



# NGĀKŌROA SCHOOL

## Annual Report 2023

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**NGĀKŌROA SCHOOL**

**ANNUAL FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2023**



# NGĀKŌROA SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 748

**Principal:** Lisa Cavanagh

**School Address:** 1 Rorotu Ave, Karaka 2578

**School Postal Address:** 1 Rorotu Ave, Karaka 2578

**School Phone:** 09-553-7040

**School Email:** [hello@ngakoroa.school.nz](mailto:hello@ngakoroa.school.nz)

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Susannah Fowler	Chairperson	Establishment Board	Sep-23
Lisa Cavanagh	Tumuaki / Principal	ex Officio	Dec-23
Julie Fox	Member -eBoT	Establishment Board	Sep-23
Bruce Holland	Member -eBoT	Establishment Board	Sep-23
Charles Ma	Member -eBoT	Establishment Board	Sep-23
Carol Willard	Member -eBoT	Establishment Board	Sep-23
Pippa Badrinarayan	Secretary		
Monique Henry	Member -eBoT/BoT	Iwi Appointee	Sep-25
Kimberley Leacey	Chairperson	Parent Election	May-25
Adrian Hilton	Member - BoT	Parent Election	May-25
Bryan Griffiths	Member - BoT	Parent Election	May-25
Sristhi Kanihama	Member - BoT	Parent Election	May-25
Kate Lewis	Member - BoT	Staff Election	Dec-23
Rosina Woodroffe	Secretary		

#### Accountant / Service Provider:



#### Auditor:

UHY Haines Norton (Auckland) Ltd

# NGĀKŌROA SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Ngākōroa 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.

Kimberley Leacy  
Full Name of Presiding Member

Andrea Fulton  
Full Name of Principal

[Signature]  
Signature of Presiding Member

[Signature]  
Signature of Principal

13/06/24  
Date:

17.06.24  
Date:

# Ngākōroa 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	2,962,815	1,589,033	1,718,870
Locally Raised Funds	3	41,654	500	26,895
Interest		34,070	4,000	10,715
Gain on Sale of Property, Plant and Equipment		-	-	739
<b>Total Revenue</b>		<b>3,038,539</b>	<b>1,593,533</b>	<b>1,757,219</b>
<b>Expense</b>				
Locally Raised Funds	3	12,125	2,500	2,073
Learning Resources	4	1,155,269	1,039,100	922,823
Administration	5	119,455	133,244	112,158
Interest		1,207	1,250	817
Property	6	1,732,162	482,000	438,032
<b>Total Expense</b>		<b>3,020,218</b>	<b>1,658,094</b>	<b>1,475,903</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>18,321</b>	<b>(64,561)</b>	<b>281,316</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>18,321</b>	<b>(64,561)</b>	<b>281,316</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.

## Ngākōroa 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>		1,238,399	1,238,399	957,083
Total comprehensive revenue and expense for the year		18,321	(64,561)	281,316
<b>Equity at 31 December</b>		1,256,720	1,173,838	1,238,399
Accumulated comprehensive revenue and expense		1,256,720	1,173,838	1,238,399
<b>Equity at 31 December</b>		1,256,720	1,173,838	1,238,399

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.

# Ngākōroa 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	135,974	346,105	581,927
Accounts Receivable	8	90,477	161,569	161,569
GST Receivable		8,668	36,401	36,401
Prepayments		7,753	87	87
Inventories	9	128	-	-
Investments	10	550,000	250,000	250,000
Funds Receivable for Capital Works Projects	15	-	-	8,088
		793,000	794,162	1,038,072
<b>Current Liabilities</b>				
Accounts Payable	12	89,673	310,619	310,619
Revenue Received in Advance	13	5,061	-	-
Finance Lease Liability	14	5,350	4,500	4,273
		100,084	315,119	314,892
<b>Working Capital Surplus/(Deficit)</b>		692,916	479,043	723,180
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	570,043	700,795	518,073
		570,043	700,795	518,073
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	6,239	6,000	2,854
		6,239	6,000	2,854
<b>Net Assets</b>		1,256,720	1,173,838	1,238,399
<b>Equity</b>		1,256,720	1,173,838	1,238,399

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

# Ngākōroa School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		518,067	776,526	451,311
Locally Raised Funds		41,654	173,575	199,970
Goods and Services Tax (net)		27,733	83,071	83,071
Payments to Employees		(112,006)	(35,897)	(48,108)
Payments to Suppliers		(504,714)	(279,938)	(29,630)
Interest Paid		(1,207)	(1,250)	(817)
Interest Received		21,941	(550)	6,165
Net cash from/(to) Operating Activities		(8,532)	715,537	661,962
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(891)	739
Purchase of Property Plant & Equipment (and Intangibles)		(132,071)	(661,577)	(433,376)
Purchase of Investments		(300,000)	(250,000)	(250,000)
Net cash from/(to) Investing Activities		(432,071)	(912,468)	(682,637)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(5,350)	(451)	(3,824)
Funds Administered on Behalf of Other Parties		-	-	(97,678)
Net cash from/(to) Financing Activities		(5,350)	(451)	(101,502)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(445,953)</b>	<b>(197,382)</b>	<b>(122,177)</b>
Cash and cash equivalents at the beginning of the year	7	581,927	543,487	704,104
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>135,974</b>	<b>346,105</b>	<b>581,927</b>

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

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

# Ngākōroa School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Ngākōroa 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.

###### *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 11.

**Critical Judgements in applying accounting policies**

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

**Classification of leases**

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

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

**Recognition of grants**

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

**Other Grants where conditions exist**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

**e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

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

Building improvements	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **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.

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

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

#### **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 and annual leave earned, by non teaching staff, but not yet taken at balance date.

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

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

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

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

Revenue received in advance relates to fees received from the Ministry of Education 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.

**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) 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.

**t) 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.

**u) 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.

**v) Budget Figures**

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

**w) 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	330,291	343,442	537,557
Teachers' Salaries Grants	933,093	806,000	801,662
Use of Land and Buildings Grants	1,602,962	300,000	379,651
Other Government Grants	96,469	139,591	-
	<u>2,962,815</u>	<u>1,589,033</u>	<u>1,718,870</u>

The school has opted in to the donations scheme for this year. Total amount received was \$9,555.

## 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	19,492	-	24,625
Fees for Extra Curricular Activities	9,621	-	435
Trading	1,724	500	465
Fundraising & Community Grants	317	-	1,370
Other Revenue	10,500	-	-
	<u>41,654</u>	<u>500</u>	<u>26,895</u>
<b>Expense</b>			
Extra Curricular Activities Costs	11,308	1,000	511
Trading	706	1,000	879
Fundraising and Community Grant Costs	111	500	683
	<u>12,125</u>	<u>2,500</u>	<u>2,073</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>29,529</u>	<u>(2,000)</u>	<u>24,822</u>

## 4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	66,400	159,100	43,730
Equipment Repairs	23	-	-
Information and Communication Technology	6,797	9,000	6,787
Library Resources	2,463	6,000	4,301
Employee Benefits - Salaries	967,835	777,500	801,662
Staff Development	13,750	17,500	15,317
Depreciation	98,001	70,000	51,026
	<u>1,155,269</u>	<u>1,039,100</u>	<u>922,823</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	5,950	3,950	5,500
Board Fees	5,730	9,600	5,500
Board Expenses	2,443	5,500	73
Communication	3,284	26,800	8,633
Consumables	6,074	4,000	3,339
Operating Leases	1,461	4,000	1,330
Other	29,641	25,250	29,737
Employee Benefits - Salaries	54,038	47,000	46,599
Insurance	2,794	1,000	2,911
Service Providers, Contractors and Consultancy	8,040	6,144	8,536
	<u>119,455</u>	<u>133,244</u>	<u>112,158</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,445	4,500	4,316
Consultancy and Contract Services	41,035	55,000	16,638
Grounds	10,323	27,500	25,635
Heat, Light and Water	37,990	25,000	4,662
Rates	-	-	2,971
Repairs and Maintenance	5,640	50,000	1,034
Use of Land and Buildings	1,602,962	300,000	379,651
Security	2,475	2,000	1,013
Employee Benefits - Salaries	24,292	18,000	2,112
	<u>1,732,162</u>	<u>482,000</u>	<u>438,032</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	135,974	346,105	581,927
Cash and cash equivalents for Statement of Cash Flows	<u>135,974</u>	<u>346,105</u>	<u>581,927</u>

