

# NORTH STREET SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 2409  
**Principal:** Joanne Reiri  
**School Address:** 52 North Street  
**School Postal Address:** 52 North Street, Feilding, 4702  
**School Phone:** 06 323 6695  
**School Email:** kgreen@northstreet.school.nz

**Accountant / Service Provider:**

**Education  Services.**  
*Dedicated to your school*

# NORTH STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# North Street School

## Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

PHILLIP WAYNE PAYTON

Full Name of Presiding Member

P.A. POMARE

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

27.05.2024

Date:

27.05.2024

## North Street School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	4,643,386	3,323,514	3,841,473
Locally Raised Funds	3	108,954	39,565	121,716
Interest		25,017	3,500	5,521
<b>Total Revenue</b>		<b>4,777,357</b>	<b>3,366,579</b>	<b>3,968,710</b>
<b>Expense</b>				
Locally Raised Funds	3	112,628	42,865	74,441
Learning Resources	4	3,280,530	2,591,498	2,745,956
Administration	5	541,851	186,051	503,401
Interest		2,205	1,384	2,168
Property	6	801,505	544,781	643,654
<b>Total Expense</b>		<b>4,738,719</b>	<b>3,366,579</b>	<b>3,969,620</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>38,638</b>	<b>-</b>	<b>(910)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>38,638</b>	<b>-</b>	<b>(910)</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.

**North Street School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,088,869	1,104,439	1,079,232
Total comprehensive revenue and expense for the year		38,638	-	(910)
Contribution - Furniture and Equipment Grant		17,508	-	10,547
<b>Equity at 31 December</b>		1,145,015	1,104,439	1,088,869
Accumulated comprehensive revenue and expense		1,145,015	1,104,439	1,088,869
<b>Equity at 31 December</b>		1,145,015	1,104,439	1,088,869

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.

# North Street School Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	829,696	627,358	682,845
Accounts Receivable	8	242,076	207,414	199,822
GST Receivable		37,375	21,162	17,870
Prepayments		13,263	9,802	10,529
Inventories	9	4,739	7,057	4,544
Funds Receivable for Capital Works Projects	15	-	-	54,748
		<u>1,127,149</u>	<u>872,793</u>	<u>970,358</u>
<b>Current Liabilities</b>				
Accounts Payable	11	323,603	191,940	234,576
Revenue Received in Advance	12	9,522	1,691	1,102
Provision for Cyclical Maintenance	13	88,395	52,138	81,048
Finance Lease Liability	14	15,653	12,610	13,257
Funds held for Capital Works Projects	15	54,151	-	759
Funds held on behalf of COL Leadership Cluster	16	56,564	39,606	52,515
		<u>547,888</u>	<u>297,985</u>	<u>383,257</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>579,261</u>	<u>574,808</u>	<u>587,101</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	633,295	548,112	556,032
		<u>633,295</u>	<u>548,112</u>	<u>556,032</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	50,790	-	39,547
Finance Lease Liability	14	16,751	18,481	14,717
		<u>67,541</u>	<u>18,481</u>	<u>54,264</u>
<b>Net Assets</b>		<u><u>1,145,015</u></u>	<u><u>1,104,439</u></u>	<u><u>1,088,869</u></u>
<b>Equity</b>		<u><u>1,145,015</u></u>	<u><u>1,104,439</u></u>	<u><u>1,088,869</u></u>

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

# North Street School Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,225,628	1,026,239	1,015,108
Locally Raised Funds		109,940	39,565	121,127
Goods and Services Tax (net)		(19,505)	-	3,292
Payments to Employees		(641,675)	(509,198)	(535,231)
Payments to Suppliers		(525,988)	(577,208)	(434,357)
Interest Paid		(2,205)	(1,384)	(2,168)
Interest Received		25,017	3,500	5,521
Net cash from/(to) Operating Activities		171,212	(18,486)	173,292
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(176,853)	(90,114)	(120,833)
Net cash from/(to) Investing Activities		(176,853)	(90,114)	(120,833)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		17,508	-	10,547
Finance Lease Payments		(9,270)	(11,484)	(8,628)
Funds Administered on Behalf of Other Parties		144,254	-	(118,975)
Net cash from/(to) Financing Activities		152,492	(11,484)	(117,056)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>146,851</b>	<b>(120,084)</b>	<b>(64,597)</b>
Cash and cash equivalents at the beginning of the year	7	682,845	747,442	747,442
<b>Cash and cash equivalents at the end of the year</b>	7	<b>829,696</b>	<b>627,358</b>	<b>682,845</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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.

# North Street School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

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

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

##### *Classification of leases*

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 21b.

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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 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) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

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

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

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

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

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

### **Finance Leases**

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

### Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-50 years
Buildings	40 years
Furniture and Equipment	2-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	8 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### k) Intangible Assets

#### Software costs

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

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

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

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

#### Non cash generating assets

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

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.

### m) Accounts Payable

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

## **n) Employee Entitlements**

### *Short-term employee entitlements*

Employee 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.

## **o) Revenue Received in Advance**

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

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

## **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

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

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

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

## **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

### **s) Provision for Cyclical Maintenance**

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

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

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

### **t) 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.

### **u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

### **v) 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.

### **w) Budget Figures**

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

### **x) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,631,396	1,030,085	1,301,310
Teachers' Salaries Grants	2,481,477	1,956,809	2,144,838
Use of Land and Buildings Grants	492,089	336,620	388,338
Other Government Grants	38,424	-	6,987
	<u>4,643,386</u>	<u>3,323,514</u>	<u>3,841,473</u>

The school has opted in to the donations scheme for this year. Total amount received was \$53,480.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	13,262	20,000	26,060
Fees for Extra Curricular Activities	38,585	4,000	31,044
Trading	11,820	6,000	9,867
Fundraising & Community Grants	10,225	-	40,387
Other Revenue	3,508	-	300
Whanau Circle (p T A Account)	18,650	8,000	12,493
Fee Paying Students	11,339	-	-
Kids In Need	1,565	1,565	1,565
	<u>108,954</u>	<u>39,565</u>	<u>121,716</u>
<b>Expense</b>			
Extra Curricular Activities Costs	69,772	15,800	43,956
Trading	19,110	17,500	15,600
Fundraising & Community Grant Costs	4,281	-	3,790
International Student - Other Expenses	386	-	-
Whanau Circle (p T A Account)	13,642	8,000	10,951
Fee Paying Students	5,243	-	-
Kids In Need	194	1,565	144
	<u>112,628</u>	<u>42,865</u>	<u>74,441</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>(3,674)</u>	<u>(3,300)</u>	<u>47,275</u>

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	107,753	127,650	127,624
Employee Benefits - Salaries	3,026,535	2,308,062	2,485,555
Staff Development	23,176	33,000	21,600
Depreciation	118,878	97,786	103,323
Maori	4,188	25,000	7,854
	<u>3,280,530</u>	<u>2,591,498</u>	<u>2,745,956</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	5,175	5,175	5,024
Board Fees	3,270	4,000	3,920
Board Expenses	9,349	7,500	9,149
Communication	4,513	4,700	5,665
Consumables	9,911	9,120	7,841
Operating Leases	794	-	1,800
Other	27,656	35,016	23,064
Employee Benefits - Salaries	100,344	100,100	112,472
Insurance	11,846	8,500	10,193
Service Providers, Contractors and Consultancy	11,940	11,940	10,500
Healthy School Lunch Programme	353,136	-	313,773
Ict	3,917	-	-
	<u>541,851</u>	<u>186,051</u>	<u>503,401</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	11,706	8,000	9,433
Consultancy and Contract Services	72,106	46,600	53,906
Cyclical Maintenance Provision	18,590	24,216	48,637
Grounds	52,563	20,500	5,686
Heat, Light and Water	35,189	21,000	25,556
Repairs and Maintenance	19,514	28,600	28,290
Use of Land and Buildings	492,089	336,620	388,338
Security	2,794	1,400	1,728
Employee Benefits - Salaries	96,954	57,845	82,080
	<u>801,505</u>	<u>544,781</u>	<u>643,654</u>

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

## 7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	829,696	627,358	682,845
Cash and cash equivalents for Statement of Cash Flows	<u>829,696</u>	<u>627,358</u>	<u>682,845</u>

