

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2005

Principal: Brian Martin

School Address: Wira Street, Te Kauwhata

School Postal Address: P O Box 46, Te Kauwhata, 3741

School Phone: 07 826 3564

School Email: office@tkp.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

TE KAUWHATA PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Te Kauwhata Primary School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Michelle Craucher

Full Name of Presiding Member

Brian Martin

Full Name of Principal



Signature of Presiding Member



Signature of Principal

28/8/25

Date:

28/8/25

Date:

Te Kauwhata Primary School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Michelle Croucher	Presiding Member	Elected	Sep 2025
Brian Martin	Principal	ex Officio	
Vince Hapi	Mana Whenua Representative	Elected	Sep 2025
Theresa Sherrard	Parent Representative	Elected	Sep 2025
Graham Mako	Parent Representative	Elected	Sep 2025
Andrew Maunder	Parent Representative	Elected	Sep 2025
Danielle van Zyl	Staff Representative	Elected	Sep 2025

Te Kauwhata Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,046,507	2,216,227	3,512,436
Locally Raised Funds	3	108,368	100,829	154,321
Interest		17,010	500	12,597
Total Revenue		4,171,885	2,317,556	3,679,354
Expense				
Locally Raised Funds	3	77,358	35,250	76,798
Learning Resources	4	2,708,033	1,910,286	2,446,673
Administration	5	570,731	179,897	554,510
Interest		2,519	-	2,831
Property	6	674,731	203,855	638,801
Loss on Disposal of Property, Plant and Equipment		11,051	-	13
Total Expense		4,044,423	2,329,288	3,719,626
Net Surplus / (Deficit) for the year		127,462	(11,732)	(40,272)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		127,462	(11,732)	(40,272)

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

Te Kauwhata Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		546,977	546,977	560,872
Total comprehensive revenue and expense for the year		127,462	(11,732)	(40,272)
Contribution - Furniture and Equipment Grant		-	-	26,377
Equity at 31 December		674,439	535,245	546,977
Accumulated comprehensive revenue and expense		674,439	535,245	546,977
Equity at 31 December		674,439	535,245	546,977

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.

Te Kauwhata Primary School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	547,967	180,068	182,025
Accounts Receivable	8	202,720	178,203	178,203
GST Receivable		-	21,557	21,557
Prepayments		22,337	662	662
Inventories	9	13,911	9,097	9,097
Investments	10	93,000	100,000	100,000
Funds Receivable for Capital Works Projects	16	-	649	649
Waikare Transport Network Investment		168	-	-
		880,103	490,236	492,193
Current Liabilities				
GST Payable		6,327	-	-
Accounts Payable	12	285,631	256,825	256,825
Revenue Received in Advance	13	-	5,225	5,225
Provision for Cyclical Maintenance	14	-	-	7,650
Finance Lease Liability	15	28,744	18,449	18,449
Funds held for Capital Works Projects	16	200,542	5,711	5,711
Funds Held on Behalf of the Te Kahui Ako Cluster	17	52,384	53,235	53,235
		573,628	339,445	347,095
Working Capital Surplus		306,475	150,791	145,098
Non-current Assets				
Property, Plant and Equipment	11	409,764	430,826	430,826
		409,764	430,826	430,826
Non-current Liabilities				
Provision for Cyclical Maintenance	14	11,397	33,605	16,180
Finance Lease Liability	15	30,403	12,767	12,767
		41,800	46,372	28,947
Net Assets		674,439	535,245	546,977
Equity		674,439	535,245	546,977

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

Te Kauwhata Primary School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,264,151	707,614	973,199
Locally Raised Funds		96,934	100,829	154,321
Goods and Services Tax (net)		27,884	-	(23,596)
Payments to Employees		(708,264)	(525,437)	(751,146)
Payments to Suppliers		(434,545)	(285,463)	(354,371)
Interest Paid		(2,519)	-	(2,831)
Interest Received		17,081	500	11,850
Net cash from/(to) Operating Activities		260,722	(1,957)	7,426
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(73,909)	-	(30,789)
Proceeds from Sale of Investments		7,000	-	50,000
Net cash (to)/from Investing Activities		(66,909)	-	19,211
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	26,377
Finance Lease Payments		(16,003)	-	(8,322)
Funds Administered on Behalf of Other Parties		188,132	-	(24,356)
Net cash from/(to) Financing Activities		172,129	-	(6,301)
Net increase/(decrease) in cash and cash equivalents		365,942	(1,957)	20,336
Cash and cash equivalents at the beginning of the year	7	182,025	182,025	161,689
Cash and cash equivalents at the end of the year	7	547,967	180,068	182,025

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.

Te Kauwhata Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Te Kauwhata Primary 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



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 15. Future operating lease commitments are disclosed in note 22b.

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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

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

1.8. 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.

1.9. 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.

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment

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

Non cash generating assets

Property, plant, and equipment 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 as 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 the surplus or deficit.

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

1.12. 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.

1.13. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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.

1.14. Revenue Received in Advance

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

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

1.15. 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.

1.16. 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.

1.17. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.18. 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.

The School's financial liabilities comprise accounts payable and finance lease 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.



1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Restated Actual \$
Government Grants - Ministry of Education	1,064,132	722,227	967,974
Teachers' Salaries Grants	1,936,764	1,494,000	1,791,123
Use of Land and Buildings Grants	466,551	-	429,448
Ka Ora, Ka Ako - Healthy School Lunches Programme	451,759	-	323,891
Attendance Services	124,104	-	-
Other Government Grants	3,197	-	-
	<u>4,046,507</u>	<u>2,216,227</u>	<u>3,512,436</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	4,817	51,331	72,274
Fees for Extra Curricular Activities	5,907	3,400	2,674
Trading	32,204	20,000	25,526
Fundraising and Community Grants	1,748	2,500	-
Other Revenue	63,692	23,598	53,847
	<u>108,368</u>	<u>100,829</u>	<u>154,321</u>
Expenses			
Extra Curricular Activities Costs	34,964	5,600	29,252
Trading	34,256	22,000	26,609
Fundraising and Community Grant Costs	-	-	299
Other Locally Raised Funds Expenditure	4,747	6,650	10,648
Transport (Local)	3,391	1,000	9,990
	<u>77,358</u>	<u>35,250</u>	<u>76,798</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>31,010</u>	<u>65,579</u>	<u>77,523</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	79,416	47,043	36,506
Information and Communication Technology	9,702	15,000	11,625
Employee Benefits - Salaries	2,440,701	1,819,143	2,308,867
Staff Development	21,124	20,000	25,085
Depreciation	134,363	-	64,323
Other Learning Resources	22,727	9,100	267
	<u>2,708,033</u>	<u>1,910,286</u>	<u>2,446,673</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Restated Actual \$
Audit Fees	7,873	6,500	5,517
Board Fees and Expenses	5,572	8,100	5,117
Operating Leases	3,999	500	-
Other Administration Expenses	72,593	34,370	66,608
Employee Benefits - Salaries	111,125	117,427	140,667
Insurance	11,194	10,000	9,866
Service Providers, Contractors and Consultancy	3,702	3,000	2,844
Ka Ora, Ka Ako - Healthy School Lunches Programme	354,673	-	323,891
	<u>570,731</u>	<u>279,897</u>	<u>554,510</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	23,626	-	-
Cyclical Maintenance	2,836	9,775	23,830
Adjustment to the Provision- Other Adjustments	(169)	-	-
Heat, Light and Water	22,778	21,500	20,263
Repairs and Maintenance	23,988	54,400	50,565
Use of Land and Buildings	466,551	-	429,448
Employee Benefits - Salaries	109,965	97,480	99,705
Other Property Expenses	25,156	20,700	14,990
	<u>674,731</u>	<u>203,855</u>	<u>638,801</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	547,967	180,068	182,025
Cash and cash equivalents for Statement of Cash Flows	<u>547,967</u>	<u>180,068</u>	<u>182,025</u>

