

MACANDREW BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

Macandrew Bay School

A thick, textured green brushstroke underline that spans the width of the school's name.

Simply the Best for our Children

MACANDREW BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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

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

Accountant / Service Provider:



Auditor:

Deloitte

MACANDREW BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Macandrew Bay School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Sarah E. Ali-Khan

Full Name of Presiding Member



Signature of Presiding Member

14 / 08 / 2024

Date:

Nicola Linda Brown

Full Name of Principal



Signature of Principal

14/08/2024

Date:

Macandrew Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	1,475,243	1,435,497	1,374,684
Locally Raised Funds	3	94,794	82,850	80,270
Interest		4,726	-	740
Total Revenue		1,574,763	1,518,347	1,455,694
Expense				
Locally Raised Funds	3	31,978	35,750	36,736
Learning Resources	4	1,076,898	1,136,500	1,086,357
Administration	5	92,678	81,800	93,406
Interest		465	-	522
Property	6	368,667	296,250	325,813
Loss on Disposal of Property, Plant and Equipment		592	-	561
Total Expense		1,571,278	1,550,300	1,543,395
Net Surplus / (Deficit) for the year		3,485	(31,953)	(87,701)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		3,485	(31,953)	(87,701)

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		140,956	161,679	228,657
Total comprehensive revenue and expense for the year		3,485	(31,953)	(87,701)
Contributions from / (Distributions to) the Ministry of Education		6,957	-	-
Contribution - Furniture and Equipment Grant		7,886	-	-
Equity at 31 December		159,284	129,726	140,956
Accumulated comprehensive revenue and expense		159,284	129,726	140,956
Reserves		-	-	-
Equity at 31 December		159,284	129,726	140,956

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	98,291	8,576	33,766
Accounts Receivable	8	81,748	107,811	147,811
Prepayments		5,549	4,583	4,583
Inventories	9	695	-	-
		186,283	120,970	186,160
Current Liabilities				
GST Payable		7,340	19,612	19,612
Accounts Payable	11	95,936	95,537	121,559
Revenue Received in Advance	12	6,834	3,084	3,084
Provision for Cyclical Maintenance	13	15,553	12,834	12,834
Finance Lease Liability	14	2,931	1,866	2,848
Funds held for Capital Works Projects	15	23,520	-	22,520
		152,114	132,933	182,457
Working Capital Surplus/(Deficit)		34,169	(11,963)	3,703
Non-current Assets				
Property, Plant and Equipment	10	186,167	194,793	192,223
		186,167	194,793	192,223
Non-current Liabilities				
Provision for Cyclical Maintenance	13	58,864	52,712	52,712
Finance Lease Liability	14	2,187	392	2,258
		61,051	53,104	54,970
Net Assets		159,284	129,726	140,956
Equity		159,284	129,726	140,956

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		393,657	226,605	251,982
Locally Raised Funds		93,522	49,575	82,354
Goods and Services Tax (net)		(12,272)	(32,234)	(32,234)
Payments to Employees		(216,815)	(180,358)	(248,762)
Payments to Suppliers		(182,706)	(252,291)	(261,518)
Interest Paid		(465)	-	(522)
Interest Received		4,726	-	740
Net cash from/(to) Operating Activities		79,647	(188,703)	(207,960)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(29,122)	(19,825)	(19,687)
Net cash from/(to) Investing Activities		(29,122)	(19,825)	(19,687)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,886	-	
Contributions from / (Distributions to) Ministry of Education		6,957	-	
Finance Lease Payments		(1,843)	(2,847)	(3,730)
Funds Administered on Behalf of Other Parties		1,000	-	(232,955)
Net cash from/(to) Financing Activities		14,000	(2,847)	(236,685)
Net increase/(decrease) in cash and cash equivalents		64,525	(211,375)	(464,332)
Cash and cash equivalents at the beginning of the year	7	33,766	219,951	498,098
Cash and cash equivalents at the end of the year	7	98,291	8,576	33,766

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 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of 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 19.

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 schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

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

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. 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.

l) 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.

m) 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School 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.

o) 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.

p) 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.

q) 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	329,755	265,497	327,341
Teachers' Salaries Grants	867,335	950,000	823,647
Use of Land and Buildings Grants	278,153	220,000	223,696
	<u>1,475,243</u>	<u>1,435,497</u>	<u>1,374,684</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	39,371	42,500	41,870
Curriculum related Activities - Purchase of goods and services	24,461	21,250	24,526
Trading	7,396	6,500	4,870
Fundraising & Community Grants	7,075	9,000	4,984
Other Revenue	16,491	3,600	4,020
	<u>94,794</u>	<u>82,850</u>	<u>80,270</u>
Expense			
Extra Curricular Activities Costs	23,568	20,750	27,757
Trading	2,225	6,500	5,828
Fundraising and Community Grant Costs	6,185	8,500	3,151
	<u>31,978</u>	<u>35,750</u>	<u>36,736</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>62,816</u>	<u>47,100</u>	<u>43,534</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	20,330	18,000	21,982
Information and Communication Technology	-	-	269
Library Resources	270	4,000	395
Employee Benefits - Salaries	1,011,537	1,077,500	1,013,297
Staff Development	6,239	7,000	9,398
Depreciation	38,522	30,000	41,016
	<u>1,076,898</u>	<u>1,136,500</u>	<u>1,086,357</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	4,771	5,000	4,465
Board Expenses	300	500	2,059
Communication	1,527	1,500	2,259
Consumables	6,043	5,900	5,290
Operating Leases	(107)	1,800	(719)
Other	17,804	11,100	16,784
Employee Benefits - Salaries	53,420	47,000	55,146
Insurance	3,962	4,500	3,598
Service Providers, Contractors and Consultancy	4,958	4,500	4,524
	<u>92,678</u>	<u>81,800</u>	<u>93,406</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	34,047	29,000	33,068
Cyclical Maintenance	8,871	4,000	9,486
Grounds	1,120	1,150	823
Heat, Light and Water	16,406	14,500	16,787
Repairs and Maintenance	13,215	10,100	21,046
Use of Land and Buildings	278,153	220,000	223,696
Employee Benefits - Salaries	16,855	17,500	20,907
	<u>368,667</u>	<u>296,250</u>	<u>325,813</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	98,291	8,576	33,766
Cash and cash equivalents for Statement of Cash Flows	<u>98,291</u>	<u>8,576</u>	<u>33,766</u>

Of the \$98,291 Cash and Cash Equivalents, \$24,770 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. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$98,291 Cash and Cash Equivalents, \$6,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	422	36,759	1,400
Receivables from the Ministry of Education	4,756	-	75,359
Teacher Salaries Grant Receivable	76,570	71,052	71,052
	<u>81,748</u>	<u>107,811</u>	<u>147,811</u>
Receivables from Exchange Transactions	422	36,759	1,400
Receivables from Non-Exchange Transactions	81,326	71,052	146,411
	<u>81,748</u>	<u>107,811</u>	<u>147,811</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	695	-	-
	<u>695</u>	<u>-</u>	<u>-</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements - Crown	75,158	9,844	-	-	(12,868)	72,134
Furniture and Equipment	69,602	2,602	-	-	(12,874)	59,330
Information and Communication Technology	13,761	12,996	-	-	(5,223)	21,534
Leased Assets	5,138	3,832	(907)	-	(3,474)	4,589
Library Resources	28,564	4,271	(172)	-	(4,083)	28,580
Balance at 31 December 2023	<u>192,223</u>	<u>33,545</u>	<u>(1,079)</u>	<u>-</u>	<u>(38,522)</u>	<u>186,167</u>

The net carrying value of furniture and equipment held under a finance lease is \$4,589 (2022: \$5,138)

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.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements - Crown	267,613	(195,479)	72,134	257,769	(182,611)	75,158
Furniture and Equipment	254,251	(194,921)	59,330	251,649	(182,047)	69,602
Information and Communication Technology	114,052	(92,519)	21,534	101,057	(87,296)	13,761
Leased Assets	9,402	(4,813)	4,589	9,832	(4,694)	5,138
Library Resources	83,768	(55,188)	28,580	79,982	(51,418)	28,564
Balance at 31 December 2023	<u>729,086</u>	<u>(542,920)</u>	<u>186,167</u>	<u>700,289</u>	<u>(508,066)</u>	<u>192,223</u>

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	5,038	3,779	24,502
Accruals	5,849	4,465	4,465
Banking Staffing Overuse	-	-	5,299
Employee Entitlements - Salaries	82,820	84,031	84,031
Employee Entitlements - Leave Accrual	2,229	3,262	3,262
	<u>95,936</u>	<u>95,537</u>	<u>121,559</u>
Payables for Exchange Transactions	95,936	95,537	121,559
	<u>95,936</u>	<u>95,537</u>	<u>121,559</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	6,000	-	-
Other revenue in Advance	834	3,084	3,084
	<u>6,834</u>	<u>3,084</u>	<u>3,084</u>