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

Of the \$829,696 Cash and Cash Equivalents \$54,151 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$829,696 Cash and Cash Equivalents, \$56,564 is held by the School on behalf of the Feilding Kahui Ako cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	2,032	23,835	392
Receivables from the Ministry of Education	17,351	-	10,317
Banking Staffing Underuse	307	21,150	-
Teacher Salaries Grant Receivable	222,386	162,429	189,113
	<u>242,076</u>	<u>207,414</u>	<u>199,822</u>
Receivables from Exchange Transactions	2,032	23,835	392
Receivables from Non-Exchange Transactions	240,044	183,579	199,430
	<u>242,076</u>	<u>207,414</u>	<u>199,822</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	370	481	1,027
Uniforms	4,369	6,576	3,517
	<u>4,739</u>	<u>7,057</u>	<u>4,544</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Buildings	111,865	-	-	-	(5,574)	106,291
Building Improvements	136,095	56,381	-	-	(11,927)	180,549
Furniture and Equipment	169,108	86,849	-	-	(47,362)	208,595
Information and Communication Technology	50,283	34,385	-	-	(28,217)	56,451
Motor Vehicles	61,737	-	-	-	(10,923)	50,814
Leased Assets	25,992	18,526	-	-	(14,323)	30,195
Library Resources	952	-	-	-	(552)	400
<b>Balance at 31 December 2023</b>	<u>556,032</u>	<u>196,141</u>	<u>-</u>	<u>-</u>	<u>(118,878)</u>	<u>633,295</u>

The net carrying value of equipment held under a finance lease is \$30,195 (2022: \$25,992)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Buildings	222,974	(116,683)	106,291	222,974	(111,109)	111,865
Building Improvements	298,187	(117,638)	180,549	241,806	(105,711)	136,095
Furniture and Equipment	681,110	(472,515)	208,595	594,262	(425,154)	169,108
Information and Communication Technology	278,964	(222,513)	56,451	244,578	(194,295)	50,283
Motor Vehicles	87,378	(36,564)	50,814	87,378	(25,641)	61,737
Leased Assets	58,196	(28,001)	30,195	90,795	(64,803)	25,992
Library Resources	27,057	(26,657)	400	27,057	(26,105)	952
<b>Balance at 31 December</b>	<u>1,653,866</u>	<u>(1,020,571)</u>	<u>633,295</u>	<u>1,508,850</u>	<u>(952,818)</u>	<u>556,032</u>



### 11. Accounts Payable

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Creditors	61,503	8,124	24,261
Accruals	16,646	3,415	3,517
Employee Entitlements - Salaries	222,386	162,429	189,113
Employee Entitlements - Leave Accrual	23,068	17,972	17,685
	<u>323,603</u>	<u>191,940</u>	<u>234,576</u>
Payables for Exchange Transactions	323,603	191,940	234,576
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>323,603</u>	<u>191,940</u>	<u>234,576</u>

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Income Received in Advance	3,927	1,691	1,102
Grants in Advance - Minsitry of Education	5,595	-	-
	<u>9,522</u>	<u>1,691</u>	<u>1,102</u>

### 13. Provision for Cyclical Maintenance

	<b>2023</b>	<b>2023</b>	<b>2022</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	120,595	27,922	95,047
Increase to the Provision During the Year	22,474	24,216	24,047
Other Adjustments	(3,884)	-	1,501
Provision at the End of the Year	<u>139,185</u>	<u>52,138</u>	<u>120,595</u>
Cyclical Maintenance - Current	88,395	52,138	81,048
Cyclical Maintenance - Non current	50,790	-	39,547
	<u>139,185</u>	<u>52,138</u>	<u>120,595</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

#### 14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	18,299	12,610	15,224
Later than One Year and no Later than Five Years	18,409	18,481	16,601
Future Finance Charges	(4,304)	-	(3,851)
	32,404	31,091	27,974

#### Represented by

Finance lease liability - Current	15,653	12,610	13,257
Finance lease liability - Non current	16,751	18,481	14,717
	32,404	31,091	27,974

#### 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 projects is included under cash and cash equivalents in note 7.

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS/ILE Project -Block 2	210468	(54,748)	26,000	28,748	-	-
Electrical & Lighting	238246	759	241	(1,000)	-	-
5YA Roofing to Blocks 1,3,4,5,Pool,14,15	238245	-	12,620	(12,620)	-	-
AMS Upgrade & Refurbishment	238249	-	150,000	(108,149)	-	41,851
Site Replace Storm Water Drain	238247	-	27,300	(15,000)	-	12,300
Totals		(53,989)	216,161	(108,021)	-	54,151

#### Represented by:

Funds Held on Behalf of the Ministry of Education	54,151
Funds Receivable from the Ministry of Education	-

2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS/ILE Project -Block 2	210468	8,760	-	(63,508)	-	(54,748)
Replace Clearlite	210465	55,204	3,134	(58,338)	-	-
Playground Upgrade	232597	13,931	1,548	(15,479)	-	-
Electrical & Lighting	238246	-	15,670	(14,911)	-	759
Totals		77,895	20,352	(152,236)	-	(53,989)

#### Represented by:

Funds Held on Behalf of the Ministry of Education	759
Funds Receivable from the Ministry of Education	(54,748)

## 16. Funds held on behalf of COL Leadership Cluster

North Street School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	<b>2023 Actual</b>	<b>2023 Budget</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Funds Held at Beginning of the Year	52,515	39,606	39,606
Funds Received from Cluster Members	19,031	-	14,568
Funds Received from MoE	10,070	-	13,068
Total funds received	<u>81,616</u>	<u>39,606</u>	<u>67,242</u>
Funds Spent on Behalf of the Cluster	25,052	-	14,727
Funds remaining	<u>56,564</u>	<u>39,606</u>	<u>52,515</u>
Funds Held at Year End	<u><u>56,564</u></u>	<u><u>39,606</u></u>	<u><u>52,515</u></u>

## 17. 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 conditions 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.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2023 Actual</b>	<b>2022 Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	3,270	3,920
<i>Leadership Team</i>		
Remuneration	1,013,102	930,426
Full-time equivalent members	8.00	8.00
Total key management personnel remuneration	<u><u>1,016,372</u></u>	<u><u>934,346</u></u>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

## 18. Remuneration - continued

### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190 - 200	160 - 170
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	-	-

### Other Employees

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

	2023	2022
Remuneration \$000	FTE Number	FTE Number
100 - 110	3.00	3.00
110 - 120	3.00	4.00
120 - 130	2.00	-
	8.00	7.00

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

## 19. 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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

## 20. Contingencies

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

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. 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 2024.

### 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.

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$271,468 (2022: \$759) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
AMS Upgrade & Refurbishment	363,417	108,149	255,268
Site Replace Storm Water Drain	31,200	15,000	16,200
<b>Total</b>	<b>394,617</b>	<b>123,149</b>	<b>271,468</b>

### (b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

## 22. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	829,696	627,358	682,845
Receivables	242,076	207,414	199,822
Total financial assets measured at amortised cost	<u>1,071,772</u>	<u>834,772</u>	<u>882,667</u>

### Financial liabilities measured at amortised cost

Payables	323,603	191,940	234,576
Finance Leases	32,404	31,091	27,974
Total financial liabilities measured at amortised cost	<u>356,007</u>	<u>223,031</u>	<u>262,550</u>

## 23. Events After Balance Date

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

## 24. Comparatives

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

## North Street School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Lisa Warbrick	Presiding Member	Elected	Dec 2023
Joanne Reiri-Tatana	Principal	ex Officio	
Perenara Hiniona	Parent Representative	Elected	Sep 2025
Viona Henry	Parent Representative	Elected	Sep 2025
Rebecca Braga	Parent Representative	Elected	Sep 2025
Phillip Payton	Parent Representative	Elected	Sep 2025
Paora Pomare	Staff Representative	Elected	Sep 2025

## North Street School

### Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$5,186 (excluding GST). The funding was spent on sporting endeavours.

## Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the North Street School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

# NORTH STREET SCHOOL CHARTER 2024



***“Akongia mō āpōpō – Learn for Tomorrow.”***

52 North Street, Feilding, phone: [06 323 6695](tel:063236695) email: [office@northstreet.school.nz](mailto:office@northstreet.school.nz), website: [www.northstreet.school.nz](http://www.northstreet.school.nz)





# NORTH STREET SCHOOL 2024

About North Street School

Whakaute Hiranga Ake Ngāwaritia Hinengaro Auaha Whakawhirinaki

North Street School is situated in the Manawatu, in the friendly town of Feilding. Our school enjoys the richness of a diverse and supportive community. North Street School is a full primary school, twenty minutes from Palmerston North and has a roll of approximately 370 students. 55% identify as Māori, 9% Pasifika, 6% Asian, 28% European and 2% other.