Of the \$547,967 Cash and Cash Equivalents, \$200,542 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$547,967 Cash and Cash Equivalents, \$52,384 is held by the School on behalf of the Te Kahui Ako cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	11,266	-	-
Receivables from the Ministry of Education	3,045	-	-
Interest Receivable	2,773	2,844	2,844
Teacher Salaries Grant Receivable	185,636	175,359	175,359
	<u>202,720</u>	<u>178,203</u>	<u>178,203</u>
Receivables from Exchange Transactions	14,039	2,844	2,844
Receivables from Non-Exchange Transactions	188,681	175,359	175,359
	<u>202,720</u>	<u>178,203</u>	<u>178,203</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,150	2,578	2,578
School Uniforms	12,761	6,519	6,519
	<u>13,911</u>	<u>9,097</u>	<u>9,097</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	93,000	100,000	100,000
Total Investments	93,000	100,000	100,000

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	188,992	11,818	-	-	(22,474)	178,336
Furniture and Equipment	127,335	48,097	-	-	(38,831)	136,601
Information and Communication Technology	51,456	5,926	-	(3,038)	(27,883)	26,461
Leased Assets	52,338	61,475	-	(11,032)	(42,274)	60,507
Library Resources	10,705	355	-	(300)	(2,901)	7,859
	430,826	127,671	-	(14,370)	(134,363)	409,764

The net carrying value of furniture and equipment held under a finance lease is \$60,507 (2023: \$52,338)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	424,619	(246,283)	178,336	412,801	(223,809)	188,992
Furniture and Equipment	624,806	(488,205)	136,601	601,290	(473,955)	127,335
Information and Communication Technology	209,001	(182,540)	26,461	305,332	(253,876)	51,456
Leased Assets	88,333	(27,826)	60,507	127,077	(74,739)	52,338
Library Resources	66,101	(58,242)	7,859	67,866	(57,161)	10,705
Balance at 31 December	1,412,860	(1,003,096)	409,764	1,514,366	(1,083,540)	430,826

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	26,764	29,002	29,002
Accruals	30,600	10,510	10,510
Banking Staffing Overuse	-	14,613	14,613
Employee Entitlements - Salaries	216,007	184,424	184,424
Employee Entitlements - Leave Accrual	12,260	18,276	18,276
	285,631	256,825	256,825
Payables for Exchange Transactions	285,631	256,825	256,825
	285,631	256,825	256,825

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	5,225	5,225
	-	5,225	5,225

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	23,830	23,830	-
Increase to the Provision During the Year	2,836	9,775	23,830
Use of the Provision During the Year	(15,100)	-	-
Other Adjustments	(169)	-	-
Provision at the End of the Year	11,397	33,605	23,830
Cyclical Maintenance - Current	-	-	7,650
Cyclical Maintenance - Non current	11,397	33,605	16,180
	11,397	33,605	23,830

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	30,741	20,684	20,684
Later than One Year	31,957	15,079	15,079
Future Finance Charges	(3,551)	(4,547)	(4,547)
	59,147	31,216	31,216
Represented by:			
Finance lease liability - Current	28,744	18,449	18,449
Finance lease liability - Non current	30,403	12,767	12,767
	59,147	31,216	31,216

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Roof - 2436172	4,161	-	-	-	4,161
Electrical Load - 244586	(649)	649	-	-	-
Drainage Project -245283	1,550	6,497	(8,047)	-	-
New Door, Storage, Electrical -243567	-	80,931	(80,931)	-	-
5YA Junior Outdoor Learning - 251952	-	24,165	(11,675)	-	12,490
5YA Replacement Heatpumps, C, K, H -250163	-	16,403	(16,403)	-	-
Exterior Learning Space H, J, K -248282	-	198,136	(15,975)	-	182,161
Repairs to floor Rm11; Landing and stairs Rm 11 & 12-249850	-	6,230	(6,230)	-	-
5YA Roofing: E, F, G, XY Anc1 old new PR Sheds -242706	-	29,430	(27,700)	-	1,730
Totals	5,062	362,441	(166,961)	-	200,542

Represented by:

Funds Held on Behalf of the Ministry of Education

200,542

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Heat Pump - 241828	892	13,676	(14,568)	-	-
Fire Alarm - 238966	21,972	3,642	(25,614)	-	-
Roof - 231542	-	30,047	(25,886)	-	4,161
Electrical Load - 244586	-	18,710	(19,359)	-	(649)
Drainage Project -245283	-	8,142	(6,592)	-	1,550
Totals	22,864	74,217	(92,019)	-	5,062

Represented by:

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

5,711
(649)

17. Funds Held on Behalf of the Te Kahui Ako Cluster

Te Kauwhata Primary School is the lead school and holds funds on behalf of the Te Ako Kahui cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	53,235	53,235	59,788
Funds Received from Ministry of Education	81,623	-	49,999
Funds Spent on Behalf of the Cluster	(82,474)	-	(56,552)
Funds Held at Year End	52,384	53,235	53,235

18. 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.



19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,170	3,213
<i>Leadership Team</i>		
Remuneration	314,671	236,745
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	<u>317,841</u>	<u>239,958</u>

There are 5 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance and Property that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
110 - 120	1.00	1.00
120 - 130	1.00	-
130 - 140	-	1.00
	<u>2.00</u>	<u>2.00</u>

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

20. 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 the number of persons to whom all or part of that total was payable was as follows:

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$333,667 (2023:\$12,972) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
Roofing Project - 243617	4,161
Junior Outdoor Learning - 251952	12,490
Exterior Learning Space H, J, K - 248282	315,287
Roofing E,F,G,XY - 242706	1,729
Total	333,667

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	547,967	180,068	182,025
Receivables	202,720	178,203	178,203
Investments - Term Deposits	93,000	100,000	100,000
Draft	843,687	458,271	460,228

Financial liabilities measured at amortised cost

Payables	285,631	256,825	256,825
Finance Leases	59,147	31,216	31,216
Total financial liabilities measured at amortised cost	344,778	288,041	288,041

24. Events After Balance Date

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



25. Comparatives

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

26. Restatement of Ka Ora, Ka Ako - Healthy School Lunches Programme

During 2024 it was noted that the Ka Ora, Ka Ako - Healthy School Lunches Programme income and expense was understated. The understatement was due to income and expenditure incurred by Te Kauwhata College on behalf of Te Kauwhata Primary not being included in 2023 Te Kauwhata Primary's financial statements.

The 2023 financial statements have been restated to correct this error. The effect of the restatement on those financial statements is summarized below:

Statement of Comprehensive Revenue and Expense

Income:	
Increase in Ka Ora, Ka Ako - Healthy School Lunches Programme	\$323,891
Expense:	
Increase in Ka Ora, Ka Ako - Healthy School Lunches Programme	\$323,891

The impacted notes have been restated to reflect the correction - Note 2 and Note 5.

27. Submission of Annual Reports to Audit Deadline

The Board of Trustees did not comply with section 137 of the Education and Training Act 2020 in that the Board did not report by 31 March 2025, the date fixed by the Ministry of Education, by which schools were required to have provided financial statements to the Auditor-General.

