

# MACANDREW BAY SCHOOL



## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 3762

**Principal:** Nicola Brown

**School Address:** 488 Portobello Road, Macandrew Bay, Dunedin 9014

**School Postal Address:** 488 Portobello Road, Macandrew Bay, Dunedin 9014

**School Phone:** 03 476 1004

**School Email:** admin@macandrewbay.school.nz

#### Accountant / Service Provider:



#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Sarah Ali-Khan	Presiding Member	Elected	Jun-25
Nicola Brown	Principal	ex Officio	
Julia Albrecht	Parent Representative	Elected	Jun-25
James Angelson	Parent Representative	Elected	Jun-25
William McKee	Parent Representative	Elected	Jun-25
Jess McAuley	Staff Representative	Co-opted	Jun-25
Kerry McMillan	Parent Representative	Elected	Jun-25

**Auditor:** Deloitte

# MACANDREW BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Macandrew Bay 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.

Sarah Ali-Ichah

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

28 May 2025

Date:

Nicola Linda Brown

Full Name of Principal

[Signature]

Signature of Principal

28 May 2025

Date:

# Macandrew Bay School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,452,698	514,686	1,475,243
Locally Raised Funds	3	124,705	97,800	94,794
Interest		5,067	500	4,726
<b>Total Revenue</b>		1,582,470	612,986	1,574,763
<b>Expense</b>				
Locally Raised Funds	3	40,394	33,650	31,978
Learning Resources	4	1,088,718	178,270	1,076,898
Administration	5	108,390	83,700	92,678
Interest		523	-	465
Property	6	395,908	316,154	368,667
Loss on Disposal of Property, Plant and Equipment		963	500	592
<b>Total Expense</b>		1,634,896	612,274	1,571,278
<b>Net Surplus / (Deficit) for the year</b>		(52,426)	712	3,485
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(52,426)	712	3,485

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

# Macandrew Bay School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		159,284	171,746	140,956
Total comprehensive revenue and expense for the year		(52,426)	712	3,485
Contributions from the Board		20,484	-	-
Distributions to the Ministry of Education		-	-	6,957
Contribution - Furniture and Equipment Grant		-	-	7,886
<b>Equity at 31 December</b>		127,342	172,458	159,284
Accumulated comprehensive revenue and expense		127,342	172,458	159,284
<b>Equity at 31 December</b>		127,342	172,458	159,284

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.

# Macandrew Bay School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	55,928	104,683	98,291
Accounts Receivable	8	82,122	76,992	81,748
Prepayments		13,411	5,549	5,549
Inventories	9	2,230	695	695
Funds Receivable for Capital Works Projects	15	12,555	-	-
		166,246	187,919	186,283
<b>Current Liabilities</b>				
GST Payable		8,330	7,340	7,340
Accounts Payable	11	106,850	89,930	95,936
Revenue Received in Advance	12	-	6,834	6,834
Provision for Cyclical Maintenance	13	-	9,091	15,553
Finance Lease Liability	14	7,257	1,550	2,931
Funds held for Capital Works Projects	15	10,294	-	23,520
		132,731	114,745	152,114
<b>Working Capital Surplus/(Deficit)</b>		33,515	73,174	34,169
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	176,132	152,785	186,166
		176,132	152,785	186,166
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	70,358	52,864	58,864
Finance Lease Liability	14	11,947	637	2,187
		82,305	53,501	61,051
<b>Net Assets</b>		127,342	172,458	159,284
<b>Equity</b>		127,342	172,458	159,284

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

# Macandrew Bay School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		326,592	294,686	393,657
Locally Raised Funds		124,010	97,800	93,522
Goods and Services Tax (net)		990	-	(12,272)
Payments to Employees		(263,002)	(182,100)	(216,815)
Payments to Suppliers		(212,832)	(177,674)	(182,706)
Interest Paid		(523)	-	(465)
Interest Received		5,067	500	4,726
Net cash from/(to) Operating Activities		(19,698)	33,212	79,647
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(13,725)	(500)	(29,122)
Purchase of Investments		-	-	-
Net cash from/(to) Investing Activities		(13,725)	(500)	(29,122)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	7,886
Contributions from Ministry of Education		20,484	-	6,957
Distributions to Ministry of Education		-	-	-
Finance Lease Payments		(3,643)	(1,550)	(1,843)
Funds Administered on Behalf of Other Parties		(25,781)	(24,770)	1,000
Net cash from/(to) Financing Activities		(8,940)	(26,320)	14,000
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(42,363)</b>	<b>6,392</b>	<b>64,525</b>
Cash and cash equivalents at the beginning of the year	7	98,291	98,291	33,766
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>55,928</b>	<b>104,683</b>	<b>98,291</b>

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

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

# Macandrew Bay School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

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

###### ***Basis of Preparation***

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

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

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

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

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

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

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

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

###### ***Cyclical maintenance***

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

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

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



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

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

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

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

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

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

### **c) Revenue Recognition**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **d) 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.

### **e) 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.

#### **f) Cash and Cash Equivalents**

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

#### **g) Accounts Receivable**

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

#### **h) Inventories**

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

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

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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

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

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

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

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

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

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

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

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

##### *Long-term employee entitlements*

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

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

#### **m) Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **n) Funds held for Capital works**

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

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

#### **o) 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.

**p) 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.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) 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

Government Grants - Ministry of Education  
Teachers' Salaries Grants  
Use of Land and Buildings Grants  
Other Government Grants

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
331,663	278,486	329,755
826,483	-	867,335
294,552	220,000	278,153
-	16,200	-
1,452,698	514,686	1,475,243

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests  
Fees for Extra Curricular Activities  
Trading  
Fundraising and Community Grants  
Other Revenue

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
70,141	47,500	39,371
32,232	23,000	24,461
6,662	6,500	7,396
6,888	17,000	7,075
8,782	3,800	16,491
124,705	97,800	94,794

### Expense

Extra Curricular Activities Costs  
Trading  
Fundraising and Community Grant Costs

31,831	20,150	23,568
1,978	6,000	2,225
6,585	7,500	6,185
40,394	33,650	31,978

Surplus/ (Deficit) for the year Locally Raised Funds

84,311	64,150	62,816
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## 4. Learning Resources

Curricular  
Information and Communication Technology  
Employee Benefits - Salaries  
Staff Development  
Depreciation  
Other Learning Resources

2024	2024	2023
Actual	Budget (Unaudited)	Actual
\$	\$	\$
21,282	19,000	20,330
253	270	-
1,008,854	116,500	1,011,537
17,379	7,000	6,239
40,525	32,000	38,522
425	3,500	270
1,088,718	178,270	1,076,898

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	8,541	4,500	4,771
Board Fees and Expenses	700	500	300
Operating Leases	2,096	1,800	(107)
Other Administration Expenses	28,711	21,400	25,374
Employee Benefits - Salaries	58,319	47,000	53,420
Insurance	4,731	4,000	3,962
Service Providers, Contractors and Consultancy	5,292	4,500	4,958
	<u>108,390</u>	<u>83,700</u>	<u>92,678</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	1,481	6,000	8,871
Heat, Light and Water	20,360	20,500	16,406
Repairs and Maintenance	25,321	19,560	13,215
Use of Land and Buildings	294,552	220,000	278,153
Employee Benefits - Salaries	21,052	18,600	16,855
Other Property Expenses	33,142	31,494	35,167
	<u>395,908</u>	<u>316,154</u>	<u>368,667</u>

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

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	55,928	104,683	98,291
Cash and cash equivalents for Statement of Cash Flows	<u>55,928</u>	<u>104,683</u>	<u>98,291</u>

Of the \$55,928 Cash and Cash Equivalents, \$10,294 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	283	422	422
Receivables from the Ministry of Education	3,827	-	4,756
Teacher Salaries Grant Receivable	78,012	76,570	76,570
	<u>82,122</u>	<u>76,992</u>	<u>81,748</u>
Receivables from Exchange Transactions	283	422	422
Receivables from Non-Exchange Transactions	81,839	76,570	81,326
	<u>82,122</u>	<u>76,992</u>	<u>81,748</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	-	695	695
School Uniforms	2,230	-	-
	<u>2,230</u>	<u>695</u>	<u>695</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	72,134	-	-	-	(13,525)	<b>58,609</b>
Furniture and Equipment	59,330	5,794	(206)	-	(12,745)	<b>52,173</b>
Information and Communication Technology	21,533	-	-	-	(6,221)	<b>15,312</b>
WIP - Pump Track	-	2,996	-	-	-	<b>2,996</b>
Leased Assets	4,589	17,729	-	-	(3,939)	<b>18,379</b>
Library Resources	28,580	4,935	(757)	-	(4,095)	<b>28,663</b>
	<u>186,166</u>	<u>31,454</u>	<u>(963)</u>	<u>-</u>	<u>(40,525)</u>	<u><b>176,132</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$18,379 (2023: \$4,589)