13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	65,546	53,333	56,060
Increase to the Provision During the Year	11,249	4,000	9,486
Other Adjustments	(2,378)	-	-
Provision at the End of the Year	<u>74,417</u>	<u>57,333</u>	<u>65,546</u>
Cyclical Maintenance - Current	15,553	12,834	12,834
Cyclical Maintenance - Non current	58,864	52,712	52,712
	<u>74,417</u>	<u>65,546</u>	<u>65,546</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. 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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	3,265	1,866	3,184
Later than One Year and no Later than Five Years	2,336	392	2,390
Future Finance Charges	(483)	-	(468)
	<u>5,118</u>	<u>2,258</u>	<u>5,106</u>
Represented by			
Finance lease liability - Current	2,931	1,866	2,848
Finance lease liability - Non current	<u>2,187</u>	<u>392</u>	<u>2,258</u>
	<u>5,118</u>	<u>2,258</u>	<u>5,106</u>

15. Funds Held for Capital Works Projects

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

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	<u>22,520</u>	<u>15,829</u>	<u>(14,829)</u>	<u>-</u>	<u>23,520</u>

Represented by:

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

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof Leak	2,036	-	-	-	2,036
Junior Block	253,439	45,046	(298,485)	-	-
Security Alarm Project	-	20,484	-	-	20,484
Totals	<u>255,475</u>	<u>65,530</u>	<u>(298,485)</u>	<u>-</u>	<u>22,520</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	22,520
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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	-	-
<i>Leadership Team</i>		
Remuneration	345,914	323,224
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	345,914	323,224

There are five members of the Board excluding the Principal and Teacher Representative. The Board had held eight full meetings of the Board in the year. The Board also has one Finance member and two Property members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	20 - 30
Benefits and Other Emoluments	2 - 3	0 - 1
Termination Benefits	-	-

Principal 2

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	0 - 1
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	2.00	0.00
	2.00	0.00

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

18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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.

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

19. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$24,770 (2022:\$22,520) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roof Leak	2,876	840	2,036
Security Alarm Project	36,313	13,579	22,734
			-
Total	39,189	14,419	24,770

(b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments.

20. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	98,291	8,576	33,766
Receivables	81,748	107,811	147,811
Total financial assets measured at amortised cost	180,039	116,387	181,577

Financial liabilities measured at amortised cost

Payables	95,936	95,537	121,559
Finance Leases	5,118	2,258	5,106
Total financial liabilities measured at amortised cost	101,054	97,795	126,665

21. Events After Balance Date

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

Statement of variance: progress against targets

Target 1

Year: 2023	Target Areas: Literacy - Writing
Links to Strategic Goal and Strategic Plan:	
Curriculum Goals:	
Goal 1: Students will experience learning success and be supported to achieve their personal best, particularly in the key areas of Literacy and Numeracy. (NELP Objectives 2, 3, 4 and 5)	
Assessment Tools	New Entrant and 10-week assessment (Including Phonological Awareness Screening tool) Literacy Learning Progressions Writing Exemplars asTTle Writing Indicators The Code testing of phonological and phonemic knowledge and spelling knowledge Little Learners Love Literacy Assessment of Reading and Spelling
Target for 2023:	Student achievement in Writing 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.
<p>Baseline Data/Historical Position (over recent years): The number of good writers had been increasing but the boys are over represented in the numbers of students who were identified as below or well below the expected level, compared to the girls. Addressing the achievement of the boys in writing has become an area we have been focusing on in recent years and finding ways to get them more engaged, confident and successful at writing continued to be our focus since then. We were also keen to raise Māori achievement levels in writing. Our list of target writers has been consistently increasing over the last few years. Across the school we have been implementing Structured Literacy 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 and write. This new approach is showing evidence of success in our achievement data particularly with our Year 3, 4 and 5 cohorts. We do see 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.</p> <p>2020 results with identified target students: By the end of 2020 we had 75% of our total students at or above, very similar to 2019's 76% so we have not managed to reduce the percentage of students below in writing overall in 2020 unfortunately. However, we did make some positive gains, particularly in the Junior school with the boys, as this had been an area, we particularly wanted to focus on in 2020. Our junior boys on the target list in Yr1 and 2 did make progress with 4/6 or 67% of the Yr1 and 2 boys identified at the start of the year moving up a level, and 50% of these 6 boys at the level by the end of the year which was very pleasing to see and resulted from a lot of hard work as our Deputy Principal in charge of the Junior School started trialling some structured literacy approaches in her class and the Junior school. 25/36 children identified as target children for writing in 2020 were boys- 69% of the target group. All 7 children who made good strong progress and moved up a level were boys- 1 Yr. 6 boy, 1 Yr. 5 boy, 1 Yr. 3 boy, 3 Yr. 2 boys and 1 Yr. 1 boy. No girls identified as target learners moved up a level.</p> <p>Of the 36 children on our list of target children in writing 19% of this group of 36 children moved up a level - 7/36 children 6/36 of this target group moved to be at the level by the end of the year-17% were at by the end of the year. Two thirds of the children who did move to be at the level were in Yr. 1 or 2, with most of them Yr2 boys. This Yr2 group have been trialling a structured literacy focus in the latter part of 2020. 29/36 across the school stayed at the same level, either well below or below- 81%. By the end of the year another 9 Yr1/0 children had been identified who will need to be added to the list of target children in 2021. 6 out of these 9 children are Yr. 1 boys.</p> <p>The 19% of target children who met the 2020 target are again very consistent with gains made in the previous 3 years in writing-20% at by the end of 2019, 18% of the target group were at by the end of 2018, and 20% of the target students moved to be at or above the expected level in 2017. In 2016 we managed to move 38% of the target group in writing and it would be great to achieve this success again and double the amount.</p> <p>In 2021 By the end of 2021 we had 78% of our total students across the whole school at or above, slightly up on 2020's 75% and 2019's 76% so we are seeing a move in the right direction for our students' writing data. We did make some positive gains, particularly in the Yr1-3 cohorts that we were looking at closely and with the Yr. 2-3 boys, as this had been a cohort, we particularly wanted to focus on in 2021. It was also pleasing to see that by the end of the year only 4/28 Year 6 students were below- 14%, so 86% of Year 6 students were at or above the level by the time they left our school. This is important to note as we have a long-term goal that students will move onto Year 7 from our school with good writing skills. We can see that we are doing well on this goal and most students are becoming successful writers by the time they leave Macandrew Bay School.</p> <p>25/39 children identified as target children for writing in 2021 were boys- 64% of the target group. 6/11 or 55% of the children who made good strong progress and moved up a level amongst the target students were boys. All of the boys who were target students who moved up a level were in Yrs. 2 and 3.</p>	

<p>No Yr. 4-6 boys who were target students shifted up a level. The Yr. 2 and 3 children have had more structured literacy teaching in their time at school compared with other cohorts and also many of them received intervention group support as well in 2021 so this may be part of the reason why these students made better progress.</p> <p>Of the 39 children on our list of target children in writing for 2021 28% of this group moved up a level to be at the level in writing by the end of the year - 11/39 children. This compares very favourably to 2020 when only 17% were at by the end of the year, with 19% of target students in 2020 showing a shift. 73% of the children who did move to be at the level were in Yr. 1-4, with half of them Yr. 2 boys. The work that was done in 2021 trialling a structured literacy focus across the school with intervention groups working with target students has really helped accelerate progress for these students who have been struggling with writing, spelling, decoding and encoding. 20/39 of the target students across the school stayed at the same level, either well below or below- 51% in 2021 compared with 81% in 2020. 8/39 of the students moved down a level in 2021. Three quarters of this group were children who were only just at the level at the end of 2020 but over the course of the 2021 year it emerged they were not progressing sufficiently to be at by the end of 2021. 25% or 2 students moved from below to well below by the end of the year, despite intervention support.</p> <p>By the end of the year an additional 5 Yr1/0 children had been identified who will need to be added to the list of target children in 2022. 4 out of 5 of these children or 80% are Yr. 1 boys.</p> <p>With 28% of target children meeting the 2021 target this shows a really good improvement on the percentage of target students we were able to shift compared with the gains made in the previous 4 years in writing- 19% in 2020, 20% at by the end of 2019, 18% of the target group were at by the end of 2018, and 20% of the target students moved to be at or above the expected level in 2017. In 2016 we managed to move 38% of the target group in writing and it is pleasing this year to have made a noticeable improvement in the identified students who were below at the start of the 2021 year.</p> <p>In 2022</p> <p>2022 data is down on the 2021 data with 72% at or above compared with 78% in 2021 and 27% below or well below in 2022, (22% below or well below last year). Most of this latter group of children are below- 24% (17% in 2022) rather than being well below- 3% in 2022 (5% in 2021)</p> <p>This continued to be the curriculum area that was hardest to lift but we did work hard in this area this in 2022 with class teachers doing their best to cater and support our target learners in the classroom with a Structured Literacy approach as we did not have enough staffing entitlement to implement structured literacy intervention group support that we did when our staffing entitlement was very generous last year.</p> <p>In 2022 we had 19% of our total pupils above the expected level, which is down on 25% in 2021. When compared with other years our percentages are continuing to decrease in students we used to have above the level in writing.</p> <p>The strongest performing cohorts were in the senior school, Yr. 6's had 36% of the class above, the Yr. 5 children had 41% above, 25% of Yr. 4 children were above.</p> <p>The Yr. 1- 3 cohorts had less students writing above the level- No Yr. 1 students were above, 10% of Yr. 2 students and only 7% of Yr. 3 students were assessed as being above the level for their age.</p> <p>We had consistent percentages of students at the expected level over recent years and this year we had the same number of students at the level with 53% at the level in 2022, 53% in 2021, 49% in 2020, 44% in 2019, 2018 and 2017.</p> <p>Most year group cohorts had large percentages of students sitting at the expected level- 50% of Yr1, 65% of Yr. 2, 75% of Yr. 3, 46% of Yr. 4 and 50% of Yr. 6. The only cohort that had less students at the level was Yr. 5- with 32%.</p> <p>The Year 6 cohort had the smallest percentage of students below or well below with only 14%. Yr. 5 with 28%, 29% of Yr. 4's are below or well below, 18% of Year 3, 25% of Yr. 2 students and 50% of Yr. 1 students.</p> <p>36 children were identified as Below or Well below for Writing at the end of 2021 based on Overall Teacher Judgement (OTJ's) and then others were added as identified as being below at the beginning of 2022. These children had targeted teaching within their classroom programme and some Teacher Aide learning support with their writing. Unfortunately we were unable to offer any Tier 2 intervention group work due to budget constraints and lack of staffing entitlement.</p> <p>3/36 (8%) of children that were Well Below for Writing in 2021 moved to be Below at the end of 2022. 11/36 (31%) of children that were Below for Writing in 2021 moved to be At by the end of 2022. 16/36 (44%) of children that were Below for Writing were still Below at the end of 2022. 2/36 (6%) of children that were Well Below for Writing were still Well Below at the end of 2022. 1/36 (3%) children left the school so data was not collected. 7/11 (64%) of children that were Below for Writing in 2021 moved to be At by the end of 2022 were girls.4/11 (36%) of children that were Below for Writing in 2021 moved to be At by the end of 2022 were boys. 4 Māori students were identified as being Below for Writing at the end of 2021 and these 4 are still below at the end of 2022. These 4 tamariki will require careful monitoring in 2023.</p>					
ACTION PLAN		LED BY		BUDGET	TIMEFRAME
In January 2023 review the 2022 Writing achievement data and identify target children in each class and year level and work out priorities for support.	Principal Literacy Leaders / Leadership Team Staff	N/A		By start of February	
Boys throughout the school make up the bulk of the Writing target group year after year so	Literacy Leaders to locate research, visit schools and see structured	Resources budget		Term 1 – Term 4	

