NORTH STREET SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2409
Principal:	Joanne Reiri
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Accountant / Service Provider:

NORTH STREET SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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North Street 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.

Phillip Payton
Full Name of Presiding Member

Jo Reiri- Tatana
Full Name of Principal

Signature of Presiding Member

Signature of Principal

23/5/25
Date:

23/5/25
Date:

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	5,118,193	3,685,355	4,643,386
Locally Raised Funds	3	123,577	60,238	108,954
Interest		22,415	25,000	25,017
Total Revenue		5,264,185	3,770,593	4,777,357
Expense				
Locally Raised Funds	3	142,468	52,865	112,628
Learning Resources	4	3,558,703	2,857,555	3,280,530
Administration	5	682,245	235,857	541,851
Interest		2,720	1,455	2,205
Property	6	840,674	728,195	801,505
Total Expense		5,226,810	3,875,927	4,738,719
Net Surplus / (Deficit) for the year		37,375	(105,334)	38,638
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		37,375	(105,334)	38,638

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

North Street 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		1,145,015	1,088,869	1,088,869
Total comprehensive revenue and expense for the year		37,375	(105,334)	38,638
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	17,508
Equity at 31 December		1,182,390	983,535	1,145,015
Accumulated comprehensive revenue and expense		1,182,390	983,535	1,145,015
Equity at 31 December		1,182,390	983,535	1,145,015

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.

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	563,750	608,543	829,696
Accounts Receivable	8	260,895	199,822	242,076
GST Receivable		24,811	17,870	37,375
Prepayments		19,865	10,529	13,263
Inventories	9	6,660	4,544	4,739
Investments	10	250,000	-	-
Funds Receivable for Capital Works Projects	18	39,897	-	-
		1,165,878	841,308	1,127,149
Current Liabilities				
Accounts Payable	12	359,695	234,576	323,603
Borrowings	13	10,933	-	-
Revenue Received in Advance	14	11,731	1,102	9,522
Provision for Cyclical Maintenance	15	84,001	81,048	88,395
Finance Lease Liability	16	12,975	13,257	15,653
Funds held in Trust	17	23,883	-	-
Funds held for Capital Works Projects	18	-	-	54,151
Funds held on behalf of COL Leadership Cluster	19	66,676	52,515	56,564
		569,894	382,498	547,888
Working Capital Surplus/(Deficit)		595,984	458,810	579,261
Non-current Assets				
Property, Plant and Equipment	11	698,611	561,852	633,295
		698,611	561,852	633,295
Non-current Liabilities				
Borrowings	13	32,798	-	-
Provision for Cyclical Maintenance	15	67,610	22,410	50,790
Finance Lease Liability	16	11,797	14,717	16,751
		112,205	37,127	67,541
Net Assets		1,182,390	983,535	1,145,015
Equity		1,182,390	983,535	1,145,015

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

North Street 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		1,459,488	1,148,200	1,225,628
Locally Raised Funds		125,381	60,238	109,940
International Students		6,000	-	-
Goods and Services Tax (net)		12,564	-	(19,505)
Payments to Employees		(769,376)	(625,793)	(641,675)
Payments to Suppliers		(673,720)	(553,865)	(525,988)
Interest Paid		(2,720)	(1,455)	(2,205)
Interest Received		22,415	25,000	25,017
Net cash from/(to) Operating Activities		180,032	52,325	171,212
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(137,154)	(114,300)	(176,853)
Purchase of Investments		(250,000)	-	-
Net cash from/(to) Investing Activities		(387,154)	(114,300)	(176,853)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	17,508
Finance Lease Payments		(10,712)	(12,327)	(9,270)
Loans Received		43,731	-	-
Funds Administered on Behalf of Other Parties		(91,843)	-	144,254
Net cash from/(to) Financing Activities		(58,824)	(12,327)	152,492
Net increase/(decrease) in cash and cash equivalents		(265,946)	(74,302)	146,851
Cash and cash equivalents at the beginning of the year	7	829,696	682,845	682,845
Cash and cash equivalents at the end of the year	7	563,750	608,543	829,696

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.