### 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.

	<b>2024</b>	<b>2024</b>	<b>2024</b>	<b>2023</b>	<b>2023</b>	<b>2023</b>
	<b>Cost or Valuation</b>	<b>Accumulated</b>	<b>Net Book</b>	<b>Cost or</b>	<b>Accumulated</b>	<b>Net Book</b>
	<b>\$</b>	<b>Depreciation</b>	<b>Value</b>	<b>Valuation</b>	<b>Depreciation</b>	<b>Value</b>
		<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Building Improvements	267,613	(209,004)	<b>58,609</b>	267,613	(195,479)	<b>72,134</b>
Furniture and Equipment	259,244	(207,072)	<b>52,173</b>	254,251	(194,921)	<b>59,330</b>
Information and Communication Technology	114,052	(98,740)	<b>15,312</b>	114,052	(92,519)	<b>21,533</b>
WIP - Pump Track	2,996	-	<b>2,996</b>	-	-	<b>-</b>
Leased Assets	25,274	(6,895)	<b>18,379</b>	9,402	(4,813)	<b>4,589</b>
Library Resources	86,484	(57,821)	<b>28,663</b>	83,768	(55,188)	<b>28,580</b>
	<b>755,663</b>	<b>(579,532)</b>	<b>176,132</b>	<b>729,086</b>	<b>(542,920)</b>	<b>186,166</b>

#### 11. Accounts Payable

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Creditors	13,078	5,038	5,038
Accruals	8,541	4,599	5,849
Employee Entitlements - Salaries	78,785	78,064	82,820
Employee Entitlements - Leave Accrual	6,446	2,229	2,229
	<b>106,850</b>	<b>89,930</b>	<b>95,936</b>

Payables for Exchange Transactions	106,850	89,930	95,936
	<b>106,850</b>	<b>89,930</b>	<b>95,936</b>

The carrying value of payables approximates their fair value.

#### 12. Revenue Received in Advance

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Grants in Advance - Ministry of Education	-	6,000	6,000
Other revenue in Advance	-	834	834
	<b>-</b>	<b>6,834</b>	<b>6,834</b>



### 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	74,417	74,417	65,546
Increase to the Provision During the Year	11,131	6,000	11,249
Use of the Provision During the Year	(5,540)	(18,462)	(2,378)
Other Adjustments	(9,650)	-	-
Provision at the End of the Year	70,358	61,955	74,417
Cyclical Maintenance - Current	-	9,091	15,553
Cyclical Maintenance - Non current	70,358	52,864	58,864
	70,358	61,955	74,417

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan.

### 14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	8,245	1,550	3,265
Later than One Year and no Later than Five Years	12,900	637	2,336
Future Finance Charges	(1,941)	-	(483)
	19,204	2,187	5,118
Represented by:			
Finance lease liability - Current	7,257	1,550	2,931
Finance lease liability - Non current	11,947	637	2,187
	19,204	2,187	5,118

### 15. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Leak	2,036	-	-	-	2,036
Security Alarm Project	21,484	-	(1,000)	(20,484)	-
RM Water Damage Project	-	17,007	(8,749)	-	8,258
Block 3 / ECE Deck Rebuild	-	-	(9,600)	-	(9,600)
Office Flood Damage	-	-	(2,955)	-	(2,955)
Totals	23,520	17,007	(22,304)	(20,484)	(2,261)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	10,294
Funds Receivable from the Ministry of Education	(12,555)

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Roof Leak		2,036	-	-	-	2,036
Security Alarm Project		20,484	15,829	(14,829)	-	21,484
Totals		22,520	15,829	(14,829)	-	23,520

**Represented by:**

Funds Held on Behalf of the Ministry of Education	23,520
Funds Receivable from the Ministry of Education	-

## 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 Board members, Principal, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	-	-
<i>Leadership Team</i>		
Remuneration	352,997	345,914
Full-time equivalent members	3	3
Total key management personnel remuneration	352,997	345,914

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 member) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	2 - 3	2 - 3
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	3	2
	3.00	2.00

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 board members, committee members, 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	2023 Actual
Total	\$0	\$0
Number of People	nil	nil

## 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 of specific individuals. As such, this is expected to resolve the liability for school boards.

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

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

## 20. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$10,294 (2023:\$24,770) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Roof Leak	2,036
RM Water Damage Project	8,258
<b>Total</b>	<b>10,294</b>

### (b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments

## 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	55,928	104,683	98,291
Receivables	82,122	76,992	81,748
Total financial assets measured at amortised cost	138,050	181,675	180,039

### Financial liabilities measured at amortised cost

Payables	106,850	89,930	95,936
Finance Leases	19,204	2,187	5,118
Total financial liabilities measured at amortised cost	126,054	92,117	101,054

## 22. Events After Balance Date

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

## 23. Comparatives

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

# Macandrew Bay School 3762

## Annual Report 2024



Macandrew Bay  
SCHOOL

*Simply the best for our Tamariki*

### STRATEGIC PLAN 2024-2025

#### Our Vision

- High expectations
- Students succeeding
- To be a strong and flourishing school into the future
- To be the best we can be
- To create an environment that actively supports the health and wellbeing of our tamariki

#### Our Strategic Goals

##### Curriculum/Rakatirataka

- **Goal 1:** Ākoka will be supported to set goals and as self-regulated learners, take action to achieve success and progress.
- **Goal 2:** Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.

##### Community/Whānaukataka

- **Goal 3:** We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.

#### Our Values

##### Kaitiakitaka

- Responsibility
- Honesty
- Independence
- Passion for Learning

##### Manaakitaka

- Respect
- Kindness and Caring

KO TE TAMAITI TE PŪTAKE O TE KAUPAPA THE CHILD IS AT THE HEART OF THE MATTER

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## Presiding member/principal's report (optional)

This could be a statement from your board's presiding member or principal informing the school or kura community about the achievements and successes of the previous year. The report also provides an opportunity to tell staff, parents and students about the risks, challenges and opportunities coming up in the year ahead.

## List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Sarah- Ali Khan- Presiding Member	September 2025
Kerry McMillan	September 2025
Will McKee	September 2025
Julia Albrecht	September 2025
James Angelson	September 2025
Jess McAuley	September 2025
Nic Brown – (Principal- Tumuaki)	

# Statement of Variance- Macandrew Bay School 3762

Strategic Goal 1: Curriculum/Rakatirataka

**Ākoka will be supported to set goals and as self- regulated learners, take action to achieve success and progress.**

Annual Target/Goal: <b>Engaged learners experiencing success and making progress in Literacy and Mathematics.</b>				
<ul style="list-style-type: none"> <li><b>Student achievement in Writing and Maths will show a clear improvement from Term One baseline data to Term Four end of year data. The percentage of students working successfully at or above their expected curriculum level will have increased.</b></li> </ul>				
<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Increase teacher knowledge of the essential pedagogies and assessment for learning practices.</b>	<p>We introduced the four components of AFL (purpose, success criteria, exemplar, self/peer assessment)through professional development and professional readings. As a staff we co-constructed Observation Indicators and followed up with 15 minute observations for all staff as part of our Professional Growth Cycle.</p> <p>We have begun reviewing and questioning current assessment practices across the school and whether what we are currently doing is fit for purpose.</p> <p>We reviewed what Effective Pedagogy at Macandrew Bay School looks like as a staff. This was an important step in working towards implementing the new Maths and English curriculums and it helped to clarify our why and what we believe is effective pedagogy at Macandrew Bay School.</p>	<p>Regular updates to the Board through Strategic Plan updates in Principal’s report.</p>	<p>Assessment For Learning practices have had an impact on overall Student Achievement data.</p>	<p>Review what Effective Pedagogy at Macandrew Bay School is at the start of each year.</p> <p>Continue streamlining our Assessment practices and developing a current assessment schedule reflecting the changes we have made so far.</p> <p>Continue to make more use of exemplars and self and peer assessment in the classroom.</p> <p>Continue exploring Clarity in the Classroom as a staff.</p> <p>Align our curriculum delivery plan with the refreshed NZ English curriculum this will ensure high quality, consistent Literacy practice is evident across the school.</p>
<b>Action 2</b> <b>Develop a framework of expectations and success indicators for progress in writing for Year 1-6 to better reflect on and inform next teaching and learning steps for our ākoka.</b>	<p>Through a collaborative process we have completed work on our whole school <i>Writing Progressions</i>. These are aligned with the new English Curriculum, Murray Gadd’s Writing</p>	<p>Learning is becoming more visible for our tamariki and they are able to begin to clearly identify and articulate their next learning steps in Writing.</p>	<p>The collaborative process of writing our progressions has taken a considerable amount of time and energy therefore we are not as far down the track as we had hoped we would be.</p>	<p>Writing Progressions for Handwriting and Layout to complete as well as fine tuning and implementing these.</p>



