

HORSHAM DOWNS SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1747

Principal: Stephen Dunsmore

School Address: 4 Martin Lane

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School Phone: 07 829 4700

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Accountant / Service Provider:

Education  *Services.*
Dedicated to your school

HORSHAM DOWNS SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Horsham Downs 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.

Melany Walker
Full Name of Presiding Member

M Walker
Signature of Presiding Member

5 May 2025
Date:

STEPHEN DUNSMORE
Full Name of Principal

[Signature]
Signature of Principal

5 May 2025
Date:

Horsham Downs 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	3,619,960	3,097,348	3,588,905
Locally Raised Funds	3	215,336	211,720	258,916
Interest		29,634	22,000	24,377
Total Revenue		3,864,930	3,331,068	3,872,198
Expense				
Locally Raised Funds	3	88,807	42,800	92,748
Learning Resources	4	2,765,103	2,427,049	2,700,665
Administration	5	273,305	243,885	302,725
Interest		2,704	3,000	2,896
Property	6	724,229	613,907	756,240
Loss on Disposal of Property, Plant and Equipment		2,188	-	-
Total Expense		3,856,336	3,330,641	3,855,274
Net Surplus / (Deficit) for the year		8,594	427	16,924
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		8,594	427	16,924

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

Horsham Downs 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		1,213,177	1,138,000	1,164,642
Total comprehensive revenue and expense for the year		8,594	427	16,924
Contributions from the Ministry of Education - Contribution from MOE - SNUP Te Āwhiri		56,055	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	31,611
Equity at 31 December		1,277,826	1,138,427	1,213,177
Accumulated comprehensive revenue and expense		1,277,826	1,138,427	1,213,177
Equity at 31 December		1,277,826	1,138,427	1,213,177

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.

Horsham Downs School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	117,985	98,953	188,537
Accounts Receivable	8	217,225	167,712	210,311
GST Receivable		12,767	8,990	3,520
Prepayments		28,599	20,607	19,506
Inventories	9	951	1,528	2,535
Investments	10	300,000	300,000	400,000
Funds Receivable for Capital Works Projects	16	123,649	-	14,279
		801,176	597,790	838,688
Current Liabilities				
Accounts Payable	12	270,109	199,889	222,964
Revenue Received in Advance	13	143	1,115	5,345
Provision for Cyclical Maintenance	14	15,288	52,434	32,027
Finance Lease Liability	15	13,001	11,206	11,950
Funds held for Capital Works Projects	16	-	-	-
		298,541	264,644	272,286
Working Capital Surplus/(Deficit)		502,635	333,146	566,402
Non-current Assets				
Property, Plant and Equipment	11	842,706	823,037	723,927
		842,706	823,037	723,927
Non-current Liabilities				
Provision for Cyclical Maintenance	14	53,933	-	60,986
Finance Lease Liability	15	13,582	17,756	16,166
		67,515	17,756	77,152
Net Assets		1,277,826	1,138,427	1,213,177
Equity		1,277,826	1,138,427	1,213,177

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

Horsham Downs School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		849,184	776,659	766,222
Locally Raised Funds		226,226	179,220	248,154
Goods and Services Tax (net)		(9,247)	-	5,470
Payments to Employees		(550,828)	(456,109)	(413,552)
Payments to Suppliers		(472,039)	(461,450)	(499,999)
Interest Paid		(2,704)	(3,000)	(2,896)
Interest Received		31,167	22,000	21,737
Net cash from/(to) Operating Activities		71,759	57,320	125,136
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(124,408)	(121,000)	(26,516)
Purchase of Investments		-	-	(100,000)
Proceeds from Sale of Investments		100,000	-	-
Net cash from/(to) Investing Activities		(24,408)	(121,000)	(126,516)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	31,611
Finance Lease Payments		(8,535)	(15,472)	(7,923)
Funds Administered on Behalf of Other Parties		(109,368)	-	(11,876)
Net cash from/(to) Financing Activities		(117,903)	(15,472)	11,812
Net increase/(decrease) in cash and cash equivalents		(70,552)	(79,152)	10,432
Cash and cash equivalents at the beginning of the year	7	188,537	178,105	178,105
Cash and cash equivalents at the end of the year	7	117,985	98,953	188,537

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.

Horsham Downs School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	10-40 years
Building Improvements	10-40 years
Furniture and Equipment	10 - 20 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) 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 and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) 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.

q) 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.

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
832,379	738,197	769,725
2,214,202	1,952,250	2,248,879
543,302	406,901	558,764
30,077	-	11,537
3,619,960	3,097,348	3,588,905

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
93,509	100,820	106,785
94,357	46,600	90,920
2,009	1,800	10,398
25,461	62,500	48,573
-	-	2,240
215,336	211,720	258,916

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

86,662	41,000	72,106
2,145	1,800	18,567
-	-	2,075
88,807	42,800	92,748

Surplus for the year Locally Raised Funds

126,529	168,920	166,168
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4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
75,529	74,350	74,028
2,600,361	2,250,949	2,513,185
17,139	31,500	37,759
71,827	70,000	75,316
247	250	377
2,765,103	2,427,049	2,700,665

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	8,250	5,000	5,434
Board Fees and Expenses	8,353	8,800	24,734
Intervention Expenses	15,823	27,000	15,399
Operating Leases	634	500	751
Legal Fees	2,945	5,000	40,269
Other Administration Expenses	83,907	70,400	70,506
Employee Benefits - Salaries	118,663	99,090	113,339
Insurance	17,930	12,695	16,333
Service Providers, Contractors and Consultancy	16,800	15,400	15,960
	273,305	243,885	302,725

