

HAREWOOD SCHOOL

Annual Financial Statements For the year ended 31 December 2024

School Directory

Ministry Number:	3370
Principal	Kate Christie
School Address:	721 Harewood Road, Christchurch
School Postal Address:	721 Harewood Road, Christchurch
School Phone:	03 3598382
School Email:	office@harewood.school.nz

Members of the Board of Trustees

Name	Ceased
Gafa Tuiloma	
Andrea Smith	
Harriet Hrynkewych	
Ellen Petersen	
James Brasington	
Tim Shannahan	
Kate Christie - Principal	

The term finishes except for the principal in June 2025.

Accountant / Service Provider:

Geoff Gillam Consultants

Harewood School

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Harewood 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.

Gafa Tuiloma

Full Name of Presiding Member

Signed by:

811F342DCCB2BCE4

Signature of Presiding Member

18/08/2025

Date:

Kate Christie

Full Name of Principal

Signed by:

11A1B39A7E3B809C

Signature of Principal

18/08/2025

Date:

Harewood 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	1,854,545	1,831,922	1,767,837
Locally Raised Funds	3	59,692	12,500	58,866
Interest		36,226	20,000	28,128
		<hr/>	<hr/>	<hr/>
		1,950,463	1,864,422	1,854,831
Expenses				
Locally Raised Funds	3	26,468	-	28,607
Learning Resources	4	1,305,644	1,320,606	1,251,801
Administration	5	100,385	96,670	96,864
Interest		511	-	628
Property	6	613,064	500,379	443,113
Loss on Disposal of Property, Plant and Equipment		3,705	-	679
		<hr/>	<hr/>	<hr/>
		2,049,777	1,917,655	1,821,692
Net Surplus / (Deficit)		(99,314)	(53,233)	33,139
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(99,314)	(53,233)	33,139

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

Harewood School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual 2024 \$	Budget (Unaudited) 2024 \$	Actual 2023 \$
Balance at 1 January	905,630	905,630	872,491
Total comprehensive revenue and expense for the year	(99,314)	(53,233)	33,139
Owner transactions			
Contribution - Furniture and Equipment Grant	9,362	-	-
Equity at 31 December	815,678	852,397	905,630
Accumulated comprehensive revenue and expense	815,678	852,397	905,630
Reserves	-	-	-
Equity at 31 December	815,678	852,397	905,630

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.



Harewood School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	40,253	75,405	127,922
Accounts Receivable	8	97,966	86,000	89,850
GST Receivable		585	-	-
Prepayments		7,450	6,000	5,916
Investments	9	520,989	495,000	466,650
		<u>667,243</u>	<u>662,405</u>	<u>690,338</u>
Current Liabilities				
GST Payable		-	10,000	8,135
Accounts Payable	11	111,248	96,000	89,174
Revenue Received in Advance	12	12,871	10,000	16,348
Provision for Cyclical Maintenance	15	5,241	-	-
Finance Lease Liability - Current Portion	13	9,483	2,100	3,507
		<u>138,843</u>	<u>118,100</u>	<u>117,164</u>
Working Capital Surplus or (Deficit)		528,400	544,305	573,174
Non-current Assets				
Property, Plant and Equipment	10	343,297	309,853	336,253
		<u>343,297</u>	<u>309,853</u>	<u>336,253</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	41,283	-	-
Finance Lease Liability	13	14,736	1,761	3,797
		<u>56,019</u>	<u>1,761</u>	<u>3,797</u>
Net Assets		<u>815,678</u>	<u>852,397</u>	<u>905,630</u>
Equity		<u>815,678</u>	<u>852,397</u>	<u>905,630</u>

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



Harewood 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		388,735	371,922	382,834
Locally Raised Funds		56,215	12,500	75,230
Goods and Services Tax (net)		(8,720)	1,865	3,855
Payments to Employees		(200,154)	(182,922)	(130,278)
Payments to Suppliers		(268,611)	(223,270)	(257,660)
Interest Received		37,598	29,129	21,058
Funds Administered on Behalf of Third Parties		-	(6,348)	-
Net cash from / (to) the Operating Activities		5,063	2,876	95,039
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(37,301)	(20,600)	(24,700)
Purchase of Investments		(54,339)	(28,350)	-
Proceeds from Sale of Investments		-	-	28,267
Net cash from / (to) the Investing Activities		(91,640)	(48,950)	3,567
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment Grants		9,362	-	-
Finance Lease Payments		(10,454)	(6,443)	(4,723)
Net cash from Financing Activities		(1,092)	(6,443)	(4,723)
Net increase/(decrease) in cash and cash equivalents		(87,669)	(52,517)	93,883
Cash and cash equivalents at the beginning of the year	7	127,922	127,922	34,039
Cash and cash equivalents at the end of the year	7	40,253	75,405	127,922

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.



Harewood School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2024

a) Reporting Entity

Harewood 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial 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 publically 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.

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 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.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

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.

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 owned by the Crown.

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 represents 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) 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.

j) Property, Plant and Equipment

Improvements to buildings owned by the Crown 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 \$500 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:	Years
Building improvements – Crown	25-50
Furniture and equipment	5-10
Information and communication technology	5-10
Plant	10
Library resources	10

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received 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. The School holds sufficient funds to enable the refund of unearned fees, should the School be unable to provide the services to which they relate.

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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.

r) 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.

s) Budget Figures

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

t) Services Received In-Kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	386,009	371,922	382,834
Teachers' Salaries Grants	1,044,105	1,060,000	1,060,042
Use of Land and Buildings Grants	424,431	400,000	324,961
	<u>1,854,545</u>	<u>1,831,922</u>	<u>1,767,837</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<i>Revenue</i>			
Donations & Bequests	33,687	11,000	26,023
Fees for Extra Curricular Activities	22,187	-	27,173
Trading	3,818	1,500	5,670
	<u>59,692</u>	<u>12,500</u>	<u>58,866</u>
<i>Expenses</i>			
Extra Curricular Activities Costs	24,207	-	25,634
Trading	2,261	-	2,973
	<u>26,468</u>	<u>-</u>	<u>28,607</u>
<i>Surplus for the year Locally raised funds</i>	<u>33,224</u>	<u>12,500</u>	<u>30,259</u>

