



# Gate Pā School

## Pukehinahina

### ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 1992

**Principal:** Rochelle Jensen

**School Address:** 900 Cameron Road, Tauranga 3112

**School Phone:** (07) 578 5325

**School Email:** office@gatepa.school.nz

**Accountant / Service Provider:**



#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Tania Cook	Presiding Member	Elected	May-25
Rochelle Jensen	Principal ex Officio		
Kelvin Kuka	Parent Representative	Elected	May-25
Amanda Marshall	Parent Representative	Elected	May-25
Niomi Laugesen	Parent Representative	Elected	May-25
Natalie Davies	Parent Representative	Elected	May-25
Sherry Streiff	Staff Representative	Elected	May-25
Jodi Hill - Resigned	Staff Representative	Elected	Nov-24

**Auditor:** William Buck

# GATE PA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Gate Pa 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.

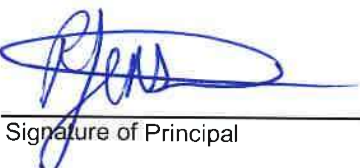
The School's 2024 financial statements are authorised for issue by the Board.

Tania Marie Cook  
Full Name of Presiding Member

  
Signature of Presiding Member

27-05-2025  
Date:

Rochelle Jane Jensen  
Full Name of Principal

  
Signature of Principal

27-05-2025  
Date:

# Gate Pa School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	4,661,169	1,331,921	4,466,278
Locally Raised Funds	3	135,999	25,970	115,531
Interest		16,551	17,000	20,006
Gain on Sale of Property, Plant and Equipment		1,191	-	756
Other Revenue		23,009	18,000	23,915
<b>Total Revenue</b>		<b>4,837,919</b>	<b>1,392,891</b>	<b>4,626,486</b>
<b>Expense</b>				
Locally Raised Funds	3	31,406	-	33,834
Learning Resources	4	2,994,944	892,601	2,906,131
Administration	5	686,901	223,840	647,411
Interest		1,626	-	1,237
Property	6	972,779	312,449	899,739
Other Expense	7	5,752	6,000	6,008
Loss on Disposal of Property, Plant and Equipment		269	-	294
<b>Total Expense</b>		<b>4,693,677</b>	<b>1,434,890</b>	<b>4,494,654</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>144,242</b>	<b>(41,999)</b>	<b>131,832</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>144,242</b>	<b>(41,999)</b>	<b>131,832</b>

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



# Gate Pa School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		934,893	934,893	803,061
Total comprehensive revenue and expense for the year		144,242	(41,999)	131,832
Contributions from the Ministry of Education		15,793	-	-
Contribution - Furniture and Equipment Grant		11,462	-	-
<b>Equity at 31 December</b>		1,106,390	892,894	934,893
Accumulated comprehensive revenue and expense		1,106,390	892,894	934,893
Reserves		-	-	-
<b>Equity at 31 December</b>		1,106,390	892,894	934,893

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.

# Gate Pa School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	478,708	227,764	331,213
Accounts Receivable	9	230,915	180,000	224,939
GST Receivable		14,623	-	69,703
Prepayments		5,417	16,000	16,265
Inventories	10	6,602	5,000	12,123
Funds Receivable for Capital Works Projects	16	10,242	-	17,676
		746,507	428,764	671,919
<b>Current Liabilities</b>				
Accounts Payable	12	277,353	222,375	358,650
Revenue Received in Advance	13	22,000	-	22,637
Provision for Cyclical Maintenance	14	2,318	-	-
Finance Lease Liability	15	9,248	9,000	9,361
Funds held for Capital Works Projects	16	18,043	-	18,350
Funds held on behalf of School Cluster	17	3,460	-	6,751
		332,422	231,375	415,749
<b>Working Capital Surplus/(Deficit)</b>		414,085	197,389	256,170
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	782,222	730,505	687,405
		782,222	730,505	687,405
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	81,718	25,000	-
Finance Lease Liability	15	8,199	10,000	8,682
		89,917	35,000	8,682
<b>Net Assets</b>		1,106,390	892,894	934,893
<b>Equity</b>		1,106,390	892,894	934,893

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

# Gate Pa School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,611,975	1,403,869	1,449,947
Locally Raised Funds		141,641	43,970	136,332
Goods and Services Tax (net)		55,079	-	(57,593)
Payments to Employees		(854,730)	(813,095)	(804,948)
Payments to Suppliers		(652,345)	(638,607)	(601,641)
Interest Paid		(1,626)	-	(1,237)
Interest Received		16,597	17,000	19,969
Net cash from/(to) Operating Activities		316,591	13,137	140,829
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		922	-	462
Purchase of Property Plant & Equipment (and Intangibles)		(191,708)	(174,907)	(226,678)
Net cash from/(to) Investing Activities		(190,786)	(174,907)	(226,216)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		11,462	-	-
Contributions from Ministry of Education		15,793	-	-
Finance Lease Payments		(9,402)	(2,363)	(8,937)
Funds Administered on Behalf of Other Parties		3,837	-	(79,518)
Net cash from/(to) Financing Activities		21,690	(2,363)	(88,455)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>147,495</b>	<b>(164,133)</b>	<b>(173,842)</b>
Cash and cash equivalents at the beginning of the year	8	331,213	391,897	505,055
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>478,708</b>	<b>227,764</b>	<b>331,213</b>

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

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

# Gate Pa School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Gate Pa 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 22.

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

**i) 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	10–50 years
Furniture and Equipment	5–10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

### **j) 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.

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.

### **k) Accounts Payable**

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

#### **l) Employee Entitlements**

##### *Short-term employee entitlements*

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

#### **m) Revenue Received in Advance**

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the Group 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.

#### **n) 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.

#### **o) 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.

#### **p) 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.

#### **q) 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.



**r) 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.

**s) 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.

**t) 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.

**u) Budget Figures**

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

**v) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,541,129	1,309,921	1,444,144
Teachers' Salaries Grants	2,135,271	-	2,091,471
Use of Land and Buildings Grants	568,437	-	538,465
Ka Ora, Ka Ako - Healthy School Lunches Programme	415,532	22,000	386,583
Other Government Grants	800	-	5,615
	<u>4,661,169</u>	<u>1,331,921</u>	<u>4,466,278</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	11,244	14,220	11,855
Fees for Extra Curricular Activities	7,278	-	9,014
Trading	19,534	-	14,024
Fundraising and Community Grants	77,893	3,500	32,604
Other Revenue	20,050	8,250	48,034
	<u>135,999</u>	<u>25,970</u>	<u>115,531</u>
<b>Expense</b>			
Extra Curricular Activities Costs	10,011	-	15,009
Trading	21,127	-	14,474
Fundraising and Community Grant Costs	268	-	4,351
	<u>31,406</u>	<u>-</u>	<u>33,834</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>104,593</u>	<u>25,970</u>	<u>81,697</u>

Donations include \$10,000 from NZCT for Senior Camp and \$48,753 from TECT for Senior Playground construction.

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	114,247	150,250	128,255
Information and Communication Technology	8,884	5,100	4,446
Employee Benefits - Salaries	2,717,588	595,095	2,650,177
Staff Development	41,491	56,856	35,529
Depreciation	105,706	80,000	80,871
Other Learning Resources	7,028	5,300	6,853
	<u>2,994,944</u>	<u>892,601</u>	<u>2,906,131</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,435	6,750	6,651
Board Fees and Expenses	27,970	21,700	12,319
Operating Leases	960	1,490	814
Legal Fees	383	-	157
Other Administration Expenses	67,118	28,200	61,231
Employee Benefits - Salaries	171,067	150,000	165,822
Insurance	8,472	7,200	5,583
Service Providers, Contractors and Consultancy	10,973	8,500	8,250
Ka Ora, Ka Ako - Healthy School Lunches Programme	390,523	-	386,584
	686,901	223,840	647,411

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	69,658	68,000	64,564
Cyclical Maintenance	84,036	25,000	60,500
Heat, Light and Water	40,222	35,053	36,580
Rates	16,945	14,000	15,166
Repairs and Maintenance	39,623	39,901	65,447
Use of Land and Buildings	568,437	-	538,465
Employee Benefits - Salaries	72,737	68,000	69,720
Other Property Expenses	81,121	62,495	49,297
	972,779	312,449	899,739

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. Other Expenses

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Transport	5,752	6,000	6,008
	5,752	6,000	6,008

## 8. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	478,708	227,764	331,213
Cash and cash equivalents for Statement of Cash Flows	478,708	227,764	331,213

Of the \$478,708 Cash and Cash Equivalents, \$18,043 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 include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$478,708 Cash and Cash Equivalents, \$3,460 is held by the School on behalf of the Cluster/Transport Network. See note 17 for details of how the funding received for the cluster has been spent in the year.