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	48,570	50,000	49,044
Cyclical Maintenance	(6,124)	12,111	15,220
Heat, Light and Water	28,545	29,575	24,578
Repairs and Maintenance	34,388	45,500	45,324
Use of Land and Buildings	543,302	406,901	558,764
Employee Benefits - Salaries	62,246	58,320	50,112
Other Property Expenses	13,302	11,500	13,198
	724,229	613,907	756,240

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 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	117,985	98,953	188,537
Cash and cash equivalents for Statement of Cash Flows	117,985	98,953	188,537

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

Of the \$117,985 Cash and Cash Equivalents, \$143 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	4,885	4,371	14,985
Receivables from the Ministry of Education	3,386	-	8,971
Interest Receivable	3,406	2,299	4,939
Teacher Salaries Grant Receivable	205,548	161,042	181,416
	<u>217,225</u>	<u>167,712</u>	<u>210,311</u>
Receivables from Exchange Transactions	8,291	6,670	19,924
Receivables from Non-Exchange Transactions	208,934	161,042	190,387
	<u>217,225</u>	<u>167,712</u>	<u>210,311</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	168	1,528	-
Uniforms	783	-	2,535
	<u>951</u>	<u>1,528</u>	<u>2,535</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	300,000	300,000	400,000
Total Investments	<u>300,000</u>	<u>300,000</u>	<u>400,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	273,718	-	-	-	(7,200)	266,518
Building Improvements	269,687	-	-	-	(8,546)	261,141
Furniture and Equipment	125,834	116,841	(2,188)	-	(31,175)	209,312
Information and Communication Technology	23,338	62,900	-	-	(8,427)	77,811
Leased Assets	25,685	12,229	-	-	(13,856)	24,058
Library Resources	5,665	824	-	-	(2,623)	3,866
	723,927	192,794	(2,188)	-	(71,827)	842,706

The net carrying value of equipment held under a finance lease is \$24,058 (2023: \$25,685)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	288,000	(21,482)	266,518	288,000	(14,282)	273,718
Building Improvements	341,782	(80,641)	261,141	341,782	(72,095)	269,687
Furniture and Equipment	428,637	(219,325)	209,312	316,067	(190,233)	125,834
Information and Communication Technology	250,506	(172,695)	77,811	187,606	(164,268)	23,338
Leased Assets	135,551	(111,493)	24,058	123,320	(97,635)	25,685
Library Resources	108,769	(104,903)	3,866	107,945	(102,280)	5,665
	1,553,245	(710,539)	842,706	1,364,720	(640,793)	723,927

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	28,884	32,213	24,679
Accruals	7,539	4,606	13,245
Banking Staffing Overuse	23,952	-	225
Employee Entitlements - Salaries	205,548	161,042	181,416
Employee Entitlements - Leave Accrual	4,186	2,028	3,399
	270,109	199,889	222,964
Payables for Exchange Transactions	270,109	199,889	222,964
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	270,109	199,889	222,964

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Social Club	-	-	38
Fees in Advance	143	1,115	929
MOE Income in Advance	-	-	4,378
	<u>143</u>	<u>1,115</u>	<u>5,345</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	93,013	40,323	87,019
Increase to the Provision During the Year	11,915	12,111	12,711
Use of the Provision During the Year	(16,071)	-	(8,925)
Other Adjustments	(19,636)	-	2,208
Provision at the End of the Year	<u>69,221</u>	<u>52,434</u>	<u>93,013</u>
Cyclical Maintenance - Current	15,288	52,434	32,027
Cyclical Maintenance - Non current	53,933	-	60,986
	<u>69,221</u>	<u>52,434</u>	<u>93,013</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools painting quotes.

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	14,925	11,206	14,150
Later than One Year and no Later than Five Years	14,526	17,756	17,679
Future Finance Charges	(2,868)	-	(3,713)
	<u>26,583</u>	<u>28,962</u>	<u>28,116</u>
Represented by			
Finance lease liability - Current	13,001	11,206	11,950
Finance lease liability - Non current	13,582	17,756	16,166
	<u>26,583</u>	<u>28,962</u>	<u>28,116</u>

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	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
5YA Playing Field Project		236971	(9,664)	411,249	(525,233)	-	(123,649)
Lightning Strike Damage		239653	(4,615)	-	4,615	-	-
Totals			(14,279)	411,249	(520,618)	-	(123,649)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(123,649)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
5YA Playing Field Project		236971	(11,483)	40,611	(38,793)	-	(9,664)
Lightning Strike Damage		239653	-	67,455	(72,070)	-	(4,615)
Totals			(11,483)	108,066	(110,863)	-	(14,279)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(14,279)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,032	2,640
<i>Leadership Team</i>		
Remuneration	735,906	726,247
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	<u>738,938</u>	<u>728,887</u>

There are 6 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has a Finance committee (2 members) that met 5 times. 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 1

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

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

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
100 - 110	6.00	3.00
110 - 120	2.00	4.00
120 - 130	1.00	0.00
	<u>9.00</u>	<u>7.00</u>

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



19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

20. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$12,655).

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	117,985	98,953	188,537
Receivables	217,225	167,712	210,311
Investments - Term Deposits	300,000	300,000	400,000
Total financial assets measured at amortised cost	635,210	566,665	798,848

Financial liabilities measured at amortised cost

Payables	270,109	199,889	222,964
Finance Leases	26,583	28,962	28,116
Total financial liabilities measured at amortised cost	296,692	228,851	251,080

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF HORSHAM DOWNS SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Horsham Downs School (the School). The Auditor-General has appointed me, Liyan Yao, 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 2 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 12 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Evaluation of the school's students' progress and achievement, 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.



