

# EAST TAIERI SCHOOL

## ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

# East Taieri School



Ministry Number:	3733
Principal:	Jennifer Horgan
School Address:	11 Cemetery Road, East Taieri, Mosgiel 9024
School Email:	<a href="mailto:etaieri@east-taieri.school.nz">etaieri@east-taieri.school.nz</a>
Accountant / Service Provider:	Accounting For Schools Limited

# EAST TAIERI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

## Index

Page	Statement
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	<b>Financial Statements</b>
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 17	Notes to the Financial Statements
18	Other Information

East Taieri School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

JARED HAYES  
Full Name of Presiding Member

Jennifer Horgan  
Full Name of Principal

J Hayes  
Signature of Presiding Member

J Horgan  
Signature of Principal

20.5.25  
Date:

20.5.25  
Date:

# East Taieri School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	3,110,458	3,079,617	2,935,918
Locally Raised Funds	3	224,852	181,950	165,507
Interest		14,467	9,000	10,473
<b>Total Revenue</b>		<b>3,349,777</b>	<b>3,270,567</b>	<b>3,111,898</b>
<b>Expenses</b>				
Locally Raised Funds	3	146,773	118,950	108,477
Learning Resources	4	2,343,121	2,270,228	2,182,855
Administration	5	137,503	149,916	155,902
Interest		1,989	175	1,799
Property	6	721,600	712,760	663,614
		<b>3,350,986</b>	<b>3,252,029</b>	<b>3,112,647</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(1,209)</b>	<b>18,538</b>	<b>(749)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(1,209)</b>	<b>18,538</b>	<b>(749)</b>

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

# East Taieri School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		459,071	459,071	490,700
Total comprehensive revenue and expense for the year		(1,209)	18,538	(749)
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		11,338	-	-
Distribution - Capital Works Project		-	-	(30,880)
<b>Equity at 31 December</b>		469,200	477,609	459,071
Accumulated comprehensive revenue and expense		469,200	477,609	459,071
<b>Equity at 31 December</b>		469,200	477,609	459,071

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.

# East Taieri School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	235,742	331,848	287,316
Accounts Receivable	8	180,558	145,000	151,550
GST Receivable		26,995	7,500	11,163
Prepayments		5,714	5,500	5,171
Inventories	9	32,174	25,000	29,095
Funds Receivable for Capital Works Projects	15	38,211	-	33,602
		519,394	514,848	517,897
<b>Current Liabilities</b>				
Accounts Payable	11	218,030	175,000	196,874
Revenue Received in Advance	12	-	-	4,264
Provision for Cyclical Maintenance	13	39,094	25,000	43,000
Finance Lease Liability	14	8,425	6,000	7,964
Funds held on Behalf of the Ministry of Education	15	1,636	-	1,636
		267,185	206,000	253,738
<b>Working Capital Surplus/(Deficit)</b>		252,209	308,848	264,159
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	261,675	208,761	223,761
		261,675	208,761	223,761
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	37,187	35,000	22,100
Finance Lease Liability	14	7,497	5,000	6,749
		44,684	40,000	28,849
<b>Net Assets</b>		469,200	477,609	459,071
<b>Equity</b>		469,200	477,609	459,071

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

# East Taieri School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		679,976	659,617	642,171
Locally Raised Funds		227,700	41,231	151,740
Goods and Services Tax (net)		(15,832)	3,663	5,692
Payments to Employees		(431,998)	(265,054)	(381,409)
Payments to Suppliers		(447,933)	(447,750)	(394,196)
Interest Paid		(1,989)	(175)	(1,799)
Interest Received		10,570	9,747	10,075
Net cash from/(to) Operating Activities		20,494	1,279	32,274
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(69,571)	15,001	(24,853)
Net cash from/(to) Investing Activities		(69,571)	15,001	(24,853)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		11,338	-	(30,880)
Finance Lease Payments		(9,225)	(3,713)	(9,316)
Funds Administered on Behalf of Third Parties		(4,610)	31,965	24,145
Net cash from/(to) Financing Activities		(2,497)	28,252	(16,051)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(51,574)</b>	<b>44,532</b>	<b>(8,630)</b>
Cash and cash equivalents at the beginning of the year	7	287,316	287,316	295,946
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>235,742</b>	<b>331,848</b>	<b>287,316</b>

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

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

# East Taieri School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

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

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

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

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

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

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

#### **Classification of leases**

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants

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 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**

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 to crown owned assets	5-100 years
Furniture and equipment	5-20 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	10 years

### **j) 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. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

**k) Accounts Payable**

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

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

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

*Long-term employee entitlements*

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

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

**m) Revenue Received in Advance**

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

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

**n) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital

**o) Provision for Cyclical Maintenance**

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

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

**p) Financial Instruments**

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in-kind**

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



## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Operational Grants	679,976	659,617	633,301
Teachers' Salaries Grants	1,909,413	1,900,000	1,820,703
Use of Land and Buildings Grants	521,069	520,000	481,914
	<u>3,110,458</u>	<u>3,079,617</u>	<u>2,935,918</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations & Bequests	75,396	63,250	53,230
Fees for Extra Curricular Activities	97,199	77,900	67,759
Trading	34,510	35,800	35,648
Fundraising & Community Grants	17,747	5,000	8,870
	<u>224,852</u>	<u>181,950</u>	<u>165,507</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	95,890	84,950	82,713
Trading	50,883	34,000	25,764
	<u>146,773</u>	<u>118,950</u>	<u>108,477</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>78,079</u>	<u>63,000</u>	<u>57,030</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	40,954	45,600	25,819
Equipment Repairs	3,834	5,000	5,351
Information and Communication Technology	34,884	33,000	30,257
Library Resources	3,384	4,500	3,544
Employee Benefits - Salaries	2,201,329	2,170,128	2,063,200
Staff Development	16,644	12,000	10,970
Depreciation	42,092	-	43,714
	<u>2,343,121</u>	<u>2,270,228</u>	<u>2,182,855</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	8,561	4,500	2,417
Board Fees	4,525	-	3,845
Board Expenses	1,092	5,175	735
Communication	1,753	1,500	2,857
Consumables	15,163	17,200	14,311
Operating Lease	1,867	8,500	-
Other	12,130	11,050	12,557
Employee Benefits - Salaries	82,353	90,591	110,185
Insurance	6,315	7,150	5,312
Service Providers, Contractors and Consultancy	3,744	4,250	3,683
	137,503	149,916	155,902

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Caretaking and Cleaning Consumables	72,238	72,360	66,595
Cyclical Maintenance Provision	11,181	-	(1,839)
Grounds	7,888	6,500	7,818
Heat, Light and Water	26,471	30,000	24,410
Rates	15,962	14,800	13,688
Repairs and Maintenance	16,342	21,000	12,925
Use of Land and Buildings	521,069	520,000	481,914
Security	2,182	1,300	1,750
Employee Benefits - Salaries	48,267	46,800	56,353
	721,600	712,760	663,614

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

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	142,423	331,848	197,795
Short-term Bank Deposits	93,319	-	89,521
Cash and cash equivalents for Statement of Cash Flows	235,742	331,848	287,316

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

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	3,871	-	8,465
Receivables	1,433	145,000	80
Interest Receivable	773	-	747
Teacher Salaries Grant Receivable	174,481	-	142,258
	<u>180,558</u>	<u>145,000</u>	<u>151,550</u>
Receivables from Exchange Transactions	2,206	145,000	827
Receivables from Non-Exchange Transactions	178,352	-	150,723
	<u>180,558</u>	<u>145,000</u>	<u>151,550</u>

## 9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	838	-	301
School Uniforms	31,336	25,000	28,794
	<u>32,174</u>	<u>25,000</u>	<u>29,095</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Building Improvements	72,418	-	-	-	(1,941)	<b>70,477</b>
Furniture and Equipment	121,507	69,572	-	-	(25,254)	<b>165,825</b>
Leased Assets	14,511	10,434	-	-	(11,798)	<b>13,147</b>
Library Resources	15,325	-	-	-	(3,099)	<b>12,226</b>
<b>Balance at 31 December 2024</b>	<u>223,761</u>	<u>80,006</u>	<u>-</u>	<u>-</u>	<u>(42,092)</u>	<u><b>261,675</b></u>

The net carrying value of equipment held under a finance lease is \$13,147 (2023: \$14,511)

### Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	159,579	(89,102)	<b>70,477</b>	159,579	(87,161)	<b>72,418</b>
Furniture and Equipment	653,221	(487,396)	<b>165,825</b>	583,649	(462,142)	<b>121,507</b>
Leased Assets	114,974	(101,827)	<b>13,147</b>	104,540	(90,029)	<b>14,511</b>
Library Resources	166,348	(154,122)	<b>12,226</b>	166,348	(151,023)	<b>15,325</b>
<b>Balance at 31 December</b>	<u>1,094,122</u>	<u>(832,447)</u>	<u><b>261,675</b></u>	<u>1,014,116</u>	<u>(790,355)</u>	<u><b>223,761</b></u>

## 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	11,914	-	17,506
Accruals	8,561	-	4,575
Employee Entitlements - Salaries	185,299	175,000	163,309
Employee Entitlements - Leave Accrual	12,256	-	11,484
	<u>218,030</u>	<u>175,000</u>	<u>196,874</u>
Payables for Exchange Transactions	218,030	175,000	196,874
	<u>218,030</u>	<u>175,000</u>	<u>196,874</u>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Ministry revenue in Advance	-	-	4,264
Other revenue in Advance	-	-	-
	<u>-</u>	<u>-</u>	<u>4,264</u>

## 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	65,100	65,100	66,939
Increase to the Provision During the Year	8,548	-	9,304
Use of the Provision During the Year	-	(5,100)	-
Other Adjustments	2,633	-	(11,143)
Provision at the End of the Year	<u>76,281</u>	<u>60,000</u>	<u>65,100</u>
Cyclical Maintenance - Current	39,094	25,000	43,000
Cyclical Maintenance - Non current	37,187	35,000	22,100
	<u>76,281</u>	<u>60,000</u>	<u>65,100</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

## 14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	9,479	6,700	8,953
Later than One Year	8,253	5,300	7,139
Future Finance Charges	(1,810)	(1,000)	(1,379)
	15,922	11,000	14,713
<b>Represented by</b>			
Finance lease liability - Current	8,425	6,000	7,964
Finance lease liability - Non current	7,497	5,000	6,749
	15,922	11,000	14,713

## 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

	2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions /Transfers \$	Closing Balances \$
Middle Block		(24,873)	365,802	(366,649)	-	(25,720)
Senior Block Roof Replacement	Complete	1,636		-		1,636
Bike Track		(8,728)	-		-	(8,728)
Carpark Project		-	-	(3,763)	-	(3,763)
Totals		(31,966)	365,802	(370,412)	-	(36,575)

### Represented by:

Funds Held on Behalf of the Ministry of Education	1,636
Funds Receivable from the Ministry of Education	(38,211)

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
LSC, New Entrants and S/room	Complete	(29,846)	25,894	-	3,952	-
Middle Block		8,442		(33,315)	-	(24,873)
Senior Block Roof Replacement	Complete	(98)	5,686	-	(3,952)	1,636
Office Renovations	Complete	(30,880)	-	-	30,880	-
Bike Track		(3,728)	-	(5,000)	-	(8,728)
LSM (Site Fencing)	Complete	-	11,281	(11,281)	-	-
Totals		(56,111)	42,861	(49,596)	30,880	(31,966)

### Represented by:

Funds Held on Behalf of the Ministry of Education	1,636
Funds Receivable from the Ministry of Education	(33,602)



## 16. Related Party Transactions

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

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

## 17. Remuneration

### *Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,525	3,845
<i>Leadership Team</i>		
Remuneration	483,309	465,395
Full-time equivalent members	4	4
Total key management personnel remuneration	487,834	469,240

There are 6 members of the Board excluding the Principal. The Board held 10 full meetings of the Board in the year. The Board also has Finance (1x members) and Property (1 x members) that meet monthly. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3	3
110 - 120	2	1
	5	4

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

## 18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

## 19. Contingencies

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

### Holidays Act Compliance – Schools Payroll

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

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

### Pay Equity Settlement Wash Up

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

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2024 the Board had capital commitments of \$42,519 (2023: \$384,114) as a result of entering into the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Middle Block	442,482	399,963	42,519
<b>Total</b>	<b>442,482</b>	<b>399,963</b>	<b>42,519</b>

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

### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any contracts (2023: nil).

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	235,742	331,848	287,316
Receivables	180,558	145,000	151,550
Total Financial assets measured at amortised cost	416,300	476,848	438,866

### Financial liabilities measured at amortised cost

Payables	218,030	175,000	196,874
Finance Leases	15,922	11,000	14,713
Total Financial Liabilities Measured at Amortised Cost	233,952	186,000	211,587

## 22. Events After Balance Date

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

## 23. Comparatives

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

## East Taieri School

### Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Jared Hayes	Presiding Member	Elected	May 25
Jennifer Horgan	Principal	Appointed	
Hayley Rivett	Treasurer	Elected	May 25
Elizabeth Campbell	Secretary	Elected	May 25
Garreth Jay	Health & Safety	Elected	May 25
Andrew Hollands	Property	Elected	May 25
Janine Clague	Staff Rep	Elected	May 25



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF EAST TAIERI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of East Taieri School (the School). The Auditor-General has appointed me, Mike Hawken, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 20 May 2025. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

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

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

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

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

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

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

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



- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

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

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

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

#### **Independence**

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

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

A handwritten signature in blue ink, appearing to read "Mike Hawken".

Mike Hawken  
for Deloitte Limited  
On behalf of the Auditor-General  
Dunedin, New Zealand

# East Taieri School



## **STATEMENT OF ANALYSIS OF VARIANCE 2024**



## Internal Evaluation 2024

**Strategic Goal 1:** *To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all by providing clear learning pathways and maintaining high expectations.*

**Annual Target:** *Build an understanding and awareness of the English & maths curriculum refresh through the ongoing development of our school curriculum.*

Evidence	Evidence/Measures of Success	Mid Year Review	End of Year Review
Continue working with Rob Proffitt-White to develop our maths programme and align it with the new maths curriculum and U,K,D framework	<ul style="list-style-type: none"> <li>Maths planning is consistent and coherent across the school</li> <li>Enhanced pedagogical knowledge and approaches for all kaiako</li> <li>U,K,D will be evident in planning and assessment</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing discussions about new curriculum, relevant docs added to the Maths Site</li> <li>Feedback to staff with e.g's ERO report, news from Rob, Otago Uni</li> <li>Changes to ETS documentation noted, discussed and will be worked on as new draft refresh docs come from MoE</li> </ul>	<ul style="list-style-type: none"> <li>Waiting for curriculum to finish draft stages before altering ETS docs. Using / looking at frameworks and discussions from TLF</li> <li>Jennifer/Jess contributed to a TLF zoom on Instructional Leadership for other Schools/Principals</li> <li>Enhanced pedagogical knowledge and approaches evident across school. Jess sending out a staff questionnaire in term 4 to help check on consistency and support required</li> <li>MoE resources ordered (Maths No Problem) to enhance our program</li> </ul>
Review & refine assessment practices in maths	<ul style="list-style-type: none"> <li>Streamlined approach to assessment in maths</li> <li>80% of ākonga will be at or above in maths (ET Curriculum Expectations)</li> <li>Stocktake of current practices &amp; next steps</li> </ul>	<ul style="list-style-type: none"> <li>PLD with Rob around Assessment Capable Learners and Kaiako.</li> <li>Continued upskill of kaiako around assessment</li> <li>Ensuring targeted support is in the right place</li> <li>Monitoring results across the school</li> </ul>	<ul style="list-style-type: none"> <li>Upskilling maths team while working on the diagnostic tests. This will be passed onto staff from term 4 as we work on the next steps as a whole staff.</li> <li>Pleasing results across the school</li> <li>Targeted groups with Denise and some TA work in Juniors</li> </ul>