	progressions, Literacy progressions, Grammar Project, Liz Kane and e-asTTle.			Building teachers confidence in using our Writing progressions and making these more visible in the classroom.
<b>Action 3</b> <b>Raise our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</b>	<p>Teachers Professional Growth Cycle linked to Writing and our School wide writing goal- What are some key actions we can take to help raise student engagement, progress and achievement levels in writing? (Principal's Writing Inquiry)</p> <p>10 effective writing norms and assessment for learning mahi we have developed as a school have had an impact on raising our writing achievement.</p> <p>Successful Tier 2 Literacy Intervention for 20 tamariki and 3 Tier 3 across the Senior School.</p>	<p>Overall Writing OTJ 2024 data has increased by 6% with 77% of our tamariki writing above or at the level compared with 71% in 2023. Year 3-6 mid-year data <b>71%</b> of students working above or at the expected curriculum level. Year 3-6 end of year data – <b>77%</b> of students working above or at the expected curriculum level.</p> <p><b>11% increase of tamariki At or Above from Term 1-4 in 2024</b></p> <p>Student engagement and interest in Writing has increased across the school.</p> <p>Writing Samples collected from Term 1 and Term 4 show progress from all students, particularly improvement in spelling and punctuation.</p> <p>Our struggling Senior writers have made accelerated progress and increased their knowledge of phonological and phonemic awareness. (Tier 2 Intervention) Schonell Spelling results at the end of intervention show 13 out of 16 children tested making substantial gains.</p>	<p>We are very pleased with the increase in our overall writing data: Writing Mileage, choice in writing topic, explicit teaching of writing skills and Assessment For Learning practices have all contributed to this shift.</p>	<p>We will continue on with our School Wide Inquiry Around Instructional Writing inquiry continuing to build on building teachers' knowledge and levels of proficiency/confidence and in 2025 developing and getting teachers to develop an action plan to implement, including monitoring the progress of a small group of target writers. (Use Writing progressions)</p>
<b>Action 4</b> <b>Strengthen teaching, learning and assessment practices in Maths to improve achievement levels for all learners.</b>	<p>Junior teachers implementing a Structured Maths approach (strong focus on the explicit teaching of the foundational Maths skills)</p> <p>Began Professional Development with Rob Proffitt-White (November 11th staff only day) focusing on raising content knowledge and confidence of teachers and the implementation of the new Maths curriculum.</p> <p>Reviewing Maths assessment data across the school.</p>	<p>Maths Curriculum Review, August 2024.</p> <p>Overall Maths OTJ 2024- 90% of our tamariki are above or at the level for Maths in 2024 compared with</p> <p>Mid-year Maths student Achievement: Year 1- 2, 88% of tamariki above or at the expectation Year 3-6, 87% of tamariki above or at the expectation End of Year Maths student Achievement:</p>	<p>We have had a strong focus on Writing PD in 2024. Our high Maths achievement has meant that we haven't explored as much Maths PD as we would have liked to due to time constraints.</p>	<p>Continue working with The Learner First (TLF) and Rob Proffitt-White to help to raise the confidence of our teachers in the teaching of Mathematics and their content knowledge of Mathematics, Curriculum delivery as well as assessment practices.</p> <p>Align our curriculum delivery plan with the refreshed NZ Mathematics curriculum this will ensure high quality, consistent mathematics practice is evident across the school. This will also better inform next teaching and learning steps in Mathematics.</p>

		Year 1- 2, 88% of tamariki above or at the expectation Year 3-6, 91% tamariki above or at the expectation <b>9% increase of tamariki At or Above from Term 2-4 in 2024</b>		Parent Education evening/sharing of how we teach Maths.
<b>Action 5</b> Develop a framework of expectations and success indicators for progress in Maths to better reflect on and inform next teaching and learning steps.	We have begun to explore and reviewed the refreshed NZ Mathematics curriculum as a staff looking at the Maths progressions from each Year level and reflecting on our current practice.		Due our focus on developing our writing progressions we didn't quite manage to develop our framework of Maths progressions and success indicators in 2024.	Unpack the progressions in the new Maths curriculum. Are these clear enough or do we need to break these down further and have our own Macandrew Bay School Maths progressions?
<b>Action 6</b> Raise our students' abilities and confidence in Mathematics, particularly supporting our oldest target Maths tamariki with accelerating their Maths achievement through Tier 2 intervention.	Successful Tier 2 Maths Intervention for 5 tamariki from across the Senior School.	Intervention data- all students made significant progress. Maths dispositions data showed all students gained confidence in Maths by being part of the intervention group	Developing systems to ensure our target tamariki and those that have had intervention are supported and monitored effectively.	Continue to support our oldest target Maths tamariki in 2025 and consider how we can provide an extension group for Maths or support this in the classroom setting.

**Strategic Goal 2: Curriculum/Rakatirataka**

**Ākoka will experience a rich, broad curriculum that is engaging, motivating, fosters creativity, innovation and a lifelong passion for learning.**

**Annual Target/Goal:** *Empowered Learners experiencing a rich broad curriculum.*

<b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	<b>What did we achieve?</b> <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	<b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i>	<b>Reasons for any differences (variances) between the target and the outcomes</b> <i>Think about both where you have exceeded your targets or not yet met them.</i>	<b>Planning for next year – where to next?</b> <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>The students' ideas and interests will form the framework for our Integrated Learning Topics.</b>	<p>Our tamariki set the direction of learning through their wonderings, use of driving questions and the Tūhura Design Thinking framework.</p> <p>Our tamariki have continued to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. They are empowered learners who know their strengths and they are able to identify their next learning steps. (Student led conferences and End of year reflections on End of year reports)</p>	<p>Evaluation of Aotearoa NZ Histories, Science, Health and The Arts (updates to the Board)</p> <p>Students reflect on their learning in their mid and end of year reports.</p>	<p>This is a successful model, asking students what they are interested and passionate about then forms the ideas and driving questions that staff then unpack and plan accordingly.</p>	<p>Getting students ideas and interests in other areas- not just integrated learning. Perhaps for other curriculum areas and Reading, Writing and Maths.</p>
<b>Action 2</b> <b>Extend current Inquiry Learning Practices in the School and begin to implement our Tūhura Design Thinking Framework</b>	<p>The Tūhura Design Thinking is beginning to become embedded across the school. Our tamariki are developing confidence in articulating each step of the process.</p> <p>We have an updated visual poster so students are able to know and understand what Tūhura <i>means</i>.</p>	<p>Evaluation of the Tūhura Design framework- updates throughout the year to the Board and to our community via newsletter, website and principal reports.</p> <p>Sharing our learning through our school production- <i>All Systems Go</i>.</p>	<p>Time required to completely embed this new design thinking framework for both staff, students and whānau.</p>	<p>Continuing to build both staff and student knowledge of each step of our Tūhura Design Thinking framework. Ākoka will be able to clearly articulate what each step means.</p> <p>Regular sharing of the model with whānau.</p>