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

Horsham Downs School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Melany Walker	Presiding Member	Elected	Sep 2025
Steve Dunsmore	Principal	ex Officio	
Joe Buist	Parent Representative	Elected	Sep 2025
Joanna Crawshay	Parent Representative	Elected	Sep 2025
Julia Kennedy	Parent Representative	Elected	Sep 2025
Kate Landon	Parent Representative	Elected	Sep 2025
Lisa De Vargas	Staff Representative	Elected	Sep 2025
Carolyn Akerboom	Other	Appointed	Sep 2025

Horsham Downs School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,886 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Horsham Downs School Board:

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

STATEMENT ON HORSHAM DOWNS SCHOOL BOARD GIVING EFFECT TO TE TIRITI O WAITANGI

One of the objectives of the Education and Training Act 2020 , Section 127 is that:

The school gives effect to Te Tiriti o Waitangi, including by-

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

The new objective relating to Te Tiriti o Waitangi:

- emphasises the importance of local history and practices;
- challenges boards to improve the teaching of te reo Māori and tikanga Māori ;
- contributes to meeting the Crown’s duty to actively protect tino rangatiratanga rights; and
- makes a significant contribution to achieving the Crown’s Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

Horsham Downs School achieves this by incorporating the New Zealand Histories curriculum amendment to reflect the history and current role of Ngaati Wairere as tangata whenua wherever possible. This includes collaboration with other local schools through Te Pae Here.

We also achieve this by setting expectations for teacher and support staff to increase their knowledge of te reo and tikanga Maaori and have employed a specialist teacher to assist with kapa haka and the learning of waiata.

Our school meaningfully and purposefully incorporates teaching of Te Tiriti as part of our local curriculum and use of te reo Maaori is encouraged at all times.

https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS274508.html?search=sw_096be8ed81e0ce4d_127_25_se&p=1#LMS274508
https://www.legislation.govt.nz/act/public/1975/0114/latest/DLM435834.html?search=sw_096be8ed81cec2dd_127_25_se&p=1#DLM435834
<https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/giving-better-effect-to-te-tiriti-o-waitangi/>



MATHEMATICS DECEMBER 2024

REPORT FOR STAFF AND BOARD OF TRUSTEES.

This analysis of data includes Year 3-8 student attainment of the expected level of the NZ Curriculum for their year group. The November Data is the teacher's OTJ based on observations of students, overall achievement throughout the year in strand, the GLOSS interview and LOMAS Assessment (Yr 7-8 Only). Judgements against strand throughout this year were based against success criteria set within this year's newly implemented Strand Level Guides.

The Year 1-2 data is not included, but students in these cohorts are monitored and teachers are required to inform management of any students of concern so that appropriate Learning Support Programmes are put in place. Furthermore, Years 3-8 data is gathered at the same 'moment in time' at the end of the school year, whereas the data for Years 1-2 is gathered at various points during the year as students reach their birthday or anniversary of starting school, so it is problematic to amalgamate these two differing systems.

Our data in this report includes:

- All students from year 3-8
- All English as a Second Language Students (? funded, ? in total as at November 2024)

MATHEMATICS: DECEMBER 2024 achievement against curriculum expectations SUMMARY									
Description	Well below		Below		At		Above		TOTAL
	#	%	#	%	#	%	#	%	
All students in Years 3-8	10	4%	66	24%	124	46%	72	26%	272
					ALL STUDENTS At /Above 196/272 (72%)				
Māori	3	8%	13	36%	17	47%	3	8%	36
					Māori At and Above 20/36 (56%)				
Male	6	4%	31	22%	62	44%	41	29%	140
					MALE At and Above 103/142 (74%)				
Female	4	3%	35	27%	62	47%	31	23%	132
					FEMALE At and Above 93/132 (70%)				

YEAR LEVEL COMPARISON 224

MATHEMATICS: DECEMBER 2024 achievement against curriculum expectations by YEAR LEVEL (number of students)						
COHORT	Well below	Below	At	Above	TOTAL	At and Above # %
Year 3	1	18	27	2	48	29/48 (60%)
Year 4	4	7	24	11	46	35/46 (76%)
Year 5	0	12	15	18	45	33/45 (73%)
Year 6	2	6	25	11	44	46/44 (82%)
Year 7	2	11	12	17	42	29/42 (69%)
Year 8	1	12	21	13	47	34/47 (72%)
TOTALS	10 (4%)	66 (24%)	124 (46%)	72 (26%)	272	196/272 (72%)

ASSESSMENT TOOLS USED FOR OVERALL TEACHER JUDGEMENTS (OTJ):

GLOSS Interview, LOMAS (Yr 7-8 only), End of Unit Reviews, Strand Guides, classroom observations, ARBs, PAT

At the end of 2024, the school has 72% of its pupils achieving AT or ABOVE the expected level of the NZ curriculum in MATHEMATICS.

Based on the 272 students included in this data, the following is a comparison with the past five years (note that prior to 2020, this data included all Years 1-8)

	2019	2020	2021	2022	2023	2024
ABOVE	32%	36%	36%	30%	25%	26%
AT	52%	46%	44%	36%	50%	46%
BELOW	15%	12%	14%	25%	21%	24%
WELL BELOW	2%	6%	6%	9%	4%	4%

STRENGTHS/TRENDS:

- There is a capable cohort of Year 6's, with 82% achieving AT or ABOVE heading into Year 7 in 2024.
- The current cohort of Year 8 is achieving 7% higher (72%) than the Year 8 cohort of 2023 (65%)

- The 2023 cohort of Year 4 were achieving 67% AT or ABOVE and as the current Year 5 cohort are achieving at 73%.
- The percentage of WELL BELOW students has been sustained for two years, which is the lowest it has been since 2019.
- In 2022 the percentage of AT and ABOVE students was 66%, but we have continued on a stronger trend with 72% achieving AT or ABOVE in 2024.
- If we exclude the Year 3 students from the data, as a school 75% are achieving AT or ABOVE.
- There has been an increase in our BELOW students over time; however, there has also been significant decreases in WELL BELOW students over time. Gains are being made for our students in most need, moving from the WELL BELOW bracket to BELOW.
- Our ABOVE cohort had a small increase from 2023.
- Most cohorts are tracking similarly, greater than 70% achieving AT or ABOVE

TARGETS/CONCERNS:

- Of the 10 WELL BELOW students, 5 are absent more than 10% of the time, with one of the five (a year 7 student), absent 56% of the time.
- Our current Year 3 cohort is achieving 60% AT or ABOVE, indicating that they may be struggling to adjust to Level 2 of the curriculum.

