

KERIKERI PRIMARY SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1034


Principal: Sarah Brown

School Address: 39 Hone Heke Road, Kerikeri

School Postal Address: P O Box 773, Kerikeri

School Phone: (09) 407-8414

School Email: admin@kkps.school.nz

Accountant / Service Provider: The School Office
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Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Daniel Simmonds	Presiding Member	Elected	Sept-25
Sarah Brown	Principal	ex Officio	
Pam Brunton	Parent Representative	Re-Elected	Sept-25
Amy Slack	Parent Representative	Re-Elected	Sept-25
Chloe Davenport	Parent Representative	Re-Elected	Sept-25
Trevor McLean	Parent Representative	Selected	Sept-25
Tania Heihei	Ngati Rehia Representative	Appointed by Ngati Rehia Accepted by the Board	Sept-25
Claire Brooks	Staff Representative	Elected	Sept-25

Auditor: Silks Audits

KERIKERI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Kerikeri Primary School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

DAN SIMMONDS

Full Name of Presiding Member

Dan Simmonds

Signature of Presiding Member

4/8/25

Date:

Sarah Brown

Full Name of Principal

Sarah Brown

Signature of Principal

4.8.25

Date:



Kerikeri Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	5,293,541	4,730,904	4,795,847
Locally Raised Funds	3	82,817	25,400	44,784
Interest		38,013	23,000	23,093
Gain on Sale of Property, Plant and Equipment		-	-	870
Total Revenue		5,414,371	4,779,304	4,864,594
Expense				
Locally Raised Funds	3	42,999	37,650	29,266
Learning Resources	4	3,533,270	3,301,834	3,311,508
Administration	5	303,033	300,376	246,032
Interest		2,908	2,500	3,175
Property	6	1,331,478	1,282,800	1,310,053
Loss on Disposal of Property, Plant and Equipment		1,473	-	-
Total Expense		5,215,161	4,925,160	4,900,034
Net Surplus / (Deficit) for the year		199,210	(145,856)	(35,440)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		199,210	(145,856)	(35,440)

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

Kerikeri Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,157,106	1,157,106	1,655,484
Total comprehensive revenue and expense for the year		199,210	(145,856)	(35,440)
Distributions to the Ministry of Education		-	-	(496,323)
Contribution - Furniture and Equipment Grant		-	-	33,385
Equity at 31 December		1,356,316	1,011,250	1,157,106
Accumulated comprehensive revenue and expense		1,356,316	1,011,250	1,157,106
Equity at 31 December		1,356,316	1,011,250	1,157,106

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.

Kerikeri Primary School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	2,276,348	517,696	650,037
Accounts Receivable	8	361,638	277,606	277,606
GST Receivable		-	16,399	16,399
Prepayments		15,912	26,682	26,682
Funds Receivable for Capital Works Projects	14	32,478	-	-
		<u>2,686,376</u>	<u>838,383</u>	<u>970,724</u>
Current Liabilities				
GST Payable		30,030	-	-
Accounts Payable	10	532,573	286,588	286,588
Revenue Received in Advance	11	-	5,084	5,084
Provision for Cyclical Maintenance	12	149,125	137,143	137,143
Finance Lease Liability	13	17,678	15,612	16,747
Funds held for Capital Works Projects	14	1,261,354	-	-
		<u>1,990,760</u>	<u>444,427</u>	<u>445,562</u>
Working Capital Surplus/(Deficit)		695,616	393,956	525,162
Non-current Assets				
Property, Plant and Equipment	9	692,893	664,343	694,605
		<u>692,893</u>	<u>664,343</u>	<u>694,605</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	23,700	41,100	41,100
Finance Lease Liability	13	8,493	5,949	21,561
		<u>32,193</u>	<u>47,049</u>	<u>62,661</u>
Net Assets		<u>1,356,316</u>	<u>1,011,250</u>	<u>1,157,106</u>
Equity		<u>1,356,316</u>	<u>1,011,250</u>	<u>1,157,106</u>

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

Kerikeri Primary School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,495,783	829,833	1,301,186
Locally Raised Funds		77,850	84,147	95,094
International Students		-	-	8,437
Goods and Services Tax (net)		46,429	(13,832)	(13,831)
Payments to Employees		(816,399)	(821,378)	(797,934)
Payments to Suppliers		(295,250)	(115,114)	(513,465)
Interest Paid		(2,908)	(2,500)	(3,175)
Interest Received		38,013	23,000	23,093
Net cash from/(to) Operating Activities		543,518	(15,844)	99,405
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	870
Purchase of Property Plant & Equipment (and Intangibles)		(127,667)	(99,750)	(94,324)
Net cash from/(to) Investing Activities		(127,667)	(99,750)	(93,454)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	33,385
Finance Lease Payments		(18,416)	(16,747)	(11,038)
Repayment of Loans		-	-	(24,355)
Funds Administered on Behalf of Other Parties		1,228,876	-	(13,016)
Net cash from/(to) Financing Activities		1,210,460	(16,747)	(15,024)
Net increase/(decrease) in cash and cash equivalents		1,626,311	(132,341)	(9,073)
Cash and cash equivalents at the beginning of the year	7	650,037	650,037	659,110
Cash and cash equivalents at the end of the year	7	2,276,348	517,696	650,037

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.

Kerikeri Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

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 12.

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 9.

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 13. Future operating lease commitments are disclosed in note 19.

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) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	18–40 years
Furniture and Equipment	5-15 years
Information and Communication Technology	2–10 years
Motor Vehicles	5 years
Textbooks	4 years
Plant & Equipment	2-10 years
Playground/Sports Equipment	17-40 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) 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.

j) 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.

k) 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.

l) Revenue Received in Advance

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

m) 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.

n) 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.

o) 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.

p) 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.

q) 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.

r) Budget Figures

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

s) 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	1,490,508	1,270,904	1,384,479
Teachers' Salaries Grants	2,737,850	2,500,000	2,452,666
Use of Land and Buildings Grants	1,027,446	960,000	958,702
Other Government Grants	37,737	-	-
	5,293,541	4,730,904	4,795,847

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	27,161	4,500	2,000
Fees for Extra Curricular Activities	34,076	15,000	17,672
Fundraising and Community Grants	10,129	500	3,909
Other Revenue	11,451	5,400	12,766
International Student Fees	-	-	8,437
	82,817	25,400	44,784
Expense			
Extra Curricular Activities Costs	35,746	36,650	27,818
Fundraising and Community Grant Costs	7,253	1,000	1,448
	42,999	37,650	29,266
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	39,818	(12,250)	15,518

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	73,383	83,824	125,954
Information and Communication Technology	73,621	67,459	57,332
Employee Benefits - Salaries	3,230,132	2,996,489	2,977,549
Staff Development	20,864	20,850	15,201
Depreciation	134,185	130,012	133,757
Other Learning Resources	1,085	3,200	1,715
	3,533,270	3,301,834	3,311,508