## 9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	21,389	-	26,659
Receivables from the Ministry of Education	2,618	-	25,655
Interest Receivable	-	-	46
Teacher Salaries Grant Receivable	206,908	180,000	172,576
	230,915	180,000	224,936
Receivables from Exchange Transactions	21,389	-	26,705
Receivables from Non-Exchange Transactions	209,526	180,000	198,231
	230,915	180,000	224,936

## 10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	6,602	5,000	12,123
	6,602	5,000	12,123

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	194,635	-	-	-	(5,221)	189,414
Furniture and Equipment	412,224	155,572	-	-	(67,969)	499,827
Information and Communication Technology	40,791	34,924	-	-	(18,976)	56,739
Leased Assets	16,169	9,311	-	-	(10,501)	14,979
Library Resources	23,594	977	(269)	-	(3,039)	21,263
	<b>687,413</b>	<b>200,784</b>	<b>(269)</b>	<b>-</b>	<b>(105,706)</b>	<b>782,222</b>

The net carrying value of furniture and equipment held under a finance lease is \$14,979 (2023: \$16,169)

### 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 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	258,772	(69,358)	189,414	258,773	(64,138)	194,635
Furniture and Equipment	929,086	(429,259)	499,827	772,055	(367,922)	404,133
Information and Communication Technology	371,111	(314,372)	56,739	344,949	(296,075)	48,874
Motor Vehicles	45,158	(45,158)	-	45,158	(45,158)	-
Leased Assets	36,336	(21,357)	14,979	36,182	(20,013)	16,169
Library Resources	80,160	(58,897)	21,263	80,098	(56,504)	23,594
	<b>1,720,623</b>	<b>(938,401)</b>	<b>782,222</b>	<b>1,537,215</b>	<b>(849,810)</b>	<b>687,405</b>

## 12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	40,058	32,875	172,968
Accruals	9,435	4,500	5,651
Employee Entitlements - Salaries	222,395	180,000	172,579
Employee Entitlements - Leave Accrual	5,465	5,000	7,452
	<b>277,353</b>	<b>222,375</b>	<b>358,650</b>
Payables for Exchange Transactions	277,353	222,375	358,650
	<b>277,353</b>	<b>222,375</b>	<b>358,650</b>

The carrying value of payables approximates their fair value.

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	-	-	22,637
	22,000	-	22,637

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	-	116,459
Increase to the Provision During the Year	84,036	25,000	19,161
Use of the Provision During the Year	-	-	(170,419)
Other Adjustments	-	-	34,799
Provision at the End of the Year	84,036	25,000	-
Cyclical Maintenance - Current	2,318	-	-
Cyclical Maintenance - Non current	81,718	25,000	-
	84,036	25,000	-

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This provision is based on the plan prepared by a property consultant.

### 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	10,402	11,000	10,606
Later than One Year and no Later than Five Years	8,710	9,000	9,391
Future Finance Charges	(1,665)	(1,000)	(1,954)
	17,447	19,000	18,043
<b>Represented by</b>			
Finance lease liability - Current	9,248	9,000	9,361
Finance lease liability - Non current	8,199	10,000	8,682
	17,447	19,000	18,043

## 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 8, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution/ Transfer \$	Closing Balances \$
SIP P2 Works (233314)	15,463	-	-	-	15,463
AMS Project (233315)	(16,831)	-	(3,133)	19,964	-
C & J Weathertightness	307	-	-	(307)	-
Fresh Air System Block A	(845)	32,983	(31,958)	(180)	-
Life Cycle Flooring	2,580	-	-	-	2,580
Outdoor Learning Stage 2 (233315)	-	-	(10,242)	-	(10,242)
ACDFIJ Roofing Drainage Electrical	-	80,717	(80,717)	-	-
Totals	674	113,700	(126,050)	19,477	7,801

### Represented by:

Funds Held on Behalf of the Ministry of Education	18,043
Funds Receivable from the Ministry of Education	(10,242)

Balances to close projects C & J Weathertightness and Fresh Air System Block A have been written off through the P&L due to the immaterial nature of the remaining balances.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP P2 Works (233314)	23,333	-	(7,870)	-	15,463
AMS Project (233315)	49,600	-	(66,431)	-	(16,831)
C & J Weathertightness	6,109	21,702	(27,504)	-	307
Fresh Air System Block A	(845)	-	-	-	(845)
Life Cycle Flooring	-	51,375	(48,795)	-	2,580
LSM Fencing	-	15,182	(15,182)	-	-
SIP Playground	-	6,000	(6,000)	-	-
Totals	78,197	94,259	(171,782)	-	674

### Represented by:

Funds Held on Behalf of the Ministry of Education	18,350
Funds Receivable from the Ministry of Education	(17,676)

## 17. Funds Held on Behalf of RTLit Services

Gate Pa School is the lead school funded by the Ministry of Education to provide Resource Teachers of Literacy services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	6,751	-	8,744
Funds Received from Cluster Members			
Funds Received from MOE	11,489	-	13,739
Total funds received	18,240	-	22,483
Funds Spent on Behalf of the Cluster	14,780	-	15,732
Funds Held at Year End	3,460	-	6,751

## 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, Deputy Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,261	2,855
<i>Leadership Team</i>		
Remuneration	291,514	282,497
Full-time equivalent members	2	2
Total key management personnel remuneration	293,775	285,352

There are 7 board members excluding the principal. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.



#### 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	150-160
Benefits and Other Emoluments	0 - 5	0-5

#### 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	2	4
110 - 120	3	3
120 - 130	2	1
	7.00	8.00

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 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	nil	nil

## 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 \$nil (2023:\$244,533).

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 entered into the following contracts:

(a) operating lease of a RT Lt vehicle; costing \$401 per month until September 2025

	2024 Actual \$	2023 Actual \$
No later than One Year	3,609	4,813
Later than One Year and No Later than Five Years	-	4,011
	<u>3,609</u>	<u>8,824</u>

The total lease payments incurred during the period were \$4,813 (2023: \$4,813).

## 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	478,708	227,764	331,213
Receivables	230,915	180,000	224,936
Total financial assets measured at amortised cost	<u>709,623</u>	<u>407,764</u>	<u>556,149</u>

### Financial liabilities measured at amortised cost

Payables	277,353	222,375	358,650
Finance Leases	17,447	19,000	18,043
Total financial liabilities measured at amortised cost	<u>294,800</u>	<u>241,375</u>	<u>376,693</u>

## 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.



# Gate Pā School

Pukehinahina

7 February 2025

## Kiwi Sport Funding

Kiwi Sport funding is used for the following:

The purchase of physical education equipment and outside play resources.

Subsidies for students who need financial assistance for Sports clubs subs.

Assistance with transport to specialised sporting events.

Total received in 2024 was \$5521.80

## **Gate Pa School**

### **Statement of Compliance with Employment Policy**

For the year ended 31 December 2024

For the year ended 31 December 2024, the Gate Pa School Board: Has implemented personnel policies, within policy and procedural frameworks to ensure fair and proper treatment of employees in all aspects of their employment. Has reviewed its compliance against both its personnel policy and procedure and can report that it meets all requirements and has 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.



# Gate Pā School Pukehinahina

Our Statement of Variance together with the students' progress and achievement data clearly shows how Gate Pā School gives effect to Te Tiriti o Waitangi.

These documents show how :

- we are working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- we are taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- we are striving for achieving equitable outcomes for Māori students.
- we have made towards making instruction available in tikanga and te reo Māori.

Rochelle Jensen - Principal



# Gate Pā School

Pukehinahina

## STATEMENT OF VARIANCE REPORTING - 2024

(analysis of the year's performance (analysis of variance) against the directions, priorities and targets that were set for that year in the charter)

**School Name:** Gate Pā School

**School Number:** 1992

### STRATEGIC GOAL 1

#### Te Mara -a -Rohe - Local Curriculum

Develop and implement a local curriculum that incorporates the curriculum refresh, Te Tai Whanake and embeds our vision and values.

#### ANNUAL TARGET/GOAL

- Taurira know the history of the whenua and they take action to support a healthy future.
- Kaimahi are supported by a local curriculum that identifies priorities and is coherent from planning to reporting.
- Taurira have an enhanced sense of identity and belonging and they can identify their strengths as Rangatira. Te reo and tikanga are increasingly normalised.

Actions What did we do?	What did we achieve? What were the outcomes	Reason for the variance (between what wanted to achieve and what was actually achieved)	Planning for next year. Where to next?
Termly concepts reflect the increased quality integration of: <ul style="list-style-type: none"> <li>- The ngahere/gully</li> <li>- Te Tai Whanake</li> <li>- Health and PE</li> <li>- The Arts, Science and Technology</li> <li>- Te Whare Tapa Wha</li> <li>- Acts of Service</li> </ul>	<ul style="list-style-type: none"> <li>-Ngāhere teacher duty introduced 3x a week with 15-30 kids coming each time</li> <li>-Ngāhere activation hui with staff &amp; resources folder created</li> <li>-Ngāhere opened up to local ECE &amp; connected with other kura about Ngahere activation ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Ngāhere has been closed on and off throughout the year due to dangerous trees.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce loose parts box on school side Ngāhere</li> <li>-Explicit selection of some concepts that lend themselves to utilising the Ngāhere.</li> <li>-Contact some potential initiatives for 2025 (e.g. predator free nz)</li> </ul>