<b>Action 3</b> <b>Use STEAM/PBL learning, Inquiry learning and digital tools effectively to develop our students into 21<sup>st</sup> Century learners and thinkers.</b>	<p>Ākoka have continued to develop and become proficient users of digital tools. They have used these tools to enable new and exciting possibilities and opportunities across the curriculum.</p> <p>Leasing devices to ensure we have enough for students to be able to access.</p>	<p>Review our Digital Fluency skills map for our school. Review whether our tamariki are becoming proficient users of digital tools?</p>	<p>We would like to continue looking for more opportunities for our tamariki to learn in their community and through their community.</p>	<p>Continue working on our Digital Fluency Skills map in 2025.</p> <p>Explore and foster critical thinking skills through a variety of approaches and purposeful contexts such as Edward de Bono's Six Thinking Hats.</p> <p>Continue ensuring our students develop their understanding of the process they need to follow to achieve success and progress.</p>
<b>Action 4</b> <b>Our students will experience a diverse and wide-ranging Arts programme.</b>	<p>Our School production, All Systems Go showcased talents, skills and passions in Music, Dance, Drama and Visual Art in November as well as providing a platform to share knowledge gained through the Tūhura Design thinking model.</p> <p>Our Matariki Celebration showcased many Arts/Toi Māori opportunities and participation by all at the Otago Polyfest was another opportunity for our tamariki to experience Kapa Haka.</p>	<p>Student Voice/Self-Assessment shared with the Board about Drama through our School Production. This was also reflected on in the students end of year report.</p>	<p>We would like to continue looking for more opportunities to bring in visiting artists to work with our tamariki. (Making good use of Art Auction funding we receive each year) This year, due to the production we had a big focus on Drama and Dance.</p>	<p>Develop our school wide Arts plan to ensure we have good coverage and a wide range of all The Arts each year.</p>
<b>Action 5</b> <b>Strong LEOTC Programmes will enhance a broad range of learning.</b>	<p>Our tamariki continue to have high participation levels in Sport and they have many opportunities to be involved with Education Outside the Classroom. Year 5 Camp, Year 6 Camp, Whole School Hike, Beach Education, Orokonui</p>	<p>Student Achievement report to the Board and community on P.E. (Ball Skills, throwing and catching) in Term 2 to the Board.</p> <p>Newsletters and our website showcase our outdoor adventures and excursions.</p>	<p>Excellent parent/whānau support and passionate staff have ensured the success of LEOTC in our kura.</p>	<p>Look for more opportunities to make the most of the expertise in our community and Education Outside the Classroom in our own backyard. (Stream- adopt a drain programme)</p> <p>Develop a school wide PE plan to ensure we have good coverage of P.E. topics and opportunities. Introduce a Year 4 Camp.</p>
<b>Action 6</b> <b>Our Senior students will play a Leadership role within the school and support the learning of others.</b>	<p>Success of Whakarangatira and Ka Hikitia- providing enrichment programmes and opportunities to develop and foster student leadership. High engagement levels with our community, bringing in experts to support learning. Tuakana/Teina relationships evident across the school.</p> <p>Year 6 leadership opportunities through School Library, Peer Mediation</p>	<p>We have empowered students who are confident in leading others. Their leadership skills will have developed through a wide range of opportunities from our rich broad curriculum.</p> <p>Senior school student voice about leadership opportunities are reflected on in their end of year report.</p>	<p>We really value the importance of providing Leadership opportunities across the school.</p>	<p>Health team to be re-established in 2025. PALS Buddy classes</p>

**Strategic Goal 3: Community/Whānaukataka**

**We will provide a safe, inclusive and stimulating learning environment. We will nurture a sense of belonging and connection to our kura and our community. We will celebrate our cultural diversity.**

**Annual Target/Goal:** Strong community partnerships for our tamariki centered around belonging and wellbeing.

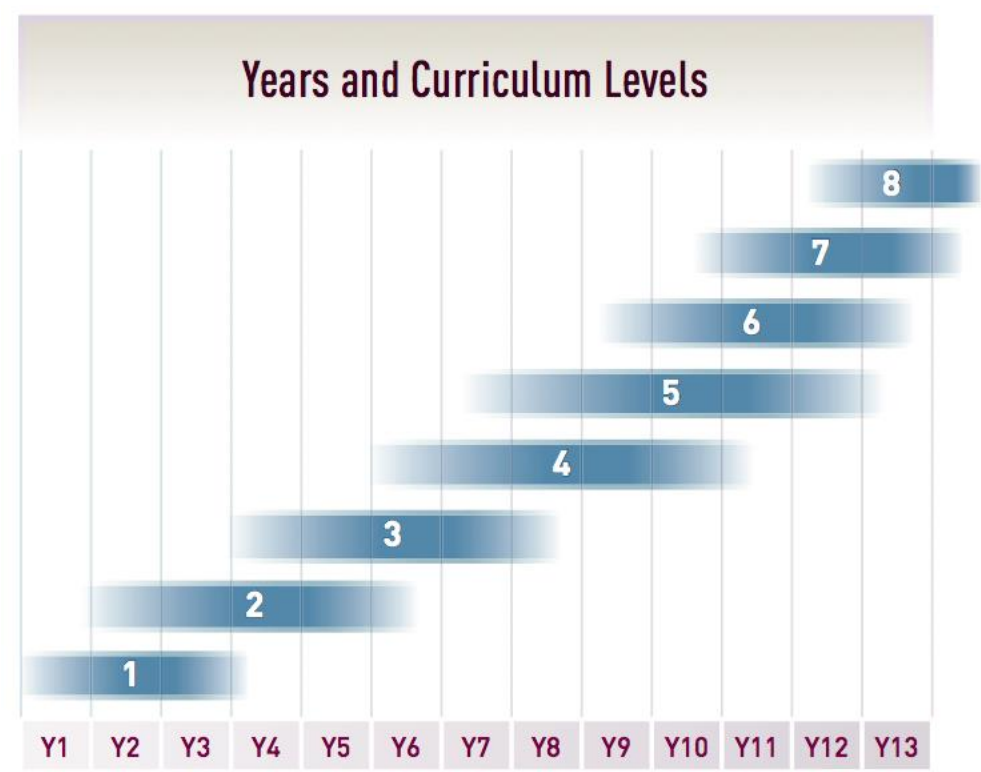
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<b>Action 1</b> <b>Ensure our school values will be evident in everything that happens at school.</b>	At Focus Assembly we have been unpacking the school values of Manaakitaka- Respect and Kindness and caring and Kaitiakitaka- Honesty and Responsibility. We regularly discuss what this looks like in classes, in the playground and at home. Teachers follow this up in their classes and the day book. Certificates are awarded based on our school values. Behaviour Education is centered around our school values and manners.	Regularly gather student voice about what our values look like/feel like and sound like in our kura. Students self-assess how they are doing with their school values for mid and end of year reports.  Conversations with whānau/students.	Keeping the values at the centre of everything we do ensures that the tamariki know our school values really well and how to enact them.	Update school values posters. Use the Articles of Te Tiriti o Waitangi as a frame/model for developing a class treaty.
<b>Action 2</b> <b>Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers</b>	Successful parent/whānau partnerships and events such as: Whānau Assemblies, Parent/Whānau Classroom information hui, Interviews, Student Led conferences, Matariki Celebration, School Fair, Polyfest and School Production have brought our community together to celebrate our tamariki and their learning and success.	Positive and reaffirming feedback from many families about our Matariki Celebration and School Production.	Involving our parent community in the life of our school and the children's learning is an important part of our kura. We nurture a sense of belonging and connection to our kura and our community.	Recent survey with whānau shows that they want to understand more about: Mathematics, Keeping tamariki safe online, Effective pedagogy, Structured Literacy. We will look to have some parent education workshops around these in 2025.
<b>Action 3</b> <b>All staff and ākoka will learn and progress their knowledge of Te Reo and Tikaka/Tikanga</b>	Staff have progressed their Te Reo Māori mahi, working through Scotty Morrisons Book 1 and regular sharing and practice at Staff hui. Our Teacher Aides have researched and shared their revised Pepeha. Our teachers have been working on sharing their revised Pepeha at staff hui.	Staff voice during professional growth conversations and interviews. Feedback from parents, whānau and colleagues.	Learning Te Reo Māori takes time and requires regular practice. It has been challenging for some staff to fit this into an already full schedule.	Staff to continue Te Reo Māori mahi, working through Scotty Morrisons Book 1 and begin Book 2. Continue regular sharing and practice at Staff hui. Begin to discuss and explore important concepts around tikaka.  Continue looking for PD opportunities to support the learning of Te Reo Māori.

	Development of Te Reo long term plan and Te Reo progressions for our kura.			
<b>Action 4</b> <b>Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we are celebrating our cultural diversity.</b>	<p>Our Olympics afternoon was a fabulous opportunity to celebrate the cultural diversity of our ākoka. We selected countries that our children whakapapa back to as our Olympic countries.</p> <p>Tamariki with support from whānau have revised their pepeha, due to new learnings so that these better reflect their unique cultural background. We want our tamariki to feel that they can bring their whole selves including their culture to kura where it will be valued and celebrated.</p>	<p>Board survey of parents/whānau from neuro diverse families.</p> <p>Conversations with whānau/students.</p>	Staff are very supportive and encouraging of celebrating cultural diversity and always encourage opportunities to have children or whānau share their culture.	Matariki celebration 2025- Cultural food from around the world planned.
<b>Action 5</b> <b>Ensure our school environment ensures the physical, psychological and emotional wellbeing and safety of students, staff and others whom we engage.</b>	<p>Classes unpacked the questions, What is learning? What does it mean to be a learner? What does this look like, sound like, feel like? Who is responsible for your learning? Classes all have a learning slogan.</p> <p>Discussion at Focus assembly and information in the newsletter about what is bullying and what is not bullying. Weaving Wellbeing programme through St John for our Year 5 and 6 tamariki- supporting their hauora. Classes have Movement, games and Mindfulness as part of their regular routines.</p>	<p>Emotional Safety every 2 years to monitor wellbeing of tamariki.</p> <p>Monitoring of attendance ensures that our students really want to come to school because it is a happy environment.</p> <p>EEO staff report</p>		EEO staff report and Emotional Safety survey with our tamariki in 2025.
<b>Action 6</b> <b>Continue to Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of all our students.</b>	<p>5YA Capital Works Funds- 3 year Review completed. SEPE completed.</p> <p><b>10YPP</b> - Planning process and assessment with a consultant completed. (Last 5YA allocation was in 2020/21-\$222,316.00, 2015/16-\$160,003.00)</p>	<p>Property Committee regularly reviews property and maintenance needs within the school. Maintenance plan developed.</p> <p>Review and refine the school's cyclical maintenance and painting plan.</p>		<b>10YPP</b> - Planning process with consultant and Board February 2025.