We have five teaching teams, consisting of 19 classrooms; nine of these classes operate in Māori immersion education and across years 1-8. We have a Technology Centre catering for Years 5-8. Specialised STEAM / Maramataka classes run throughout the school from Years 1-8. Classes are of a collaborative nature, which allow for flexibility and targeted group teaching to occur. We care about student well-being and aim to be a school where quality relationships underpin our open and caring approach. We are very proud of strong links with our Māori community and celebrate the opportunities we offer across the school in Te Reo Māori and links to Te Ao Māori.





# NORTH STREET SCHOOL CHARTER 2024

## VISION

Our “VISION” is “A North Street Student is a ‘Positive, Connected, Engaged, Explorer’ of their own Learning.”

## MISSION STATEMENT

*Akongia mō āpōpō.*  
*‘Learning for tomorrow’.*

The school motto calls us to look to the future and to have learning as our focus.

## NATIONAL EDUCATION AND LEARNING PRIORITIES

Learners at the centre.  
Barrier free access.  
Quality teaching and leadership.  
Future of learning and work.  
World class inclusive public education.

## WE VALUE:

Empowering learners to lead their own learning to reach their full potential.  
Inclusion, confidence, self-efficacy and success for all.  
Community Engagement.  
Key Competency Attributes.  
Well-rounded and capable students, able to be positive citizens in society.  
Safe and caring learning environments where students are included as part of the learning process.  
Culturally responsive teaching practices.






## SCHOOL VALUES:

North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is evidenced through the Key Competencies.  
Respect: Whakaute.  
Excellence: Hiranga Ake.  
Acceptance: Ngāwaritia.  
Creativity: Hinengaro Auaha.  
Honesty: Whakawhirinaki.





# NORTH STREET SCHOOL REACH VALUES 2024

<b>Respect</b> <b>Whakaute</b>	<i>"I share my ideas"</i> <i>"I ask others to join in with my learning"</i> <i>"I talk about my learning"</i> <i>"I include others"</i>	<b>Key Competency:</b> <b>Participating &amp; Contributing</b>		<b>Question</b> To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, and contemplation Seek to know more, and gain knowledge
<b>Excellence</b> <b>Hiranga Ake</b>	<i>"I am keen to learn"</i> <i>"I have a can-do attitude"</i> <i>"I can set my own goals"</i> <i>"I can make a plan to help with my learning"</i> <i>"I set myself high standards"</i>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Reflection</b> Feedback, feed forward and next steps Looking at myself-how did I get here? Changes I can make; - Behaviour, attitude
<b>Acceptance</b> <b>Ngāwaritia</b>	<i>"I love challenges"</i> <i>"I try to lead others and show the way"</i> <i>"I search for people I can follow to be an even better learner"</i> <i>"I can learn by working hard on my own"</i>	<b>Key Competency:</b> <b>Managing Self</b>		<b>Resilience</b> Never give up Risk takers Not being afraid to fail Bounce back
<b>Creativity</b> <b>Hinengaro Auaha</b>	<i>"I think creatively"</i> <i>"I think about all the possibilities"</i> <i>"I show my thinking using language and symbols"</i> <i>"I share my thinking and learning in words and numbers"</i>	<b>Key Competency:</b> <b>Thinking</b>		<b>Curiosity</b> <i>'I wonder?'</i> - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge
<b>Honesty</b> <b>Whakawhirinaki</b>	<i>"I tell the truth"</i> <i>"I show honest endeavour"</i> <i>"I am honest to myself and my learning"</i> <i>"I am self-aware"</i> <i>"I am responsible for my own thoughts and actions"</i>	<b>Key Competency:</b> <b>Thinking</b>		<b>Mindful</b> Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings



## CULTURAL DIVERSITY AND MĀORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua.

We achieve this through:

- School policy and curriculum delivery
- The leadership of our Māori Curriculum Team
- Whānau Engagement
- Programmes in Tikanga, Te Reo and Kapa Haka
  - Kāhui Ako
  - Partnership with local iwi
  - Core Education
  - Maramataka
- Culturally Responsive Pedagogy

The principles of Te Mātaiaho, Te Hikitia and Tātaiako are interwoven throughout teaching and learning, and are implicit within the REACH Values. We respect and value the support and knowledge that our Whānau bring with them as part of our school.

In 2024: 55% of NSS students identified as Māori.





# NORTH STREET SCHOOL STRATEGIC PLAN 2024 - 2025

Improving Student Learning and Achievement	Delivering a Quality Learning Environment	School Organisation and Structure
<ul style="list-style-type: none"> <li>• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics.</li> <li>• Curriculum support programmes are:               <ul style="list-style-type: none"> <li>○ PLD in Mathematics with Cognition</li> <li>○ Target and priority learners identified in Literacy and Numeracy.</li> </ul> </li> <li>• Reading Recovery (2 Teachers).</li> <li>• Provision of Steam opportunities in Science, Technology, Engineering Mathematics and Art.</li> <li>• Key competencies and Aotearoa Histories drive both student and teacher Inquiry.</li> <li>• Develop and implement the children’s capacity to use their ‘Backpack for Learning’ key learning principles.</li> <li>• Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Programmes and Teaching Delivery:               <ul style="list-style-type: none"> <li>○ Whole school behaviour management and philosophy, reviewed and developed through PB4L, school wide, values, KC’s, mission and vision.</li> </ul> </li> <li>• Continue Philosophy for Children (P4C) school wide.</li> <li>• Continue to develop Tier 2 PB4L interventions to support students in class and school.</li> <li>• Curriculum foci in Literacy, Mathematics, Maori, Digital, Technology</li> <li>• Develop and implement the children’s capacity to use their ‘Backpack for Learning’.</li> <li>• Technologies are actively used and reflected upon to support learning.</li> <li>• Teachers will work collaboratively to share, and learn from ‘best practice’ done through ongoing ‘Coaching’ partnerships.</li> <li>• Continuing to develop staff, students and parents’ use of ICT to support teaching and learning and communication between home and school.</li> </ul>	<p><i>Property</i></p> <ul style="list-style-type: none"> <li>• Action the 5-10 year plan.</li> <li>• Continue to develop outdoor learning environments with the addition of new equipment</li> <li>• PB4L signage with NSS Explorers developed.</li> <li>• Develop optimal learning environments.</li> <li>• Implementation of cyclical maintenance – painting.</li> <li>• Investment in furniture for innovative learning environments.</li> <li>• Develop the library block into a Modern Learning Hub that includes STEAM activities.</li> </ul> <p><i>Health and safety</i></p> <ul style="list-style-type: none"> <li>• Students will experience the benefits of being healthy, connected and supported.</li> <li>• Provide opportunities for tamariki to live active and healthy lifestyles.</li> <li>• Participation in our Feilding Districts Kāhui Ako shared achievement challenges.</li> <li>• Provide teachers with adequate learning and admin support for systems and processes.</li> <li>• <i>Performance management -</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Maori Student Achievement: continue implementing Tātaiako competencies across the curriculum.</li> <li>• Provide opportunities for Maori student engagement and success as Maori through the annual review of our Maori Student Achievement Data.</li> <li>• Develop and implement Kauwhatatanga.</li> <li>• Student achievement goals focused on accelerating achievement in the area of Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen and promote family and whanau partnerships with an appreciation of the cultural diversity of our school community- Whakawhanaungatanga</li> <li>• Provision of enrichment opportunities in Sport, the Arts, Technology and Culture</li> <li>• Development of a cultural narrative linked to the whenua and local tikanga. Whakawhānaungatanga.</li> </ul>	<p>targeting teachers' professional needs through implementation of the Professional Growth Cycle.</p> <p><i>Finance</i></p> <ul style="list-style-type: none"> <li>• Budgets cater for resources, professional development and general school running costs.</li> <li>• Ensure there are sustained funds to support the strategic direction of the school.</li> </ul> <p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• Maintain a focus of ongoing self-review, Professional Growth Cycle, in ways that will best meet the needs of both teachers and learners.</li> </ul> <p><i>Community</i></p> <ul style="list-style-type: none"> <li>• Knowledge of current educational practice is developed through regular information and termly Whānau Hui.</li> </ul>
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# 2024

## TANGATA

Students, staff and whanau, thrive in an inclusive learning environment and culture.

- Cohorts of students at risk of not thriving are specifically targeted with innovative initiatives.
- All stakeholders are included in the development and planning of the learning, environment and culture.
- To have an authentic and sustainable partnership with mana whenua. (1.1) - KAAC

**OBJECTIVE 1**

**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

**OBJECTIVE 5**

**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**

New Zealand education is trusted and sustainable

## AKO

A pedagogically rich curriculum informs the learning programmes of all students.