28. Annual Reporting Deadline

The Board of Trustees did not comply with section 137 of the Education and Training Act 2020 in that the Board did not report by 31 May 2025, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE KAUWHATA PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Te Kauwhata Primary School (the School). The Auditor-General has appointed me, Marilyn Castillo, using the staff and resources of Owen McLeod & Co 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 3 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Marilyn Castillo
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand



We C.A.R.E. ~ Communicate **A**spire **R**espect **E**ngage

Principal: Brian Martin

Te Kauwhata Primary School
4 Wira Street, Te Kauwhata, 3710

Phone: 07 8263564
www.tkp.school.nz

Kiwi Sport Funding for 2024

KiwiSport - \$4990.92, was used to purchase new sport equipment throughout the school, to support our children and to ensure that our students have access to quality playground equipment.

We purchased basketballs, Hand Balls, Dodge ball sets, Junior Balls, Pumps, Hockey equipment and Sun Screen for the whole school for when children are out playing.

Te Kauwhata Primary School (#2005) Statement of Variance - 2024



Wig Wednesday 2024

School Vision and Strategic Aim	<i>'Successful learners in an engaging, inclusive environment'</i>
ANNUAL PLAN: GOAL 1 Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	NELPS included in this initiative: NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<i>Kaahui Ako ~ Too Taatou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta</i>	
Curriculum and Achievement Plan Our Curriculum and Achievement Plan explains the expectations we have of students at each year level at TKP. This document is used by teachers to formulate OTJ's twice a year in reading, writing, maths and Te Reo Maaori.	

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Te Kauwhata Primary School ~ Curriculum Achievement Plan

	Phase 1 - Refreshed Curriculum								Phase 2 - Refreshed Curriculum			Phase 3 - - Refreshed Curriculum			
	First Year at School				Second Year at School		Third Year at School		Year 4	Year 5	Year 6	Year 7	Year 8		
Reading															
	After 1 month at school	After 6 months at school	After 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1			Within Level 1		At Level 1	Early Level 2	Within Level 2	At Level 2	Early Level 3	Within Level 3	At Level 3	Early Level 4	Within Level 4	At Level 4
Expectation/s against time at school Used in Years 3 - 6	Red (Level 3)	Yellow (Level 6-8)	Blue (Level 9 - 11)	Green (Level 12-14)	Orange (Level 15-16)	Turquoise (L 17-18)	Purple (Level 19-20)	Gold (Level 21-22)	(Level 23-25)Age 8.5 - 9.5	Age 9.5-10.5 (Level 26-27)	Age 10 - 11 (Level 27 - 28)	Age 10.5-11.5 (Level 28-30)	Age 11.5-12.5	Age 11 - 12	Age 12.5 - 13.5
National Signposts	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes) 6 Year Survey - C.A.P., Word Reading, BURT	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (TKP Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)	NZ Curriculum LLPs - Reading (Teacher notes)
TKP Signposts	TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios)	Running Records TKP Reading Progs (Portfolios) 6 Year Survey- C.A.P. >18 Word Rdg: >14 BURT: >20	Running Records TKP Reading Progs. (Portfolios)	Running Records TKP Reading Progs. (Portfolios)	Running Records TKP Reading Progs. (Portfolios) New Reading Progressions L15 - L22 - Updated T1 2020	Running Records TKP Reading Progs (Portfolios) STAR - Scale score - 53.8	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTle - 1301 - 1346 - 2P 1347 - 1372 - 2A STAR - Scale Score - 81.4	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTle 1390 - 3B	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTle - 1401 - 1416 - 3P STAR - Scale Score - 97.6	Running Records / Probe TKP Reading Progs (Portfolios) e-asTTle - 1417 - 1424- 3P 1425 - 1430 - 3A STAR - Scale Score 109.0	Running Records / Probe TKP Reading Progs (Portfolios) 1446 - 1469 - 4B	Running Records / Probe TKP Reading Progs (Portfolios) 1470 - 1501 - 4P STAR - Scale Score - 117.9	Running Records / Probe TKP Reading Progs (Portfolios) 1502 - 1555 - 4A STAR - Scale Score - 125.2
Better Start Literacy Approach Used in Years 1 - 2	Kaakano		Tupu		Maahuri		Raakau								

Writing														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3		At Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Beginning School	Beginning School	Within Level 1	Within Level 1	Working at Level 1	Within Level 2	Within Level 2	Working at Level 2	Within Level 3	Within Level 3	Working at Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 745 - 1202 Level 1B	NZ Curriculum LLPs - Writing (Teacher notes) 6 Year Survey - Writing Vocab. >40 Dictation >33 Letter ID > 52 e-asTTle Scale Score 1234 - 1292 Level 1P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1234 - 1292 Level 1P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1234 - 1292 Level 1P e-asTTle Scale Score 1320 - 1346 Level 1A	NZ Curriculum LLPs - Writing (Teacher notes)	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1371 - 1395 - Level 2B e-asTTle Scale Score 1418 - 1440 Level 2P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1441 - 1461 Level 2P e-asTTle Scale Score 1462 - 1483 Level 2A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1502 - 1521 Level 3B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1522 - 1540 Level 3P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1541 - 1557 - Level 3P 1558 - 1576 Level 3A	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1594-1612 Level 4B	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1629-1647 Level 4P	NZ Curriculum LLPs - Writing (Teacher notes) e-asTTle Scale Score 1665-1682 Level 4A
TKP Signposts	TKP Writing Progs. Punctuation Ladder TKP Sight Words _BSLA & The Code	TKP Writing Progs Punctuation Ladder TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists Note: The Code - Liz Kane (Lists 1-5)	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists	TKP Writing Progs. Punctuation Ladder - Level 1 TKP Sight Words Lists The Code - Liz Kane (Lists 6-17)	TKP Writing Progs. Punctuation Ladder - Within L2 The Code - Liz Kane (Lists 6-17)	TKP Writing Progs. Punctuation Ladder - Within L2 The Code - Liz Kane (Lists 18-33)	TKP Writing Progs. Punctuation Ladder - At L2 The Code - Liz Kane (Lists 34-45)	TKP Writing Progs. Punctuation Ladder -Within L3 The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder -Within L3 The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder - At L3 The Code - Liz Kane (Lists 46-56)	TKP Writing Progs. Punctuation Ladder - Within L4 The Code - Liz Kane (Lists 57-69)	TKP Writing Progs. Punctuation Ladder - Within L4 The Code - Liz Kane (Lists 57-69)	TKP Writing Progs. Punctuation Ladder - At L4 The Code - Liz Kane (Lists 57-69)

Maths														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Pre / Early Level 1	Early Level 1	Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3	Within Level 3	At Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum Numeracy Framework Stage 0-1	NZ Curriculum Numeracy Framework Stage 1-2	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 4	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Working at Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 6	NZ Curriculum Numeracy Framework Working Within Stage 6	NZ Curriculum Numeracy Framework At Stage 6	NZ Curriculum Numeracy Framework Beg. Stage 7	NZ Curriculum Numeracy Framework At Stage 7 early Stage 8	NZ Curriculum Numeracy Framework At Stage 8
TKP Signposts	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progressions	Diagnostic Interview TKP Maths Progs	Diagnostic Interview TKP Maths Progs PAT Maths Scale Sc. - 21.4	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 30.6	Diagnostic Interview PAT Maths TKP Maths Progs	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 38.9	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc. - 45.1	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc -49.6	Diagnostic Interview PAT Maths TKP Maths Progs PAT Maths Scale Sc -55
Diagnostic Interview Please remember to use the progressions. This is a guide only. Children MUST be working within the area to be deemed to be AT that level	Diagnostic Interview If a child is working between Question 1 and Question 7, they are working in Early Level 1		Diagnostic Interview If a child is working between Question 8 and Question9, they are working Within Level 1		Diagnostic Interview If a child is working between Question 10 and Question 18, they are working At Level 1	Diagnostic Interview If a child is working between Question 19 and Question 26, they are Within Level 2 **Please note, there is no Early Level 2		Diagnostic Interview If a child is working between Question 27 and Question 29, they are At Level 2	Diagnostic Interview If a child is working between Question 30 and Question 37, they are Within Level 3 **Please note, there is no Early Level 3		Diagnostic Interview If a child is working between Question 38 and Question 40, they are At Level 3	Diagnostic Interview If a child is working between Question 41 and Question 56, they are Within Level 4 **Please note, there is no Early Level 4		Diagnostic Interview If a child is working between Question 57 and Question 60, they are At Level 4