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fees	8,800	6,162	6,345
Board Fees and Expenses	6,288	8,330	6,820
Operating Leases	6,242	3,000	5,046
Other Administration Expenses	19,652	23,800	19,760
Employee Benefits - Salaries	250,179	247,584	194,122
Insurance	7,372	6,500	9,383
Service Providers, Contractors and Consultancy	4,500	5,000	4,556
	<u>303,033</u>	<u>300,376</u>	<u>246,032</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Consultancy and Contract Services	80,036	80,900	76,640
Cyclical Maintenance	24,366	30,000	58,024
Heat, Light and Water	35,347	32,000	28,186
Rates	18,367	18,000	16,125
Repairs and Maintenance	10,419	29,000	42,892
Use of Land and Buildings	1,027,446	960,000	958,702
Employee Benefits - Salaries	89,623	86,500	88,124
Other Property Expenses	45,874	46,400	41,360
	<u>1,331,478</u>	<u>1,282,800</u>	<u>1,310,053</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	2,276,348	517,696	650,037
Cash and cash equivalents for Statement of Cash Flows	<u>2,276,348</u>	<u>517,696</u>	<u>650,037</u>

Of the \$2,276,348 Cash and Cash Equivalents, \$1,261,354 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.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	6,392	1,425	1,425
Receivables from the Ministry of Education	94,414	67,036	67,036
Teacher Salaries Grant Receivable	260,832	209,145	209,145
	<u>361,638</u>	<u>277,606</u>	<u>277,606</u>
Receivables from Exchange Transactions	6,392	1,425	1,425
Receivables from Non-Exchange Transactions	355,246	276,181	276,181
	<u>361,638</u>	<u>277,606</u>	<u>277,606</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	207,538	-	-	-	(9,031)	198,507
Furniture and Equipment	112,532	16,985	-	-	(32,484)	97,033
Information and Communication Technology	63,523	57,664	(144)	-	(21,318)	99,725
Plant & Machinery	133,567	47,147	(1,329)	-	(24,813)	154,572
Playground/Sports Equipment	137,501	4,900	-	-	(26,935)	115,466
Leased Assets	35,649	6,278	-	-	(18,516)	23,411
Library Resources	4,295	972	-	-	(1,088)	4,179
	<u>694,605</u>	<u>133,946</u>	<u>(1,473)</u>	<u>-</u>	<u>(134,185)</u>	<u>692,893</u>

The net carrying value of furniture and equipment held under a finance lease is \$23,411 (2023: \$35,649)

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 \$
Buildings	338,585	(140,078)	198,507	338,585	(131,047)	207,538
Furniture and Equipment	597,908	(500,875)	97,033	580,923	(468,391)	112,532
Information and Communication Technology	420,824	(321,099)	99,725	364,310	(300,787)	63,523
Motor Vehicles	5,652	(5,652)	-	5,652	(5,652)	-
Textbooks	39,504	(39,504)	-	39,504	(39,504)	-
Plant & Machinery	349,124	(194,552)	154,572	311,089	(177,522)	133,567
Playground/Sports Equipment	353,072	(237,606)	115,466	348,172	(210,671)	137,501
Leased Assets	65,680	(42,269)	23,411	59,401	(23,752)	35,649
Library Resources	92,429	(88,250)	4,179	91,457	(87,162)	4,295
	<u>2,262,778</u>	<u>(1,569,885)</u>	<u>692,893</u>	<u>2,139,093</u>	<u>(1,444,488)</u>	<u>694,605</u>



10. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	212,546	27,483	27,483
Accruals	10,120	16,570	16,570
Employee Entitlements - Salaries	296,064	223,509	223,509
Employee Entitlements - Leave Accrual	13,843	19,026	19,026
	<u>532,573</u>	<u>286,588</u>	<u>286,588</u>
Payables for Exchange Transactions	532,573	286,588	286,588
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>532,573</u>	<u>286,588</u>	<u>286,588</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	5,084	5,084
	<u>-</u>	<u>5,084</u>	<u>5,084</u>

12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	178,243	147,086	147,086
Increase to the Provision During the Year	24,366	30,000	58,024
Use of the Provision During the Year	(29,784)	-	(26,867)
Other Adjustments	-	1,157	-
Provision at the End of the Year	<u>172,825</u>	<u>178,243</u>	<u>178,243</u>
Cyclical Maintenance - Current	149,125	137,143	137,143
Cyclical Maintenance - Non current	23,700	41,100	41,100
	<u>172,825</u>	<u>178,243</u>	<u>178,243</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / quotes from local contractors.

13. 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	19,144	16,800	19,237
Later than One Year and no Later than Five Years	8,830	6,500	22,881
Future Finance Charges	(1,803)	(1,739)	(3,810)
	<u>26,171</u>	<u>21,561</u>	<u>38,308</u>
Represented by			
Finance lease liability - Current	17,678	15,612	16,747
Finance lease liability - Non current	8,493	5,949	21,561
	<u>26,171</u>	<u>21,561</u>	<u>38,308</u>

14. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Internal Refurbishments 245141	-	542,357	(56,904)	-	485,453
Heating/Electrical Upgrades 245143	-	36,324	(34,254)	-	2,070
Internal Refurbishments 245145	-	18,900	(13,942)	-	4,958
Admin Weathertightness/Roofing Works 245146	-	81,225	(53,747)	-	27,478
Student Toilets Plumbing Works 245147	-	9,000	(8,923)	-	77
Student Toilet Refurbishment 245148	-	234,000	(177,093)	-	56,907
Pool Shed Internal & External Refurb 245149	-	114,701	(100,522)	-	14,179
Roofing & Cladding 245150	-	29,700	(27,202)	-	2,498
Site Drainage & Plumbing 145151	-	108,000	(106,415)	-	1,585
Decking Replacement 245152	-	33,120	(25,910)	-	7,210
Bamboo Removal & Fence Install 248648	-	208,761	(230,270)	-	(21,509)
Fire Alarm Upgrade 248660	-	42,980	(30,995)	-	11,985
Masterplan Life 249381	-	-	(4,765)	-	(4,765)
Internal Refurbishment 245142	-	588,627	(112,995)	-	475,632
LSPM Site Access Modifications	-	-	(6,204)	-	(6,204)
Internal Refurbishment Works 245144	-	185,922	(14,600)	-	171,322
Carpark Boundary Fence 247958	-	15,813	(15,813)	-	-
Totals	-	<u>2,249,430</u>	<u>(1,020,554)</u>	-	<u>1,228,876</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	1,261,354
Funds Receivable from the Ministry of Education	(32,478)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Internal Refurbishments 245141	13,016	-	(13,016)	-	-
Totals	<u>13,016</u>	<u>-</u>	<u>(13,016)</u>	<u>-</u>	<u>-</u>

Represented by:

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



15. 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.

16. 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	2,360	2,800
<i>Leadership Team</i> Remuneration Full-time equivalent members	446,146 3	374,854 3
Total key management personnel remuneration	448,506	377,654

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (1 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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	170-180	150-160
Benefits and Other Emoluments	5-6	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3	3
110 - 120	2	4
120 - 130	2	0
130 - 140	0	0
140 - 150	0	0
	7.00	7.00

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



17. 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

18. 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.

19. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$2,195,037 (2023:\$nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
	\$
Internal Refurbishments 245141	545,715
Internal Refurbishments 245145	7,058
Admin Weathertightness/Roofing Works 245146	36,503
Student Toilet Refurbishment 245148	82,907
Pool Shed Internal & External Refurb 245149	26,924
Site Drainage & Plumbing 145151	13,585
Decking Replacement 245152	305,290
Fire Alarm Upgrade 248660	398,805
Masterplan Life 249381	45,235
Internal Refurbishment 245142	541,035
Internal Refurbishment Works 245144	191,980
Total	<u>2,195,037</u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 14.