	planned		
Build awareness of Te Mātaiaho with kaiako and our school community	<ul style="list-style-type: none"> <li>Te Mātaiaho is reflected in planning and communication</li> <li>Increased teacher knowledge and understanding of the whakapapa</li> </ul>	<ul style="list-style-type: none"> <li>Work with ImpactEd - Initial overview of Te Mātaiaho</li> <li>Staff Meetings - Unpacking Te Mātaiaho</li> <li>Linking planning documents to Te Mātaiaho</li> </ul>	<ul style="list-style-type: none"> <li>In-depth look at The Science of Learning. Part of TO Day taken by Keryn from Impact Ed.</li> <li>Sarah has been working with Keryn from ImpactEd on the refreshed English Curriculum</li> <li>Jennifer has shared links to new curriculum with the community through the school newsletter and on the school website</li> <li>Kaiako and Staff Hui unpacking the curriculum refresh</li> <li>Intensive work done on the Maths Curriculum with Rob from The Learner First</li> </ul>
Implement our Learner Qualities pathway across the school	<ul style="list-style-type: none"> <li>Learner qualities are reflected in planning and practice</li> <li>Split screens displaying learner qualities</li> <li>Ākonga and kaiako have shared language and expectations around our learner qualities</li> </ul>	<ul style="list-style-type: none"> <li>Rubric is being fine-tuned with the support of Keryn (Impact Ed)</li> <li>Being taken to Whānau for consultation - approval of Te Reo terms being used</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and has been taken to Ministry Advisor (Liaison Facilitator between whānau and schools) for consultation</li> <li>Decision made to move towards a graduate profile rather than a linear model following feedback from the community and staff</li> </ul>
School values reflected and celebrated in all aspects of school life	<ul style="list-style-type: none"> <li>Ākonga know and understand what our school values are</li> <li>Ākonga consistently display our values</li> <li>Kaiako model school values</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to model values</li> <li>In Eday Book daily, reviewed daily with classes</li> <li>Certificates at assembly recognising children demonstrating values</li> <li>Values Stars in weekly newsletter</li> <li>Consultation with whānau re: Te Reo</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to model values</li> <li>In Eday Book daily, reviewed daily with classes</li> <li>Certificates at assembly recognising children demonstrating values</li> <li>Values Stars in weekly newsletter</li> <li>Consultation with whānau re: Te Reo</li> </ul>

	and maintain high expectations for all ākonga	interpretation of school values	interpretation of school values, next step to finalise and have new signage developed in Te Reo aligning with the school vision
<b>Strategic Goal:</b> <i>To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all by providing clear learning pathways and maintaining high expectations.</i>		<b>Annual Target:</b> <i>We will ensure our school curriculum is culturally responsive and inclusive for all ākonga</i>	
Evidence	Evidence/Measures of Success	Mid Year Review	End of Year Review
Māori whānau will be involved in the development of our school curriculum	<ul style="list-style-type: none"> <li>- Our school curriculum will reflect and incorporate Mātauranga Māori, Te Reo Māori, Te Ao Māori &amp; Tikanga</li> </ul>	<ul style="list-style-type: none"> <li>• Termly hui whānau are held to gather their insights and ideas for our kura moving forward, these are implemented when possible.</li> <li>• Whānau are invited to Te Wairua o Opotea to learn alongside ākonga.</li> <li>• Parent representative attended Niho Taniwha course with Cultural Team</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation at hui whānau, a high representation of Junior parents.</li> <li>• Much discussion around Māori interpretations of our school vision.</li> <li>• Ongoing discussion around aspirations of Māori whānau for their tamariki.</li> <li>• End of year whānau celebration sharing kai and playing games together. Opportunities for whānau to give feedback and celebrate 2024</li> </ul>
All cultures within our school will be celebrated	<ul style="list-style-type: none"> <li>- Calendar created identifying different celebrations (based of survey data)</li> <li>- Parent/student sharing around the school</li> <li>- Celebrations included in newsletter</li> </ul>	<p><b>Middle Team</b></p> <ul style="list-style-type: none"> <li>- Celebrating Bastille Day at the end of Term with a parent coming to speak to the team about its history and significance.</li> <li>- Tamariki share significant cultural experiences outside of school with their pod.</li> </ul> <p><b>Junior Team</b></p> <ul style="list-style-type: none"> <li>- Chinese New Year</li> <li>- Whānau/ cultural questionnaire sent out</li> </ul>	<ul style="list-style-type: none"> <li>• World map now in the Principal's Office with photos of children indicating their country of origin. Senior School welcomed a member of the Afrikaans community to share information about Braai Day. We invited whānau to share celebrations that are important to their family with a small</li> </ul>

	events and E day book	<p>at the beginning of the year requesting that information about important celebrations in whānau can be noted</p> <p><b>Senior Team</b></p> <ul style="list-style-type: none"> <li>- Chinese New Year</li> <li>- Whānau/ cultural questionnaire sent out at the beginning of the year</li> </ul>	<p>number of responses. Parents were appreciative for the opportunity to come in to share information with classes</p>
We will acknowledge and better understand our bicultural history and heritage through the SS/ANZH curriculums	<ul style="list-style-type: none"> <li>- Full implementation of Social Sciences &amp; Aotearoa New Zealand Histories</li> <li>- SS/ANZH integrated into all school inquiry planners</li> <li>- Maori perspective for each inquiry topic</li> </ul>	<ul style="list-style-type: none"> <li>● Have implemented Social Sciences &amp; Aotearoa NZ Histories</li> <li>● Used this document to plan inquiry</li> <li>● Social Sciences &amp; Aotearoa NZ Histories is integrated into our inquiry planning</li> </ul>	<ul style="list-style-type: none"> <li>● Have implemented Social Sciences &amp; Aotearoa NZ Histories</li> <li>● Used this document to plan inquiry</li> <li>● Social Sciences &amp; Aotearoa NZ Histories is integrated into our inquiry planning</li> <li>● Term 4 Inquiry - Our Place, Our Space linked to Aotearoa NZ Histories curriculum</li> </ul>
Te Reo and Te Ao Maori will be integrated across the school and kaiako will continue to upskill in this area	<ul style="list-style-type: none"> <li>- Daily karakia and waiata</li> <li>- All ākonga have a mihi and are working towards presenting it</li> <li>- Regular mahi tahi sessions across the school</li> <li>- An active kapa haka group in each team across the school</li> </ul>	<ul style="list-style-type: none"> <li>● All classes using karakia and waiata daily in class</li> <li>● School karakia on e-day book plus resourcing on ETNet</li> <li>● All syndicates participating in Mahi Tahi</li> <li>● Each syndicate has a kapa haka</li> <li>● TA upskilling with Lewis</li> <li>● All staff invited to Kaiako conversational Ropu on Monday using Scotty Morrison book. Middle Team using this resource during Syndicate meetings</li> <li>● Termly staff meetings are held to upskill</li> </ul>	<ul style="list-style-type: none"> <li>● Cultural team attended Niho Taniwha course - looking at ways to use the structure of this to support development within the school</li> <li>● Team met Week 5 T4 to discuss next steps and organise staff meetings for 2025</li> </ul>

		teaching staff.	
Rich programmes embedded to support and extend our diverse learners	<ul style="list-style-type: none"> <li>- A tracking system is developed and being used to monitor progress</li> <li>- Evidence of learning recorded</li> <li>- Termly review of programmes</li> </ul>	<ul style="list-style-type: none"> <li>• HERO knowledge upskilled, seeing the full potential of what HERO is able to do</li> <li>• Systems and procedures constantly being refined</li> <li>• Information shared with BOT regarding HERO and Intervention Programmes, following a schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting to BOT following the schedule has been very successful.</li> <li>• Gifted and Talented/Extension programmes - information shared with wider school community - how/what/who.</li> <li>• Intervention programmes - information shared with BOT showing progression. This has been both in narrative and data analysis format.</li> <li>• EY OTJ data - analysis to also look at children who have made progress, but also with a focus on size of progress made.</li> <li>• Analysis of children within target groups to be made to identify progress made.</li> </ul>

Internal Evaluation 2024			
<b>Strategic Goal 2:</b> <i>Establish a school culture that places the well-being of both kaiako and ākonga at the forefront. This culture will be characterised by positive relationships, a profound sense of belonging, a secure and nurturing environment, and a commitment to strong core values.</i>		<b>Annual Target:</b> <i>Develop and implement a wellbeing programme for both ākonga and kaiako to support social emotional learning, and a sense of belonging.</i>	
Action	Evidence/Measure s of Success	Mid Year Review	End of Year Review
Introduce a 2x Termly well-being check in for ākonga. (recorded in a reflection book.)	<ul style="list-style-type: none"> <li>• Collating information from reflection book</li> <li>• Open discussion with ākonga and kaiako</li> </ul>	<ul style="list-style-type: none"> <li>• Review underway with children, completed 2x term. Recording results and reviewing children of concern. Teacher analysed surveys and</li> </ul>	<ul style="list-style-type: none"> <li>• All children have been surveyed across the year. The gathering of information has been reduced to 1x a term to ensure there is</li> </ul>

		followed up with the children.	<p>adequate time to allow for any changes/supports/interventions that might be required.</p> <ul style="list-style-type: none"> <li>Information is discussed at Team level and any children of concern are followed up at SLT level.</li> <li>Moving forward, we will be able to identify any emerging/longitudinal patterns.</li> </ul>
Refresh Play is the Way philosophy across the school	<ul style="list-style-type: none"> <li>Seeing/Hearing PITW in class and in the playground</li> <li>Decrease in negative behaviour</li> <li>Consistency across the school</li> <li>Building relationships across the school</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of PITW language by teachers in class and playground.</li> <li>PITW posters linked to values in the E-Day book support ongoing discussion.</li> <li>Revisiting articles in staff meetings to refresh understanding and consistency.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers continue to use PITW language consistently</li> <li>Weekly syndicate games for some teams have helped ensure the ongoing practice of PITW principles.</li> <li>Meg Gallagher's session on restorative justice aligned with the PITW model and reinforced its principles.</li> </ul>
Survey kaiako for wellbeing options and research different options to implement	<ul style="list-style-type: none"> <li>Increased well being</li> </ul>	<ul style="list-style-type: none"> <li>Meg Gallagher worked with teams and working with individuals who asked for extra support</li> </ul>	<ul style="list-style-type: none"> <li>Meg Gallagher worked with teams and working with individuals who asked for extra support. BOT has supported this initiative into 2025.</li> </ul>
Random acts of kindness days for kaiako & ākonga	<ul style="list-style-type: none"> <li>Kaiako &amp; ākonga feeling valued and increased sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>Team morning teas, positive well being for kaiako</li> <li>Kindness certificates given out to children</li> <li>Golden tickets given out by Student Council recognising children demonstrating kindness</li> </ul>	<ul style="list-style-type: none"> <li>World Teachers' Day - morning tea for staff</li> <li>Random Acts of Kindness Day</li> <li>Golden tickets given out by Student Council recognising children demonstrating kindness</li> </ul>

Student Council Wellbeing day - day of well being activities for the the whole school, yoga etc.	<ul style="list-style-type: none"> <li>- Sense of belonging, improved child wellbeing</li> <li>- Developing relationships across the school</li> <li>- Student lead wellbeing initiatives</li> <li>- Ākonga survey of options and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• To be considered as a possibility for Term 4</li> </ul>	<ul style="list-style-type: none"> <li>• Student Councillors organised a Wellbeing Afternoon whereby councillors led their classes in a variety of mindfulness activities, including gratitude posters, mindfulness colouring, craft activities</li> </ul>
CRT option to work from home on extra CRT day	<ul style="list-style-type: none"> <li>- Greater sense of wellbeing.</li> <li>- Increased work/life balance.</li> <li>- Feeling valued</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers able to work from home on CRT days</li> </ul>	<ul style="list-style-type: none"> <li>• Extra CRT Days conducive to well being</li> </ul>
<b>Strategic Goal:</b> <i>Establish a school culture that places the well-being of both kaiako and ākonga at the forefront. This culture will be characterised by positive relationships, a profound sense of belonging, a secure and nurturing environment, and a commitment to strong core values.</i>		<b>Annual Target:</b> <i>Embed our strong core values and learner qualities throughout the curriculum, fostering discussions, tasks, and lessons that emphasise and reinforce these values within the school community.</i>	
Action	Evidence/Measure s of Success	Mid Year Review	End of Year Review
Translating Learner qualities and values into Te Reo Māori	<ul style="list-style-type: none"> <li>- Ākonga and kaiako using te reo translations actively in classrooms</li> <li>- Visuals on display in school</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with Whānau Hui re Appropriate interpretation of Learner Qualities and Values</li> </ul>	<ul style="list-style-type: none"> <li>• Changed the original rubric moving to a graduate profile, ImpactEd assisting with visuals, consulting with MOE Advisor, following feedback from Whānau</li> </ul>
Working with PLD Provider to implement our learning progressions across the school	<ul style="list-style-type: none"> <li>- Progression implemented across the school (evident in planning and teaching)</li> </ul>	<ul style="list-style-type: none"> <li>• Working with ImpactEd to refine learning progressions and increase teacher knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Janine and the Inquiry Team have changed the original rubric moving to a graduate profile, ImpactEd assisting with visuals, consulting with MOE Advisor following consultation with whānau</li> </ul>

Using split screen tool to implement Learner Qualities	<ul style="list-style-type: none"> <li>- Evidence in planning and classroom teaching</li> <li>- Ākonga language and understanding of the learner qualities, deeper understanding of purpose and intent</li> </ul>	<ul style="list-style-type: none"> <li>• Discussed at our recent inquiry team meeting</li> <li>• Readings about Split Screening given to inquiry team - follow up meeting later this term to discuss implementation across school</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry Team have taken Split Screen reading back to Syndicate Teams to discuss ways of implementing this daily in classes</li> </ul>
Create a pathway for implementing our Learner Qualities across the school	<ul style="list-style-type: none"> <li>- Consistent and sequential approach to how the Learner Qualities are embedded across the school.</li> <li>- Ākonga reflecting on Learner Qualities and increased Learner Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Being fine tuned and reviewed with Keryn (Impact Ed)</li> <li>• Being taken to Whānau for consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Janine and the inquiry team have changed the Learner Qualities from a rubric to a graduate profile. As this is currently under review we will develop a pathway in 2025 once finalised.</li> </ul>
0.1 Teacher Release kaiako to upskill staff & children school wide in Te Reo Māori & Te Ao Maori	<ul style="list-style-type: none"> <li>- Increase confidence and use of te reo across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Lewis leads Te Wairua o Opotea for ākonga māori on a Thursday afternoon. This covers reo, tikanga, traditional tākaro, karakia and waiata.</li> <li>• Lisa runs an enrichment group on a Thursday morning for all children who opt in.</li> <li>• Lewis runs a 30 minute workshop for TA's every Thursday using the Scotty Morrison book.</li> </ul>	<ul style="list-style-type: none"> <li>• Lewis continues to lead <i>Te Wairua</i> for ākonga Māori on Thursday afternoons, focusing on reo, tikanga, traditional tākaro, karakia, and waiata. This provides an opportunity for ākonga to deepen their understanding of Te Ao Māori in a supportive and engaging environment.</li> <li>• He also leads a 30-minute workshop for teacher aides every Thursday, using Scotty Morrison's book as a resource. Feedback from the TAs has been positive, with many expressing increased confidence in using te reo both</li> </ul>



			<p>personally and in the classroom with ākonga.</p> <ul style="list-style-type: none"> <li>Each teaching team has set specific te reo goals to work towards, which has helped to maintain motivation and focus. The Scotty Morrison book has proven to be a valuable resource in supporting these efforts.</li> </ul>
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Internal Evaluation 2024			
<p><b>Strategic Goal 3:</b> Embrace our diverse and inclusive school culture whilst emphasising care, leadership and belonging. Embed Te Ao Maori and uphold the principles of Te Tiriti o Waitangi through continually strengthening relationships among kaiako, ākonga, whānau, and local iwi.</p>		<p><b>Annual Target:</b> Integrate diverse cultural perspectives, including Te Ao Māori and the principles of Te Tiriti o Waitangi, across our school curriculum and practices. Develop and implement culturally responsive teaching practices and initiatives.</p>	
Action	Evidence/Measures of Success	Mid Year Review	End of Year Review
Te Reo and Te Ao Maori will be integrated across the school and kaiako will continue to upskill in this area	<ul style="list-style-type: none"> <li>Daily karakia and waiata</li> <li>All ākonga have a mihi and are working towards presenting it</li> <li>Weekly mahi tahi sessions across the school</li> <li>An active kapa haka group in each team across the school</li> </ul>	<ul style="list-style-type: none"> <li>All classes using karakia and waiata daily in class</li> <li>School karakia on e-day book plus resourcing on ETNet</li> <li>All syndicates participating in Mahi Tahi</li> <li>Each syndicate has a kapa haka</li> <li>TA upskilling with Lewis</li> <li>All staff invited to Kaiako conversational Ropu on Monday using Scotty Morrison book. Middle Team using this resource during Syndicate meetings</li> </ul>	<ul style="list-style-type: none"> <li>Most Junior team kaiako have personal goals around upskilling their Te Reo and Tikanga - we found that with time/personal pressure Monday not always happening and also that Scotty Morrison book good, but not work specific enough. More around conversational language which good, but we felt more specific goals would be more useful at this stage</li> </ul> <p>📖 Ideas; Junior Māori go...</p>