MAORI COHORT (Number of Students: 37)

MATHEMATICS: DECEMBER 2024 achievement against curriculum expectations - MAORI STUDENTS						
COHORT	Well below	Below	At	Above	TOTAL	At and Above # %
Year 3		4	5		9	5/9 (56%)
Year 4	2	1	2	1	6	3/6 (50%)
Year 5		2	4	3	9	7/9 (78%)
Year 6		3	5	1	9	6/9 (67%)
Year 7		1			1	0/1 (0%)
Year 8		2	1		3	1/3 (33%)
TOTALS	2	13	17	5	37	22/37 (59%)

Based on the 37 students included in this data, the following is a comparison with the past five years:

	2019	2020	2021	2022	2023	2024
ABOVE	22%	19%	12.5%	17%	8%	13%
AT	52%	52%	50%	31%	47%	46%

BELOW	23%	16%	12.5%	28%	36%	35%
WELL BELOW	3%	13%	25%	28%	8%	5%

MAORI COHORT STRENGTHS/TRENDS:

- Our ABOVE cohort has increased by 5% and is the highest it has been since 2020.
- Our WELL BELOW cohort has reduced to 5%.
- Compared to previous years, the trajectory of our 'WELL BELOW' students since 2020 is not of concern, despite current cohorts being disproportionately affected by Covid-19 infections and restrictions in the last few years.
- The disparity between the overall school data of 'WELL BELOW and BELOW' has decreased by 9% since 2023

MAORI COHORT TARGETS/CONCERNS:

- The trajectory of our 'WELL BELOW and BELOW' students since 2020 is of less concern, given that we are seeing a reduction, but it is still something to keep in mind.
- We should be careful not to over-analyse data subsets, particularly with very small cohorts as one student represents nearly 4%.
- There is a significant disparity between the overall school data of 'WELL BELOW and BELOW' and that of this cohort, 16%.
- At the beginning of this year, we set a goal to reduce disparity with Māori from 18% B/WB to 10%. Currently, there is a disparity of 16%.

GENDER COMPARISON

YEAR	COHORT	WELL BELOW	BELOW	AT	ABOVE	Total	AT/AB %	AT/AB %
YEAR 3	MALE		10	16	2	28	64%	YEAR 3-8 MALE 103/140 74%
	FEMALE	1	8	11		20	55%	
YEAR 4	MALE	4	5	12	8	29	69%	
	FEMALE		2	12	3	17	88%	
YEAR 5	MALE		6	8	11	25	76%	YEAR 3-8 FEMALE 93/132 70%
	FEMALE		6	7	7	20	70%	
YEAR 6	MALE		1	12	5	18	94%	
	FEMALE	2	5	13	6	26	73%	
YEAR 7	MALE	1	5	4	8	18	67%	
	FEMALE	1	6	8	9	24	71%	
YEAR 8	MALE	1	4	10	7	22	77%	

	FEMALE		8	11	6	25	68%	
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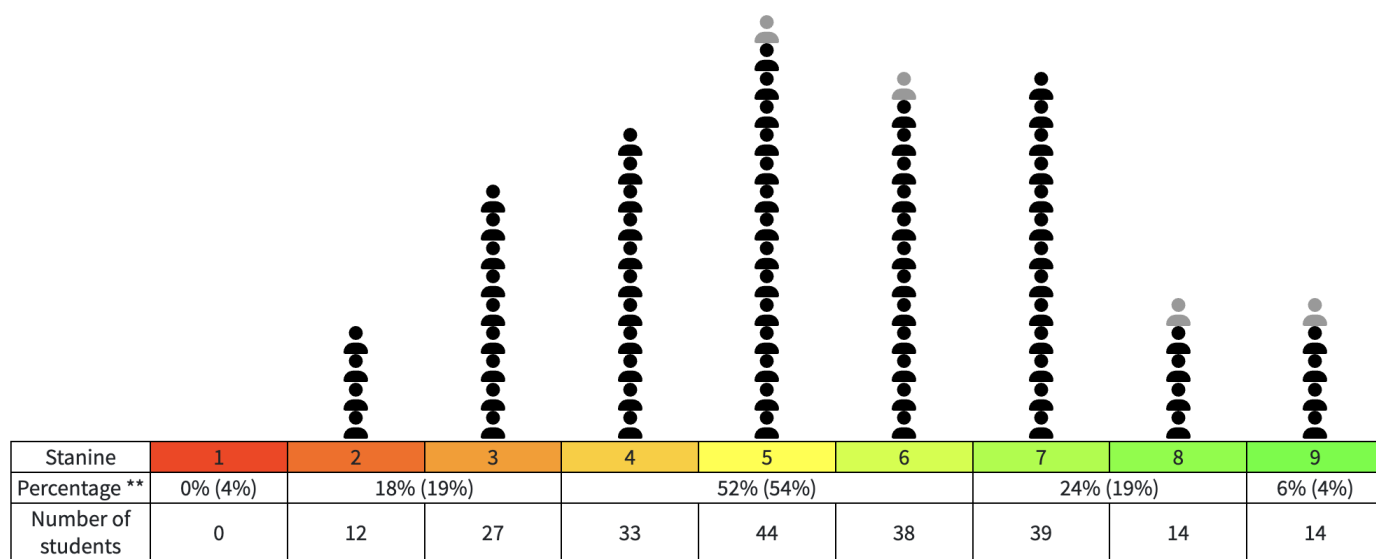
STRENGTHS/TRENDS:

- There is little disparity between the MALES and FEMALES, in the Year 7 cohort, which was also the case for this cohort last year as Year 6 students.
- There is a small disparity of 4% between our MALES and FEMALES across the school.
- The 2023 Year 5 male cohort were strong in achieving 89% AT or ABOVE, and this has been improved to 94% AT or ABOVE as the current Year 6 cohort.
- In 2023, there was a VERY STRONG cohort of females in Year 3, 100% achieving AT or ABOVE, which has been sustained STRONG as the current Year 4 cohort achieving 88% AT or ABOVE.