# Evaluation and analysis of the school’s students’ progress and achievement in 2024

As of 2024, the New Zealand Curriculum (NZC) is divided into levels, each level takes 2-3 years for children to work through. Children in both Year 1 and Year 2, are expected to be working at Level 1 of the NZC. Children in both Year 3 and Year 4 are expected to be working at Level 2 of the NZC, and so on. You can see from the diagram below that each curriculum level spread across multiple year levels.

In this report **the expected level** refers to the year level and the curriculum level that the children are expected to be working at.



In 2024, overall our tamariki were achieving and progressing very well across the national curricula. Our high achievement in Mathematics, Reading, Physical Education and Dance continued as it has in the past. Writing student achievement increased across our kura.

### Reading

**This continues to be a strong curriculum area at our kura with 84% of our Year 1-6 ākoka reading AT or ABOVE the expected level in 2024. (compared with 82% in 2023)**

Large percentages of our students are achieving **above** the standard, particularly in the Senior school with 55% of our Year 6 tamariki, 39% of our Year 5 tamariki and 50% of Year 4 tamariki in 2024.

When we compare this to 2023 the data is mostly similar with 55% Year 6 students **above** the level expected, compared with 50% in 2023. 39% of Year 5 students **above the expected level** compared with 68% in 2023, and 50% of our Year 4 students **above the expected level** compared with 43% in 2023.

The Years 1-3 children are more in line with the normal curve. Although no Yr. 1 students are **above the expected level** in 2024, 85% of them are **at the expected level** and we know that many of these tamariki with more time at school will move to be above by the time they finish at our kura. This has always been the case and a definite trend over many years at our kura. 11% of our Year 2 tamariki are above in 2024 compared with 5% of Yr. 2 students in 2023. In our current Yr. 3 cohort 17% of our tamariki are **above the expected level**, compared with none in 2023.

35% of all Year 1-6 tamariki were **above** the expected level in 2024 compared with (30% in 2023, 38% in 2022, 46% in 2021, 50% in 2020) across the school.



49% of the Year 1- 6 tamariki overall are reading **at** the expected level compared with 52% in 2023, 45% in 2022 and 34% in 2021.

In the Yrs. 4-6 cohorts this ranges from a fairly consistent 31% in Yr. 6, 57% in Yr. 5, 40% in Yr. 4. The pattern is quite different in Yr. 1 **88%**, Yr. 2 **(30%)** and Yr. 3 **(52%)** where we have greater percentages of students at the expected level until many of them move to be above by the time they move on to the senior school. This pattern of increasingly larger numbers of tamariki being **at** is exciting to see and it will be interesting to track these tamariki as they move through the school, especially our Year 1 cohort.

Overall, we have 16% of our students below or well below the expected level (18% in 2023, 17% in 2022) with 8/23 children **(35%)** coming from the Junior School (compared with **44%** in 2023, **68%** in 2022, **80%** in 2021). You can clearly see the decrease in children that are well below or below the expected level and this is a direct result of the introduction of a Structured Literacy approach to teaching. This is fantastic to see and shows the importance of laying the foundational skills from an early age and teaching phonological awareness in a systematic and explicit way.

15 out of these 23 (65%) of tamariki that are below or well below the expected level are from the Yr. 3-6 cohorts and all of these tamariki (apart from one as they joined our kura in October) have received targeted reading intervention to support them this year.

#### **Gender:**

Good patterns of high achievement are evident across all ethnic groups and genders. In 2024, 81% of boys are **at** or **above** the expected level and 89% of girls are **at** or **above** the expected level in Years 3-6. In Year 0-2, 76% boys are **at** or **above** the expected level and 87% of girls are **at** or **above** the expected level. We are noticing that slightly more boys than girls are **below** and **well below** the expected level. We will continue to monitor this cohort. 3/4 boys have received support from either the RTLB or Speech Language therapist for Literacy.

#### **Māori:**

90% of Māori students are **at** or **above** the expected level in reading in 2024, compared to 67% in 2023. 71% in 2022. 19% of Māori students were **above** the expected level and 62% were **at** the expected level this year compared with 19% of Māori students **above** and 48% **at** the level in 2023.

3 Māori students were **below** or **well below** the expected level (14% compared with 7 Māori students or 33%) **below** in 2023. These 3 Māori tamariki need careful monitoring and they were identified as target learners this year. 2/3 have received some form of intervention or targeted reading teaching in 2024.

**100% of Pasifika students** were **at** expected level.

#### **Writing**

2024 data has increased by **6%** with **77%** of our tamariki writing **above or at** the expected level compared with 71% in 2023, 72% in 2022, 78% in 2021. **23% were well below or below** the expected level **this year compared with 29% in 2023 and 27% 2022**. Most of this latter group of tamariki are below the expected level-18% rather than being well below- 5% in 2024. Although this continues to be the curriculum area that is hardest to lift, we are thrilled with the overall shift and increase of 6% compared with 2023. We have continued to work extremely hard in this area in 2024, building on from the mahi in 2023 with class teachers doing their best to cater and support our increasing list of target writers in the classroom setting. We were able to have Tier 2 intervention groups running this year following a Structured Literacy approach in our Senior school. This has made a huge difference to our target tamariki and their confidence to write. A number of our target writers have shifted from either below to at the expected level or well below to below the expected level.

This year we had 18% of our total pupils above the expected level, compared with 19% in 2023. When compared with other years our percentages are continuing to decrease in the amount of tamariki we used to have **above** the expected level in writing. Why might this be?

As we continue our journey learning about Effective Writing practice and aligning our expectations for writing across the school, (particularly with moving towards a Structured Literacy Approach) we are wondering if our expectations are also becoming higher? We will continue to explore this idea as we streamline our OTJ (Overall Teacher Judgement) mahi.

The strongest performing cohorts were in the senior school, Yr. 6's had 34% of the class above the expected level, the Yr. 5 tamariki had 18% above, 40% of Yr. 4 tamariki were above.

Yr. 1 students had no students working above the expected level. 13% of our Yr. 2 students were above the expected level and 4% of Yr. 3 students were assessed as being above the expected level for their age.

We had consistent percentages of students at the expected level over recent years and this year we had 59% at the expected level compared with 52% in 2023, 53% in 2022 and 2021.

Most year group cohorts had large percentages of students sitting at the expected level- 84% of Yr1, 57% of Yr. 2, 61% of Yr. 3, 50% of Yr. 4, 57% of Yr. 5 and 44% of Y.6.



The Year 4 cohort had the smallest percentage of students below or well below the expected level with 10%, Yr. 5 with 25%, 21% of Yr. 6's are below or well below the expected level, 35% of Year 3, 30% of Yr. 2 students and 16% of Yr. 1 students. Our Yr. 3 cohort (Year 4 in 2025) and Year 2 (Year 3 in 2025) next year will need very close monitoring and support although these cohorts were identified in previous years to keep a close eye on.

The Junior school teachers have put lots of effort this year into building children's knowledge of sounds and letters to help the tamariki to get underway with writing. They have made great progress in structured literacy learning this year to help strengthen the children's phonological knowledge

This year we were able to put some extra staffing into structured literacy small group Tier 2 intervention programmes for the Senior school target children and we think it has made a huge difference and really helped and supported the students to progress.

We feel this has been really beneficial for our target writers to have these extra supports in place. We are also continuing to support our staff with further developing and consolidating their knowledge of structured literacy through Professional Development opportunities such as the Liz Kane workshops. I think that the overall shift in writing data this year is a result of Structured Literacy teaching becoming embedded as well as other key learnings in writing also contributing.