4 Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	50,964	63,356	44,797
Employee Benefits - Salaries	1,184,284	1,188,250	1,142,372
Staff Development	16,986	19,000	12,515
Depreciation	53,410	50,000	52,117
	<u>1,305,644</u>	<u>1,320,606</u>	<u>1,251,801</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	8,883	6,250	5,788
Board of Trustees Fees	3,480	3,500	4,270
Board of Trustees Expenses	3,372	3,000	6,463
Communication	3,083	3,500	3,353
Consumables	4,033	6,500	9,543
Staff Expenses	10,136	8,000	9,594
Other	10,440	9,920	9,656
Employee Benefits - Salaries	56,958	56,000	48,197
	<u>100,385</u>	<u>96,670</u>	<u>96,864</u>



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	8,311	-	761
Consultancy and Contract Services	48,707	75,000	75,833
Grounds	3,039	-	13,700
Heat, Light and Water	13,388	13,000	12,119
Rates	6,240	6,500	5,610
Repairs and Maintenance	22,284	5,879	10,129
Use of Land and Buildings - Non-Integrated	424,431	400,000	324,961
Employee Benefits - Salaries	3,872	-	-
	613,064	500,379	443,113

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	40,253	75,405	127,922
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	40,253	75,405	127,922

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$40,253 Cash and Cash Equivalents, \$12,871 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtor Ministry of Education	2,950	-	-
Interest Accrued	8,757	1,000	10,129
Teacher Salaries Grant Receivable	86,259	85,000	79,721
	97,966	86,000	89,850
Receivables from Exchange Transactions	8,757	1,000	10,129
Receivables from Non-Exchange Transactions	89,209	85,000	79,721
	97,966	86,000	89,850

9. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	520,989	495,000	466,650

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings	152,264	-	-	-	(10,730)	141,534
Furniture and Equipment	25,415	4,614	-	-	(7,485)	22,544
Information and Communication	34,478	18,538	-	-	(13,733)	39,283
Plant	112,657	14,149	-	-	(14,342)	112,464
Leased Assets	7,078	23,153	-	-	(6,181)	24,050
Library Resources	4,361	-	-	-	(939)	3,422
Balance at 31 December 2024	336,253	60,454	-	-	(53,410)	343,297

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	315,477	(173,943)	141,534	315,477	(163,213)	152,264
Furniture and Equipment	201,654	(179,110)	22,544	197,040	(171,625)	25,415
Information and Communication	122,877	(83,594)	39,283	104,339	(69,861)	34,478
Plant	230,752	(118,288)	112,464	216,603	(103,946)	112,657
Leased Assets	33,695	(9,645)	24,050	10,541	(3,463)	7,078
Library Resources	70,012	(66,590)	3,422	70,012	(65,651)	4,361
Balance at 31 December	974,467	(631,170)	343,297	914,012	(577,759)	336,253

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.

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	16,786	8,000	7,781
Banking Staffing Overuse	5,676	-	-
Employee Benefits Payable - Salaries	86,259	85,000	79,721
Employee Benefits Payable - Leave Accrual	2,527	3,000	1,672
	111,248	96,000	89,174
Payables for Exchange Transactions	111,248	96,000	89,174
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	111,248	96,000	89,174

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Unspent Grant Funding	12,871	10,000	16,348
	12,871	10,000	16,348



13. Finance Lease Liability

The School has entered into a finance lease agreement for a photocopier and laptops. Minimum lease payments payable:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	9,483	2,100	3,507
Later than One Year and no Later than Five Years	14,736	1,761	3,797
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	24,219	3,861	7,304

14. 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:

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Roof Repairs	<i>completed</i>	-	55,173	(55,173)	-
Ceiling Damage	<i>completed</i>	-	7,900	(7,900)	-
Totals		-	63,073	(63,073)	-

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	-	-
Increase to the Provision During the Year	82,792	-	-
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(36,268)	-	-
Provision at the End of the Year	46,524	-	-
Cyclical Maintenance - Current	5,241	-	-
Cyclical Maintenance - Term	41,283	-	-
	46,524	-	-

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate if the expenditure required to settle the present obligations at 31 December 2024. Present obligations are identified in the schools current 10YPP which was prepared by a Ministry of Education appointed property consultant. The provision has not been adjusted for inflation and the time value of money.

16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.



17. 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	3,480	4,270
<i>Leadership Team</i>		
Remuneration	266,527	469,329
Full-time equivalent members	2	4
Total key management personnel remuneration	270,007	473,599
Total full-time equivalent personnel	2.00	4.00

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair 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	140-150	80-90
Benefits and Other Emoluments	1-10	1-10
Salary and Other Payments	-	40-50
Benefits and Other Emoluments	-	1-10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	0	1
110 - 120	2	2
	2	3

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

18. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual \$0	2023 Actual \$0
Total		
Number of People	-	-

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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



Teacher Aide & Support Staff Settlement Wash Up

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

20. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board had no capital commitments.

(Capital commitments at 31 December 2023: nil)

(b) Operating Commitments

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

21. 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	40,253	75,405	127,922
Receivables	97,966	86,000	89,850
Investments - Term Deposits	520,989	495,000	466,650
Total Cash and Receivables	659,208	656,405	684,422

Financial liabilities measured at amortised cost

Payables	111,248	96,000	89,174
Finance Leases	24,219	3,861	7,304
Total Financial Liabilities Measured at Amortised Cost	135,467	99,861	96,478

22. Comparatives

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

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HAREWOOD SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Harewood school (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, 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 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 18 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board 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.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Strategic Planning Overview Report, Analysis of Variance - Annual Implementation Plan, Analysis of Variance - Achievement Target Reporting and Kiwisport Funding Report 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) (PES 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.

BDO Christchurch Audit Limited

Amy Goodman,
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand



Our vision

Confident

Connected

Shining brightly

Our whakatauaikī

Kia Tāwera kia pūkauri te tū

Shine brightly, achieve your aspirations



Our values

Whakaute
Respect



Kawenga
Responsibility



Ngākau atawhai
Kindness



Kakama me te Tino Rangatiratanga
Initiative and Independence



Pononga
Honesty

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1 LEARNERS AT THE CENTRE	2 BARRIER FREE ACCESS	3 QUALITY TEACHING AND LEADERSHIP	4 FUTURE OF LEARNING AND WORK	5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION
	Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning that is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

PRIORITIES	1	3	5	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2	4	6		
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Harewood School: Strategic Planning Overview

