedback from staff.
- **Valued Role of Teaching Assistants:** Teaching assistant support is recognised as essential and highly valued, reflecting appreciation for their critical role in supporting both teachers and students.
- **Commitment to Improvement:** Staff express a desire for clearer guidance on Seesaw reporting posts, indicating a willingness to improve communication and processes for better reporting to parents.
- **Focus on Student Well-being:** The acknowledgment of the challenges posed by behavioural issues and the emphasis on addressing them highlight a collective commitment to creating a supportive learning environment for all students.
- **Recognition of Leadership Support:** Positive feedback was given for the individual support provided by some leaders, highlighting instances of effective leadership and care.
- **Proactive Suggestions for Improvement:** Staff's suggestion to reduce the number of PD focuses per year demonstrates their commitment to finding solutions that balance professional growth with manageable workloads.
- **Desire for Well-Being Initiatives:** The request for regular well-being check-ins and broader support reflects staff's focus on fostering a healthier and more supportive work environment.

Te Aronga / Intention: **2a. Strengthen relationships with our community.**

This aronga prioritises the strengthening of relationships to ensure sustained engagement and positive outcomes. Through targeted initiatives and ongoing improvements, our kura aims to create a welcoming and inclusive environment for all members of our community.

- Whānau lead and support a wide range of sports, learning, social and cultural experiences.
- There is clear and effective communication and connection with whānau.

Ngā Hua / Outcomes

Whānau:

- Have agency in kura-related matters.
- Feel well-informed about their child's ako.
- Feel welcome at our kura.
- Know the staff and other members of the community.
- Establish a strong relationship with their child's kaiako.
- Are actively invited to contribute and assist in activities at our kura.
- Have multiple ways to connect with our kura.

Environment:

- Increased confidence among parents and kaiako regarding on-site hui.
- Advance notice and inclusion of parents in sports, ako, social, and cultural experiences.
- Improved opportunities for our kura community to come together for meaningful engagement.
- Establishment of partnerships with tangata whenua, ākonga, whānau, and the community to collectively shape the curriculum.

Actions Taken**Whānau Engagement Strategy**

- We developed and implemented a strategy for engaging whānau, Pacific families, and Asian families.
- We have increased our engagement with ESOL families.
- Invite whānau and community members to speak and teach on relevant subjects.
- We had a parent-run walking school bus service in Term 1.
- We made a concerted effort to plan events and celebrations well in advance, to emphasise whānau engagement.
- A whānau group has been established for consultation on Te reo and Te ao Māori.
- We held a Pasifika family event in Term 2 to make weighted dogs. Our Pacific students were a target group for our dog therapy programme. This was well supported. Mary Va'a from the Kāhui Ako made positive connections with Pasifika students and families.
- An international food and cultural evening was held in Term 2 in Kauri syndicate.
- Our Matariki community event in Term 2 Week 9 was well attended by over 200 people.
- Chinese language week was celebrated in Term 3. With a large number of Chinese families. This was coordinated by Sean McCrudden but led by parents for parents.
- Diwali was celebrated with a large number of Indian families in Term 4. This was coordinated by Sean McCrudden but led by parents for parents.

Next Steps

- Make connections with the new Pacific Student Success Across School Leader.
- Reactivate walking school bus in Term 1
- Involve whānau in career education.
- Connect Whānau with environmental issues/events at school.
- Continue to strengthen language weeks

<p>Parent Education Opportunities</p> <ul style="list-style-type: none"> • We provided opportunities for parent education on various relevant topics. • Sara Watchorn led a successful parent evening in Term 2 focussed on mindfulness for children. This was attended by 40 parents. • Together with the Kāhui Ako we hosted Kathryn Berkett for two parent events in Terms 3 and 4 that our parents will be able to attend. This will focus on emotional regulation, resilience and neuroscience. There were 400 parents over two evenings. • Sue Jenkins hosted a parent evening for children with neurodiversity. This was attended by 40 parents 	<ul style="list-style-type: none"> • Parent evening to promote Mitey programme.
<p>Strengthen Transitions</p> <ul style="list-style-type: none"> • We continue to strengthen links with Kindergarten and Early Childhood Education (ECE) and with Aotea College through staff contact and the Kāhui Ako. 	<ul style="list-style-type: none"> • Increase times when children can participate at kindergarten and ECE.
<p>Monitoring and Evaluation</p>	
<p>Community Survey (198 responses)</p> <ul style="list-style-type: none"> • 98% of parents agree or strongly agree that the school encourages feedback from parents. • 93% of parents agree or strongly agree that the level of communication with parents/caregivers meets their expectations. • There is a strong interest in supporting family events, such as the Diwali celebration and fundraising events, such as the school BBQ. • Parents appreciate the more notice we can give for events. • Parents feel that the school staff actively listen to their concerns. • Parents appreciate the school's strong sense of community spirit. • The existing engagement opportunities with parents are appreciated. <p>ERO Review 2024 Leadership regularly gathers and analyses student, parent and whānau voices to inform strategic actions.</p>	

Te Aronga / Intention: **2b. Celebrate our learning and talents.**

This aronga is about creating a vibrant kura that celebrates the diverse talents of ākonga and fosters strong connections with whānau and the broader community.

- High levels of whānau engagement at sports, learning, social and cultural events.
- Increased levels of ākonga participation in sports, learning, social and cultural events.

Ngā Hua / Outcomes

Environment:

- Improved invitational approach with parents.
- Closer ties established with Rangikura School.
- Successful Ngā Toi/Arts Shows, food festivals, and cultural performances.
- Increased opportunities for sports and social events.
- Successful implementation of "Celebration of Ako/Learning" syndicate events.
- Reinvented assemblies, performances, and sports events.
- Successful introduction of Grandparent and Open Days.
- Enhanced parent hui and planned cultural celebrations.
- Successful partnerships with local kura for sports and cultural opportunities.

Actions Taken

Celebrating Sports

- This year we increased our participation at AIMS games. We sent a cross country team, netball team, swimmers and a golfer to AIMS in 2024.
- All children in Year 1-6 had swimming lessons in Term 1.
- We successfully hosted junior swimming sports, the fun run, and senior athletics in Term 1.
- In Term 2 we organised our school, interschool and regional cross country. The Year 3/4 swimming sports were compulsory for all children. Children of all ages had the opportunity to participate in Ole Soccer in Term 2.
- An opt in Year 5 -8 swimming sports was held at the start of Term 3.
- All children had external providers engaging them in rugby in Term 3. All children in Year 1- 6 had weekly gymnastics in Term 3.
- All children participated in athletics and senior students participated in inter-school athletics in Term 4.
- Anne Bunton does an incredible job of coordinating within school, inter-school and extra-curricular sports teams at all levels.

Next Steps

- Develop a strategic plan for outdoor play and learning spaces.

<p>Celebrating Ako/Learning</p> <ul style="list-style-type: none"> • Each syndicate ran opportunities this year for parents to come in and see the learning that their children had done. • Rātā and Mataī both held Grandparent/Open Days. Mataī included folk dancing with participation. • We still meet at school every Monday for hui. This year we didn't do formal assemblies with classes sharing. • All syndicates have held a showcase/production. Tōtara participated in Stage Quest. • Kauri held a parent evening to show students learning about countries around the world and Tōtara made dioramas and shared book reviews. • Rimu did an art exhibition. • Senior students performed at Summerfest in Term 4. • Kapa Haka and Pacific Performance Group are well established performance groups in our school, with excellent senior student participation. 	<ul style="list-style-type: none"> • Review what we did in 2024 ,regarding assemblies, classes sharing, receiving certificates and parents attending. • Increase participation of boys in performance groups.
<p>Community Connection Building</p> <ul style="list-style-type: none"> • We continue to foster closer ties with Rangikura School for cultural and sporting opportunities • We are working with Rangikura school on band and Pasifika performance group. This also involves student connection. • Visit to Rangikura to watch their kapa haka group perform. • Participation in the Kāhui Ako Summerfest 	
<p>Monitoring and Evaluation</p>	
<p>Community Survey (198 responses)</p> <ul style="list-style-type: none"> • 95% of parents agree or strongly agree that families are able to support, participate in or attend a wide range of sports, learning and cultural school events, trips or activities. • Leadership presence at cultural events is highly valued by parents. • The school's commitment to involving parents events is acknowledged positively. <p>Student Survey (297 responses Years 3 - 8)</p> <ul style="list-style-type: none"> • 87% of students agree or strongly agree that, at school, we celebrate the good things students do. 	

Te Aronga / Intention: **2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae.**

This aronga is about creating an environment where ākonga, regardless of their background, feel a strong sense of identity, belonging, and pride in their kura. It is about deepening our commitment to inclusivity and cultural responsiveness.

- Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them.
- All ākonga have a strong sense of belonging at our kura.

Ngā Hua / Outcomes

Ākonga:

- Understand the importance of whakapapa and whenua for their identity.
- Develop a connection to the kura as their turangawaewae.
- Experience a sense of belonging
- Make positive contributions to the local environment.
- ESOL ākonga demonstrate increased proficiency and confidence.
- Feel proud to be part of Papakōwhai School.
- Know their cultural identity and are proud to share it.

Whānau:

- Experience Papakōwhai School as inclusive, culturally responsive, and mana-enhancing.
- Develop a connection to the kura as their turangawaewae.

Environment

- Strengthened ties and meaningful engagement with Ngāti Toa.
- Inclusive practices are embedded in teaching and learning.

Actions Taken

Next Steps

ESOL Provision and Capability

- We continue to maximise our ESOL provision within the funding available.
- We have increased the number of children on our ESOL funding roll from 68 to 78.
- We have increased TA support from 4 to 7 days per week and teacher support from 1 day to 1.5 days per week.
- Jill meets regularly with all staff to plan for ESOL students in class.

- Apply for interim funding to support older migrant children enrolling at school with minimal English.

Aotearoa New Zealand Histories

- We have developed culturally relevant approaches to learning Porirua history, Ngāti Toa stories, and kura history.
- We continue to develop relationships with Ngāti Toa through the Kāhui Ako and participation in wānaga events.
- We have begun to emphasise the significance of whakapapa and whenua in shaping identity.