North Street School
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity
North Street 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 15.

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 16. Future operating lease commitments are disclosed in note 24b.

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

c) Revenue Recognition

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

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

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

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

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

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation
Property, plant and equipment are depreciated over their estimated useful lives on a straight line 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	40 years
Building Improvements	10-50 years
Furniture and Equipment	2-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

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

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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

2. Government Grants

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	$	$	$
Government Grants - Ministry of Education	1,450,667	1,148,041	1,278,260
Teachers' Salaries Grants	2,689,825	2,144,838	2,481,477
Use of Land and Buildings Grants	535,197	388,338	492,089
Ka Ora, Ka Ako - Healthy School Lunches Programme	424,807	-	353,136
Other Government Grants	17,697	4,138	38,424
	5,118,193	3,685,355	4,643,386

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	$	$	$
Revenue			
Donations and Bequests	30,384	32,000	13,262
Fees for Extra Curricular Activities	45,091	5,673	38,585
Trading	14,981	6,000	11,820
Fundraising and Community Grants	9,737	-	10,225
Other Revenue	-	-	3,508
Whanau Circle (PTA Account)	21,819	15,000	18,650
Fee Paying Students	-	-	11,339
Kids In Need	1,565	1,565	1,565
	123,577	60,238	108,954
Expense			
Extra Curricular Activities Costs	93,707	20,800	69,772
Trading	27,767	17,500	19,110
Fundraising and Community Grant Costs	3,553	-	4,281
International Student - Other Expenses	373	-	386
Whanau Circle (p T A Account)	16,538	13,000	13,642
Fee Paying Students	436	-	5,243
Kids In Need	94	1,565	194
	142,468	52,865	112,628
Surplus/(Deficit) for the year Locally Raised Funds	(18,891)	7,373	(3,674)

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	$	$	$
Curricular	142,425	148,409	107,753
Employee Benefits - Salaries	3,221,343	2,549,838	3,026,535
Staff Development	53,804	46,500	23,176
Depreciation	125,820	100,808	118,878
Maori	15,311	12,000	4,188
	3,558,703	2,857,555	3,280,530

5. Administration

	2024	2024 Budget	2023
	Actual $	(Unaudited) $	Actual $
Audit Fees	9,234	5,500	5,175
Board Fees and Expenses	21,331	22,650	12,619
Operating Leases	94	-	794
Other Administration Expenses	61,147	61,384	42,080
Employee Benefits - Salaries	124,221	116,383	100,344
Insurance	12,896	11,000	11,846
Service Providers, Contractors and Consultancy	13,200	11,940	11,940
Ka Ora, Ka Ako - Healthy School Lunch Programme	421,244	-	353,136
Information And Communication Technology	18,878	7,000	3,917
	682,245	235,857	541,851

6. Property

	2024	2024 Budget	2023
	Actual $	(Unaudited) $	Actual $
Consultancy and Contract Services	69,283	72,000	72,106
Cyclical Maintenance	35,175	24,047	18,590
Heat, Light and Water	38,114	32,300	35,189
Repairs and Maintenance	49,199	95,900	72,077
Use of Land and Buildings	535,197	388,338	492,089
Employee Benefits - Salaries	98,195	104,410	96,954
Other Property Expenses	15,511	11,200	14,500
	840,674	728,195	801,505

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual $	(Unaudited) $	Actual $
Bank Accounts	563,750	608,543	829,696
Cash and cash equivalents for Statement of Cash Flows	563,750	608,543	829,696

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

Of the $563,750 Cash and Cash Equivalents, $11,731 of Revenue Received in Advance is held by the school, as disclosed in note 14.