Of the \$135,974 Cash and Cash Equivalents, \$5,061 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

## 8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables from the Ministry of Education	-	10,293	10,293
Interest Receivable	16,679	4,550	4,550
Banking Staffing Underuse	-	75,953	75,953
Teacher Salaries Grant Receivable	73,798	70,773	70,773
	<u>90,477</u>	<u>161,569</u>	<u>161,569</u>
Receivables from Exchange Transactions	16,679	4,550	4,550
Receivables from Non-Exchange Transactions	73,798	157,019	157,019
	<u>90,477</u>	<u>161,569</u>	<u>161,569</u>

## 9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
School Uniforms	128	-	-
	<u>128</u>	<u>-</u>	<u>-</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	550,000	250,000	250,000
	<u>550,000</u>	<u>250,000</u>	<u>250,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building & Ground Improvements	30,168	51,486	-	-	(6,079)	75,575
Furniture and Equipment	363,110	81,842	-	-	(40,010)	404,942
Info and Comms Technology	105,129	1,779	-	-	(43,262)	63,646
Leased Assets	7,067	10,649	-	-	(6,549)	11,167
Library Resources	12,599	4,215	-	-	(2,101)	14,713
<b>Balance at 31 December 2023</b>	<u>518,073</u>	<u>149,971</u>	<u>-</u>	<u>-</u>	<u>(98,001)</u>	<u>570,043</u>

The net carrying value of furniture and equipment held under a finance lease is \$11,167 (2022: \$7,067)

### 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	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building & Ground Improvements	82,463	(6,888)	75,575	30,977	(809)	30,168
Furniture and Equipment	464,298	(59,356)	404,942	382,456	(19,346)	363,110
Info and Comms Technology	142,774	(79,128)	63,646	140,995	(35,866)	105,129
Leased Assets	22,976	(11,809)	11,167	12,327	(5,260)	7,067
Library Resources	17,926	(3,213)	14,713	13,711	(1,112)	12,599
<b>Balance at 31 December 2023</b>	<b>730,437</b>	<b>(160,394)</b>	<b>570,043</b>	<b>580,466</b>	<b>(62,393)</b>	<b>518,073</b>

## 12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	8,037	233,524	233,524
Accruals	5,950	5,500	5,500
Employee Entitlements - Salaries	74,126	70,950	70,950
Employee Entitlements - Leave Accrual	1,560	645	645
	<b>89,673</b>	<b>310,619</b>	<b>310,619</b>
Payables for Exchange Transactions	89,673	310,619	310,619
	<b>89,673</b>	<b>310,619</b>	<b>310,619</b>

## 13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	5,061	-	-
	<b>5,061</b>	<b>-</b>	<b>-</b>

## 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	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	5,350	-	4,745
Later than One Year and no Later than Five Years	6,239	-	2,968
Future Finance Charges	-	-	(586)
	<b>11,589</b>	<b>-</b>	<b>7,127</b>
<b>Represented by</b>			
Finance lease liability - Current	5,350	4,500	4,273
Finance lease liability - Non current	6,239	6,000	2,854
	<b>11,589</b>	<b>10,500</b>	<b>7,127</b>

## 15. Funds Held for Capital Works Projects

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

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Playgrounds	(8,088)	-	-	8,088	-
Genesis Energy	-	23,502	(23,502)	-	-
Totals	(8,088)	23,502	(23,502)	8,088	-

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

-  
-

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Playgrounds	(8,088)	-	-	-	(8,088)
Totals	(8,088)	-	-	-	(8,088)

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Receivable from the Ministry of Education

-  
(8,088)

## 16. Related Party Transactions

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

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

## 17. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	5,730	5,500
<i>Leadership Team</i>		
Remuneration		
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration		

There are six members of the Board and six members of the establishment Board excluding the Principal. The establishment Board has held four full meetings and the Board has held four meetings of the Board in the year. The Board also has Finance (one member) and Property (zero members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters, as well as meetings to appoint a new Principal to start in 2024.

#### 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		
Benefits and Other Emoluments		
Termination Benefits		

#### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number

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

### 18. Compensation and Other Benefits Upon Leaving

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

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

### 19. Contingencies

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

#### Holidays Act Compliance – Schools Payroll

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

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

## 20. Commitments

### (a) Capital Commitments

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

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Contract for ICT Services 2024/25 \$4,931pa, (b) Service Agreement for JJ Richards Waste & Recycling \$1,482pa (5 Years)  
(c) Service Agreement for GoPro Cleaning Services \$53,300pa, (d) Service Agreement for Reclaim Recycling \$832pa (36 Months)  
(e) Security Services Agreement \$1,848pa, (f) Contract for Visitor software-Vistab \$660 (24 months)

	2023 Actual \$	2022 Actual \$
No later than One Year	61,205	-
Later than One Year and No Later than Five Years	10,585	-
Later than Five Years	5,278	-
	<u>77,068</u>	<u>-</u>

The total payments incurred during the period were \$61,205 (2022: \$nil).

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	135,974	346,105	581,927
Receivables	90,477	161,569	161,569
Investments - Term Deposits	550,000	250,000	250,000
Total financial assets measured at amortised cost	<u>776,451</u>	<u>757,674</u>	<u>993,496</u>

### Financial liabilities measured at amortised cost

Payables	89,673	310,619	310,619
Finance Leases	11,589	10,500	7,127
Total financial liabilities measured at amortised cost	<u>101,262</u>	<u>321,119</u>	<u>317,746</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF NGĀKŌROA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Ngākōroa School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 19/6/24. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwi sport Report and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

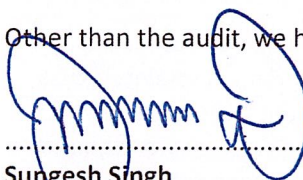
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

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

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



.....  
**Sungesh Singh**  
**UHY Haines Norton (Auckland) Limited**  
**On behalf of the Auditor-General**  
**Auckland, New Zealand**

# NGĀKŌROA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 748

**Principal:** Lisa Cavanagh

**School Address:** 1 Rorotu Ave, Karaka 2578

**School Postal Address:** 1 Rorotu Ave, Karaka 2578

**School Phone:** 09-553-7040

**School Email:** [admin@ngakoroa.school.nz](mailto:admin@ngakoroa.school.nz)

#### Members of the Board

Name	Position	How Position Gained		Term Expired/ Expires
Susannah Fowler	Chairperson	Establishment Board	Occupation	Sep-23
Lisa Cavanagh	Tumuaki / Principal	ex Officio	Principal - Ngākōroa School	Dec-23
Julie Fox	Member -eBoT	Establishment Board	Retired (Prev. RTLB)	Sep-23
Bruce Holland	Member -eBoT	Establishment Board	Managing Director - Parkinson & Holland	Sep-23
Charles Ma	Member -eBoT	Establishment Board	CEO & Founder- MADE	Sep-23
Carol Willard	Member -eBoT	Establishment Board	Principal - Parkside School	Sep-23
Pippa Badrinarayan	Secretary		Office Manager - Ngākōroa School	
Monique Henry	Member -eBoT/BoT	Iwi Appointee	Te Pou Matauranga - Ngāti Tamaoho Trust	Sep-25
Kimberley Leacey	Chairperson	Parent Election	Speech & Language Therapist	May-25
Adrian Hilton	Member - BoT	Parent Election	Production Manager	May-25
Bryan Griffiths	Member - BoT	Parent Election	ICT	May-25
			Kainga Ora Homes & Community - Home	
Sristhi Kanihama	Member - BoT	Parent Election	Ownership team	May-25
Kate Lewis	Member - BoT	Staff Election	Teacher - Ngākōroa School	Dec-23
Rosina Woodroffe	Secretary		Office Manager - Ngākōroa School	