Rātā: Developed an understanding of whakapapa and whenua in shaping our identity: [Te Tiriti and Identity](#). In our [Heat, Light and Sound](#): inquiry we weaved in some retelling of Maori legends - How Maui Slowed the

<p>Sun (Heat & Light) and How Maui Found the Secret of Fire (Heat & Light). We also told the local story of Awarua and Mana Island.</p> <p>Matai: Term 1: Ko wai au - all about 'me', developed an understanding of whakapapa and whenua in shaping our identity. Term 2: Week 7-10 SOCIAL SCIENCES/NZ Histories: Whakapapa. Children retold stories to remember the past. Māori have stories that they tell to explain and share their history. Activities: Matariki, traditional stories, grandparents day, sharing taonga with the class.</p> <p>Rimu: "Turangawaewae" Inquiry unit in Term 1, focused on Porirua. We learnt place names and looked at the story of Ngati Toa's migration down the North Island and some of the important parts to that story (e.g. Te Heke Tahutahuahi and Ka Mate). We then went to see the fairy doors in Aotea and created our own "fairy rocks" to contribute to making Porirua a better place.</p> <p>Tōtara: Term 1: Conversations and note taking with whānau and within class around student's own whenua. Oral retelling on what the sights seen from Ngati Toa hapu/iwi when they first moved down from up north to Porirua - connection to pepeha. Term 2-3: Native and introduced plants used by early Māori for food, clothing and medicine, as part of our plant inquiry. Term 4: Whakapapa Inquiry is planned as our only Inquiry for the term.</p> <p>Kauri: Inquiry Term 1 - whakapapa. Students each bought an object/picture that was unique to them and shared this with the class. Some students shared christening dresses, medals awarded to their grandparents, special artefacts from their home country, or jewellery that had been passed down through their family. We also created a class map to show where our whānau come from and the cultures that make up our class.</p>	
<p>Community Service</p> <ul style="list-style-type: none"> We are growing community service initiatives to strengthen pride and connection with our community. Groups of students helped in local kindergartens, helping with jobs around school and at Horouta Marae. 	<ul style="list-style-type: none"> To look for more opportunities to serve the community in different and more flexible ways (IE performances, kindy visits, bucket shaking)
<p>Inclusive Practices</p> <ul style="list-style-type: none"> We did not complete a review in 2024 	<ul style="list-style-type: none"> Conduct a review of inclusive practices to ensure alignment with goals and identify areas for improvement.

Monitoring and Evaluation

Community Survey (198 responses)

- 99% of parents agree or strongly agree that the school promotes cultural diversity and inclusion.
- There is recognition for the school's efforts in **fostering a welcoming and inclusive environment**.
- Some parents would support more education around bullying related to ethnicity and appearance
-

Student Survey (297 responses Years 3 - 8)

- 86% of students agree or strongly agree that they feel like they belong at school.
- 85% of students agree or strongly agree that at school they learn about how to get along with people who are different to me.
- 83% of students agree or strongly agree that their teacher encourages them to share about their family and/or their culture.

Staff Survey (43 responses)

- 100% of staff agree or strongly agree that the school promotes cultural diversity and inclusion.

ERO Review 2024

English Second Language Learners (ESOL) and students with additional needs are well supported to access learning and make progress; students' progress and achievement is consistently tracked and monitored.

Te Aronga / Intention: **3a. Empower ākonga with practical skills**

This aronga is about ākonga preparing for success now and in the future through practical skills, including collaboration, communication, financial literacy, and digital citizenship.

- Ākonga demonstrate increased future-focused skills.
- There is evidence of a wide range of authentic learning experiences.
- There is a greater knowledge and application of digital citizenship.

Ngā Hua / Outcomes

Ākonga:

- Actively contribute to group projects, effectively communicating ideas and using problem-solving skills to tackle challenges with creativity and critical thinking.
- Learn through a variety of hands-on experiences.
- Show increased curiosity about different subjects and careers.
- Recognise the application of classroom learning to real-world scenarios.
- Demonstrate practical financial skills and recognise the importance of financial literacy
- Show responsible and safe online behaviour. They are aware of potential risks and effective strategies for maintaining digital safety.

Actions Taken**Practical Learning Experiences**

- We have fostered creativity and critical thinking and future-focussed skills through a range of practical, “hands on” experiences across syndicates.

Rātā:

Plants Unit - lots of planting of beans in soil and in bags. **Heat, Light and Sound**: the children engaged in some cool heat experiences (melting their own ice cubes - who can melt it the fastest as well as melting large blocks of ice using salt and observing what happens. Rātā made musical instruments, string phones etc for sound.

Mataī:

This is continuous and integrated through all reading, writing maths and inquiry wherever possible. Maths - repeating patterns, we made patterns with equipment, body percussion, and instruments. Science - heating and cooling, we made popcorn, toast, ice blocks, and more. Tamariki Pakiki: Held fortnightly, the whole syndicate takes part. Teachers provide 'provocations' for the students. These are intended to be open ended, explorative activities with no predetermined outcome. As an example, when our arts focus was sculpture, we had 4 rotations that lent themselves to that: Box modelling, sandpit, blocks, and playdoh. The children visited the different activities and drove their own learning in a hands-on way.

Next Steps

- Continue to enhance STEM learning opportunities
- Continue to provide more outdoor learning opportunities.

<p>Rimu: Maths - in our Patterns and Relationships unit, we provided multiple opportunities to have hands-on experiences creating patterns, including using nature, music and visual art.</p> <p>Tōtara: A great range of Maths equipment is used during lessons. Technology- “Makey makeys” are used for gathering statistical data around emotions, likes and dislikes and tech challenges with Knex. Science - Planting, growing seeds, balm making using a native plant.</p> <p>Kauri: Plimmerton Technology. Science Term 3 - forces and motion. Students designed, made and experimented with different models to investigate the forces behind modes of transport.</p>	
<p>Financial Literacy</p> <ul style="list-style-type: none"> • This year we re-establish partnerships with a financial literacy provider. ASB ran financial literacy workshops in Rimu, Tōtara and Kauri in Term 3. 	
<p>Digital Citizenship</p> <ul style="list-style-type: none"> • This year we focussed on implementation of the school cell phone ban, which has gone without issue. • We have also focussed as a school on reducing the amount of screen time children have at school. • Children in Rimu, Tōtara and Kauri participated in online safety sessions at the start of the year. 	<ul style="list-style-type: none"> • Hold workshops and use online training sessions to enhance kaiako and whānau skills in navigating digital challenges, particularly reducing device time and social media. • More targeted sessions aimed at specific ages.
<p>Monitoring and Evaluation</p>	
<p>Community Survey (198 responses)</p> <ul style="list-style-type: none"> • Parents appreciate the focus on hands-on activities, such as cooking and experiments, to make learning more engaging and practical. • There is strong support for incorporating creative arts and music as essential elements of practical education. • Parents value outdoor and play-based learning, particularly for younger students, as a way to enhance exploration and creativity. • The school’s initiatives in STEM and technology, including EPro8 challenges, are viewed as important. • Practical learning opportunities, like Discovery Time and active learning spaces, are recognised as beneficial for physical and social growth. 	

Te Aronga / Intention: **3b. Begin to implement Te Mātaiaho**

This aronga is about the refresh of The New Zealand Curriculum (Te Mātaiaho). Schools have until the beginning of 2027 to start using the fully refreshed curriculum, although they must use the refreshed Maths and statistics and English learning areas from the start of 2025. Te ao tangata | Social Sciences was released in November 2022, and the new Aotearoa New Zealand's histories must now be taught in all kura.

- There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths.
- There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.

Ngā Hua / Outcomes

Kaiako:

- Start using the English, Pāngarau/Maths and statistics, and te ao tangata | Social Sciences learning areas.
- Use the progression model and Understand, Know and Do (UKD) elements to design topics and tasks.
- Explore and become familiar with the Common Practice Model to support the ako of Literacy, communication and Pāngarau/Maths.

Actions Taken**Next Steps****Introduction to Te Mātaiaho and the Common Practice Model**

- We provided professional development sessions introducing kaiako to the principles and applications of Te Mātaiaho and the Common Practice Model.
- Supported kaiako to explore resources and examples at teacher only days throughout the year.

- Prepare and schedule 2025 curriculum days

Learning Areas

- We collaboratively designed and implemented lessons that incorporated the UKD elements.
- The focus of the Term 2 TOD was on the Maths draft curriculum document.
- Ordered maths resources free of charge
- We have done significant PLD on Structured Literacy, so we are confident we can implement the new government policy for Years 0 -3.
- The focus of the Term 4 TOD was literacy.
- We have participated in Kāhui Ako PLD to work together on the new Maths and Literacy curriculum.

- Continue to strengthen reporting on core subjects
- Ensure students receive an average of 5 hours per week of structured mathematics instruction.
- Ensure students receive 10 hours per week of structured literacy instruction (reading and writing).
- Separate kaiako into learning groups to look at specific areas of the maths and English curricula for initial implementation.
- Prepare for phonics checks

Te Aronga / Intention: **3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.**

This aronga is about giving importance to local history and tikanga Māori, improving our ako/learning of te reo Māori and tikanga Māori, and achieving equitable outcomes for ākonga Māori.

- There is regular ako/learning of te reo Māori and evidence of ākonga progress.
- There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.

Ngā Hua / Outcomes

Environment:

- School plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – e.g., by consulting with our school's whānau and making sure teachers have training opportunities to support them to correctly teach and practice te reo Māori me ngā tikanga Māori.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori – e.g., by having a te reo Māori curriculum.
- Ensure Māori and all ākonga achieve success in their learning. This could involve providing extra support to Māori learners if they need it.

Kaiako:

- Know how to serve the needs of Māori and all ākonga, by enabling identities and cultural backgrounds to be included, and expressed through learning contexts.
- Use te reo correctly and often in class.
- Teach the history of Aotearoa New Zealand effectively.
- Use fair and equitable educational processes and outcomes for Māori and for all ākonga

Ākonga:

- Are encouraged to use te reo in the classroom
- Know local history.
- Explore whakapapa in their learning.