(b) Operating Commitments



As at 31 December 2024, the Board has no operating commitments (2023:nil)

20. 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	2,276,348	517,696	650,037
Receivables	361,638	277,606	277,606
Total financial assets measured at amortised cost	<u>2,637,986</u>	<u>795,302</u>	<u>927,643</u>

Financial liabilities measured at amortised cost

Payables	532,573	286,588	286,588
Finance Leases	26,171	21,561	38,308
Total financial liabilities measured at amortised cost	<u>558,744</u>	<u>308,149</u>	<u>324,896</u>

21. Events After Balance Date

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

22. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF KERIKERI PRIMARY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Kerikeri Primary School (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants 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 18, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 04 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 23 to 64, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Mark Fraser

Mark Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand



KiwiSport Funding 2024

The 2024 school year saw a continuation of our strong focus on Physical Education and Sport including educating parents on the importance of sport and movement for children.

Key target areas for 2024 included:

- Increasing opportunities for sporting events to take place within our school and the wider community
- Promote girls participating in a wider range of sporting activities
- More children being involved in physical activities
- Encouraging and supporting children to join sporting codes within the community

Sporting activities undertaken in 2024 with the assistance of KiwiSport included:

- Swimming Sports – whole school participation
- Inter School Swimming Sports
- School Cross Country – whole school participation (held offsite)
- Inter School Cross Country
- School Netball Teams – Future Ferns Competition
- Inter School Soccer Competition – both boys and girls
- Rippa Rugby
- Cricket Training (external coaches)
- Surfing Day Lesson (years 3 & 4)

In addition to the activities above, KiwiSport funding enabled the school to:

- purchase a range of sporting equipment for children to use during their play breaks which were well utilised
- hire buses to safely transport large groups of students to sporting venues

KiwiSport is valuable in funding these programmes for the tamariki of our school.

Amber Edwards
Sport and PE Leader (2024)

Kerikeri Primary School Annual Plan

2025



Strategic Goal 1: *Learners at the centre: Pastoral care of our tamariki, kaiako and whānau*

1.1: Prioritise the hauora, wellbeing and safety of our tamariki, kaiako and whānau through ensuring our KORU values are at the core of what we do

1.2: Create a vibrant kura environment that represents our vision, values and our community

Annual Target Goals: 1.1: 30% response rate on surveys. Māori survey: 75% satisfaction. 1.2: 50% towards Silver Enviro award. Plan and location is confirmed for pou.

Initiatives:	What did we achieve? Evidence	Reasons for any differences:	Where to next?
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<p>1.1 Complete the Health curriculum survey to families</p>	<p>We sent out the Health survey via email to parents. The school received 63 responses. In 2022, we received 24 responses. In 2020: 43 responses. This is 16% of our families at Kerikeri Primary. The feedback was very positive of our current Health curriculum programmes.</p>	<p>While we had a significant increase of responses from the previous survey, we did not reach our goal of getting 30% of our families responding. Perhaps the goal was too high... When we surveyed our families later in the year about communication between the school and families, electronic communication was preferred, so supports our email survey method.</p>	<p>The Health and PE curriculum is currently being refreshed, so we will wait to see what the changes will bring and implications for our school.</p> <p>Continue teaching the Health curriculum until changes are gazetted.</p>
<p>Complete the Māori whānau survey about life at KKPS.</p>	<p>We sent out the Māori whānau survey via email. There were 46 responses. This compares to 2022, when there were 19 and in 2020: 36. We have 177 Māori families. Therefore 25.98% responded to this survey.</p> <p>There were pleasing results this year, with the overwhelming majority of responses with Strongly agree and agree. This showed a very positive response to life at KKPS for Māori whānau. Two respondents regularly responded with 'disagree'. 2 out of 46 respondents is 4.34% of respondents.</p> <p>Overall, we received a 95% approval rating from Māori whānau.</p>	<p>We have continued to grow our Māori bilingual unit, which is popular with Māori whānau. We also are consistent with our Relationship First practices (Based on Russell Bishop's work) of teaching to the North East. Our teachers' PGCs are based around the principles of Russell's work.</p> <p>Our academic data for Māori students is also pleasing, and through the use of structured teaching approaches, we have closed the gap between Māori and non-Māori students with our data. This would have a positive impact on how our Māori whānau feel about school.</p>	<p>Continue to engage in annual refreshers about the guiding principles of Teaching to the North East with teaching staff.</p>

<p>1.2</p> <p>Complete 50% of the work towards achieving the Silver Enviro schools' award</p> <p>Work with Ngati Rehia to develop plan and location for pou.</p>	<p>Kelsey Weber led the work within our school with the Enviro school leaders (students). She worked closely with Zoe, the Enviro Schools facilitator, and the school achieved the Silver award at the end of the year.</p> <p>I met with representatives from Ngati Rehia and a design was developed to align with our school's pepeha. We also discussed a location: at the hall entrance. We were then given a quote for the carving. The Board decided not to pursue this any further at that stage due to the cost.</p>	<p>The Enviro school programme changed its approach to the awards, making the decision that they were ending them at the end of 2024, and that from 2025, schools would be on their own journeys with environmentally friendly practices. We therefore decided to intensely focus on achieving the Silver before the awards closed off.</p> <p>The cost was significant for the carving, and so the Board has postponed it at this stage.</p> <p>We do now however, have a design and a good indication of the cost to carve and install the carving.</p>	<p>Have a unit holder focussed on environmentally friendly practices for our school, including leading our school's Enviro Leaders.</p> <p>This way, practices put in place during the Silver award process remain in place and also continue to grow.</p> <p>Possibly look at sourcing a grant to assist with funding the carving.</p>
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Strategic Goal 2: *Barrier Free Access: Noticing, recognising and responding to the needs across our school*

2.1: Develop and implement practices that work for Māori

2.2 Support programmes in place, responding to identified needs

Annual Target Goals: 2.1: Units are taught. Chn make 1 years progress in 2 terms on programme. Front half of curric is explored and understood.

Actions	What did we achieve? Evidence	Reasons for any differences:	Where to next?
<p>2.1 Implementation of the NZ Histories curriculum</p>	<p>Jenna Spake and Taylar Renalson attended planning meetings with other local schools and Ngati Rehia around planning units for the NZ Histories curriculum.</p> <p>Teachers taught units about our local history last year, incorporating local landmarks and events. The units went well and the planning group continue to meet regularly to gather stories from Ngati Rehia that can be incorporated into units of work to teach.</p> <p>A website has also been created by this group, where resources will be kept for the applicable schools to access.</p>	<p>We achieved what we wanted for this, and the group continues to work together to plan units.</p>	<p>No end date has been given for how long this group will be working together. Ngati Rehia continue to share their aspirations for what content they would like to be shared in local schools.</p>

<p>Staff engaged in PLD around the curriculum refresh</p>	<p>The teaching staff have now engaged in multiple PLD sessions around the curriculum refresh (in the areas that have been completed). The English and Maths have only been completed at the end of 2024, and so the sessions have been relatively pushed at the end of the year and start of 2025, to ensure teachers are at least familiar with the structure and content of these curriculum areas.</p>	<p>It was unfortunate that the curricula did not come out until late 2024. This has not given us a lot of time, however, we had prioritised this and feel that teachers in general are gaining a more indepth understanding of the content and are planning from these documents now.</p>	<p>Continue to monitor teh pedagogical shift that we have seen in these curricula, along with regularly checking in with staff about the content and approach to teaching. We will also continue to run regular PLD sessions with staff.</p>
<p>2.2 Programmes in place to accelerate learners (determined and driven by data)</p>	<p>Jenna and Kelsey ran a jointly run acceleration programme for two terms using structured literacy approaches. 79% of the children made a year's progress during this programme.</p>	<p>Children who did not make sufficient progress: Jenna and Kelsey contacted families for parents to explore getting their children assessed for other factors that may be affecting their learning progress, such as dyslexia.</p>	<p>In 2025, we are running a full time structured literacy intervention programme, and a maths intervention programme.</p>

Strategic Goal 3: Quality Teaching and Leadership: Engaging in evidence based practices to advance our tamariki

3.1 Develop student self efficacy through evidence based pedagogies

3.2 Empower staff to implement our school curriculum

Annual Target Goal: 3.1: Consistency in teaching approach of structured literacy. 75% at or above in writing.