Goals	2024		2025	Success
Enhancing hauora through belonging, and valuing self and others	Implementing e Tū Tāngata models within our school community NELPs 1, 2, 3		Integrating e Tū Tāngata as our common language with students and whānau. Integrate into Maturanga Māori opportunities NELPs 1, 2, 3	Ākonga and staff feel a sense of value, connection, and belonging in our school Confident ākonga are equipped to manage challenges & opportunities in ways that promote positive wellbeing
	Introducing the Te Whare Tapa Whā model to kaimahi NELPs 1, 2, 3, 5		Introducing the Te Whare Tapa Whā model to tamariki and community NELPs 1, 2, 3, 5	
	Exploring student agency strategies that lead to responsibility of self NELPs 1, 2, 3, 4, 6		Implementing student agency strategies that lead to responsibility of self, responsibility to others and responsibility to environment NELPs 1, 2, 3, 4, 6	
Strengthening community through valuing connections and identity	Connecting with own culture, exploring ways to celebrate own culture NELPs 3, 5			Ākonga have a strong sense of self-identity supported by recognising, valuing, and celebrating culture
	Implementing our cultural narrative and local stories NELP 5			
	Exploring with staff, BoT and community the how and what of community connections NELPs 1, 2, 3, 4, 5, 6	Creating whānau connection plan: events, education sessions, reporting to whānau, festivals NELPs 1, 2, 3, 5	Implementing whānau connection plan NELPs 1, 2, 3, 5	Kaimahi, ākonga and whānau are able to articulate stories of our place
	Te Titiri o Waitangi: developing and implementing whole school tikanga and Te Reo expectations Staff Te Reo development supported NELP 5, 6		Te Titiri o Waitangi: increasing whole school tikanga and Te Reo through exploring opportunities for Maturanga Māori in refreshed curriculum NELP 5, 6	Whānau feel a sense of value, connection, and belonging in our school
	Te Titiri o Waitangi: embedding practices of ‘partnership’ through systemising Whānau Hui contribution to strategic decisions		Te Titiri o Waitangi: Whānau Hui and mana whenua supporting development of Maturanga Māori opportunities	Local curriculum programmes updated and staff confident in implementing them

	NELPs 1, 2, 3, 5	NELPs 1, 2, 3, 5	
Growing capable, empowered, and successful learners	Success in Literacy: Implementing Structured Literacy school wide NELPs 3, 4	Success in Literacy: Integrating Structured Literacy school wide. Defining our programmes of success in reflection of refreshed curriculum. NELPs 3,4	Local curriculum programmes updated and staff confident in implementing them
	Success in Numeracy: Investigating maintenance of target student acceleration NELP 4	Success in Numeracy: Investigating number knowledge acquisition. Defining our programmes of success in reflection of refreshed curriculum. NELP 4	Engaged learners taking responsibility for their learning and experiencing success
	Developing a shared ownership of our vision: Researching learning skills that will equip our learners for the future. NELPs 1, 2, 3, 4, 5, 6	Define learning skills that will equip our learners for the future. Determine progression of skills. NELPs 1, 2, 3, 4, 5, 6	
	Initiating teacher inquiries to bring to life a culture of student agency NELPs 2, 3, 4, 6	Teacher inquiries: developing learning skills through student agency opportunities NELPs 2, 3, 4, 6	
	Supporting co-teacher collaboration NELPs 2, 4, 6		
	Exploring and implementing technology tools that engage our learners. NELPs 2, 3, 4, 6		

Analysis of Variance - Harewood School Annual Implementation Plan 2024

Goal 1		Initiative 1: Implementing e Tū Tāngata models within our school community.	
Success: Ākonga and staff feel a sense of value, connection, and belonging in our school		Measures: Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Years 4-5 focus group talks	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps	
Focus group talks with tamariki - what is understood of the three strands of E Tū Tangata? What is understood of their place with our school values? Report to SLT. As a staff, determine continued use of language of E Tū Tangata and values.	SLT	Term 1: Staff have confirmed the need for a kaupapa on our values being streamlined with the E Tū Tangata strands. Teachers have fed into the design of staff meeting in Term 2 with E Tū Tangata facilitators on the use of the ET language across the school and integrating our school values. Term 3: Focus groups held to gather children’s understanding of E Tū Tāngata and how it is being used across our kura. Information will be triangulated with other consultation pieces to use with our strategic planning day. Term 4: Term 3’s actions completed. Utilised triangulation for Board meeting with consultant. We now understand that the school needs a refreshed values system that is in ‘child speak’ and is the basis of the school’s tone and culture. Team Leader will lead this action in 2025. It is suggested that as the children favour ET language, that this be the language of our refreshed values.	
Demonstrate the three strands in action: label, celebrate examples with the wider school through all forms of communication	Kate	Term 1: Identified E Tū Tangata values (strands) through articles in the newsletter. Children’s korero on use of E Tū Tangata has increased and they are able to connect with it when resolving playground conflicts. Yet to explore other fields of communication. Term 2: Reports to PTA from Principal to promote the use of ET, and gain their support to use the language of ET in their community communication. Term 3: Increased children’s visuals are around the school. This has increased the korero about the use of ET over our values; tamariki are more connected with the ET language. Term 4: Year 6 student awards modelled the values in action.	
Discuss with teachers: what place does E Tū Tangata have in our Mātauranga Māori curriculum delivery, and when aligned to our	Team leaders	Term 2: Consultant engaged to support all staff with use of E Tū Tangata as a basis for relational conversations with children when addressing their behavioural concerns. Consultant revitalised use of the ET initiative as a behaviour support model. Teachers are more confident and knowledgeable in	

behaviour plan. Consider redevelopment of behaviour plan for 2025.		the model. Increased use of it in classrooms, and referenced with Principal when teachers engage leadership support with restorative chats. Increased student knowledge of the initiative. Next step: engage with RTLB over redeveloping behaviour plan in 2025. Discuss with Te Ao Māori school leader and Kāhui Ako leads, the Māori principles and values that the E Tū Tangata strands connect with - to determine matauranga Māori teaching points. Term 3: Staff meetings in relation to shared school language has caused discussion about ET can help us connect with matauranga Māori and implement learning about tikanga. Next Step: increase visuals, use of language so that the Māori values associated with the strands. The visuals need to be outside and of scale, to connect our whānau to what we believe.
Me and My School Survey Y4-6 and focus group annually	Janine	Term 3: Completed. There are obvious celebrations, progressions and areas to work on. Information will be triangulated with other consultation pieces to use with our strategic planning day. Term 4: Triangulation revealed areas to work on. Further student voice workshops were needed to understand the results. The findings were utilised at our Board and Leadership Team workshop to understand the strategic progress and steps forward (stories). Actions to be presented in the 2025 Annual Plan and leaders' action plans.
Goal 1	Initiative 2: Introduce Te Whare Tapa Whā model of wellbeing to staff	
Success: Confident ākonga are equipped to manage challenges and opportunities in ways that promote positive well being	Measures: Teacher Workplace Survey, NZCER Teacher to Principal focused discussions: PGC and coaching talks	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Develop staff understanding of Te Whare Tapa Whā	Kate	Term 2: Began to introduce the model at the start of staff hui. Staff explore which of the pillars this hui will activate for them and share which pillar they will activate through personal actions this week. Next step: explore with staff how leadership supports their wellbeing and their preference for the use of the Te Whare Tapa Whā model. Term 3: Staff have knowledge of the model. Next step: understand how this is lived in our school as a model. Does it need to be introduced to the children or does ET work as a wellbeing model? There is an awareness of overwhelming the school with more models and frameworks.
Staff explore an element of the model to help strengthen their wellbeing	Kate	Term 2: Use Team Pānui (weekly staff memos) to educate and promote the model.