**Accountant / Service Provider:** The School Office

**Auditor:** UHY Haines Norton

# Ngākōroa School Interim Analysis of Variance from Annual Planning - 2023

Mātauranga - Commentary in relation to action planning 2023				
Knowledge & Wisdom				
Strategic Goal: A cohesive local curriculum supports high achievement and is applied seamlessly across the school				
Key Outcomes (Priorities for 2023)	Term 1	Term 2	Commentary against Term 1&2 Planned Actions	Success Measures
Embed the local curriculum so that it is clearly understood by all.	Sharing & Implementing next steps from 2022 curriculum review documents		Term 1: Last year's curriculum reviews were shared as part of staff only days at the beginning of the year. Curriculum one pager review underway. Delays to the start of the year and busy-ness around our opening means some will be completed a little later than the week 5 deadline we planned. Term 2: Next steps from 2022 reviews well underway. Staff workshop in Maths early in Term 2. Teacher only day at beginning of Term 2 reflected steps towards consistency within the curriculum refresh work and our assessment practices. One pagers updated and included in enrollment packs and <a href="#">Manaaki Kaimahi</a> website where relevant.	<ul style="list-style-type: none"><li>Staff hui agenda will reflect time spent in curriculum areas</li><li>Turangawaewae Tours will reflect consistency of curriculum implementation.</li></ul>
	Curriculum One Pagers updated (end of wk 5) & shared in enrolment packs & Manaaki Kaimahi website (end of T 1)	Ensure one pagers are shared across teams for consistency of expectations with all kaiako.		
	Tikanga teams to share review outcomes as part of TODs at beginning of year.	Act on feedforward initiatives and recommendations identified through curriculum reviews at the end of 2022		
Engage learners through agentic and responsive teaching & learning practices.		Kaiako collectively craft questions for student voice to gather information that will be useful and can be tracked longitudinally	Term 1: N/A Teachers examine and reflected evidence of teaching and learning with a lens of RbL Effective Teacher Profile (coaching and NEMM) Term 2: Staff have drafted some questions that they believe will be useful for us to trial. Student Voice using GPILSEO framework has been developed and tested alongside Laurayne as part of our Teaching to the North East Work. This will be incorporated in the collaborative coaching process.	<ul style="list-style-type: none"><li>Student voice evident in updated curriculum review documentation</li></ul>
Demonstrate high expectations of learner achievement through targets in Reading, Writing and Mathematics that show equitable outcomes for all groups/cohorts.	2023 Achievement Targets: <ul style="list-style-type: none"><li>To reduce inequities in both gender and ethnic data across all areas.</li><li>To increase levels of achievement (percentage of students achieving at or above) in all three areas.</li><li>To bring levels of achievement in Writing into alignment with Reading and Mathematics results.</li></ul>		Term 1: Staff have had an initial meeting to confirm planning and assessment processes/expectations for our proximity learner groups. Groups have been set up in HERO for tracking purposes. We will report on end of term progress for proximity learners at the first meeting of Term 2. Term 2: Moderation of mid year judgements are currently underway ready to report to parents and the Board at the beginning of Term 3. Clarity of <a href="#">Curriculum level/progress expectations</a> improved through workshop during TOD at beginning of Term 2.	<ul style="list-style-type: none"><li><a href="#">Tracking and reflection doc for proximity learners</a> to show term by term progress (against expected rates of progress).</li></ul> Mid year data reports will show: <ul style="list-style-type: none"><li>Progress from mid 2022</li><li>Equity comparisons</li></ul>
	Teachers use data to inform planning (proximity learner impact initiatives in the same way we did in the second half of 2022). Track proximity learner data each term.			

	Implement 'Monitoring Meetings' through our work with Laurayne (Teaching to the North East) - Writing Focus.	<p><i>Term 1:</i> Laurayne has had an initial whole staff session modeling what North East Monitoring Meetings (NEMMs) look like and clarifying process. 2 more days are booked for ongoing PLD and practice. 1st ALiM PLD session has taken place.</p> <p><i>Term 2:</i> ALiM has continued. Teaching inquiries in this area have been fantastic. We will get them to present back to staff and Board next term. Coaching and Monitoring Meetings all happening within the context of Writing.</p>	
	2 teachers involved in ALiM - Participate in workshops and regular conversations with mentor / facilitator.		

## Ngākōroa School Interim Analysis of Variance from Annual Planning - 2023

<b>Mātauranga - Action Plan 2023</b> Knowledge & Wisdom <i>Strategic Goal: A cohesive local curriculum supports high achievement and is applied seamlessly across the school</i>				
Key Outcomes (Priorities for 2023)	Term 3	Term 4	Commentary against Term 3&4 Planned Actions	Success Measures
Embed the local curriculum so that it is clearly understood by all.	Check in with new staff if Kaimahi Manaaki website meets needs - refine and adapt for future induction programmes.		<p><b>Term 3:</b> Feedback from Tracy that Kaimahi Manaaki website set up is helpful... we will slow down the speed of induction for future new staff. Curriculum refresh TOD in Term 2 showed strong alignment of our curriculum to the Curriculum refresh.</p> <p><b>Term 4:</b> No further actions. Alignment of Curriculum Refresh on hold pending confirmation of changes from the new government. Tikanga Teams are restructured and the work reprioritized at the beginning of 2024.</p>	<ul style="list-style-type: none"> <li>Staff hui agenda will reflect time spent in curriculum areas</li> <li>Turangawaewae Tours will reflect consistency of curriculum implementation.</li> </ul>
	Test alignment of curriculum documentation with curriculum refresh work. Review and refine KM website			
	Tikanga teams check in on progress relevant to the next steps they identified.			
Engage learners through agentic and responsive teaching & learning practices.	Collect student voice on the content of our curriculum (as described in the Maths curriculum review) to ensure approaches are responsive and engaging for ākonga.		<p><b>Term 3:</b> Student voice being collected through ALiM, NEMM focus groups, RbL evidence collection process and strategic consultation.</p> <p><b>Term 4:</b> Tikanga Teams are restructured and student voice reprioritized for literacy at the beginning of 2024.</p>	<ul style="list-style-type: none"> <li>Student voice evident in updated curriculum review documentation</li> </ul>
Demonstrate high expectations of learner achievement through targets in Reading, Writing and Mathematics that	<b>2023 Achievement Targets:</b> <ul style="list-style-type: none"> <li>To reduce inequities in both gender and ethnic data across all areas.</li> <li>To increase levels of achievement (percentage of students achieving at or above) in all three areas.</li> <li>To bring levels of achievement in Writing into alignment with Reading and Mathematics results.</li> </ul>		<p><b>Term 3:</b> Mid year data analysis shared with Board in August. Subsequent staff hui have included Kaiako reflecting on data at a micro level for their classes. This analysis helped us to review and refine proximity learner planning for the remainder of the term. We have also used proximity learner evidence as part of our NEMM coaching in the second part of Term 3. ALiM teachers have given a presentation to the staff on the changes that have been</p>	<ul style="list-style-type: none"> <li>Tracking and reflection doc for proximity learners to show term by term progress (against expected rates of progress).</li> </ul>

show equitable outcomes for all groups/cohorts.	Teachers use data to inform planning (proximity learner impact initiatives in the same way we did in the second half of 2022). Track proximity learner data each term.	successful for their focus maths groups. <b>Term 4:</b> ALiM impact stories shared with the network and completed the intervention with final meeting with the mentor.	Mid year data reports will show: • Progress from mid 2022 • Equity comparisons
	Implement 'Monitoring Meetings' through our work with Laurayne (Teaching to the North East) - Writing Focus.	End of year OTJ data show that there is still a disparity between ethnic and gender groups. Further analysis to be made at the beginning of 2024 to compare progress of cohorts and groups from previous years data. Teachers will look at the specific needs of their new groups in 2024 with the aim to continue reducing the gap.	
	2 teachers involved in ALiM - Participate in workshops and regular conversations with mentor / facilitator.	NEMM meetings in 2024 will focus specifically on Proximity students and literacy.	