3.2:

Actions	What did we achieve? Evidence	Reasons for any differences:	Where to next?
<p>3.1: Writing PLD for staff</p>	<p>We ran numerous PLD sessions about the teaching of writing, both at teams and whole teaching staff meetings.</p> <p>At the end of year: 80% of our children made sufficient/ accelerated learning in Writing. This was very pleasing to see.</p> <p>60% of the children are at or above where they should be in writing. This is on par and in some cases higher than similar schools in NZ.</p>	<p>We haven't reached our target of 75% and more achieving at or above. We did increase the % of chn at or above.</p> <p>We are continuing to find a much more structured approach to writing, ensuring consistency across the teaching team.</p>	<p>The KKPS literacy team are in the process of developing a school writing programme which blends three key Structured Literacy approaches: The Writing Revolution, The Writing Rope and Self Regulated Strategy Development (SRSD). All approaches are evidence based, structured approaches to writing instruction which align well with the curriculum refresh. We will be launching this programme in 2025.</p>
<p>3.2: Continue with structured literacy PLD for staff</p>	<p>We had the IDEaL facilitator run sessions for our teaching staff at the start of the year. She also observed teachers, looking</p>	<p>We see consistency with structured literacy approaches now, as we are regularly maintaining PLD for staff and</p>	<p>Continuing with regular PLD and providing good support when a new teacher starts at our school.</p>

	<p>for accurate approaches to teaching and therefore consistency across the teaching team. She was very pleased with the teaching she observed, and said there was consistency across the team.</p> <p>We maintained the PLD throughout the year with Ange Sime taking staff meetings about the approaches.</p>	<p>there is a clear structured approach to follow.</p>	
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Evaluation and analysis of the school's students' progress and achievement

Here is an analysis of our end of year academic data: [2024 End of year data](#)

How we have given effect to Te Tiriti o Waitangi

Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

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

KKPS honours the Treaty of Waitangi through its deep integration of te reo Māori. The commitment to teachers to upskill in te reo Maori courses every two years ensures that the language remains vibrant throughout the school. Embracing Te Ao Maori, KKPS celebrates daily with whakatauki and bilingual signage throughout the school, fostering a rich cultural environment.

Collaboration with local hapu Ngati Rehia underscores KKPS's dedication to indigenous partnerships. This collaboration extends to curriculum development, with units of work tailored to support the New Zealand Histories curriculum. The inclusion of a Ngati Rehia representative on the Board amplifies the hapu's voice in decision-making processes.

Our Māori bilingual unit (Te Whakaturanga) currently with seven classes, exemplifies the school's commitment to bilingual education. With classes ranging from 30-50% (level 3) in Maori to 50-80% (level 2). Academic success among our Māori students mirrors that of the broader student body, showcasing the effectiveness of the inclusive practices at our school.

KKPS's steadfast commitment to the Treaty of Waitangi reflects a sincere dedication to honouring its principles, ensuring that Te Tiriti remains at the forefront of the school's ethos.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

At KKPS, we have a Health and Safety committee that meets each term. There is a Health and Safety representative on the Board.

We have a book that hazards can be recorded and any health and safety concerns.

We gather staff voice about the direction of our school.

	<p><i>Consideration is always taken when planning staff meetings and PLD.</i></p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Kerikeri Primary School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).</i></p> <p><i>This is to ensure that we:</i></p> <ul style="list-style-type: none"> ● <i>treat current and prospective staff fairly</i> ● <i>make decisions based on relevant merit</i> ● <i>work to eliminate bias and discrimination.</i> <p><i>EEO programme</i></p> <p><i>To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Kerikeri Primary School staff.</i></p> <p><i>Our EEO programme may include:</i></p> <ul style="list-style-type: none"> ● <i>developing a policy statement and establishing objectives</i> ● <i>appointing an EEO representative</i> ● <i>consulting with staff to hear any concerns</i> ● <i>creating an employee database (with informed consent for any EEO data collected)</i> ● <i>encouraging staff to participate in training and career development</i> ● <i>programme monitoring through staff meetings and board reports</i> ● <i>reviewing employment and personnel policies and processes.</i> <p><i>Kerikeri Primary School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.</i></p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p><i>We practise impartial selection of suitably qualified persons by carrying out thorough referee checks prior to appointment along with an interview process.</i></p> <p><i>We have a Board representative involved in all permanent appointments.</i></p> <p><i>If there was a conflict of interest in an appointment process, the affected appointment committee member would remove themselves immediately.</i></p>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>Every two years, the Board surveys Māori families asking to hear about their aspirations. Māori students are also surveyed.</i></p> <p><i>The Board has also met with local Hapu: Ngati Rehia's Chairperson to hear about their Education plan and aspirations for Māori.</i></p> <p><i>The Board also has a Ngati Rehia representative to ensure that Ngati Rehia's voice is heard at Board level.</i></p> <p><i>Greater involvement of Maori in education is aided by our school's commitment to te reo me ngā tikanga Māori.</i></p>
<p>How have you enhanced the abilities of individual employees?</p>	<p><i>We enhance the abilities of our staff by having fortnightly PLD for teaching staff. Teacher Aides are provided PLD on a regular basis also. Where applicable our caretakers and other support staff attend PLD on a needs basis. Leadership PLD is also provided for members of the Extended Leadership team.</i></p>
<p>How are you recognising the employment requirements of women?</p>	<p><i>Following the Equal Employment opportunities programme in our school.</i></p> <p><i>There is always an open door for staff to talk with Senior Leadership.</i></p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p><i>As above, and ensuring that we check in and that adequate physical facilities are provided at our school.</i></p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO	
Do you operate an EEO programme/policy?	x		

<p>Has this policy or programme been made available to staff?</p>	<p>x</p>		<p>Schooldocs is available for our staff and community to access.</p>
<p>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</p>	<p>x</p>		<p>Training in the sense of leadership PLD about how to engage in meaningful, deeper conversations with staff. Also about how to gather effective feedback about addressing concerns and changing direction with something in a school</p>
<p>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</p>	<p>x</p>		<p>Yes, I oversee this.</p>
<p>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</p>	<p>x</p>		<p>Through School Docs, this ensures regular reviewing of all policies, including those which EEO has been incorporated.</p>
<p>Does your EEO programme/policy set priorities and objectives?</p>	<p>x</p>		<p>Yes, these are our objectives:</p> <ul style="list-style-type: none"> ● <i>treat current and prospective staff fairly</i> ● <i>make decisions based on relevant merit</i> ● <i>work to eliminate bias and discrimination</i>

2024 End of Year Data Analysis



Kerikeri Primary School



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KKPS Expectation Changes

In 2024, we have adjusted our school expectation levels to align with the e-asttle norms.