Te Reo Māori														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 2	Taumata 2	Taumata 2	Taumata 3	Taumata 3	Taumata 3
TKP Signposts	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 1	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 2	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3	Te Reo Māori Progressions - Taumata 3
Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress (OTJ's - Literacy, Maths, Te Reo Māori)													
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs (Refer to Support Matrix @TKP)													
	School wide interventions - Neurodiverse Class, Talk to Learn, Targeted Literacy (one to one support from a LA or Tamariki Māhūake intervention) and Maths support (one to one support from a LA), BSLA, The Code, Dyslexia Intervention													
Tier 3	Long Term Supplementary Learning support - Support sought by the school where a referral is written to access specialist support agencies (Refer to Support Matrix @TKP)													
	ORS (Ongoing Resource Scheme) RTLB (Resource Teacher for Learning and Behaviour), RTLit (Resource Teacher of Literacy), SLT (Speech Language Therapist), OT (Occupational Therapist), I.R.F (Interim Response Fund), RTV (Resource Teacher Visual), RTD (Resource Teachers of the Deaf), SEA (Special Education Advisor), BLENNZ (Blind and low vision education New Zealand)													

Summary of Students Learning - 2024

Student Learning	Reading			Writing			Maths			Te Reo Maaori		
<p>2022 - 2024 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessment (in Reading, Writing and Maths only). Te Reo Maaori Progressions are used to formulate our students' OTJ results in Te Reo Maaori.</p> <p><i>Note - this is the first time that we have added 'Other' nationalities to our data. This is due to our 'Other' (MELAA and ASIAN) group growing exponentially in 2024.</i></p>	At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%			At or above - %age (number) Shaded red below 50% Shaded yellow below 60% Shaded blue above 75%		
		2022	2023	2024		2022	2023	2024		2022	2023	2024
	All	210/ 294	210/311	232/ 362	All	176 / 294	187 /311	209/ 362	All	187 / 294	205/ 311	242/ 362
		71.5%	67.5%	64.1%		59.8%	60.1%	57.8%		63.6%	65.9%	66.9%
	Boys	94 /143	101/161	116 /189	Boys	70 /143	84/161	95/189	Boys	97/ 143	109/161	127/189
		65.8%	62.7%	61.4%		48.9%	52.2%	50.3%		67.9%	67.7%	67.1%
	Girls	116 /151	109/150	116 /173	Girls	106/151	103/150	114/173	Girls	90/151	96/150	115/173
		76.9%	72.7%	67.1%		70.2%	68.7%	65.8%		59.6%	64%	66.5%
	NZE	93 / 113	90/114	80/ 105	NZE	80/113	83/ 114	68/105	NZE	84/113	92/114	80/105
		82.3%	78.9%	76.2%		70.8%	72.9%	64.8%		73.6%	80.7%	76.2%
	NZM	84 /136	79/130	92 /168	NZM	71 /136	66/130	86/168	NZM	75/136	75/130	94/168
		61.7%	60.8%	54.8		52.2%	50.8%	51.2%		55.1%	57.7%	55.9%
	Pac.	18 / 23	21/29	23/35	Pac.	15/23	18/29	18 /35	Pac.	15/23	21/29	25/35
		78.2%	72.4%	65.7%		65.2%	62.1%	51.4%		65.2%	72.4%	71.4%
	Oth.			37/54	Oth.			37/54	Oth.			43/54
				68.5%				68.5%				79.6%

Reading at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	30/48 64.6%	32/63 52.4%	26/52 50%	36/55 65.5%	39/ 55 70.9%	27 /47 57.4%
Boys (189)	21/21 100%	16/28 57.1%	16/32 50%	14/31 45.2%	18/27 66.6%	19/29 65.5%	12/21 57.1%
Girls (173)	21/21 100%	14/20 70%	16/31 51.6%	12/21 57.1%	18/28 64.3%	20/26 76.9%	15/26 57.7%
NZE (105)	7/7 100%	14/16 87.5%	13/23 56.5%	8/15 53.3%	12/12 100%	17/19 89.5%	9/13 69.2%
NZM (168)	24/24 100%	4/20 40%	10/25 40%	11/25 44%	14/30 46.6%	13/23 56.5%	12/21 57.1%
Pacific Learners (35)	3/3 100%	4 /6 66.6%	4/7 57.1%	2/5 40%	3 /3 66.6%	5 /6 83.3%	3 /5 60%
Other (MELAA, Asian) (54)	8/8 100%	4/6 66.6%	5/ 8 62.5%	5/7 71.4%	8 /10 80%	4 /7 57.1%	3/ 8 37.5%

#Note - this table does not include our ORs students.

Writing at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	31/48 64.6%	33/63 52.4%	20/52 38.5%	31/55 56.4%	32/ 55 58.2%	20 /47 42.5%
Boys (189)	21/21 100%	15/28 53.6%	13/32 40.6%	8/31 25.8%	13/27 48.1%	15/29 51.7%	10/21 47.6%
Girls (173)	21/21 100%	16/20 80%	20/31 64.5%	12/21 57.1%	18/28 64.3%	17/26 65.4%	10/26 38.5%
NZE (105)	7/7 100%	14/16 87.5%	10/23 43.5%	7/15 46.6%	10/12 83.3%	12/19 63.2%	8/13 61.5%
NZM (168)	24/24 100%	7/20 35%	12/25 48%	7/25 28%	15/30 50%	13/23 56.5%	8/21 38.1%
Pacific Learners (35)	3/3 100%	4 /6 66.6%	4/7 57.1%	2/5 40%	0 /3 0%	3 /6 50%	2 /5 40%
Other (MELAA, Asian) (54)	8/8 100%	6/6 100%	7/ 8 87.5%	4/7 57.1%	6 /10 60%	4 /7 57.1%	2/ 8 25%

#Note - this table does not include our ORs students.

Maths at or above expectation - %age (number of students) - Shaded red below 50%/ Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	39/48 81.3%	42/63 66.6%	26/52 50%	35/55 63.6%	33/ 55 60%	25 /47 53.2%
Boys (189)	21/21 100%	21/28 75%	22/32 68.7%	12/31 38.8%	20/27 74.1%	17/29 58.6%	14/21 66.6%
Girls (173)	21/21 100%	18/20 90%	20/31 64.5%	14/21 66.6%	15/28 53.5%	16/26 61.5%	11/26 42.3%
NZE (105)	7/7 100%	16/16 100%	14/23 60.9%	9/15 60%	9/12 75%	15/19 78.9%	10/13 77%
NZM (168)	24/24 100%	12/20 60%	14/25 56%	9/25 35%	17/30 56.7%	10/23 43.5%	8/21 38.1%
Pacific Learners (35)	3/3 100%	5 /6 83.3%	7/7 100%	2/5 40%	2 /3 66.6%	4 /6 66.6%	2 /5 40%
Other (MELAA, Asian) (54)	8/8 100%	6/6 100%	7/ 8 87.5%	6/7 85.7%	7 /10 70%	4 /7 57.1%	5/ 8 62.5%

#Note - this table does not include our ORs students.