Actions Taken

Te Takitini Programme

- Te Takitini programme provided comprehensive Māori cultural competency training for kaiako and support staff, and whānau. It integrated te reo Māori learning opportunities within the professional development sessions.
- We supported kaiako to complete Level 2 of Te Ahu o te reo Māori.
- 27 staff members enrolled and 24 completed the Level 2 programme.
- Staff attended two hour weekly sessions for Terms 2 and 3 and two Saturday wānanga at the end of each term.

Culturally Responsive Practice

- Through Te Takitini workshops there was also a focus on culturally responsive practices. This included teaching practice, Matariki and tikanga.

Next Steps

ERO Next Steps

Within six months:

Evaluate the effectiveness of te reo Māori, tikanga Māori and mātauranga Māori learning across the school to identify areas for improvement

Every 6 months

Evaluate te reo Māori, tikanga Māori and mātauranga Māori teaching and learning practices using observations, teacher and student reflections.

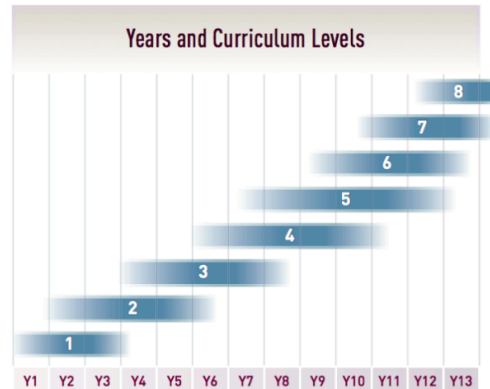
Annually

<ul style="list-style-type: none"> • We utilised Kāhui Ako leadership roles to support kaiako in integrating te reo Māori and te ao Māori into lesson planning. • Sean McCrudden worked with Toni Kahu-Sweet (Kāhui Ako Across school leader) to develop leadership opportunities for our rangatahi and to develop our school curriculum. 	<p>Review the use of te reo, tikanga and mātauranga Māori learning across the school to plan strategic actions.</p>
Monitoring and Evaluation	
<p>Community Survey (197 responses)</p> <ul style="list-style-type: none"> • 98% of parents agree or strongly agree that their children's understanding of Māori culture is increasing through their learning at school. • 92% of parents agree or strongly agree that their child's use of Te reo Māori is increasing through their learning at school. • Te Reo and Cultural Inclusion: Many parents appreciate the school's efforts to incorporate Te Reo Māori and culture, noting how it promotes inclusivity and cultural pride. They enjoy hearing their children's confident pronunciation and learning from them at home. • Support for Māori Cultural Learning: Parents value the enriching experience of Māori cultural learning, particularly kapa haka and the positive, encouraging approach that makes learning enjoyable. <p>Staff survey (42 responses)</p> <ul style="list-style-type: none"> • 100% of staff agree or strongly agree that children's understanding of Māori culture is increasing through their learning at school. • 100% of staff agree or strongly agree that children's use of Te reo Māori is increasing through their learning at school. • 98% of staff agree or strongly agree that staff confidence and use of Te reo Māori is increasing at school. • The Te Reo Māori course offered this year was excellent, and staff engagement has positively impacted classroom environments. • The course required additional time outside of sessions for homework and preparation, but it was considered worthwhile for the valuable resources and increased use of Te Reo. • While many staff participated in the Level 2 Te Reo course, confidence levels in using Te Reo vary among staff. • Some support staff noted they did not receive support around Te Reo Māori, although the course was open to them to attend. <p>ERO Review 2024</p> <ul style="list-style-type: none"> • Teachers and students increasingly use te reo Māori, tikanga Māori and mātauranga Māori; leaders have identified this as a priority in strategic planning. 	

Continuous learning and improvement

Te mātauranga me te whakapai tonu

2024



NZ Curriculum Document 2007

Expectations for Students at Mid-Year

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Beginning L1	Early 1	Level 1	Early 2	Level 2	Early 3	Level 3	Early 4
Early 1	Level 1	Early 2	Level 2	Early 3	Level 3	Early 4	Level 4
Level 1		Level 2		Level 3		Level 4	

Expectations for Students at the End of the Year

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Beginning L1	Early 1	Early 2	Early 2	Early 3	Early 3	Early 4	Early 4
Early 1	Level 1	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
Level 1							

NB: To be identified as “above expectation” a student needs to achieve a full curriculum level higher than the end of year expectation. E.g. a Year 3 or 4 student needs to be achieving at the end of Year 5 and 6 standard.

PĀNUI / READING

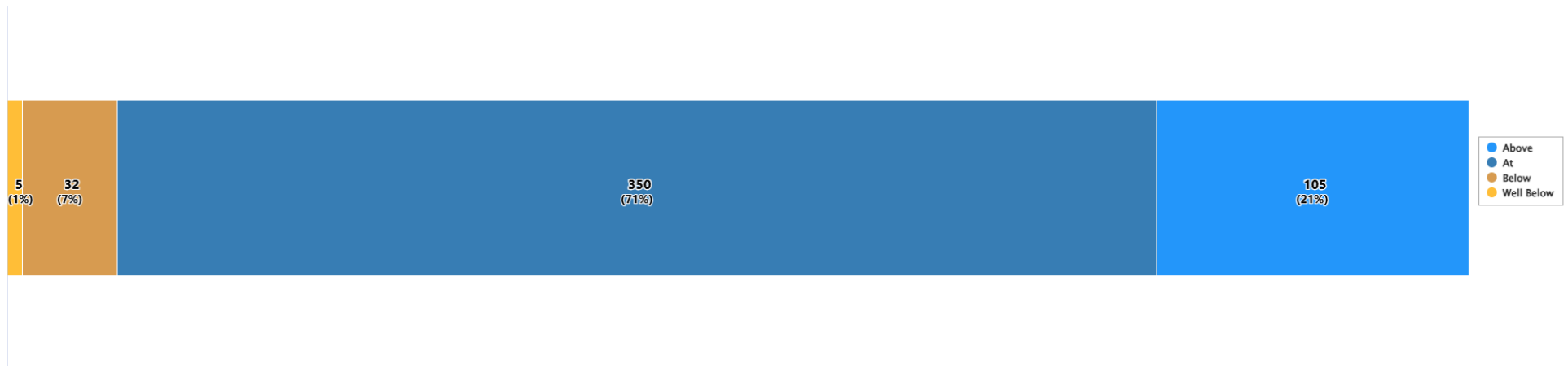
Te Aronga / Intention: **4a. Increase equity and excellence in Pānui/Reading.**

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.**

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

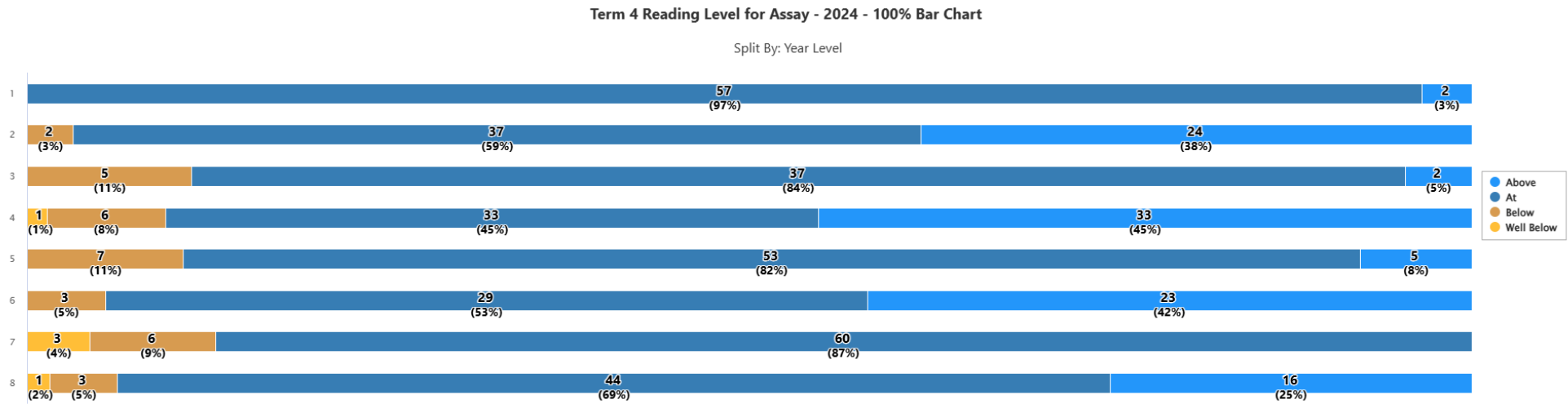


Target Achieved: 92% (92% mid year) of students are within or above expected curriculum levels. 7% (7% mid year) are up to one year below. 1% (1% mid year) are more than a year below expectation.

Reading Summary

The overall achievement result in Reading is above expectation with 92% at or above expected curriculum levels and almost all cohorts meeting expected benchmarks. Boys and girls are achieving at the same level, 92%. NZ European students are achieving 95% (95% mid year) at or above. Pacific students are also a highly performing group, with 93% (96% mid year) at or above expectation. Māori and Asian students are achieving 90% (83% mid year) and 87% (89% mid year) at or above expectation respectively. MELAA are the lowest performing group with 4/21 below expectation.

Year Level



All year levels are at or close to expectation (90% at or above). Year 7 has 13% below expectation.

Ethnicity

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Split By: Ethnicity



NZ European students are achieving 95% (95% mid year) at or above. Pacific students are also a highly performing group, with 93% (96% mid year) at or above expectation. Māori and Asian students are achieving 90% (83% mid year) and 87% (89% mid year) at or above expectation respectively. MELAA are the lowest performing group with 4/21 below expectation.

Gender

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Split By: Gender



Boys and girls are achieving at the same level, 92% (94% girls mid year and 91% boys mid year). There are more girls in the above expectation band, 25% of girls compared to 18% of boys.

- **90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.**

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Filtered By: Maori, Pacific Peoples



This target was achieved with 91% (89% mid year) of students within or above expected curriculum levels. 9% are up to one year below. No students are more than a year below expectations.