Teacher Surveys for 0.6 - 1.0 FTTE <ul style="list-style-type: none"> Teacher Workplace, NZCER Wellbeing at School, NZCER 	BoT	Term 2: Wellbeing at School Survey completed. A list of six areas identified to work on (areas that scored less than 70%). These areas will form part of our review to redevelop the behaviour plan in 2025.
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Goal 2	Initiative 1: Connecting with own culture, exploring ways to celebrate own culture	
Success: Ākonga have a strong sense of self-identity supported by recognising, valuing, and celebrating culture	Measures: Me and My School Survey and focus groups annually - improving engagement score and metrics for identified questions Evidence of exploring culture included in team and school wide planning	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Learning in Term 1 connected to own history, culture and stories, which teachers can build on through the year	Team Leaders	Term 1: All syndicates planned their student inquiries around identity. All children have a basis for their pepeha/mihimihi however we note that confidence to recite it / read it or even talk about it with another teacher is not consistent across the school. Actions in Term 2 to integrate pepeha/mihimihi into opportunities for children to talk in front of class (if comfortable); reciting pepeha/mihimihi daily. Senior students' articulation of their place from school to Arthurs' Pass has been observed by the Principal.
All students' korowai are displayed in Taumatanui, showing their own culture. Include staff korowai.	Kate	Term 2: Korowai displayed along with a Matariki event. Positive feedback from whānau. Tamariki read each others' aspirations within the korowai, seeing the value in others; kotahitanga. Term 3: Next step: staff add their korowai.
Bi-annual cultural festival celebration plan developed	Team Leaders	Term 2: In development. Ethnic groups of school being understood to determine which cultures to celebrate across the school bi-annually. Agreement across leaders and Kāhui Ako connections that each year, there will be a strong focus on Matariki. Due for completion mid Term 3. Term 3: Completed. Next step: We all need to make this plan lived by referencing it throughout the year. Add to 2025 Annual Plan, as this initiative is a new feature in our school's systems.
Goal 2	Initiative 2: Implementing our cultural narrative and local stories	
Success: Kaimahi, ākonga and whānau are able to articulate stories of our place	Measures: Ākonga able to articulate stories of our place - observation and discussion	

Key actions		Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Explore the place of He Poutama to guide the learning around our cultural narrative		Kate / Sharna	<p>Term 2: Teacher Only Day refined our He Poutama resource, understanding what for teachers will make this guide user friendly. Further work expected to streamline the resource into a progression of three pillars: Te Reo, local Māori history, whakapapa for Māori and tau iwi.</p> <p>Term 4: Discussion between Te Ao Māori leader and consultant has led to further refined thinking of this resource and the search to outsource our Te Reo teaching to a tool (as we have not found a Te Reo teacher).</p>
Staff induction redeveloped to include cultural narrative and names of of our learning spaces		Kate	Term 4: Completed. Ready for use by 2025 with new staff member.
Environmental QR Codes placed around the school to explain the place names		Team Leaders	<p>Term 3: In development, written by tamariki and recorded by the Digi Group.</p> <p>Term 4: Children have recorded these. They need to be installed in our physical environment.</p>
Inquiry learning across teams audit - has our Social Science delivery included local iwi stories?		Team Leaders	Term 1: local iwi explored through their settlement here in Otautahi. Use of Taumatanui to further explain movements of local iwi. Children in Matai and Kahikatea can talk about Ngai Tahu in relation to this. Teachers agree that further revitalisation needed on the value of our window impressions and the stories that these tell.
Instruct on the correct pronunciation of our school place names.		Kate	<p>Term 1: Reminders have served as corrections for our staff. Children in Year 0 are all able to pronounce our school building names correctly.</p> <p>Term 2: Teacher Only Day - specific time allocated to correct pronunciation of our place names. Teachers' have increased in confidence and tamariki observed to be empowered with correct pronunciation - noting confidence to correct teachers if needed. Next step is to go through place names of the Waitaha region.</p> <p>Term 3: Staff's accuracy on pronunciation has increased, showing next steps for local environment names e.g. acknowledging macrons on classroom names.</p>
Goal 2	Initiative 3: Whānau connection plan		
Success: Increase engagement with our school community to strengthen our connections		Measure: Record of feedback from interactions with community Whānau Connection Plan	

Key actions		Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Discuss and determine: what do we need to know from our community and from what groups in our community? Create consultation plan		BoT	<p>Term 2: The school needs to know parents' aspirations for their children in relation to our school vision - focusing on what does success look like for your child's time at our school. Synthesised with the aspirations of our tamariki and educational knowledge of our teachers, we will be guided in our daily approach to teaching and learning. Decision to consult parents in focus groups in Term 3 in relation to our vision.</p> <p>Term 3: Focus Groups have been facilitated by the Board. These provided insights into what our vision means for our whānau. A survey was coupled with these groups to capture further voice. Next step: utilise this information for annual planning and teachers' determination of learning dispositions.</p> <p>Term 4: This information, together with staff feedback and student voice workshops and surveys, has determined a strategic pathway forward for the Board. (information was utilised at the Board strategic review day with the Team Leaders)</p>
Discuss and determine: What community events will our school host on a two year cycle to see the community interact?		Kate	<p>Term 2: In development - include in community connection plan.</p> <p>Term 4: Principal connected with the PTA over this question. They agree that a new start of year initiative where the community connects could be trialled next year. Firm this plan up in 2025.</p>
Create Whānau Hui Connection approach		Kate	<p>Term 1: Te Ao Māori Leader has met with our Whānau Hui representative. An approach that is mana enhancing for our school and will create a positive wairua for the hui has been agreed. Invites to be sent out early Term 2. Consultant sought to be engaged further with this. Professional Learning through the Kāhui Ako Teacher Only Day will assist also.</p> <p>Term 2: Whānau Hui rōpū commenced. Positive whanaungatanga. Whānau expressed needs for the school to implement.</p> <p>Terms 3 and 4: Working closely with our whānau Māori to redevelop our Kapa Haka uniforms. This has enabled an open communication pathway. Te Ao Māori Leader has sought advice from a consultant over a connection with whānau purpose - ultimately being whanaungatanga to grow akōnga Māori Māori learners engagement and effect to the Treaty of Waitangi.</p>
Goal 2	Initiative 4: Te Titiri o Waitangi: developing and implementing whole school tikanga and Te Reo expectations		
Success: Increase engagement with our school community to strengthen our connections		Measures: Staff and tamariki heard and seen with confidence in Te Reo and expressions of tikanga e.g. karakia. Staff and tamariki heard with increasing accurate pronunciation of Te Reo.	