			<ul style="list-style-type: none"> <li>• Middle Team teachers completed 'Māori Made Easy' books, all kaiako shared personal mihi with ākonga at Mahi Tahī and are working towards achieving personal goals set in Term 4.</li> <li>• Senior Team kaiako continue working on improving their te reo me ngā tikanga Māori, setting personal goals and have created personal mihi. We're enjoying using *Māori Made Easy* and learning everyday phrases to bring more te reo into akomanga.</li> </ul>
Strengthen and grow Kapa Haka across the school	<ul style="list-style-type: none"> <li>- Whole teams invited to participate in Kapa Haka involvement</li> <li>- Increased number of ākonga in Kapa Haka</li> <li>- Performances to the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• All KH valued by being given time within the teaching week.</li> <li>• Continue to investigate within our school community / Taieri College to upskill / build relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Very successful KH performances at Polyfest, lots of positive feedback and most tamariki Māori active participants and in Kaea roles.</li> </ul>
Investigate and develop opportunities for building relationships with local iwi and manawhenua	<ul style="list-style-type: none"> <li>- Developed connections and relationships with whānau and local iwi</li> </ul>	<ul style="list-style-type: none"> <li>• Co-Lead Teachers hold regular hui Whānau and regular meetings with Amie Curtis at MoE</li> <li>• Marae trips being investigated for Māori Whānau</li> </ul>	<ul style="list-style-type: none"> <li>• The Term 4 Whānau Hui has been planned for November 26th, with a focus on connecting whānau. Whānau will have the opportunity to provide feedback and ideas on ETS moving into 2025</li> </ul>
Making stronger	<ul style="list-style-type: none"> <li>- Whole School</li> </ul>	<ul style="list-style-type: none"> <li>• Enviro School</li> </ul>	<ul style="list-style-type: none"> <li>• Updating /</li> </ul>

connections with our local environment and learning about the stories of the Taieri from a Māori perspective	<ul style="list-style-type: none"> <li>- visited to the Sinclair Wetlands</li> <li>- Ākonga able to tell stories of the Taieri</li> </ul>	<p>work</p> <ul style="list-style-type: none"> <li>• All teams have visited Te Nohoaka o Tukiauau/Sinclair Wetlands.</li> <li>• Tamariki are more familiar with the story of Matamata.</li> </ul>	revisiting school Mihimihi drawing attention to our local stories and environment
Meet with other schools on the Taieri to investigate the possibility of creating a cultural narrative	<ul style="list-style-type: none"> <li>- Developing a cultural narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Schools on the Taieri - Principals meeting to discuss this, due to the cost this ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>• An ongoing discussion with Principals at neighbouring Taieri kura.</li> </ul>

**EAST TAIERI SCHOOL  
STATEMENT OF VARIANCE 2024**

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STATEMENT OF VARIANCE 2024**

**2024 Targets - School Wide**

**Target 1**

- 25% of Year 4-6 children will be achieving at 'Proficient or Well Above' Expectations in Reading.

**Target 2**

- 70% of our boys will be achieving at 'Within/Proficient or Well Above' Expectations for Writing

**Target 3**

- 70% of our Māori students will be achieving 'Within/Proficient or Above Expectations' in Literacy

**ALL TARGETS WERE MET**

**End of Year Achievement Results**

**Target 1**

- 25% of year 4-6 students are achieving at 'Proficient or Well Above Expectations' in Reading

<p><b>Target 2</b></p> <ul style="list-style-type: none"> <li>- <b>72% of our boys are achieving ‘Within/Proficient or Well Above Expectations’ for writing</b></li> </ul> <p><b>Target 3</b></p> <ul style="list-style-type: none"> <li>- <b>74.5% of our Māori students are achieving at ‘Within/Proficient/ or Well Above Expectations’ in Literacy</b></li> <li>- <i>(80% of our Māori students are achieving Within/Proficient/ or Well Above’ Expectations in Reading. 69% of our Māori students are achieving at Within/Proficient or Well Above Expectations in Writing)</i></li> </ul>	
<p><b>Focus:</b></p>	<p><b>LITERACY</b></p>
<p><b>Strategic Goal:</b></p>	<p><b><u>GOAL 1</u></b> To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all, providing clear learning pathways and maintaining high expectations.</p>
<p><b>Annual Goal for 2024:</b></p>	<p><b>Annual Target</b></p> <p><b>1.1</b> Build an understanding and awareness of the English &amp; maths curriculum refresh through the ongoing development of our school curriculum</p> <p><b>1.2</b> We will ensure our school curriculum is culturally responsive and inclusive for all ākonga</p> <p><b>1.3</b> Accelerate student learning in Reading, Writing &amp; Maths for students whose needs have not yet been met.</p> <ul style="list-style-type: none"> <li>- These targets give effect to Te Tiriti o Waitangi by acknowledging the importance of ongoing development within the curriculum. By including the NZC refresh, we aim to ensure our school curriculum respects and incorporates Māori perspectives, knowledge, and values. These targets directly reflect the principles of the Treaty by emphasising cultural responsiveness and inclusivity. We aim to ensure that our school's curriculum not only acknowledges but actively integrates Te ao Māori culture, language, and values into the teaching and learning environment.</li> <li>- The ongoing development of the school curriculum in alignment with the NZC refresh indicates a commitment to enhancing teaching methodologies. By updating the curriculum teachers can adopt effective and relevant instructional strategies. This can benefit students who might have struggled previously by offering new approaches that cater to diverse learning needs. The emphasis on inclusivity in the curriculum extends to ensuring that all ākonga, regardless of their background or needs, feel represented and valued.</li> <li>- Ākonga whose needs have not been met previously will find a supportive learning environment where their cultural identities are acknowledged and respected. This inclusivity fosters a sense of belonging, positively impacting their engagement and progress in literacy and numeracy.</li> </ul>

	<p><b>Student Achievement Target 1</b></p> <ul style="list-style-type: none"> <li>- <b>25% of year 4-6 students will be achieving at ‘Proficient or Well Above Expectations’ in Reading</b></li> </ul> <p><b>Student Achievement Target 2</b></p> <ul style="list-style-type: none"> <li>- <b>70% of our boys will be achieving at ‘Within/Proficient or Well Above’ Expectations for Writing</b></li> </ul>
<b>Baseline data (2023)</b>	<p><b>Baseline data:</b></p> <ul style="list-style-type: none"> <li>- Reading achievement results (whole school) have declined marginally - this is because we are using the OTJ goals/progressions rather than relying on one source such as a running record. This is making sure that children are able to access the curriculum in a variety of contexts, not just a singular assessment. Teacher understanding and knowledge has also been developing, particularly in relation to a more Structured Literacy focus.</li> <li>- Year 1 and 2 continue to show historical trends - the cohort data shows that the group of students who started in 2020 had 52% of children within or above, but by Year 4 there are 78%. 2021 cohort is similar - starting with 59% and increasing to 71% by Year 3. BSLA is having an impact in that children are taking longer to reach overall expectations, but foundations are more secure.</li> <li>- There is a decrease in the achievement of Year 6 students. This is also a reflection of the depth and breadth of expectations at year 6 level, and the need to be able to access the curriculum independently cross curricular.</li> <li>- We have identified a need to focus on our proficient and well above students in reading and writing. Although we have students who are reaching these expectations, our aim is to increase this. The number of students reaching ‘Within’ in Reading is similar for boys and girls. Interestingly, there are more boys than girls reaching proficiency in reading - 21 girls and 25 boys.</li> <li>- Reading - we are noticing that as children get older, they are reducing the amount of reading that they choose to do. This also reflects that they are transitioning from learning to read to reading to learn as they progress through the school.</li> <li>- Writing across the school - the actual number of students reaching ‘Within’ is very similar - 97 boys and 95 girls. However proficiency shows a widening gap with 12 girls and only 7 boys.</li> <li>- Interesting to note that the Year 1 children are very keen to write and we feel this is because of the impact of BSLA, with children having a secure foundation of letter and sound knowledge.</li> </ul>

<b>Actions</b>	<ul style="list-style-type: none"> <li>- We continue to achieve pleasing results across all areas of Literacy. Through our school Inquiry process we ensure Literacy is integrated across all areas of the curriculum and we encourage a passion for Literacy through our programmes.</li> <li>- We have extremely capable and knowledgeable teaching staff who are able to cater for a wide variety of needs, ensuring they provide both support and extension programmes within their classrooms.</li> <li>- Extra support is also provided by LSC, SENCO and Literacy Support teachers and Tier 2 intervention programmes within classes.</li> <li>- All classes from Year 2-6 run an ALL (Accelerated Literacy Support Programme) focusing on front loading targeted boys scaffolding their success as writers.</li> <li>- BSLA is a critical component of our school wide Literacy programme.</li> <li>- Priority and target students identified by Week 3</li> <li>- Ongoing progress tracking</li> <li>- Ongoing team and SLT meetings discussing progress tracking and effectiveness of planned interventions and programmes for accelerated learning</li> <li>- Ensure that learning programmes include an hour of reading and an hour of writing each day</li> <li>- Continue to develop learner agency</li> <li>- Maintain reading and writing practices developed over the previous years</li> <li>- Regular moderation and monitoring of reading and writing achievement to reinforce and support OTJ</li> <li>- Continue working on alignment with Literacy Progressions</li> <li>- Ensure that literacy is integrated, enabling the children to access and meet the demands of the curriculum</li> <li>- Focus on target children (accelerated learning), continuing with implementation of ALL programme throughout the school</li> <li>- Assess using a range of tools – asTTle, PAT, STAR, Probe, PM Benchmarks, exemplars, Literacy Progressions</li> </ul>
<b>Outcomes and Analysis of Variance</b>	<p><b>Target 1</b></p> <ul style="list-style-type: none"> <li>- <b>25% of year 4-6 students are achieving at ‘Proficient or Well Above Expectations’ in Reading</b></li> </ul> <p><b>Target 2</b></p> <ul style="list-style-type: none"> <li>- <b>72% of our boys are achieving ‘Within/Proficient or Well Above Expectations’ for writing</b></li> </ul> <p><b><u>Juniors</u></b></p> <p><b>What is working well:</b></p> <ul style="list-style-type: none"> <li>- <i>Resourcing</i></li> <li>- <i>Knowledge of both teachers and children</i></li> <li>- <i>TA support</i></li> <li>- <i>All Jnr teachers are BSLA trained</i></li> <li>- <i>knowledge is very strong</i></li> <li>- <i>Adaptation of programmes - very effective</i></li> <li>- <i>Our toolkit is broad - teachers are using their knowledge</i></li> <li>- <i>Tier 2 in class is very effective</i></li> <li>- <i>We haven’t lost the love of literacy</i></li> </ul>

- *Tamariki are engaged - they ALL want to learn!*
- *Tamariki are ALL experiencing success but at personal levels*
- *Daily 5 books for practising skills without the feeling of pressure*

#### **Challenges**

- *TIME*
- *Disruptions to class programmes*
- *Multiple children with high/ complex needs*

#### **Impact of Interventions - based on evidence:**

- *All children have made progress*
- *Those who have made minimal progress have been referred to outside agencies for extra support*
- *The key of the interventions is intensity and relationships*

#### **Future Steps:**

- All year 1 children will remain on BSLA scope and sequence until completed
- Year 2 children that haven't completed scope and sequence will pick up from where they finished in year 1
- Making sure that our BSLA teaching aligns with expectations of the new curriculum
- Anna to train as BSLA facilitator to ensure sustainability

#### **Middle**

#### **What is working well:**

- Tier 2 Intervention Programme, led by Belinda, is very effective. Changed focus from mid year to spelling and spelling rules, rather than reading and writing skills. Some pleasing results, but the consolidation of skills in class continues to be an issue
- Comprehension focus groups in Rm 7 & 8 - We have continued to implement comprehension groups in class, seen 2x weekly by TA alongside their normal reading sessions. A compulsory comprehension activity for all students to complete each week has encouraged children to think more deeply about what they are reading. Considerable improvement in comprehension evident in end of year data with noticeable improvement across the board in comprehension date
- Room 5 and 6 - comprehension has been a focus with our proficient readers. More sessions with the teacher this term and independent comprehension tasks each week. Probe results showed better comprehension.
- Writing - In Rm 7 & 8 there are a large number of struggling writers who require support formulating initial ideas, this has been addressed by having set groups with TA support during launch, these groups are then part of mixed ability grouping during writing sessions
- Room 5 and 6 - good enthusiasm for writing across the classes and children are keen to give everything a go. Main focus is re-reading independently and checking that writing is grammatically correct. Have spent Friday lessons focusing on how to use the dictionary and this helped give our children more independence with spelling.

#### **Challenges**

- Poor oral language skills considerably affect the ability of children to make letter sounds correctly
- The ability to retain the skills taught in class/small groups

	<ul style="list-style-type: none"> <li>- A continuing issue with reading at home, reading books sent home 4x weekly but limited number of children actually completing this</li> </ul> <p><b>Impact of Interventions - based on evidence:</b></p> <ul style="list-style-type: none"> <li>- End of Year data for vocab and reading comprehension is very pleasing and shows considerable growth of children moving from Working Towards - Within and Within - Proficient.</li> </ul> <p><b>Future Steps:</b></p> <ul style="list-style-type: none"> <li>- Continue in class reading comprehension programmes as this has made a significant difference.</li> <li>- Share with whanau at the beginning of the year the importance of reading at home each night and the benefit of this for children's progress.</li> </ul> <p><b>Seniors</b></p> <p><b>What is working well:</b></p> <ul style="list-style-type: none"> <li>- Using a combination of Joy Allcock and BSLA is effective in improving spelling</li> <li>- Daily handwriting has improved children's automaticity when writing</li> <li>- BSLA great for upskilling knowledge of teachers</li> <li>- Joy Allcock books great for whole class teaching</li> </ul> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>- Interruptions to our programmes</li> </ul> <p><b>Impact of Interventions - based on evidence:</b></p> <ul style="list-style-type: none"> <li>- BSLA and Joy having a positive effect on children's spelling approximations</li> </ul> <p><b>Future Steps:</b></p> <ul style="list-style-type: none"> <li>- Continue with BSLA</li> </ul>
<b>Evaluation and planning for 2025</b>	<p><b>Key Improvement Strategies:</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Feb 2025: Confirm level of student achievement (using 2024 achievement data and 2025 samples).</li> <li>- In collaborative teaching teams, teachers plan and implement inspiring writing programmes.</li> <li>- Literacy Team attend PLD sessions and share recommended teaching strategies with teachers.</li> <li>- Three teachers and three TAs are involved in the BSLA Microcredential training Year 0-3. Eight teachers are enrolled for Year 4-6 training, one training as a facilitator and two as specialist teachers.</li> <li>- The successful ALL model is to be continued this year throughout the school- with targeted groups in each collaborative teaching space. Literacy Leader to monitor, and lead moderations with staff.</li> <li>- Comparative data collected at the end of year.</li> <li>- Teacher content knowledge will be strengthened through regular staff PLD sessions.</li> <li>- Lead Teacher to continue to guide kaiako through English section of Refreshed Curriculum, sharing planning templates</li> <li>- Continue to work with ImpactED to develop consistency in planning throughout the school</li> <li>- Staff being led through MOE Phonics Screening training by Junior Dean</li> </ul>