<p>Feedback loops are embedded in ongoing curriculum review. These capture whānau and student voice</p> <ul style="list-style-type: none"> <li>- whānau voice informs curriculum aspirations</li> <li>- student voice informs context and content</li> </ul>	<p>-First two term concepts based around Te Taiao lending themselves to explicit use of Ngāhere in teaching and learning.</p> <p>-A three year overview has now been created for the school for 2025-2027. This has been created to ensure coverage of curriculum areas such as Health/PE, The Arts, Science and Technology.</p> <p>-Te Tai Whaneke and Te Whare Tapa Wha are included as part of concept planning each term integrated with the concept. Concept plans are created prior to the beginning of each term with a section for each.</p> <p>-Some concepts lend themselves more directly to including Acts of Service and some do not. Where possible these have been included.</p> <p>Feedback loops have informed the development of this 3 year curriculum. Staff, student and whānau voice were gathered. This was in the form of surveys, focus groups and discussion hui. Visiting a local school to look at their planning was another step informing our design.</p>	<p>-Acts of Service were included in terms that lent themselves to these. For example - being kaitiaki of our wai in term 1.</p> <p>All Actions achieved</p>	<p>-Continuing with creating masters of concept plans based on three year overview by Weeks 6-8 of each term prior - continue to integrate Te Whare Tapa Wha and Te Tai Whaneke.</p> <p>-Continue to include the specialist teachers in communication regarding curriculum planning. Team Leaders must ensure that all curriculum plans and team minutes are shared with the specialist teachers</p> <p>-Acts of Service to be integrated into Term 2-3 Concept of To Market, To Market.</p> <p>2025 Planning</p> <ul style="list-style-type: none"> <li>- Continue feedback loops with whānau in week 6/7 of each term. In week 5 of term 4</li> </ul>
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<p>Māori Medium pathways are strengthened through:</p> <ul style="list-style-type: none"> <li>a) the addition of a senior bilingual class</li> <li>b) all staff committing to teach a minimum of 3 hours per week</li> <li>c) assessment and reporting that increasingly reflects TMoA and Te Ao Māori - Te Ahu O te reo</li> <li>d) the development of te reo Māori progressions for tauira and kaiako.</li> </ul>	<ul style="list-style-type: none"> <li>a. More students were able to access learning in Māori medium. Options from years 0-6</li> <li>b. All kaiako engaged with at least one term of Te Ahu o te reo Māori. Accessed support from Drew from Māori Achievement Collaborative. Confidence to teach te reo Māori.</li> <li>c. Kopurererua now report on progress within tikanga Māori. Parents have given feedback that they love to see this as it is what they value.</li> <li>d. Kōrero with Kahui ako leads to get the ball rolling in this area. ASL has sent out an email. Nothing has been organised further.</li> </ul>	<p>d. Relying on other kura to be at the same stage as us in terms of needing to create a progression. Waiting on Kahui ako to make it a priority.</p>	<p>Changes to bilingual to assist kaiako with 0-3 spread.</p> <p>Further the development of reporting on tikanga. Is there a continuum that can be added instead of 1 comment?</p> <p>Create a school progression for our rumaki in the interim.</p>
<p><b>SOURCES OF EVIDENCE:</b></p> <p><b>Ngahere:</b></p> <ul style="list-style-type: none"> <li>- Survey data</li> <li>- Student voice</li> </ul> <p><b>Curriculum Team</b></p> <ul style="list-style-type: none"> <li>- Curriculum unit plans</li> <li>- Google forms</li> <li>- Padlets</li> <li>- 3 Year curriculum overview 2025 - 2027</li> <li>- Termly curriculum plans</li> <li>- Te Whare Tapa Wha survey</li> </ul>			



## STRATEGIC GOAL 2

Whakaako- Implement a common understanding of effective pedagogy across the school.

### ANNUAL TARGET/GOAL

- Agreed pedagogy is implemented school-wide and supports improved progress.
- Strong internal coaching and mentoring is embedded.

<b>Actions</b> <b>What did we do?</b>	<b>What did we achieve?</b> <b>What were the outcomes</b>	<b>Reason for the variance</b> (between what wanted to achieve and what was actually achieved)	<b>Planning for next year.</b> <b>Where to next?</b>
Coaching model is introduced to strengthen fidelity of Common Code in Maths <ul style="list-style-type: none"><li>- English medium</li><li>- Māori medium - Poutama Tau</li></ul>	<b>Professional Learning Development (PLD):</b> <ul style="list-style-type: none"><li>-Revisited the Common Code with all teachers through the shadow coaching process.</li><li>-Delivered PLD on <i>Assessment for Learning</i> as a key element of the Common Code.</li><li>-Writing and Maths PLD linked to the elements of the Common Code.</li></ul> <b>Shadow Coaching:</b> <ul style="list-style-type: none"><li>-Senior leaders, supported by a facilitator, developed shadow coaching tools and processes aligned with the Common Code.</li><li>-Six senior leaders completed multiple shadow coaching sessions, enhancing their capability as instructional leaders.</li><li>-All teachers (kaiako) were shadow coached twice, focusing on data analysis to identify Common Code elements used and next steps for improvement.</li></ul>	No variance	The 2025 strategic plan prioritizes resourcing to enable senior leaders to regularly coach and mentor, ensuring school-wide fidelity to agreed practice.

Support systems are implemented to support fidelity of Common Code. GLIPSEO	<p>Our Common Code is now embedded in:</p> <ul style="list-style-type: none"> <li>• The induction process</li> <li>• Classroom displays in every room</li> <li>• Professional learning sessions</li> <li>• Observations within the Professional Growth Cycle</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Increased awareness of our Common Code (agreed pedagogy), particularly the two key elements: relationships and instructional acts.</li> <li>• Teachers are supported in implementing Gate Pa's Common Code through PLD, including workshops and one-on-one coaching.</li> </ul>	Focus has shifted to structured literacy programs, which incorporate many aspects of our Common Code.	*Curriculum leaders will analyse BSLA and Structured Maths against our Common Code to identify elements that need to be incorporated into lessons.
Structured Literacy continues school wide	<p>Two staff attended Mahi by Mahi training. Resources developed and implemented to support Mahi by Mahi.</p> <p>One further BSLA facilitator trained Five further teachers trained in BSLA.</p> <p>Processes to support BSLA fidelity are implemented throughout the juniors in term 4:</p> <ul style="list-style-type: none"> <li>- BSLA to be prioritised and to be taught at 11:20, 5 times per week.</li> <li>- Each session will be 60mins minimal and include the 4 building blocks</li> <li>- Assessment to be completed as per BSLA schedule. LA and Tch employed to ensure all assessments are completed.</li> <li>- LAs and Tchs registered for PLD in term 1</li> </ul>	No variance	<p>BSLA will continue to be executed with fidelity in Years 0-3.</p> <p>As the senior BSLA programme is rolled out by the University of Canterbury, we will implement it.</p> <p>Māori Immersion structured literacy PLD will be delivered.</p> <p>Literacy lead role established to support and monitor fidelity of BSLA and to facilitate Tier 2 programme.</p>

Ready for Learning (New Entrant programme ) Gateway is embedded	<p>Two staff presented the Gateway philosophy at the Imagine it conference and have hosted subsequent school visits.</p> <p>Staff have attended PD on the programme prior to the start of the year. Principal promotes Gateway to new whanau. DP promotes to ECEs</p>	No variance	<p>Gateway to continue in 2025</p> <p>Cohort entry will be introduced from Term 2.</p> <p>Units allocated to support Gateway programme, ECE liaison and the development of cohort entry.</p>
<p><b>ESOL</b></p> <p>- Agreed pedagogy for ESOL and development of rich resources to support the programme. -Increased collaboration between class teachers and ESOL tutors to plan and monitor the progress of students. -School processes are in place to support ESOL students and their whānau. Deliberate actions take place to strengthen ESOL networks.</p>	<p><u>What did we Achieve? Data and Numbers</u></p> <ul style="list-style-type: none"> <li>- Number of ESOL funded students increased from 70 at the start of year to 120 students currently eligible for funding.</li> <li>- Number of ESOL staff increased due to increased numbers of funded students.</li> <li>- Shadow coaching and ongoing mentoring with ESOL unit holding kaiako. External PD provided during Staff Only days for ESOL Tutors.</li> <li>- Network meetings and PD attended termly by ESOL staff.</li> <li>- Rich resources developed by ESOL unit holder developed to match the ELLP form pathway.</li> <li>- School processes in place between ESOL Tutor and Enrollments in order to ensure new whānau and students are given timely and appropriate support to settle into a new country/school.</li> </ul>	No variance	<p><u>Where to Next?</u></p> <ul style="list-style-type: none"> <li>- Staff PD around assisting ESOL students effectively</li> <li>- Follow up the baseline data with a new round of assessments at start and end of 2025 in order to measure efficacy of programme and to measure progress</li> <li>- ELLP process mapped out in advance.</li> </ul>
<p><b>SOURCES OF EVIDENCE:</b></p> <p>School Systems and supporting documentation in School Handbook and intranet Increased teacher awareness and use of elements of Common Code as evidenced through walk-throughs and shadow coaching.</p>			

### STRATEGIC GOAL 3

#### Mahi Tahi - Collaboration : Learning partnerships are strengthened

##### ANNUAL TARGET/GOAL

- Iwi and hapu are participants in decision making.
- Whānau and community are actively involved in supporting taura.
- Quality learning time is maximised as our learning support system meets the diverse needs of our students.