we are keen to find ways of doing things differently to accelerate the progress of our boys. The Leadership team have been researching the evidence about structured literacy and the impact it can have on children struggling to progress in reading and writing and we began trialling supports based on Liz Kane's work in 2020 and we continued and extended this into working with our most needy students more intensively (2023) and also across the whole school in a more general way 2021-2023	literacy in action, trial class and group programmes, and lead staff meetings, revisiting concepts covered in research about accelerating progress in writing to ensure we are fully implementing this learning in our practice.	PLD budget for courses The Code resource book, teaching resources and decodable texts have been purchased for all teachers to access. Purchase the Writing Revolution- By Judith Hochman.	
Work on becoming more Dyslexia and Dysgraphia aware within our school and research ways of supporting our dyslexic learners to achieve greater success and learn in a way that is helpful to them, minimising barriers to success.	Literacy Leaders and Principal Class teachers, supported by RTLB	4D website, self-review template MOE resources, The Code resources, Decodable texts, Agility with Sounds resources.	Terms 1-4
In 2023 we were able to run Structured Literacy intervention groups across the school for 19 children. Leaders also supported and scaffolded class teachers to teach the Code throughout the year, and at the end of the year to assess and determine the progress and shift the students have made, particularly the target students. Regular class teaching will occur in all classes throughout each week to address the learning gaps identified by assessment and to explicitly teach phonemic and phonological awareness throughout the whole school.	Deputy Principals/Literacy Leaders Principal Class Teachers Deputy Principals/ Literacy Leaders Principal Class Teachers	The Code Spelling Approach and Equipped for Reading Success by David Kilpatrick Staffing resource The Grammar Project N/A	Terms 1-4 T1-4
Monitoring Meetings at Syndicate level every 3 weeks at least to discuss progress of target group. Bring writing examples to Team and Staff Meetings to discuss and seek feedback. Staff will be supported with writing at staff meetings as we will have designated staff meetings each term around writing.	Deputy Principals/Team Leaders Class teachers	N/A	Ongoing throughout year
Professional Development in Writing around developing effective Spelling programmes, phonological awareness and improving the planning of writing. Work in teams and as a staff to share skills and knowledge with developing structured literacy programmes.	Principal & Literacy Leaders	The Code Resources Writing courses as available. Liz Kane and Lyn Stone resources. Agility with Sound Resources and support	T1-4
Analyse two pieces of writing in depth for school wide assessment and for next steps for learning and to share with whānau on	Principal Literacy Leaders	N/A	Terms 1- 3 Persuasive– T1/2 Memoir T3/4

Seesaw. (Term 1 and 4). Use asTTle indicators and criteria to assist with analysis and moderation in T3 (Seniors)	Literacy Leaders and Class Teachers	Budget \$300	Ongoing in Terms 1-4	
Staff will investigate ideas for improving writing quality across all of the surface features as well as in deeper features and these ideas will be incorporated into writing programmes to see if this has an impact on the writing achievement of the target students, along with all other students. Continue exploring STEAM our local curriculum as authentic contexts for writing.		Purchase The Writing Revolution- By Judith Hochman. Murray Gadd resources and SET Readings.		
Literacy Lead teachers to model lessons and then observe all teachers teaching writing and give specific feedback and advice. Share strengths and programme ideas across the whole team and school so teachers get to learn from each other's approaches and programmes. (Writing walk throughs)	Literacy Leaders including Principal	Management Release time	Terms 2 & 3	
Teacher Aides supporting struggling writers with spelling and phonological knowledge. Teacher Aides work with individuals and groups with structured literacy activities. Teachers support and help Teacher Aides to design and structure supported lessons and activities. We have good resources to help support the teaching and learning activities.	DPS/Team Leaders Teachers Teacher Aides	Teacher Aide time. Considerable funds are spent each year by the BOT on employing TA's and supplying resources for individual target children to assist them to progress.	Ongoing T1-4.	
Data will be analysed and discussed at school, Junior Team and Senior school team and Management Level. Reports will be prepared for the BOT according to the Annual Agenda and the Principal will keep the BOT informed on the ongoing work and progress towards achieving the target throughout the year via the Principal's reports.	Principal Literacy Leaders Teachers	N/A	Terms 2, 3, 4 Reports to the BOT. Regular reporting via the Principal's BOT report.	
Links to Performance Management Goals: Writing along with Maths will be the focus for our Professional Growth Cycle in 2023. Catering for the learning needs of our struggling writers will be the specific focus and we are particularly keen to raise the achievement of the boys and all our children, particularly in the area of phonological knowledge. Observation visits, meetings, analysis of planning and assessment, and professional discussions will be part of the / professional growth cycle process, along with reflection and inquiring into the teachers' own practice. Visits to other classrooms in the school will be encouraged to observe good practice. We will also work to improve the writing skills of all our students, including those who are already at or above the expected level. We have a goal that all our students will be excellent writers in time.				

Professional Development

- Regular staff meetings or slots in staff meetings with a Writing focus. (at least twice per term)
- PLD- we are keen to consolidate, use, and build on the learning we have done in the past, and more recently.
- Professional readings and discussion at team and staff meetings
- Courses as available with Liz Kane and Structured Literacy - Whole staff PD if at all possible and courses for our teachers and teacher aides that require more time to consolidate their learning
- Liz Kane and Heggerty resources
- Investigate the Grammar Project
- Otago Literacy Assn Seminars and Literacy Symposiums
- Teaching as Inquiry focus – Raising the writing achievement of students in our school through exploring phonological and phonemic awareness.

Analysis of Variance 2023

Overall writing achievement in the school:

2023 data is down by 1% with 71% of our tamariki writing above or at the level compared with 72% in 2022, 78% in 2021. 29% were well below or below compared with 27% 2022. Most of this latter group of tamariki are below-26% rather than being well below- 3% in 2023.

Term 1 baseline data: Percentage of tamariki that were At or Above 70%

Term 4 baseline data: Percentage of tamariki that were At or Above 78%

(8% increase of tamariki At or Above)

Term 1 baseline data: Percentage of Year 1-2 tamariki that were At or Above 53%

Term 4 baseline data: Percentage of Year 1-2 tamariki that were At or Above 53%

Term 1 baseline data: Percentage of Year 3-6 tamariki that were At or Above 70%

Term 4 baseline data: Percentage of Year 3-6 tamariki that were At or Above 78%

Target tamariki:

8/32 25% of tamariki in 2022 moved from Below to At in Writing in 2023.

2/5 40% of tamariki in 2022 moved from Well Below to Below in Writing in 2023.

11/38 29% of tamariki moved from Well below to below and Below to At in Writing.

8/14 Girls 57% of Girls moved from Well below to below and Below to At in Writing in 2023.