Reading Improvement Targets:

- **Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.**
 - **2023:** Year 3 (2023): 11/73 children are below expectations.
 - **Target:** Year 4 (2024): Less than 7 children are below expectations.

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Filtered By: Year 4



Year 4: The number of Year 4 students below has reduced from 11 to 7 (9 mid year). This is very close to our target of less than 7.

- **Accelerate the progress of children in Year 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.**
 - **2023:** Year 7 (2023): 20/66 children are below expectations.
 - **Target:** Year 8 (2024): Less than 6 children are below expectations.

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Filtered By: Year 8



Year 8: The number of Year 8 students below has reduced from 20 to 4 (9 at mid year). This achieves our target.

- **Accelerate the progress of Pacific children to make more than one year's progress in 2024.**
 - o **2023:** Pacific (2023): 9/32 children are below expectations.
 - o **Target:** Pacific (2024): Less than 3 children are below expectations.

Term 4 Reading Level for Essay - 2024 - 100% Bar Chart

Filtered By: Pacific Peoples



The number of Pacific students below has reduced from 9 to 2 (1 at mid year). This achieves our target.

Reading Commentary

Reading Targets:	Outcome 2020	Outcome 2021	Outcome 2022	Outcome 2023	Outcome 2024
90% of students at Papakōwhai School will achieve within the expected curriculum level.	Target achieved. 90% within the expected curriculum level.	Target achieved. 90% within the expected curriculum level.	Target achieved. 92% within the expected curriculum level.	Target achieved. 91% within the expected curriculum level.	Target achieved. 92% within the expected curriculum level.
90% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.	<p>Māori: Target not achieved. 78% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 86% within the expected curriculum level.</p>	<p>Māori: Target not achieved. 84% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 83% within the expected curriculum level.</p>	<p>Māori: Target close to achieved. 88% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 67% within the expected curriculum level.</p>	<p>Māori: Target close to achieved. 89% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 81% within the expected curriculum level.</p>	<p>Māori: Target achieved. 90% within the expected curriculum level.</p> <p>Pacific: Target achieved. 93% within the expected curriculum level.</p>

Five year Overview

Percentage of children within or above the expected curriculum level for Reading.

	2020	2021	2022	2023	2024	One year change	Compared to 5-year average
All students	90%	90%	92%	91%	92%	+1%	+1%
Māori	78%	84%	88%	89%	90%	+1%	+4%
Pacific	86%	83%	67%	81%	93%	+12%	+11%
Asian	96%	96%	100%	90%	87%	-3%	-4%
Male	88%	86%	92%	90%	92%	+2%	+2%
Female	92%	91%	91%	92%	92%	==	==

Areas of strength

- 92% of students are within or above the expected curriculum level.
- Strong achievement gains for Māori and Pasifika students.
- Boys and girls achieve at the same levels.
- On nationally standardised PAT tests, Papakōwhai students achieve above the national average.

What is contributing to student success in Reading?

- Professional development with Massey University is sustained because of low staff turnover
- Teachers reading to children consistently
- Using a structured literacy approach. This gives a clear progression for learning, a solid foundation for early readers and the predictability of texts gives children confidence
- Clear focus on decoding and comprehension
- Using texts that capture the attention of the readers
- Children articulate that they enjoy reading and do not outwardly express anxiety about it
- We have a school library and librarian (This is not common). Carolyn prompts children to try texts, makes special provision for dyslexic students and supports teachers with topics they are studying.
- Sending reading home promotes a stronger home link than in other subjects.
- Reading is part of our homework policy
- We have trained several teaching assistants to support structured literacy groups.
- Regular and consistent Reading teaching.
- Peer-assisted reading to promote fluency
- Collaborative planning ensures consistency and quality across teams.

In the Junior School, the emphasis on small, guided reading groups and prioritising reading time has yielded positive results. Daily phonics work has proven effective, enhancing phonemic awareness and proficiency in rhyming, syllabification, and compound words. Teachers, who are now more experienced with Structured Literacy, confidently navigate letter sounds, letter formation, and dictation. Differentiated programmes cater to individual student needs, and a shared book approach is an effective strategy. Reading strategies learned are applied to the students' own writing, enhancing overall literacy skills.

In the Middle School, a focus on vocabulary, inference work and whole-class, peer reading helps all students to access Level 3 of the curriculum. Structured Literacy is integrated into the reading programme, with Heggerty Phonemic Awareness and decodable texts used to support lower readers. The use of class stories for literacy work and the integration of reading with other curriculum areas helps deepen comprehension and broaden application of reading skills.

In the Senior School, the integration of Inquiry and Reading proves to be a good approach, covering topics comprehensively and allowing exploration of genre and structures. Reading is not confined to its standalone subject but also connects with other curriculum areas, enhancing overall learning. Students access learning through reading workspaces, interpret instructions, and engage in meaningful comprehension activities. The use of whole class texts exposes readers to higher-level content, fostering critical thinking skills. Students experience a combination of reading using digital and more traditional texts.

Areas for improvement

What are the challenges to success in Reading?

- Having enough time to read with groups or target children and catering for the widespread that starts to occur as they get older.
- The prioritisation of time with teaching assistants means that some children needing support miss out.
- There are few children who are “well below” expectations so it can be hard to group them or meet their needs in class by having enough 1 to 1 time with these students
- It can be hard to match decoding levels and comprehension levels with an engaging text for older readers.
- Large numbers of ESOL students (20%)
- Growing numbers of neuro-diverse students and the challenges they face with comprehension
- Growing numbers of dyslexic children in particular, leading to ongoing struggles with decoding
- Children not reading for pleasure at home or challenging themselves to read a range of texts.
- Behavioural challenges can impact on quality learning time with both the teacher and Teaching Assistants
- Older students can find reading less appealing and are not choosing to read for enjoyment.

What are we going to do to continue progress in Reading achievement?

- Leaders share data with their teams
- Sue Jenkins (SENCO), together with leaders, will reprioritise specialist teacher and teaching assistant time based on the data.
- Review and update Learning Plans

In the Junior School, challenges include the need to progress slowly with lower readers, ensuring a solid grasp of alphabet letters and sounds. Balancing developmental readiness with the need to accelerate reading is a challenge. Exposing children to a range of texts is crucial for early reading development.

In the Middle School, we need to revise Reading Assessment tools for consistent information. Increasing reading to children, maintaining a focus on phonemic awareness, and expanding oral language experiences are challenges in this phase. We also need to think of a way to energise reading at home again.

In the Senior School, some students show lower engagement with the school library. The need for reading stories to the class and finding engaging texts are challenges at the senior level. Another challenge is the lack of available decodables for senior students and the time needed to teach small groups in Structured Literacy.

We have identified three target areas for improvement for 2025:

1. Accelerate the progress of children in Year 5 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.
2. Accelerate the progress of children in Year 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.
3. Accelerate the progress of children from diverse cultures, many of whom are ESOL, who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.

Basis for identifying areas for improvement

Reading Targets for 2025 were identified from analysis of the 2024 Reading data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. The BOT were given updates on the performance of students on PAT in Terms 2 and 4. All syndicate teams have action plans for raising achievement. End of Year data is shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2025 were identified. This information was shared with the BOT in November.

- Year 4 (2024): 7/73 children are below expectations.
- Year 7 (2024): 9/69 children are below expectations.
- Pacific/Asian /MELAA (2024): 18/141 children are below expectations.

Planned actions for lifting achievement

Goal	In-Class Actions	Additional Support
<p>Accelerate the progress of children in Year 5 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: Year 4 (2024): 7/73 children are below expectations.</p> <p>Target: Year 5 (2025): Less than 7 children are below expectations.</p>	<ul style="list-style-type: none"> ● Use a Structured Literacy approach ● Use a blended approach once students have reached Set 4. ● Have a clear learning intention for guided and shared reading and choose appropriate material for the lesson. ● Explicitly teach decoding and comprehension strategies. ● Group children based on levels and needs and do not limit reading levels to children's spelling level. ● Read in a small group with children twice a week and regularly use a shared reading approach. ● Systematically plan reading groups and organise reading material in an easy to access way. ● Give children opportunities to read independently and select books in class and from the library. ● Make links to oral language and writing. ● Ensure reading responses are meaningful and creative ● Give children access to texts that include a range of cultures, backgrounds and languages, including te reo Māori. ● Set up a home reading log to be completed 4-5 times per week. 	<ul style="list-style-type: none"> ● Literacy support with a designated structured literacy teaching assistant in Rimu. ● ELL support (0.3 FTTE) + 5 days of teaching assistant time. ● Encourage parents to check vision and hearing ● Engage external support through our SENCO.

Accelerate the progress of children in Year 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.

Current: Year 7 (2024): 9/69 children are below expectations.

Target: Year 8 (2025): Less than 7 children are below expectations.

- Ensure a sensible balance between reading digital texts and books.
- Use a Structured Literacy approach.
- Teach reading consistently in groups
- Work in a targeted way with a clear and specific focus.
- Give students visual reminders of their next learning step and/or success criteria
- Use “Think alouds” –so children can hear what the teacher is thinking.
- Use current and engaging texts
- Find resources that really hook boys into reading, by knowing our learners and their interests.
- Use open ended questioning.
- Target vocabulary specifically in discussions and in shared and guided reading.
- Revisit resources so they know they are using a wide range of comprehension skills.
- Tell and read stories to children
- In group learning sessions students will:
- Know what they are learning about and be able to verbalise their next learning step.
- Have opportunities for sustained reading time almost every day, including home reading.
- Provide some **choice** about what they read so they are more engaged
- Strongly promote library use and regularly change books in class.

- Literacy support with a dedicated structured literacy teaching assistant in Kauri.
- SENCO to support Year 5 -8 classes with literacy
- ELL support (0.3 FTTE) + 5 days of teaching assistant time.
- Encourage parents to check vision and hearing
- Engage external support through our SENCO.