- Cultural competencies inform the development of a localised curriculum ensuring the principles of Te Tiriti ō Waitangi are integrated, meaningful and authentic.
- The PLP is developed and implemented to support teachers to understand and help with the development of the localised curriculum.
- Kaitiaki who know and understand our ākonga, who can develop and lead strategies to improve practice and the capabilities of others (1.3)(1.6)

**OBJECTIVE 3**

**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

**OBJECTIVE 4**

**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

## WHENUA

The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS.

- Learning programmes use the local environment in an authentic context.
- Connections made with a variety of local communities and/or iwi to enhance the learning of students.
- The school environment will increasingly reflect the bi-cultural context.

**OBJECTIVE 2**

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner



# NORTH STREET SCHOOL ANNUAL PLAN 2024

## Teaching and Learning

- All students are successfully able to access the New Zealand Curriculum-Te Mātaiaho as evidenced by achievement in relation to the Curriculum Levels in Reading, Writing and Mathematics.
- Curriculum support programmes are:
  - PLD in Mathematics with Cognition
  - Target and priority learners identified in Literacy and Numeracy.
- Reading Recovery (2 Teachers).
- Provision of Steam opportunities in Science, Technology, Engineering Mathematics and Art.
- Key competencies and Aotearoa Histories drive both student and teacher Inquiry.
- Develop and implement the children's capacity to use their 'Backpack for Learning' key learning principles.
- Special Education Provision: Students with special needs are supported in their learning so that they can progress in relation to the NZC and fully participate in and contribute to the school and their community environment.
- **Maori Student Achievement:**
  - Continue implementing Tātaiako competencies across the curriculum
  - Provide opportunities for Maori student engagement and success as Maori through the annual review of our Maori Student Achievement Data.
  - Develop and implement Kauwhatatanga/ local narratives.
  - Student achievement goals focused on accelerating achievement in the area of Mathematics.
  - Tumuaki and kaiako proficient with the essential pedagogies from Te Mātaiaho.

## Professional Development

- Whole school behaviour management and philosophy, reviewed and developed through PB4L school wide, values, KC's, mission and vision.
- Continue Philosophy for Children (P4C) school wide.
- Continue to develop Tier 2 PB4L interventions to support students in class and school.
- Curriculum foci in Literacy, Mathematics, Maori, and Digital Technology.
- Develop and implement the children's capacity to use their 'Backpack for Learning'.
- Technologies are actively used and reflected upon to support learning.
- Teachers will work collaboratively to share, and learn from 'best practice' done through ongoing 'Year level' partnerships and fortnightly meetings
- Continuing to develop staff, students and parents' use of ICT to support teaching and learning and communication between home and school.
- Strengthen and promote family and Whānau partnerships with an appreciation of the cultural diversity of our school community. Whakawhānaungatanga.
- Provision of enrichment opportunities in Sport, the Arts, Technology and Culture.
- Development of a cultural narrative linked to the whenua and local tikanga, Whakawhānaungatanga
- To have collaboratively created indigenously guided approaches and learning plans.
- Use outside specialists to deliver quality programmes in a variety of curriculum areas.
- Kaiako will demonstrate knowledge Te Ao Māori.



	<ul style="list-style-type: none"> <li>• To have curious, confident and connected ākonga who attend regularly and experience mana-enhancing learning opportunities that support them to feel empowered and achieve success.</li> <li>• Ākonga feedback indicates they feel visible in their own learning.</li> </ul>		
	<p><b>Property</b></p> <ul style="list-style-type: none"> <li>• Action the 5-10 year plan.</li> <li>• Continue to develop outdoor learning environments with the addition of new equipment.</li> <li>• PB4L signage with NSS Explorers developed.</li> <li>• Develop optimal learning environments.</li> <li>• Cultural tohu that connect with our tamariki as tangata whenua. ie Whakairo.</li> <li>• Investment in furniture for Innovative Learning Environments.</li> <li>• Develop the library block into a Modern learning hub that includes STEAM activities.</li> <li>• More storage for organisation and decluttering of spaces.</li> </ul>	<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Students will experience the benefits of being healthy, connected and supported with outside agencies.</li> <li>• Provide opportunities for tamariki to live active and healthy lifestyles.</li> <li>• Participation in our Feilding Districts Kāhui Ako shared achievement challenges.</li> <li>• Provide teachers with adequate learning and admin support for systems and processes.</li> <li>• <i>Performance management</i> - targeting teachers' professional needs through implementation of the 'Professional Growth Cycle.'</li> </ul>	<p><b>Review</b></p> <p><i>Finance</i></p> <ul style="list-style-type: none"> <li>• Budgets cater for resources, professional development and general school running costs.</li> <li>• Ensure there are sustained funds to support the strategic direction of the school.</li> </ul> <p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>• Maintain a focus of on-going self-review, Professional growth cycle, in ways that will best meet the needs of both teachers and learners.</li> </ul> <p><i>Community</i></p> <ul style="list-style-type: none"> <li>• Knowledge of current educational practice is developed through regular information and termly 'Whanau Hui.'</li> <li>• Work with the Kahui to build Whakawhānaungatanga and develop ako.</li> </ul>

<b>TANGATA</b>	<b>Students, staff and whanau, thrive in an inclusive learning environment and culture.</b>	<ol style="list-style-type: none"> <li>1. Cohorts of students at risk of not thriving are specifically targeted with innovative initiatives.</li> <li>2. All stakeholders are included in the development and planning of the learning, environment and culture.</li> <li>3. To have an authentic and sustainable partnership with mana whenua. (1.1)</li> </ol>
<b>AKO</b>	<b>A pedagogically rich curriculum informs the learning programmes of all students.</b>	<ol style="list-style-type: none"> <li>1. Cultural competencies inform the development of a localised curriculum ensuring the principles of Te Tiriti o Waitangi are integrated, meaningful and authentic.</li> <li>2. The PLP is developed and implemented to support teachers to understand and help with the development of the localised curriculum.</li> <li>3. Kaitiaki who know and understand our ākonga, who can develop and lead strategies to improve practice and the capabilities of others (1.3)(1.6)</li> </ol>
<b>WHENUA</b>	<b>The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS.</b>	<ol style="list-style-type: none"> <li>1. Learning programmes use the local environment in an authentic context.</li> <li>2. Connections made with a variety of local communities and/or iwi to enhance the learning of students.</li> <li>3. The school environment will increasingly reflect the bi-cultural context.</li> </ol>



# NORTH STREET SCHOOL eLEARNING PLAN 2024

*“To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students.”*

Professional Development	Communications	Teaching and Learning
<ul style="list-style-type: none"> <li>• There is an open, safe and collaborative culture for whole school e learning change and development through the trial, reflecting and sharing of practices and pedagogies that are directly informed by student needs and supported by integrated online systems.</li> <li>• ICT leader for 2024 will change New Era new ICT provider</li> <li>• Develop use of Google docs in all classes and begin to look at Google Classroom where it is age appropriate.</li> <li>• Attend frequent school workshops around blended eLearning.</li> <li>• Provide support for use of devices to continue to build authentic integrated eLearning.</li> <li>• Training and use of eTAP ongoing to analyse and display as graphs.</li> <li>• Include eLearning within curriculum planning.</li> <li>• Use digital technologies appropriately to support higher order, collaborative teaching and</li> </ul>	<ul style="list-style-type: none"> <li>• Digital citizenship and cyber safety policy and practices planned and implemented.</li> <li>• Increasingly use digital technologies when sharing with parents and community- school website, school Facebook, Team Facebook, Class Dojo, Seesaw and Skool Loop.</li> <li>• Start to communicate Digital Citizenship to parents/community and develop supportive partnerships through emails, texts, surveys, Skool Loop, the school website, Facebook, Messenger.</li> </ul>	<ul style="list-style-type: none"> <li>• Technologies are used appropriately to enable students to critically reflect and manage their own learning, as well as share their progress with the wider community.</li> <li>• Students begin to use technologies in an ongoing way to develop and share their learning, curate aspects of their work, and engage in self and peer based reflection.</li> <li>• Explore Google Classroom.</li> <li>• Curriculum integrates technologies responsively to support authentic, higher-order, collaborative learning and teaching practices and pedagogies.</li> <li>• Technologies continue to be updated to 21st Century capabilities / Infrastructure.</li> <li>• SMS actively used to support administrative assessment and teaching and learning needs.</li> <li>• Class environments combine spaces for both virtual and physical learning.</li> <li>• Classes to have a spread of digital devices (BYOD and school</li> </ul>
	<h3>Strategic Direction &amp; Leadership</h3>	
	<ul style="list-style-type: none"> <li>• With staff and community engagement and understanding; the School vision, strategic plan, and policy describe how technologies will enhance teaching and learning.</li> <li>• Effective use of technologies are blended into practices and processes across the school</li> </ul>	