#### **Cohorts:**

Year 2,4,5 6 students have the strongest writing achievement in the school this year. Of the senior school children, the Year 4 children had the strongest achievement (90% at or above the expected level). The Year 6 cohort performed very well with 79% of tamariki at or above the expected level, which is very pleasing for our Year 6's who we want leaving our kura as confident writers.

The Yr. 5 cohort had 75% of tamariki at or above the expected level and 25% below the expected level.

The Yr. 3 cohort had 65% of tamariki at or above the expected level and 35% below and well below the expected level.

The Yr. 2 cohort have 70% of the class working at the expected level. Many of these children are still developing their foundational writing skills and so we are hoping that they will progress to be at or above the expected level next year but as mentioned before this cohort will need careful monitoring.

Our Year 1 cohort however have 84% of tamariki working at the expected level which is really exciting to see this strong achievement so early on in their schooling.

#### **Māori:**

In 2024, 86% of Māori tamariki were **at or above** the expected level for writing this year compared with 56% in 2023 (52% in 2022, 75% in 2021, 71% in 2020, 65% in 2019)

16/21 Māori students were **at** the expected level by the end of 2024. 2 Māori students were identified as being well below and 1 Māori student below the expected level.

These Māori ākoka are going to be in Year 3 and Year 4 next year so we will be working hard to support these students who have been identified as below or well below the expected level to make shifts in their writing achievement in 2025. We did access support from the Resource Teacher of Literacy for 2 of our Māori students to put in place Tier 3 intervention this year after they had Tier 2 intervention in 2023.

Girls continue to do better than boys in writing, with generally strong achievement evident from the girls- 23% of girls are **above** the expected level in 2024 compared with 26% in 2023, 27% of girls in 2022, 31% in 2021, 37% in 2020. 60% of the girls are **at** the expected level this year (54% in 2023, 50% in 2022, 54% in 2021, 44% in 2020)

**So, by the end of 2024 - 83% of girls are at or above** the expected level ( 80% in 2023, 77% in 2022, 85% in 2021, 81% in 2020.

The boys had 13% **above** the expected level this year (12% in 2023 and 2022, 19% in 2021, 16% in 2020) and a percentage of 58% **at** the expected level this year. (49% in 2023, 55% in 2022, 52% at the level in 2021, 54% in 2020, 46% at in 2019, 42% at the level in 2018)

So therefore 70% of the boys were **at or above** the expected level in 2024 compared with 61% of the boys at or above in 2023, 67.6% of in 2022, 71% in 2021, 70% in 2020, 65% at or above in 2019, and 69% at or above in 2018.

We have 21/71, 30% of boys across the school who are either well below (7 boys – 10% well below) or below the expected level (14 boys- 20%) so in total 30% of boys in 2024 are either below or well below the expected level, compared with 35% in 2023, 32% in 2022, 29% in 2021, 30% in 2020, 34% of boys in 2019, and 31% in 2018).

**So, 17% of girls are either below or well below** the expected level (compared with 23% in 2023 and 2022) **in writing compared to 30 % of the boys.**

Next year we want to continue our efforts to address this gap in achievement between the boys and the girls. The boys have improved this year which means that the initiatives and strategies we have been trying are working. We have been working on this for a number of years but we need to keep persevering and trying new things to see what works. We

think improving the way boys feel about writing is the key to making a shift in this area. Building the boys' confidence and spelling ability through structured literacy will hopefully remove a barrier for them so that they feel more confident in their writing ability and have more self-belief and technical skills. Planning through the use of a graphic organizer has been successful for our boys this year as has providing STEAM and Science contexts for writing. Poetry has also been a really successful genre for engaging our boys. We have also found free choice writing and writing mileage impactful. We also hope that the 10 effective writing norms and assessment for learning mahi we have developed as a school have had an impact on raising our boy's writing achievement.

## **Maths**

Our strong Maths achievement levels have been maintained again in 2024 with extremely high achievement when looking at the school as a whole. This strong achievement has been a consistent pattern over the past 8 years. Maths achievement data remains our strongest curriculum area again in 2024 with **90%** of students doing very well in Maths and being **at or above** the expected level.

58% of our tamariki are **at** the expected level and 32% are **above** the expected level in 2024. (57% above and 27% at in 2023).

Of the 10% who are **below or well below** the expected level most of these tamariki are **below**-9%, with only 2/148 children in the school or 1% well below the expected level.

### **Cohorts:**

Only 15/148 students are below or well below the expected level with very few of these students well below.

Numbers of students who are below or well below in Maths are reasonably consistent across the year levels. Yr. 2 and 3 are the only cohorts that have children well below the expected level. All of our cohorts have just 1 or 2 tamariki who are below the expected level.

All classes have the majority of the class at or above the expected level in Maths, Yr. 1- 88% at or above, Yr. 2- 87%, Yr. 3- 87%, Yr. 4- 95%, Yr. 5- 93% and Yr. 6- 90%.

It is excellent to see this consistency of such strong achievement mostly across the school in Maths.

### **Gender:**

In 2024 the boys are again achieving more successfully at a higher level in Maths than the girls with 45% of the boys **above** the expected level compared to 21 % of the girls.

In 2024 there are 71% of girls **at** the expected level compared with 39% of boys in 2024. In 2023 there were 62% of girls **at** the expected level compared with 51% of boys. In 2022 the percentages of boys and girls **at** the expected level were very similar- 52% of the boys and 54.3% compared with in 2021- 54% of the boys and 53% of the girls.

**So**, in 2024 **87%** of boys are **at or above** the level expected in Maths compared with 85% in 2023, 86.7% in 2022 and 89% in 2021. **92%** of girls are **at or above** the expected level this year compared with **81%** in 2023 and 2022 and 79% of the girls in 2021. It is really pleasing to see that both the boys and girls' achievement is extremely high. Although not as many girls are achieving **above** the expected level, there are more achieving **at** in 2024.

Less girls (8%) are **below or well below** the expected level in **2024** compared to the boys (13%) this is the opposite trend to 2023.(12% of boys in 2023 compared with 15% of girls. 13% of boys in 2022 compared with 18% of girls, 11% of boys in 2021 compared to 21% of the girls.

**Generally** overall both boys and girls are doing well with their Maths. Interestingly, overall the girls this year are achieving higher than the boys. However, there are more boys that are achieving above the expected level for Maths than girls.

### **Māori:**

19% of our Māori students are achieving **above** the expected level in **2024** (14% in 2023 and 2022, 25% in 2021. 62% are **at** the level in 2024, compared with 48% in 2023, 57% in 2022, 30% in 2021.

81% of Māori students are **at or above** the expected level in 2024 compared with 62% in 2023, 71% in 2022 and 55% in 2021.

No Māori students are well below the expected level compared with 5% in 2023 and in 2022. 4-19% of Māori are below the expected level in 2024 compared with 8- 38% in 2023, 5- 23% in 2022, 9- 40% in 2021, so these 4 tamariki will need close monitoring and extra support to help them to accelerate their progress in 2025.

## **Summary:**

Maths and Reading are still our strongest curriculum areas again in 2024.

Strong levels of achievement in Maths have been evident in the previous years and we have been successful in maintaining these achievement levels over time.

In Reading we have more students reading above this year. Many students take two or three years to move to this level of success. Across the school we have been implementing a Structured Literacy approach which we believe is having

a very positive effect on helping our five, six and seven-year-olds with their foundational skills as they learn to read. This approach is showing evidence of success in our achievement data particularly with our Year 4-6 cohorts.

Staff across the school have put a huge amount of effort into Writing so we are all thrilled that there has been a 6% shift in student achievement data from 2023. We will continue to maintain our focus on improving our Writing achievement, particularly looking at how we can raise the achievement of the boys. We are seeing a noticeable difference in the confidence of our tamariki particularly in their phonemic awareness and confidence to write the sounds that they hear in a word with increasing accuracy. The tamariki across the school are passionate about writing and we are really excited about this shift in attitude. We have found that as we fine tune our assessment practices and expectations in writing that we have become more consistent as a staff in our judgements. Moderating writing samples has really helped with this consistency and validity. We know we have more work to do in this area.

We are very happy with our Māori achievement across Reading, Writing and Maths and we will be tracking closely a couple of our tamariki in 2025 to help them feel good about themselves as learners and accelerate their progress.

I would like to acknowledge the mahi of our amazing team. They all go above and beyond to ensure our tamariki achieve success and progress.

### **Other Curriculum Areas in 2024**

**Rich Broad Curriculum-** In 2024 our tamariki have continued to thrive and be excited by the varied learning opportunities that our rich broad curriculum offers. Our School production, All Systems Go showcased talents, skills and passions in Music, Dance, Drama and Visual Art in November as well as providing a platform to share knowledge gained through our Tūhura Design thinking model.