<p>Accelerate the progress of children from diverse cultures, many of whom are ESOL, who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: Pacific/Asian /MELAA (2024): 18/141 children are below expectations.</p> <p>Target: 2025, Less than 14 children are below expectations.</p>	<ul style="list-style-type: none"> • Culturally Responsive Teaching Materials: Use reading materials that reflect the cultural diversity of children at Papakōwhai School. Incorporate texts written by authors , or those that feature diverse characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable. • Community Engagement and Involvement: Foster strong connections with Asian, South African and Pasifika communities. Engage parents and caregivers with reading at home. • Learning Plans: Prioritise ESOL children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020. 	<ul style="list-style-type: none"> • ELL support (0.3 FTTE) + 5 days of teaching assistant time. Encourage parents to check vision and hearing • Engage external support through our SENCO. • Engage cultural responsiveness support through the Kāhui Ako.
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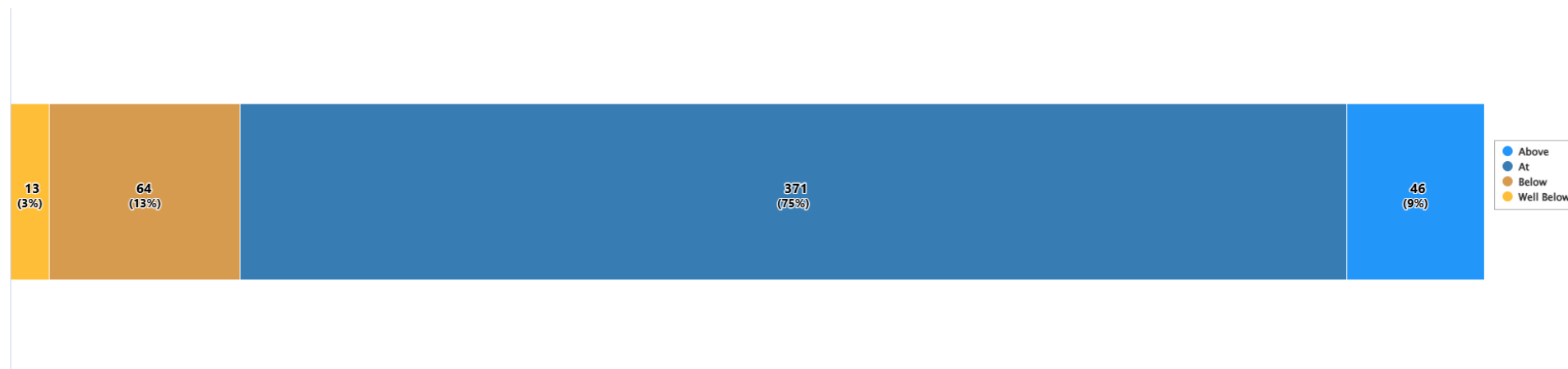
Te Aronga / Intention: **4b. Increase equity and excellence in Tuhituhi/Writing.**

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.**

T4 Writing Level - 2024 - 100% Bar Chart



Target not achieved: 84% (87% mid year) of students are within or above expected curriculum levels. 13% (10% mid year) are up to one year below. 3% (3% mid year) are more than a year below expectation. The target was previously set at 85%.

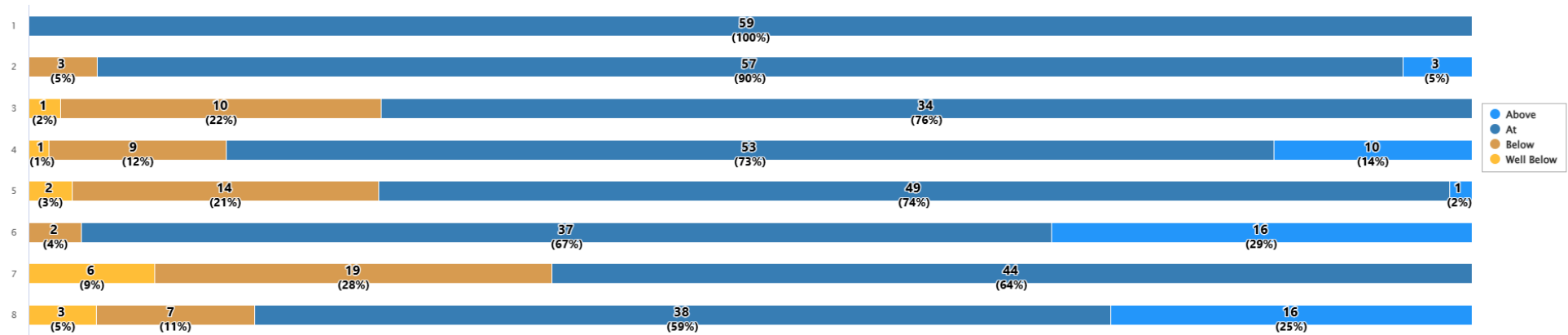
Writing Summary

The overall achievement result in Writing is similar to previous years but below our new expectation of 90%. Children in Years 2, 4, 6 and 8 are at or close to expectation. There is a lower percentage in Years 3, 5 and 7 when children are expected to “move up” to the next level by the end of the year. 84% are achieving at expected curriculum levels. Girls are achieving at a higher level to boys with 88% (91% mid year) at or above expectation for girls and 81% (83% mid year) for boys. NZ European students are close to achieved, with 87% (89% mid year) of students at or above expectation. Māori and Pacific students are at 79% (80% mid year) and 78% (81% mid year) at or above and MELAA are the lowest performing group with 7/21 (6/24 mid year) achieving below expectation. Asian students achieved 82% (88% mid year) at or above expectation.

Year Level

T4 Writing Level - 2024 - 100% Bar Chart

Split By: Year Level



Cohorts in Years 3, 5 and 7 are expected to be within levels 2, 3 and 4 respectively at the end of the year. At mid year, we consider these year groups within expectation if they are still at level 1, 2 and 3 respectively.

We are pleased with the outcomes in:

Year 2: 95% at or above expectation (94% mid year)

Year 4: 87% at or above expectation (84% mid year)

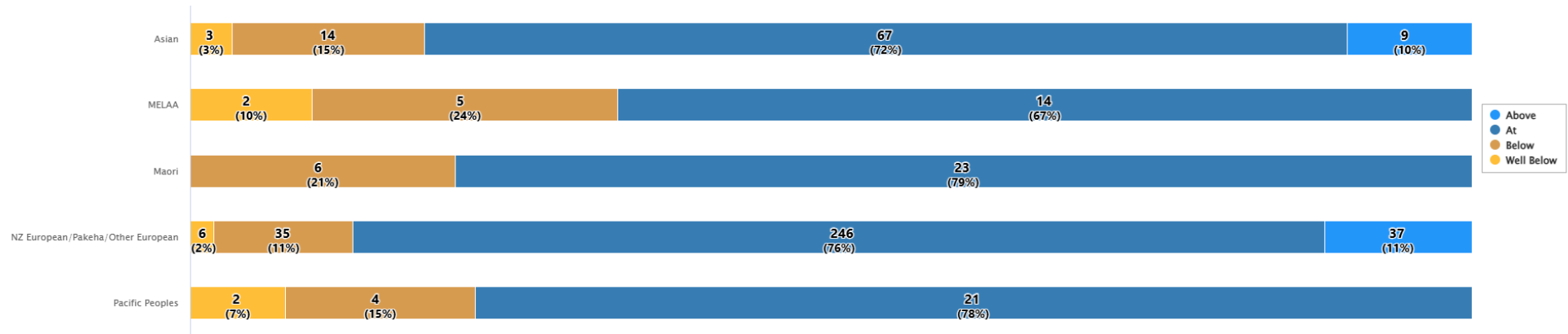
Year 6: 96% at or above expectation (89% mid year)

Year 8: 84% at or above expectation (73% mid year)

Ethnicity

T4 Writing Level - 2024 - 100% Bar Chart

Split By: Ethnicity

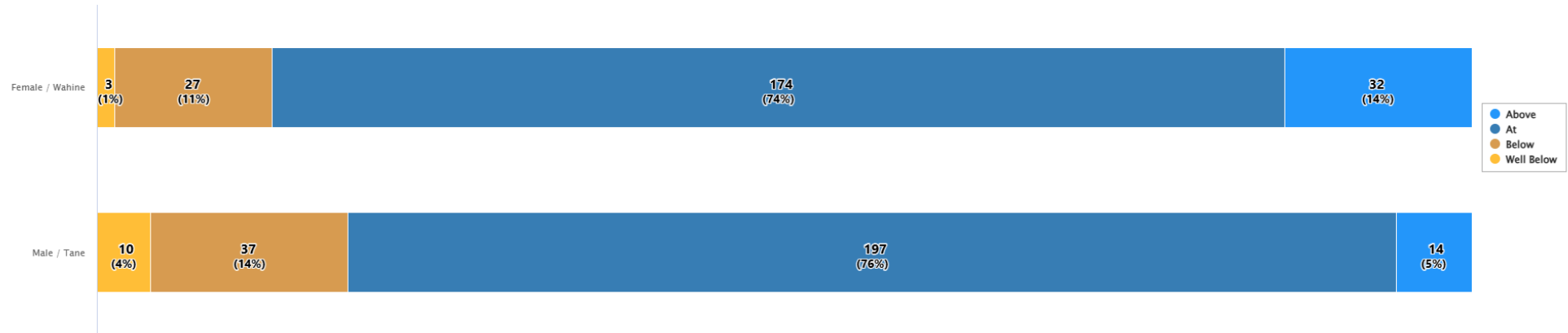


NZ European students are close to achieved, with 87% (89% mid year) of students at or above expectation. Māori and Pacific students are at 79% (80% mid year) and 78% (81% mid year) at or above and MELAA are the lowest performing group with 7/21 (6/24 mid year) achieving below expectation. Asian students achieved 82% (88% mid year) at or above expectation. While these results are below the target, which is 5 % higher than last year, there is still an improvement for Māori up 4% (75% 2023) and Pasifika up 13% (65% 2023).

Gender

T4 Writing Level - 2024 - 100% Bar Chart

Split By: Gender



Girls are achieving at a higher level to boys with 88% (91% mid year) at or above expectation for girls and 81% (83% mid year) for boys.