Key actions		Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Teachers create shared agreements on Te Reo routines and classroom routines as expression of tikanga		Kate	<p>Term 1: Shared expectations across the three teams has been developed. Teachers are more confident and informed. Community has noticed the use of Te Reo at assembly and tikanga practice. Children are building confidence in their karakia and waiata.</p> <p>Term 2: Teacher Only Day and staff hui: teachers expressed new personal goals and shared revitalised practice from their classroom that aims to increase tikanga. Progression of knowledge and tikanga classroom routines understood by the staff. Tamariki Māori have reported positively via parents on their culture's inclusion in the classroom. Whānau Māori member has written to Principal with praise for the teachers' mahi on this.</p> <p>Term 3: Increasing consistency across the school. Teachers are seen to be deliberate in their timetabling of tikanga, as well as normalising this as a way of 'being'. Next step: how can we encourage the use of kupu Māori through a school timetabled initiative? Explore the option of a marae visit.</p> <p>Term 4: Increased use of Te Reo in our end of year events and is very noted by our community. Our student cultural leaders group were excellent evidence of the confidence of our students. We look to increase these opportunities and role models in 2025.</p>
Teachers and Support Staff develop Te Reo goals. Support offered. Te Reo goals updated as staff progress.		Kate	<p>Term 1: Goals developed and encouraged by leaders.</p> <p>Term 2: Goals refreshed. Teachers are heard expressing more Te Reo across the environment and replacing English for Māori, through positive uses.</p> <p>Term 3: Goals invited to be revitalised. The Leadership Team is examining how to progress our teachers' use of Te Reo. We understand the need to have models of Te Reo, and an addition to the shared expectations of Te Reo.</p> <p>Term 4: Agree that we may need to outsource our Te Reo teaching tools to that of an online teaching service (as unable to find a Te Reo teacher).</p>
Goal 2	Initiative 5: Te Titiri o Waitangi: embedding practices of 'partnership' through systemising Whānau Hui contribution to strategic decisions		
Success: Whānau feel a sense of value, connection, and belonging in our school. Partnership.		Measures: Regular whānau hui Increased attendance of whānau Māori at hui Evidence of whānau Māori voice in strategic plans	

Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Plan hui with school leadership and whānau Māori. School leadership to be guided on frequency and structure of hui across the year.	Kate BoT - Gafa	Term 1: Hui planned. Invites being sent for Term 2. Whānau Hui representative reports a positive change to the direction of the hui with a focus on whakawhānaungatanga. Term 2: Hui action. Hui events to continue Per term, with the purpose to connect and be informed. Whānau are positive about the school's commitment to partnership. Term 4: No further hui held, however members of the group are working with the leadership team on development of strategic actions to give effect to ToW.
Discuss the strategic growth of Te Reo and tikanga through the guidance of Whānau Hui representatives, mana whenua connections and Kāhui Ako support. Timeframes for annual plans to be discussed.	Kate	Term 2: Yet to talk with outside sources on the development of Te Reo and tikanga. Teacher Only Day - Niho Taniwha resource and korero supported ideas for school's growth beyond doing the basics well. Term 3: Leadership team understands that we need to be guided by whānau Māori about language structures that are important to be heard. This will guide our staff's progress in Te Reo. Term 4: Te Ao Māori Leader consulted with whānau members, consultant and Kāhui Ako members. Ideas are represented for how to grow this area in 2025.
Explore possibilities of a Te Reo teacher. <ul style="list-style-type: none"> - Budget - Class timetables - High performing registered teacher, fluent Te Reo 	Kate	Term 1-2: Search for Te Reo teacher with neighbouring schools and other contacts has been futile. Term 4: Agree that we may need to outsource our Te Reo teaching tools to that of an online teaching service (as unable to find a Te Reo teacher).

Goal 3	Initiative 1: Success in Literacy: Implementing Structured Literacy school wide	
Success: Local curriculum programmes updated and staff confident in implementing them	Measures: Target student acceleration in literacy OTJs Evidence of application of structured literacy skills in writing; overall surface skill achievement increase	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps

Professional Learning with iDeal's online subscription	Team Leaders	<p>Term 1: All teachers are professionally learning on structured literacy with iDeal and already reporting positive responses from children's behaviour with the daily 15 min lessons and their achievement results.</p> <p>Term 2: Next steps: Leaders begin to plan the whole school's commitment to structure literacy i.e. spelling-reading-writing and at what achievement stage.</p> <p>Term 4: All teachers (Fixed Term and part time) upskilled in iDeal Structured Literacy approach. Teacher Aides remunerated for professional development sessions so they are equipped to run workshops on structured literacy. Data for cohorts highly engaged in structured literacy have positive end of year achievement in writing and reading.</p>
Collaborate with team colleague(s) to plan process of integration of Structured Literacy across classroom programmes. Share process with other teams.	Team Leaders	<p>Term 2: Visits to other schools with the focus on how to incorporate structured lessons in an agentic classroom. Teachers are finding ways to genuinely incorporate the structured literacy times within a culture that is increasingly agentic. Teachers are confident with the structured literacy approach to teaching spelling and as such, lessons are quick and concise.</p> <p>Term 4: Students flexible timetabling has been trialled in the Matai team, where structured literacy workshops also run. This has been a model to the rest of the school. However next step is to discuss the pathway of structured literacy as the primary teaching tool in writing and reading.</p>
Group coaching - target student goals, what's working, what are next steps	Kate	<p>Term 2: Group coaching used in Leadership Team. Leaders report the increased observation of the coachee through their active listening role. They note the lessons as takeaways from group coaching as more than one person is sharing their strategies. This informs their own leadership.</p> <p>Term 3: Identified as an area to work on to develop the true nature of a coaching culture. Provide structure for Team Meetings.</p>
Goal 3	Initiative 2: Success in Numeracy: Investigating maintenance of target student acceleration	
Success: Local curriculum programmes updated and staff confident in implementing them	<p>Measures:</p> <p>Tracking data of target student achievement in numeracy from end 2023 OTJ to end 2024 OTJ.</p> <p>Team meeting minutes show discussion on changes in practice in teaching and data collection.</p>	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Identify numeracy data of target students using EOY OTJs from 2023. Track progress at mid year and end of year, 2024.	Kate	<p>Term 1: Children identified and tracked at leadership level. End of year data aggregation has been remodelled for ease of identifying cohorts of concern.</p>