<b>Actions</b> <b>What did we do?</b>	<b>What did we achieve?</b> <b>What were the outcomes</b>	<b>Reason for the variance</b> (between what wanted to achieve and what was actually achieved)	<b>Planning for next year.</b> <b>Where to next?</b>
Regular workshops (3 per year) are held to support whānau to be learning partners	The following workshops were facilitated : <ul style="list-style-type: none"> <li>• Maths Whānau Evening                             <ul style="list-style-type: none"> <li>◦ Attended by: #100 people</li> </ul> </li> <li>• Cybersafety Evening                             <ul style="list-style-type: none"> <li>◦ Attended by: #100 people</li> </ul> </li> <li>• Reading Together - two sessions run successfully                             <ul style="list-style-type: none"> <li>◦ Attended by: #14 graduates</li> </ul> </li> <li>• Multicultural Festival                             <ul style="list-style-type: none"> <li>◦ Attended by: #120 people</li> </ul> </li> </ul>	Summer Slide workshop pushed out to Term 1 2025 to allow for a BSLA focus for whanau.	BSLA focus Term 1 event - date to be confirmed. Cybersafety Event - 11th March 7pm Whanau BBQ - Week 4 Term 1
Seesaw is used in every akomanga to share learning	Term 1 - 85% Term 2 - 86% Term 3 - 88% 11 classes made the 90% target, 5 did not.	Low uptake 50% in Whare Reo Tuakana due to them using their own Facebook page. Low in Rm 10 (73%) and Rm 14 (79%). Low in Rm 8 (73%)and Rm 7 (86%) due to explaining to new families how to use the system.	Moving to the SMS Hero so Seesaw will not be a key communication tool.
ECE partnerships continue to strengthen.	Attendance at all 5@5 hui	ECE centres not trusting their	School to manage this work

	<p>Hapouri is created and new ECE centres join - events run, information session, Teddy Bears Picnic</p> <p>Regular visits to the Hapouri ECE centres</p> <p>Regular invitations to ECE for school events</p> <p>Regular contact with Ece Centres in Kahui Ako</p> <p>Numbers of new enrolments shared more easily with school.</p>	<p>Hapouri ECE liaison.</p> <p>Hapouri liaison role not fulfilled as intended.</p>	<p>independent of hapouri liaison.</p> <p>School will continue to liaise with ECEs to develop cohort entry.</p>
Develop the capability of Middle leaders and Learning Assistants in Learning Support	<p>Regular hui ( 2 per term ) with Middle Leaders on their LSR updates.</p> <p>PD organised for our Learning Assistants during staff only days and student led conference days.</p> <p>Invitation to all agencies to meet with new Leader of Learning prior to the end of the year - all sending a representative or more.</p>	Time and incoherent national system	<p>Each team will have a leader to overview learning support. This person will work with the Leader of Learning support.</p> <p>PLD to continue for LA's - BSLA and Maths No problem will be a focus.</p>
<p>Implement a targeted approach to attendance</p> <ul style="list-style-type: none"> <li>Release senior management to contact whanau who have yet to notify the school of why their child is away.</li> <li>To provide incentives for tamariki and classes who have the highest attendance each week.</li> <li>To provide a subsidy for whanau who need this child to come in the school van.</li> <li>Weekly attendance hui's</li> </ul>	<ul style="list-style-type: none"> <li>Senior management are having to contact less whanau to check why students are away.</li> <li>A decrease in the number of students on the watch list.</li> <li>The number of students with regular attendance (90+%) to 51% has increased while the number of with chronic attendance (-70%) has decreased to 8%.</li> </ul>	No variance. Exceeded expectations	<p>Attendance team, with representatives from each syndicate, to continue holding weekly attendance hui to discuss strategies to:</p> <ul style="list-style-type: none"> <li>Increase students attending 80% of the time to 90% +</li> <li>supporting our lowest attendees</li> </ul>
<p><b>SOURCES OF EVIDENCE:</b></p> <p>Seesaw data re families signed up and engaged - collected termly</p> <p>Numbers of attendees at events gathered at each event</p> <p>5@5 meeting minutes</p> <p>Increased new entrant enrollments from Hapouri centres</p>			

## REPORTING ON TARGETS

### WHAKAAKO

Progress and Achievement as at the end of Term 4 2024

Panui/Reading OTJ Breakdown of Students at or above Expected Level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
<b>Term 1</b>	59%	19%	9%	50%	36%	34%	27%
<b>Term 2</b>	76%	43%	12%	51%	41%	36%	50%
<b>Term 3</b>	81%	52%	11%	60%	50%	48%	45%
<b>Term 4</b>	93%	63%	32%	60%	46%	51%	57%

TuhituhiWriting OTJ Breakdown of Students at or above expected level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
<b>Term 1</b>	20%	15%	0%	27%	17%	13%	23%
<b>Term 2</b>	47%	43%	5%	35%	22%	22%	48%
<b>Term 3</b>	58%	52%	7%	40%	29%	35%	41%
<b>Term 4</b>	94%%	57%	35%	40%	26%	46%	53%

Pāngarau/Maths OTJ Breakdown of Students at or above Expected Level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
Maths	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
<b>Term 1</b>	66%	65%	2%	25%	6%	22%	23%
<b>Term 2</b>	86%	85%	7%	40%	8%	30%	52%
<b>Term 3</b>	88%	89%	11%	48%	37%	35%	53%
<b>Term 4</b>	98%	94%	31%	50%	43%	44%	59%

### APPENDIX 3

Review and strengthen our learning support network

	Theory	Term 1	Term 2	Term 3	Term 4
Red Zone - 6 or more OBRs Intense, individual intervention	5%	5%	3%	3%	3%
Yellow Zone - 2-5 OBRs Targeted Group Interventions	10%	8%	7%	8%	20%
Green Zone - 1 or more OBRs Universal Interventions All students, proactive	85%	87%	90%	89%	77%

#### Behaviour data as at the end Term 4, 2024

##### SMS data re behaviours; Term 1.

2022 - Majors -40, Minors 323

2023 - Majors -82, Minors 348

2024 - Majors - 56, Minors -232

##### SMS data re behaviours; Term 2.

2022 - Majors -36, Minors 208

2023 - Majors - 79, Minors 273

2024 - Majors - 56, Minors 151

##### SMS data re behaviours; Term 3.

2022 - Majors - 66, Minors 288

2023 - Majors - 45, Minors 416

2024 - Majors - 26, Minors 225

##### SMS data re behaviours; Term 4.

2022 - Majors - 75, Minors 274

2023 - Majors - 80, Minors 350



REPORTING ON TARGETS					
WHAKAAKO					
Panui- Progress from T 1 - End of T4		Tuhituhi- Progress from T 1 - End of T4		Pangarau - Progress from T1 - End T4	
Year 1	25/52 = 66%	Year 1	49/51 = 96%	Year 1	42/52 = 88%
Year 2	23/36 = 67%	Year 2	22/39 = 56%	Year 2	31/39 = 80%
Year 3	28/38 = 74%	Year 3	32/43 = 74%	Year 3	29/38 = 77%
Year 4	47/56 = 84%	Year 4	47/54 = 87%	Year 4	47/56 = 84%
Year 5	32/40 = 82%	Year 5	32/36 = 89%	Year 5	35/37 = 95%
Year 6	3/45 = 82%	Year 6	39/43 = 90%	Year 6	40/43 = 93%
Whare Reo	43/50 = 86%	Whare Reo	42/47 = 89%	Whare Reo	41/47 = 87%

## Evaluation of Student Progress and Achievement

### 2024 OTJ Data Analysis TERM FOUR

#### Panui/Reading Analysis

Reading Whole School Term 2, 2024

	Pre L1	Early L1	Mid L1	Late L1	Early L2	Mid L2	Late L2	Early L3	Mid L3	Late L3	Early L4	Mid L4	Total
Year 0	77%	15%	4%	4%									100%
Year 1	7%	57%	33%	1%		2%							100%
Year 2	2%	34%	28%	28%		4%	4%						100%
Year 3		10%	26%	32%	22%	6%	4%						100%
Year 4		8%	6%	11%	15%	15%	13%	16%	10%	6%			100%
Year 5			5%	10%	7%	7%	24%	10%	12%	20%	5%		100%
Year 6		2%	2%	2%	4%	10%	10%	17%	8%	17%	15%	13%	100%

Working towards Expected Curriculum Level working at expected level

Working above Expected Curriculum Level Not tracking to meet expected level

Panui/Reading OTJ Breakdown of Students at or above Expected Level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
Term 1	59%	19%	9%	50%	36%	34%	27%
Term 2	76%	43%	12%	51%	41%	36%	50%
Term 3	81%	52%	11%	60%	50%	48%	45%
Term 4	93%	63%	32%	60%	46%	51%	57%

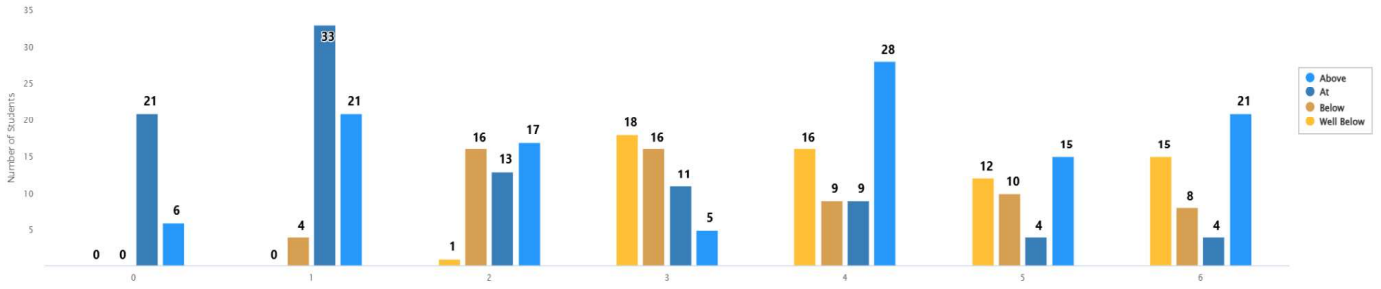
#### Panui/Reading OTJ Breakdown of Students at or above the expected level, Term 4 2024

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Whole School	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Overall	54/58	93%	30/47	62%	15/49	31%	37/62	60%	19/42	46%	23/46	50%	178/306	58%
Female	25/26	96%	15/20	75%	13/29	35%	14/27	52%	7/13	54%	12/24	50%	86/139	62%
Male	29/32	91%	15/27	52%	2/20	10%	23/35	65%	12/29	41%	11/22	50%	92/167	55%
Māori	25/26	96%	7/13	54%	2/17	12%	14/24	58%	6/16	37%	7/21	33%	61/117	52%
Asian	20/23	87%	10/12	77%	9/16	56%	7/15	47%	6/12	50%	6/9	33%	58/88	66%
NZ Eur	6/6	100%	11/15	69%	3/9	33%	14/17	82%	5/8	62%	6/9	33%	45/65	69%
Pasifika	3/3	100%	2/7	29%	1/6	17%	2/6	33%	1/5	20%	4/7	57%	13/34	38%
Other					0/1	0%			1/1	100%			1/2	50%