What is e-asTTle?

e-asTTle is a Ministry of Education-supported, standardised assessment tool used to measure student achievement in reading, writing, and mathematics from Years 4–10. The norms are derived from a comprehensive national dataset, providing consistent benchmarks for understanding student performance across New Zealand.

Why Are We Aligning with e-asTTle Norms?

In New Zealand, schools have flexibility in setting their own achievement expectations, which can lead to variability nationwide. To address this, our school has chosen to align our expectations with e-asTTle norms. e-asTTle is a reliable, government-supported tool that helps provide clarity and consistency, enabling us to set equitable and transparent expectations for our learners. From 2025, the Ministry of Education require that schools use one of two standardised assessment tools (e-asttle or PAT) two times per year.

Setting expectations

Aligning our expectations with the e-asttle norms has increased expectations slightly across some cohorts which has resulted in a drop in results in comparison to 2023 data. The impact of this has been a decline by approximately 10% across Reading, Writing and Mathematics results for whole school data.

Part 1 Shift Analysis

The following shift analysis tables show the shift that cohorts have made over the last 12 months (End 2023 to End 2024).

Expectation in our education system is that 1 year at school = 1 step progress which equates to half a curriculum level.

Insufficient Progress < 1 step. Accelerated progress > 1 step.

These tables only show the comparison of students who have the relevant data from 2023 and 2024.

Shift analysis does not reflect well below, below, at or above data.

*Percentages have been rounded so maybe slightly out
** Students who have listed Māori as Ethnicity 1

Shift Analysis for 2024

Reading	Sufficient/ Accelerated Progress
Whole School	75%
Boys	71%
Girls	80%
Māori**	72%
NZ European	79%

2023
82%

Writing	Sufficient/ Accelerated Progress
Whole School	80%
Boys	76%
Girls	87%
Māori**	76%
NZ European	85%

2023
79%

Maths	Sufficient/ Accelerated Progress
Whole School	81%
Boys	76%
Girls	86%
Māori**	77%
NZ European	84%

2023
82%



Shift Analysis Summary

Our shift analysis across subjects remains strong, particularly in Writing and Mathematics where it is greater than 80%.

This means that the majority of our students are making sufficient or accelerated growth.

A number of students recorded as insufficient growth are in our Year 6 cohort and are performing at levels 4-5 of the curriculum. These curriculum levels span years 7-10.

The results have dipped slightly from 2023 data but this is reflective of our readjustment of OTJ levels to align with e-asttle norms.

The disparity between Māori and European students remains across all three subjects and our boys continue to score lower than our girls, making our Māori boys a target group moving into 2025

Part 2 OTJ Per Subject and Cohort

- KKPS Milestone Definitions
- 2024 Reading OTJ
- 2024 Writing OTJ
- 2024 Maths OTJ
- Discussion
- Focus Groups



KKPS Milestone Definitions

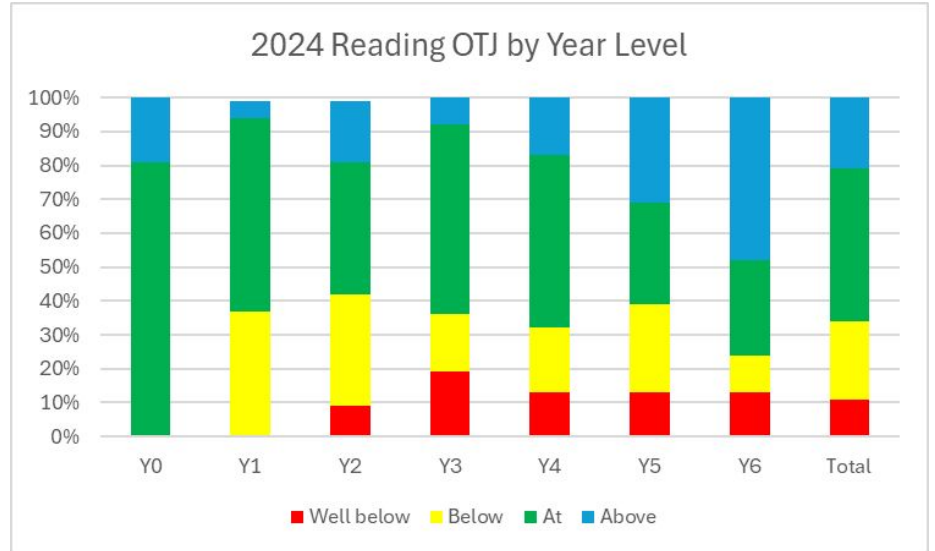
Student Report Terms	Assessment/Reporting to BOT, SLT and Teachers	Definition
Needs Support	Well Below	At least one year below the expected curriculum level for their year
Approaching	Below	Less than one year below the expected level for their year
Achieved	At	Meeting the expected curriculum level for their year
Exceeding	Above	Working above the expected curriculum level for their year

2024 Reading OTJ

Reading	Well Below	Below	At	Above	Total
Asian	22%	19%	43%	17%	60%
MELAA	8%	20%	52%	20%	72%
Maori	12%	27%	44%	18%	62%
NZ/European	6%	19%	48%	27%	75%
Pasifika	26%	42%	26%	5%	31%
Total	11%	23%	45%	21%	66%

	Well Below	Below	At	Above	Total
Female	9%	21%	48%	22%	70%
Male	12%	25%	43%	20%	63%
Total	11%	23%	45%	21%	66%

	Well below	Below	At	Above	Total
Y0			81%	19%	100%
Y1		37%	57%	5%	62%
Y2	9%	33%	39%	18%	57%
Y3	19%	17%	56%	9%	65%
Y4	13%	19%	51%	18%	69%
Y5	13%	26%	30%	31%	61%
Y6	13%	11%	28%	48%	76%
Total	11%	23%	45%	21%	66%



2023
77%

2024
66%



2024 Reading Discussion

Year 1

2024 was challenging with high number of neurodiverse and dysregulated students as well as low attendance affecting progress. Teacher aides were diverted to support dysregulated students, limiting learning interventions. Foundational skills among new entrants has significantly declined, prompting the development of a school entry assessment to identify target students for early intervention. Achievement data for Year 1 is the lowest in several years.

Year 2

Achievement dropped from 96% in Year 1 to 57% in Year 2, reflecting adjusted expectations. Low attendance and limited home learning continue to impact progress, mirroring trends in new entrants' declining skills.

Year 3

Structured Literacy Interventions led to accelerated progress, with achievement rising from 53% mid-year to 65% at year-end, aligning with overall achievement trends.

Year 4

This cohort showed the only achievement increase in 2024, a notable gain after being the lowest-performing group in 2023. Progress into Year 5 will be closely monitored.

Year 5

Achievement is consistent with 2023, but ongoing tracking in 2025 is essential to maintain progress, especially as the cohort contrasts with Year 6.

Year 6

Strong performance continues, with many students achieving Levels 4 and 5 on e-asTTle Reading, demonstrating the ability to extend higher-achieving students.



2024 Focus Groups: Māori and Boys

Māori:

We have 239 students enrolled with Māori listed as Ethnicity 1 (220 students identified as NZ European)

Māori achievement is 13% behind NZ European. This disparity matches the data for 2023.