3/24 Boys 13% moved from Well below to below and Below to At in Writing in 2023.

2/9 22% of Māori tamariki moved from Well below to below and Below to At in Writing in 2023.

2 Māori students moved from Below to Well below and we are going to closely monitor these tamariki in 2024.

Actions- What did we do?

- Staff have continued to implement and teach Liz Kane's 'The Code' Resource in 2023. In May, 4 of our teachers and staff attended the Liz Kane 2-day workshop where teachers were able to consolidate and strengthen their knowledge of teaching using a Structured Literacy approach. 6 of our teachers attended the Sharing Best practice New Zealand Literacy conference and workshops in May in Christchurch.
- In Term 1 we tested all children to learn more about their phonological knowledge and then based spelling programmes on addressing gaps and strengthening phonological learning in all classrooms. The Deputy Principals collated the Code data in Term 1 and Term 4 and shared it with the Board and staff. We were able to measure progress by doing this at the beginning and end of the year.
- We were able to offer 19 target tamariki across the school Tier 2 Intervention for Literacy. The Senior school intervention groups had a focus on needs of the tamariki around spelling and increasing their confidence to write. The other intervention groups in the Junior School focused more on building reading fluency and blending sounds when decoding in the lessons, (both reading these and writing these).
- We closely monitored and supported our target children throughout the school with their writing efforts. We ensured we also looked closely at the children who were at the level but only just, as these children can be at risk of not progressing and we needed to keep them strongly on the radar too. Some of these children received teacher aide support with writing where possible. Senior and Junior team meetings were used to discuss these individuals, their progress and ongoing needs or barriers and ideas were shared that could be helpful in enabling better success for the student.
- We continued to investigate the tools that boys who are reluctant to write need and work on strengthening these skills more e.g. phonological knowledge, ease with handwriting, fine motor skills, use of assistive technology where appropriate, spelling of high frequency words (now termed heart words), generating ideas, sequencing of ideas, lots of talking before starting to write, clear structures for writing different texts, use of graphic organisers and organisational tools for planning etc. We used a specific reading- Planning for Writing- What the results of NIMSSA tells us about students' use of planning strategies by Jan Eyre to help with ideas to improve the planning of writing across the school.
- We continued using STEAM as an authentic context for writing, providing the tamariki with opportunities to link their writing with project based learning (Term 2 and 3- How can we show manaakitanga to our community?), the use of graphic organisers and the use of digital tools through our PLD in Digital Fluency.
- We gathered school wide data on phonological knowledge, explanation writing and character writing, and looked particularly at how the boys and Yrs. 1-4 children achieved. We used this information to inform teaching programmes and to meet the specific identified learning needs of the students who were struggling with writing.
- We are working with our ERO Evaluation partner to develop a writing programme that enables all learners to access a broad curriculum through strong foundational literacy skills and knowledge as well as working on our moderation practices further developing teacher practice in making assessment judgements. We are also investigating the effectiveness of a localised writing curriculum in supporting all students to progress and achieve in their learning.
- We have found it very useful to moderate writing not just in junior school and senior school teams but across the whole school so we all get a wider sense of the progressions and this helps to achieve consistency across the school.
- We had staff meetings twice a term to look at the elements of effective an effective writing programme and we identified writing norms across our school at a staff only day. This had led to developing 10 effective writing norms for implementation in 2024.

Outcomes- What happened in 2023?

Reasons for the Variance- Why did it happen?

The Deputy Principals invested a lot of time, enthusiasm and hard work leading their teams and the school as a whole to continue learning more about structured literacy and to teach phonological knowledge using Liz Kane's Code resources to address some of the difficulties some students have with writing, reading and spelling. Board funding meant we were able to have Tier 2 Intervention groups in both the Senior and Junior School (19 target tamariki in total). It was great to have this funding and have this option to help our most at risk tamariki make progress.

We are pleased to see the evident shifts with the target children in the Senior school, particularly in Yrs. 3-6 with 8 of these tamariki moving from either Well Below to Below or Below to At in 2023.

We do worry about the impact of all the Covid 19 interruptions and Attendance rates of the past few years on our Writing Achievement for our students. As a result, overall, we are very pleased with the data but without these interruptions we may have been able to achieve better results.

Classroom teachers had the opportunity to learn a lot more about how to teach phonological knowledge and skills in a carefully planned scope and sequence and also to have more clarity about what knowledge and skills students should have by various class levels to become good spellers and encoders and decoders. It was great to see teachers embracing this new approach and putting a big focus on this in their classroom programmes, really helping empower their students in this area. It was hard for senior teachers who often had to start their students at a low level on the Code to ensure they had the basic code understandings before they could move them through to more complex understandings at a more age-appropriate level. This should resolve over time with students taught in this way from the beginning moving through the school with stronger phonological knowledge and skills to bring to writing and spelling.

Evaluation- Where to next in 2024?

The Code will continue to be taught in all classes throughout the school, with teachers and students continuing to build on last year's learning. We will continue to have a focus on targeting the explicit teaching the heart words (words with an irregular spelling pattern) with all classes across the school.

Teachers will continue to work on building up their knowledge of the Science of Reading and Writing and the Structured Literacy approach. We would like to review and explore through research what the components of an effective writing lesson look like.

We think improving the way boys feel about writing is the key to making a shift in this area. 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. 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 as has memoir and free writing. We also hope that the 10 effective writing norms we have developed as a school will have an impact on raising our boys writing achievement in 2024.

We have identified that strengthening sentence structure teaching across the school is also an area of need and so we have begun using the Grammar Project which has been a new initiative this year and we will continue to use this resource in 2024.

We have a staffing reduction in 2024 but we do have some extra staffing to be able to support our target tamariki with Tier 2 intervention in 2024. Literacy Lead teachers will model lessons and then observe all teachers teaching writing and give specific feedback and advice. We will continue to share strengths and programme ideas across the whole team and school so teachers get to learn from each other's approaches and programmes. (Writing walk throughs)

We have identified with our ERO evaluation partner that we need to develop ways to gather and respond to our writing achievement data in order to ensure the progress and acceleration of our target learners. We also have a goal to extend teachers' evaluation practices and understanding to ensure consistency across the school that it is fair and equitable for all learners. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners.

In 2024 we want to continue strengthening teaching, learning and assessment practices in writing to improve achievement levels for all learners and developing a framework of expectations and success indicators for progress in writing to better reflect on and inform next teaching and learning steps. We have developed 10 effective writing norms with our staff so we think by introducing these in 2024 that this will have a big impact on our writing programmes and help to support our target learners further. These include: 1.Feedback and Assessment- for all, 2.Purpose- What is this for? What is to be learnt? Relevant to the purpose 3.Audience- Who is it for? 4.Success Criteria 5. Explicit Teaching 6.Modelling 7.Relevance, Engaging, variety of writing 8.Examples of good writing- (Examine good writing) 9.Daily Writing 10.Planning and understanding the Writing Process

We also want to investigate designing a sustainable model for ongoing support for identified groups of learners not yet making expected progress as well as streamlining our data collection which includes ensuring we can capture the progress of our target writers.

Target 2

Year: 2023	Target Areas: Mathematics
Links to Strategic Goal and Strategic Plan:	
Curriculum Goals:	
Goal 1: Students will experience learning success and be supported to achieve their personal best, particularly in the key areas of Literacy and Numeracy.	
Assessment Tools	School Entry Assessment on Maths (Junior Mathematics Assessment) Gloss/ JAM. T4 data 2023 used as the basis of information at the start of the year. This testing will be repeated in T4 2023