Te Reo Maaori at or above expectation - %age (number of students) - Shaded red below 50% / Shaded yellow below 60% / Shaded blue above 75%

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All (362)	42/42 100%	17/48 35.4%	33/63 52.4%	27/52 51.9%	11/55 20%	0/ 55 0%	2 /47 4.2%
Boys (189)	21/21 100%	9/28 32.1%	14/32 43.7%	13/31 41.9%	5/27 18.5%	0/29 0%	1/21 4.7%
Girls (173)	21/21 100%	8/20 40%	19/31 61.3%	14/21 66.6%	6/28 21.5%	0/26 0%	1/26 3.8%
NZE (105)	7/7 100%	5/16 31.2%	9/23 39.1%	6/15 40%	0/12 0%	0/19 0%	0/13 0%
NZM (168)	24/24 100%	10/20 50%	16/25 64%	17/25 68%	11/30 36%	0/23 0%	2/21 9.5%
Pacific Learners (35)	3/3 100%	2 /6 33.3%	3/7 42.9%	2/5 40%	0 /3 0%	0 /6 0%	0 /5 0%
Other (MELAA, Asian) (54)	8/8 100%	0/6 0%	5/ 8 62.5%	2/7 28.6%	0 /10 0%	0 /7 0%	0/ 8 0%

#Note - this table does not include our ORs students.

Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results in 2024 have shown that there has been a/an -

- 3.4% decrease in children achieving at or above the expected curriculum level in Reading
- 2.3% decrease in children achieving at or above the expected curriculum level in Writing
- 1% increase in children achieving at or above the expected curriculum level in Maths
- 12% decrease in children achieving at or above the expected curriculum level in Te Reo Maaori

While we have seen growth in the number of students achieving at the expected level in Maths, we have seen a decrease in the percentage of students achieving at the expected level in reading, writing and Te Reo Maaori. This is something that we will address in 2025 as we look to engage in both structured maths and structured literacy approaches through the curriculum refresh.

It is interesting to note that TKP has experienced exponential growth in the number of children attending school. In 2023 we had 311 students at the end of the year and in 2024 we finished our year at 363. This is an increase of 52 students from this time last year. In light of this growth, we also have more students achieving in reading, writing and maths in comparison to 2023.

- In Reading, we had an increase of 22 students achieve the expected curriculum level from 2023 to 2024
- In Writing, we had an increase of 22 students achieve the expected curriculum level from 2023 to 2024
- In Maths had an increase of 37 students achieve the expected curriculum level from 2023 to 2024
- In Te Reo Maaori 19 fewer students achieved the expected curriculum level between 2023 and 2024

Our growth is positive as we have seen more students achieving the expected curriculum level in three out of the four curriculum areas that we monitor. This positive growth has been underpinned by our PLD in Maths, English (Writing), and Assessment for Learning. Teachers were observed, had release time to work with facilitators and also attended workshops in both Maths and Writing. The ongoing development of our teachers' pedagogical content knowledge has contributed to more of our students achieving the expected curriculum level in 2024.

Disparity 2022 - 2024

Reading

Group	2022	2023	2024	Comment
Boys - Girls	11.1%	10%	5.7%	<i>The gender disparity in reading has decreased over the past 3 years.</i>
NZE - Maaori	20.6%	18.1%	21.4%	<i>The disparity in reading decreased between 2022 and 2023 for NZE and Maaori but increased again in 2024.</i>

Writing

Group	2022	2023	2024	Comment
Boys - Girls	21.3%	16.5%	15.5%	<i>The gender disparity in writing has decreased over the past 3 years.</i>
NZE - Maaori	18.6%	22.1%	13.6%	<i>The disparity increased in writing between 2022 and 2023 for NZE and Maaori but reduced dramatically between 2023 and 2024.</i>

Maths

Group	2022	2023	2024	Comment
Girls - Boys	8.3%	3.7%	0.6%	<i>The gender disparity in maths has decreased over the past 3 years.</i>
NZE - Maaori	18.5%	23%	20.3%	<i>The disparity increased in maths between 2022 and 2023 for NZE and Maaori and has decreased slightly between 2023 and 2024.</i>

Te Reo Maaori

Group	2022	2023	2024	Comment
Boys - Girls	7%	1.8%	6%	<i>The gender disparity in Te Reo Maaori decreased between 2022 and 2023 but has increased between 2023 and 2024.</i>
Maaori - NZE	9.5%	8%	21.3%	<i>The disparity decreased in Te Reo Maaori between 2022 and 2023 for NZE and Maaori and has increased significantly between 2023 and 2024.</i>

Gender

We have seen a decrease in the gender disparity from 2022 in Reading, Writing and Maths. This is a positive outcome for our students in these areas and shows that our teachers are working hard to ensure their classroom programmes cater for both boys and girls. While we saw an increase in the gender disparity in Te Reo Maaori between 2023 and 2024 we do expect this to drop again in 2025 and follow the same pattern from the other 3 areas that we monitor.

NZE - Maaori

The disparity between NZ Europeans and Maaori seems to fluctuate from year to year and there is no consistent pattern of decrease or increase across the four areas. As mentioned above our student population is growing and the one ethnic group that is increasing is our Maaori group that had 63 more students in it than our NZ European group (168 to 105). This is exciting but it also means that our staff are engaged in culturally responsive practices to ensure that they are meeting the needs of all the learners in their classrooms with a focus on our Maaori learners.

Considerations for 2025:

While we have seen more children achieve the expected level in 3 out of the 4 areas we monitor we must continue with our ongoing journey of learning how to accelerate the learning of children below the expected curriculum level. This will be a focus for us as we look to implement the new

	<p>teaching sequences of the new refreshed curriculum, engage in structured Maths (MOE) and Literacy PLD (BSLA - Year 1 - 3, and Year 4 - 6 Structured Literacy PLD with Liz Kane, Accelerated Learning in Literacy for two teachers), and continue to work with an expert facilitator in accelerating learning through our Kaahui Ako.</p> <p>We have a big challenge ahead of us but with our PLD focus on literacy and maths, our focus on accelerating learners in writing (<i>this will be our identified school-wide focus for 2025</i>), and our ongoing work with ERO to develop evaluative practices, we hope we will see an improvement in the percentage of learners achieving the expected curriculum level in 2025!</p>
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Kaahui Ako ~ Tō Tātou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta

2024 - Tamariki Motuhake Learning Improvement Plan to deliver equitable learning outcomes for students at TKP				
Domains	Goals / Challenges	Target	Short Report	
Students' Learning - Literacy - Writing <				