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|--|---|
|  | <ul style="list-style-type: none"> <li>- All kaiako will ensure that their teaching practice is culturally responsive.</li> </ul> |
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Focus	Māori Achievement
Strategic Goals:	<p><b>School Strategic Learning Goals:</b></p> <p><b><u>GOAL 1</u></b></p> <p>To establish an inclusive and culturally responsive curriculum that empowers ākonga, nurtures well-rounded individuals with strong values, and ensures success for all, providing clear learning pathways and maintaining high expectations.</p> <ul style="list-style-type: none"> <li>- These targets give effect to Te Tiriti o Waitangi by acknowledging the importance of ongoing development within the curriculum. By including the NZC refresh, we aim to ensure our school curriculum respects and incorporates Māori perspectives, knowledge, and values. These targets directly reflect the principles of the Treaty by emphasising cultural responsiveness and inclusivity. We aim to ensure that our school's curriculum not only acknowledges but actively integrates Te ao Māori culture, language, and values into the teaching and learning environment.</li> <li>- The ongoing development of the school curriculum in alignment with the NZC refresh indicates a commitment to enhancing teaching methodologies. By updating the curriculum teachers can adopt effective and relevant instructional strategies. This can benefit students who might have struggled previously by offering new approaches that cater to diverse learning needs. The emphasis on inclusivity in the curriculum extends to ensuring that all ākonga, regardless of their background or needs, feel represented and valued.</li> <li>- Ākonga whose needs have not been met previously will find a supportive learning environment where their cultural identities are acknowledged and respected. This inclusivity fosters a sense of belonging, positively impacting their engagement and progress in literacy and numeracy.</li> </ul>

<b>Annual goal for 2024</b>	<b>Student Achievement Target 3</b> <ul style="list-style-type: none"> <li>- <b>70% of our Māori students will be achieving ‘Within/Proficient or Above Expectations’ in Literacy.</b></li> </ul>
<b>Baseline data End of Year 2023:</b>	<b>Baseline data:</b> <ul style="list-style-type: none"> <li>- <b>Baseline data</b></li> <li>- Te Wairua programme has been a valued component of Te Reo me ona Tikanga</li> <li>- Tikanga Māori and Te Reo are valued and integrated within our teaching and learning programmes</li> <li>- All learners participate in regular Mahi Tahī sessions with an extension group - Te Wairua available for those Māori students keen to increase their knowledge of te reo and tikanga Māori.</li> <li>- Kapa Haka has a high profile within the school</li> <li>- All learners experience opportunities that help them understand, experience and appreciate the bicultural tikanga of Aotearoa New Zealand - (performances, visits, powhiri, Mihi Whakatau)</li> <li>- The school has regular contact with our Resource Teacher of Māori</li> <li>- Our school is part of MAC - Māori Achievement Collaborative</li> <li>- We hold termly Hui Whānau so that whanau can share ideas of how we might better cater for their tamariki.</li> <li>- MOE Whānau/School connection facilitator working with school</li> </ul>

<b>Actions</b>	<b>Key Improvement Strategies</b> <ul style="list-style-type: none"> <li>- Feb 2024: Teachers confirm level of student achievement (using 2023 achievement data and 2024 samples)</li> <li>- Enhancing Maori students' identity, language and culture through access to high quality teaching, following the implementation of Te Reo Māori me Ōna Tikanga programme developed for East Taieri</li> <li>- In class and out-of-class support</li> <li>- Tracking of 'the whole child' using Puāwaitaka</li> <li>- Engaging with aspirations of the Māori community, by using evidence and action to build policies and practices that support Māori students to enjoy and achieve education success as Māori</li> <li>- To enhance the identity and culture of our Māori students through the integration of the Aotearoa/New Zealand histories curriculum</li> <li>- Use component of our staffing allocation to fund a teacher taking Te Reo me ona Tikanga programme for our Māori students. Weekly Te Reo sessions for support staff will also be funded</li> <li>- Our goal is to increase the number of tamariki participating in tikanga/te reo for at least 3 hours per week</li> <li>- Continue to refine our local curriculum to reflect the unique identity of the Taieri</li> <li>- Follow Annual Te Reo and Tikanga Māori Plan developed in conjunction with Lauana Thomas - Resource Teacher of Māori</li> <li>- Continue to strengthen positive Home School partnership through regular Hui Whanau</li> <li>- Strengthen knowledge and understanding of the Kai Tahu Matamata narrative, te reo Maori and tikanga of Kai Tahu, as well as the Kai Tahu dialect and tikaka (tikanga)</li> <li>- Continue termly Mihi Whakatau. welcoming new students and staff.</li> <li>- Within each team, the teacher with strengths in Te Reo will lead the team in Te Reo, sharing skills, knowledge and resources with the team.</li> <li>- Participation in MAC - Māori Achievement Collaborative</li> <li>- Continue to refine our local curriculum to reflect the unique identity of the Taieri</li> </ul>
<b>Outcomes and Analysis of Variance</b>	<b>Student Achievement Target 3</b> <ul style="list-style-type: none"> <li>- <b>74.5% of our Māori students are achieving at 'Within/Proficient/ or Well Above Expectations' in Literacy</b>  <i>(80% of our Māori students are achieving Within/Proficient/ or Well Above Expectations in Reading. 69% of our Māori students are achieving at Within/Proficient or Well Above Expectations in Writing)</i></li> </ul> <p><u>2024 End-of-Year Achievement Data for Māori Students</u>  Reading - 80% achieving at or above</p>

	<p>Writing - 69% achieving at or above Maths - 89 % (Number &amp; Algebra) achieving at or above</p> <ul style="list-style-type: none"> <li>- Overall our Māori students are achieving well, with 79% achieving Within or Above across all areas.</li> <li>- Tracking of 'the whole child' and not just focusing on Literacy and Numeracy has ensured that the strengths of our Māori students have been acknowledged and developed - Manaakitanga, Whanaungatanga, Wairuatanga, Kaitiakitanga, Rangatiratanga, Matauranga, Te Mahi Rehia and Tikanga</li> </ul> <p><b>2024</b></p> <ul style="list-style-type: none"> <li>- East Taieri belongs to the MAC Collaborative</li> <li>- Regular syndicate Mahi Tahi sessions continue in each team.</li> <li>- There are three Kapa Haka rōpu - Junior (Manu Rere), Middle (Manu Whakapiki) and Senior (Manu Mātārae).</li> <li>- Manu Mātārae has had numerous opportunities to perform this term, stepping up beautifully and demonstrating great mana in their performances.</li> <li>- Te Wairua continues for our Māori students.</li> <li>- Mihi Whakatau occurs termly - a special way to welcome new ākongā, whānau and kaiako.</li> <li>- Our Matariki evening was a lovely community celebration</li> <li>- We had 3 groups performing at Polyfest and received high praise from the community about these performances.</li> <li>- Aotearoa New Zealand Histories Curriculum has been integrated into our inquiry focus.</li> <li>- Māori learners who require support with their learning have been involved in intervention programmes.</li> </ul>
<p><b>Evaluation and planning for 2025</b></p>	<ul style="list-style-type: none"> <li>- Feb 2025: Teachers confirm level of student achievement (using 2024 achievement data and 2025 samples)</li> <li>- Enhancing Maori students' identity, language and culture through access to high quality teaching, following the implementation of Te Reo Māori me Ōna Tikanga programme developed for East Taieri</li> <li>- Support provided for all Māori learners who required</li> <li>- Engaging with aspirations of the Māori community, by using evidence and action to build policies and practices that support Māori students to enjoy and achieve education success as Māori</li> <li>- Support Te Reo me ona Tikanga programme led by Lisa Agnew - Lead Teacher Māori, supported by Lewis Howell.</li> <li>- Working alongside Elmgrove to develop our cultural narrative</li> <li>- Participate in the Māori Achievement Collaborative -Te Arahau kaupapa - a professional learning and development pathway by principals for principals, focused on changing educational outcomes for Māori students.</li> <li>- Weekly te reo sessions for TAs taken by Lead kaiako Māori Kaiako te reo after school sharing sessions</li> <li>- Principal and Māori Lead kaiako to attend MAC hui - Term Two</li> <li>- Principal and Māori Co-Lead Kaiako to attend MAC National Conference 2025</li> <li>- Hold termly Mihi Whakatau to welcome new students to East Taieri.</li> <li>- All kaiako are being led through 'Niho Taniwha' by Lead Māori Kaiako</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Amie Curtis - MOE Whānau/School facilitator is going to work alongside Lead Literacy Kaiako.</li><li>- Jess Anderson, MOE Early Intervention Teacher - working alongside Junior Dean to enhance transition to school for Māori students</li></ul> |
|--|---|

# OTJ - BOT Report - EY - 2024

1. East Taieri Curriculum Expectations and Guidelines
2. Curriculum Level Achievement based on the New Zealand Curriculum Levels
3. 2024 Targets
4. Overview: Reading, Writing, and Maths
5. OTJ Summary Tables
6. Specific Demographic Information - Reading
7. Rates of Progress - Reading
8. Year Group Information - Reading
9. Specific Demographic Information - Writing
10. Rates of Progress - Writing
11. Year Group Information - Writing
12. Specific Demographic Information - Number and Algebra
13. Rates of Progress - Number and Algebra
14. Year Group Information - Number and Algebra
15. Longitudinal Data: Reading, Writing, and Maths
16. Specific Information - Targets 2024

# Tier 1: Effective Classroom Teaching & Quality Learning Environments

Everyday quality teaching and learning = expected progress from one year to the next

	At the End of Year 1		At the End of Year 2		At the End of Year 3		At the End of Year 4		At the End of Year 5		At the End of Year 6	
	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Expected Curriculum Level/ Signpost	<b>ETS Curriculum Expectations</b> <b>ETS Reading/Writing and Mathematics Learning Progressions</b>											
	Level 1.0 Level 1.1 Level 1.2	Level 1.2	Level 1.2 Level 1.3	Level 1.3	Level 1.3 Level 2.1	Level 2.1 Level 2.2	Level 2.1 Level 2.2	Level 2.2 Level 2.3	Level 2.2 Level 2.3	Level 2.3 Level 3.1	Level 3.1 Level 3.2	Level 3.2 Level 3.3

## Explanation of East Taieri Curriculum Level Achievement based on the New Zealand Curriculum Levels

**Needs Support** - Working at least two years below expected curriculum level

**Working Towards** - Working at a level up to one year below expected curriculum level

**Within** - Working at expected curriculum level

**Proficient** - Demonstrating proficiency at expected level and showing achievement of some aspects of the level above

**Well Above** - Working at least two years above expected curriculum level

*To be well above, a Year 4 student (for example) needs to be able to demonstrate an understanding of the difference between a clause and an adverbial phrase and identify these in sentences within a range of structures. They also need to plan and write for an audience and purpose, making careful choices of the most appropriate genre and style, with language register and word choices selected and justified to communicate meaning to the identified audience.*

## 2024 Targets:

Identified Information	Current Data and Target	EY Data
<ul style="list-style-type: none"> <li>We have identified that the number of children in Proficient or Well Above in Reading is decreasing</li> </ul>	<ul style="list-style-type: none"> <li>Our target is to increase the number of students at Proficient or Well Above.</li> <li>Current data is 20%.</li> <li>Our target is to have 25% of Year 4-6 children reading within Proficient or Well Above in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>Data EY 2024 - 81% of all children are reading within/proficient/well above.</li> <li>25% of year 4-6 students are reading within proficient and well above.</li> <li>29% of Year 2-3 children are reading within proficient and well above</li> </ul>
<ul style="list-style-type: none"> <li>Boys' writing continues to be an area of concern</li> </ul>	<ul style="list-style-type: none"> <li>70% of our boys will be Within/Above for writing</li> </ul>	<ul style="list-style-type: none"> <li>Data EY 2024 - 72% of our boys are Within/Above for writing</li> </ul>
<ul style="list-style-type: none"> <li>We want to ensure our culturally responsive teaching practices have a positive impact on the achievement of our Māori students.</li> </ul>	<ul style="list-style-type: none"> <li>70% of our Māori students will be Within/Above in Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Data EY 2024: <ul style="list-style-type: none"> <li>Reading 80%</li> <li>Writing 69%</li> </ul> </li> </ul>

### Children who are Within; Proficient and Well Above East Taieri Curriculum Expectations

READING				
2020 - END YEAR	2021 - END YEAR	2022 - END YEAR	2023 - END YEAR	2024 - END YEAR
243 (313) - 78%	234 (314) - 75%	228 (294) - 78%	224 (294) - 76%	246 (302) - 81%
WRITING				
2020 - END YEAR	2021 - END YEAR	2022 - END YEAR	2023 - END YEAR	2024 - END YEAR
217 (313) - 69%	212 (314) - 68%	213 (294) - 72%	212 (293) - 72%	232 (302) - 77%
MATHS				
2020 - END YEAR	2021 - END YEAR	2022 - END YEAR	2023 - END YEAR	2024 - END YEAR
239 (313) - 76%	229 (314) - 73%	<u>Number &amp; Algebra</u> 218 (294) - 74%	<u>Number &amp; Algebra</u> 240 (294) - 82%	<u>Number &amp; Algebra</u> 249 (303) - 82%

### **Other Notes:**

We have exactly the same number of boys and girls in the data

There continues to be a peak in Year 4 and 5, but a drop in Year 6

Rates of Progress - we have identified individual children where there are inconsistencies in progress across curriculum areas. Syndicate Teams to look at this in more detail and LSC and SENCO to follow up.

Q - having time to complete a full analysis within Teams is difficult (to do this as thoroughly as we would like to do) at the end of the year - could data be presented with goals at first meeting of the next year?



## **OTJ Summary Table - 2024 - End Year**

### **READING - EY - 2024**

	Needs Support	Working Towards	Within	Proficient	Well Above	No. of students
Year 1	0	4	41	3	0	48
Year 2	0	14	25	13	1	53
Year 3	3	9	22	13	3	50
Year 4	4	5	35	6	7	57
Year 5	1	3	27	12	2	45
Year 6	1	12	25	7	4	49
<b>Total</b>	<b>9</b>	<b>47</b>	<b>175</b>	<b>54</b>	<b>17</b>	<b>302</b>

### **WRITING - EY - 2024**

	Needs Support	Working Towards	Within	Proficient	Well Above	No. of students
Year 1	0	6	41	1	0	48
Year 2	1	17	33	2	0	53
Year 3	3	9	29	8	1	50
Year 4	2	10	37	6	2	57
Year 5	1	9	32	3	0	45
Year 6	1	11	34	3	0	49
<b>Total</b>	<b>8</b>	<b>62</b>	<b>206</b>	<b>23</b>	<b>3</b>	<b>302</b>

### **MATHEMATICS: Number & Algebra - EY - 2024**

	Needs Support	Working Towards	Within	Proficient	Well Above	No. of students
Year 1	0	11	36	1	0	48
Year 2	1	10	31	10	1	53
Year 3	1	6	29	12	2	50
Year 4	1	5	33	14	4	57
Year 5	3	2	28	11	1	45
Year 6	1	13	28	3	4	49
<b>Total</b>	<b>7</b>	<b>47</b>	<b>185</b>	<b>51</b>	<b>12</b>	<b>302</b>

READING - OTJ DATA - EAST TAIERI SCHOOL - END YEAR - 2024								
	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL	WITHIN AND ABOVE	PERCENTAGE
ALL STUDENTS	9	47	175	54	17	302	246	81%
Girls	4	19	92	27	9	151	128	85%
Boys	5	28	83	27	8	151	118	78%
Maori	1	6	22	5	1	35	28	80%
Pasifika	0	1	1	0	0	2	1	50%
Asian / Indian	1	0	5	4	3	13	12	92%
NZ Pakeha / European / Other	7	40	147	45	13	252	205	81%