Reading Term 4 - 2024 - Column Chart

Split By: Year Level

Filtered By: Room 1,Room 10,Room 11,Room 12,Room 13,Room 14,Room 15,Room 2,Room 3,Room 4,Room 5,Room 6,Room 7,Room 8- Gateway



Panui OTJ Term 4 2024 Whare Reo

	Pre L1		Early L1		Mid L1		Late L1		Early L2		Mid L2		Late L2		Early L3		Mid L3		Late L3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 0	1		1																	
Year 1			2	2		1														
Year 2			1		2	3	2	4	1	1										
Year 3					2		1	1			1									
Year 4							1	1		1		1								
Year 5					2		1		1	1	1	2		1	3					
Year 6													1	2	1	1	1			

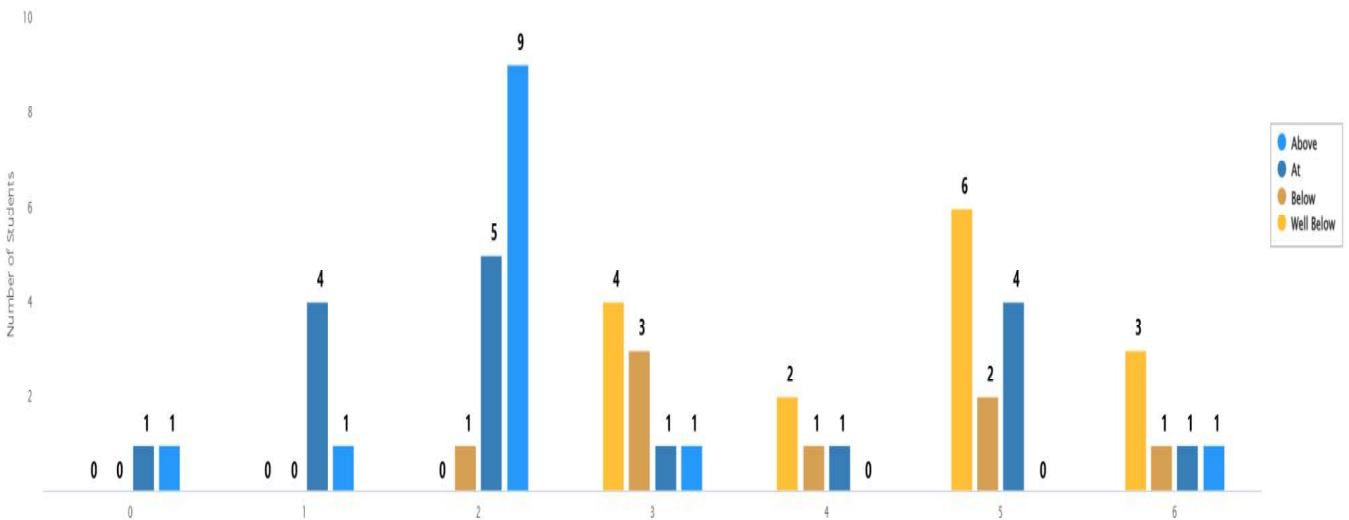
Working towards Expected Curriculum Level working at expected level

Working above Expected Curriculum Level Not tracking to meet expected level

Reading Term 4 - 2024 - Column Chart

Split By: Year Level

Filtered By: WR - Teina,WR - Tuakana



Panui/Reading movement of the number of students by sub-levels T1 2024 to T4, 2024			
Year	0 (Insufficient)	1 (Expected)	2+ (Accelerated)
1	17 (32%)	27 (51%)	8 (15%)
2	13 (33%)	13 (41%)	10 (26%)
3	10 (26%)	24 (63%)	4 (11%)
4	9 (16%)	31 (55%)	16 (29%)
5	7 (18%)	17 (44%)	15 (38%)
6	8 (18%)	16 (36%)	21 (46%)
Rumaki	7 (14%)	29 (58%)	14 (28%)

## NOTICINGS

- What's going on here?
- For which learners? Consider Year Level, Gender and Ethnicity
- Is this what we expected? Do we need to take a closer look?

## THE DATA:

### AURAKI

- **Ethnicity**
  - Overall the ethnic group performing at the highest level are NZ European (69%) at/above the expected level). This is followed by: Asian (66%), and Māori (52%). Pasifika (37%). Others has (50%) but this is one out of two students.
- **Gender**
  - Overall, females are outperforming females in reading (62% males at/above expected level, 55% females at/above expected level)
- **Year Level**
  - See Year Levels in Rank Order
    - Year 1 (93% at/above)
    - Year 2 (63% at/above)
    - Year 4 (60% at/above)
    - Year 6 (51% at/above)
    - Year 5 (46% at/above)
    - Year 3 (32% at/above)
- **Acceleration Required** (students not tracking to meet expected level by the end of the year)
  - See Year Levels in Rank Order (excluding Y0)
    - Year 3 (36% require acceleration to meet expected level by end of year)
    - Year 6 (30% require acceleration to meet expected level by end of year)
    - Year 4 (25% require acceleration to meet expected level by end of year)
    - Year 5 (24% require acceleration to meet expected level by end of year)
    - Year 2 (2% require acceleration to meet expected level by end of year)
    - Year 1 (0% require acceleration to meet expected level by end of year)
- **Movement by Sub-Levels**
  - See Year levels in Rank order of movement of students by one or more sub-levels (excluding Year 0)
    - Year 4 (84% one or more sub-levels)
    - Year 6 (82% one or more sub-levels)
    - Year 5 (82% one or more sub-levels)
    - Year 3 (74% one or more sub-levels)
    - Year 2 (67% one or more sub-levels)
    - Year 1 (66% one or more sub-levels)

### AURAKI

## CELEBRATIONS AND WONDERINGS:

- Very good movement of student progress from term 3 to term 4.

## WHARE REO - PANUI

### SUMMARY

- 48 Students
  - 25% (12) of students require acceleration to meet the EOY expectation.
  - 75% (36) of students are tracking to meet or exceed EOY expectations.

### YEAR LEVELS:

- 29 chn ( 1 Yr 0, 5 Yr 1, 13 Yr 2, 3 Yr 3, 2 Yr 4, 4 Y5 & 1 Yr 6) are already at or exceeding EOY expectations.
- # Tracking to Meet EOY Expectations
  - Year 0 - 2/2 (100%) Tracking to meet EOY expectation)
  - Year 1- 5/5 (100%) - Tracking to meet EOY expectation
  - Year 2 - 14/14 (100%) - Tracking to meet EOY expectation
  - Year 3 - 3/5 (60%) - Tracking to meet EOY expectation
  - Year 4 - 2/4 (50%) - Tracking to meet EOY expectation
  - Year 5 - 6/12 (50%) - Tracking to meet EOY expectation
  - Year 6 - 3/6 (50%) - Tracking to meet EOY expectation

### MOVEMENT BY SUB-LEVELS

- 86% of tamariki have moved by one or more sub-levels

### GENDER

Males = 23 Females = 25

Of the 25 females

- 19 are tracking to meet at or above the expected level (76%)
- 6 are not- tracking to meet the expected level (24%)

Of the 23 males

- 16 are tracking to meet at or above the expected level (70%)
- 7 are not- tracking to meet the expected level (30%)

## Tuhituhi/Writing Analysis

### Tuhituhi/Writing Whole School Term 4, 2024

Writing Whole School 2024													
	Pre L1	Early L1	Mid L1	Late L1	Early L2	Mid L2	Late L2	Early L3	Mid L3	Late L3	Early L4	Mid L4	Total
Year 0	66%	40%	4%										100%
Year 1	5%	45%	48%	2%									100%
Year 2		42%	30%	22%	4%		2%						100%
Year 3		14%	28%	24%	32%	2%							100%
Year 4	2%	6%	10%	25%	17%	14%	14%	10%	2%				100%
Year 5		2%	10%	6%	22%	12%	20%	7%	13%	7%			100%
Year 6		4%	2%	4%	4%	19%	15%	8%	17%	13%	4%	10%	100%

Working towards Expected Curriculum Level working at expected level

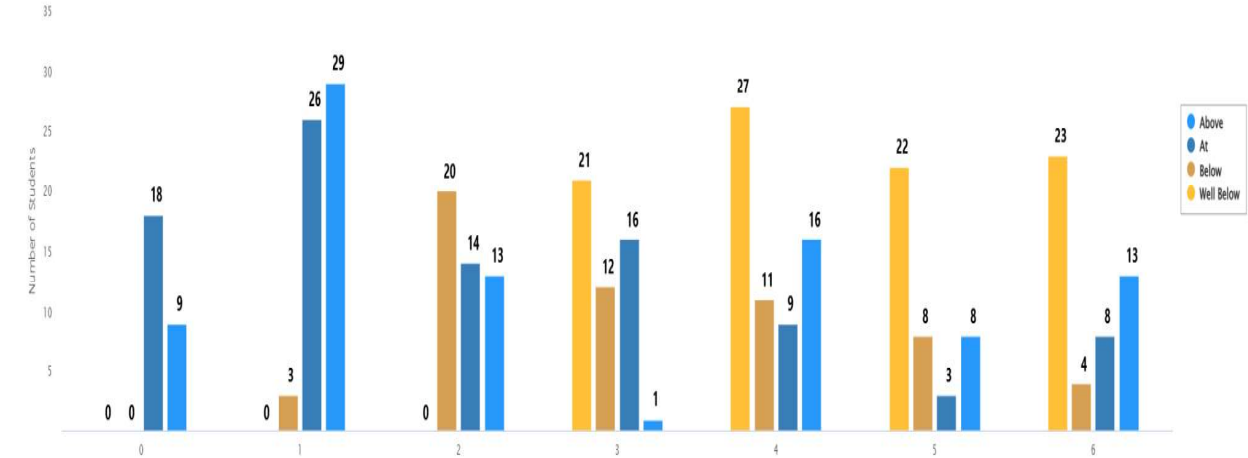
Working above Expected Curriculum Level | Not tracking to meet expected level