<p>Overall Teacher Judgements for Mathematics PAT Maths Yr. 3-6 Term 1 and Term 4 Maths Dispositions Teacher Observations Learning Progression Framework</p>	<p>Target for 2023: Student achievement in 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.</p> <p>Baseline Data/Historical Position (over recent years): Over the past 10 years we have had very high Maths achievement. Girls have tended to struggle more with Maths than boys. We have looked carefully at why this might be and we have recognised that if our girls have strong number and patterning knowledge this is helpful in increasing their confidence and reducing Maths anxiety. We have identified that our Junior children often take time to consolidate and build up their foundational skills in Maths. As a result we are looking into a Structured Maths approach to see if this will help.</p> <p>2020 results with identified target students: We initially identified 18 target children in Maths across the school who had been identified at the end of 2019 but added some other children to the list over the year who emerged as not keeping up with their peer group or who arrived from another school. In the end we had 24 target children in Maths that we were trying to give extra support within class programmes in 2020. 15/25 target children were girls (62.5%), 9/24 target children were boys (37.5%). More girls are struggling with Maths than boys.</p> <p>25% of this group of 24 target students moved up a level- 6 out of 24 children. 67% of the students who moved are girls so it was good to see these girls making more progress. 17% of the target group moved to be at the expected level for their age group- 4/24 chn, 3 girls and 1 boy. This was less than last year when 29% moved to be at or above in 2019. 8% of the target group moved from well below to below, closer to being at the level but not there yet- 2/24 chn, 1 girl and 1 boy. 62.5% stayed either below or well below- 15 out of 24 children- 5 boys and 10 girls 12.5% moved down from below to well below- 2 boys and 1 girl. As more was expected of them this year they were shown to be well below rather than below by the end of the year.</p> <p>In 2020 when we looked at our total school population Maths achievement continued to be very strong. This strong achievement has been a consistent pattern over the past 7 years. Maths achievement data remains our strongest curriculum area again in 2020 with 88% of students doing well in Maths and being at or above the expected level. Nearly 60% of our students are at the expected level and another 29% are above the expected level. Of the 12% who are below or well below most of these children are below with only 5/165 children or 3% in the school well below.</p> <p>2021 results with identified target students: We had initially identified 14 target children in Maths across the school who had been identified at the end of 2020 but added some other children to the list over the year who emerged as not keeping up with their peer group or who arrived from another school. In the end we had 26 target children in Maths that we were trying to give extra support within class programmes in 2021. 18/26 target children were girls (69%), 8/26 target children were boys (31%). More girls continue to struggle with Maths compared with the boys.</p> <p>15% of this group of 26 target students moved up a level- 4 out of 26 children. 100% of these students who moved were girls in Yrs4-6 so it was good to see these girls making more progress. All 4 students who shifted level moved to be at the expected level for their age group- 4/26 chn, so percentages who moved to be at the level were very similar to the previous year- 15% in 2021, 17% in 2020. However, these were both less than 2019 when 29% moved to be at or above.</p> <p>35% stayed either below or well below- 9 out of 26 children- 3 boys and 6 girls- this compares to 62.5% in 2020 However, 50% of the target students moved down a level, either from being at to below, or from below to well below. These children were predominantly in Yrs. 2 and 3, though they spread across Yr. 1-4. Although when in Yr. 1 or 2 they were at the level the year before as more was expected of them, they were shown to be below by the end of the year. These children were a large part of why our target students increased from 14 at the start of the year to 26 by the end of 2021.</p> <p>We are pleased to see strong levels of success in Maths in Yr. 5 and 6 students with 89% or 25/28 of Yr. 6 students at or above by the end of the year and 92% of Yr. 5 students at or above the expected level- 22/24 students. Two of the 4 girls who moved to be at were in Yr. 6 so that will be very helpful for them as they move onto Year 7 at their next school.</p> <p>In 2021 when we looked at our total school population Maths achievement continued to be strong. This strong achievement data has been a consistent pattern over the past 8 years. Maths achievement data remains our strongest curriculum area again in 2021 with 85% of students doing well in Maths and being at or above the expected level. 54% of our students were at the expected level by the end of 2021 and another 31% were above the expected level, slightly up on 2020. Of the 15% who are below or well below most of these children (13%) are below with only 3/151 children or 2% in the school well below.</p> <p>2022 results with identified target students:</p>
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<p>23 children were identified as Below or Well below for Maths at the end of 2021 and then others added as identified as being below at the beginning of 2022. This was based on Overall Teacher Judgement (OTJ's). These children had targeted teaching within their classroom programme. Unfortunately we were unable to offer any Tier 2 intervention group work due to budget constraints and lack of staffing entitlement. 7/23 (31%) of children that were Below in Maths in 2021 moved to be At in 2022. 11/23 (48%) of children that were Below in Maths in 2021 were still below at the end of 2022. 1/23 (4%) of children that were Below in Maths in 2021 moved to be Well below at the end of 2022. 2/23 (9%) of children that were Well Below in Maths in 2021 were still well below at the end of 2022. 1/23 (4%) of children were not tested due to Health reasons.</p> <p>1/23 (4%) of children left the school so data was not collected. 6/7 (86%) of children that were Below for Maths in 2021 moved to be At by the end of 2022 were girls. 1/7 (14%) of children that were Below for Maths in 2021 moved to be At by the end of 2022 were boys. 3/6 (50%) of Māori students that were identified as being Below for Maths at the end of 2021 moved to be At the level by the end of 2022.</p> <p>Our strong Maths achievement levels have been maintained again in 2022 with very similar levels of 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 2022 with 84% of students doing well in Maths and being at or above the expected level. 53% of our students are at the expected level and another 31% are above the expected level. Of the 16% who are below or well below most of these children are below-13%, with only 4/145 children in the school or 3% well below.</p>				
ACTION PLAN		LED BY	BUDGET	TIMEFRAME
In January 2023 we review the 2022 achievement data and identify target children in each class and year level and work out priorities for supporting them to make more accelerated progress. We will also look carefully at what extra supports can be put in place for any cohorts of target children. 20 children have been identified as target children from Yrs. 1-6 with a small group of other children being closely monitored. Most of these 20 children are in Yr3-6, with only 4 Junior students identified at the end of 2022.		Principal Numeracy Lead Teachers	N/A Release Numeracy Lead Teachers	Initial Maths PAT test T1 Yr4-6. Retest T4. Gloss/ JAM T2 & T4. Overall teacher judgements against expected levels – T4. Ongoing observations and formative assessments T1-4
Individual and group learning support programmes are developed by the school team. Some target children could receive additional small group teaching in a withdrawal situation if staffing allows, or when teachers have release while student teachers are on control. We will review and assess the outcomes of any interventions and report these outcomes to the BOT and MOE through the annual target.		Numeracy Lead Teachers Specialist Maths Support Teacher Teachers	Staffing for release if available	Set up February Ongoing implementation of support programmes
Monitoring meetings at Junior and Senior Team level regularly to discuss progress of Maths Target children. PAT Maths data and JAM maths data, class Maths work will be used as evidence and as a basis for discussion about next learning steps. Data will be gathered regularly across all the Mathematical strands, including Numeracy and the data will be analysed by class teachers and Numeracy Lead Teachers to diagnose what students need to assist their learning.		Numeracy Lead Teachers Team Leaders/ DPs Teachers	N/A	Ongoing throughout the year
		Numeracy Lead Teachers Class Teachers	N/A	T1 & T4 PAT Maths Data Yr4-6. GLOSS – Mid year OTJ s – T4
As a school, and in teams, we will research information about how to raise student achievement in Maths and support students		Principal and Numeracy Lead Teachers Teaching Staff	Professional Development Budget	Term 1-4 Numeracy Symposium – if it is held Terms 1,2, and 3.

to enjoy Maths more and have a real growth mindset with Maths learning. We will explore Maths Dispositions to help support learner's confidence and belief in themselves as Mathematicians.		Staff meetings and PLD courses as available. Maths Seminars and Workshops as available	Viv Thompson Maths Facilitator will provide PD through Lead Teacher Maths sessions. Lead Maths teachers to facilitate staff meetings. One per term usually
Continue to build home/school partnerships around this target so both home and school are supporting target students to make more accelerated progress this year	Team Leaders – DPs / Numeracy Lead Teachers	Staffing for release time to organise.	Term 1 and 2
Buying resources and programmes as needed so we ensure we have engaging useful resources and tools available for our students to help them learn.	Numeracy Lead Leaders	Maths Curriculum Budget as needed \$2,000 N/A	Term 1 and ongoing as identified.
Analyse November achievement data against age appropriate expectations to evaluate outcomes and the effectiveness of programmes and to inform planning and goals for the following year.	Principal Numeracy Lead Teachers	Maths Curriculum Budget as needed N/A	November/December
Links to Performance Management Goals: Maths, along with Writing will be the focus for our Professional Growth Cycle in 2023. Catering for the learning needs of priority learners will be the specific focus. Meetings, classroom observation, analysis of planning and assessment, collaboration and discussions will be part of the Professional Growth Cycle. Teachers will reflect on their teaching and try different approaches in an effort to raise student achievement. As a team we will continue to look at what effective Maths teaching looks like at our kura and develop a school wide Maths plan that aligns with the NZC Refresh. Leaders will spend time in classrooms teaching alongside teachers and observing their teaching practice.			

Professional Development

- Regular staff meetings with a particular focus on how we are helping our target learners and new ideas and resources.
- Intervention programme if staffing allows.- Principal, Lead Numeracy Teachers, Maths team will share knowledge gained with the rest of the staff about how to accelerate Maths learning for priority learners.
- Numeracy Lead Teachers attend Lead Teacher courses as available and report back, running sessions at Staff Meetings.
- Junior and Senior Team Meetings
- Numeracy Symposium if this goes ahead.
- Appropriate Courses as they arise in 2023.
- Professional readings and research articles to share and discuss.
- Exploring what are Maths Dispositions and how can they help our students see themselves as Mathematicians.

Analysis of Variance 2023:

Actions- what did we do?

Staffing resourcing was allocated to our highest priority area- Writing and Literacy so regular intervention programmes in Maths did not happen again this year but a close eye was kept on the identified target children and they were discussed regularly at team meetings and supported within their classroom with extra attention and targeted learning activities. We had some opportunities for PD in Maths this year including some of our Junior teachers exploring a Structured Maths approach and the purchasing of some Maths resources to upskill in this area. Lead Teachers still attended some Lead Teacher sessions throughout the year and some ideas were brought back to staff meetings and shared. At times relevant readings were shared by the Lead teachers or principal prior to staff meetings and then discussed together. A staff walk through each classroom where teachers had the opportunity to share and learn new approaches and tools for teaching maths was effective. PAT Maths data was gathered in Terms 1 and 4 for our Yrs. 3-6 students. Data shows Macandrew Bay students are performing well in advance of national means and generally achieving well. All Yr. 1-6 children were assessed in Maths at the end of the year so an accurate picture was clarified with each child's strengths and gaps in knowledge identified.