TARGETS/CONCERNS:

- There is a 21% gender disparity in the Year 6 cohort, but there is a larger proportion of FEMALE students to MALE students, so it is important not to over-interpret percentages.
- There is a 19% gender disparity in the Year 4 cohort.

COMPARISON OF PATs to OTJs:



Stanine Distribution (● = 3 student)

* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

PAT	1,2,3 BELOW	4,5,6 AT	7,8,9 ABOVE	TOTAL	% AT or ABOVE
YEAR 4	8 (17%)	31 (67%)	7 (15%)	46	83%
YEAR 5	12 (27%)	19 (43%)	13 (30%)	44	73%
YEAR 6	11 (26%)	22 (51%)	10 (23%)	43	74%
YEAR 7	7 (17%)	16 (38%)	19 (45%)	42	83%

YEAR 8	1 (2%)	27 (59%)	18 (39%)	46	98%
Whole School Average	39 (18%) (23%)	115 (52%) (54%)	67 (30%) (23%)	221	82% (77%)

* Numbers in **bolded brackets** provide statistics for all students in the national reference group.

Data is based on school data from PAT Mathematics Assessment in Term 1 of this year. Due to the constraints of the programme this is based on the cohort we had in Term 1 of 2023. The data excludes Year 3 as they do not sit the Mathematics Assessment.

For each YEAR GROUP of data these are the cohort size changes:

Year 4: +2

Year 5: +1

Year 6: +1

Year 7: =

Year 8: +1

- There is some discrepancy between the National Standard for AT and ABOVE for PAT and the OTJs for this year, a discrepancy of 5%. Compared to our whole school data based on how are students achieved in PAT, the discrepancy is 10%, this could be influenced by the lack of Year 3 data and the margin of error for PAT (plus or minus 3). If we exclude the Year 3's from our data, the discrepancy is reduced to 5%.
- The PAT data shows that the National Average is 4% achieving STANINE ONE, however no students achieved a STANINE ONE.
- It is important for us to remember that we have four categories to classify students, and PAT has three. It is more than likely that many students achieving stanine 4 are struggling with content at their curriculum level. With PAT being a multi-choice assessment, students can rely on guessing, logic and estimating to exclude options without getting a precise answer, whereas OTJs are based on independent work — generally more demanding of the child's ability to be precise.

Supporting Information of Recommendations

1. In 2021 a study by the Ministry of Education, '*Progress and achievement and the context of mathematics and statistics learning in New Zealand (English-medium education)*', it was found instructional techniques and activities differed between middle primary and lower secondary teachers. New Zealand teachers were less likely to explain things to students or ask them to memorise things compared to their international peers. Some teachers had students explain solutions regularly, but setting challenging activities for students was not as common. In terms of outcomes, the National Monitoring Study of Student Achievement (NMSSA) showed that 81% of students in Year 4 and **45% of students in Year 8 achieved at or above** curriculum expectations. The document discusses that through the Trends in International Mathematics and Science Study (TIMSS), they found that in Year 5 many classes are still largely working with material at Level 2 of the curriculum, despite most Year 5 students achieving at or above Level 2. This suggests that students are not being given challenging enough material in Year 5. In the Secondary component of the document, New Zealand teachers were asked in at which level(s) of Mathematics and Statistics in the New Zealand Curriculum most of their **Year 9 students** were working for each of the strands: number and algebra, geometry and measurement, and statistics. The proportion of students working at level 5 of the curriculum varied across strands, and many classes were working across levels of the curriculum. **Less than one in ten students** were in classes where the majority of students were **working at level 5 of the curriculum**.
 - a. This snapshot links to the recommendation of ensuring that the higher level is catered for in composite classes adequately.

Further Reading: <https://assets.education.govt.nz/public/Literacy-and-Maths-strategy-development-in-2021/Progress-and-achievement-and-the-context-of-mathematics-and-statistics-learning-in-New-Zealand.pdf>

Recommendations

1. That teachers continue to include DATs (Deliberate Acts of Teaching) in their planning to ensure all the necessary learning intentions for their teaching level are covered, with an emphasis on those DATs that support our at-risk learners particularly.
 - Maori and Pacifica students
 - Learning Support Needs
 - High absence students
2. We know that different year groups proportion their time between number and strand differently, but at present we need to collaboratively plan to ensure level coverage for topics across the school. Part of collaboration, particularly in composite classes, will require teachers to look at how they are reaching the objectives of the higher level cohort, to ensure composite classes aren't finding a medium between two levels.
3. **Consistent use of SplashLearn across the school.** After doing a school inquiry into "*Teaching Mathematics at HDS*" in 2023 it was found 53% of teachers are using SplashLearn, which shows many staff members are not utilising the personalised learning platform that targets student gaps. In 2024, teachers should be beginning the year with student assessments on the platform, assigning the learning pathways and then allowing students to spend 10 minutes a day filling their specific gaps. It is important to note some classes will have limitations with class devices, but we should aim for 10 minutes as our goal.
4. The 2023 inquiry "*Teaching Mathematics at HDS*" noted that 40% of our teachers feel confident in making an OTJ (official teacher judgement) for strand, so we reduced the number of OTJs made for strand in the Yr 3/4 group. This change will be continued into our thinking for how we gather and record data next year with the new curriculum.
5. Implementation of 'Maths, No Problem!' will assist us in 2025 to meet the demands of the new curriculum.
6. Look at how we can support participation in learning from students that are consistently absent from school 10% or more of the school year.