TuhituhiWriting OTJ Breakdown of Students at or above expected level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
Term 1	20%	15%	0%	27%	17%	13%	23%
Term 2	47%	43%	5%	35%	22%	22%	48%
Term 3	58%	52%	7%	40%	29%	35%	41%
Term 4	94%%	57%	35%	40%	26%	46%	53%

Writing Term 4 - 2024 - Column Chart

Split By: Year Level

Filtered By: Room 1,Room 10,Room 11,Room 12 ,Room 13,Room 14,Room 15,Room 2,Room 3,Room 4,Room 5,Room 6,Room 7,Room 8- Gateway



Tuhituhi/Writing OTJ Breakdown of Students at or above the expected level, Term 4 2024														
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Whole School	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Overall	55/58	94%	27/47	57%	17/49	35%	25/62	40%	11/42	26%	21/46	46%	156/306	51%
Female	26/26	100%	14/20	70%	14/29	48%	10/27	37%	7/13	54%	11/24	46%	82/139	59%
Male	29/32	90%	13/27	48%	3/20	15%	15/35	43%	4/29	14%	10/22	45%	74/167	44%
Māori	24/26	92%	6/13	46%	2/17	12%	8/24	33%	2/16	12%	5/21	24%	47/117	40%
Asian	22/23	95%	10/12	83%	9/16	56%	6/15	40%	6/12	50%	6/9	66%	59/88	67%
NZ Eur	6/6	100%	9/15	60%	4/9	44%	9/17	53%	1/8	12%	7/9	78%	36/65	55%
Pasifika	3/3	100%	2/7	29%	2/6	33%	2/6	33%	1/5	20%	3/7	43%	13/34	38%
Other					0/1	0%			1/1	100%			1/2	50%

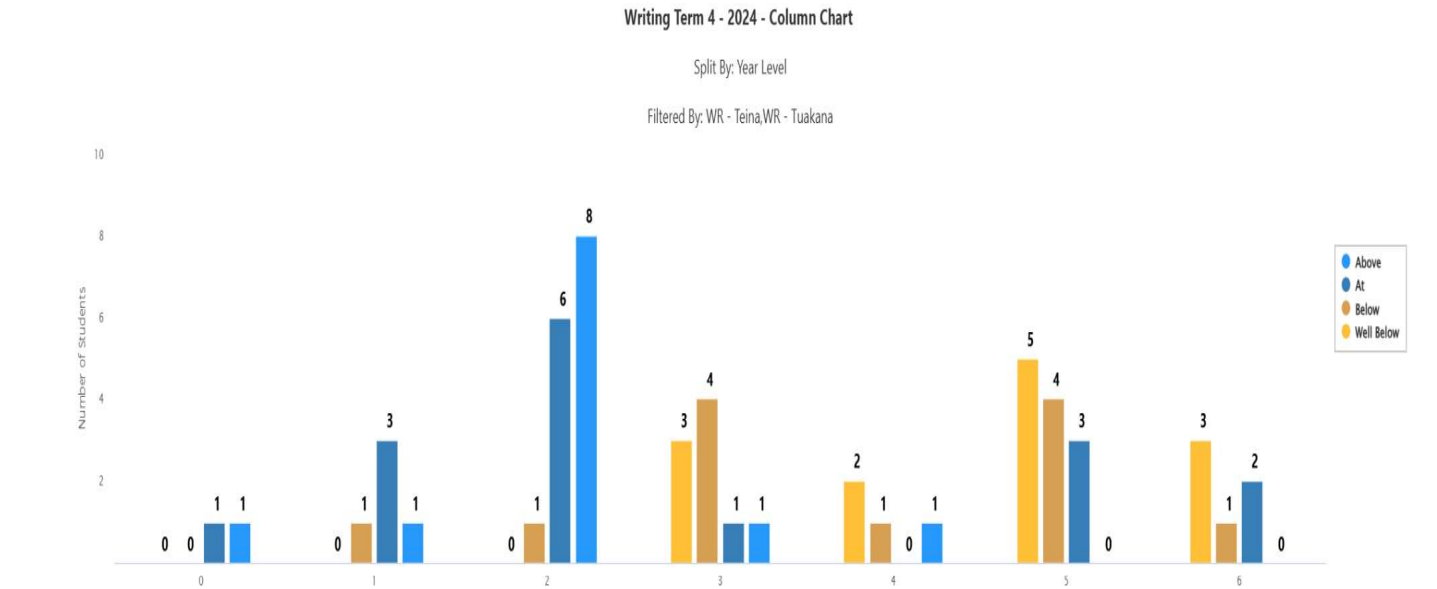
	Pre L1		Early L1		Mid L1		Late L1		Early L2		Mid L2		Late L2		Early L3		Mid L3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 0	1		1															
Year 1	1		2	1		1												
Year 2			1		3	3	1	4	1	1								
Year 3					1			4										
Year 4					1			1		1				1				
Year 5					2		1		1	1			3	1		3		
Year 6												1	1	1	1		1	1

Working towards Expected Curriculum Level

Level working at expected level

Working above Expected Curriculum Level

Not tracking to meet expected level



Tuhithi/Writing movement of the number of students by sub-levels T1, 2024 to T4, 2024			
Year	0 (Insufficient)	1 (Expected)	2+ (Accelerated)
1	2 (4%)	32 (63%)	17 (33%)
2	17 (44%)	16 (41%)	6 (15%)
3	11 (26%)	17 (39%)	15 (35%)
4	7 (13%)	36 (67%)	11 (20%)
5	4 (11%)	22 (61%)	10 (28%)
6	4 (9%)	10 (23%)	29 (67%)
Rumaki	5 (11%)	36 (77%)	6 (12%)

## NOTICINGS

- What's going on here?
- For which learners? Consider Year Level, Gender and Ethnicity
- Is this what we expected? Do we need to take a closer look?

## THE DATA:

### AURAKI

- **Ethnicity**
  - Overall the ethnic group performing at the highest level are Asian (67%) at/above the expected level. This is followed by: NZ European (55%), and Māori (40%). Pasifika (38%). Other has (50%) but this is one out of two students.
- **Gender**
  - Overall, females are outperforming males in reading (59% females at/above expected level, 44% females at/above expected level)
- **Year Level**
  - The Year Levels achieving the highest level are Year 1, Year 2, and Year 4. Those requiring the most development are Year 3, Year 5, and Year 6.
  - See Year Levels in Rank Order
    - Year 1 (94% at/above)
    - Year 2 (57% at/above)
    - Year 6 (46% at/above)
    - Year 4 (40% at/above)
    - Year 3 (35% at/above)
    - Year 5 (26% at/above)
- **Acceleration Required** (students not tracking to meet expected level by the end of the year)
  - See Year Levels in Rank Order (excluding Y0)
    - Year 6 -48% require acceleration to meet expected level by end of year)
    - Year 5 -52% require acceleration to meet expected level by end of year)
    - Year 4 -43% require acceleration to meet expected level by end of year)
    - Year 3 -42% require acceleration to meet expected level by end of year)
    - Year 2 -0% require acceleration to meet expected level by end of year)
    - Year 1 -0% require acceleration to meet expected level by end of year)
- **Movement by Sub-Levels**
  - See Year levels in Rank order of movement of students by one or more sub-levels (excluding Year 0)
    - Year 1 (96% one or more sub-levels)
    - Year 5 (89% one or more sub-levels)
    - Year 6 (90% one or more sub-levels)
    - Year 4 (87% one or more sub-levels)
    - Year 3 (74% one or more sub-levels)
    - Year 2 (56% one or more sub-levels)

### AURAKI

#### CELEBRATIONS AND WONDERINGS:

- High movement of sublevels made by all year levels.

### WHARE REO - TUHITUHI

#### SUMMARY

- 48 Students
  - 23% (11) of students require acceleration to meet the EOY expectation.
  - 77% (37) of students are tracking to meet or exceed EOY expectations.