Professional Development

- Regular staff meetings.

Term 1- Sharing from Maths Lead Teachers

Term 2- 3 (Share an insight and discuss focus questions from the reading and the video)

Video: Maths Rich Physical Environments What do you already have up in your classroom? What was one idea that you might go away and try in your classroom?

Reading: A focus on the science of learning- Wilkie Way- Charlotte Wilkinson

What was something that you took away from this? How do you view your Maths programme - procedural system? Declarative system? Both?

Term 3- Maths OTJ's and gaps you found after midterm testing:

We had a good discussion around our Maths OTJ data from mid-year assessment and reporting, acknowledging the importance of basing our OTJ's on more than one source of assessment. Across the school improving Basic Facts knowledge was discussed and the importance of repetition. Games such as Yahtzee, Bowl a Fact and Yahtzee were all suggested as easy games for our Senior tamariki to practise at home. Senior kaiako also talked about gaps in fraction knowledge. The Junior team is focused on a Structured Maths approach which follows a clear lesson sequence, is explicit and has lots of repetition. The team is looking into this so the tamariki build a strong foundation for Maths learning.

How do we support our Target Learners? Staff sharing

Shannon- Numicon- Specialist Teacher role (PD) versatile resource. Particularly good with target learners- A really good visual- Fractions, Groups to 10, Bridging 10, Part-whole thinking, Shannon modelled- Combinations to 10- Family of facts- went into the strategy. (Sarah Vink- RTL training)
Teacher manuals-\$250-\$300- \$80 a set. Carisbrook School is a good school to see this in action. (Ash) St Peter Chanel- add this to their stationary. Digital Teacher manual (\$650)
Chris- Popsicle Sticks- Game using a HTO board, 2 dice. Building numbers using dice and HTO board. Hank and Piper (working to 20) Making bundles.

Matt- Matt uses pattern forming which is very helpful for struggling learners. Giving them the pattern and showing how this pattern is related. If you learn a times table it is not in isolation. Copied off the board. Needs to be in ones, tens and hundreds. This helps the children retain the facts. Routine based. Materials available if needed or drawing. 6-8 tamariki on the whariki (modelled and supported) These groups can change but two target tamariki work with Matt)
Kate-Paul Swan's/ Woodin numbers. Learn the pattern and then get the tamariki to apply this knowledge for buddies to 10. Build the wooden pattern and record the related fact. <https://www.woodinmath.com/>
Mel- Substituting cards up to 10. Teen numbers- 10 and then 3 more. Using the language and writing the facts. (Lesley Swan) Helps them not to revert back to one to one counting.

Julia- Arrays to help scaffold learners. Drawing arrays 4 +4+4+4 - leading up to Multiplication.
Beth- Review with target learner at the beginning of the lesson (helping cognitive overload) Counting forwards and backwards, reading numbers to 10.(Same routine every day) Explicit teaching- Chris Woodin patterns with 8 (Focus on one number a day) Jess- In Year 3 Jess often notices a gap around Place Value knowledge. Build numbers with the Penguin game and exploring grouping up to 100.

Place it Game- rearrange to see where it fits. Independent activity but also good for scaffolding those tamariki that are struggling. Thousands book- Go down 2 spaces? What number have you found? (helps reinforce the choral counting too which is important for our target learners.

Place Value seems to be a theme emerging from across the school.

Outcomes in relation to our 2023 Maths target:

Term 2 baseline data: Percentage of tamariki that were At or Above 84%

Term 4 baseline data: Percentage of tamariki that were At or Above 86%

(2% increase of tamariki At or Above)

Term 2 baseline data: Percentage of Year 1-2 tamariki that were At or Above 71%

Term 4 baseline data: Percentage of Year 1-2 tamariki that were At or Above 76% (5% increase of tamariki At or Above)

Term 2 baseline data: Percentage of Year 3-6 tamariki that were At or Above 71%

Term 4 baseline data: Percentage of Year 3-6 tamariki that were At or Above 78% (7% increase of tamariki At or Above)

What happened with the children we identified as target children?

20 children were identified as Below or Well below for Maths at the end of 2022 and then others added as identified as being below at the beginning of 2023. This was based on Overall Teacher Judgement (OTJ's). These children had targeted teaching within their classroom programme. Unfortunately we were unable to offer any Tier 2 intervention group work due to budget constraints and lack of staffing entitlement.

7/15 47% of tamariki at the end of 2022 moved from Below to At in Maths in 2023. 1/3 33% of tamariki moved from Well Below to Below in Maths. 8/20 40% of tamariki moved from Well Below to below and Below to At in Maths in 2023.

2023 Overall

Our strong Maths achievement levels have been maintained again in 2023 with very similar levels of 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 2023 with 84% of students doing well in Maths and being **at or above** the expected level. 57% of our tamariki are **at** the expected level and 27% are **above** the expected level in 2023. Of the 16% who are **below** or **well below** most of these tamariki are **below-13%**, with only 5/151 children in the school or 3% **well below**.

Cohorts: Only 25/151 students are below or well below with very few of these students well below- only 3% and 13% are below the expected level. Numbers of students who are below or well below in Maths are reasonably consistent across the year levels. Yr. 1, 3 and 5 have no children who are well below. Of the 5 tamariki in the Yr. 2 class, 1 in Yr. 4 and 2 in Yr. 6. All classes have the majority of the class at or above the level in Maths.

Yr. 1- 93% at or above, Yr. 2- 60%, Yr. 3- 94%, Yr. 4- 86%, Yr. 5- 77% and Yr. 6- 88%.

It is great to see this consistency of achievement mostly across the school in Maths. The Yr. 3 and Yr. 4 and Yr. 6 tamariki had particularly strong achievement in 2023.

In 2023 the boys are again achieving more successfully in Maths than the girls with 34% of the boys **above** compared to 19% of the girls. Generally overall both boys and girls are doing well with their Maths, although the boys are doing better this year. The girls are closing the gap with just 4% separating boys and girls compared with 5% in 2022 and 10% in 2021.

Reasons for the Variance – Why did it happen?

Covid 19 illness and absences and attendance still impacted learning for some of our students. In general, we are very pleased with the data but without these interruptions for some of our students we may have been able to achieve better results.

In 2023, we did not have enough available resourcing to put in place direct intervention programmes for our at risk Maths students. If we had enough staffing resourcing to do both, I think we would have seen a bigger shift for more target students but we have to work within the staffing resourcing we have, with many competing demands for its use.

Where to Next?

We believe we need to give our students more consolidation time and the opportunity to practice and consolidate their Maths learning. We want to continue exploring a Structured Maths approach and how it could benefit our tamariki, particularly our target children and Junior children with their foundational maths skills.

We have identified that supporting our target children with their Maths in the home should be an area we target in 2024. We really want to continue supporting these tamariki so they can improve their Maths achievement from Term 1 to 4. We want to sustain a focus on strengthening home-school partnerships for increased participation and contribution by whānau and parents for the benefit of learners. It would be good to be able to support our oldest target Maths tamariki with accelerating their Maths achievement before they leave our kura through a possible Tier 2 intervention group.

We also have a goal to extend teachers' evaluation practices and understanding to ensure consistency across the school that it is fair and equitable for all learners. In 2024 we want to continue strengthening teaching, learning and assessment practices in Maths to improve achievement levels for all learners and developing a framework of expectations and success indicators for progress in Maths to better reflect on and inform next teaching and learning steps. We have also identified that improving content knowledge of our teachers in terms of clearly identifying we need to teach at each level. We will be working with Rob Proffitt- White in 2024 to help streamline our teaching and assessment practices and develop some progressions across the school- so we know what to teach next and what has gone before. We have developed 10 effective writing norms with our staff and would like to carry this mahi over to Maths to develop effective Maths norms for our staff. The teaching of Place Value seems to be a theme emerging from across the school that needs addressing and we have identified the importance of teaching Strand Maths to support overall conceptual understanding of Mathematics.

2024 Action plans for: Place Value, Working with families (Target Learners), Structured Maths, Tier 2 Intervention, Maths Norms, Framework of Expectations for our kura.

Nic Brown
Tumuaki/Principal
Macandrew Bay School

Evaluation and analysis of the school's students' progress and achievement

In 2023, overall our tamariki were achieving and progressing very well across the national curricula. Our high achievement in Mathematics, Science and Reading continued as it has in the past.

Reading

This continues to be a strong curriculum area at our school with 82% of our Year 1-6 students reading at or above the expected level in 2023.

Large percentages of our students are achieving **above** the standard, particularly in the Senior school with 50% of our Year 6 tamariki, 69% of our Year 5 tamariki and 31% of Year 4 tamariki in 2023. When we compare this to 2022 the data is similar with 50% Year 6 students **above** the level, 68% of Year 5 students **above** and 43% of Year 4 children **above**.

The Years 1-3 children are more in line with the normal curve with 18% of Yr. 1 students **above**, 5% of Yr. 2 students and 21% of current Yr. 3 cohort have no students above but 89% **at**.