Our Matariki Celebration showcased many Arts/Toi Māori opportunities and participation by all. The Otago Polyfest was another opportunity for our tamariki to experience Kapa Haka and performance.

Our tamariki continue to have high participation levels in Sport and they have many opportunities to be involved with Education Outside the Classroom such as: Swimming, Year 5 Camp, Year 6 Camp, Whole School Hike, Beach Education, Orokonui trip. The success of Whakarangatira and Ka Hikitia- has provided enrichment programmes and opportunities to develop and foster student leadership as well as high engagement levels with our community, bringing in experts to support learning. Tuakana/Teina relationships are evident across the school. Ākoka have continued to develop and become proficient users of digital tools. They have used these tools to enable new and exciting possibilities and opportunities across the curriculum.

We continue to have very high achievement in areas that were reviewed and student achievement data presented to the Board reflects this.

### **Student Achievement In the Physical Education Curriculum Area**

We have not reported on Student Achievement in Throwing and Catching for many years and so we were very keen to ascertain what our children's overall ball skills were like in 2024. The last time we reported on student achievement in Physical Education was on Swimming skills in 2020.

**94%** of our ākoka were **at or above** their expected level for Throwing in 2024 and **87%** for Catching in 2024, compared to 83% in 2020, 86% in 2018 and 90% in 2014 for Swimming skills.

### **Student Achievement in the Dance Curriculum Area:**

Overall **96%** of our tamariki are achieving **AT** or **ABOVE** in Dance in 2024. This is a fantastic result! Higher numbers of girls continue to be **above** the expected level 53% compared with 35%- (34% of girls compared to 7% of the boys in 2021). So it is really pleasing to see this increase in boys **above** from 2021 data.

1% of girls were below the level in 2024 and 6% of the boys were below. Our Māori ākoka achieved extremely well in Dance with 9 achieving **above** and 7 **at** with no Māori students below.

Our tamariki completed a self-assessment task in which they had to reflect on Dance success criteria which incorporated the different elements of Dance. (Body Awareness, Time/Space, Energy/Force and Relationships)

**92%** of our Year 1 tamariki expressed that they felt confident and could achieve the Dance success criteria with ease. (3 stars) **8%** felt they were able to achieve the success criteria (2 stars).

**91%** of our Year 2 tamariki expressed that they felt confident and could achieve the Dance success criteria with ease. (3 stars) **9%** felt they were able to achieve the success criteria (2 stars).

**One of our Year 3 and 4 classes** had **67%** of tamariki express that they felt confident and could achieve the Dance success criteria with ease. (3 stars) **33%** felt they were able to achieve the success criteria (2 stars).

**Our other Year 3 and 4 class had 55%** of tamariki express that they felt confident and could achieve the Dance success criteria with ease. (3 stars) **45%** felt they were able to achieve the success criteria (2 stars).

**One of our Year 5 and 6 classes had 50%** of tamariki expressed that they felt confident and could achieve the Dance success criteria with ease. (3 stars) and **50%** felt that they were able to achieve the success criteria (2 stars).

**Our other Year 5 and 6 class had 56%** of tamariki expressed that they felt confident and could achieve the Dance success criteria with ease. (3 stars) and **44%** felt that they were able to achieve the success criteria (2 stars).

***\*Interesting to note that none of our tamariki that completed the self-assessment said they didn't feel confident and that they needed to still work on their Dance success criteria.***

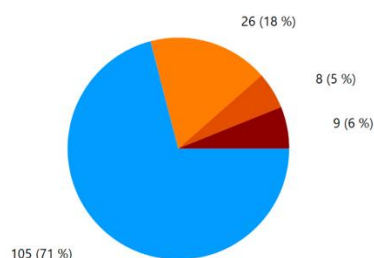
#### **Attendance in 2024:**

In 2024 the average regular attendance by tamariki at our kura was 69%. Regular attendance is defined for statistical purposes as 90% or higher. In April 2024, the Government announced a regular attendance target of 80 percent of students to be present for more than 90% of the term by 2030.

In term 4 2024 71.% of our tamariki had an attendance rate of between 90-100%, compared with 75% in 2023. 18% of our tamariki had an attendance rate of between 80-90%, 5% of our pupils had an attendance rate between 70-80%.

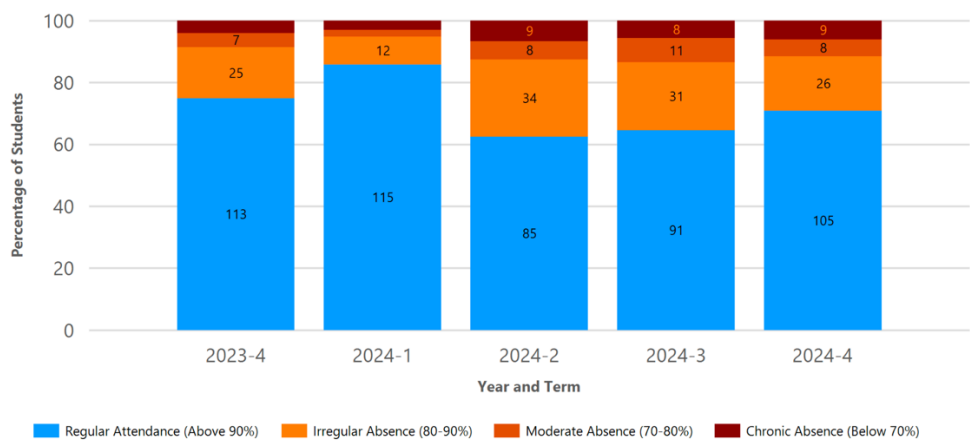
Only 6% of our students had an attendance rate that was below 70%.

We had an aspirational goal in our 2024 annual implementation plan of 90% attendance for all ākoka- engaged learners who feel good about their learning success and progress. We will continue to work towards this target in 2025. We know that the key to this is continuing to build and sustain relationships with our ākoka and their whānau, as well as continuing to develop and implement strategies to actively encourage regular attendance.



Regular Attendance (Above 90%) Irregular Absence (80-90%) Moderate Absence (70-80%) Chronic Absence (Below 70%)

**NOTE:** Percentages are shown on the vertical axis while the bars show the actual number of students.



## How we have given effect to Te Tiriti o Waitangi in 2024

Our Board regularly discuss how we give effect to Te Tiriti o Waitangi and we have had support to develop our knowledge through NZSTA training and MAC Kaihoe Mātauraka (Regional facilitator) Māori Achievement Collaborative (MAC).

Our Strategic plan includes local Kāi tahu dialect and we have used [Te Rautaki Mātauranga/Ngāi Tahu Education plan](#) to consider and reflect the hopes and dreams of our Ngāi tahu families in our strategic goals. Manaakitaka and Kaitiakitaka are Te Ao Māori concepts that our 6 school values align to as identified in our Strategic and Annual plans.

In 2024 our Māori whānau rūpū met regularly each term. This rūpū is well established and very well supported. Several areas of importance were identified for future planning including:

- Whānau members expressed a strong desire to support our kura going forward with ensuring Te Ao Māori doesn't lose its prominence as a result of some of the government policies.
- Consideration of the introduction of Mihi whakatau each term at kura to welcome new tamariki and their whānau.
- A third Kapa Haka group established for the Māori tamariki- An idea of a Māori enrichment programme.
- Our Māori whānau have aspirations to help organise a Matariki feast in 2025. The idea would be that we would have a similar celebration in terms of the day, workshops and some type of evening event where we come together as a community to share kai.
- The Kai Tahu creation story about the existing carpet tiles put up on display so everyone can learn and understand this important pūrākau.

We are looking at how our kura can support or help Ōtākou marae in the future and how we can support visits and connecting to Ōtākou marae for some of our Māori tamariki and whānau that whakapapa to Ōtākou. Our kura has been connecting with Hoani Langsbury as part of the project **Toward a Sustainable Otago Peninsula Community** which is a collaboration between Te Rūnaka Ōtākou, Otago Peninsula Trust and the Otago Peninsula Biodiversity Trust.

### **All students and staff will progress their knowledge and understanding of Te Reo me ona Tikaka/ Tikanga (NELP Objective 5 and 6)**

In 2024 we continued our Te Reo and Tikaka journey supported by our involvement with the Māori Achievement Collaborative and support from our Māori Lead teacher.

We taught Te Tiriti o Waitangi lessons using the Aotearoa NZ Histories curriculum. Our Kaiako are developing their knowledge and confidence with teaching this new curriculum area. We are building up our bank of resources for this through our mahi with the Māori Achievement Collaborative (MAC), Ōtākou Runanga website and whānau.