	<p>learning according to teacher capability and access to devices.</p> <ul style="list-style-type: none"> <li>• Provision for developing teacher capability to use Hapara Teacher Dashboard to ensure safe internet use of students.</li> <li>• Explore and share apps/programmes that enhance learning, with a main focus on Maths.</li> <li>• PLD for staff on ICT basics <ul style="list-style-type: none"> <li>– i.e. <i>current tabs, ICT features</i></li> <li>– <i>Advertise local ICT PLDs</i></li> <li>– <i>PLD on Hapara</i></li> <li>– <i>PLD on JAMF</i></li> <li>– <i>PLD with New Era, ICT providers</i></li> </ul> </li> </ul>	<p>with deliberate leadership, modelling and mentoring.</p> <ul style="list-style-type: none"> <li>• Online Professional Inquiry and Teacher Attestation is a cumulative, living document within which teachers investigate, record and reflect upon the way technologies can enhance both their own and students' learning.</li> <li>• PLD for teachers, major focus area being implementation of the Digital curriculum.</li> <li>• Provision for PLD from outside agencies, <ul style="list-style-type: none"> <li>– i.e. ULearn, Te Raranga Matihiko, and Core.</li> </ul> </li> <li>• Use of local community Digital devices and programmes available to staff. <ul style="list-style-type: none"> <li>– i.e. Local Library resources</li> </ul> </li> <li>• Investing in eLearning initiatives/licences and apps</li> <li>• Advertise cyber safe programs</li> <li>• Core - links to digital curriculum</li> <li>• iPad apps/uses PLD</li> <li>• Chrome book apps PLD</li> </ul>	<p>owned) to enable all teachers and students to engage in digital learning.</p> <ul style="list-style-type: none"> <li>• Continue with 1:1 drive, will have at least 1:1 ratio by the end of 2024 in Years 5-8 - funding reflects that.</li> <li>• Investing in eLearning initiatives</li> <li>• Provision to build teachers capabilities will be developed in the following areas: <ul style="list-style-type: none"> <li>• Computational thinking for digital technologies</li> <li>• Designing and developing digital outcomes</li> <li>• Designing and developing materials outcomes</li> <li>• Designing and developing processed outcomes</li> <li>• Design and visual communication</li> </ul> </li> </ul>
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# NORTH STREET SCHOOL MAORI ACHIEVEMENT PLAN 2024

*“Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our Te Reo Māori programme opens the doors and encourages students to experience success.”*

## Baseline Data 2024

**Reading:** 2023 78.5% Māori are At or Above, 21.5% Māori are below/well below the expected curriculum level.

**Writing:** 2023. 69.7% Māori are At or Above, 30.3% Māori are below/well below the expected curriculum level.

**Maths:** 2023 69.1% Māori are At or Above, 30.9% Māori are below/well below the expected curriculum level.

**Targets 2024**

Māori students below/well below school wide in all curriculum areas.

## Te Tai Ao

- School wide Inquiry strengthening home and school connections.
- School waiata “Te Kei a te Kura” interwoven into school values in Te Reo and Tikanga
- We are committed to the principles of Tataiako and the cultural competencies-Wananga, Whānaungatanga, Manaakitanga, Tangata Whenuatanga.
- Bilingual signage / learning spaces.

### Tangata

- Aim to strengthen Kapa Haka in a culturally responsive learning environment and to provide opportunities for all ākonga to engage in their language, culture and traditional practices. Need a senior tutor.
- Aim to strengthen our Junior Year 1 - 4 Team to operate alongside our Senior roopu. Participate at Te Pae Tamariki, Matariki and other performances throughout the year
- Māori role models promoted to support and enhance Māori learners’, in particular Māori boys.

### Ako

- Staff to demonstrate commitment to PLD of personal and professional practice through Te Ahu O Te Reo, or similar programme of their choice.
- Provision of opportunities to enable every student to experience Te Reo across the curriculum.
- Strengthen and actively prioritise Māori learner achievement including accelerated progress of Māori learners achieving below / well below (Targets).
- To establish and maintain effective professional relationships focused on the learning and well-being of all ākonga. Tapa Whā model.

### Whenua

- ‘Me titiro whakamuri kia anga whakamua.’  
*‘We must look to the past to strive for the future.’*
- Actively promote a learning culture, which engages diverse learners. Build a collection of staff/student known waiata.
  - Strengthen and maintain a healthy bicultural partnership, alongside local iwi, hapū and whānau-aligned with Kahui Ako and co-labs through Kahui Ako.
  - Bi-annual Marae visits – school wide.

	<ul style="list-style-type: none"> <li>• Matariki and Community Engagement aim to establish strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.</li> <li>• Te Wiki O Te Reo Māori – Acknowledge, celebrate and build stronger connections with local iwi and hapū working with Kahui Ako. Harness their knowledge of Māori language, culture, and identity – Kauwhatatanga.</li> <li>• Implement and strengthen cultural competencies for all teachers. Promote a collaborative, inclusive and supportive learning environment through PB4L/Bilingual School Values.</li> <li>• Value and develop competence in Te Reo and Tikanga Māori.</li> <li>• Continue to Implement the principles of Ka Hikitia and Tātaiako alongside the refreshed NZ Curriculum <ul style="list-style-type: none"> <li>- Te Mātaiaho refreshed Curriculum.</li> </ul> </li> <li>• Continue teacher/whanau journey through Te Ahu O Te Reo, and other available courses/programmes.</li> <li>• Kaitiaki work with whānau to build a comprehensive knowledge of ākongā.</li> <li>• Whānau engagement and actions indicate they feel their child's mana is being enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to design, plan, and use and implement a relevant learning programme to develop Level 1 – 4 communication skills in Te Reo Māori and Tikanga Māori.</li> <li>• Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school.</li> <li>• Focus on Maori History (Te Takanga O Te Wā), Tiriti o Waitangi and its impact on NZ. PLD from a Core Education facilitator.</li> <li>• PLD on, Pepeha, Karakia, Waiata, Maori history, programmes etc <ul style="list-style-type: none"> <li>- Localise curriculum with Kauwhata narratives</li> <li>- Te Whiringa Wha</li> <li>- Hauora a Hinengaro</li> <li>- To build a Wahanga Ako within Room 15/16</li> <li>- To establish a Waharoa</li> <li>- Consultation with iwi, hapu</li> <li>- Maramataka/ Te Ao Maori</li> <li>- Mau Rakau</li> </ul> </li> <li>• Provides opportunities to develop and upskill staff eg, MAC and Te Akatea.</li> <li>• Tumuaki and kaiako understand and support the aspirations of Te Hiringa O Te Mahara (Ngāti Kauwhata Education Strategy).</li> <li>• Kaiako will demonstrate knowledge Te Ao Māori.</li> <li>• Tumuaki and WSLs ensure cultural auditing processes are implemented in their schools.</li> <li>• Essential pedagogies from Te Mātaiaho embedded in teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualise, demonstrate and practice known waiata and karakia, to promote an inclusive and supportive learning environment.</li> <li>• Build cultural capacity with teachers and students around identity, awareness and connectedness.</li> <li>• Develop relationships through working with Kahui Ako ASLs and WSLs.</li> <li>• Continue with whanau support group to engage parents and community into school activities/fundraisers - continue working with the Maori Committee.</li> <li>• Nurturing a relationship with Kohanga Reo.</li> <li>• PLD provided around the Curriculum Refresh, especially around Aotearoa Histories.</li> <li>• Provide resources and PLD for the Curriculum Refresh.</li> <li>• Continue providing updated Māori resources.</li> <li>• Established Mahi by Mahi (structured Literacy PLD and resources) Programme in the junior school first.</li> <li>• Continue our kaupapa per term around the “Know Contexts” in the Aotearoa NZ histories; <ul style="list-style-type: none"> <li>- Term 1 - Tino Rangatiratanga me te Kawanatanga.</li> <li>- Term 2 - Whakapapa me te Whanaungatanga.</li> <li>- Term 3 - Tūrangawaewae me te Kaitiakitanga.</li> <li>- Term 4 - Kowhiringa Ohaoha me te Whai Oranga.</li> </ul> </li> </ul>
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# Reading Achievement 2023 Analysis of Variance