#### YEAR LEVELS:

- 24 chn ( 1 Yr 0, 4 Yr 1, 13 Yr 2, 0 Yr 3, 1 Yr 4, 3 Yr 5, & 2 Yr 6) are already at or exceeding EOY expectations..
- **# Tracking to Meet EOY Expectations**
  - Year 0 - 2/2 (100%) Tracking to meet EOY expectation)



- Year 1- 5/5 (100%) - Tracking to meet EOY expectation
- Year 2 - 14/14 (100%) - Tracking to meet EOY expectation
- Year 3 - 4/5 (80%) - Tracking to meet EOY expectation
- Year 4 - 2/4 (50%) - Tracking to meet EOY expectation
- Year 5 - 7/12 (58%)- Tracking to meet EOY expectation
- Year 6 - 2/6 (33%) - Tracking to meet EOY expectation

#### **MOVEMENT BY SUB-LEVELS**

- 89% of tamariki have moved by one or more sub-levels

#### **GENDER**

Males = 23 Females = 25

Of the 26 females

- 21 are tracking to meet at or above the expected level (84%)
- 7 are not- tracking to meet the expected level (16%)

Of the 25 males

- 16 are tracking to meet at or above the expected level (70%)
- 7 are not- tracking to meet the expected level (30%)

## **Pāngarau/Maths Analysis**

### **Pāngarau/Maths Whole School Term 4, 2024**

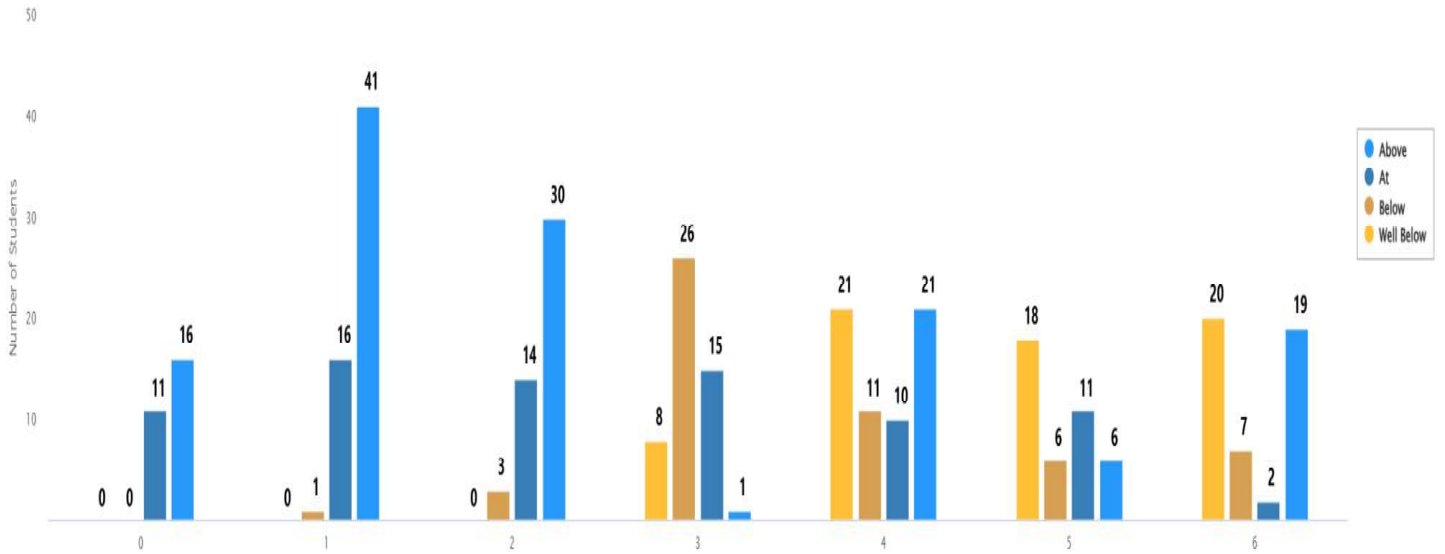
	Pre L1	Early L1	Mid L1	Late L1	Early L2	Mid L2	Late L2	Early L3	Mid L3	Late L3	Early L4	Mid L4	Total
Year 0	41%	56%	4%										100%
Year 1	2%	28%	43%	26%	2%								100%
Year 2		6%	30%	47%	15%	2%							100%
Year 3		6%	10%	52%	30%	2%							100%
Year 4	2%	2%	5%	25%	17%	16%	24%	5%	2%	2%			100%
Year 5			7%	12%	15%	10%	15%	27%	10%	2%	2%		100%
Year 6		2%		2%	10%	6%	21%	15%	4%	19%	15%	6%	100%
Working towards Expected Curriculum Level working at expected level Working above Expected Curriculum Level													
Not tracking to meet expected level													

Pāngarau/Maths OTJ Breakdown of Students at or above Expected Level 2024							
	Y1	Y2	Y3	Y4	Y5	Y6	Whare Reo
Maths	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above	At/Above
Term 1	66%	65%	2%	25%	6%	22%	23%
Term 2	86%	85%	7%	40%	8%	30%	52%
Term 3	88%	89%	11%	48%	37%	35%	53%
Term 4	98%	94%	31%	50%	43%	44%	59%

# Math Term 4 - 2024 - Column Chart

Split By: Year Level

Filtered By: Room 1,Room 10,Room 11,Room 12 ,Room 13,Room 14,Room 15,Room 2,Room 3,Room 4,Room 5,Room 6,Room 7,Room 8- Gateway



## Pangarau/Math's OTJ Breakdown of Students at or above the expected level, Term 4, 2024

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		whole school	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Overall	57/58	98%	44/47	94%	15/49	31%	31/62	50%	17/42	40%	20/46	43%	184/306	60%
Female	25/26	96%	18/20	90%	10/29	35%	10/27	37%	5/13	38%	0/24	38%	77/139	55%
Male	32/32	100%	26/27	96%	5/20	10%	21/35	60%	12/29	41%	11/22	50%	107/167	64%
Māori	25/26	96%	12/13	92%	3/17	12%	11/24	46%	3/16	19%	5/21	24%	59/117	50%
Asian	23/23	100%	12/12	100%	8/16	56%	7/15	47%	7/12	58%	5/9	56%	62/88	70%
NZ Eur	6/6	100%	15/15	100%	3/9	33%	12/17	71%	5/8	63%	5/9	56%	46/65	71%
Pasifika	3/3	100%	5/7	71%	1/6	17%	1/6	17%	1/5	20%	5/7	71%	16/34	47%
Other					0/1				1/1	100%			1/2	50%

## Pāngarau/Maths OTJ Term 4, 2024 Whare Reo

	Pre L1		Early L1		Mid L1		Late L1		Early L2		Mid L2		Late L2		Early L3		Mid L3	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Year 0	1		1															
Year 1			3	1		1												
Year 2			1		2	3	1	4	2	1								
Year 3					2		1	2										
Year 4									1	2		1						
Year 5							2		1		1	1	1	3	2	1		
Year 6										1	1			1			2	1

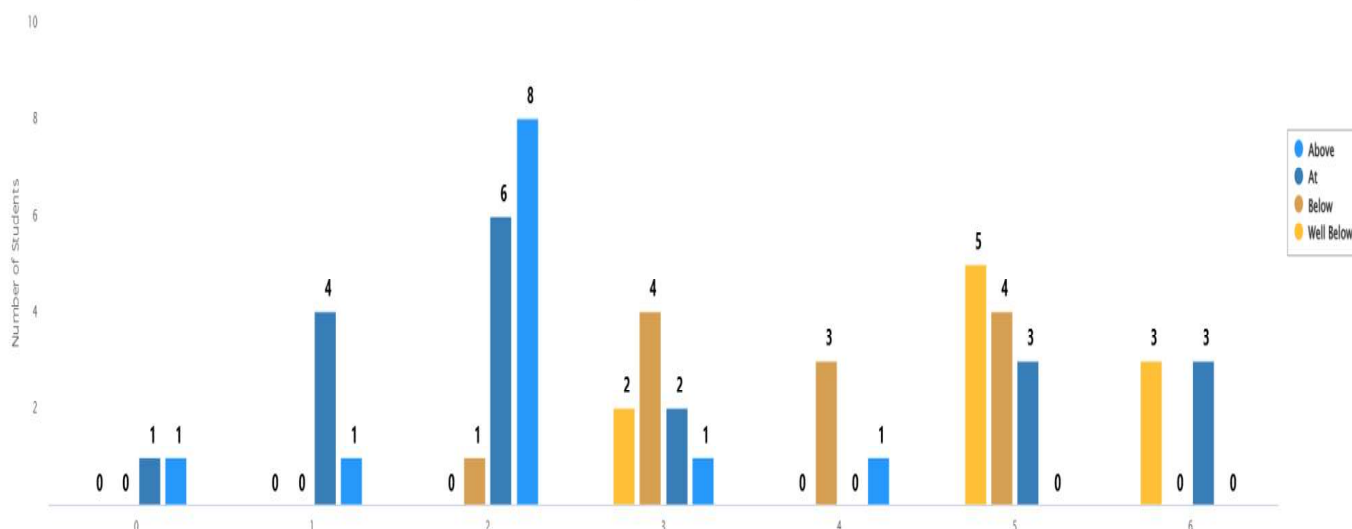
Working towards Expected Curriculum Level working at expected level

Working above Expected Curriculum Level Not tracking to meet expected level

# Math Term 4 - 2024 - Column Chart

Split By: Year Level

Filtered By: WR - Teina, WR - Tuakana



Pāngarau/Maths movement of the number of students by sub-levels T1, 2024 to T4, 2024				
Year	0 (Insufficient)	1 (Expected)	2+ (Accelerated)	PROGRESS
1	6 (12%)	27 (52%)	19 (36%)	88%
2	8 (20%)	24 (62%)	7 (18%)	80%
3	9 (23%)	23 (61%)	6 (16%)	77%
4	9 (16%)	29 (52%)	18 (32%)	84%
5	2 (5%)	14 (38%)	21 (57%)	95%
6	3 (7%)	12 (28%)	28 (65%)	93%
Rumaki	6 (14%)	30 (63%)	11 (23%)	86%

## NOTICINGS

- What's going on here?
- For which learners? Consider Year Level, Gender and Ethnicity
- Is this what we expected? Do we need to take a closer look?