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

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

In the Yrs. 4-6 cohorts this ranges from a fairly consistent 27% in Yr. 6, 19% in Yr. 5, 59% in Yr. 4.

The pattern is a bit different in Yr. 1 **60%**, Yr. 2 **(73%)** and Yr. 3 **(89%)** where we have greater percentages of students at the 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.

Good patterns of high achievement are evident across all ethnic groups and genders. 84% of boys are **at** or **above** the level in and 86% of girls are **at** or **above** the level in Years 3-6. In Year 0-2 we are noticing that more boys than girls are **below** and **well below**. We will continue to monitor this cohort and 3/3 of the Year 2 boys received targeted reading intervention.

Māori:

67% of Māori students are **at** or **above** in reading in 2023, compared to 71% in 2022.

19% of Māori students were **above** and 48% were **at** the level this year compared with 14% of Māori students **above** and 57% **at** the level in 2022.

Seven Māori students were **below** or **well below** (33%) compared with six Māori students or 28% **below** in 2022. This needs careful monitoring and almost all of the Māori students were identified as target learners this year and they received some form of intervention or targeted reading teaching.

100% of Pasifika students were at the level expected.

Writing

2023 data is down by 1% with 71% of our tamariki writing above or at the level compared with 72% in 2022, 78% in 2021. 29% were well below or below compared with 27% 2022.

Most of this latter group of tamariki are below or working towards the level-26% rather than being well below-3% in 2023. This continues to be the curriculum area that is hardest to lift. We have continued to work really hard in this area 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 2 intervention groups running this year following a Structured Literacy approach. The Senior school intervention groups had a focus on needs of the tamariki around spelling and increasing their confidence to write. The other intervention groups in the Junior School focused more on building reading fluency and blending sounds when decoding in the lessons, (both reading these and writing these).

The strongest performing cohorts were in the senior school, Yr. 6's had 31% of the class above, the Yr. 5 tamariki had 31% above, 17% of Yr. 4 tamariki were above.

The Yr. 1- 3 cohorts had less students writing above the level- 9% (2) Yr. 1 students were above, No Yr. 2 students were above. What is interesting is that 26% of Yr. 3 students were assessed as being above the level for their age, which is very pleasing to see.

Cohorts:

Year 3,4,5 6 students have the strongest writing achievement in the school this year. Of the senior school children, the Year 6 children had the best achievement (81% at or above). The Year 3 cohort performed very well with 79% of tamariki at or above, which is very pleasing for our Year 3's who are into their second year of Structured Literacy learning.

In 2023 56% of Māori tamariki were at or above by the end of the year compared with 52.4% of Māori tamariki in 2022. (75% in 2021, 71% in 2020, 65% in 2019)

9/21 Māori students were **at** the level by the end of 2023- 42% **at** and 14% were **above**. 2 Māori students were identified as being well below but 7/21 (34%) were below.

The majority of these Māori students are going to be in Year 2 and Year 3 next year so we will be working hard to support these students who have been identified as below or well below to make shifts in their writing achievement in 2024. We did access support from the Resource Teacher of Literacy for 2 of our Māori students that are well below and these 2 students also received Tier 2 Intervention support this year.

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

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

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

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

We have 29/74 boys across the school who are either well below (5 boys – 3% well below) or below (24 boys- 32%) so in total 35% of boys in 2023 are either below or well below, 32% in 2022, 29% in 2021, 30% in 2020, 34% of boys in 2019, and 31% in 2018).

This is compared to 14/70 (20%) girls in 2022 who are below the level and 2 girls who are well below.

So, 22.9 % of girls are either below or well below (which is the same as in 2022) in 2023 for writing compared to 35 % 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 unfortunately not improved this year and have dropped back from our 2022 achievement. 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 as has memoir and free writing. We also hope that the 10 effective writing norms we have developed as a school will have an impact on raising our boys writing achievement.

Maths

Our strong Maths achievement levels have been maintained again in 2023 with very similar levels of 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 2023 with 84% of students doing well in Maths and being at or above the expected level.

57% of our tamariki are **at** the expected level and 27% are **above** the expected level in 2023.

Of the 16% who are **below or well below (working towards the level)** most of these tamariki are **below**- 13%, with only 5/151 children in the school or 3% **well below**.

Cohorts:

Only 25/151 students are below or well below with very few of these students well below- only 3% and 13% are below the expected level.

Numbers of students who are below or well below in Maths are reasonably consistent across the year levels. Yr. 1, 3 and 5 have no children who are well below. Of the 5 tamariki who are well below there are 2 children in the Yr. 2 class, 1 in Yr. 4 and 2 in Yr. 6.

All classes have the majority of the class at or above the level in Maths,

Yr. 1- 93% at or above, Yr. 2- 60%, Yr. 3- 94%, Yr. 4- 86%, Yr. 5- 77% and Yr. 6- 88%.

It is great to see this consistency of achievement mostly across the school in Maths. The Yr. 3 and Yr. 4 and Yr. 6 tamariki had particularly strong achievement in 2023.

In 2023 the boys are again achieving more successfully in Maths than the girls with 34% of the boys **above** compared to 19% of the girls.

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

So, in 2023 85% of boys are **at** or **above** the level expected in Maths compared with 86.7% in 2022 and 89% in 2021. **81%** of girls are **at** or **above** the expected level which is the same as it was in 2022 and 79% of the girls in 2021. It is really pleasing to see that both the boys and girls achievement is in the 80 percent range.

Less boys are **below or well below in 2023** compared to the girls-

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, although the boys are doing better this year. The girls are closing the gap with just 4% separating boys and girls compared with 5% in 2022 and 10% in 2021.

Māori:

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

62% of Māori students are at or above in 2023 compared with 71% in 2022 compared with 55% in 2021.

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

Summary:

Maths and Reading are still our strongest curriculum areas again in 2023.

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

In Reading we have less students reading above and more reading at. Many students take two or three years to move to this level of success. Across the school we have been implementing Structured Literacy 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 new approach is showing evidence of success in our achievement data particularly with our Year 3, 4 and 5 cohorts.

Staff across the school have put a lot of effort into Writing but this area still lags behind the other two learning areas. We will maintain our focus on improving our Writing achievement, particularly looking at how we can raise the achievement of the boys. Although we have seen a decline in achievement in the writing data this year (71% at or above compared to 72% last year) we do see 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. 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. We feel that previously we may have been marking too high and that is something to consider when we look at the writing data overall. As mentioned previously developing a framework of expectations and success indicators for progress in writing will hopefully help us with lifting our writing achievement. This is a focus we are working on with our Evaluation partner from ERO.

Other Curriculum Areas in 2023

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 Science Curriculum Area

99% of students are at or above the expected level in 2023 (98% in 2021, 96% in 2019, 96% in 2017) with 34% of students above in this unit in 2023, (35% in 2021, 39% in 2019, 49% above in 2017). 100% of Māori students were at or above with the majority of Māori students- 64% being at the level. This was compared with 91% at or above in 2021, 100% at or above in 2019 and 89% at and above in 2017. Māori students are consistently performing very well in Science. Boys and Girls are both performing well on this topic, though the boys are doing slightly better with more students above the level- 36% compared to 33% of the girls. 1 girl out of 74 is below for Science.(Y4)

The rest of the cohorts had no tamariki below. Most younger children in Years 1-4 were at the level and the majority of Senior School students in Yrs. 5 and 6 were above the level. The children really enjoyed this topic and got a lot out of it. All students across the school achieved well.

Student Achievement in the Technology Curriculum Area:

89% of our students are above or at the level in Technology across the school compared with 95% in 2020 and 93% in 2015. We have students right across the school that are achieving above the level compared with the majority coming from Yr. 2 or Yrs. 4-6 in 2020. Both boys and girls have similar data for achieving at in Technology. More boys in the Year 3-6 cohorts are achieving below the expected level than girls. Slightly more girls are achieving above in comparison to the boys. Generally, our Māori students are tracking well in Technology. We do have 20% (4) students across the school that are below or working towards the level for Technology.

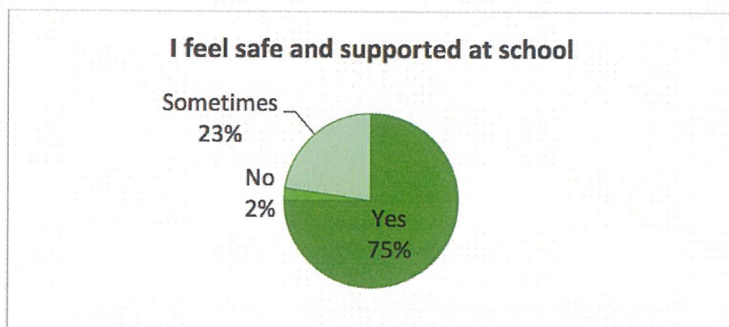
Student Achievement in the Drama Curriculum Area:

Overall, 99% of our tamariki are either above or at the level in Drama in 2023. 66% of our tamariki were **AT** the level when looking at whole school cohorts. Only 2 (1%) of tamariki across the school that were assessed were **BELOW** or not achieving at the level which suggests that our students feel safe and confident to participate in Drama and activities and have some really good basic Drama skills. Overall, 33% of our tamariki were **ABOVE the level**. This is pleasing to see and is slightly up when we look at the historical data for comparison. There were more girls ABOVE than boys, however this gap was less pronounced with the Junior School data.