Pasifika:

We have 20 Pasifika students, of those 10 are 2024 enrolments, all 10 are currently performing below or well below expectations

Boys:

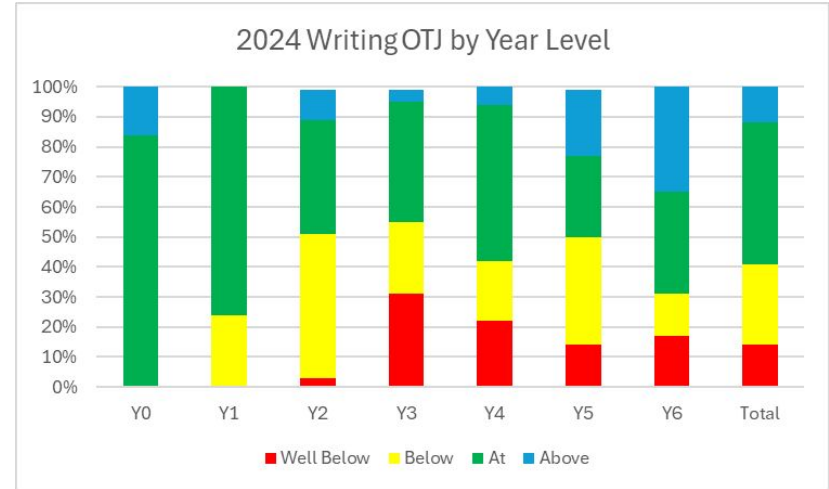
For whole school, boys are performing 7% behind girls in Reading.

2024 Writing OTJ

OTJ Writing	Well Below	Below	At	Above	Total
Asian	18%	25%	42%	15%	57%
MELAA	16%	28%	32%	24%	56%
Maori	14%	27%	50%	9%	59%
NZ/European	10%	27%	47%	16%	63%
Pasifika	40%	25%	35%		35%
Total	14%	27%	47%	13%	60%

	Well Below	Below	At	Above	Total
Female	11%	22%	49%	18%	67%
Male	17%	30%	44%	9%	53%
Total	14%	27%	47%	13%	60%

	Well Below	Below	At	Above	Total
Y0			84%	16%	100%
Y1		24%	76%		76%
Y2	3%	48%	38%	10%	48%
Y3	31%	24%	40%	4%	44%
Y4	22%	20%	52%	7%	59%
Y5	14%	36%	27%	22%	49%
Y6	17%	14%	34%	35%	69%
Total	14%	27%	47%	13%	60%



2023
69%

2024
60%



2024 Writing Discussion

We were using KKPS Learning Progressions in 2023

2024 we've committed to using e-asttle writing assessment data as this is one of two standardised assessments required by the Ministry of Education

Writing moderation in Term 2 and Term 4 has been effective in refreshing teacher understanding of the assessment rubrics and assessing according to these

National comparison has shown that our writing data is on par (and in some cases slightly higher) than the mean for NZ schools of comparable size and demographic

The KKPS literacy team are in the process of developing a school writing programme which blends three key Structured Literacy approaches: The Writing Revolution, The Writing Rope and Self Regulated Strategy Development (SRSD). All approaches are evidence based, structured approaches to writing instruction which align well with the curriculum refresh. We will be launching this programme in 2025.



2024 Focus Groups: Māori and Boys

Māori:

We have 239 students enrolled with Māori listed as Ethnicity 1 (220 students identified as NZ European)

Māori achievement is 4% behind NZ European. The difference was 10% in 2023 so this gap has closed slightly.

Boys:

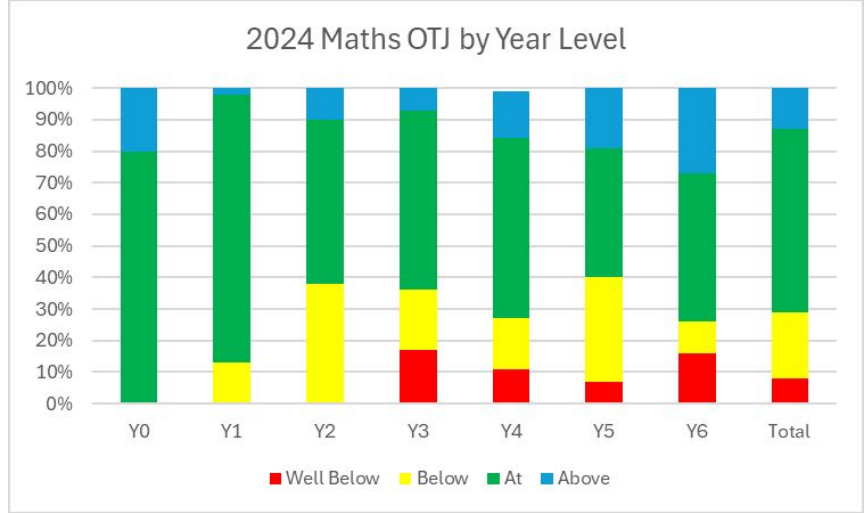
For whole school, boys are performing 14% behind girls in Reading.

2024 Maths OTJ

	Well Below	Below	At	Above	Total
Asian	5%	22%	55%	18%	73%
MELAA		24%	48%	28%	76%
Maori	10%	20%	61%	10%	71%
NZ/European	5%	21%	57%	17%	74%
Pasifika	26%	21%	47%	5%	52%
Total	8%	21%	58%	14%	72%

	Well Below	Below	At	Above	Total
Female	10%	21%	56%	13%	69%
Male	6%	20%	59%	15%	74%
Total	8%	21%	58%	14%	72%

	Well Below	Below	At	Above	Total
Y0			80%	20%	100%
Y1		13%	85%	2%	87%
Y2		38%	52%	10%	62%
Y3	17%	19%	57%	8%	65%
Y4	11%	16%	57%	15%	73%
Y5	7%	33%	41%	20%	61%
Y6	16%	10%	47%	28%	75%
Total	8%	21%	58%	14%	72%



2023
80%

2024
72%



Trends In International Mathematics and Science Study 2023

TIMSS (*Trends in International Mathematics and Science Study*):

An international assessment conducted every four years to measure trends in mathematics and science achievement of Year 5 and Year 9 students across countries.

Purpose:

To provide comparative data on student achievement, teaching practices, and educational contexts worldwide.

Key Insights:

Highlights strengths and weaknesses in math and science education.

Offers insights into the impact of curriculum, teaching practices, and resources.

Tracks trends over time, identifying areas for improvement.

Why It Matters:

TIMSS helps policymakers and educators understand global standards and informs strategies for enhancing student outcomes.



TIMSS Summary for KKPS

Overall Achievement, Content Domains (Number, Measurement and Geometry, Data) and Cognitive Domains (Knowing, Applying and Reasoning)

KKPS is on par with other NZ schools with similar size and demographics

Enjoyment and Interest in Mathematics

KKPS consistently scores higher than NZ students on measurements of enjoyment and interest

Self Concept in Mathematics

KKPS consistently scores higher than NZ students on measurements of self-concept

Perceptions of Mathematics Lessons (Teacher delivery and feedback)

KKPS consistently scores higher than NZ students on measurements of mathematics lessons



OTJ Maths Discussion

Pr1me

The new books this year required some adjustment to higher expectations and this is reflected in our results. We're awaiting Pr1me's alignment with the refreshed curriculum, expected soon. Based on what we've seen, 2025 will bring further increases in expectation.