## THE DATA:

### AURAKI

- **Ethnicity**
  - Overall the ethnic group performing at the highest level are NZ European (71%) at/above the expected level). This is followed by: Asian (70%), Pasifika (47%) and Maori (50%). Others have (50%) but this is one out of two students.
- **Gender**
  - Overall, males are outperforming females in reading (64% males at/above expected level, 5% females at/above expected level).
- **Year Level**
  - The Year Levels achieving the highest level are Year 1, Year 2, and Year 4. Those requiring the most development are Year 3 and Year 5.
  - See Year Levels in Rank Order
    - Year 1 (98% at/above)

- Year 2 (94% at/above)
- Year 4 (50% at/above)
- Year 6 (44% at/above)
- Year 5 (43% at/above)
- Year 3 (31% at/above)
- **Acceleration Required** (students not tracking to meet expected level by the end of the year)
  - See Year Levels in Rank Order (excluding Y0)
    - Year 5 (44% require acceleration to meet expected level by end of year)
    - Year 6 (41% require acceleration to meet expected level by end of year)
    - Year 4 (34% require acceleration to meet expected level by end of year)
    - Year 3 (16% require acceleration to meet expected level by end of year)
    - Year 2 (0% require acceleration to meet expected level by end of year)
    - Year 1 (0% require acceleration to meet expected level by end of year)
- **Movement by Sub-Levels**
  - See Year levels in Rank order of movement of students by one or more sub-levels (excluding Year 0)
    - Year 5 (95% one or more sub-levels)
    - Year 6 (93% one or more sub-levels)
    - Year 1 (88% one or more sub-levels)
    - Year 4 (84% one or more sub-levels)
    - Year 2 (80% one or more sub-levels)
    - Year 3 (77% one or more sub-levels)

#### **AURAKI**

#### **CELEBRATIONS AND WONDERINGS:**

- Movement from term 3 to term 4 has been high in all year levels.
- 

#### **WHARE REO - PĀNGARAU**

#### **SUMMARY**

- 48 Students
  - 21% (10) of students require acceleration to meet the EOY expectation.
  - 79% (38) of students are tracking to meet or exceed EOY expectations.

#### **YEAR LEVELS:**

- 26 chn ( 1 Yr 0, 5 Yr 1, 13 Yr 2, 0 Yr 3, 1 Yr 4, 3 Yr 5, & 3 Yr 6) are already at or exceeding EOY expectations..
- **# Tracking to Meet EOY Expectations**
  - Year 0 - 2/2 (100%) Tracking to meet EOY expectation)
  - Year 1- 5/5 (100%) - Tracking to meet EOY expectation
  - Year 2 - 14/14 (100%) - Tracking to meet EOY expectation
  - Year 3 - 3/5 (60%) - Tracking to meet EOY expectation
  - Year 4 - 4/4 (100%) - Tracking to meet EOY expectation
  - Year 5 - 7/12 (58%) - Tracking to meet EOY expectation
  - Year 6 - 3/6 (50%) - Tracking to meet EOY expectation

#### **MOVEMENT BY SUB-LEVELS**

- 86% of tamariki have moved by one or more sub-levels

#### **GENDER**

Males = 23 Females = 25

Of the 25 females

- 22 are tracking to meet at or above the expected level (88%)
- 3 are not- tracking to meet the expected level (12%)

Of the 23 males

- 16 are tracking to meet at or above the expected level (70%)
- 7 are not- tracking to meet the expected level (30%)

## TARGETED LEARNERS (TL) 2024

### Panui.Reading

READING	Progress by curriculum sub levels Term 4, 2023 to Term 1, 2024			Progress by curriculum sub levels Term 1, 2024 to Term 2, 2024			Progress by curriculum sub levels Term 2, 2024 to Term 3, 2024			Progress by curriculum sub levels Term 3, 2024 to Term 4, 2024		
Year level (no. of Priority Learners)	No progress	plus one sub level	plus two or more sub levels	No progress	plus one sub level	plus two or more sub levels	No progress	plus one sub level	plus two or more sub levels	No progress	plus one sub level	plus two or more sub levels
Year 1 (12)	9	3		11	1		9	3		7	5	
Year 2 (9)	8	1		9			8	1		8		
Year 3 (12)	11	1		6	6		8	4		10	1	
Year 4 (5)	5			2	3		2	3		5		
Year 5 (12)	12			6	6		8	4		8	3	
Year 6 (11)	8	3		5	6		5	6		9	2	
Whare Reo (10)	6	4		4	6		8	2		8	1	1
Total (71)	59	12		43	28		48	23		55	12	1

#### Time Frame 1: Priority Learner Progress Term 4, 2023 to Term 1, 2024

- 12/71 (17%) of Priority Learners made progress in one curriculum sub-level.
- 0/71 (0%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 2: Priority Learner Progress Term 1, 2024 to Term 2, 2024

- 28/71 (39%) of Priority Learners made progress in one curriculum sub-level.
- 0/71(0%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 3: Priority Learner Progress Term 2, 2024 to Term 3, 2024

- 23/71 (32%) of Priority Learners made progress in one curriculum sub-level.
- 0/71 (0%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 4: Priority Learner Progress Term 3, 2024 to Term 4, 2024

- 12/68 (18%) of Priority Learners made progress in one curriculum sub-level.
- 1/68 (0%) of Priority Learners made progress of two or more curriculum sub-levels.

### Tuhituhi/Writing

WRITING	Progress by curriculum sub-levels Term 4, 2023 to Term 1, 2024			Progress by curriculum sub-levels Term 1, 2024 to Term 2, 2024			Progress by curriculum sub-levels Term 2, 2024 to Term 3, 2024			Progress by curriculum sub-levels Term 3, 2024 to Term 4, 2024		
Year level (no. of Priority Learners)	No progress	plus one sub-level	plus two or more sub levels	No progress	plus one sub levels	plus two or more sub levels	No progress	plus one sub levels	plus two or more sub levels	No progress	plus one sub-levels	plus two or more sub levels

Year 1 (12)	12			11	1		9	3		5	7	
Year 2 (9)	8	1		7	2		8	1		6	2	
Year 3 (12)	11	1		7	4	1	10	2		5	6	
Year 4 (5)	4	1		2	3		2	3		5		
Year 5 (12)	12			8	4		9	3		8	3	
Year 6 (11)	9	2		7	4		3	6	2	9	2	
Whare Reo (10)	5	5		5	5		9	1		6	4	
Total (71)	61	10		48	23		50	19	2	44	24	

#### Time Frame 1: Priority Learner Progress Term 4, 2023 to Term 1, 2024

- 10/71 (14%) of Priority Learners made progress in one curriculum sub-level.
- 0/71 (0%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 2: Priority Learner Progress Term 1, 2024 to Term 2, 2024

- 23/71 (32%) of Priority Learners made progress in one curriculum sub-level.
- 1/71(1%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 3: Priority Learner Progress Term 2, 2024 to Term 3, 2024

- 19/71 (2%) of Priority Learners made progress in one curriculum sub-level.
- 2/71 (3%) of Priority Learners made progress of two or more curriculum sub-levels.

#### Time Frame 4: Priority Learner Progress Term 3, 2024 to Term 4, 2024

- 24/68 (35%) of Priority Learners made progress in one curriculum sub-level.
- 0/68 (0%) of Priority Learners made progress of two or more curriculum sub-levels.
- 

### Pāngarau/Maths

MATHS	Progress by curriculum sub-levels Term 4, 2023 to Term 1, 2024			Progress by curriculum sub-levels Term 1, 2024 to Term 2, 2024			Progress by curriculum sub-levels Term 2, 2024 to Term 3, 2024			Progress by curriculum sub-levels Term 3, 2024 to Term 4, 2024		
Year level (no. of Priority Learners)	No progress	plus one sub level	plus two or more sub levels	No progress	plus one sub-level	plus two or more sub levels	No progress	plus one sub level	plus two or more sub levels	No progress	plus one sub level	plus two or more sub levels
Year 1 (12)	11	1		7	3	2	8	4		9	3	
Year 2 (9)	9			7	2		7	1	1	3	4	1
Year 3 (12)	12			8	4		10	2		6	5	
Year 4 (5)	5			2	3		3	2		5		
Year 5 (12)	10	2		4	8		5	7		8	3	
Year 6 (11)	8	3		1	9	1	8	2	1	7	4	
Whare Reo (10)	10			2	8		7	3		8	2	
Total (71)	65	6		31	37	3	48	21	2	46	21	1

**Time Frame 1: Priority Learner Progress Term 4, 2023 to Term 1, 2024**

- 6/71 (8%) of Priority Learners made progress in one curriculum sub-level.
- 0/71 (0%) of Priority Learners made progress of two or more curriculum sub-levels.

**Time Frame 2: Priority Learner Progress Term 1, 2024 to Term 2, 2024**

- 37/71 (52%) of Priority Learners made progress in one curriculum sub-level.
- 3/71 (4%) of Priority Learners made progress of two or more curriculum sub-levels.

**Time Frame 3: Priority Learner Progress Term 2, 2024 to Term 3, 2024**

- 21/71 (30%) of Priority Learners made progress in one curriculum sub-level.
- 2/71 (30%) of Priority Learners made progress of two or more curriculum sub-levels.

**Time Frame 4: Priority Learner Progress Term 3, 2024 to Term 4, 2024**

- 21/68 (31%) of Priority Learners made progress in one curriculum sub-level.
- 1/69 (1%) of Priority Learners made progress of two or more curriculum sub-levels.

## Independent Auditor's Report

### To the Readers of Gate Pa School's Financial Statements

For the Year Ended 31 December 2024

The Auditor-General is the auditor of Gate Pa School (the School). The Auditor-General has appointed me, Craig Rossouw, using the staff and resources of William Buck Audit (NZ) 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 27 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 of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, Statement of Compliance with Employment Policy, Te Tiriti o Waitangi, Statement of Variance Reporting and Evaluation of Student Progress and Achievement, 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* issued by the New Zealand Auditing and Assurance Standards Board.

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



**Craig Rossouw**

**William Buck Audit (NZ) Limited**

On behalf of the Auditor-General

Tauranga, New Zealand