<p>Haerenga Achievement Challenge: - To raise the achievement in literacy for all Year 1 - 13 learners with a focus on accelerating the students who need it.</p>	<p>To raise the achievement in writing for all Year 1 - 3 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - No movement Blue - Positive Movement</p>	<p>curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 30 Maaori Learners • 17 NZE Learners • 36 Boys • 18 Girls 	<table border="1"> <tr> <td></td><td>100% Below</td><td>77.7% Below</td><td>77.7 % Below</td></tr> <tr> <td>NZE</td><td>17 / 17 100% Below</td><td>17 / 17 100% Below</td><td>17 / 17 100% Below</td></tr> <tr> <td>NZM</td><td>30 / 30 100% Below</td><td>24 / 30 80% Below</td><td>23 / 30 76.6% Below</td></tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td><td>8 / 8 100% Below</td><td>4 / 7 57% Below</td><td>4 / 7 57% Below</td></tr> </table> <p><u>Mid-Year Progress towards Year 1 - 3 Writing goal:</u></p> <ul style="list-style-type: none"> • There has been a 16.7% shift in students working Below the expected curriculum level to achieving their curriculum expectations • <u>Boys:</u> shift of 13.9% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 22.3% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZE:</u> Shift of 0% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZM:</u> Shift of 20% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asian, MELAA):</u> Shift of 43% of students working Below the expected curriculum level, to achieving the expected curriculum level <p><u>End of Year Summary - Year 1 - 3 Writing goal (Term 2 and Term 4 comparison):</u></p> <ul style="list-style-type: none"> • There has been a 18.6% shift in students working Below the expected curriculum level to achieving their curriculum expectations • <u>Boys:</u> shift of 16.7% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls:</u> Shift of 22.3% from working Below the expected curriculum level, to achieving the expected curriculum level • <u>NZE:</u> Shift of 0% of students identifying as NZE working Below the 		100% Below	77.7% Below	77.7 % Below	NZE	17 / 17 100% Below	17 / 17 100% Below	17 / 17 100% Below	NZM	30 / 30 100% Below	24 / 30 80% Below	23 / 30 76.6% Below	Other (Pac. Learners, Asian, MELAA)	8 / 8 100% Below	4 / 7 57% Below	4 / 7 57% Below
	100% Below	77.7% Below	77.7 % Below																
NZE	17 / 17 100% Below	17 / 17 100% Below	17 / 17 100% Below																
NZM	30 / 30 100% Below	24 / 30 80% Below	23 / 30 76.6% Below																
Other (Pac. Learners, Asian, MELAA)	8 / 8 100% Below	4 / 7 57% Below	4 / 7 57% Below																

			<p>expected curriculum level, to achieving the expected curriculum level</p> <ul style="list-style-type: none"> • <u>NZM</u>: Shift of 23.4% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 43% of students working Below the expected curriculum level, to achieving the expected curriculum 																												
	<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Year 4 - 6 Team Challenge</p> <p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - No movement Blue - Positive Movement</p>	<p>Aim - To raise the achievement of the 52 students in Years 4 - 6 who currently need acceleration in their writing.</p> <p><u>52 students (2024) including the 46 from 2023 and 6 extra students identified for 2024</u></p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 27 Maaori Learners • 11 NZE Learners • 29 Boys • 23 Girls 	<p>Year 4 - 6 Writing Challenge</p> <table> <tr> <th></th><th>End of 2023</th><th>T2 2024</th><th>EOY - 2024</th></tr> <tr> <td>All</td><td>46 / 46 100% Below</td><td>47 / 52 90.3% Below</td><td>43 / 52 82.6% Below</td></tr> <tr> <td>Boys</td><td>27 / 27 100% Below</td><td>27 / 29 93.1% Below</td><td>24 / 29 82.7% Below</td></tr> <tr> <td>Girls</td><td>19 / 19 100% Below</td><td>20 / 23 86.9% Below</td><td>19 / 23 82.6% Below</td></tr> <tr> <td>NZE</td><td>12 / 12 100% Below</td><td>9 / 11 81.8% Below</td><td>10 / 11 90.9% Below</td></tr> <tr> <td>NZM</td><td>20 / 20 100% Below</td><td>24 / 27 88.8% Below</td><td>22 / 27 81.4% Below</td></tr> <tr> <td>Other (Pac. Learners, Asian, MELAA)</td><td>14 / 14 100% Below</td><td>14 / 14 100% Below</td><td>11 / 14 78.5% Below</td></tr> </table> <p><u>Mid - Year Progress towards Year 4 - 6 Writing goal:</u></p> <ul style="list-style-type: none"> • There has been a shift of 9.7% for all students working below the curriculum expectation to meeting the curriculum expectation • <u>Boys</u>: Shift of 6.9% working Below the expected curriculum level, to achieving the expected curriculum level • <u>Girls</u>: Shift of 13.1% working Below the expected curriculum level, to 		End of 2023	T2 2024	EOY - 2024	All	46 / 46 100% Below	47 / 52 90.3% Below	43 / 52 82.6% Below	Boys	27 / 27 100% Below	27 / 29 93.1% Below	24 / 29 82.7% Below	Girls	19 / 19 100% Below	20 / 23 86.9% Below	19 / 23 82.6% Below	NZE	12 / 12 100% Below	9 / 11 81.8% Below	10 / 11 90.9% Below	NZM	20 / 20 100% Below	24 / 27 88.8% Below	22 / 27 81.4% Below	Other (Pac. Learners, Asian, MELAA)	14 / 14 100% Below	14 / 14 100% Below	11 / 14 78.5% Below
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			<ul style="list-style-type: none"> achieving the expected curriculum level <u>NZE</u>: Shift of 18.2% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level <u>NZM</u>: Shift of 11.2% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 0% of students working Below the expected curriculum level, to achieving the expected curriculum level <p><u>End of Year Summary - Year 4 - 6 Writing goal (Term 2 and Term 4 comparison):</u></p> <ul style="list-style-type: none"> There has been a shift of 17.4% for all students working below the curriculum expectation to meeting the curriculum expectation <u>Boys</u>: Shift of 17.3% working Below the expected curriculum level, to achieving the expected curriculum level <u>Girls</u>: Shift of 17.4% working Below the expected curriculum level, to achieving the expected curriculum level <u>NZE</u>: Shift of 9.1% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level <u>NZM</u>: Shift of 18.6% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level <u>Other (Pac. Learners, Asian, MELAA)</u>: Shift of 21.5% of students working Below the expected curriculum level, to achieving the expected curriculum level 																
	<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Ngaa Maramara o Ngaa Muka Team Challenge</p> <p>To raise the achievement in writing for all Year 4 - 6</p>	<p>Aim - To raise the achievement of the 26 students in NMoNM who currently need acceleration in their writing.</p> <p><u>26 students (2024) including the 23 from 2023 and 3 extra students identified for 2024</u></p> <p>To accelerate the achievement of this group of learners so they will achieve the expected</p>	<p>NMoNM Writing Challenge</p> <table> <tr> <th></th><th>End of 2023</th><th>T2 2024</th><th>EOY - 2024</th></tr> <tr> <td>All</td><td>23 / 23 100% Below</td><td>23 / 26 88.4% Below</td><td>23 / 26 88.4% Below</td></tr> <tr> <td>Boys</td><td>15 / 15 100% Below</td><td>13 / 15 86.6% Below</td><td>13 / 15 86.6% Below</td></tr> <tr> <td>Girls</td><td>8 / 8</td><td>10 / 11</td><td>10 / 11</td></tr> </table>		End of 2023	T2 2024	EOY - 2024	All	23 / 23 100% Below	23 / 26 88.4% Below	23 / 26 88.4% Below	Boys	15 / 15 100% Below	13 / 15 86.6% Below	13 / 15 86.6% Below	Girls	8 / 8	10 / 11	10 / 11
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	<p>learners with a focus on accelerating the students who need it.</p> <p>Key - Red - No movement Blue - Positive Movement</p>	<p>curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> • 24 Maaori Learners • 15 Boys • 11 Girls 	<table border="1"> <tr> <td></td><td>100% Below</td><td>90.9% Below</td><td>90.9% Below</td></tr> <tr> <td>NZE</td><td>0 / 0 100% Below</td><td>0 / 1 0% Below</td><td>0 / 1 0% Below</td></tr> <tr> <td>NZM</td><td>21 / 21 100% Below</td><td>22 / 24 91.6% Below</td><td>22 / 24 91.6% Below</td></tr> <tr> <td>Other (Pacific and Asian)</td><td>2 / 2 100% Below</td><td>1 / 1 100% Below</td><td>1 / 1 100% Below</td></tr> </table> <p>Mid - Year Progress towards NMoNM Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 11.6% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 13.6% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 9.1% working Below the expected curriculum level, to achieving the expected curriculum level • NZE: Shift of 100% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • NZM: Shift of 8.4% of students who identify as NZM working Below the expected curriculum level, to achieving the expected curriculum level • Other (Pac. Learners, Asian, MELAA): Shift of 0% of students working Below the expected curriculum level, to achieving the expected curriculum level <p>End of Year Summary (Term 2 and Term 4 comparison) - NMoNM Writing goal:</p> <ul style="list-style-type: none"> • There has been a shift of 11.6% for all students working below the curriculum expectation to meeting the curriculum expectation • Boys: Shift of 13.6% working Below the expected curriculum level, to achieving the expected curriculum level • Girls: Shift of 9.1% working Below the expected curriculum level, to achieving the expected curriculum level • NZE: Shift of 100% of students identifying as NZE working Below the expected curriculum level, to achieving the expected curriculum level • NZM: Shift of 8.4% of students who identify as NZM working Below 		100% Below	90.9% Below	90.9% Below	NZE	0 / 0 100% Below	0 / 1 0% Below	0 / 1 0% Below	NZM	21 / 21 100% Below	22 / 24 91.6% Below	22 / 24 91.6% Below	Other (Pacific and Asian)	2 / 2 100% Below	1 / 1 100% Below	1 / 1 100% Below
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			<p>the expected curriculum level, to achieving the expected curriculum level</p> <ul style="list-style-type: none"> • <u>Other (Pac. Learners, Asian, MELAA):</u> Shift of 0% of students working Below the expected curriculum level, to achieving the expected curriculum level
<p>Considerations for 2025:</p> <p><i>Out of the 15 groups we monitor, only one group had an acceleration of over 40%. This group was in our school's Year 1 - 3 area, which is pleasing as it will set this group up for success as they travel through the school.</i></p> <p><i>While we had positive movement across a lot of the groups we will have to support our teachers to implement acceleration practices within their classroom programmes to lift the achievement of the students. This will be a part of our annual plan as we engage with structured literacy practices across our whole school.</i></p>			
<p>#Note:</p> <p>In addition to using our Localised Curriculum here are a few resources that we will utilise to support our Maaori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:</p> <ul style="list-style-type: none"> • Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maaori History, Our Code, Our Standards, TKP Te Reo Maaori / kapa haka overviews <ul style="list-style-type: none"> ◦ Link to refreshed Ka Hikitia – Ka Hāpaitia The Māori Education Strategy (English) ◦ Tātaiako - Teachers Council ◦ Hautu ◦ Te Takanga o Te Wā ◦ Our Code, Our Standards ◦ TKP Te Reo Maaori / kapa haka overviews • Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners • Action Plan for Pacific Education Plan 2020 - 2030 			