Subject: English: Reading

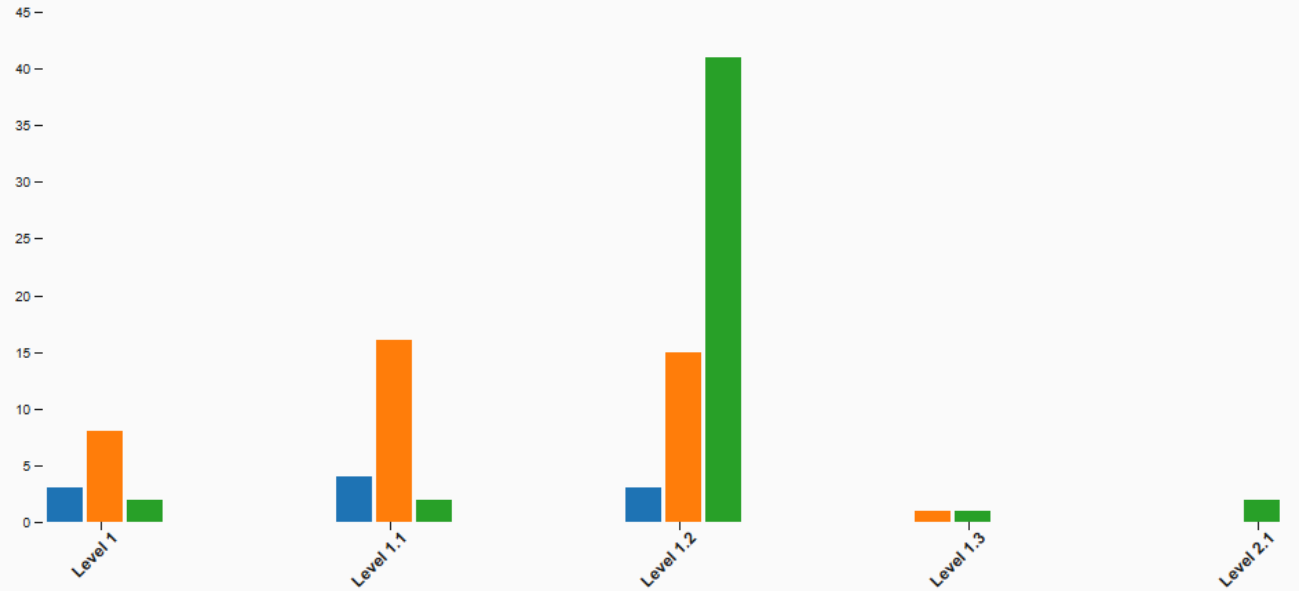
English: Reading - Progress Overview

Progress Target 1 Milestones 2

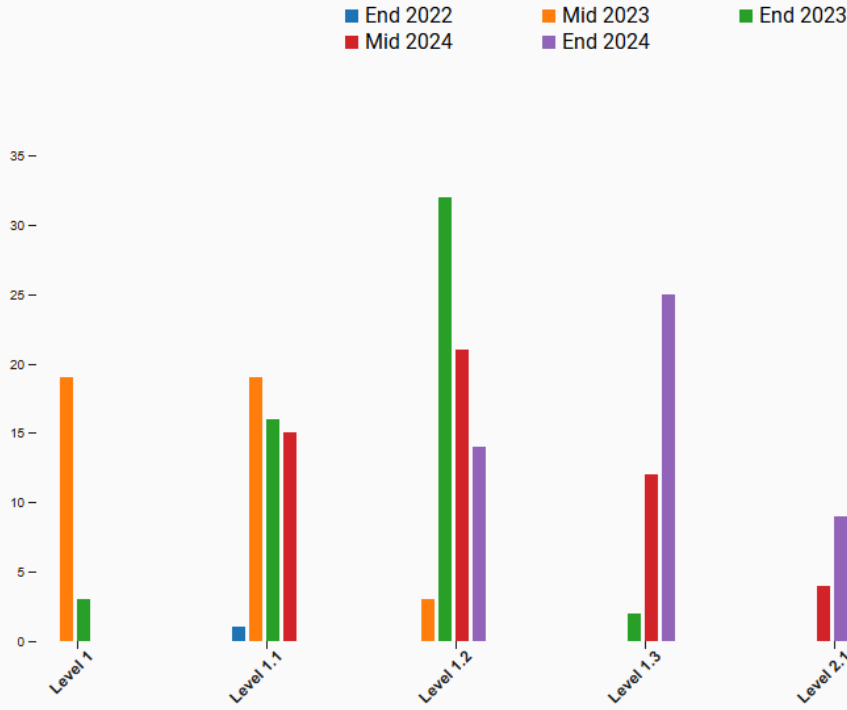
Below Target	At Target	Beyond Target	Total At and Beyond	Not Included
11% (31)	48% (141)	41% (121)	89% (262)	37

Year 1 English: Reading

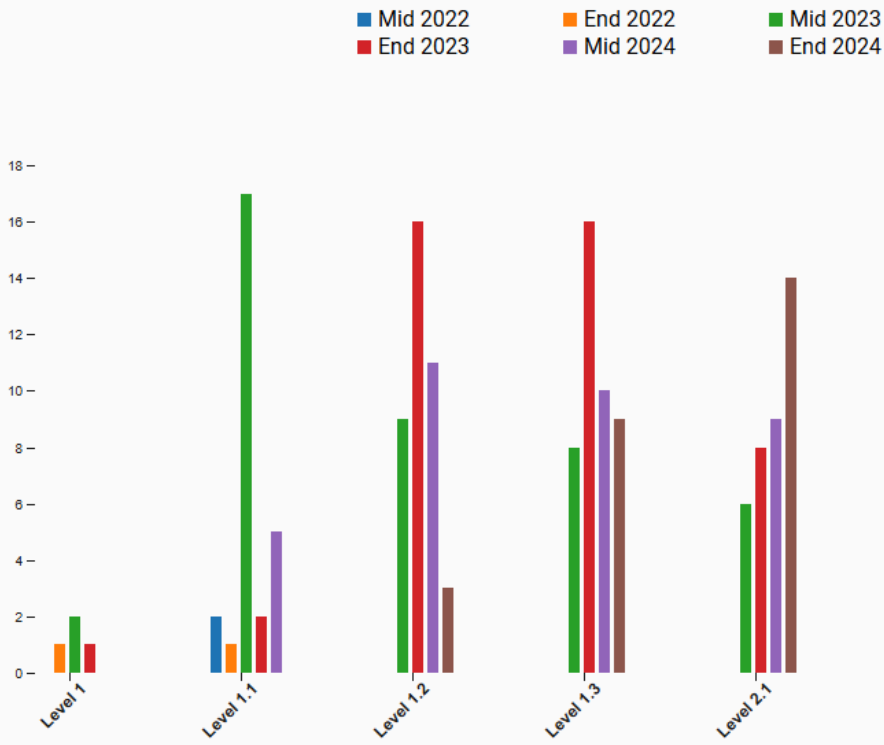
End 2023Mid 2024End 2024



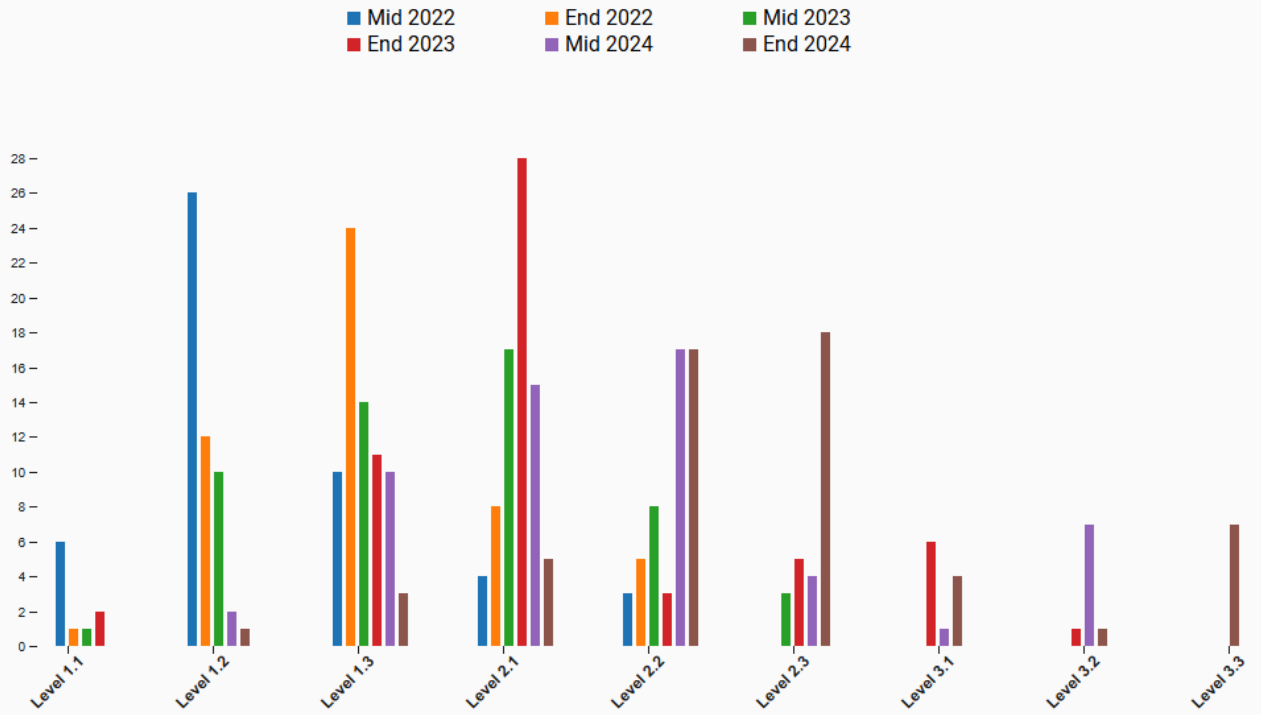
### Year 2 English: Reading



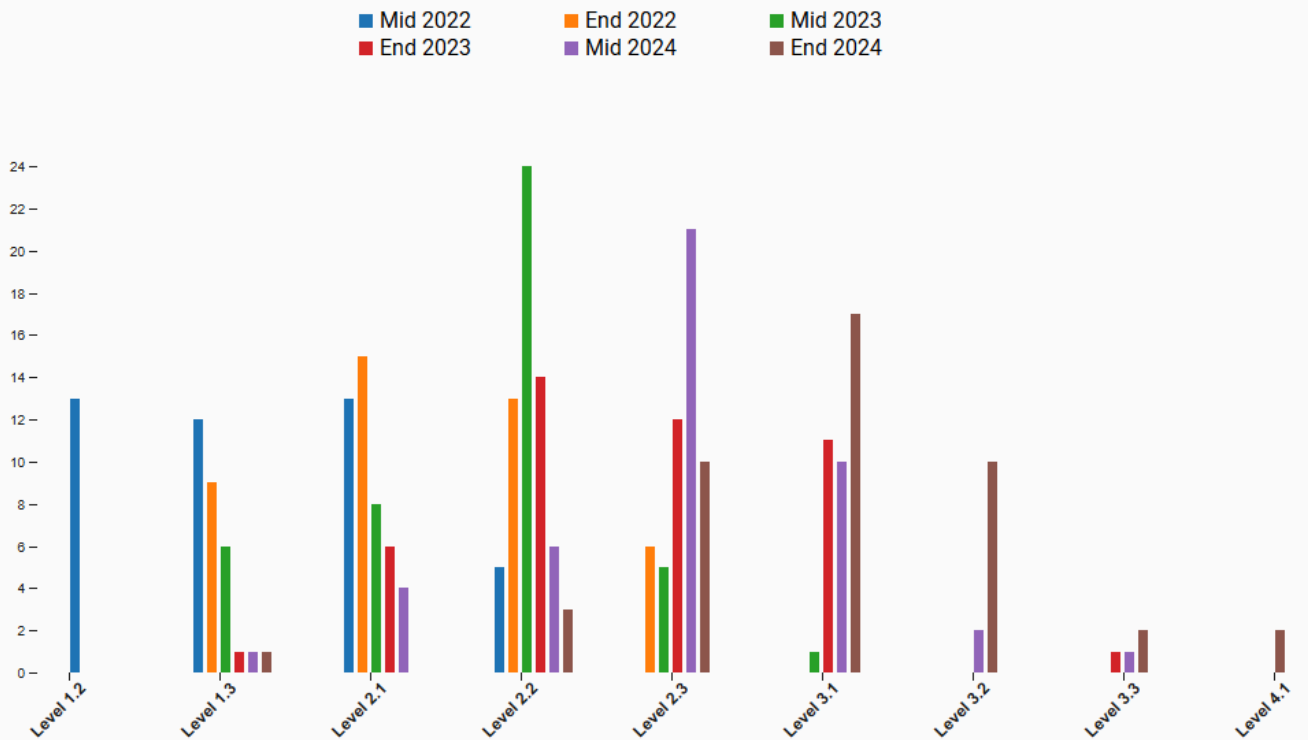
### Year 3 English: Reading

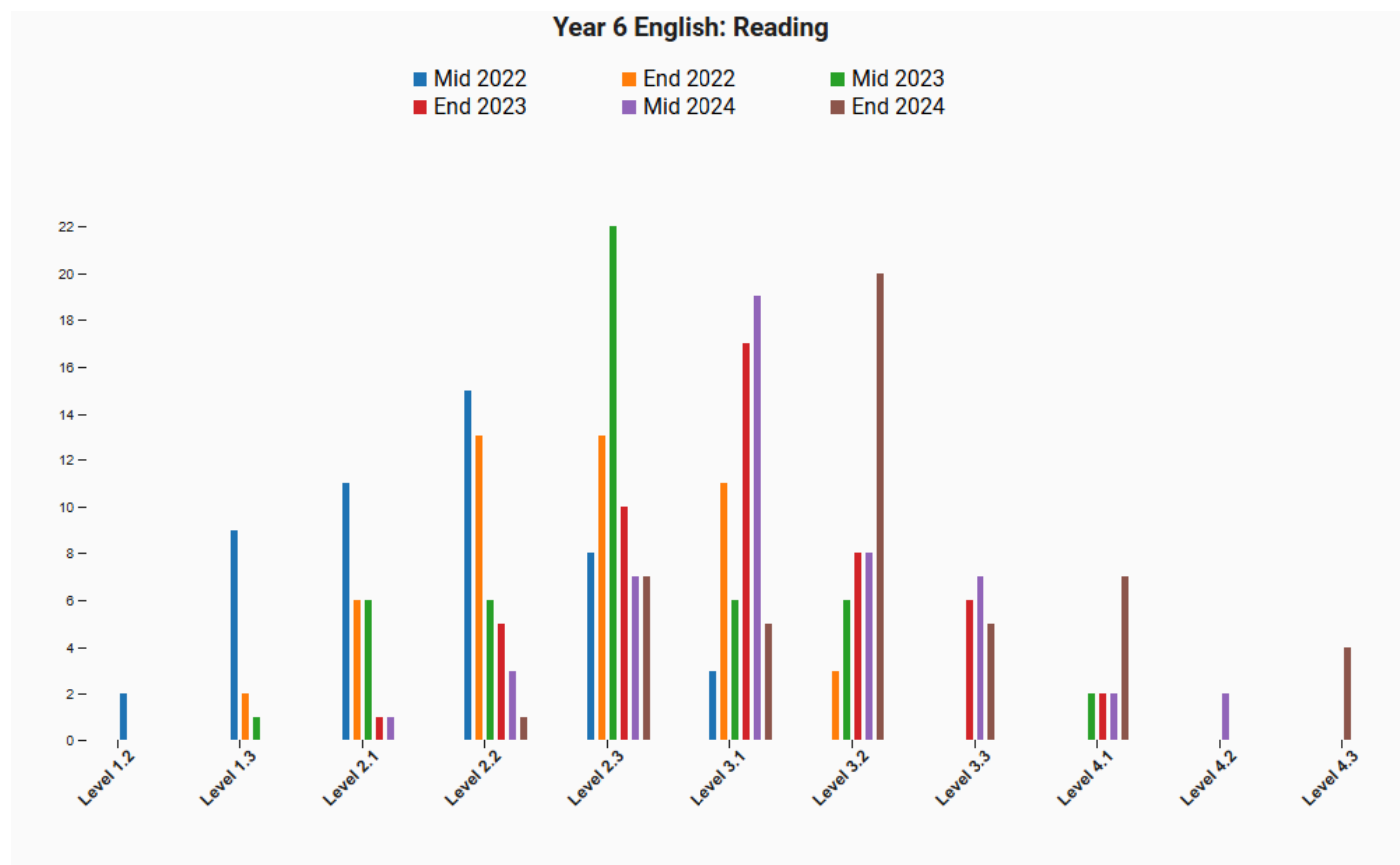


### Year 4 English: Reading



### Year 5 English: Reading





### Analysis:

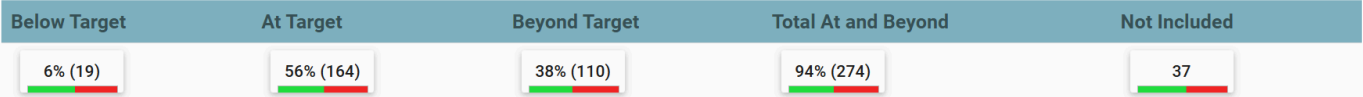
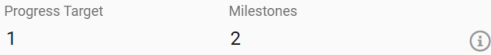
- Improvement across whole school.
- Year 1 - large number of children are within - BSLA is having an impact. Since the start of BSLA training, the numbers of children meeting Expectations have continued to increase, whereas traditionally Year 1 has been lower.
- Target extension children - also a shift. See target notes.
- Note the following changes from 2023 - 2024:

	Within 2023 - 2024	Proficient 2023 - 2024	Well Above 2023 - 2024
<b>Girls</b>	85 - 92	21 - 27	7 - 9
<b>Boys</b>	79 - 83	25 - 27	7 - 8
<b>Māori</b>	18 - 22	24 - 28	

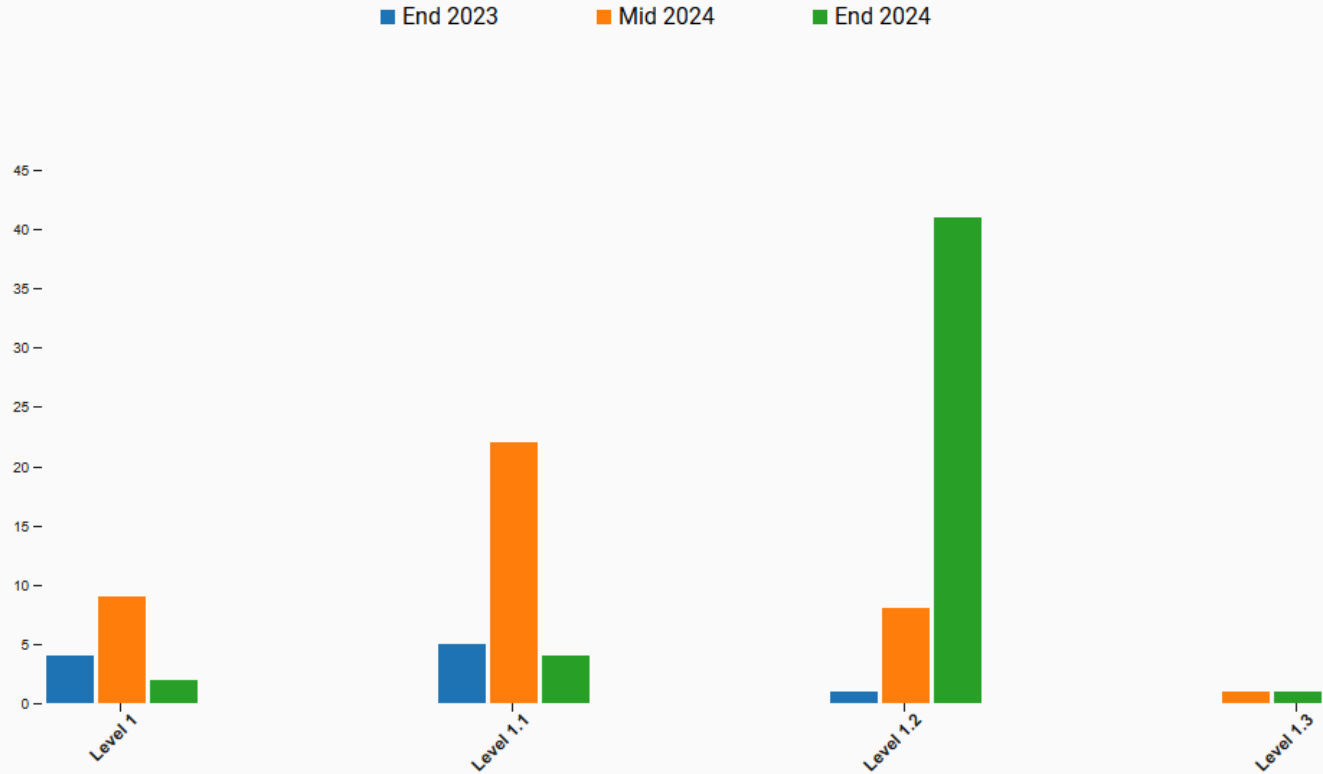
WRITING - OTJ DATA - EAST TAIERI SCHOOL - END YEAR - 2024								
	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL	WITHIN AND ABOVE	PERCENTAGE
ALL STUDENTS	8	62	206	23	3	302	232	77%
Girls	1	26	106	16	2	151	124	82%
Boys	7	36	100	7	1	151	108	72%
Maori	1	9	23	2	0	35	25	69%
Pasifika	0	1	1	0	0	2	1	50%
Asian / Indian	0	1	10	2	0	13	12	92%
NZ Pakeha / European / Other	7	51	172	19	3	252	194	77%