Alexia Cochrane
Mathematics Leader

Rachel Poultney
Deputy Principal

Arihia Waikari
SENCO

READING DECEMBER 2024

REPORT FOR STAFF AND BOARD OF TRUSTEES

Four years ago we decided to separate the data for Year 1-3, and Years 4-8. With the introduction of play based learning in the early years, we want to be able to better track the impact that this has on student achievement, but we also recognise that ‘achievement’ during these early years, will be measured against different tools, e.g. Ready4Learning Framework.

Furthermore, Years 4-8 data was gathered at the same ‘moment in time’ at the end of the school year, whereas the data for Years 1-3 is gathered at various points during the year as students reach their birthday or anniversary of starting school, so it is problematic to amalgamate these two differing systems.

However, in 2023, the whole school changed to a reporting system where all data is collected in both June and December. We have noticed that many of the children in Year 3 have developed the skills to be “ready to learn” in a typical classroom environment after spending two years in a play based learning environment. Therefore we choose to include the data of the Year 3’s.

Our data in this report includes:

- All students from year 3-8
- All English as a Second Language Students - except for students who are unable to participate in the tests due to not having the language skills to understand the questions.
- Two students who have RTLB support for learning
- Two students with significant teacher aide support

READING: DECEMBER 2024 achievement against curriculum expectations SUMMARY									
Description	Well below		Below		At		Above		TOTAL
	#	%	#	%	#	%	#	%	
All students in Years 3-8	16	6%	17	6%	90	33%	149	55%	272
					<i>ALL STUDENTS At /Above 239/272 (88%)</i>				
Māori	3	8%	4	%11	13	35%	17	46%	37
					<i>Māori At and Above 30/37 (81%)</i>				
Male	8	6%	9	6%	50	36%	73	52%	140
					<i>MALE At and Above 123/140 88%</i>				
Female	8	6%	8	6%	40	30%	76	58%	132
					<i>FEMALE At and Above 116/132 (88%)</i>				

YEAR LEVEL COMPARISON

READING: DECEMBER 2024 achievement against curriculum expectations by YEAR LEVEL (number of students)									
COHORT	Well below	Below	At	Above	TOTAL		At and Above # %		
Year 3	4	6	24	14	48		38/48 79%		
Year 4	4	3	18	21	46		39/46 85%		
Year 5	2	2	15	26	45		41/45 91%		
Year 6	2	4	5	33	44		38/44 86%		
Year 7	3	0	15	24	42		39/42 93%		
Year 8	1	2	13	31	47		44/47 94%		
TOTALS	5%	13%	34%	48%	272				

ASSESSMENT TOOLS USED FOR OVERALL TEACHER JUDGEMENTS (OTJ):

Probe, E AsTTle, STAR assessment results, classroom observations, Arbs

At the end of 2024, the school has 88% of its pupils achieving AT or ABOVE the expected level of the NZ curriculum in READING.

Based on the 272 students included in this data, the following is a comparison with the past five years (note that from 2020-2022 the data included only Year 4-8)

	2020	2021	2022	2023	2024
ABOVE	60%	56%	51%	48%	55%
AT	30%	36%	39%	34%	33%
BELOW	9%	5%	4%	13%	6%
WELL BELOW	1%	3%	6%	5%	6%
Total AT/AB	90%	92%	90%	82%	88%

STRENGTHS/TRENDS:

- Our data shows that we are consistently maintaining a high standard of achievement and equity in Reading across the school.
- Interestingly, in 4/6 year levels there are a significant amount more students who are achieving ABOVE the expected level than AT.

TARGETS/CONCERNS:

- There is a small cohort of year 3 students who have been identified as at risk and are on the Learning Support register. They will continue to have specific reading programmes designed by their classroom teachers under the guidance and monitoring of the SENCO. It is the hope that the introduction of structured literacy will support these students over time.

MAORI STUDENTS: (Total Maori cohort is 37).

READING: DECEMBER 2024 achievement against curriculum expectations - MAORI STUDENTS							
COHORT	Well below	Below	At	Above	TOTAL		At and Above # %
Year 3	0	2	6	1	9		7/9 78%
Year 4	1	1	1	3	6		4/6 67%
Year 5	1	0	4	4	9		8/9 89%
Year 6	1	1	1	6	9		7/9 78%
Year 7	0	0	0	1	1		1/1 100%
Year 8	0	0	1	2	3		3/3 100%
TOTALS	3 (8%)	4 (11%)	13 (35%)	17 (46%)	37		30/37 81%

Based on the 37 students included in this data, the following is a comparison with the past five years:

	2020	2021	2022	2023	2024
ABOVE	50%	42%	38%	31%	46%
AT	37%	37%	48%	36%	35%
BELOW	6%	8%	7%	25%	11%
WELL BELOW	6%	12%	7%	8%	8%
Total AT/AB	87%	79%	86%	67%	81%

STRENGTHS/TRENDS:

- Overall, our AT and Above figure (30/37 81%) shows longitudinal consistency of high achievement for Māori.

Please note: We should be careful not to over-analyse data subsets particularly with very small cohorts.