2024 Attendance and Engagement

<div>Annual Plan - GOAL 2 ctd...</div> <div>Grow engagement in the classroom, the school and the wider community</div>	<div>NELPS included in this initiative:</div> <div>NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> <div>NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs</div>					
<div>Student Engagement</div> <div>Grow engagement in the classroom, the school and the wider community</div>	<div>2024 Attendance and Engagement goals</div> <div><div>Percentage of learners attending school regularly will increase to 55% across the school in 2024 (See below for progress)</div><div>Percentage of learners moderately attending or who attend school irregularly will decrease to 40% in 2024 (See below for progress)</div><div>Percentage of learners who are chronically absent will decrease to 5% in 2024 (See below for progress)</div><div>The number of students arriving late to school will reduce to less than 4% in 2024</div></div> <div>07.07.24</div>	<div>TKP Attendance for 2024 (366 students)</div>				
			<div>Chronically Absent (Attendance 70% or less)</div>	<div>Moderately Absent (Attendance more than 70% up to 80%)</div>	<div>Irregular Attendance (Attendance more than 80% up to 90%)</div>	<div>Regular Attendance (Attending more than 90%)</div>
		<div>All students - 366</div>	<div>20</div> <div>5%</div>	<div>41</div> <div>11%</div>	<div>130</div> <div>36%</div>	<div>175</div> <div>48%</div>
		<div>Male - 192</div>	<div>10</div> <div>5%</div>	<div>23</div> <div>12%</div>	<div>74</div> <div>39%</div>	<div>85</div> <div>44%</div>
		<div>Female - 174</div>	<div>10</div> <div>6%</div>	<div>18</div> <div>10%</div>	<div>56</div> <div>32%</div>	<div>90</div> <div>52%</div>
		<div>Maaori - 155</div>	<div>14</div>	<div>26</div>	<div>67</div>	<div>48</div>

Key -
 Red - Not
 Achieved
 Blue Achieved
 Ongoing

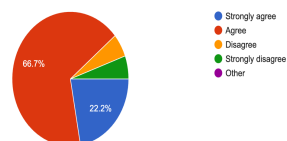
Term 1 and 2 Lateness is at 6.68%. This is 2.68% above our target of 4% for the year. We will need to encourage our parents to get their children to school on time.

19.12.24

At the end of 2024 our lateness percentage was 6.74%. We will continue to encourage our parents to get their children to school on time.

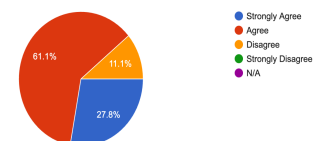
- Students will be engaged with school and learning, feeling emotionally and physically safe.

You agree that TKP is a safe place for your child from an emotional point of view.
 18 responses



88.9% of our parents who responded to our survey believe that our school is safe for their children's emotional wellbeing.

You agree that TKP is a safe place for your child from a physical point of view.
 18 responses

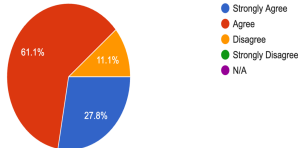


88.9% of our parents who responded to our survey believe that our school is safe for their children's physical wellbeing.

	9%	17%	43%	31%
Pacific Learner - 25	1 4%	2 8%	10 40%	12 48%
NZE - 128	5 4%	11 8%	38 30%	74 58%
Other - 58	0 0%	2 3%	15 26%	41 71%

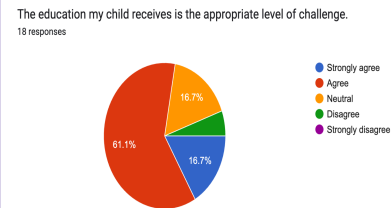
Ministry of Education Attendance Targets

Measure	2022 TKP	2023 Target	2024 Target	2026 Target
Percentage of akōnga attending school regularly (attending more than 90%, an average of 9 days a fortnight)	49.35%	MOE Aim 60% TKP Aim - 60% Term 2 37.62% EOY 39.44%	MOE Aim 70% TKP Aim - 55% Term 50.47% EOY 48%	75%