In 2023/24 has our kura developed a new school wide long term plan for Te Reo Māori- with progressions of kupu, phrases and sentence structure at each year level. This resource was developed in partnership with our Māori whānau rūpū and learnings and support from our local rūnaka and the Māori Achievement Collaborative. Our Kaiako and Kaimahi are committed to implementing this plan in 2025 and continuing to progress their own knowledge of Te Reo and Tikanga through ongoing professional development opportunities. All staff have been working through Scotty Morrison's, Māori Made Easy, workbook 1. Regular check ins and discussions at staff hui help to progress our knowledge of Te Reo and Tikaka. This mahi is directly helping our tamariki to increase and progress their knowledge of Te Reo and Tikaka in the classroom setting as teachers implement our Te Reo plan and increase their own confidence with teaching Te Reo.

All our tamariki learnt Kapa Haka in 2024 and all our tamariki took to the stage at the Otago Polyfest performing in 2 rūpū, Tuakana and Teina. Our kaiako, kaimahi and tamariki continued to progress their knowledge of Te Reo Māori and Tikaka through the Kapa Haka context in 2024.

Two of our staff attended the MAC National Wananga at Waitangi. Key learning from this were:

#### **Waitangi Learnings and next steps for our kura:**

- Deepening our understanding of Te Tiriti o Waitangi and the 4 articles.

- In 2025, using the Articles of Te Tiriti o Waitangi as a frame / model for developing our class treaty. This will ensure kaiako as well as tamariki have a better understanding of the meaning of Te Tiriti o Waitangi.
- Ensuring we teach Te Reo and tikaka together. We have progressions for Te Reo but how are we growing our staff and tamariki in their knowledge of Tikaka?
- Deepening our understanding of tikaka in 2025, including concepts such as whakapapa, mauri and ahi



## Macandrew Bay School

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

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

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p>Macandrew Bay School Board of Trustees:</p> <ul style="list-style-type: none"> <li>• has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students.</li> <li>• has reviewed its compliance with these policies and can report that it meets all of the requirements identified and is in accordance with best practice.</li> <li>• is a good employer and complies with all conditions included within employee contracts.</li> <li>• Ensures all employees are treated fairly, without bias or discrimination</li> <li>• Meets all EEO requirements.</li> </ul> <p><i>We work hard to maintain a very positive culture within our kura. <b>Manaakitaka</b> is the practice of showing aroha (unconditional love, empathy), hospitality, generosity, and compassion to others. We want our kura to be a place where everyone shows and feels <b>Respect and Kindness and Caring</b>. These are the foundations for positive relationships between staff, students, parents/whānau and the community.</i></p> <p><i>The Principal regularly checks in with staff around their wellbeing- pastoral care needs which include regular conversations and catch ups.</i></p> <p><i>We have a staff member responsible for regularly checking with staff on any Health and Safety concerns. Each staff member has written employment agreements and job descriptions and these are updated each year. We have a Classroom Release Time policy that staff have had input into to ensure that this is flexible and meets the needs of individuals. All staff are offered access to EAP/Professional supervision services. We spend time at staff hui discussing wellbeing and staff have Te whare tapu whā plans and we regularly discuss what we are doing to help our Mental Health.</i></p>
<p><b>What is in your equal employment opportunities programme?</b> <b>How have you been fulfilling this programme?</b></p>	<p><i>Our EEO programme ensures the implementation of our EEO Policy – refer SchoolDocs.</i></p> <p><i>We completed a staff survey as part of our EEO School Docs review Term 2 2024.</i></p> <p><i>We respond to feedback given in these surveys, especially if there is need for support. Suggestions from staff and areas for improvement help form future focus priorities/ objectives.</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>We have a rigorous appointment procedures in place. We appoint a sub-committee for staff appointments and follow our staff appointments policy as well as the latest advice from NZSTA and NZEI.</i></p>



	<p><i>All applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant factors.</i></p>
<p><b>How are you recognising, Te Tiriti o Waitangi</b></p> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<p><b>Article 1: Kāwanatanga</b></p> <p><i>Macandrew Bay School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community and whānau to help us better meet the needs of our ākoka Māori and ensure they experience educational success as Māori.</i></p> <p><i>We have engaged with our local Māori community on the development of our strategic and annual plan to make sure it reflects and upholds appropriate tikaka Māori, Te Ao Māori. Matauranga Māori and Te Reo Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).</i></p> <p><b>Article 2: Rangatiratanga</b></p> <p><i>Macandrew Bay School actively protects and upholds Mātauranga Māori, Te reo Māori, and tikaka Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with <b><u>Ka Hikitia Ka Hāpai</u></b> .</i></p> <p><i>We take all reasonable steps to make instruction available in te reo Māori and tikaka Māori.</i></p> <p><i>We support our teachers/staff to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers/staff to develop their understanding and practice of culturally responsive teaching that takes into account ākoka contexts (NELP Priority 6).</i></p> <p><b>Article 3: Ōritetanga</b></p> <p><i>Macandrew Bay School has high expectations and aspirations for every ākoka. We encourage the participation and engagement of students and their whānau in all aspects of school life.</i></p> <p><i>Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākoka Māori experience educational success as Māori (NELP Priority 2).</i></p> <p><i>We have regular hui whānau to ensure that whānau can share ideas of how we might better cater for their tamariki.</i></p> <p><i>The mahi we do through the Māori Achievement Collaborative has also contributed to learnings of our Māori staff and for all our staff. We want Macandrew Bay School to be a safe place to be Māori.</i></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><i>The school implements an ongoing Professional Growth Cycle in a positive and supportive way that leads to the development of the abilities of individual teachers/staff. The principal meets with staff each year</i></p>

	<p><i>to ensure their individual needs are being met and to discuss their goals and aspirations for the future.</i></p> <p><i>All teaching and support staff are given the opportunity to undertake professional learning in areas they wish to further develop within our school budget means.</i></p>
<b>How are you recognising the employment requirements of women?</b>	<p><i>We have flexible working arrangements in place to help cater for staff that have families and their tamariki that may need to support if they are sick or they have appointments. We provide opportunities for our 2 DP's who are both women in Leadership positions to be able to access PD to help further their leadership careers.</i></p>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<p><i>Awareness of any disability or issue is reviewed through our EEO survey regularly and support can be given if needed at any time. The Board is also very aware of the importance of health and wellbeing of staff and have granted requests for flexibility of hours under special circumstances.</i></p>

The Ministry of Education monitors these policies: These policies are available to view on our Macandrew Bay Schooldocs site. <https://macandrewbay.schooldocs.co.nz/1893.htm>

Enter the username (macandrewbay) and password is available from the School Office 03 4761004

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



**Macandrew Bay School**



*Simply the best for our children.*

### **Use of Kiwisport Funding in 2024**

Kiwisport is a government funding initiative to support students' participation in organized sport.

In 2024 the school received \$2,192.56 (excluding GST).

The funding was spent on operating our school pool to enable our students to all learn swimming in Term 1 for 6-7 weeks of the year. We also spent over \$1000 on pool chemicals and also had to pay our caretaker to be in charge of the pool, working with voluntary helpers, and ensuring its smooth running over the summer season. We probably pay approx. \$8000 in labour costs for the pool. As a result of us running the pool over the summer and in most of Term 1 our children make good progress with their swimming. This is so important when we live near the harbour.

We also paid for all students to all attend an Athletics Day in Term 4 at the Caledonian Sports ground and needed to hire the ground and equipment and pay for 3 buses to take the whole school to and from the Athletics track. This cost us approximately \$1000 for the day. Doing this each year certainly helps build children's interest and ability in Athletics and we had large numbers of older children qualifying to go to the South Zone sports to compete and over 20 children then qualified for the Otago Athletics Championships where they performed extremely well. A number of our children have now joined an Athletics Club.

We have brought coaches into the school for Football in 2024 but usually we would have had coaches from many more sporting codes.

We have large numbers of students representing the school in a variety of sports:

Rippa rugby  
Touch rugby (40 children)  
Futsal- (50-60 children)  
Netball  
Hockey  
Cross Country  
Athletics  
Sport Otago Triathlon

We ask parents to pay for after school optional sports but the school pays for the activities in school time.

We have bought sports equipment as we have needed it throughout the year and our Kiwisport money has helped us with this. This includes replacing and maintaining our stocks of sports equipment. We have also had to pay \$330 a day for relievers when we have needed to send staff to events such as South Zone Sports, Otago Athletics Champs, Sport Otago Triathlon event etc and this has allowed us to support our students and help run the events.

Nic Brown  
Principal  
Macandrew Bay School

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