TARGETS/CONCERNS:

- All of the students are identified as at risk and they are on the Learning Support Register.
- 1 student in WELL BELOW is receiving RTLB support
- 2 students (from the same family) have had worrying amounts of attendance issues with between 16-20% of days absent this year.
- 1 student in WELL BELOW has a previous diagnosis of Global Development Delay and historically received a lot of support

GENDER COMPARISON

YEAR	COHORT	Well below	Below	At	Above	At/Ab %	AT/AB %
YEAR 3	MALE	1	4	15	8	23/28 82%	YEAR 3-8 MALE 123/140 88%
	FEMALE	3	2	9	6	15/20 75%	
YEAR 4	MALE	3	2	13	11	24/29 83%	
	FEMALE	1	1	5	10	15/17 88%	
YEAR 5	MALE	1	1	6	17	23/25 92%	
	FEMALE	1	1	9	9	18/20 90%	
YEAR 6	MALE	1	2	3	12	15/18 83%	
	FEMALE	1	2	2	21	23/26 88%	
YEAR 7	MALE	1	0	8	9	17/18 94%	
	FEMALE	2	0	7	15	22/24 92%	
YEAR 8	MALE	1	0	5	16	21/22 95%	YEAR 3-8 FEMALE 116/132 88%
	FEMALE	0	2	8	15	23/25 92%	

STRENGTHS/TRENDS:

- Boys and Girls have the same percentage of children achieving at or above in reading for 2024- showing no gender disparity. In fact, in 4/6 of the year groups, boys had a marginally higher percentage than girls.
- Compared with previous years, the gender disparity has been:

2022	Difference 9%
2021	Difference 10%
2020	Difference 12%
2019	Difference 14%

ACCELERATED LEARNING

Based on each student's OTJ from December 2023 and comparing with December 2024 OTJ- these students have made accelerated progress.

YEAR	TOTAL	
YEAR 3	18/48	38%
YEAR 4	23/46	50%
YEAR 5	24/45	53%
YEAR 6	21/44	48%
YEAR 7	6/42	14%
YEAR 8	7/47	15%
TOTAL (Yr 3-8)	99/272	36%

COMMENTS

Data shows - that a large number of students in Year 3-8 (especially years 3-6) have made accelerated progress in 2024.

Recommendations

1. That teachers continue to include DATs (Deliberate Acts of Teaching) in their planning to ensure all the necessary learning intentions for their teaching level are covered, with an emphasis on those DATs that support our at-risk learners particularly
 - Maori and Pacifica students
 - Boys
 -
2. That extra support be provided from the beginning of 2024 via a learning support teacher and/or teacher aide support for Reading where the need is greatest.
3. Teachers will participate in peer observations during their release times.
4. Teachers in Year 0-2 will continue with Ready 4 learning and structured literacy programmes to ensure a sound base of literacy skills. Year 0-4 teachers are having ongoing professional development in structured literacy. A school wide scope and sequence is now in place for teachers to follow and keep a consistent approach.
5. Year 5-8 teachers will participate in structured literacy PD when time allows.

Ashley Freeman
Literacy Leader

Rachel Poultney
Deputy Principal

Arihia Waikari
SENCO

WRITING DECEMBER 2024

REPORT FOR STAFF AND BOARD OF TRUSTEES

In 2020 we decided to separate the data for Year 1-3, and Years 4-8.

With the introduction of play based learning in the early years, we want to be able to better track the impact that this has on student achievement, but we also recognise that ‘achievement’ during these early years, will be measured against different tools, e.g Ready4Learning Framework.

Furthermore, Years 4-8 data was gathered at the same ‘moment in time’ at the end of the school year, whereas the data for Years 1-3 is gathered at various points during the year as students reach their birthday or anniversary of starting school, so it is problematic to amalgamate these two differing systems.

However, in 2023, the whole school changed to a reporting system where all data is collected in both June and December. We have noticed that many of the children in Year 3 have developed the skills to be “ready to learn” in a typical classroom environment after spending two years in a play based learning environment. Therefore we choose to include the data of the Year 3’s.

Our data in this report includes:

- All students from year 3-8
- All English as a Second Language Students - except for students who are unable to participate in the tests due to not having the language skills to understand the questions.
- Two students who have RTLB support for learning
- Two students with significant teacher aide support

WRITING: DECEMBER 2024 achievement against curriculum expectations SUMMARY									
Description	Well below		Below		At		Above		TOTAL
	#	%	#	%	#	%	#	%	
Y3-8 students	23	8%	42	16%	156	57%	51	19 %	272
					ALL STUDENTS At & Above 207/272 76%				
Māori	3	8%	7	19%	17	46%	10	27%	37
					Māori At and Above 27/37 73% (see detailed data below)				
Male	16	11%	27	20%	81	58%	16	11%	140
					MALE At and Above 97/140 69%				
Female	7	5%	15	11%	75	57%	35	27%	132
					FEMALE At and Above 110/132 84%				

Based on the 272 students included in this data, the following is a comparison with the past five years (note that from 2020-2022 the data included only Year 4-8)

	2020	2021	2022	2023	2024
ABOVE	28%	24%	11%	11%	19%
AT	55%	55%	68%	64%	57%
BELOW	13%	18%	16%	19%	16%
WELL BELOW	4%	3%	5%	6%	8%
Total At/Above	83%	79%	79%	75%	76%

WRITING: DECEMBER 2024 achievement against curriculum expectations by YEAR LEVEL (number of students)							Cohort tracking
COHORT	Well below	Below	At	Above	TOTALS	At and Above # %	2023
Year 3	2	9	37	0	48	37/48 77% (Mid yr 66%)	
Year 4	3	11	32	0	46	32/46 70% (Mid yr 63%)	Y3 74%
Year 5	3	5	19	18	45	37/45 82% (Mid yr 76%)	Y4 81%
Year 6	4	8	18	14	44	32/44 73% (Mid yr 56%)	Y5 67%
Year 7	7	5	21	9	42	30/42 71% (Mid yr 67%)	Y6 83%
Year 8	4	4	29	10	47	39/47 83% (Mid yr 81%)	Y7 78%
Totals	23	42	156	51	272		