<div><ul style="list-style-type: none">TKP will remove the financial strain on parents by being a part of the school donations scheme The Donation scheme is working well at TKP and we have opted into this again in 2025Kaahui Ako Kaiawhina to support the families of TKP by helping them get their children to school Our Kaiawhina is doing an amazing job in connecting disengaged learners back into school in our Kaahui Ako and across the North Waikato Region.Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day. As our regular attendance has increased by 8.56% in 2024 this is a clear indicator that our parents want their children to be at school every day engaging in their learning.</div> <div><p>The school provides a positive environment that caters for the different backgrounds, needs, ethnicities & cultures of its students. 18 responses</p><p>88.9% of parents believe we provide a positive environment for learners that caters for the diverse needs of</p></div>	<div><p>Percentage of akōnga who are moderately absent or have irregular attendance (attending more than 70% up to 90%, missing two to three days a fortnight)</p></div>	45.15%	<div><div>MOE Aim - 35%</div><div>TKP Aim - 40%</div><div><div>Term 2</div><div>47.2%</div></div><div><div>EOY</div><div>52.8%</div></div></div>	<div><div>MOE Aim - 25%</div><div>TKP Aim - 40%</div><div><div>Term 2</div><div>41.33%</div></div><div><div>EOY</div><div>47%</div></div></div>	22%
	<div><p>Percentage of akōnga who are chronically absent (attending 70% or less, missing three or more days a fortnight)</p></div>	5.5%	<div><div>MOE Aim 5%</div><div>TKP Aim - 5%</div><div><div>Term 2</div><div>15.18%</div></div><div><div>EOY</div><div>7.76%</div></div></div>	<div><div>MOE Aim 5%</div><div>TKP Aim - 5%</div><div><div>Term 2</div><div>8.20%</div></div><div><div>EOY</div><div>5%</div></div></div>	3%

#Note - Completed at two data points - T2 as a snapshot of attendance at

our learners, and the different cultures in our community.



Only 76.8 of parents feel we provide educational experiences that challenge them. This is something we will look to improve upon in 2025.

that time and Term 4 to represent the whole of 2024

Comment:

Term 2 (07.07.24)

Since the end of 2023 there has been a/an

- 12.85% increase in the number of students attending school 90% of the time (Regular attendance)
- 5.87% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance)
- 6.98% decrease in the number of students attending school below 70% of the time (Chronic Attendance)

Concerning our goals/targets that we set at the start of the year:

55% of our students attending 90% of the time

We are on track to achieve this goal as we currently have 50.47% of our students attending regularly. This is only 4.53% below our target.

40% of our students have moderate or irregular attendance

We are on track to achieve this goal as we currently have 41.33% of our students attending moderately or irregularly. This is only 1.33% above our target.

5% of our students have chronic attendance

We are on track to achieve this goal as we currently have 8.20% of our students with chronic attendance. This is only 3.20% above our target.

As a school, we are in a positive position at the end of Term 2 with over half our school having regular attendance. We will continue to work with parents to reduce our chronic attendance and to remove any barriers that hinder our parents from getting their children to school.

Term 4 (19.12.24)

Since the end of 2023 there has been a/an

- 8.56% increase in the number of students attending school 90% of the time (Regular attendance)

		<ul style="list-style-type: none"> • 5.80% decrease in the number of students attending school 70% - 90% of the time (Moderate or Irregular attendance) • 2.76% decrease in the number of students attending school below 70% of the time (Chronic Attendance) <p>Concerning our goals/targets that we set at the start of the year:</p> <p>55% of our students attending 90% of the time We are still working toward this goal as we had 48% of our learners attending 90% of the time in 2024. This is 7% less than our target but an 8.56% increase from the end of 2023.</p> <p>40% of our students have moderate or irregular attendance We are still working toward this goal as we had 47% of our learners attending 70%-80% of the time in 2024. This is 7% more than our target but a 5.8% decrease from the end of 2023.</p> <p>5% of our students have chronic attendance We have achieved this goal as at the end of 2024, only 5% of our learners have chronic attendance.</p> <p>While we didn't achieve our goals we are in a better position than 2023. This is a positive as we know our attendance will incrementally improve year to year because we are focused on improving it and we are working with our community to ensure they understand the importance of their children attending school regularly!</p>
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Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>I have endeavoured to provide a safe environment free from racism, bullying or any other form of discrimination.</i></p> <p><i>I have treated all my staff fairly and made decisions that would impact my staff based on merit and our local context.</i></p> <p><i>I have attempted to resolve any health and safety issues as soon as they happen.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Our EEO programme includes:</i></p> <ul style="list-style-type: none"> • <i>Appointment Procedure</i> - we follow this policy • <i>Flexible Working Arrangements</i> - we try to support all our staff • <i>Concerns and Complaints</i> for staff and our community • <i>Professional Development</i> for staff

	<p><i>I have followed our appointment procedure policy and our other policies around our equal employment opportunities policy.</i></p> <p><i>I aim to be a fair employer and someone who follows the process to ensure that every person on our staff has a fair go to access equal employment opportunities.</i></p>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>While I may make the final decision on employment of staff I ensure that my leadership team and Board are a part of the process. My leadership team and Board support me in the interviewing of teachers and my leadership team supports me in the appointment of support staff.</i>
How are you giving effect to Te Tiriti of Waitangi?	<i>The Board of Te Kauwhata Primary School is actively engaging with Mana Whenua at the governance level of the kura with a Mana Whenua Representative being a co-presiding member on the board. This is an equal partnership between co-presiding members and ensures that Mana Whenua has a voice in the governance of the school. In the day-to-day running of the school - Tainuitanga is observed through the learning in the classrooms, three bilingual classrooms are operating at Level 2 of the Maaori immersion levels. Te Reo Maaori is supported in every classroom and the teachers engage in schoolwide PLD in learning Te Reo Maaori. Te Reo Maaori is recognised as a taonga and is encouraged in all the classrooms with karakia and in some classrooms they have the paepae every morning to start their day. The teaching staff are observed to ensure their teaching practice is culturally responsive for their learners. We have an open-door policy with our community and we are also engaged in learning our region's history through working with Mana Whenua.</i>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - The Greater involvement of Maori 	<i>I am recognising the aims and aspirations of Maaori by employing Maaori educators to work in our bilingual space. In 2024 we had 9 Maaori staff members and 1 Kapa Haka Consultant who work at our school and we are working to normalise Te Ao Maaori and Te Reo Maaori at our kura (2 Teachers and 7 Support Staff). We listen to our community and we have a whaanau committee that supports our bilingual unit made up of parents and staff. Our goal is to include Te Tiriti o Waitangi in our everyday school day.</i>

in the Education service?	
How have you used your Kiwisport funding in the past 12 months?	<p><i>The Kiwisport fund was used to purchase new sports equipment throughout the school, including handballs, soccer balls, rugby balls, netball and basketballs. We also purchased sports equipment for the students in our Year 1 - 3 area including smaller balls and other equipment that was age-appropriate. The fund was primarily used to ensure that our students have access to quality playground equipment.</i></p> <p><i>In 2024, we also ensured that our students had the appropriate equipment to play rugby league, hockey, soccer and netball against other schools by spending money from the Kiwisport fund.</i></p>

See MOE requirements for what they want - see below

2023 annual report requirements

Your 2023 annual report will be your first report under the new planning and reporting framework Te Whakangārahu Ngātahi | Planning Together.

You are now required to include the following information in your 2023 annual report, due **31 May 2024**:

- statement of variance (against your board's last charter)
- evaluation of your school's students' progress and achievement
- report on how your board has given effect to te Tiriti o Waitangi
- statement of compliance with employment policy
- audited annual financial statements
- report on other special and contestable funding (if necessary)
- Kiwisport funding.

Further information about each of these requirements and an optional annual report template is available on our website:

[School annual reports – Ministry of Education](#)

For support in developing your reporting documents, contact your local Te Mahau office:

[Local Ministry offices – Ministry of Education](#)