Of the $563,750 Cash and Cash Equivalents, $66,676 is held by the School on behalf of the COL Leadership cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	2,032	10,709	2,032
Receivables from the Ministry of Education	11,249	-	17,351
Banking Staffing Underuse	-	-	307
Teacher Salaries Grant Receivable	247,614	189,113	222,386
	260,895	199,822	242,076
Receivables from Exchange Transactions	2,032	10,709	2,032
Receivables from Non-Exchange Transactions	258,863	189,113	240,044
	260,895	199,822	242,076

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	-	1,027	370
Uniforms	6,660	3,517	4,369
	6,660	4,544	4,739

10. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	250,000	-	-
Total Investments	250,000	-	-

11. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Board-owned Buildings	106,291	-	-	-	(5,575)	**100,716**
Building Improvements	180,549	113,171	-	-	(13,363)	**280,357**
Furniture and Equipment	208,595	45,420	-	-	(50,474)	**203,541**
Information and Communication Technology	56,451	24,051	-	-	(28,772)	**51,730**
Motor Vehicles	50,814	-	-	-	(10,922)	**39,892**
Leased Assets	30,195	8,494	-	-	(16,419)	**22,270**
Library Resources	400	-	-	-	(295)	**105**
	633,295	191,136	-	-	(125,820)	**698,611**

The net carrying value of equipment held under a finance lease is $22,270 (2023: $30,195)
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 $
Board-owned Buildings	222,974	(122,258)	**100,716**	222,974	(116,683)	**106,291**
Building Improvements	411,359	(131,002)	**280,357**	298,187	(117,638)	**180,549**
Furniture and Equipment	726,531	(522,990)	**203,541**	681,110	(472,515)	**208,595**
Information and Communication Technology	303,013	(251,283)	**51,730**	278,964	(222,513)	**56,451**
Motor Vehicles	87,378	(47,486)	**39,892**	87,378	(36,564)	**50,814**
Leased Assets	66,689	(44,419)	**22,270**	58,196	(28,001)	**30,195**
Library Resources	27,057	(26,952)	**105**	27,057	(26,657)	**400**
	1,845,001	(1,146,390)	**698,611**	1,653,866	(1,020,571)	**633,295**

12. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	82,247	24,261	61,503
Accruals	9,234	3,517	16,646
Employee Entitlements - Salaries	247,614	189,113	222,386
Employee Entitlements - Leave Accrual	20,600	17,685	23,068
	359,695	234,576	323,603
Payables for Exchange Transactions	359,695	234,576	323,603
	359,695	234,576	323,603

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Loans due in one year	10,933	-	-
	10,933	-	-
Loans due after one year	32,798	-	-
	32,798	-	-

14. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Income Received in Advance	5,731	1,102	3,927
International Students Fees in Advance	6,000	-	-
Grants in Advance - Minsitry of Education	-	-	5,595
	11,731	1,102	9,522

15. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	139,185	79,411	120,595
Increase to the Provision During the Year	23,966	24,047	22,474
Use of the Provision During the Year	(21,179)	-	-
Other Adjustments	9,639	-	(3,884)
Provision at the End of the Year	151,611	103,458	139,185
Cyclical Maintenance - Current	84,001	81,048	88,395
Cyclical Maintenance - Non current	67,610	22,410	50,790
	151,611	103,458	139,185

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 / painting quotes.

16. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	14,952	13,257	18,299
Later than One Year and no Later than Five Years	12,943	14,717	18,409
Future Finance Charges	(3,123)	-	(4,304)
	24,772	27,974	32,404
Represented by			
Finance lease liability - Current	12,975	13,257	15,653
Finance lease liability - Non current	11,797	14,717	16,751
	24,772	27,974	32,404

17. Funds held in Trust

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	23,883	-	-
	23,883	-	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
AMS Upgrade & Refurbishment	238249	41,851	114,968	(191,011)	-	(34,192)
Site Replace Storm Water Drain	238247	12,300	-	(12,895)	-	(595)
Flood Damage	251300	-	-	(5,110)	-	(5,110)
Totals		54,151	114,968	(209,016)	-	(39,897)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(39,897)

2023	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
AMS/ILE Project -Block 2	210468	(54,748)	26,000	28,748	-	-
Electrical & Lighting	238246	759	241	(1,000)	-	-
5YA Roofing to Blocks 1,3,4,5,Pool,14,15	238245	-	12,620	(12,620)	-	-
AMS Upgrade & Refurbishment	238249	-	150,000	(108,149)	-	41,851
Site Replace Storm Water Drain	238247	-	27,300	(15,000)	-	12,300
Totals		(53,989)	216,161	(108,021)	-	54,151

Represented by:

Funds Held on Behalf of the Ministry of Education	54,151
Funds Receivable from the Ministry of Education	-

19. Funds held on behalf of COL Leadership Cluster

North Street School is the lead school funded by the Minsitry of Education to provide x services to its cluster of schools.