90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Maori,Pacific Peoples



This target was not achieved. 79% (80% mid year) of students are within or above expected curriculum levels. 18% (14% mid year) are up to one year below. 4% (5% mid year) are more than a year below expectation.

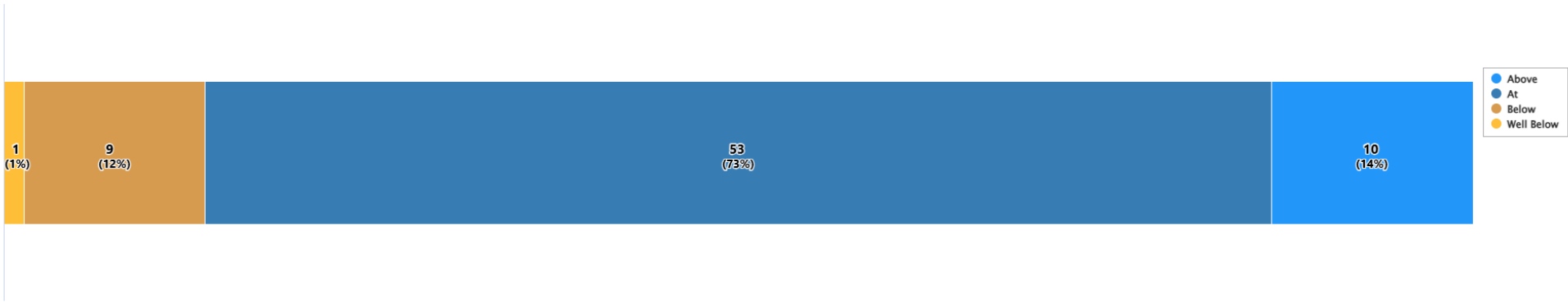
This still represents a 9% gain on 2023 when only 70% of students were within or above expected curriculum levels. 22% were up to one year below. 8% were more than a year below expectation.

Writing Improvement Targets:

- Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year’s progress in 2024.
 - 2023: Year 3 (2023): 16/73 children are below expectations.
 - Target: Year 4 (2024): Less than 10 children are below expectations.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Year 4



Year 4: The number of Year 4 students below expectation has reduced from 16 to 10 (12 mid year). This was very close to our target.

- **Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.**
 - **2023:** Year 5 (2023): 11/54 children are below expectations. Year 7 (2023): 29/63 children are below expectations.
 - **Target:** Year 6 (2024): Less than 7 children are below expectations. Year 8 (2024): Less than 9 children are below expectations.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Year 6



Year 6: The number of Year 6 students below expectation has reduced from 11 to 2 (6 mid year). This achieves our target.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Year 8



Year 8: The number of Year 8 students below expectation has reduced from 29 to 10 (18 mid year). This is very close to our target.

- **Accelerate the progress of Pacific children to make more than one year's progress in 2024.**

- **2023:** Pacific (2023): 9/32 children are below expectations.
- **Target:** Pacific (2024): Less than 5 children are below expectations.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Pacific Peoples



The number of Pacific students below expectation has decreased from 9 to 6 (5 mid year). This is close to our target.

- **Accelerate the progress of Māori children to make more than one year's progress in 2024.**

- **Current:** Māori (2023): 7/28 children are below expectations.
- **Target:** Māori (2024): Less than 5 children are below expectations.

T4 Writing Level - 2024 - 100% Bar Chart

Filtered By: Maori



The number of Māori students below expectation has decreased from 7 to 6 (6 mid year). This is close to our target.

Writing Commentary

Writing Targets:	Outcome 2020	Outcome 2021	Outcome 2022	Outcome 2023	Outcome 2024
<p>85% of students at Papakōwhai School will achieve within the expected curriculum level.</p> <p>Target revised to 90% in 2024.</p>	<p>Target achieved. 85% within expected curriculum level.</p>	<p>Target achieved. 87% within the expected curriculum level.</p>	<p>Target achieved. 86% within the expected curriculum level.</p>	<p>Target achieved. 86% within the expected curriculum level.</p>	<p>Target not achieved. 84% within the expected curriculum level.</p>
<p>85% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.</p> <p>Target revised to 90% in 2024.</p>	<p>Māori: Target close to achieved. 84% within the expected curriculum level.</p> <p>Pacific: Target achieved. 86% within the expected curriculum level.</p>	<p>Māori: Target not achieved. 79% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 79% within the expected curriculum level.</p>	<p>Māori: Target not achieved. 80% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 63% within the expected curriculum level.</p>	<p>Māori: Target not achieved. 75% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 65% within the expected curriculum level.</p>	<p>Māori: Target not achieved. 79% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 78% within the expected curriculum level.</p>

Writing Commentary

Percentage of children within or above the expected curriculum level for Writing.

	2020	2021	2022	2023	2024	One year change	Compared to 5-year average
All students	85%	87%	86%	86%	84%	-2%	-2%
Māori	84%	79%	80%	75%	79%	+4%	==
Pacific	86%	79%	63%	65%	78%	+13%	+4%
Asian	87%	90%	92%	85%	82%	-3%	-5%
Male	80%	84%	83%	84%	81%	-3%	-1%
Female	94%	89%	88%	90%	88%	-2%	-2%

Areas of Strength

- 84% of students are within or above the expected curriculum level.
- There is a significant improvement in Pasifika achievement.
- Boys and girls achieve at similar levels.
- Most Year 2,4,6 and 8 children are within or above expected curriculum levels.

What is contributing to student success in Writing?

- Due to low staff turnover, practice is embedded and widely used.
- Insisting on correct letter formation and the teaching of handwriting. Students are proud of their work when it looks good.
- Daily whiteboard writing in Rātā
- Increased focus on phonemic awareness. Notice, think about, and work with the individual sounds that combine to form words. This includes blending sounds into words and segmenting words into sounds.
- Increased focus on surface features
- Collaborative planning - Consistency of writing across the team reduces anxiety
- Using fast feedback
- Choosing engaging writing tasks
- Reducing the cognitive load by using familiar formats and repeating tasks
- Decreasing the amount of writing on devices
- Small group teaching in the junior school
- Structured literacy teaching in reading, supports writing.
- Modelling of writing - explicit teaching

In the Junior School, student success in writing is facilitated by a teacher's responsiveness to children's needs and interests. With a daily writing routine, children engage in writing almost every day, emphasising its importance. Using a shared writing approach has proven effective, promoting collaboration in the writing process. A focus on phonics supports young writers by enhancing their awareness of word beginnings, endings, and syllables. Explicit modelling of writing is a daily practice, reinforcing foundational skills. The use of whiteboards for practising correct letter formations is a helpful hands-on strategy. Employing a "perfect sentence" approach, including basic punctuation and quick re-reading, contributes to writing proficiency. Creating connections between reading and writing enriches literacy learning. Reducing expectations for independent writing helps lower anxiety levels.

In the Middle School, in Rimu we have had support from Whaea Maz working with small groups of target students to promote sentence writing and build confidence. Heggerty Phonemic Awareness is making a positive impact on spelling, enhancing students' language skills. Structured Literacy small groups also contribute to a deeper understanding of spelling. Regular handwriting practice, especially beneficial for boys, is improving writing speed and fluency. The consistent focus on vocabulary, sentence and paragraph writing further strengthens students' overall achievement.

In the Senior School, the effective use of collaborative planning, aligned with learning progressions, ensures students understand their next learning steps, with teachers specifically targeting these areas. Visual and movie prompts are successful writing starters. Sharing examples of 'good writing' and exposing students to a wider vocabulary and text structure through reading stories and short texts to students is also successful. The positive engagement from students in writing is noteworthy, reflecting the staff's success in creating engaging contexts for learning in writing.

Areas for improvement

The challenges to success in writing includes finding the right balance between writing on devices and in books, especially in Years 5-8, where devices can pose distractions. Another challenge lies in allocating sufficient time for one-on-one feedback to students. Encouraging teachers to concentrate on one or two teaching points is crucial, as excessive talking and over-explanation can lead to confusion. Striking the correct level of expectation for the class and consistently improving the overall quality of writing are ongoing challenges

In the Junior School, many students struggle with developing fine motor skills, making writing tasks challenging and time-consuming. Issues such as incorrect pencil grip and encouraging independent writing before children are ready, further contribute to writing difficulties. To enhance engagement, there's a need for more enjoyable and student-centred writing approaches. Revisiting writing goals, particularly those set by Helen Walls, is identified as a crucial step to address these challenges effectively. Noticing when it is time to move from small group structured lessons to having a go more independently.

In the Middle School, some students at Level 1 are still writing simple sentences, or unable to construct a sentence that makes grammatical sense, and need ongoing support with this. Some neurodiverse and/or English Language Learners struggle to say sentences correctly and need more Oral Language opportunities to build confidence. The ongoing need for a concentrated focus on correctly forming sentences is critical. Managing the widespread writing abilities and addressing the independence challenges of Year 3 students are also challenges. Some children are struggling with using more advanced vocabulary, or writing appropriately for the genre. This may be due to the cognitive load of writing. This generally comes easier to students who regularly read for enjoyment.

In the Senior School, challenges include large numbers still working within Level 3 of the curriculum. Creative writing is seen as needing a highly structured approach. Poetry is identified as a beneficial writing topic for building success and allowing for rule-breaking, especially effective at the beginning of the year. Enhancing student agency in writing, focusing on them choosing

engaging topics (for those who are able) and understanding their next steps, is important. Teachers provide scaffolding and structure for less able writers, making decisions based on individual needs and interests. The lack of sufficient handwriting practice is also recognised as a challenge.

What are the challenges to success in Writing?

- Getting the right balance of writing on devices and writing in books, especially for neurodiverse children
- Finding sufficient time to give 1 on 1 feedback to students
- Encouraging teachers to focus on just one or two teaching points. Teachers can spend too much time talking and over explaining the tasks, which causes confusion
- Students not reading a wide range of texts and genres for pleasure
- Getting the right balance of surface features and deeper features
- Knowing when to 'let them go' and practise their skills independently
- Cognitive load affects students' ability to remember and use spelling patterns, letter formation and what they are writing about.