Curriculum Area		Reading	
<b>Focus</b>	<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development.</li> <li>Deliberate action and change to support our target learners.</li> </ul>		
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li><b>77.7%</b> Whole School students were At or Above.</li> <li><b>78.5%</b> Māori were At or Above.</li> <li><b>70.6%</b> Pasifika were At or Above.</li> <li><b>83.7%</b> Year 6 students were At or Above</li> </ul>		
<b>Targets</b>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2022 Year 5 students to be a target focus group as <b>24.2%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Māori students are an area of focus as <b>12.7%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Pasifika students are an area of focus as <b>9.1%</b> identified as being below/well below the expected Curriculum Level.</li> <li>75% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>		
<b>Responsibility</b>	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> <li>Term 1 PAT/Star data analysed and next steps formulated for planning and teaching focus areas.</li> <li>Reading assessment used according to child's needs, between Benchmarks and Probe.</li> <li>Teaching of learning qualities for improved growth mind-set.</li> <li>P4C weekly lessons to improve reading comprehension.</li> <li>Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice.</li> <li>Apply learning around the NSS backpack learning qualities.</li> <li>Make links to the Teaching Standards.</li> <li>NSS appraisal process and Annual targets.</li> <li>Reading Recovery programme continued.</li> <li>Target students present in daily planning documents (reviewed and discussed regularly).</li> <li>Extra support (TA) during Literacy time.</li> <li>Structured Literacy LLLL Year 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level).</li> <li>Reading comprehension will improve through higher order thinking in P4C lessons.</li> <li>Student achievement data is analysed and action plans developed.</li> <li>Data is used to inform next steps, deliberate acts of teaching, improved standards.</li> </ul>	<ul style="list-style-type: none"> <li>Data reporting: continue system for staff to complete for Target/ Priority learners.</li> <li>Conferences / Reports</li> <li>Discussion held at team meetings.</li> <li>SMS updated on a regular basis.</li> <li>Class planning.</li> <li>Running Records completed, information analysed for next steps for planning.</li> <li>Informal observations notes.</li> <li>Students' reflections.</li> <li>On-going PLD for staff in the key learning areas,</li> </ul>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2023 Whole school data <b>77.7%</b> at or above.</li> <li><b>Negative outcome; as this is 2.3% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the whole school data went from 27.4% below/well below to 22.3% indicating an improvement of 5.1%.</li> <li>2022 Year 5 students to be a target focus group as 24.2% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 6 student data <b>83.7%</b> at or above.</li> <li><b>Positive outcome; as this is 8.7% above expectation.</b></li> </ul>

<ul style="list-style-type: none"> <li>• RTLit and/ or RTLB working with specific and identified groups students - and staff.</li> <li>• Using Decodable Texts school wide.</li> <li>• Using Mahi by Mahi</li> <li>• 6 year nets completed to inform next steps in consultation with the teacher of RR.</li> <li>• Reading workshops for collaboration classes, continue to build greater links between reading and writing for students to experience literacy as a connected whole.</li> <li>• Explicit teaching of 'The Code.'</li> <li>• SMART Goals used in conjunction with students.</li> <li>• Use of online reading resources – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app</li> <li>• AVAILLL Reading Programme.</li> <li>• CSI Reading Programme.</li> <li>• The Writing Book, Sheena Cameron &amp; Louise Dempsey.</li> <li>• Integration – reading about what we are learning.</li> <li>• Having a huge variety of reading materials; poetry, Big Books, readers etc</li> <li>• Visual text, static and moving, broken down with comprehension activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns.</li> </ul>	<p>assessment, Inquiry, Growth Mindset.</p> <ul style="list-style-type: none"> <li>• Use of Decodable texts.</li> <li>• Across school training on Literacy with Liz Kane.</li> <li>• Professional readings shared with staff.</li> <li>• 2022, a year that was marked by disruption to learning as a result of the impact of COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 Māori students are an area of focus as 19.1% identified as being below/well below the expected Curriculum Level. 2023 Maori student data <b>78.5%</b> at or above. <b>Positive outcome; as this is 3.5% above expectation.</b></li> <li>• 2022 Pasifika students are an area of focus as 34.5% identified as being below/well below the expected Curriculum Level. 2023 Pasifika student data <b>70.6%</b> at or above. <b>Negative outcome; as this is 4.4% below expectation.</b></li> </ul> <p>However, in the 2023 T1 vs T4 data, the Pasifika data went from 35.3% below/well below to 29.4% indicating an improvement of 5.9%.</p> <ul style="list-style-type: none"> <li>• Māori students are a continued area of focus.</li> <li>• Pasifika students are a continued area of focus.</li> <li>• 80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> </ul>
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# Writing Achievement 2023 Analysis of Variance

Curriculum Area		Writing	
<b>Focus</b>	<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development.</li> <li>Deliberate action and change to support our target learners.</li> </ul>		
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>2023 <b>73 %</b> Whole School students were At or Above.</li> <li>2023 <b>69.7%</b> Māori were At or Above.</li> <li>2023 <b>64.7%</b> Pasifika were At or Above.</li> <li>2023 <b>68.3%</b> Year 6 students were At or Above.</li> </ul>		
<b>Targets</b>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2022 Year 5 students to be a target focus group as <b>57.5%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Māori students are an area of focus as <b>19.4%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Pasifika students are an area of focus as <b>25%</b> identified as being below/well below the expected Curriculum Level.</li> <li>75% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>		
<b>Responsibility</b>	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> <li>Deliberate in planning for and collaborating to improve our students spelling, punctuation and organisation in written language.</li> <li>Moderation of school wide writing assessment developed so that there is improved consistency and reliability of assessment information.</li> <li>Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice.</li> <li>Make links to the Teaching Standards.</li> <li>Target students present in daily planning documents (reviewed and discussed regularly).</li> <li>Apply learning around the NSS backpack learning qualities.</li> <li>Moderate writing samples within teams more frequently.</li> <li>Strong use of formative data collected to support and guide on going progress of Target Students.</li> <li>Continue to use digital devices in class to motivate, support and engage students.</li> </ul>	<ul style="list-style-type: none"> <li>Direct teaching with target Groups in Writing.</li> <li>Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level).</li> <li>Student's will be able to give effective peer feedback, evident on google docs.</li> <li>Improved spelling programme and spelling ages.</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing reading and phonetical apps for priority learning.</li> <li>RTLit worked with Target students</li> <li>School wide moderation took place</li> <li>Data gathered in writing to help build a more comprehensive overall teacher judgement.</li> <li>Literacy leads and team meetings to look at target students and at teaching practise.</li> <li>P4C lessons used to develop sentence patterns.</li> </ul>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2023 Whole school data <b>73%</b> at or above. <b>Negative outcome; as this is 7% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the whole school data went from 40.4% below/well below to 27% indicating an improvement of 13.4%.</li> <li>2022 Year 5 students to be a target focus group as 57.5% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 6 student data <b>78.4%</b> at or above. <b>Positive outcome; as this is 3.4% above expectation.</b></li> </ul>

<ul style="list-style-type: none"> <li>• Explore effective apps to motivate writing.</li> <li>• Extra support (TA) during Literacy time.</li> <li>• Explore the use of google docs.</li> <li>• Obtain Student Voice on writing programmes.</li> <li>• NSS progressions reviewed against NZ Curriculum levels.</li> <li>• Focus on teaching students how to give effective peer feedback.</li> <li>• P4C weekly sessions to improve written skills.</li> <li>• RTLit and/ or RTLB working with specific and identified groups students - and staff.</li> <li>• Deliberate planning for and collaborating to improve our students spelling-using the “Code”, punctuation and organisation in written language.</li> <li>• Moderation of school wide writing assessment developed (in teams) so that there is improved consistency and reliability of assessment information.</li> <li>• TKI Writing Matrices used to assess student’s writing – reviewed against NZ Curriculum Levels.</li> <li>• P4C weekly sessions to improve written skills.</li> <li>• Explicit teaching of ‘The Code.’</li> <li>• Strengthen internal evaluation through coaching so that teachers will take risks to adapt their teaching practice of writing, developing experiences and activities to engage our learner writers, selecting writing tasks that engage Māori children and in particular the boys, including developing the children's learning qualities.</li> <li>• PLD on developing the children's skills to reflect on their own writing, the writing process, the NSS Explorer Backpack of Learner Qualities.</li> <li>• PLD to develop strategies to increase student agency, engagement and participation in writing, making writing more meaningful to our Māori students.</li> <li>• Integration – writing about what we are learning.</li> <li>• Reflection Journal – the children reflected every time the class went out for an activity like basketball, dance, footsteps etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Written feedback to teachers will inform next steps.</li> <li>• Improved writing skills by target students.</li> <li>• Improved effective teaching practises in writing programmes. Teachers upskilled.</li> <li>• Writing strategies used will meet identified needs.</li> <li>• Ongoing review and change as needed.</li> <li>• Ensured validity of OTJ's through moderation.</li> <li>• Curriculum support programmes are put in place.</li> <li>• Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns.</li> <li>• Targets are set, budgets are reviewed for future PD/ Planning.</li> <li>• Curriculum support programmes are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning qualities and PLD on Growth Mindset and mindfulness has improved children’s dispositions towards writing.</li> <li>• The lockdown caused disruption to students’ learning and prevented our PLD from gaining momentum and traction.</li> </ul>	<ul style="list-style-type: none"> <li>• 2022 Māori students are an area of focus as 19.4% identified as being below/well below the expected Curriculum Level. 2023 Maori student data <b>69.7%</b> at or above. <b>Negative outcome; as this is 5.3% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the Maori data went from 44.4% below/well below to 28.3% indicating an improvement of 16.1%.</li> <li>• 2022 Pasifika students are an area of focus as 34.5% identified as being below/well below the expected Curriculum Level. 2023 Pasifika student data <b>64.7%</b> at or above. <b>Negative outcome; as this is 10.3% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the Pasifika student data went from 41.2% below/well below to 35.3% indicating an improvement of 5.9%.</li> <li>• Māori students are a continued area of focus.</li> <li>• Pasifika students are a continued area of focus.</li> <li>• 80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> </ul>
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# Mathematics Achievement 2023 Analysis of Variance