	2024 Actual $	2024 Budget $	2023 Actual $
Funds Held at Beginning of the Year	56,564	52,515	52,515
Funds Received from MOE	13,802	-	29,101
Funds Received from Cluster Members	14,819	-	-
Total funds received	85,185	52,515	81,616
Funds Spent on Behalf of the Cluster	18,509	-	25,052
Funds remaining	66,676	52,515	56,564
Funds Held at Year End	66,676	52,515	56,564

20. Related Party Transactions

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

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

21. 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 $
Board Members		
Remuneration	4,180	3,270
Leadership Team		
Remuneration	1,003,949	1,013,102
Full-time equivalent members	8.26	8.00
Total key management personnel remuneration	1,008,129	1,016,372

There are 6 members of the Board excluding the Principal. The Board has 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	180 - 190	190 - 200
Benefits and Other Emoluments	5 - 6	5 - 6
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	4.00	3.00
110 - 120	3.00	3.00
120 - 130	1.00	2.00
130 - 140	1.00	0.00
140 - 150	1.00	0.00
	10.00	8.00

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

22. Compensation and Other Benefits Upon Leaving

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

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

23. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

24. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of $92,967 (2023: $271,468) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
AMS Upgrade & Refurbishment	64,257
Site Replace Storm Water Drain	3,305
Flood Damage	25,405
Total	**92,967**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18

(b) Operating Commitments

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

25. 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	563,750	608,543	829,696
Receivables	260,895	199,822	242,076
Investments - Term Deposits	250,000	-	-
Total financial assets measured at amortised cost	1,074,645	808,365	1,071,772

Financial liabilities measured at amortised cost

Payables	359,695	234,576	323,603
Borrowings - Loans	43,731	-	-
Finance Leases	24,772	27,974	32,404
Total financial liabilities measured at amortised cost	428,198	262,550	356,007

26. Events After Balance Date

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

27. 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 NORTH STREET SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of North Street School (the School). The Auditor-General has appointed me, Melanie Strydom, using the staff and resources of Auditlink Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20 that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 23rd 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 arises from the Public Audit Act 2001.

Other information
The Board is responsible for the other information. The other information obtained at the date of our report is the School Directory, Statement of Responsibility, Analysis of Variance, Kiwisport Statement, Statement of Compliance with Employment Policy, Evaluation of the School's Student Progress and Achievement and Report on how the School has given effect to Te Tiriti o Waitangi, 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.

Melanie Strydom
Auditlink Limited

On behalf of the Auditor-General
Palmerston North, New Zealand

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North Street School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Phillip Payton	Presiding Member	Elected	Sep 2025
Joanne Reiri-Tatana	Principal	ex Officio	
Perenara Hiniona	Parent Representative	Elected	Sep 2025
Viona Henry	Parent Representative	Elected	Sep 2025
Rebecca Braga	Parent Representative	Elected	Sep 2025
Paora Pomare	Staff Representative	Elected	Sep 2025
Joanna Amner	Staff Representative	Elected	Sep 2025

Kiwisport

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

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the North Street School Board:

•   Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment

•   Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.

•   Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

•   Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

•   Meets all Equal Employment Opportunities requirements.

North Street School Charter 2025

"Akongia mō āpōpō – Learn for Tomorrow."
52 North Street, Feilding, phone: 06 323 6695 email: office@northstreet.school.nz, website: www.northstreet.school.nz

North Street School 2025

About North Street School:

North Street School (NSS) is a full primary school in Feilding, Manawatu, located 20 km from Palmerston North and Massey University. We provide education for students from New Entrant through to Year 8. Our school has a roll of approximately 370 students, with 55% identifying as Māori, 9% as Pasifika, 6% as Asian, and 28% as European.