		<p>Term 2: Decision to move data across SMS to identify it accurately and easily in order to track students. Target Students tracked at mid year. Leadership Team is knowledgeable of initiatives in place for Target Students.</p> <p>Term 3: Below students in maths via the mid year OTJ report. Discussed predictions. We understand that the Below students in maths are likely to be 'At' Standard.</p> <p>Term 4: End of Year results: There were 17 in total. 5 made accelerated progress, while 12 made one year's progress; 12 remain below the expectation. Focus on the use of a programme to provide structure for assessment, planning and teaching will be important, as well as curriculum knowledge.</p>
Team Leaders lead coaching talks with teachers on what deliberate acts of teaching shift outcomes for target students	Team Leaders	<p>Term 1: Deliberate acts of teaching explored and recorded.</p> <p>Term 2: Increased knowledge and talk about deliberate acts of teaching.</p> <p>Term 3: The Matai team have been working with two teachers from the RTLb service around deliberate acts of teaching that support children's executive functioning. This has led to each teacher focussing on one aspect of executive functioning to establish actions that will make an impact for children's learning. This is a focus we see as important across the school.</p>
Goal 3	Initiative 3: Developing shared mental models of our vision: confident, connected & shining brightly. Researching learning skills that will equip our learners for the future.	
<p>Success: Local curriculum programmes updated and staff confident in implementing them</p> <p>Engaged learners taking responsibility for their learning and experiencing success</p>	<p>Measures: Redevelopment of strategic plan's 'Success Outcomes' as expressions of the community's mental models of the vision for our tamariki. In coaching sessions: Teachers make programme and resource choices that are strongly aligned to the vision. Identified list of skills and evidence of planning for skills in inquiry plans.</p>	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Staff meeting on TOD: what is the future see, hear and experience of our vision in action in your learning space? Explore progression across school.	Kate	<p>Term 1: Teachers have expressed aspirations for children that are shared across the teams (from observations). Robust conversations have caused teachers' dialogue to be focused on in closer on our vision. Still unpacking is needed along with developing mental models of practice that supports our</p>

What is needed from systems, resources and people for this to be enacted?		vision. Teachers need to explore other learning spaces than our school, and they need high quality (targeted) professional learning.
Visit schools believed to be examples of similar visions in action.	Kate	<p>Term 3: Harakeke kaiako visited two schools in Wellington to see how student agency is fostered in balance with the demands of the curriculum. We were able to see how schools use their local environment to enhance learning, incorporate children's wondering and curiosity into every day learning, talk to their learning with passion and extended understanding. After this visit we flipped our daily timetable to provide meaningful daily opportunities for the children to be agentic and bring their passions/interest to life whilst also upholding high expectations for academic progress in the form of workshopping.</p> <p>Matai kaiako visited Paparoa street school to learn about their vision and how they had implemented this within their learning spaces. After this visit we have constructed a visual timetable which allows the tamariki to map out their day and know expectations around learning happening within the different subject areas. We have also created visuals which allow tamariki to be agentic with their learning and become aware of their own next steps within their learning journey. Next step: To visit another school implementing a flexible timetable to allow this to be a seamless process that allows all children to succeed.</p> <p>Kahikatea: Visit to Paparoa St school to visit Y5 & 6 team. Spent time with DP and team leader to look at ways agency had been introduced and then grown across their team, saw tamariki in action during a tour of learning spaces. From this, time was spent creating an action plan for next steps within our team - short term actions for terms 3 and 4 which will then lead to long term goals. Teachers committed to actions they will trial this year.</p>
Think Tank: Explore NZ and international readings and consult with Derek Wenmoth to understand learning skills for the future.	Kate	<p>Term 1: closer use of Agency by Design; teachers each have a goal from this resource (with its own reading). Further provocations planned to be delivered from our Within School Leader.</p> <p>Term 3: Readings were completed during a professional learning day specifically allocated. These readings helped teachers to determine the learning skills necessary for our students to learn for themselves as a learner and to support their future self e.g. critical learning, curiosity.</p>
Goal 3	Initiative 4: Initiating teacher inquiries to bring to life a culture of student agency (responsibility of self).	

Success: Engaged learners taking responsibility for their learning and experiencing success	Measures: Students observed to be demonstrating initiative Students able to make learning choices based on their knowledge of self Teacher Wellbeing NZCER Survey Walk Throughs: Teachers' learning spaces demonstrate children's autonomous ownership and use of the space	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Teachers understand the purpose of student agency and the purpose for them to be inquiring.	Kate	<p>Term 1: coaching with teachers has confirmed this. The constant focus in Teacher Only Days, staff meetings and Team Meetings, along with pānui has supported this critical mass of learning towards a shared focus. There is excitement for what we can achieve together. Coaching goals form as evidence.</p> <p>Term 2: It is evident from coaching that teachers are strategizing according to genuine student agency with a high focus on student achievement and progress. There is increased syndicate team conversations that support classroom strategies on student agency empowering learning.</p> <p>Term 3: Teachers express an understanding of agency, evident from TOD work with consultant. Teachers are consistently considering next steps to their pedagogical practice, as evidenced in their coaching conversations.</p> <p>Term 4: Teacher voice collected at the end of term identifies the need to continue with this as our approach to our learning alongside structured learning in maths and english. Teachers are striving for increased use of strategies and for whole school language and strategies of student agency.</p>
Teachers engage with Derek Wenmoth's new publication, 'Agency by Design'. Determine the condition that will develop agentic learners and learning.	Kate	<p>Term 1: teachers goals from coaching (professional growth cycle goals) are supported through this resource. Within School Leader to use the resource to collect data from teachers to determine their base level of confidence in teaching through the lens of student agency.</p> <p>Term 2: Within school leader has surveyed the teachers on the conditions of the student agency that they find less challenging to implement. We will use this information to determine future professional learning and the goals for 2025. The next step is to incorporate methods with the government's structured approaches to maths and literacy.</p> <p>Term 3: All teachers' practice is aligned to two or more conditions that produce student agency. Derek Wenmoth has asked for Harewood School's professional progress to be included in his overseas keynote talks.</p>