TIMSS

These results were very pleasing especially with regards to student engagement and feelings towards Mathematics. It is helpful to be able to measure how we are performing in comparison to other tools in New Zealand.



2024 Focus Groups: Māori and Girls

Māori:

We have 239 students enrolled with Māori listed as Ethnicity 1 (220 students identified as NZ European)

Māori achievement is 3% behind NZ European. The difference was 9% in 2023 so this gap has closed

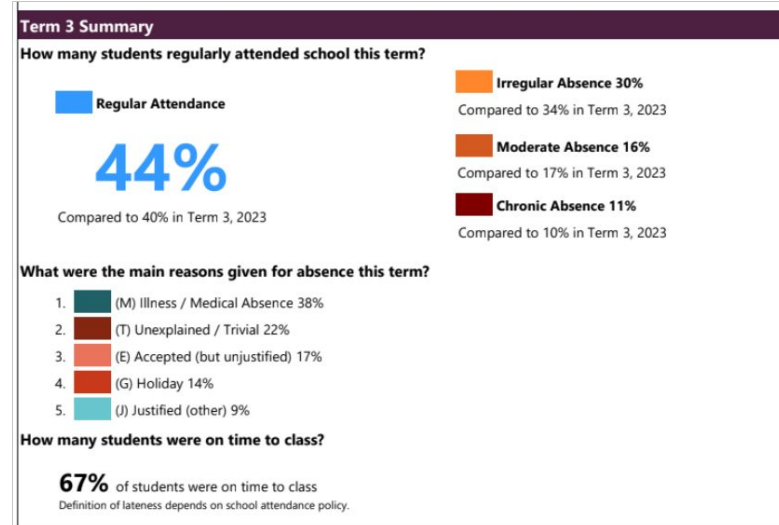
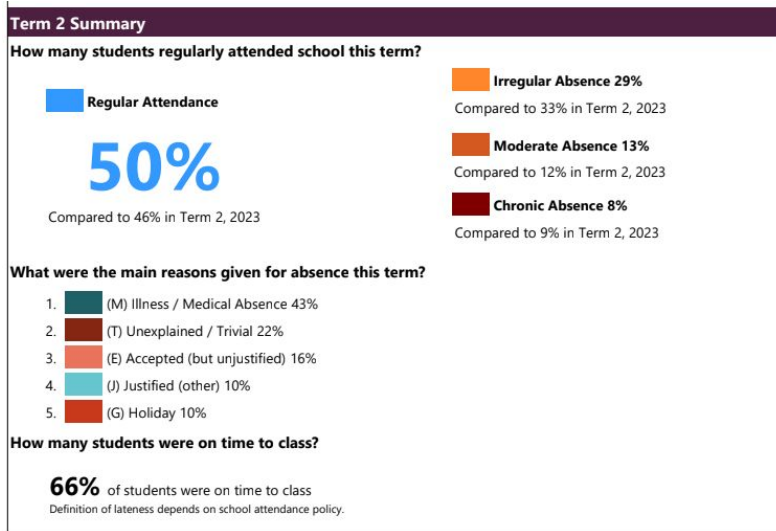
Girls:

For Whole School, Girls are performing 5% behind Boys in Mathematics

Year 5 Cohort:

This cohort is quite low in comparison with both Year 4 and Year 6 and will be a cohort to track carefully throughout Year 6

Attendance Summary



Our attendance rates have continued to fall throughout Term 4

Part 3 Te Whakaturanga

- 2024 Reading OTJ
- 2024 Writing OTJ
- 2024 Maths OTJ
- Discussion
- Focus Groups

2024 Reading OTJ Te Whakatupuranga

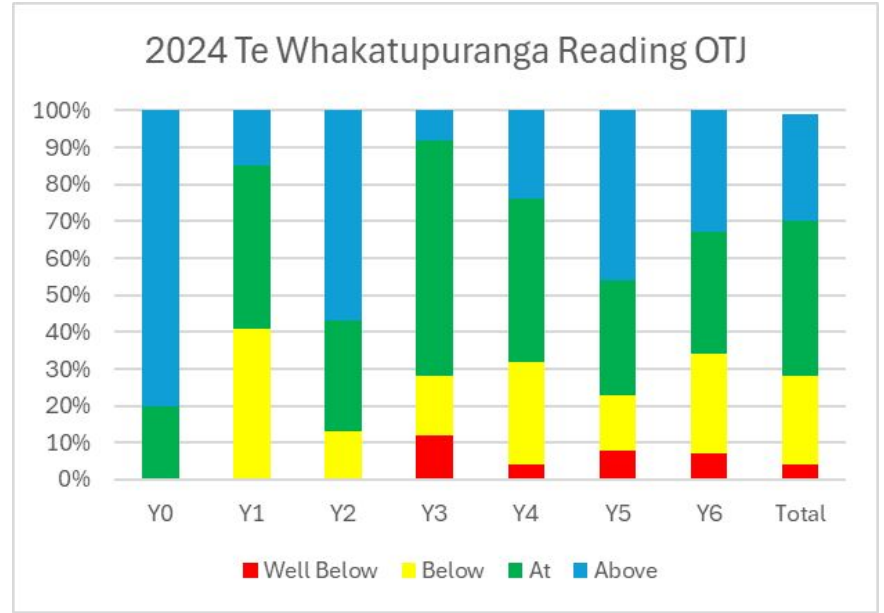
2023
76%

2024
71%

	Well Below	Below	At	Above	Total
Asian		33%	33%	33%	66%
MELAA		33%	67%		67%
Maori	4%	28%	45%	23%	68%
NZ/European		8%	31%	62%	93%
Pasifika	100%				
Total	4%	24%	42%	29%	71%

	Well Below	Below	At	Above	Total
Female	5%	26%	37%	32%	69%
Male	4%	23%	47%	27%	74%
Total	4%	24%	42%	29%	71%

	Well Below	Below	At	Above	Total
Y0			20%	80%	100%
Y1		41%	44%	15%	59%
Y2		13%	30%	57%	87%
Y3	12%	16%	64%	8%	72%
Y4	4%	28%	44%	24%	68%
Y5	8%	15%	31%	46%	77%
Y6	7%	27%	33%	33%	66%
Total	4%	24%	42%	29%	71%