Manawanui - Action Plan 2023 To Have Heart Strategic Goal: Ongoing and shared commitment to building and maintaining a strong learning culture.				
Key Outcomes (Priorities for 2023)	Term 1	Term 2	Commentary against Term 1&2 Planned Actions	Success Measures
Embed Relationships Based Learning (RbL) pedagogies throughout the school.	Update data dashboard for full teacher profile evidence set. Follow up with individual coaching as per PGC.	Revisit research unpacking in the context of our pedagogical image and the artifacts we have in place.	<b>Term 1:</b> <i>Monitoring Meeting Protocols in place, 3 sessions with Laurayne to model with staff and train Kaiarahi team in coaching approaches. PGC cycle has been updated to include the Monitoring Meetings alongside RbL Coaching.</i> <i>Leadership team have begun the process of evaluating schoolwide systems (using GPILSEO Model) to evaluate school wide systems.</i> <b>Term 2:</b> <i>GPILSEO Leadership action plan completed and underway</i> <i>First Monitoring Meetings held and feedback provided by Laurayne/SLT</i> <i>Full Teacher data set completed and progress in teacher practice against the profile has been shared with the Board.</i> <i>Framework to collect <u>student voice based on GPILSEO model</u> co-constructed and process for consistent use developed and trialled.</i>	<ul style="list-style-type: none"> <li>RBL coaching reflections &amp; attestation discussions to show benefits of programme.</li> <li><u>GPILSEO tool</u> will help us evaluate implementation fidelity.</li> <li>Coaching dashboard will show teacher progress against profile (in May Principal's Report).</li> </ul>
	SLT finish coaching accreditation.			
	Introduce and Practice Monitoring Meeting protocols.			
Embed Mana Potential approaches throughout the School.	School wide Tuku Iho displayed in public place.	Review and determine next steps alongside Angeline.	<b>Term 1:</b> <i>School wide Tuku Iho currently displayed in the Reception area (Thanks Brooke and Roya for taking the lead on this!)</i> <i>All classes have revisited and made new Ngā Atua Maori a feature of classroom displays.</i> <i>Angeline took us on a tour of our classrooms to share, critique and give feedback on our displays / approaches to Mana Potential in the new spaces so far.</i> <b>Term 2:</b> <i>Two further staff workshops held in Term 2 under the facilitation of Angeline. Have agreed to hold off on parent hui until Term 3. At each hui Angeline supports us with a 'next step' challenge to guide us in ongoing development of MP.</i> <i>Mana Potential intro included in Manaaki Whānau sessions that we have with new enrolments twice a term.</i>	<ul style="list-style-type: none"> <li>Gather whanau, Akonga &amp; Kaimahi voice as to the effectiveness of Mana potential prior to the end of term 4</li> <li>(Whanau voice from end of 2022 should show improvement in area of 'culture and tone')</li> </ul>
	Revisit/reteach last years learning to consolidate and embed understandings.	Whanau evening to introduce Mana Potential and empower whānau to reinforce and utilise strategies at home.		
Establish and embed	Develop a shared understanding of Manaaki Ngākōroa including clarity of induction processes for each group.		<b>Term 1:</b> <i>Whānau Induction process clarified in <a href="#">this doc</a></i> <i>Turangawaewae tours will take place in week 10 - process to be determined in</i>	<ul style="list-style-type: none"> <li>Manaakitanga process document to support induction includes clear</li> </ul>

<b>Manaaki Ngākōroa programmes to ensure seamless induction of new staff, students and whānau into our school culture.</b>	<b>Manaaki Kaimahi:</b> Develop protocols for tūrangawaewae tours & continued reflection and critique of our learning design.	Feedback from new staff members re: induction process. Refine and review Kaimahi Manaaki (Induction) website.	<p><i>week 9.</i> <i>Learning in Action Tours started in Week 4, all new whānau invited. Student ambassadors trained to support this process, with extra 'practice' provided during Kaiarahi PLG visit in Week 6.</i> <i>A new process has been developed to ensure consistency in the way we support older ākonga on their arrival at school. Next step is to include the Rangatahi in developing the protocols for the ākonga induction part of the process.</i></p> <p><b>Term 2:</b> <i>All ongoing...</i> <i>Manaaki Whānau (Ngākōroa) sessions followed by Learning in Action Tours with student ambassadors have been well attended by new entrant families, intermittent attendance by families of older children.</i> <i>Ākonga are doing a fab job of inducting their peers into Ngākōroa as they arrive. There have been some real gems that we have seen and heard through this process that we want to capture on video (as a next step) to share with prospective students on our website or have as reference on ipads in classrooms as new ākonga arrive.</i></p>	tasks and delegations to support new kaimahi, ākonga and whānau when they arrive at our kura. <ul style="list-style-type: none"> <li>• Feedback from new staff on induction website/process</li> <li>• Repeat whanau voice from 2022 to see progress</li> </ul>
	<b>Manaaki Whānau:</b> Extend transition visits for all new whanau through "Learning in Action Tours."			
	<b>Manaaki Ākonga:</b> Enlist rangatahi group to help develop protocols for transitioning older ākonga to our ways of working.			

<b>Manawanui - Action Plan 2023</b> To Have Heart <i>Strategic Goal: Ongoing and shared commitment to building and maintaining a strong learning culture.</i>				
Key Outcomes (Priorities for 2023)	Term 3	Term 4	Commentary against Term 3&4 Planned Actions	Success Measures
<b>Embed Relationships Based Learning (RbL) pedagogies throughout the school.</b>	Update data dashboard for full teacher profile evidence set. Follow up with individual coaching as per PGC.		<p><b>Term 3:</b> Reduced staffing full evidence set for Effective teacher profile will not be completed until early in Term 4. GPILSEO evaluation complete, showed most monitoring systems already in place. Little further change needed other than allocating time to periodically review progress and review next steps.</p> <p>4/6 Teachers have participated in NEMM Fishbowl coaching sessions, with follow up staff hui to discuss the use of monitoring meetings on a regular basis within teaching pairs.</p> <p><b>Term 4:</b> Current Impact Coaches are trained in NEMM - need to refine the Ngākōroa process.</p> <p>Train 2 more coaches and NEMM facilitators in 2024 to increase capacity across the school.</p> <p>Evidence for the years coaching summarized and graphed used as a p=basis for PCG reflection and attestation,</p>	<ul style="list-style-type: none"> <li>• RBL coaching reflections &amp; attestation discussions to show benefits of programme.</li> <li>• Coaching dashboard will show progress</li> <li>• GPILSEO will help us evaluate implementation fidelity.</li> <li>• Coaching dashboard will show teacher progress against profile.</li> </ul>
	Introduce process for systemic monitoring using GPILSEO (per Russell's presentation on implementation fidelity).			
	Progressively hand over responsibility for Monitoring Meeting process to Hāpori teams			
<b>Embed Mana Potential approaches throughout the School.</b>	Review and determine next steps alongside Angeline.		<p><b>Term 3:</b> Discussed next steps with Angeline - in the process of developing IBPs, Social Stories etc that fit Mana Potential framework. We are also looking into how Restorative Practices will work alongside Mana Potential, and what PLD is available in this area.</p> <p>Whanau evening booked for week 9/10 (alongside a movie night for our young people).</p> <p><b>Term 4:</b> Sessions with Angeline cancelled due to bereavement.</p> <p>Have engaged with Waikato University to begin Restorative Practice Training in 2024. Baseline data collected.</p>	<ul style="list-style-type: none"> <li>• Gather whanau, Akonga &amp; Kaimahi voice as to the effectiveness of Mana potential prior to the end of term 4</li> <li>• (Whanau voice from end of 2023 should show improvement in area of 'culture and tone')</li> </ul>
	2 x whanau evenings to introduce Mana Potential and empower whānau to reinforce and utilise strategies at home.			