Coaching: SLT initial session on what coaching is; staff meeting; 1:1 coaching with Kate on creating the condition for student agency (Team Leaders observing)	Kate	<p>Term 1: leaders have developed through leadership profiles that determine the leader they want to be experienced as, and the strategies that will shift practice and student outcomes. Leaders have engaged in professional learning on leadership strategies and coaching. They have completed a Herrman Brain Dominance Instrument assessment to develop their self-awareness when leading.</p> <p>Term 2: Coaching routines continue twice per term</p> <p>Term 3: Teams used coaching within team meetings to dig deeper into the needs of our target children.</p> <p>Term 4: Leadership Team have indicated the strength of the coaching culture, and have asked for professional learning on this.</p>
WSL to explore similar needs across teachers and strategise support through developing an Action Plan	WSL / Kāhui Ako	<p>Term 1: WSL action plan developed through determining needs.</p> <p>Term 2: WSLs Action plan and modelling is largely centred around the new children's digital group as a platform for modelling agency.</p> <p>Term 3 - Term 4: Further action with children on the digi group. Supported consultant on content of TOD. Next step: Create our Harewood School ways of student agency which operate as teacher expectations. See these lived in our induction and 'programme of work'. Determine set of learning skills (dispositions).</p> <p>Term 4: Presented feedback after consultation with teachers via a survey using Derek Wenmoth's publication, 'Agency by Design' and children's focus groups. Information collected shows the action plan steps for 2025.</p>
Goal 3	Initiative 5: Supporting co-teacher collaboration	
<p>Success: Local curriculum programmes updated and staff confident in implementing them</p> <p>Engaged learners taking responsibility for their learning and experiencing success</p>	<p>Measures:</p> <p>Student wellbeing data (Me and My School Survey)</p> <p>Student feedback from focus groups</p> <p>Co-teacher agreements</p>	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Develop co-teacher agreements that set out expectations of each other, key strategies to try and shared student outcomes	Principal	<p>Term 2: Consultant engaged however suitable timing is paramount to the success of this professional learning.</p> <p>Term 3: Develop new co-teacher agreements for 2025, Term 1.</p>
Goal 3	Initiative 6: Exploring and implementing technology tools that engage our learners.	

Success: Engaged learners taking responsibility for their learning and experiencing success	Measures: Student feedback from focus groups (engagement) Teacher planning demonstrates updated technology in use	
Key actions	Accountable	Reporting Against Progress: actions, outcomes, evidence, next steps
Connect with Kāhui Ako ASLs, other schools and facilitator(s) to explore and experiment with new technology tools that would engage our learners in their local curriculum	Kate	<p>Term 1: Kāhui Ako ASLs engaged with WSL and this has supported her Action Plan growth. WSL reports feeling secure in where to begin working with children.</p> <p>Term 2: Connections made with Across School Leads and school's WSL. Practice in class and with our new digital group has shifted. The next step is to share this practice across the staff.</p> <p>Term 3: ASL working with our Digi Group. Inter school competition - Digi Award. Passion Projects in Matai group have advanced the children's fluency and creativity. Harakeke has also seen students' creativity and competency increase.</p>

Analysis of Variance Reporting - Achievement Target Reporting December 2024



Te Kura o Tāwera
Harewood School
Confident, connected & shining brightly.

School Name:	Harewood School	School Number	3370
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Strategic Goal:	Growing capable, empowered, and successful learners
Strategic Aim / Success Indicator:	Engaged learners taking responsibility for their learning and experiencing success <i>These link with our Kahui Ako achievement focus of Improving Quality Teaching and Learning</i>
Targets:	By the end of the year all students identified as below, will have made progress with their literacy and maths learning as evidenced through a range of assessment tools/tests. Our goal is for: <ul style="list-style-type: none"> - 12% Below in Reading to have made accelerated progress to be At the expectation at the end of 2024 - 17.5% Below in Writing to have made accelerated progress to be At the expectation at the end of 2024 - 10% Below in Maths To have made accelerated progress to be At the expectation at the end of 2024
2023 Baseline Data:	Below figures: <ul style="list-style-type: none"> - 12% Below in Reading - 17.5% Below in Writing - 10% Below in Maths - Pasifika children have not shown an increase in achievement over the past three years, and continue to decrease in achievement further - Boys are not achieving as well as our girls in all three learning areas, there is a difference of just over 10% in the numbers working at or above expected levels in literacy. - The downward trend noted for writing is improving when looking at whole school data, however, two year groups have had a decrease in achievement from 2022 to 2023; the Year 4 cohort dropped from 87% to 82% and the Year 5 cohort dropped from 89% to 85%. - Tracking the year group cohorts across time shows at Year 5, there was a drop in achievement: going from 92.9% to 85%.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>This summary outlines a comprehensive approach to enhancing learning through the following strategies:</p> <p>Teacher Development and Collaboration:</p> <ul style="list-style-type: none"> - Upskilling teachers in iDeal Structured Literacy. - Remunerating Teacher Aides for professional development sessions so they are equipped to run workshops on structured literacy, English as a Second Language support, and working memory exercises. - Regular teacher discussions on student progress, challenges, and adapting teaching practices. - Professional development on the brain's executive functions (e.g., task initiation). - Collaboration of teachers over understanding target learners' needs. <p>Targeted Teaching and Support:</p>	<p>Maths Target Students:</p> <p>There were 17 in total. 5 made accelerated progress, while 12 made one year's progress; 12 remain below the expectation.</p> <p>Reading Target Students:</p> <p>There were 20 in total. 13 made accelerated progress, while 7 made one year's progress; 7 remain below the expectation.</p> <p>Writing Target Students:</p> <p>There were 25 in total. 13 made accelerated progress, while 12 made one year's progress; 12 remain below the expectation.</p> <p>Student Progress and Engagement Summary of highlights, key outcomes and observations from implementing literacy initiatives:</p> <ul style="list-style-type: none"> - Visible progress with students beginning to communicate their next steps. 	<ul style="list-style-type: none"> - Structured literacy is not a new concept to junior teachers however the structure of how it is expected to be taught is ongoing and developing. We need time to learn and play with iDeal as a programme to build confidence and respond to learner needs. - All target children are showing progress in literacy and communication with parents has also played a large role in this progression. - Deliberate acts of teaching as a priority - Changes to timetabling to enable explicit teaching time from teachers - Teachers and whanau working as a team to ensure target children are supported in their learning both at home and in the classroom - Focus on foundational skills early in the year to reduce cognitive load as the expectation increased 	<ul style="list-style-type: none"> - Teachers doing some children in the area of executive function to better understand those that struggle with learning/emotional/ wellbeing - Gross and fine motor activities to enhance literacy foundation skills - Continue with building the culture of collective responsibility within our teaching teams to ensure valuable teaching actions for our target learners - Adaptations from new curricula; using the break down of curriculum to ensure that our Harakeke learners build and develop a strong foundation of knowledge and skills in structured literacy - Continue to keep Executive Function top of mind when discussing children and their behaviour and learning needs. We will support teachers to do this through adding it to our