What are we going to do to continue progress in Writing achievement?

- Leaders share data with their teams
- Sue Jenkins (SENCO), together with leaders, will reprioritise specialist teacher and teaching assistant time based on the data.
- Review and update Learning Plans

We have identified 3 target areas for improvement for 2024:

1. Accelerate the progress of children in Year 4 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.
2. Accelerate the progress of children in Year 6 and 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.
3. Accelerate the progress of Māori and Pacific children who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.

Basis for identifying areas for improvement

Writing Targets for 2025 were identified from analysis of the 2024 Writing data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. Based on mid-year data, targets were shared again with staff and action plans for raising achievement were

developed. End of Year data was shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2025 were identified. This information was shared with the BOT in November.

- Māori (2024) – 6/29 below expectations.
- Pacific (2024) – 6/27 below expectations.
- Year 3 (2024) – 11/45 below expectations
- Year 5 (2024) – 16/66 below expectations.
- Year 7 (2024) – 25/69 below expectations.

Planned actions for lifting achievement

Goal	In-Class Actions	Additional Support
<p>Accelerate the progress of children in Year 4 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: Year 3 (2024): 11/45 children are below expectations.</p> <p>Target: Year 4 (2024): Less than 5 children are below expectations.</p>	<ul style="list-style-type: none"> • Model writing using “think alouds”. Modelling time is kept as short as possible. • There is a visual record of modelling and links to models in texts they are reading. • Give time for children to plan their writing and brainstorm ideas using “Think pair share” • Use success criteria for children to reflect on. • Support children to recraft and edit their writing. • Plan writing collaboratively with the team but don't make tasks prescriptive. • Have a clear learning intention for guided writing and choose appropriate material for the lesson. • Explicitly teach writing skills and structure. • Emergent writers should not be writing independently • Engage children in shared and guided writing in a range of genres. • Make links to reading and oral language. • There are clear purposes for writing and authentic writing experiences. • Celebration and share writing. (Seesaw, publishing, reading aloud) • Access contexts that include a range of cultures, backgrounds and languages, including Te Reo Māori. • Children will write 4-5 times per week. • Use Helen Walls' writing goals and fast feedback. 	<ul style="list-style-type: none"> • Literacy support with the SENCO and dedicated literacy teaching assistant support in Rimu, Tōtara and Kauri. • ELL support (0.3 FTTE) + 5 days of teaching assistant time. • Encourage parents to check vision and hearing • Engage external support through our SENCO.

<p>Accelerate the progress of children in Year 6 and 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: Year 5 (2024): 16/66 children are below expectations. Year 7 (2024): 25/69 children are below expectations.</p> <p>Target: Year 6 (2025): Less than 7 children are below expectations. Year 8 (2025): Less than 7 children are below expectations.</p>	<ul style="list-style-type: none"> • Encourage children to read widely and develop an interest in vocabulary • Tell and read stories to children • Have high expectations • Know what specific writing skill to teach next, breaking it down into specific steps. • Focus on teaching correct sentences. • Use whole class writing warm ups to teach specific skills or vocabulary • Challenge students but they also provide sufficient opportunities to experience success • Consistently work in groups, in a targeted way with a clear and specific focus. Use flexibility in groups to target needs • Spend a short amount of time modelling writing • Give students visual reminders of their next learning step and/or success criteria • Use “Think alouds” –so children can hear what the teacher is thinking. • Make time to practise handwriting • Plan writing collaboratively but don't make tasks prescriptive. • Use Helen Walls writing goals and fast feedback. • Carefully balance the amount of writing on digital devices and in books. 	<ul style="list-style-type: none"> • Literacy support with teaching assistants in Years 5-8. • SENCO to support Year 5 -8 classes with literacy (0.6 FTTE). • ELL support (0.3 FTTE) + 5 days of teaching assistant time. • Encourage parents to check vision and hearing • Engage external support through our SENCO.
<p>Accelerate the progress of Pacific children to make more than one year's progress in 2025.</p> <p>Current: Pacific (2024): 6/27 children are below expectations.</p>	<ul style="list-style-type: none"> • Culturally Responsive Teaching Materials: Use teaching materials that reflect the cultural diversity of Pacific children in New Zealand. Incorporate texts written by Pasifika authors, or those that feature Pasifika characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable. • Community Engagement and Involvement: Foster strong connections with Rangikura School. Engage parents and caregivers with how they can help with writing at home. 	<ul style="list-style-type: none"> • ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing • Engage external support through our SENCO. • Engage support through the Kāhui Ako.

<p>Target: Pacific (2025): Less than 3 children are below expectations.</p>	<ul style="list-style-type: none"> • Learning Plans: Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020. 	
<p>Accelerate the progress of Māori children to make more than one year's progress in 2025.</p> <p>Current: Māori (2024): 6/29 children are below expectations.</p> <p>Target: Māori (2025): Less than 3 children are below expectations.</p>	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy: Implement teaching practices that acknowledge and integrate Māori culture into the curriculum. This includes incorporating Māori perspectives, values, and language into writing activities. Use texts and examples that reflect mātauranga Māori. Encourage the use of both English and te reo Māori in writing tasks. • Learning Plans: Prioritise Māori children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding of Te Mātaiaho. 	<ul style="list-style-type: none"> • Prioritise Māori learners with teaching assistant time. • Prioritise Māori learners with literacy support groups. • Engage external support through our SENCO. • Engage external support through the Kāhui Ako.

Te Aronga / Intention: **4c. Increase equity and excellence in Pāngarau/Maths.**

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.**

T4 Maths Level - 2024 - 100% Bar Chart



Target achieved: 92% (92% mid year) of students are within or above expected curriculum levels. 6% (7% mid year) are up to one year below. 2% (1% mid year) are more than a year below expectation.

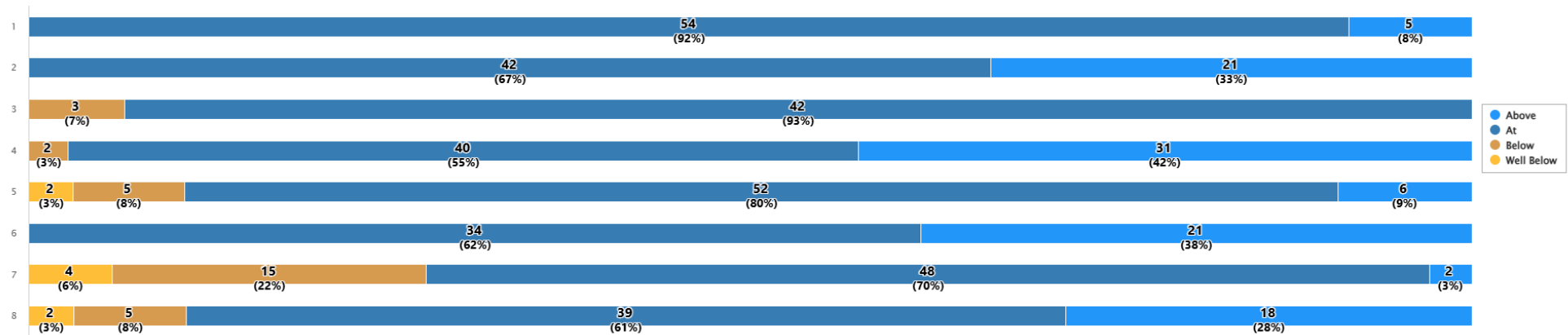
Maths Summary

The overall achievement result in Maths is above expectation with 92% achieving expected curriculum levels and almost all cohorts meeting expected benchmarks. Boys and girls are achieving at a similar level. Māori students are the highest performing group with 94% at or above expectations. NZ European achievement and Asian achievement is at 93% and 92% respectively. Pasifika is at 89%. MELAA, contains many Afrikaans speaking students with 5/21 below expectation.

Year Level

T4 Maths Level - 2024 - 100% Bar Chart

Split By: Year Level



These results show excellent achievement across all levels. All year groups except Year 7 are achieving at or very close to expectation (90% at or above). Year 7 has 28% of students still at Level 3. There have been significant gains for Year 8's to be very close to expectation at the end of the year. 26% below expectation at mid year has reduced to 11% at the end of the year.

Ethnicity

T4 Maths Level - 2024 - 100% Bar Chart

Split By: Ethnicity



The results show excellence and equity across ethnicity groups. Māori students are the highest performing group, with 94% (90% mid year) at or above expectation. NZ European and Asian students are achieving 93% (92% mid year) and 92% (94% mid year) at or above expectation respectively. 89% of Pacific Students are at or above expectation (85% mid year) . MELAA is the lowest performing group with 5/21 (7/25 mid year) below expectation.

Gender

T4 Maths Level - 2024 - 100% Bar Chart

Split By: Gender



Boys (94%) and girls (91%) are achieving at a similar level to boys, however at mid year both boys and girls were achieving at 92% at or above expectation. There are more boys in the above expectation group, 25% (13% mid year) compared to 17% (4% mid year) of girls, although proportionally this gap is smaller.

- **90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.**

T4 Maths Level - 2024 - 100% Bar Chart

Filtered By: Maori, Pacific Peoples



This target is achieved with 92% (88% mid year) of students at or above expected curriculum levels. 4% (11% mid year) are up to one year below. 5% (2% mid year) are more than a year below expectation.

Maths Improvement Targets:

- **Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.**
 - o **2023:** Year 3 (2023): 11/73 children are below expectations.
 - o **Target:** Year 4 (2024): Less than 7 children are below expectations.

T4 Maths Level - 2024 - 100% Bar Chart

Filtered By: Year 4



Year 4: The number of Year 4 students below expectation has reduced from 11 to 2 (6 mid year). This achieves our target.

- **Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.**
 - **2023:** Year 5 (2023) – 14/54 children are below expectations. Year 7 (2023): 21/64 children are below expectations.
 - **Target:** Year 6 (2024): Less than 5 children are below expectations. Year 8 (2024): Less than 6 children are below expectations.

T4 Maths Level - 2024 - 100% Bar Chart

Filtered By: Year 6



Year 6: The number of Year 6 students below expectation has reduced from 14 to 0 (4 mid year). This meets our target.