Curriculum Area		Mathematics	
<b>Focus</b>		<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development – whole school focus 2023</li> <li>Deliberate action and change to support our target learners.</li> </ul>	
<b>Baseline Data</b>		<ul style="list-style-type: none"> <li>2023 <b>73.9%</b> Whole School students were At or Above.</li> <li>2023 <b>69.1%</b> Māori were At or Above.</li> <li>2023 <b>66.7%</b> Pasifika were At or Above.</li> <li>2023 <b>71.5%</b> Year 6 students were At or Above.</li> </ul>	
<b>Targets</b>		<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2022 Year 5 students to be a target focus group as <b>32.4%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Māori students are an area of focus as <b>12.8%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2022 Pasifika students are an area of focus as <b>21.4%</b> identified as being below/well below the expected Curriculum Level.</li> <li>75% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>	
<b>Responsibility</b>		SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students	
Specific Actions		Expected Outcome	Analysis of Variance
<ul style="list-style-type: none"> <li>Target students present in daily planning documents (reviewed and discussed regularly).</li> <li>Create expectations for Mathematics delivery and assessment.</li> <li>Maths PLD Leaders carry out observations to oversee effective maths programmes.</li> <li>Make links to the Teaching Standards.</li> <li>Staff meeting focus each time on one of the 3 curriculum focus areas as PLD for whole staff.</li> <li>Apply learning around the NSS backpack learning qualities.</li> <li>P4C weekly lessons to improve thinking, problem solving.</li> <li>Investigate ways to make Maths more meaningful to our Māori/Pasifika students.</li> <li>Motivation and engagement of open ended problems.</li> <li>Continue CAAP plan expectations for Mathematics delivery and assessment.</li> <li>Teaching of learning qualities for improved growth mind-set.</li> </ul>		<ul style="list-style-type: none"> <li>Identified action plans and strategies to improve Maths progress.</li> <li>PLD to all staff on school wide Maths expectations ongoing.</li> <li>Direct teaching with target groups throughout year in Mathematics.</li> <li>Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level).</li> <li>Improved conversations between student and teacher.</li> <li>Improved disposition.</li> <li>Maths strategies used will</li> </ul>	<ul style="list-style-type: none"> <li>CAAP plan for Maths continued.</li> <li>Development of the teacher practice in Maths pedagogy has improved dispositions and PLD in Coaching supported change in teacher practice.</li> <li>Target Students were monitored</li> <li>eLearning opportunities included in the teaching programme.</li> <li>Parenting programmes did not occur.</li> <li>Professional readings shared with staff.</li> </ul>
			<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level. <b>0%</b> 2023 Whole school data <b>73.9%</b> at or above. <b>Negative outcome; as this is 6.1% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the whole school data went from 39.8% below/well below to 26.1% indicating an improvement of 13.7%.</li> <li>2022 Year 5 students to be a target focus group as <b>32.4%</b> identified as being below/well below the expected Curriculum Level. 2023 Year 6 student data <b>71.5%</b> at or above. <b>Negative outcome; as this is 3.5% below expectation.</b></li> <li>However, in the 2023 T1 vs T4 data, the Year 6 student data went from 42.8% below/well below to 28.6% indicating an improvement of 14.2%.</li> </ul>

<ul style="list-style-type: none"> <li>• Apply learning around the NSS backpack.</li> <li>• Expectation of weekly rich task school wide.</li> <li>• P4C weekly lessons to improve thinking and problem solving.</li> <li>• Maths workshops for collaboration classes.</li> <li>• SMART Goals created with students.</li> <li>• Use of online maths resources – e-ako, Numicon, Prodigy Study Ladder and Seesaw.</li> <li>• PAT data driving aspects of curriculum coverage analysing teacher capability and lifting teacher knowledge.</li> <li>• Develop positive dispositions - consistent measuring across the school.</li> <li>• Identify and develop digital capability.</li> <li>• Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice.</li> <li>• New Chromebooks purchased</li> </ul>	<p>meet identified needs.</p> <ul style="list-style-type: none"> <li>• Upskill parents on Maths programme.</li> <li>• Improved results with target students.</li> <li>• Improved effective teaching practises each term.</li> <li>• Ensured validity of OTJ's through moderation.</li> <li>• Strategies used will meet identified needs.</li> <li>• Improved electronic learning across Mathematics programme.</li> <li>• Teachers are supported to include eLearning opportunities in their teaching programme.</li> <li>• Inquiry based Maths lessons.</li> <li>• Improved priority student results.</li> <li>• Review how Maths is being taught.</li> <li>• Setting online programmes to strengthen Maths at home, build home and school connections, especially during COVID-19 lockdowns.</li> </ul>		<ul style="list-style-type: none"> <li>• 2022 Māori students are an area of focus as 19.1% identified as being below/well below the expected Curriculum Level. 2023 Maori student data <b>69.1%</b> at or above. <b>Negative outcome; as this is 5.9% below expectation.</b> However, in the 2023 T1 vs T4 data, the Maori data went from 41.8% below/well below to 31% indicating an improvement of 10.8%.</li> <li>• 2022 Pasifika students are an area of focus as 34.5% identified as being below/well below the expected Curriculum Level. 2023 Pasifika student data <b>66.7%</b> at or above. <b>Negative outcome; as this is 8.3% below expectation.</b> However, in the 2023 T1 vs T4 data, the Pasifika student data went from 44.4% below/well below to 33.3% indicating an improvement of 11.1%.</li> <li>• Māori students are a continued area of focus.</li> <li>• Pasifika students are a continued area of focus.</li> <li>• 80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> </ul>
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# New Zealand Curriculum Reading Targets 2024

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Reading.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development.</li> <li>Deliberate action and change to support our target and priority learners.</li> </ul>	<p>Continue the Reading Recovery project for Literacy intervention and development.</p> <ul style="list-style-type: none"> <li>Continue the P4C Project for Literacy intervention &amp; development.</li> <li>Implement review processes for Literacy.</li> <li>Provision of support and intervention for special needs students. Develop inclusive practice in school.</li> <li>Develop school wide Reading scope and sequence.</li> <li>School wide Literacy Team to monitor the action plans developed.</li> <li>To lift student achievement in Literacy for students identified as below the expected Curriculum Level.</li> </ul>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2023 Year 7 students to be a target focus group as <b>47.5%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 3 students to be a target focus group as <b>24.3%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Māori students are an area of focus as <b>22.5%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Pasifika students are an area of focus as <b>29.4%</b> identified as being below/well below the expected Curriculum Level.</li> <li>80% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>

Cohort Data							Baseline Data - End 2023
Level in 2023	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	
Year 3	18.9%	56.8%	24.3%	0%		75.7%	Whole school <b>47.9%</b> At <b>29.8%</b> Above = <b>77.7%</b> Male <b>46.7%</b> At <b>30.2%</b> Above = <b>76.9%</b> Female <b>49.1%</b> At <b>29.4%</b> Above = <b>78.5%</b> Māori <b>52.7%</b> At <b>25.8%</b> Above = <b>77.5%</b> Māori Male <b>51%</b> At <b>27.9%</b> Above = <b>78.9%</b> Māori Female <b>55.1%</b> At <b>23.1%</b> Above = <b>78.2%</b> Pasifika <b>41.2%</b> At <b>29.4%</b> Above = <b>70.6%</b>
Year 7	15%	37.5%	42.5%	5%		52.5%	