			<i>Whānau voice survey to come following hui in week 8.</i>	
<b>Establish and embed Manaaki Ngākōroa programmes to ensure seamless induction of new staff, students and whānau into our school culture.</b>	Feedback from new staff members re: induction process. Refine and review Kaimahi Manaaki (Induction) website.		<b>Term 3:</b> Feedback from Tracy that Kaimahi Manaaki website set up is helpful... we will slow down speed of induction for future new staff. Whānau Manaaki system for parents of 5 year olds is working well at school entry to connect with others. We need to be more proactive in systems / events/ activities to connect whānau across the school. Rangatahi group and students in Rito Hāpori are supporting us to make some Manaaki Ākonga videos for new students (older than 5 year olds) to help them transition effectively. <b>Term 4:</b> Students are having a transition experience into their 2024 hāpori groupings in the last week of school. 2x WHONS events Wine and Cheese and Summer Picnic. Whānau voice collected in a survey after learning hui.	<ul style="list-style-type: none"> <li>• Manaakitanga process document to support induction includes clear tasks and delegations to support new kaimahi, ākonga and whānau when they arrive at our kura.</li> <li>• Feedback from new staff on induction website/process</li> <li>• Repeat whānau voice from 2022 to see progress</li> </ul>
	<b>Manaaki Whānau:</b> Increase whānau connections and support networks through WHONS and school events.			
	<b>Manaaki Ākonga:</b> From Term ½: Enlist rangatahi group to help develop protocols for transitioning older ākonga to our ways of working.  Implement transition process for older students (non 5 year olds)			

<b>Kaitiakitanga - Action Plan 2023</b> Protectors of Taonga <i>Strategic Goal: School and community are empowered to look after (protect) the things that make us unique.</i>				
Key Outcomes (Priorities for 2023)	Term 1	Term 2	Commentary against Term 1&2 Planned Actions	Success Measures
<b>Strengthen partnerships within and beyond our community to enhance our work.</b>	Reestablish WHONS group & set schedule for parent evenings over the course of the year.	Establish social media network to support communication.	<b>Term 1:</b> <i>New Social Media page started for whānau to interact with each other.</i> <ul style="list-style-type: none"> <li>• Justine &amp; Shy from CLM are coming in fortnightly to work with kaiako and our Hāpori</li> <li>• Sterling and Pas have been on site several times and will be working to finish the mural by the end of March.</li> <li>• Lifestyle Estate have booked to bring residents out for a cuppa and a chat, then a tour of the school.</li> </ul> <b>Term 2:</b> All ongoing... With focus on Board elections, we have put re-launch of WHONS on hold. Feel like we need a real purpose for this to get any momentum - possibly fundraising for completion of last part of playground? Query whether this will be more successful as a parent lead initiative?	<ul style="list-style-type: none"> <li>• WHONS group established and having regular meetings...</li> <li>• Add to 2022 partnerships web to reflect growth in networks.</li> </ul>
	Initial Partnership connections to establish: <ul style="list-style-type: none"> <li>• Justine &amp; Shy (CLM Sport)</li> <li>• Sterling &amp; Pas (Beautification Trust)</li> <li>• Best Start</li> <li>• Lifestyle Estate</li> </ul>			
<b>Align the poutama from the Ngāti Tamaoho Education Strategy within everyday school life.</b>	Attend beginning of year NT workshops, engage kapa haka tutor through NT.		<b>Term 1:</b> All staff attended Ngāti Tamaoho Teacher Only Day at the beginning of the year. We have made contact with two potential kapa haka tutors, and are currently working through logistics of availability and fees before locking in a tutor for the remainder of the year. Ngāti Tamaoho had 6 representatives attend our Opening Pōwhiri on the 28th.	<ul style="list-style-type: none"> <li>• Kapahaka tutor engaged and group practice regularly;</li> <li>• ANZH &amp; NT Poutama evident in kaiako planning and reflections;</li> </ul>
	Complete 'traffic light' of NT Ed Strategy as a whole			

	school	<p><b>Term 2:</b>  <i>Staff meeting to traffic light Poutama 1 of the NT Education Strategy held. Next step to review this with students, then share results with Mon and Whānau to help prioritise as we start thinking about Poutama 2.</i>  <i>Matariki event planned for the end of this term - hopefully will coincide with the unveiling of our new carving in the entrance garden (TBC).</i>  <i>Paora Puru (Ngāti Te Ata) met with kaiako down at the Awa on a Friday afternoon for a walk and talk to learn more about the history of the Ngākōroa awa and some of the papakainga along its banks.</i></p>		<ul style="list-style-type: none"> <li>● Revisit traffic light from first half of year to demonstrate progress.</li> </ul>
	Continue to invite Ngāti Tamaoho representatives to school events. Sharing expertise and Mātauranga with our team.			
<p><b>Embed a strong environmental lens through our local curriculum.</b></p>	Theme of Kaitiakitanga as part of Creative Inquiry across school planning. End of term Turangawaewae tours provide opportunity for sharing practice and consistency of terminology/practice	<p><i>Kaitiakitanga theme underway in all Hāpori</i>  <i>Mark in on 7th March - worked with teams to trouble shoot any challenges related to the start of the year in our spaces and with our new hobbies. Where time was available after this, Mark also reviewed and provided reflective feedback/feedforward on initial UBD planning in relation to our Kaitiakitanga themes.</i>  <i>Beautification Trust ran a graffiti prevention workshop with all ākonga as part of the mural prep work.</i>  <i>We have met with and signed a contract for the services of 'Whitebait Connection' for our Harakeke Hāpori to participate in the Freshwater Education Programme. Working with us to understand the science of freshwater rivers such as Ngākōroa and supporting us with water quality testing workshops. This will happen in late Term 1 &amp; Term 2.</i>  <b>Term 2:</b>  <i>All ongoing...</i>  <i>Turangawaewae Tours at the end of Term 1 showcased some of the great work that is underway already.</i>  <i>Classes visiting the awa to investigate and research water quality with the Whitebait Connection group.</i>  <i>Mark has been in again to work with kaiako in their hāpori to workshop next steps in their Kaitiakitanga units based on the UBD framework.</i></p>		<ul style="list-style-type: none"> <li>● Curriculum web &amp; student voice show evidence of outcomes;</li> <li>● Turangawaewae tours each term demonstrate evidence of inquiry actions through classroom environments.</li> </ul>
	Mark Osborne continues to support us in developing and extending UBD Planning			
	Develop shared understanding of what a "Strong Environmental Lens" refers to in relation to our goal.			

<p><b>Kaitiakitanga - Action Plan 2023</b>            Protectors of Taonga  <i>Strategic Goal: School and community are empowered to look after (protect) the things that make us unique.</i></p>				
Key Outcomes (Priorities for 2023)	Term 3	Term 4	Commentary against Term 3&4 Planned Actions	Success Measures
<p><b>Strengthen partnerships within and beyond our community to enhance our work.</b></p>	Reestablish WHONS group & set schedule for parent evenings over the course of the year. Begin involving WHONS members more directly in Whānau Manaaki activities		<p><b>Term 3:</b> We have collected a group of names of parents who are interested in helping to establish a WHONS (Whanau of Ngākōroa School) group. Reduced staffing has meant this has not been actioned yet.</p> <p><b>Term 4:</b>  <i>WHONS wine and cheese evening resulted in small but enthusiastic group of parents offering some valuable ideas:</i></p> <ul style="list-style-type: none"> <li>● <i>Diwali celebrations were a great example of how whānau can support us to celebrate cultures within our school.</i></li> </ul>	<ul style="list-style-type: none"> <li>● WHONS group established and having regular meetings...</li> <li>● Add to 2022 partnerships web to reflect growth in networks.</li> </ul>
		Explicit plan for maintaining these into		