Subject: English: Writing

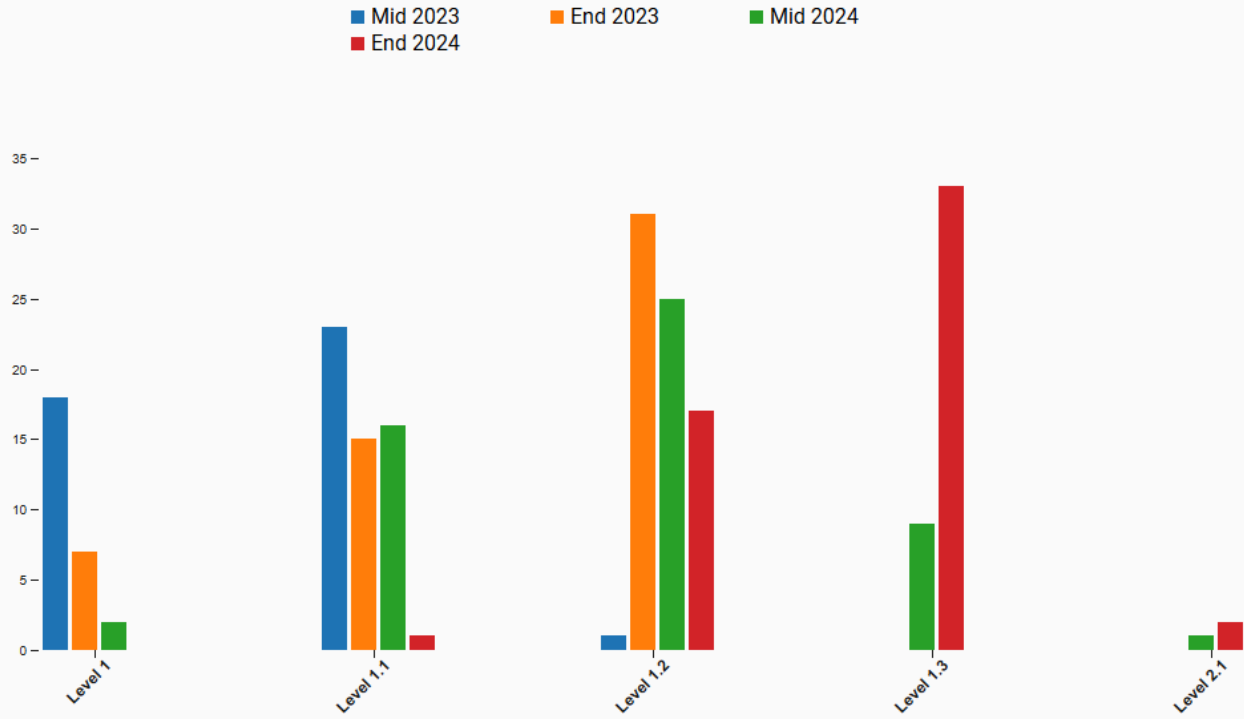
English: Writing - Progress Overview



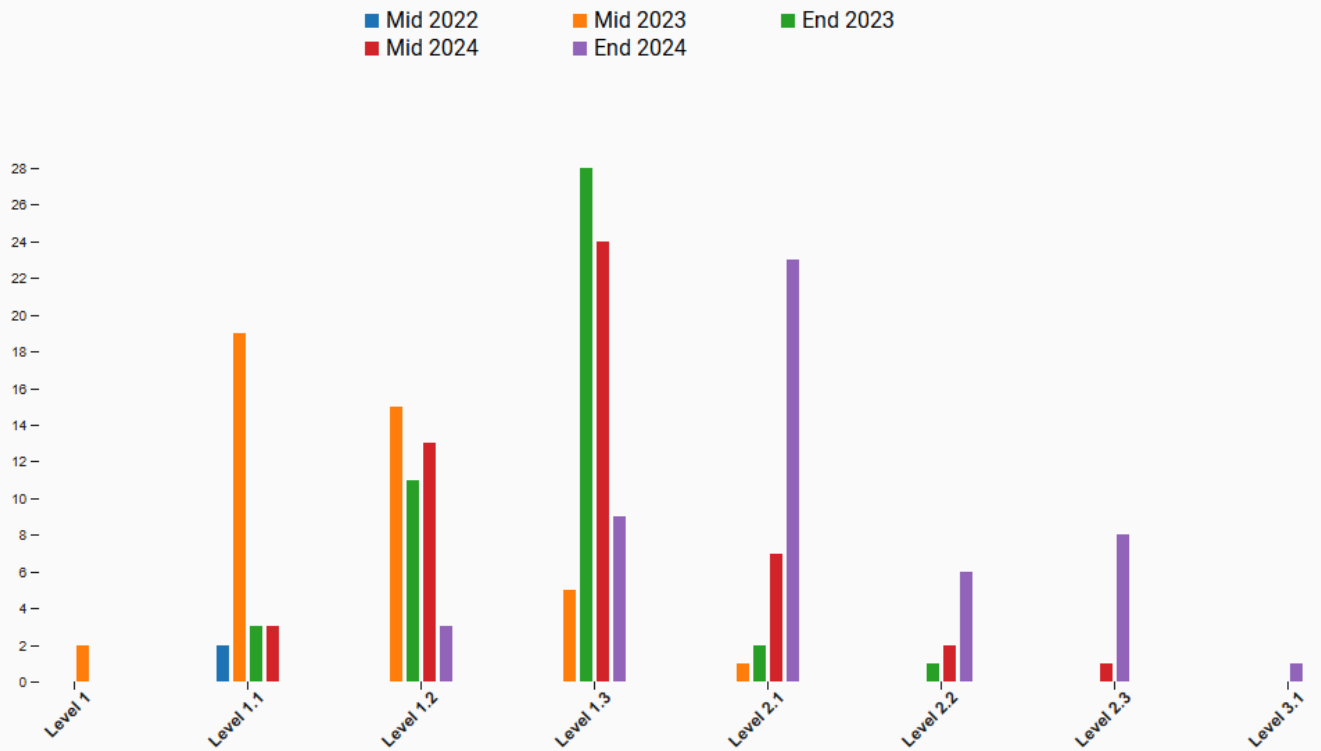
Year 1 English: Writing



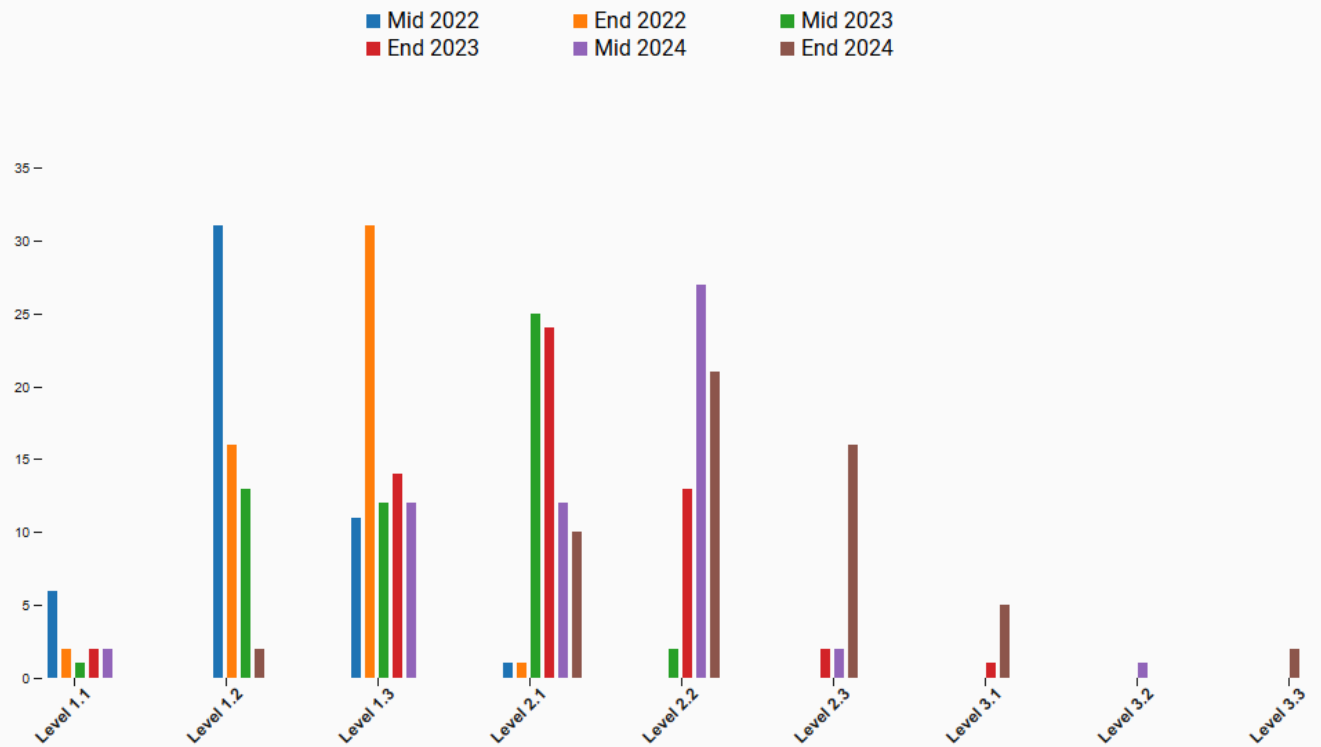
### Year 2 English: Writing



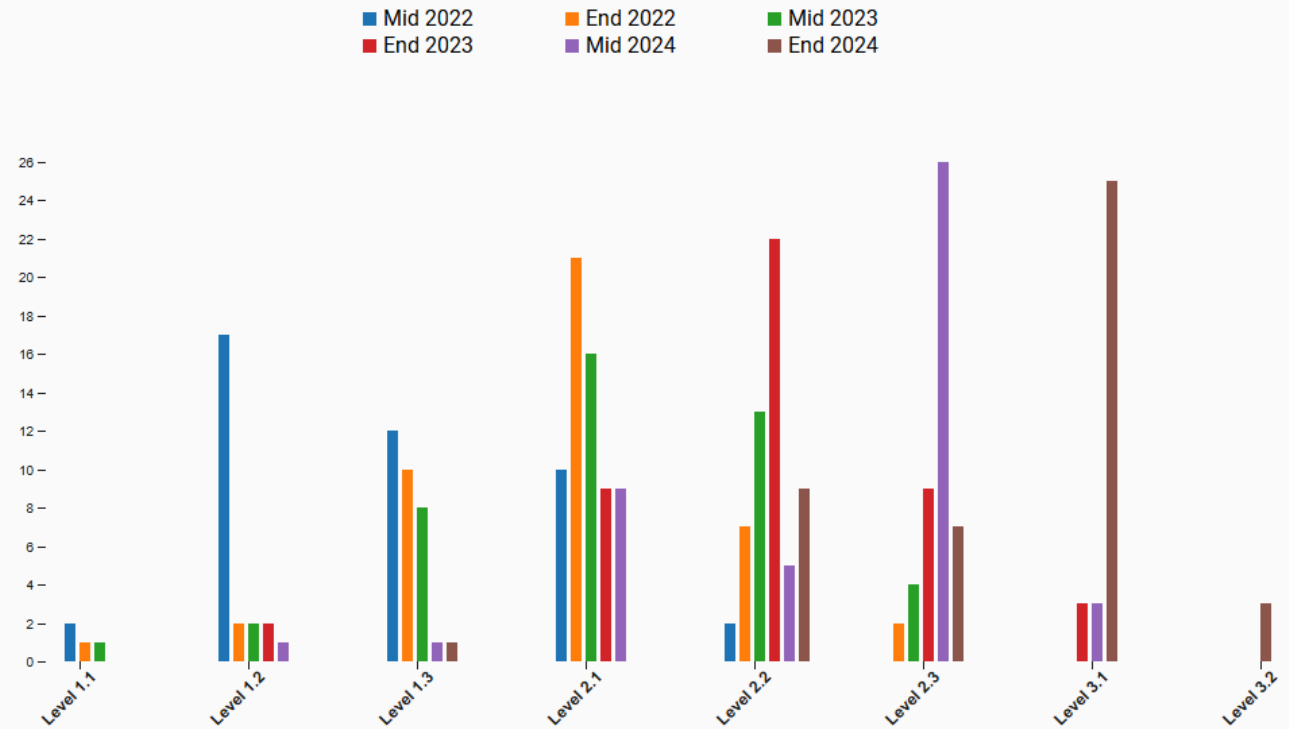
### Year 3 English: Writing



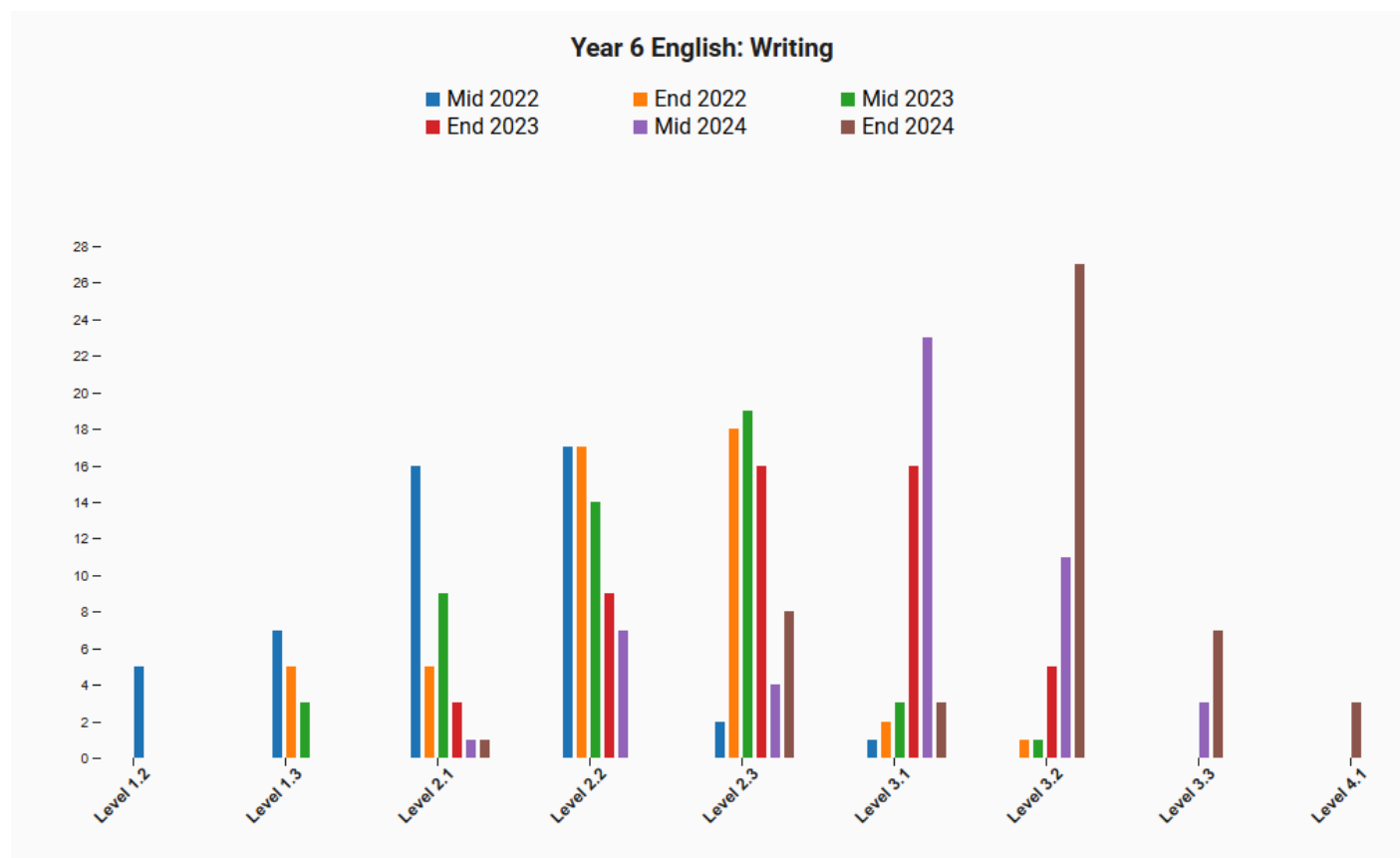
Year 4 English: Writing



Year 5 English: Writing







### Analysis:

- Year 1 students have a high number who are within. BSLA is having an impact. The development of Teacher knowledge is having an impact.
- Māori students have made progress in writing, but are slightly off the 2024 writing target - 2025 target?
- Overall there is a marked improvement in writing across the school - the Year 1 increase is a big part of this.
- Writing is complex. To be Well Above children need to be writing at a level at least 2 years above - For Example:

*To be well above, a Year 4 student needs to be able to demonstrate an understanding of the difference between a clause and an adverbial phrase and identify these in sentences within a range of structures. They also need to plan and write for an audience and purpose, making careful choices of the most appropriate genre and style, with language register and word choices selected and justified to communicate meaning to the identified audience.*

Changes are as follows:

	Within 2023 - 2024	Proficient 2023 - 2024	Well Above 2023 - 2024
Girls	97 - 106	12- 16	1 - 2
Boys	91 - 100	7 -7	0 - 1
Māori	24 - 23	1 - 2	

MATHS: Number & Algebra - OTJ DATA - EAST TAIERI SCHOOL - END YEAR - 2024								
	NEEDS SUPPORT	WORKING TOWARDS	WITHIN	PROFICIENT	WELL ABOVE	TOTAL	WITHIN AND ABOVE	PERCENTAGE
ALL STUDENTS	7	47	185	51	12	302	248	82%
Girls	5	25	101	15	5	151	121	80%
Boys	2	22	84	36	7	151	127	84%
Maori	0	4	25	6	1	35	31	89%
Pasifika	1	0	0	1	0	2	1	50%
Asian / Indian	0	2	6	1	4	13	11	85%
NZ Pakeha / European / Other	6	41	155	43	7	252	205	81%

Subject: Mathematics: Number & Algebra

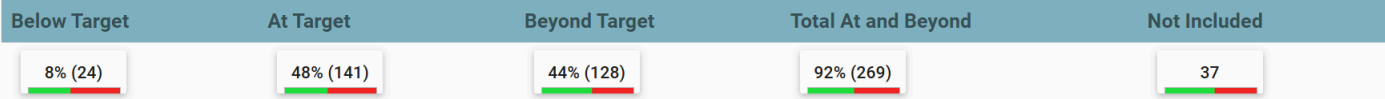
Mathematics: Number & Algebra - Progress Overview

Progress Target

1

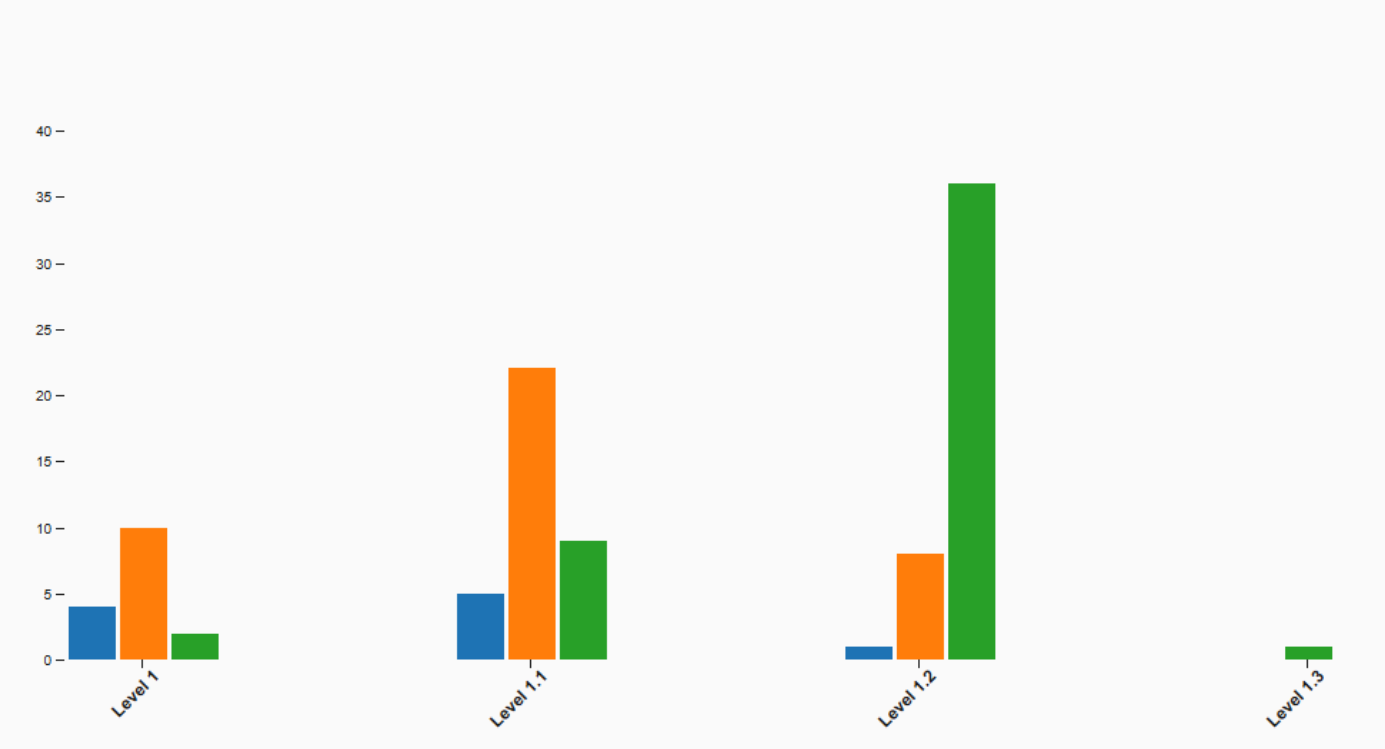
Milestones

2



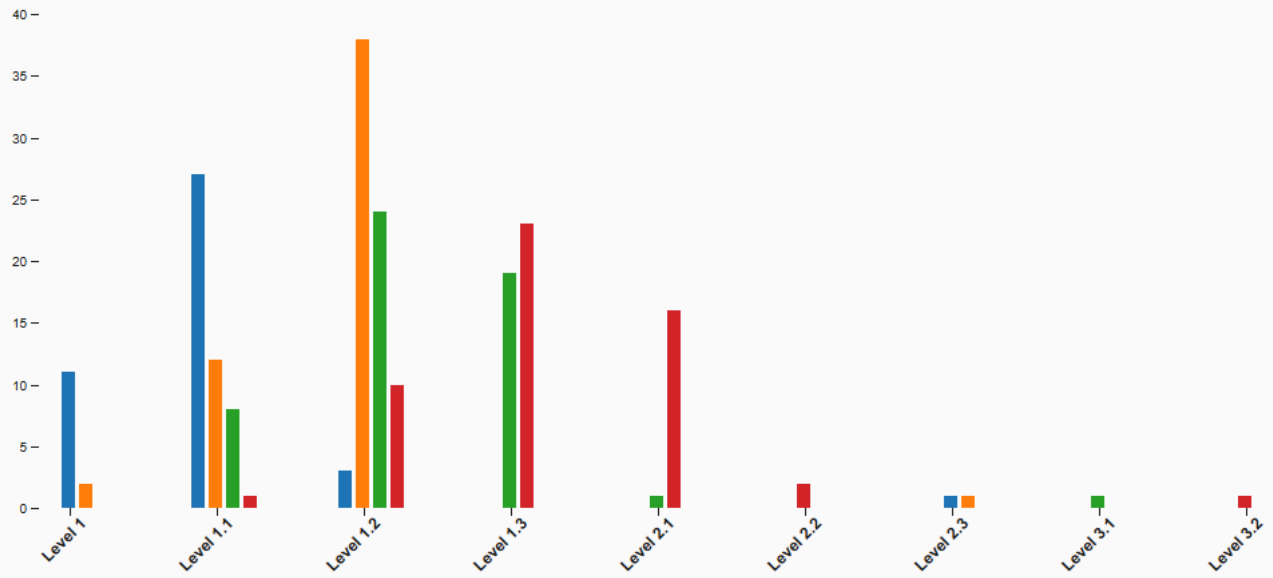
Year 1 Mathematics: Number & Algebra

End 2023Mid 2024End 2024



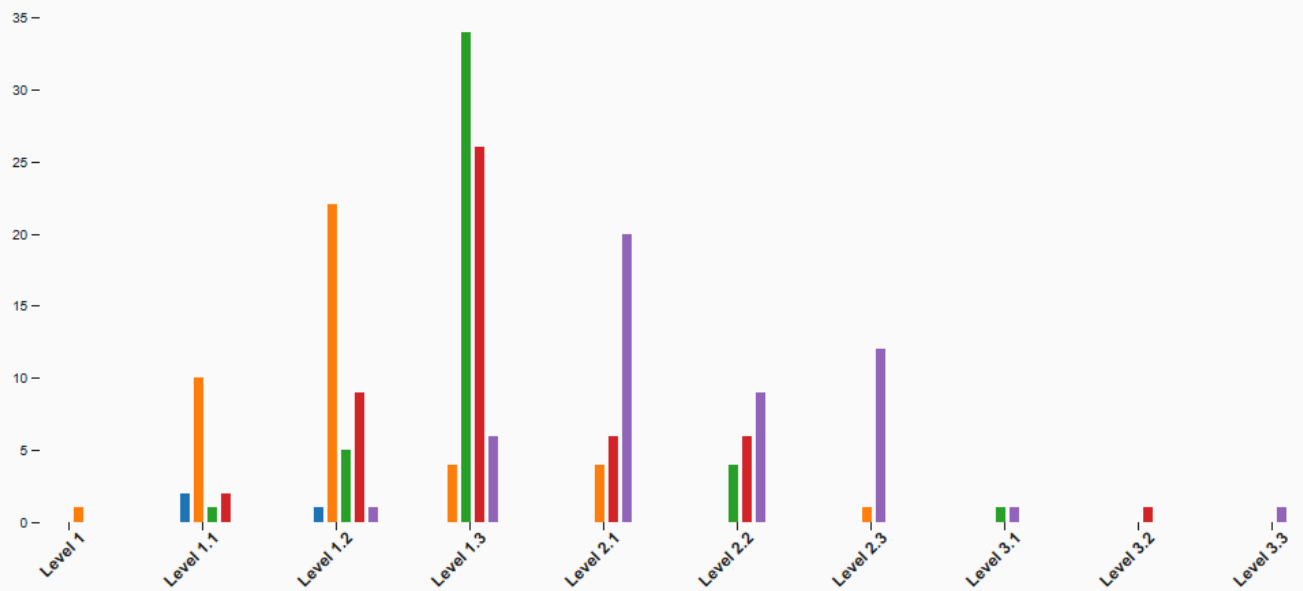
### Year 2 Mathematics: Number & Algebra