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> <li>Term 1 PAT/Star data analysed and next steps formulated for planning and teaching focus areas.</li> <li>Teaching of learning qualities, learning around the NSS backpack for improved growth mind-set.</li> <li>P4C weekly lessons to improve reading comprehension.</li> <li>Reading Recovery Programme continued.</li> <li>RTLit working with specific and identified groups students - and staff.</li> <li>Target students present in daily planning documents.</li> <li>Using Decodable Texts school wide.</li> </ul>	Senior Management Team Literacy Team Literacy Leader School Team Leaders Teachers Philosophy for Children Leader (P4C) Multi Sensory Learning Leader (MSL) Learning Support Coordinator (LSC) RTLit RTLB Students	\$000.00 Literacy  \$000.00 Duffy	Terms 1 – 4

<ul style="list-style-type: none"><li>• 6 year nets completed to inform next steps in consultation with the teacher of RR.</li><li>• Reading workshops for collaboration classes, continue to build greater links between reading and writing for students to experience literacy as a connected whole.</li><li>• Explicit teaching of 'The Code.'</li><li>• SMART Goals used in conjunction with students.</li><li>• Use of online reading resources – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app</li><li>• AVAILLL Reading Programme.</li><li>• CSI Reading Programme.</li><li>• The Writing Book, Sheena Cameron &amp; Louise Dempsey.</li><li>• Reading Recovery programme continued.</li><li>• New Chromebooks purchased</li><li>• New resources purchased</li><li>• Requested PLD provided</li></ul>			
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# New Zealand Curriculum Writing Targets 2024

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Writing.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development.</li> <li>Deliberate action and change to support our target and priority learners.</li> </ul>	<ul style="list-style-type: none"> <li>Continue the P4C project for Literacy intervention and development.</li> <li>Literacy Support - Teacher Aides years 1-4.</li> <li>Multi Sensory Learning programme years 1-4</li> <li>Provision of support and intervention for special needs students.</li> <li>Develop inclusive practice in school.</li> <li>School wide Literacy Team to monitor the action plans developed.</li> <li>To lift student achievement in Literacy for students identified as below the expected Curriculum Level.</li> </ul>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2023 Year 7 students to be a target focus group as 50% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 5 students to be a target focus group as 31.7% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 4 students to be a target focus group as 39.4% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Māori students are an area of focus as 30.3% identified as being below/well below the expected Curriculum Level.</li> <li>2023 Pasifika students are an area of focus as 35.3% identified as being below/well below the expected Curriculum Level.</li> <li>80% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>

Cohort Data							Baseline Data - End 2023
Level in 2023	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	
Year 4	27.3%	33.3%	39.4%	0%		60.6%	Whole school 37.4% At 35.6% Above = 73% Male 37.1% At 32.4% Above = 69.5% Female 37.6% At 38.8% Above = 76.4% Māori 41% At 28.7% Above = 69.7% Māori Male 39.6% At 26.4% Above = 66% Māori Female 42.7% At 31.7% Above = 74.4% Pasifika 17.6% At 47.1% Above = 64.7%
Year 5	19.5%	48.8%	29.3%	2.4%		68.3%	
Year 7	5%	45%	40%	10%		50%	

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> <li>Deliberate planning for and collaborating to improve our students spelling-using the “Code”, punctuation and organisation in written language.</li> <li>Moderation of school wide writing assessment developed (in teams) so that there is improved consistency and reliability of assessment information.</li> </ul>	Senior Management Team Literacy / Writing PLD Team Literacy Leader School Team Leaders Teachers Philosophy for Children Leader (P4C) Multi Sensory Learning Leader (MSL) Learning Support Coordinator (LSC)	\$000.00	Terms 1 – 4

<ul style="list-style-type: none"> <li>• Target students present in daily planning documents (reviewed and discussed regularly).</li> <li>• TKI Writing Matrices used to assess student's writing – reviewed against NZ Curriculum Levels.</li> <li>• P4C weekly sessions to improve written skills.</li> <li>• Explicit teaching of 'The Code.'</li> <li>• Strengthen internal evaluation through coaching so that teachers will take risks to adapt their teaching practice of writing, developing experiences and activities to engage our learner writers, selecting writing tasks that engage Māori children and in particular the boys, including developing the children's learning qualities.</li> <li>• PLD on developing the children's skills to reflect on their own writing, the writing process, the NSS Explorer Backpack of Learner Qualities.</li> <li>• PLD to develop strategies to increase student agency, engagement and participation in writing, making writing more meaningful to our Māori students.</li> <li>• New Chromebooks purchased</li> <li>• New resources purchased</li> <li>• Requested PLD provided</li> </ul>	RTLit RTLB Students		
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# New Zealand Curriculum Maths Targets 2024

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> <li>All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Mathematics.</li> <li>Self-review to inform individual and school wide growth and development.</li> <li>Provision of Professional Learning and Development.</li> <li>Deliberate action and change to support our target and priority learners.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of support and intervention for special needs students.</li> <li>Develop inclusive practice in school.</li> <li>All teams are cohesive and committed to improving practice.</li> <li>Combine P4C into the Maths programme.</li> <li>Maths Leaders to progress the action plans developed and target further PLD opportunities with PLD coordinator.</li> <li>To lift student achievement in Mathematics for students identified as below the expected Curriculum Level.</li> </ul>	<ul style="list-style-type: none"> <li>80% of Whole School students to be achieving at or above the expected Curriculum Level.</li> <li>2023 Year 7 students to be a target focus group as <b>48.7%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 6 students to be a target focus group as <b>28.6%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 5 students to be a target focus group as <b>29.3%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Year 4 students to be a target focus group as <b>33.3%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Māori students are an area of focus as <b>30.9%</b> identified as being below/well below the expected Curriculum Level.</li> <li>2023 Pasifika students are an area of focus as <b>33.3%</b> identified as being below/well below the expected Curriculum Level.</li> <li>80% of these students to be achieving at or above the expected Curriculum Level.</li> </ul>

Cohort Data							Baseline Data - End 2023
Level in 2023	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	Whole school <b>48.7%</b> At <b>25.2%</b> Above = <b>73.9%</b> Male <b>49.4%</b> At <b>28.4%</b> Above = <b>77.8%</b> Female <b>47.9%</b> At <b>21.9%</b> Above = <b>69.8%</b> Māori <b>46.4%</b> At <b>22.7%</b> Above = <b>69.1%</b> Māori Male <b>50%</b> At <b>25.5%</b> Above = <b>75.5%</b> Māori Female <b>41.7%</b> At <b>19%</b> Above = <b>60.7%</b> Pasifika <b>27.8%</b> At <b>38.9%</b> Above = <b>66.7%</b>
Year 4	30.3%	36.4%	33.3%	0%	0	66.7%	
Year 5	7.3%	63.4%	29.3%	0%	0	70.7%	
Year 6	8.2%	63.3%	24.5%	4.1%	0	71.5%	
Year 7	2.4%	46.3%	46.3%	4.9%	0	51.2%	

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> <li>• Current school wide Focus for PLD 2024</li> <li>• Units for 2 curriculum leads, Junior/Senior</li> <li>• Target students present in daily planning documents (reviewed and discussed regularly).</li> <li>• Continue CAAP plan expectations for Mathematics delivery and assessment.</li> <li>• Teaching of learning qualities for improved growth mind-set.</li> <li>• Apply learning around the NSS backpack.</li> <li>• Expectation of weekly rich task school wide.</li> <li>• P4C weekly lessons to improve thinking, problem solving.</li> <li>• Investigate ways to make Maths more meaningful to our Māori/Pasifika students.</li> <li>• Motivation and engagement of open ended problems.</li> <li>• Maths workshops for collaboration classes.</li> <li>• SMART Goals created with students.</li> <li>• Use of online maths resources – e-ako, Numicon, Prodigy Study Ladder and Seesaw.</li> <li>• PAT data driving aspects of curriculum coverage analysing teacher capability and lifting teacher knowledge.</li> <li>• Develop positive dispositions - consistent measuring across the school.</li> <li>• Identify and develop digital capability.</li> <li>• More Chrome Books purchased.</li> </ul>	<p>Senior Management Team  PLD Provider in Maths  Mathematics Leaders  School Team Leaders  Teachers  Learning Support Coordinator (LSC)  Resource Teacher Of Learning/Behaviour (RTLB)  Students</p>	<p>\$3000.00</p>	<p>Terms 1 – 4</p>