		2024 needed (identified personnel) Shared events and activities form part of our kaupapa.	<ul style="list-style-type: none"> <li>Whānau picnic is also another idea from the wine and cheese that will happen in Term 4.</li> <li>Initial planning for Drive in Movie in Term 1 being considered.</li> </ul>	
Align the poutama from the Ngāti Tamaoho Education Strategy within everyday school life.	Align ANZH to NT Education strategy poutama		<p><b>Term 3:</b> Individual Kanohi ki te kanohi with all Māori whanau as part of Strategic Consultation. Used this opportunity to invite whānau to come in during Te wiki o te reo māori. Whānau have offered to bring in rongoa to supplement our gardens. Whānau are also on the lookout for a kapahaka tutor to support our tamariki.</p> <p>Carving completed for front of school... will be installed prior to the end of Term 3.</p> <p><b>Term 4:</b> Carving completed for front of school and will be installed on 25th November, 2023.</p> <p><b>Kapa Haka</b> - There's a noticeable shortage of skilled Kapa Haka Tutors, highlighting the growing demand for individuals with specialized expertise. To fulfill this gap, we opted for a unique and innovative approach to our cultural experience by forgoing traditional kapa haka tutor, and instead embracing an innovative online program; <a href="#">onlinekapahaka</a>. Our kura was fortunate to meet the creator Justin Roger, who took us all for Kapa Haka recently and has provided this resource for free until the end of 2023.</p>	<ul style="list-style-type: none"> <li>Kapahaka tutor engaged and group practice regularly;</li> <li>ANZH &amp; NT Poutama evident in kaiako planning and reflections;</li> <li>Revisit traffic light from first half of year to demonstrate progress.</li> </ul>
	Implement actions / next steps identified following review of strategy (Traffic light) in first half of year.			
	Continue to invite Ngāti Tamaoho representatives to school events. Sharing expertise and Mātauranga with our team.			
Embed a strong environmental lens through our local curriculum.	Theme of Kaitiakitanga as part of Creative Inquiry across school planning. End of term Turangawaewae tours provide opportunity for sharing practice and consistency of terminology/practice		<p><b>Term 3:</b> Turangawaewae hui continue at the end of each term. Staff all acknowledge this as a useful and engaging way to share practice and build consistency of practice amongst the different Hāpori teams. Mark Osborne meets with every teaching team once a term for mentoring and support.</p> <p><b>Term 4:</b> Turnagawaeawae tours amongst staff sharing teaching and learning of Kaitakitanga concept through creative Inquiry in each hāpori.</p>	<ul style="list-style-type: none"> <li>Curriculum web &amp; student voice show evidence of outcomes;</li> <li>Turangawaewae tours each term demonstrate evidence of inquiry actions through classroom environments.</li> </ul>
	Mark Osborne continues to support us in developing and extending UBD Planning			

## Annual Planning - Action Plan for 2023

### Additional Work Streams Beyond Strategic Initiatives That Require Time and Attention Beyond BAU

<b>Attendance</b>  Relentless focus on Attendance for those students who have inconsistent attendance data	<ul style="list-style-type: none"> <li>Ongoing gathering, comparing and reporting of data - Term by term monitoring of improvements</li> <li>Relationships first approach fosters continued positive partnerships between families and school: <ul style="list-style-type: none"> <li>Personal contact made (escalating from teacher → SLT → Truancy Service if needed) - Record in HERO</li> <li>Work with families to overcome challenges that impact on attendance, referrals to support agencies where needed</li> <li>Notice &amp; celebrate positive improvements with students and their families - Record in HERO</li> </ul> </li> <li>Educate families about correlation between attendance and achievement on transition, through newsletters and through whanau learning hui</li> <li>Identify trends in Me and My School, Whānau Surveys and/or Wellbeing @ School Surveys that may impact on attendance - act accordingly</li> </ul> <p style="text-align: center;"><b>Success Measured through Term by Term Attendance Data Reports</b></p>
	<p><b>Commentary Against Planned Actions:</b></p> <p><i>Term 1:</i>  <a href="#">ERO report</a> read and shared with staff.  Names of attendance concerns from last year re-shared with staff and where necessary early conversations raised during Whānau Learning Hui in Week 6.</p>

	<p>Correlation between attendance and achievement from the end of last year shared with Whānau in HERO post. Attendance slide deck added to Ngākōroatanga slide deck to share during transition visits.</p> <p><b>Term 2:</b> A lot more illness and overseas travel in Term 2 will impact on data. Conversations with families taking place where needed. End of Term 2 Attendance data will be reported back to the board at the beginning of Term 3. Education re: Attendance included in newsletter at the beginning of Term 2.</p> <p><b>Term 3:</b> Mid year attendance data presented to Board at the beginning of Term 3, follow up with individual families continues as needed. 1 family referred to the truancy service for support with transition to high school under new scheme being offered to Papakura Schools.</p> <p><b>Term 4:</b> Changes to HERO systems makes tracking of attendance interventions much more visible and ensures that consistent unjustified absences are followed up promptly. There are 12 documented interventions (representing 9 families) using this new system.</p>
<p><b>Curriculum Refresh</b></p> <p>Ensure Curriculum Refresh is introduced to staff and reflected in the ongoing development and refinement of our Local Curriculum</p>	<div data-bbox="376 427 1048 667"> <pre> graph LR     A((build awareness)) --&gt; B((grow understanding))     B --&gt; C((implement change))     C --&gt; D((embed and sustain)) </pre> </div> <p><b>Term 1: Build Awareness:</b> All Kaiako have read and familiarise themselves with the draft refresh. <a href="#">See Implementation guidelines</a> Staff unpack the draft through the Mathematics draft: trial use of planner with Know, Understand, Do framework.</p> <p><b>Term 2: Grow Understanding:</b> Staff meeting on the finalised refresh unpacking the intent. Find alignment with current systems and practices Co-construct planning tools to align the English and Mathematics curriculum planning with the Understand Know Do 2x Teacher only days as directed by MOE.</p> <p><b>Terms 3 &amp; 4: Implement Change:</b> Review alignment with current systems and practices, adapt curriculum documentation to reflect the intent/content outlined in the refresh. Adapt planning and reflection tools trialed in Terms 1&amp;2.</p> <p><b>Success measured through evidence of curriculum refresh in kaiako planning &amp; teacher sense of efficacy through surveys, conversations etc.</b></p> <p><b>Commentary Against Planned Actions:</b> Term 1: <b>Know, Understand, Do</b> planning template shared and being trialed in Mathematics and Literacy for Term 1. Lisa attended MOE Opt in Hui to support with planning TODs. TOD set for 24th April will focus on Curriculum Refresh tools provided by MOE, but with our own flavour.</p> <p><b>Term 2:</b> Focus of Teacher only day at the beginning of Term 2... summary themes shared with the Board during the May meeting.</p> <p><b>Term 3:</b> Kaiako using new planning formats in Reading, Writing and Mathematics based on the phases of the curriculum refresh - tweaking as needed for efficiency. Discussing and trialing planning changes in other curriculum areas.</p> <p><b>Term 4:</b> 2024 hāpori are arranged in year groups aligning with the Refresh Phases. No further actions. Alignment of Curriculum Refresh on hold pending confirmation of changes from the new government.</p>



## Background

At the end of each year kaiako use curriculum level expectations to gather information about ākonga achievement in Reading, Writing and Mathematics. With only **90 ākonga** in the data set, and variation in numbers at each year level, it is still not appropriate (for privacy reasons) to break the data down to year levels for reporting purposes. Despite not reporting year level data to the Board, our kaiako will look more closely at, and act on the data at all levels.

These curriculum level 'judgements' are based on the entirety of what we have seen in the past 12 months. It includes the results of assessments, observations of ākonga performance during learning tasks and activities, as well as work completed across all aspects of the curriculum. Kaiako use the Ministry's Learning Progression Framework and PaCT (Progress and Consistency Tool) database to support their decisions. Moderation processes are in place to ensure we are consistent in our decisions about curriculum level judgements across the school.

The terminology we use to categorise and present this information is:

- **Towards (with support)** = more than 18 months below the expected level for their age.
- **Towards** = ākonga are 9 - 18 months behind where we expect them to be for their age.
- **Within** = ākonga are within 9 months (either side) of where we would expect them to be.
- **Beyond** = ākonga are 9 - 18 months above where we would expect them to be for their age.
- **Well Beyond** = ākonga are more than 18 months above where we would expect them to be.

***\*\*The following pages show summary data for each area\*\****

## Overall High Level Summary

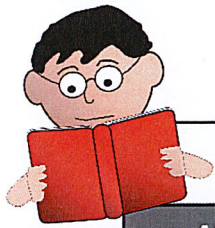
With almost double the numbers in the data set, it is difficult to use this information for comparative purposes. However we can still draw conclusions to assist with our planning for next year:

- Overall achievement is low across all 3 areas of reading, writing and mathematics. We suspect that the proportion of new students arriving with learning needs is impacting this.
- Literacy will be a priority area in 2024.
- Overall equity data continues to show significant discrepancies between groups. These are reflective of national trends.
- The analysis of data breaks down the progress made by students who were part of the school in 2022 and 2023. This data includes 44 students and gives an indication of the impact our programmes have on student progress over time.