T4 Maths Level - 2024 - 100% Bar Chart

Filtered By: Year 8



Year 8: The number of Year 8 students below expectation has reduced from 21 to 7 (17 mid year) . This is very close to achieving our target.

- **Accelerate the progress of Pacific students to make more than one year's progress in 2024.**

- **2023:** Pacific (2023): 8/31 children are below expectations.
- **Target:** Pacific (2024): Less than 3 children are below expectations.

T4 Maths Level - 2024 - 100% Bar Chart

Filtered By: Pacific Peoples



Pacific Students : The number of Pacific students below expectation has reduced from 9 to 3. (4 mid year). This is very close to achieving our target.

Maths Commentary

Maths Targets:	Outcome 2020	Outcome 2021	Outcome 2022	Outcome 2023	Outcome 2024
90% of students at Papakōwhai School will achieve within the expected curriculum level.	Target achieved. 90% within expected curriculum level.	Target close to achieved. 86% within the expected curriculum level.	Target achieved. 90% within expected curriculum level.	Target close to achieved. 89% within the expected curriculum level.	Target achieved. 92% within expected curriculum level.
90% of Māori and Pacific students at Papakōwhai School will achieve within the expected curriculum level.	<p>Māori: Target achieved. 93% within the expected curriculum level.</p> <p>Pacific: Target achieved. 76% within the expected curriculum level.</p>	<p>Māori: Target close to achieved. 88% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 69% within the expected curriculum level.</p>	<p>Māori: Target achieved. 92% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 67% within the expected curriculum level.</p>	<p>Māori: Target close to achieved. 89% within the expected curriculum level.</p> <p>Pacific: Target not achieved. 74% within the expected curriculum level.</p>	<p>Māori: Target achieved. 94% within the expected curriculum level.</p> <p>Pacific: Target close to achieved. 89% within the expected curriculum level.</p>

Maths Commentary

Percentage of children within or above the expected curriculum level for Maths.

	2020	2021	2022	2023	2024	One year change	Compared to 5-year average
All students	90%	86%	90%	89%	92%	+3%	+3%
Māori	93%	88%	92%	89%	94%	+5%	+3%
Pacific	76%	69%	67%	75%	89%	+14%	+14%
Asian	94%	90%	95%	91%	92%	+1%	==
Male	91%	89%	91%	90%	94%	+3%	91%
Female	90%	83%	89%	87%	91%	+3%	88%

Areas for strength

- 92% of students are within or above the expected curriculum level.
- Asian students, many of whom are ESOL, continue to make progress above the average for all students
- Boys and girls achieve at a consistently high level.
- Māori students continue to make progress consistent with the average for all students
- Almost all Pasifika children are within or above expected curriculum levels.
- On nationally standardised PAT tests, Papakōwhai students achieve well above the national average.

What is contributing to student success in Maths?

- Children exploring Maths as a holistic subject, not just a narrow focus on number operations.
- Use of materials and hands-on activities
- Use of rich tasks
- Exposure to a wide range of concepts (Increased achievement in Geometry and Measurement)
- Using flexible groupings
- Consistent and regular teaching of Maths
- Focus on number knowledge
- Maths extension opportunities
- Collaborative planning ensures consistency and quality learning and teaching
- Digital resources (ie mathletics) can be motivational and supports learning at home
- Providing opportunities for children to consistently work alongside trusted learning buddies (particularly for those with Maths anxiety)

In the Junior School, good progress has been made with foundational number learning across all classes. Our approach involves careful integration of Maths across strands and with other subjects. The collaborative practice of having all classes work on the same topics simultaneously has proven helpful. The incorporation of various hands-on materials and equipment not only enhances engagement but aligns with the pedagogical concept of learning through play. Encouraging teachers to timetable Maths first in the day has ensured Maths is being taught more frequently. Having a particular focus on foundational concepts, provides direction for learning. Adding a digital component has proven effective in bolstering student engagement. Consistency across syndicate with Oxford Maths blended with Structured Maths approach.

In the Middle School, we've been focusing more on Number knowledge and operations. We make sure to teach maths vocabulary clearly, especially in specific areas. Teachers find it helpful to have short bursts of different focuses and collaboratively plan together. Doing more repetition with a teaching assistant helps support students. We use structured worksheets and tools to support those who need extra help. Larger maths books or whiteboards make it easier for students to record without feeling overwhelmed. Teaching assistants spend consistent time on maths, helping both struggling and

advanced students. We've improved accuracy in our data using adaptive PATs. Additionally, we are using the Numicon resource with Teaching Assistants in Rimu to explore new ways of helping students.

In the Senior School, we've found that rich learning tasks are both insightful and engaging for students. We use flexible groupings and encourage working with a supportive buddy. We're covering maths topics more thoroughly. Collaborative planning and teacher reflections have improved the quality and consistency of learning in the Kauri syndicate. Additionally, we are prioritising number knowledge teaching and revision during warm-up or starter activities, including implementing "Just in Time Maths" strategies.

Areas for improvement

What are the challenges to success in Maths?

- The amount of content can be very large. This can be challenging to cover.
- Hard to get the balance between teaching about Number and other areas of Maths
- Student and parent anxiety about Maths
- Difficulty allocating Teaching Assistant time to Maths due to other challenges, such as behaviour, which take their time.

What are we going to do to continue progress in Maths achievement?

- Leaders share data with their teams
- Review and update Learning Plans
- Communication about positive attitude to Maths

Using a holistic approach presents a difficulty as it involves a substantial amount of content, making planning and assessment a complex task. Striking the right balance between teaching about Number and other Math areas proves challenging, as each requires dedicated attention. The constraint of not having sufficient time each week for Maths is a recurring challenge.

Addressing student anxiety about Maths is crucial for fostering a positive learning environment. Ensuring consistent daily time for Math remains a priority, highlighting the need for structured routines. Additionally, there's an ongoing need to revisit and refine our assessment approach to ensure it aligns with the needs of our students and the curriculum.

In the Junior School, despite good progress, there is still a need to increase focus on number knowledge and strategies. Adjustments to the Maths Long Term plan are deemed necessary to avoid rushing key concepts and allow sufficient time for in-depth exploration. Shorter units of work are proposed for certain areas of strand. The importance of using equipment and visual representations in teaching and learning still needs to be reinforced. Continue to expect that Maths is taught first in the day.

In the Middle School, emphasising more time for number knowledge (especially place value) and strategies at the start of the year is seen as beneficial, particularly for lower-levelled children. Having clear expectations around flexible grouping and children having the opportunity to work with a trusted buddy across the middle school, in order to promote engagement and lower anxiety, is important. Progress has been impacted by literacy and behavioural needs.

In the Senior School, there's a recognised need for a more planned and targeted approach to support learners at Levels 2 and 3 of the curriculum. The demand for more consistent teacher and teaching assistant time in Maths is highlighted to enhance support for students.

We have identified 2 target areas for improvement for 2025:

1. Accelerate the progress of children in Year 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.
2. Accelerate the progress of children from diverse cultures, many of whom are ESOL, who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.

Basis for identifying areas for improvement

Maths Targets for 2025 were identified from analysis of the 2024 Maths data. Children identified as at risk of not meeting the target are shared with staff at the start of the year. Syndicate leaders regularly check in with their teams on the progress of at-risk students. The BOT were given updates on the performance of students on PAT at the start of Term 2 and 4. Based on mid-year data, targets were shared again with staff and action plans for raising achievement were developed. End of Year data was shared with senior staff in preparation for the Analysis of Variance report. Target groups of children for 2025 were identified. This information was shared with the BOT in November.

- **2024:** Year 7 (2024): 19/69 children are below expectations.
- **2024:** Asian/MELAA/Pasifika (2024): 16/141 children are below expectations.

Planned Actions for raising achievement		
Goal	In-Class Actions	Additional Support
<p>Accelerate the progress of children in Year 8 (2025) who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: 2024: Year 7 (2024): 19/69 children are below expectations.</p> <p>Target: 2025 Target: Year 8 (2025): Less than 7 children are below expectations.</p>	<ul style="list-style-type: none"> • Work in a targeted way with a clear and specific focus. • Use flexibility in groups to target needs • Use “Talk Moves” strategies so enable all children to share their thinking in Maths • Use authentic contexts wherever possible to promote connections with literacy and inquiry topics • Use rich mathematical tasks • Share the strategy students need to use to be at the next level. • Be explicit with “Think alouds” • Actively teach place value and basic facts in class and set for homework. • Challenge students but also provide sufficient opportunities to experience success • Ensure students know what they are learning about and articulate their next learning step. • Use equipment to increase confidence • Use digital tools to provide further practice at school and at home • Ensure digital tools being used are fit for purpose and are used for homework. 	<ul style="list-style-type: none"> • Focussed Maths support with a teaching assistant in Kauri. • Engage external support for teachers through the Kāhui Ako and Curriculum Refresh PLD. • Teaching Assistant to take extension groups to free up teacher time for children needing support.
<p>Accelerate the progress of children from diverse cultures, many of whom are ESOL, who were below expected curriculum levels in 2024 to make more than one year's progress in 2025.</p> <p>Current: Pacific/Asian/MELAA (2024): 21/141 children are below expectations.</p>	<ul style="list-style-type: none"> • Culturally Responsive Teaching: Use contexts that reflect the cultural diversity of children at Papakōwhai School. This helps students see themselves as mathematicians, making Maths more engaging and relatable. • Community Engagement and Involvement: Foster strong connections with diverse communities. Engage parents and caregivers with Maths at home. • Learning Plans: Prioritise ESOL children with learning plans. Conduct regular assessments to 	<ul style="list-style-type: none"> • Identify and address Maths difficulties at an early stage. • ELL support (0.3 FTTE) + 5 days of teaching assistant time.

<p>Target: Pacific/Asian/MELAA (2025): Less than 14 children are below expectations.</p>	<p>identify strengths and areas for improvement, tailoring Maths interventions accordingly.</p> <ul style="list-style-type: none"> • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020. 	<ul style="list-style-type: none"> • Encourage parents to check vision and hearing
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