Mid 2023 End 2023 Mid 2024  
End 2024

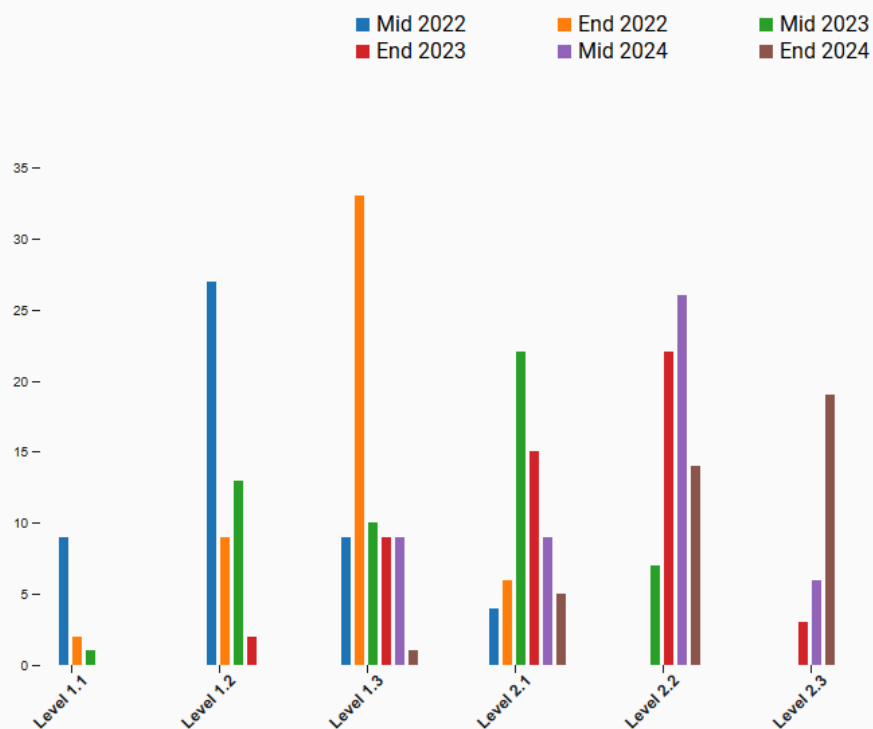


### Year 3 Mathematics: Number & Algebra

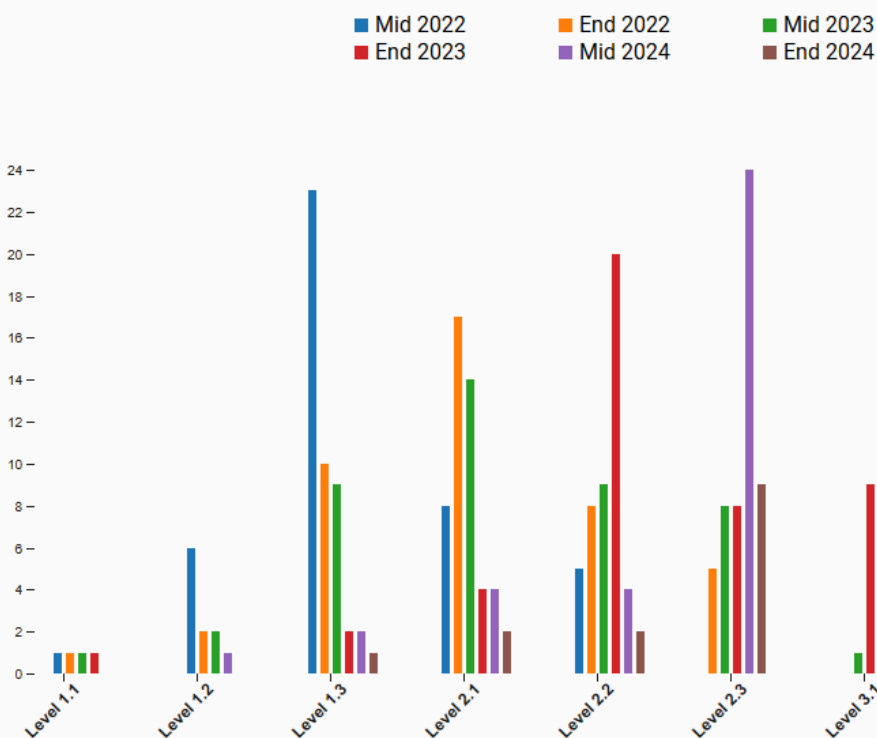
Mid 2022 Mid 2023 End 2023  
Mid 2024 End 2024



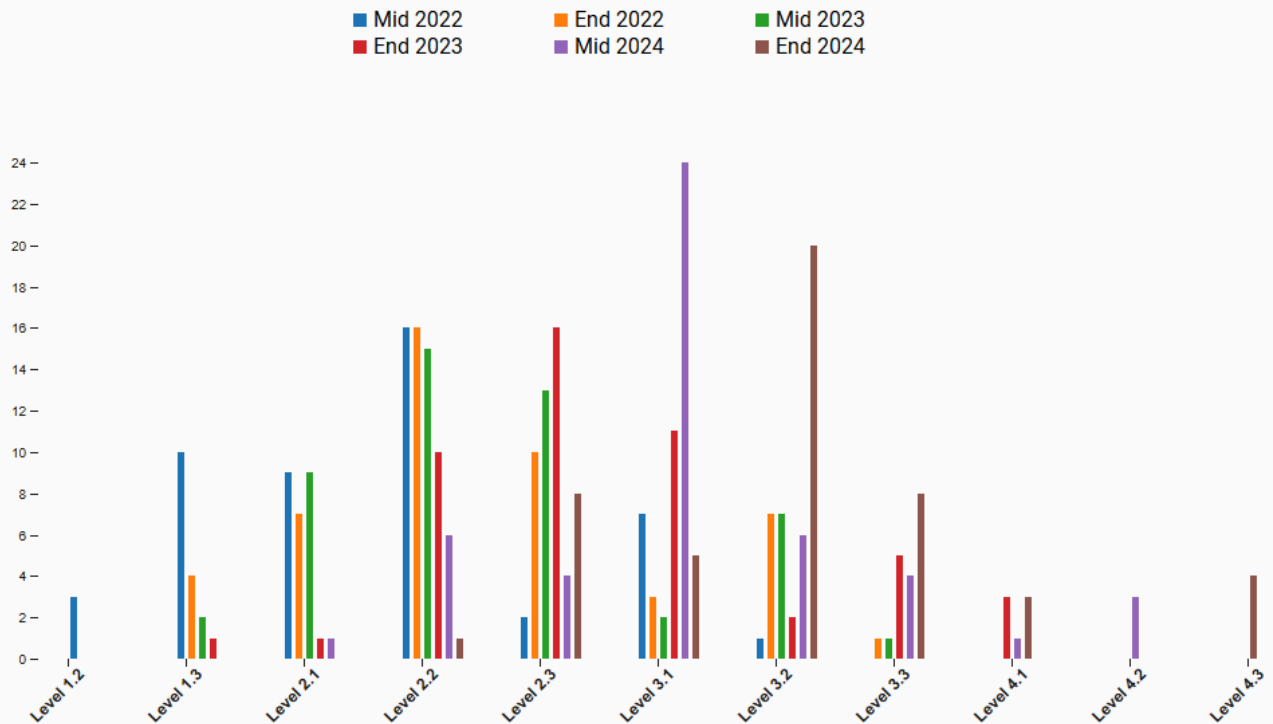
### Year 4 Mathematics: Number & Algebra



### Year 5 Mathematics: Number & Algebra



### Year 6 Mathematics: Number & Algebra



#### Analysis:

- The number of boys achieving proficient and well above is twice that of girls (43 compared to 20)
- Māori students continue to have high achievement in maths
- Less children are meeting the 'Within' target as some have moved into the Proficient level.

Changes are as follows:

	Within 2023 - 2024	Proficient 2023 - 2024	Well Above 2023 - 2024
All Students	196 - 185	32 - 51	12 - 12
Girls	99 - 101	10 - 15	4 - 5
Boys	97 - 84	22 - 36	8 - 7
Māori	27 - 25	2 - 6	1 - 1

## READING

	EY 2020	EY 2021	EY 2022	EY 2023	EY 2024
Year 1	27 (52) - 52%	36 (61) - 59%	29 (48) - 60%	30 (52) - 58%	44 (48) - 92%
Year 2	32 (52) - 62%	30 (54) - 56%	44 (61) - 72%	36 (51) - 71%	39 (53) - 74%
Year 3	35 (41) - 85%	40 (52) - 77%	35 (45) - 78%	41 (58) - 71%	38 (50) - 76%
Year 4	48 (56) - 86%	37 (40) - 93%	44 (51) - 86%	36 (46) - 78%	48 (57) - 84%
Year 5	44 (52) - 84%	45 (55) - 82%	34 (36) - 94%	38 (49) - 78%	41 (45) - 91%
Year 6	57 (60) - 95%	46 (52) - 88%	42 (53) - 79%	32 (38) - 84%	36 (49) - 73%
ALL STUDENTS	243 (313) - 78%	234 (314) - 75%	228 (294) - 78%	224(294) - 76%	246 (302) - 81%

## WRITING

	EY 2020	EY 2021	EY 2022	EY 2023	EY 2024
Year 1	27 (52) - 52%	37 (61) - 61%	32 (48) - 67%	31 (52) - 59%	42 (48) - 88%
Year 2	30 (52) - 58%	27 (54) - 50%	38 (61) - 62%	36 (51) - 71%	35 (53) - 66%
Year 3	30 (41) - 73%	36 (52) - 69%	31 (45) - 69%	42 (58) - 72%	38 (50) - 76%
Year 4	39 (56) - 70%	30 (40) - 75%	41 (51) - 80%	36 (46) - 78%	45 (57) - 79%
Year 5	41 (52) - 79%	42 (55) - 76%	29 (36) - 80%	38 (49) - 78%	35 (45) - 78%
Year 6	50 (60) - 84%	40 (52) - 77%	39 (53) - 74%	32 (37) - 86%	37 (49) - 76%
ALL STUDENTS	217 (313) - 69%	212 (314) - 68%	213 (294) - 72%	212 (293) - 72%	232 (302) - 77%
BOYS - TARGET (ALL BOYS)	97 (158) - 61%	93 (159) - 58%	94 (143) - 66%	102 (151) - 68%	108 (151) - 72%

## MATHEMATICS - Number and Algebra

	EY 2020	EY 2021	EY 2022	EY 2023	EY 2024
Year 1			32 (48) - 67%	38 (52) - 73%	37 (48) - 77%
Year 2			46 (61) - 75%	45 (51) - 88%	42 (53) - 79%
Year 3			31 (45) - 69%	47 (58) - 81%	43 (50) - 86%
Year 4			40 (51) - 78%	38 (46) - 83%	51 (57) - 89%
Year 5			32 (36) - 89%	38 (49) - 78%	40 (45) - 89%
Year 6			37 (53) - 70%	34 (38) - 89%	35 (49) - 71%
ALL STUDENTS			218 (294) - 74%	240 (294) - 82%	248 (302) - 82%

## TARGETS - SPECIFIC INFORMATION

### TARGET BOYS WRITING 2024 GROUP (Specific identified students)

Year	Start of Year % Within	Mid Year % Within	End of Year Within
2023	7%	16%	20%
2024	0 (45) - 0%	7 (49) - 14%	12 (49) - 24%

- 12 out of the 49 boys are now working within the East Taieri Curriculum Expectations for writing.
- 45 out of 49 (92%) have moved a stage within their level i.e 1.1 to 1.2
- Only 4 students did not move a milestone step. These 4 students have ongoing challenges and have received multiple different interventions. They have all made personal progress.
- There are contributing factors to reduced progress for some children. This includes things such as medical conditions, Specific Learning Disabilities, attendance, Global Developmental Delay, ASD

### TARGET MĀORI READING (specific identified children)

Year	Start of Year % Within	Mid Year % Within	End of Year Within
2024	1 (10) - 10%	2 (11) - 18%	4 (11) - 36%

### TARGET MĀORI WRITING (specific identified children)

Year	Start of Year % Within	Mid Year % Within	End of Year Within
2024	0 (9) - 0%	1 (10) - 10%	2 (10) - 20%

### TARGET YEAR 2-3 EXTENSION READING

Year 2024	Mid Year	End of Year
Well Above	0	3 (25%)
Proficient	11 (92%)	8 (67%)
Within	1 (8%)	1 (8%)
TOTAL	12	12

### TARGET YEAR 4-6 EXTENSION READING

Year 2024	Mid Year	End of Year
Well Above	10 (26%)	13 (33%)
Proficient	24 (62%)	19 (49%)
Within	5 (12%)	7 (18%)
TOTAL	39	39

#### Thoughts moving Forward: Rates of Progress

- In classes/pods/teams, teachers to look at rates of progress and identify any children in classes to think about. SLT to analyse this information.
- Look at dips and peaks of individual children and any patterns that are apparent - Deans, LSC and SENCO to analyse this information. This will become part of our 2E ID process.





## HOW EAST TAIERI SCHOOL IS GIVING EFFECT TO TE TIRITI O WAITANGI

### **Culturally Responsive Practices at East Taieri School**

Our culturally responsive practices recognise, value, and incorporate students' cultural backgrounds into the learning environment. This connects to *Te Tiriti o Waitangi* principles and ensures equitable outcomes for Māori learners, as well as other diverse cultures represented in our kura. We embrace our diverse and inclusive school culture whilst emphasising care, leadership and belonging. We embed Te Ao Maori and uphold the principles of Te Tiriti o Waitangi through continually strengthening relationships among kaiako, ākonga, whānau, and local iwi.

### **Key Aspects:**

#### **Building Relationships – Whanaungatanga**

Taking the time to build meaningful relationships with our ākonga, whānau, and the wider community. By catering to the social-emotional learning needs of all individuals within the school community we will foster a strong sense of belonging that aligns with equity and inclusivity.

#### **Incorporating Te Reo Māori and Tikanga Māori**

Using te reo in the classroom (correct pronunciation) Integrating waiata, karakia, and whakataukī Acknowledging tikanga in everyday school life.

#### **Student-Centred Learning**

Recognising the uniqueness of ākonga - strengths, experiences and interests. Incorporating an Inquiry based approach to learning enables Māori students to bring their own understandings that incorporate Māori values and tikanga into across school pedagogy.

#### **High Expectations / Mana-Enhancing Practices .**

Engaging with aspirations of the Māori community, by using evidence and action to build policies and practices that support Māori students to enjoy and achieve education success as Māori. Tracking of 'the whole child' using Puāwaitaka.

To enhance the identity and culture of our Māori students through the integration of the Aotearoa/New Zealand histories curriculum. Te Wairua programme has been a valued component of Te Reo me ona Tikanga.

**Whānau and Community Engagement** Involving parents, caregivers, and iwi in school decision-making, learning activities, and celebrations,

#### **Authentic Integration of Māori Perspectives Across the Curriculum**

Embedding Māori knowledge, history, and worldviews (*mātauranga Māori*) into subjects (e.g. science, maths, social studies, and the arts)

#### **In the Classroom**

**Whanaungatanga (Building relationships)** – Learn about students’ backgrounds, iwi connections, and interests. Create an extended family-like, whanau context for learning. Ensure that there is a relationship-based, culturally responsive pedagogy across the school.

**Te Reo & Tikanga Māori** – Use of te reo Māori in instructions, praise, classroom routines, and resources. Teachers model correct pronunciation and encourage students to use te reo daily. Daily karakia and waiata, mahi tahi, all teams have kapa haka.

**Mātauranga Māori Across the Curriculum** – Incorporating Māori perspectives into subjects across the curriculum (e.g., exploring pūrākau [Māori stories] in literacy, integrating Māori concepts in Inquiry topics & maths).

**Inclusive Teaching Strategies** – Using *ako* (reciprocal learning), *tuakana-teina* (peer learning), and hands-on, collaborative approaches that suit diverse learning styles. A consistent and responsive pedagogic approach used across all classrooms to provide Māori students with a common learning experience.

**Culturally Responsive Assessment** – Valuing different ways of demonstrating learning (e.g., oral presentations, storytelling, art) rather than relying solely on written assessments.

### **In School Leadership**

**Commitment to Te Tiriti o Waitangi** – Ensuring that school policies reflect the three principles: *Partnership* (working with iwi/whānau), *Protection* (preserving Māori language and culture), and *Participation* (ensuring Māori student success).

**Staff Professional Development** – Ongoing PLD in culturally responsive teaching, te reo Māori, and Te Ao Māori worldviews. School belongs to MAC - Māori Achievement Collaborative. We have two kaiārahi kaiako involved in MAC PLD opportunities. Weekly Te Reo sessions for support staff are Board funded.

**School-wide Use of Te Reo Māori & Tikanga** – Signage, newsletters, assemblies, and meetings incorporate te reo Māori and uphold tikanga (e.g., pōwhiri for new staff/students, karakia at events).

**Māori Student Achievement & Wellbeing Focus** – Regularly tracking progress and engagement of Māori students, ensuring they have leadership opportunities, and responding to their learning needs. We use a component of our staffing allocation to fund a teacher taking Te Reo me ona Tikanga programme for our Māori students.

### **In Whānau & Community Engagement**

**Genuine Partnership with Whānau & Iwi** – School collaborates with local iwi and hapū, involve whānau in decision-making, and seek their input in curriculum design and school activities. Guidance given by Resource Teacher of Māori.

**Whānau Hui & Kōrero** – Regular meetings (each term) with whānau. These are welcoming and allow informal discussions, not just formal reporting.

**Māori Representation in Leadership & Governance - Māori Representation in Leadership & Governance** - The Board has co-opted a member who is the father of a Māori student and is passionate about ensuring that the school upholds *Te Tiriti o Waitangi* principles, ensuring equitable outcomes for Māori learners, as well as other diverse cultures represented in our kura.

**Community-Driven Events** – Holding Matariki celebrations, kapa haka festivals, and cultural days where Māori culture is authentically celebrated.

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**Principal:** Jennifer Horgan

## **East Taieri School**



Compliance with the Good Employer Policy

The School Board:

- 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 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

# East Taieri School



## KIWISPORT

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

In 2024 the school received Kiwisport funding of \$4800.00. The funding was spent on supporting the cost of a specialist swimming tutor for our swimming programme. We also had sport coaches from different codes come into the school.