MĀORI STUDENT ACHIEVEMENT

WRITING: DECEMBER 2024 achievement against curriculum expectations - MAORI STUDENTS (number of students)						
COHORT	Well below	Below	At	Above	TOTAL	At and Above # %
Year 3	0	2	7	0	9	7/9 78%
Year 4	1	2	3	0	6	3/6 50%
Year 5	1	1	2	5	9	7/9 78%
Year 6	1	2	2	4	9	6/9 67%
Year 7	0	0	1	0	1	1/1 100%
Year 8	0	0	2	1	3	3/3 100%
TOTALS	3 (8%)	7 (19%)	17 (46%)	10 (27%)	37	27/37 73%

Total Maori cohort included in this data is 37.

	2020 Yr 4-8 only 63%	2021 Yr 4-8 (55%)	2022 Yr 4-8 (76%)	2023 Yr 3-8 (67%)	2024 Yr 3-8 (73%)
ABOVE	20%	13%	10%	3%	27%
AT	43%	42%	66%	64%	46%
BELOW	30%	37%	14%	22%	19%
WELL BELOW	7%	8%	10%	11%	8%

COMMENTS:

This cohort comprises 19 boys and 18 girls.

Of the 10 students who are below/well below expectations:

- a. 2 students (from the same family) have had significant attendance issues in the past years but are making significant improvements in attendance
- b. 1 student in WELL BELOW has a previous diagnosis of Global Development Delay and historically received a lot of support
- c. 1 student is receiving RTLB support
- d. 2 students (from the same family) have had worrying amounts of attendance issues with between 16-20% of days absent this year.

Please note: We should be careful not to over-analyse data subsets particularly with very small cohorts.

GENDER COMPARISON by year group

FEMALE						Cohort tracking
COHORT	WB	Below	At	Above	At/Above % 2024	At/Above % 2023
Year 3	2	2	16	0	16/20 80%	
Year 4	0	1	16	0	16/17 94%	93%
Year 5	0	2	9	9	18/20 90%	89%
Year 6	2	4	10	10	31/34 91%	71%
Year 7	2	3	11	8	19/24 79%	91%
Year 8	1	3	13	8	21/25 84%	78%

MALE						Cohort tracking
COHORT	WB	Below	At	Above	At/Above % 2024	At/Above % 2023
Year 3	0	7	21	0	21/28 75%	
Year 4	3	10	16	0	16/29 55%	64%
Year 5	3	3	10	9	19/25 76%	75%
Year 6	2	4	8	4	12/18 67%	61%
Year 7	5	2	10	1	11/18 61%	72%
Year 8	3	1	16	2	18/22 82%	78%

It can be seen that some cohorts have made gains from last year, in particular boys in the cohorts: Year 6 and Year 8 and girls in the cohorts: Year 6,7, and 8. The girls in particular are tracking highly for students meeting writing expectations.

GENDER DISPARITY TABLE 2020-2024			
YEAR	BOYS AT/ABOVE	GIRLS AT/ABOVE	DISPARITY
2020	73%	94%	21%
2021	67%	93%	27%
2022	70%	88%	18%
2023	65%	84%	19%
2024	69%	84%	15%

The gender disparity has reduced to its lowest point in 5 years in 2024. This could be attributed to the boys in particular are increasingly engaged in The Writer's Toolbox that was introduced this year.

ACCELERATED LEARNING

Based on each student's OTJ from December 2023 and comparing with November 2024 OTJ- these students have made accelerated progress.

YEAR	TOTAL	
YEAR 3	8/48	17%
YEAR 4	1/46	2%
YEAR 5	20/45	44%
YEAR 6	19/44	43%
YEAR 7	11/42	26%

YEAR 8	12/47	25%
TOTAL (Yr 3-8)	71/272	26%

COMMENTS/ TRENDS:

Overall, our AT and Above figures continue to be consistently strong over time (2024 76%).

- Groups that continue to perform well are Girls (84% At/Above).
- A comparison of mid-year to end of year data shows accelerated progress across all year groups. With significant progress being made in Years 5& 6. This could be due to The Writer's Toolbox being implemented within Years 3-6. The Year 5/6 classes have also had use of the online tool. Teachers and data collected have noted a significant increase in student engagement and enjoyment of writing.
- Detailed analysis identifies small pockets of students at risk and these are incorporated in the Learning Support register for 2025.

Recommendations

1. Teachers continue to include DATs (Deliberate Acts of Teaching) in their planning to ensure all the necessary learning intentions for their teaching level are covered, with an emphasis on those DATs that are particularly support our target groups:
 - Boys
 - Maori and Pacifica students
2. All Year 3-8 teachers have participated in The Writer's Toolbox professional development in 2024. The Year 0-2 teachers have had professional development that is indicative of the age group they are teaching. It will be an expectation that this learning is clearly evident in a classroom and teachers' planning.
3. Teachers will participate in peer observations during their release times. To keep updating their professional learning around The Writer's Toolbox.
4. Teachers in Year 0-2 will continue with Ready 4 learning and structured literacy programmes to ensure a sound base of literacy skills. Year 0-4 teachers are having ongoing professional development in structured literacy. A school wide scope and sequence is now in place for teachers to follow and keep a consistent approach.
5. Teachers are developing a handwriting programme with school wide expectations- with the aim to reduce the cognitive load when writing.

CHARTER GOAL

1. To maintain current achievement for girls' writing.
2. To continue to improve attitudes and achievement of boys' writing.

Ashley Freeman
Literacy Leader

Rachel Poultney
Deputy Principal

Arihia Waikari
SENCO