<ul style="list-style-type: none"> - SENCo engaged with Team Leaders and their Spiral of Inquiry documents to understand how to utilise our Teacher Aides (TAs). - Small group teaching for reading and writing. - Additional learning support for students below expected levels. - Specific workshops with TAs focused on defined areas, such as structured literacy. - Writing support sessions with TAs for idea generation and working memory improvement. 	<ul style="list-style-type: none"> - Learners confidently articulate achievements and next steps. - Pasifika learners show dramatic progress in literacy. - Students are more involved in goal-setting, but most still associate agency with non-academic responsibilities. - Evidence of target learners transferring phonemic knowledge to writing and reading. 	<ul style="list-style-type: none"> - Through our regular session with Jane and Deb, executive function needs were top of mind when planning and discussing students work and habits. - Strategies introduced were targeted at executive function needs which supported students to feel success with writing. - By continuing to run structured literacy alongside guided reading, children have continued to improve their encoding and decoding skills. 	<p>Spirals of Inquiry document reference points.</p> <ul style="list-style-type: none"> - Implement the iDeal approach to structured literacy throughout the whole school as the initial approach to reading and writing. Assign a structured literacy leader for the school <p>Through the work of the Within School Leader:</p> <ul style="list-style-type: none"> - building the concept of agency to a deeper level - build on agency across the team in a variety of ways - support teachers student agency practice to allow workshops for student to opt into after they can recognise the needs of their learning in relation to their learning goal - students' flexible timetables (student voice support this) - children understanding and being able to articulate their responsibilities in the learning process
<p>Goal Setting and Progress Monitoring:</p> <ul style="list-style-type: none"> - Introducing literacy goals and regular student conferencing. - Celebrating progress across classes. - Encouraging student agency by having learners articulate and practice their goals. - Utilizing SMART goals and the GROW model for task initiation. - Collecting student feedback on executive 	<p>Teacher Impact and Adaptation:</p> <ul style="list-style-type: none"> - Teachers are better at identifying student challenges and adapting teaching accordingly. - Improved knowledge of Executive Function and its impact on learning. - Effective use of the GROW model for discussing student needs. <p>Targeted Support and Structured Literacy:</p> <ul style="list-style-type: none"> - Handwriting focus at the start of the year improved overall literacy by reducing cognitive load. 	<ul style="list-style-type: none"> - active involvement in goal setting and actions needed to meet these - small group explicit teaching, - teacher working with target children, TAs working with others - explicit teaching in small groups - teacher able to prompt from one learning area to another to help these children make links - children starting to understand that they can identify their own 	<ul style="list-style-type: none"> - 5 of our target children have a diagnosis of dyslexia, dysgraphia or dyscalculia, with 2 more possibly having some form of Learning disorder, but are yet to be assessed - professional development around how we can

<p>function strengths and weaknesses.</p> <p>Structured Literacy Initiatives:</p> <ul style="list-style-type: none"> - Implementing iDeal Structured Literacy with initial data collection and analysis. - Redesigning spelling instruction using Learning Assistants (LAs). - Co-constructing rubrics and setting goals with students. - Daily structured literacy sessions for target students. - Continued structured literacy alongside guided reading. <p>Community and External Engagement:</p> <ol style="list-style-type: none"> 1. Early meetings with whanau (families) to address learning gaps and build partnerships. 2. School visits for observation and inquiry. <p>This approach emphasises targeted support, collaboration, continuous monitoring, and student agency to improve learning outcomes.</p>	<ul style="list-style-type: none"> - Timetabling increased explicit teaching time for target learners. - Ideal spelling routines helped maintain progress, with most target students advancing from stage 1 to stage 2. <p>Community and Parental Involvement:</p> <ul style="list-style-type: none"> - Whānau reported feeling well-informed and able to support learning at home. There has been increased engagement with parents of our target students. <p>Challenges and Areas for Growth:</p> <ul style="list-style-type: none"> - Although target children made progress, the rate of progress was not yet accelerated for most. - Agency in learning is still developing, as students mainly apply responsibility to non-academic tasks. <p>This approach demonstrates effective teaching adaptations, structured literacy benefits, and growing student involvement in goal-setting, with continued focus needed on accelerating progress and fostering deeper learning agency.</p>	<p>next steps and plan actions towards achieving these</p>	<p>further support these children could be helpful.</p>
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Planning for next year:

Curriculum Update Implications on Assessment - understanding with Kāhui Ako the matrices of assessment i.e. phases or year groups, and the tools.

English - assign school leader. Create plan for structured literacy to be integrated into reading and writing planning, teaching and assessment across all three teams of the school. Link curriculum sequence statements to this mahi | work.

Maths - assign school leader. Focus on the use of a programme to provide structure for assessment, planning and teaching will be important, as well as curriculum knowledge.

Within School Leader - create action plan against identified next steps (above) and collated student voice feedback (see strategic goal feedback map used with Board to create stories)

Student Agency - create school overviews of the language of learning and agency strategies that causes learning through engagement. Visit provocative schools to see models of this.

Student voice - increase use of this and recording it as evidence and tools for planning.



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27 May 2025

Tēnā koe

Audit Requirements

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$2700.28 (excluding GST).

The funding was spent on:

- Primary Sport Canterbury activities
- Sport Canterbury activities
- Skiing for Years 5 & 6
- Zone membership.

The number of students that participated in organised sport was 138.

Equal Opportunities Employer Statement

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the need of students.
- Has reviewed its compliance with these policies and can report that it meets all the requirements identified and is in accordance with best practice
- Is a good employer and complies with all conditions set out in Collective Agreements
- Ensures all employees are treated fairly without bias or discrimination
- Meets all EEO requirements.

Kind regards

Kate Christie
Principal | Tumuaki
Harewood School | Te Kura o Tāwera
Confident, connected, shining brightly