## Where to next with this information?

- Individual ākonga data has been shared with families during Whānau Learning Hui Week 8 Term 4
- Professional Development focus in literacy
  - BSLA (Better Start Literacy Approach); three kaiako staff in our Kākano (years 1-3) will participate during 2024, and the Deputy Principal will train as a facilitator leader in this approach.
  - ALL (Accelerated Learning in Literacy); two staff in our Rito/Harakeke hāpori (years 4-8) to participate in the programme during 2024.
- Reducing inequity between gender and ethnicity groups will continue to be the priority of our achievement targets and annual plan actions.
- Consideration will also be given to additional support we can provide in writing. Kaiawhina time will be prioritised in this area wherever possible.
- Kaiako will identify individuals and groups based on this data to monitor and track progress closely; these are our 'proximity ākonga'. They evaluate the effectiveness of teaching and learning programs for these ākonga and respond accordingly. The board will receive a supplementary report on these students' progress at the beginning of Term 2.
- The high proportion of learners with additional needs is reflected in these results (56 ākonga, 62%, are represented in our learning support register). Restructuring the SENCO role from Term 2 to enable a 0.4 (2 days per week) SENCO role will help us to address the range of learning needs our tamariki present with.

- Annual plan actions to improve student achievement will continue to be reviewed and reported on at the end of each term.



## Reading Raw Data - November 2023

(December 2022 figures in brackets)

	Towards (with Support)	Towards	Within	Beyond	Well Beyond
<b>All ākonga</b> 90 ākonga (50)	5 (2)	24 (10)	52 (30)	9 (7)	0 (1)
<b>Males</b> 42 ākonga (23)	0 (2)	15 (3)	23 (16)	4 (1)	0 (1)
<b>Females</b> 48 ākonga (27)	5 (0)	9 (7)	29 (14)	5 (6)	0 (0)
<b>Māori</b> 22 ākonga (12)	1 (0)	9 (4)	11 (8)	1 (0)	0 (0)
<b>Pasifika</b> 24 ākonga (16)	2 (2)	8 (4)	14 (9)	0 (1)	0 (0)
<b>Asian</b> 24 ākonga (12)	2 (0)	3 (0)	16 (8)	3 (4)	0 (0)
<b>Pākeha</b> 14 ākonga (10)	0 (0)	2 (2)	7 (5)	5 (2)	0 (1)

## Reading Equity Comparisons

Percentage of Ākonga "Within or Beyond" Expectation

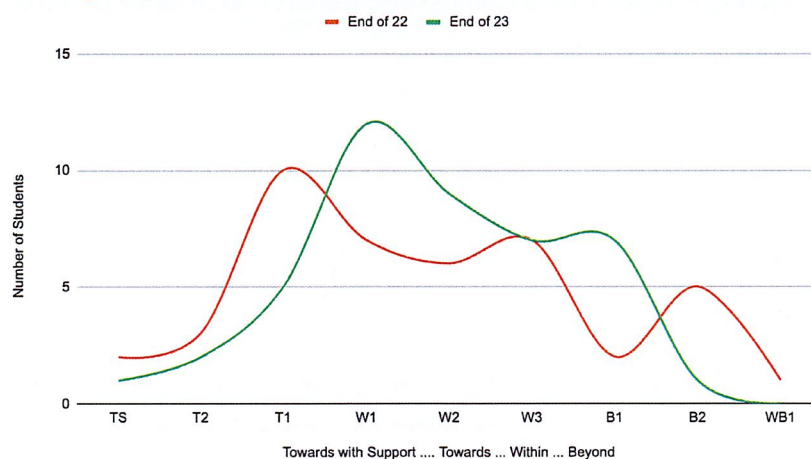
ALL 90 (50) ākonga	Male 36 (23) ākonga	Female 38 (27) ākonga	Māori 17 (12) ākonga	Pasifika 22 (16) ākonga	Asian 20 (12) ākonga	Pakeha 13 (10) ākonga
68 (76)%	64 (78)%	71 (74)%	55 (67)%	58 (63)%	79 (100)%	86 (80)%

NB: The small numbers in these cohort groups mean these percentage comparisons should be interpreted with caution; 1 ākonga means approx 10% difference in ethnicity data groups.

## Reading Progress Data

Baseline Cohort only (ie: 44 ākonga who also have end of year data from 2022)

Reading Progress Data 12months -Comparison End of 22 with End of 23



- 9 (21%) ākonga showed **accelerated** progress in Reading (3 or more sub levels in 12 months).
- 18 (42%) ākonga showed **expected** progress in Reading (2 sub level in 12 months).
- 16 (37%) ākonga showed **less than expected** progress in Reading (less than 2 sub level in 12 months).



## Writing Raw Data - November 2023

(December 2022 figures in brackets)

	Towards (with Support)	Towards	Within	Beyond	Well Beyond
<b>All ākonga</b> 90 ākonga (50)	11 (7)	37 (14)	41 (28)	1 (1)	0 (0)
<b>Males</b> 42 ākonga (23)	5 (6)	21 (5)	15 (11)	1 (1)	0 (0)
<b>Females</b> 48 ākonga (27)	6 (1)	16 (9)	26 (17)	0 (0)	0 (0)
<b>Māori</b> 22 ākonga (12)	1 (1)	16 (6)	5 (5)	0 (0)	0 (0)
<b>Pasifika</b> 24 ākonga (16)	5 (5)	13 (5)	6 (6)	0 (0)	0 (0)
<b>Asian</b> 24 ākonga (12)	2 (0)	6 (1)	16 (11)	0 (0)	0 (0)
<b>Pākehā</b> 14 ākonga (10)	2 (1)	1 (2)	10 (6)	1 (1)	0 (0)

## Writing Equity Comparisons

Percentage of Ākonga "Within or Beyond" Expectation

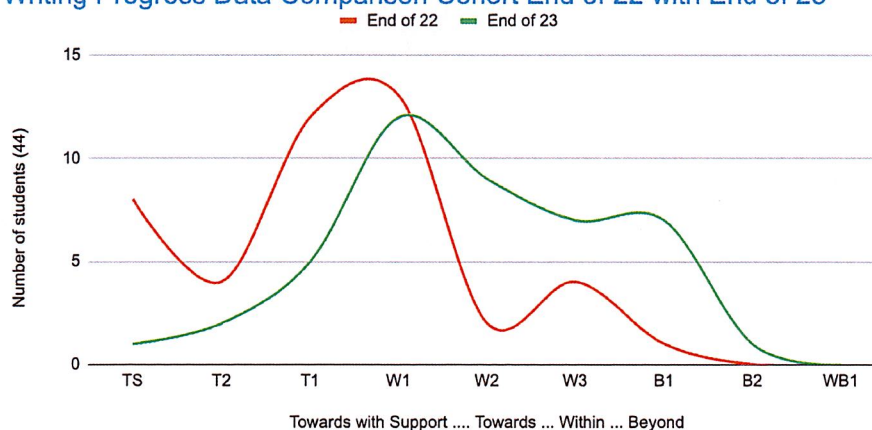
ALL 90 (50) ākonga	Male 42 (23) ākonga	Female 48 (27) ākonga	Māori 22 (12) ākonga	Pasifika 24 (16) ākonga	Asian 24 (12) ākonga	Pakeha 14 (10) ākonga
47 (58)%	38 (52)%	54 (63)%	23 (42)%	25 (38)%	67 (92)%	79 (70)%

NB: The small numbers in these cohort groups mean these percentage comparisons should be interpreted with caution; 1 ākonga means approx 10% difference in ethnicity data groups

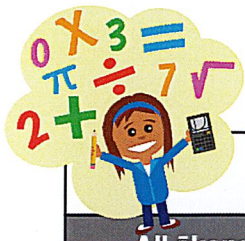
## Writing Progress Data

Baseline Cohort only (ie: 44 ākonga who also have end of year data from 2022)

### Writing Progress Data Comparison Cohort End of 22 with End of 23



- 7 (16%) ākonga showed **accelerated** progress in Writing (3 or more sub levels in 12 months).
- 22 (50%) ākonga showed **expected** progress in Writing (2 sub levels in 12 months).
- 15 (34%) ākonga showed **less than expected** progress in Writing (less than 2 sub levels in 12 months).