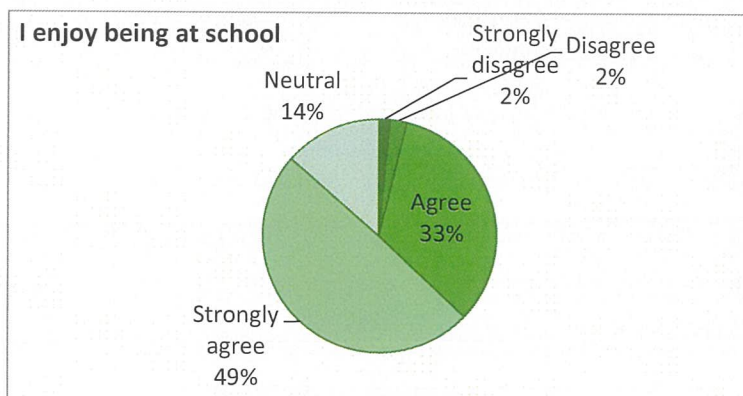
Emotional Safety Survey

We surveyed our children in May 2023 and analysed the data. We used a google form survey again and it has allowed us to easily collate the data. We got responses from 132 children as some children were away from school unwell the week the survey was administered. All age groups in the school were asked the same questions, though younger children were supported to do the survey by their teachers or teachers' aides with the adults recording their responses.

98% of our ākonga generally feel safe and supported at school with less than 2% (3) of our tamariki saying they didn't feel safe and supported at school compared with 99% in 2021, thus showing our tamariki consistently feel safe and supported.



82% either strongly agreed or agreed with this question I enjoy being at school and 14% were neutral. 2% strongly disagreed with the statement and 2% disagreed with the statement compared with 80% either strongly agreed or agreed with this question while 15% were neutral in 2021.



97% of children said they feel respected at school, at least some of the time and 3% said no they didn't compared with 98% in 2021. Again we are pleased that there is consistency with almost all tamariki feeling respected at our kura.

Attendance in 2023:

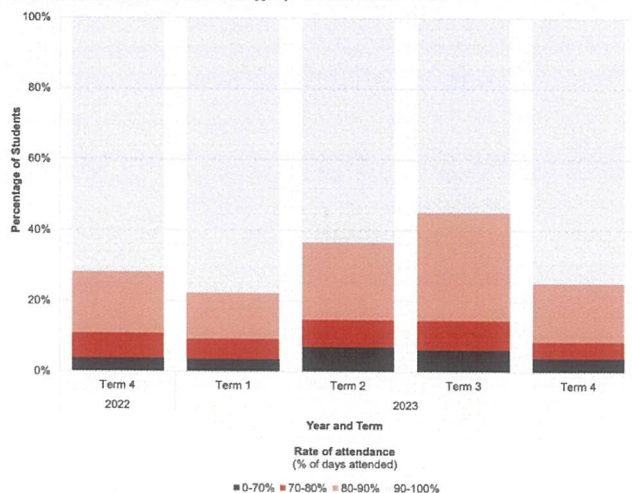
In 2023 the average attendance by tamariki at our kura was 89.35%. Regular attendance is defined for statistical purposes as 90% or higher.

In term 4 2023 74.8% of our tamariki had an attendance rate of between 90-100%. 16.6% of our tamariki had an attendance rate of between 80-90%, 4.6% of our pupils had an attendance rate between 70-80%.

Only 4% of our students had an attendance rate that was below 70%.

Student attendance rates, by Term

NB: If the total number of students is small, we suggest you use this data with caution.



Year	Term	Total Students	# of students attending (% of days)				% of students attending (% of days)			
			90-100	80-90	70-80	60-70	90-100	80-90	70-80	60-70
2022	4	156	112	27	11	6	71.8	17.3	7.1	3.8
2023	1	139	108	18	8	5	77.7	12.9	5.8	3.6
	2	142	90	31	11	10	63.4	21.8	7.7	7.0
	3	144	79	44	12	9	54.9	30.6	8.3	6.3
	4	151	113	25	7	6	74.8	16.6	4.6	4.0

How we have given effect to Te Tiriti o Waitangi in 2023

In 2023 some of our Board of Trustees members attended NZSTA Giving Effect to Te Tiriti o Waitangi workshops which were provided locally. Key learnings from these workshops included:

- Giving effect to Te Tiriti is a journey rather than an event; boards and individual members are at different stages of this journey.
- There is no 'one-size fits all approach' to effectively apply Te Tiriti in schools or achieve Māori educational well-being.
- Boards need to critically reflect on the possibilities for giving effect to Te Tiriti in their own learning community.
- Te Ao Māori values need to be felt and lived rather than just 'understood'.
- Translating Māori values into English and transposing them into a non-Māori worldview has the potential to change or reduce their real meaning.

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.

In 2023 we re-established our whānau rōpū with our Māori whanau meeting on a Sunday afternoon each term. The focus in 2023 was whakawhānaungātanga- connecting and establishing relationships and supporting our kura with initiatives such as whole school Kapa Haka and our Matariki Celebration Day. A whole school Hangi is planned for 2024 after a successful whānau rōpū hangi bringing our 21 Māori whanau together in November 2023.

We have been communicating with Ōtākou marae in 2023 through the Kaitoko Mātauraka. We are looking at how our kura can possibly support or help Ōtākou 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.

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

2 staff members completed He Papa Tikanga and 3 staff members completed Level 4, He Tikanga Whakaaro through Te Wānanga o Aotearoa in 2023. We continued our Te Reo and Tikanga 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, Ōtākou Runanga website and whānau.

In 2023 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 whanau rōpū and learnings and support from our local rūnaka and the Māori Achievement Collaborative. Our Kaiako and Kaimahi are committed to implementing this plan in 2024 and continuing to progress their own knowledge of Te Reo and Tikanga through ongoing professional development opportunities.

All our tamariki learnt Kapa Haka on Wednesdays and for the first time all our tamariki took to the stage at the Otago Polyfest performing in 2 rōpū, Tuakana and Teina. Our Kaiako progressed their knowledge of Te Reo Māori and Tikanga through the Kapa Haka context in 2023.

Our Māori Curriculum Review in 2023 highlighted these important points:

- For our kura to focus our learning on local Māori histories.
- Macandrew Bay Kura is fortunate to have a long-standing relationship with local mana whenua, particularly Ōtākou marae.
- Being a Māori Achievement Collaborative (MAC) school since 2017 has been instrumental in culturally sustaining our Māori tamariki.
- Whānau rōpū hui have had a major focus on building relationships and connections as well as planning for the future
- Whole School Kapa Haka and attending Polyfest has been a positive development in 2023.
- Board had a general discussion and wondering about future goals, including encouraging written reo, and whether this would help enhance learning in other areas.
- Our Board agreed that Macandrew Bay has successfully incrementally implemented Te Ao Māori thus far, and it was positive to see some staff choosing their professional development upskilling in Māoritanga.

Macandrew Bay School

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Macandrew Bay School Board of Trustees:</p> <ul style="list-style-type: none"> • has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students. • 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. • is a good employer and complies with all conditions included within employee contracts. • Ensures all employees are treated fairly, without bias or discrimination • Meets all EEO requirements. <p>We work hard to maintain a very positive culture within our kura. Manaakitaka 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 Respect and Kindness and Caring. These are the foundations for positive relationships between staff, students, parents/whānau and the community.</p> <p>The Principal regularly checks in with staff around their wellbeing- pastoral care needs which include regular conversations and catch ups.</p> <p>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</p>

	<p>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.</p> <p>Our EEO programme ensures the implementation of our EEO Policy – refer SchoolDocs. We are due to survey staff as part of our EEO School Docs review Term 2 2024. 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.</p> <p>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. All applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant factors.</p>
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	
<p>How are you recognising, Te Tiriti o Waitangi</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p>Article 1: Kāwanatanga</p> <p>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.</p> <p>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).</p>

Article 2: Rangatiratanga

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 **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikaka Māori.

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).

Article 3: Ōritetanga

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.

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).

We have regular hui whānau to ensure that whānau can share ideas of how we might better cater for their tamariki.

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.

How have you enhanced the abilities of individual employees?	<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 to ensure their individual needs are being met and to discuss their goals and aspirations for the future. All teaching and support staff are given the opportunity to undertake professional learning in areas they wish to further develop.</i>
How are you recognising the employment requirements of women?	<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>
How are you recognising the employment requirements of persons with disabilities?	<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>

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



Macandrew Bay School



Simply the best for our children.

Use of Kiwisport Funding in 2023

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

In 2023 the school received \$2,168.20 (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.

Our children have also participated in Beach Education through St Kilda Surf Life-saving club and buses for this cost us \$2415. So some of the remaining funds went to paying for this and we hope that some of our tamariki will join the local Surf Lifesaving Club.

We have brought coaches into the school in 2023 for tennis 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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