2024
72%

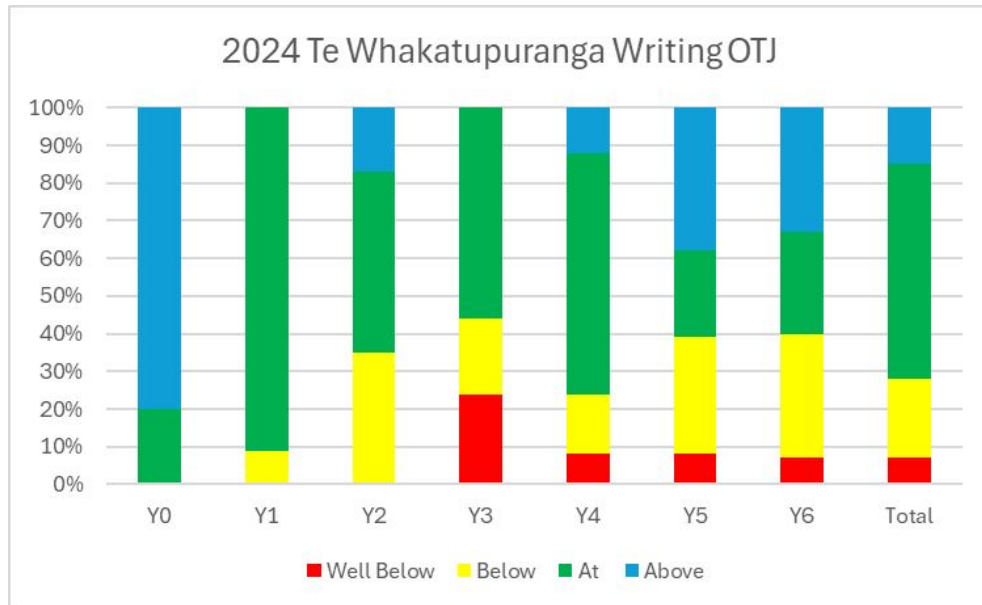
2023
74%

2024 Writing OTJ Te Whakatupuranga

Writing OTJ	Well Below	Below	At	Above	Total
Asian			100%		100%
MELAA			100%		100%
Maori	7%	24%	58%	12%	70%
NZ/European	4%	15%	50%	31%	81%
Pasifika	100%				
Total	7%	21%	57%	15%	72%

	Well Below	Below	At	Above	Total
Female	6%	17%	52%	25%	77%
Male	8%	24%	61%	7%	68%
Total	7%	21%	57%	15%	72%

	Well Below	Below	At	Above	Total
Y0			20%	80%	100%
Y1		9%	91%		91%
Y2		35%	48%	17%	65%
Y3	24%	20%	56%		56%
Y4	8%	16%	64%	12%	76%
Y5	8%	31%	23%	38%	61%
Y6	7%	33%	27%	33%	60%
Total	7%	21%	57%	15%	72%





2024
81%

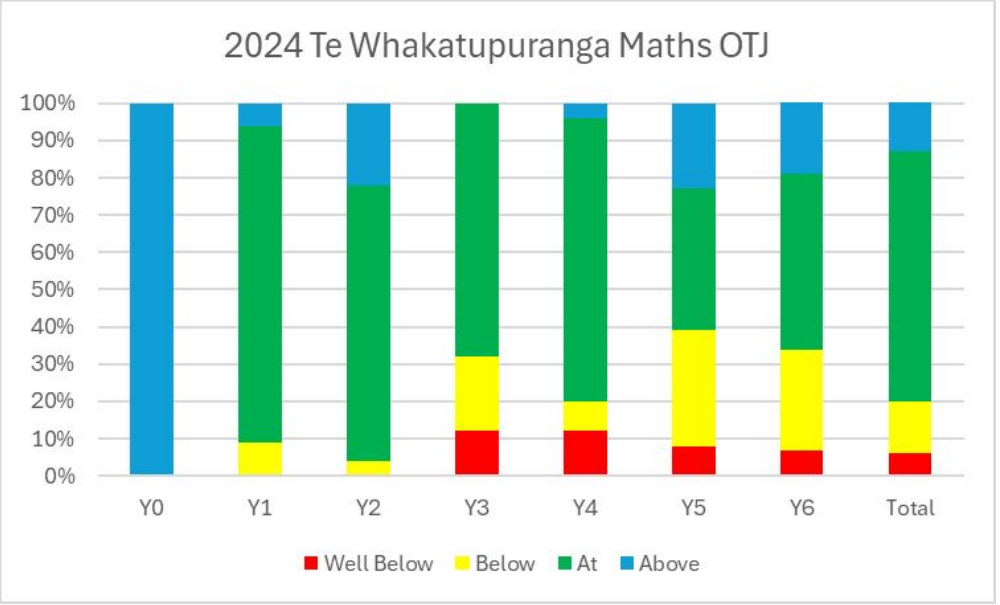
2023
81%

2024 Maths OTJ Te Whakatupuranga

	Well Below	Below	At	Above	Total
Asian			67%	33%	100%
MELAA			100%		100%
Maori	6%	14%	69%	11%	80%
NZ/European		15%	62%	23%	85%
Pasifika	100%				
Total	6%	14%	67%	14%	81%

	Well Below	Below	At	Above	Total
Female	9%	9%	62%	20%	82%
Male	3%	17%	72%	8%	80%
Total	6%	14%	67%	14%	81%

	Well Below	Below	At	Above	Total
Y0				100%	100%
Y1		9%	85%	6%	91%
Y2		4%	74%	22%	96%
Y3	12%	20%	68%		68%
Y4	12%	8%	76%	4%	80%
Y5	8%	31%	38%	23%	61%
Y6	7%	27%	47%	20%	67%
Total	6%	14%	67%	14%	81%





Te Whakatupuranga Discussion

Reading:

Te Whakatupuranga has managed to maintain overall percentage despite the adjustment in expectations which indicates improved results for reading in 2024. The Year 2s are a particularly high achieving cohort.

Writing:

Te Whakatupuranga has had a very slight drop in percentage compared to 2023. The Year 3 cohort will need monitoring as they move into Year 4. The current Year 4s are performing at a good level with 76% At or Above.

Maths:

Te Whakatupuranga have maintained the achievement percentage from 2023 indicating improved results. As with English Medium, the Year 5 cohort has scored lower in Maths and will need monitoring in 2025. Again the Year 2s have achieved particularly high this year.



Te Whakatupuranga Focus Groups

Reading:

In Te Whakatupuranga the Girls are performing 5% points behind the Boys in reading and this is something to watch going into 2025. The Year 4 cohort (Year 5 in 2025) will need monitoring as they have performed lower than other cohorts

Writing:

From the OTJ data, focus groups for Writing in 2025 are Boys, Māori and our Year 3 cohort (moving to Year 4 in 2025)

Maths:

The 2024 results indicate that the focus groups for Mathematics are the Year 5 cohort

Part 4 Summary

- 2025
- Summary



2025

Changes in expectation levels to align with e-asttle in 2024 have impacted our results in comparison to 2023. We can expect further revisions in 2025 as we adjust to the refreshed curriculum in English and Mathematics.

The refreshed curriculum makes explicit links to the science of learning, outlining a structured approach to teaching both English and Mathematics. We feel well placed with the current programmes to make these adjustments.

The Ministry is funding a full time Structured Literacy Intervention teacher in 2025. We have determined target students who will be enrolled in this programme in 2025.

Prior to the start of the 2025 academic year, we will have Pr1me's alignment to the refreshed curriculum and we will be able to make adjustments to our expectations in line with this.



Summary

2024 Results are lower due to changes in expectations.

Our shift data remains strong, showing that we are moving our students.

We have noted a decline in the foundational skills among our juniors and this is impacting their achievement results in the first three years of schooling.

Attendance is also impacting our students significantly and rates are higher in the Junior School.

We've had a large growth in our role this year and a number of these students require additional support to achieve expectation.

We have a particularly strong Year 6 cohort. Next year's Year 6s will need to be targeted to achieve accelerated results.

E-asTTle and TIMSS data have shown that we are performing on par with other New Zealand schools.

A focus groups in Literacy are Māori boys and we will track their data in 2025.

A focus group in Mathematics is Māori girls and we will track their data in 2025.

Te Whakatupuranga continues to be a high performing group but indicates the same focus groups for 2025.