## Mathematics Raw Data - November 2023

(December 2022 figures in brackets)

	Towards (with Support)	Towards	Within	Beyond	Well Beyond
<b>All ākonga</b> 90 ākonga (50)	11 (4)	20 (10)	47 (32)	11 (4)	1 (0)
<b>Males</b> 42 ākonga (23)	3 (2)	8 (1)	22 (17)	8 (3)	1 (0)
<b>Females</b> 48 ākonga (27)	8 (2)	12 (9)	25 (15)	3 (1)	0 (0)
<b>Māori</b> 22 ākonga (12)	2 (1)	6 (3)	12 (7)	2 (1)	0 (0)
<b>Pasifika</b> 24 ākonga (16)	5 (2)	8 (4)	11 (10)	0 (0)	0 (0)
<b>Asian</b> 24 ākonga (12)	2 (0)	3 (2)	15 (9)	4 (1)	0 (0)
<b>Pākehā</b> 14 ākonga (10)	1 (1)	2 (1)	6 (6)	4 (2)	1 (0)

## Mathematics Equity Comparisons

Percentage of ākonga "Within or Beyond" Expectation

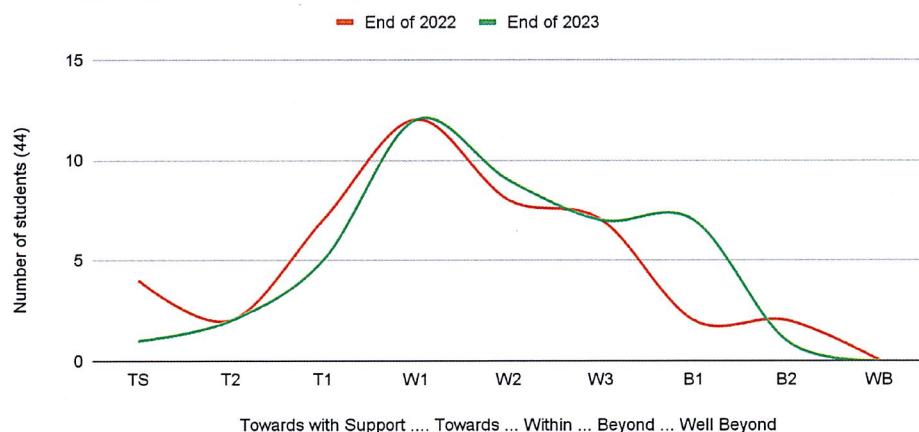
ALL 90 (50) ākonga	Male 42 (23) ākonga	Female 48 (27) ākonga	Māori 22 (12) ākonga	Pasifika 24 (16) ākonga	Asian 24 (12) ākonga	Pākehā 14 (10) ākonga
66 (72)%	71 (87)%	58 (59)%	64 (67)%	46 (63)%	79 (83)%	79 (80)%

NB: The small numbers in these cohort groups mean these percentage comparisons should be interpreted with caution; 1 ākonga means approx 10% difference in ethnicity data groups.

## Mathematics Progress Data

Baseline Cohort only (ie: 44 ākonga who also have mid year data)

### Writing Progress Data Comparison Cohort End of 2022 with End of 2023



- 8 (18%) ākonga showed **accelerated** progress in Mathematics (3 or more sub levels in 12 months).
- 18 (41%) ākonga showed **expected** progress in Mathematics (2 sub levels in 12 months).
- 18 (41%) ākonga showed **less than expected** progress in Mathematics (less than 2 sub levels in 12 months).

**Ngākōroa School**  
**Compliance as a Good Employer**  
**2024**



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

Reporting on the Principles of being a Good Employer (section 597 of the Act)	
How have you met your obligations to provide good and safe working conditions?	<p>To meet our obligations, Ngākōroa School takes a number of steps, including:</p> <ul style="list-style-type: none"> <li>• Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.</li> <li>• Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.</li> <li>• Providing appropriate personal protective equipment (PPE) when necessary.</li> <li>• Maintaining equipment and machinery to ensure they are safe to use.</li> <li>• Ensuring that the workplace is clean and well-maintained.</li> <li>• Encouraging employees to report any hazards or safety concerns they encounter.</li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Ngākōroa School's (EEO) program is designed to ensure that all employees and job applicants are treated fairly and without discrimination.</p> <p>Through School Docs we have an EEO policy that emphasises Ngākōroa School's commitment to fairness and equal opportunities.</p> <p>The school has a system for employees to report discrimination or harassment, although we have not yet had any complaints. Our intention is to always take complaints seriously and investigate them promptly.</p> <p>We do our best to ensure diversity in recruitment, while selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination.</p> <p>All employees have equal opportunities for advancement.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Before beginning the recruitment process, we ensure that the job requirements and selection criteria are clearly defined and communicated to all candidates. This helps to ensure that all candidates are assessed against the same standards.</p> <p>We use objective methods such as structured interviews and consistent referees reports to evaluate candidates' suitability for the role. These methods are based on the job requirements and selection criteria.</p> <p>We recognise and discuss unconscious bias and how it can affect the selection process, in order to avoid it. For example, we avoid making assumptions based on the candidate's gender, race, age, or other personal characteristics.</p> <p>Following our school appointment policies and procedures, we aim to select a diverse appointment panel to ensure that the selection process is fair and impartial. The panel includes a variety of members who represent different backgrounds and perspectives.</p> <p>We keep detailed records of the selection process, including the criteria used to assess candidates, referee comments and the reasons for any decisions made.</p>

	<p>This helps to ensure that the selection process can be reviewed and audited if necessary.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Māori,</li> <li>- The employment requirements of Māori, and</li> <li>- Greater involvement of Māori in the Education service?</li> </ul>	<p>The limited pool of candidates applying for positions recently, makes it challenging for the diversity in our workforce to reflect our student population, this is a continual reference point for us during decision making.</p> <p>We undertake regular Taha Māori review to understand the aims and aspirations of our Māori community, and to identify their employment and education needs. The intention is that this will generally be done with face to face hui, one family at a time.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as ensuring Māori representation in decision-making positions on our board and incorporating Māori language and culture into our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We provide regular training and professional learning and development opportunities to help employees develop new skills and knowledge. This has included staff PLD, workshops, courses, and conferences.</p> <p>We provide mentoring and coaching to employees, especially new employees, to help them develop their skills and knowledge. This is done by pairing them with experienced staff members or external coaches.</p> <p>We provide regular feedback and recognition to employees for their work, including areas where they have excelled and areas where they can improve. This helps to motivate them and improve their performance. Our Professional Growth Cycle runs throughout the year.</p> <p>We encourage collaboration and teamwork among employees to help them learn from each other and work more effectively together. This is done through team-building activities, collaborative projects, self reflections and assessments.</p> <p>We provide opportunities for employees to take on leadership roles and to advance in their careers. This includes providing opportunities for professional development and career advancement within the school or in external workshops.</p> <p>We foster a positive work environment that supports employee well-being and encourages open communication. This includes providing a safe and healthy work environment, offering flexible work arrangements, and encouraging employee feedback.</p> <p>We provide employees with the resources and tools they need to do their jobs effectively, such as up-to-date technology, instructional materials, and equipment.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We implement family-friendly policies such as parental leave and flexible meeting schedules to support working parents, especially women.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health. We are a tight knit team who have regular check-ins on each other and at times provide access to wellness programs, and offering flexible scheduling.</p>

	<p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication.</p> <p><b>NB:</b> We struggle to increase gender diversity in our workforce due to the limited candidates other than women, we have to select from. This is something we are conscious of during recruitment processes, with many of the above statements for women equally as applicable to finding gender balance (ie: attracting men or those of neutral gender) at our school.</p>
How are you recognising the employment requirements of persons with disabilities?	We currently have no persons employed with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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

# **Ngākōroa School**

## **Kiwisport Statement**

For the year ended 31 December 2023

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2023 the school received a Kiwisport funding of \$2,417 excl GST (2022: \$2,417 excl GST). This funding was spent in its entirety on bus fees to transport students to and from swimming lessons at Patumahoe/Fulton swim school..