Our school is organised into five teaching teams, encompassing 19 classrooms, including nine Māori immersion classes catering to students from Years 1 to 8. We also have a dedicated Technology Centre for Years 5–8, with specialized woodwork and science classes. Some classrooms follow a collaborative learning model, enabling flexible teaching approaches and targeted group instruction.

At NSS, student well-being is at the heart of what we do. We foster a culture of respect and care, building strong relationships with students, whānau, and the wider community. We take great pride in our close connections with our Māori community and Iwi, embracing Te Reo Māori and Te Ao Māori across all aspects of school life.

North Street School Charter 2025

VISION

Our "VISION" is "A North Street Student is a Positive, Connected, Engaged, Explorer of their own Learning."

MISSION STATEMENT

Akongia mō āpōpō.
'Learning for tomorrow'.

The school motto calls us to look to the future and to have learning as our focus.

NATIONAL EDUCATION AND LEARNING PRIORITIES

Learners at the centre
Barrier free access
Quality teaching and leadership
Future of learning and work
World class inclusive public education

WE VALUE:

Empowering learners to lead their own learning to reach their full potential.
Inclusion, confidence, self-efficacy and success for all.
Community Engagement.
Key Competency Attributes.
Well-rounded and capable students, able to be positive citizens in society.
Safe and caring learning environments where students are included as part of the learning process.
Culturally responsive teaching practices.

SCHOOL VALUES:

North Street School is led by the REACH values. This is integrated within our vision, NZC, Inquiry focus and is also evidenced through the Key Competencies.
Respect: Whakaute
Excellence: Hiranga Ake
Acceptance: Ngāwaritia
Creativity: Hinengaro Auaha
Honesty: Whakawhirinaki

North Street School Reach Values

	Value	"I" statements	Key Competency		Concept
	Respect Whakaute	*"I share my ideas"* *"I ask others to join in with my learning"* *"I talk about my learning"* *"I include others"*	**Key Competency: Participating & Contributing**		**Question** To be able to evaluate, not always accept answers as being right Stimulating wonder, awe, contemplation Seek to know more, gain knowledge
	Excellence Hiranga Ake	*"I am keen to learn"* *"I have a can-do attitude"* *"I can set my own goals"* *"I can make a plan to help with my learning"* *"I set myself high standards"*	**Key Competency: Managing Self**		**Reflection** Feedback/ feed forward/next steps Looking at myself-how did I get here? Changes I can make-behaviour, attitude
	Acceptance Ngāwaritia	*"I love challenges"* *"I try to lead others and show the way"* *"I search for people I can follow to be an even better learner"* *"I can learn by working hard on my own"*	**Key Competency: Managing Self**		**Resilience** Never give up Risk takers Not being afraid to fail Bounce back
	Creativity Hinengaro Auaha	*"I think creatively"* *"I think about all the possibilities"* *"I show my thinking using language and symbols"* *"I share my thinking and learning in words and numbers"*	**Key Competency: Thinking**		**Curiosity** *'I wonder?'* - having wonderings Taking risks Safe environment Exploring developing imagination Problem solve Challenges - seek new knowledge
	Honesty Whakawhirinaki	*"I tell the truth"* *"I show honest endeavour"* *"I am honest to myself and my learning"* *"I am self-aware"* *"I am responsible for my own thoughts and actions"*	**Key Competency: Thinking**		**Mindful** Self-aware Think about thinking Actions and behaviour Consider others around you Consider surroundings

CULTURAL DIVERSITY AND MĀORI DIMENSION

The Board and staff at North Street School are continually working towards developing and maintaining an ethos that reflects New Zealand's cultural diversity and in particular, the unique position of Māori as Tangata Whenua.

We achieve this through:

• School policy and curriculum delivery
• The leadership of our Māori Curriculum Team
• Whānau Engagement
• Programmes in Tikanga, Te Reo and Kapa Haka
• Staff development through
  - Kāhui Ako
  - partnership with local iwi
  - Akatea
  - MAC
• Culturally Responsive Pedagogy

The principles of Te Mātaiaho, Te Hikitia and Tātaiako are interwoven throughout teaching and learning and are implicit within the REACH Values. We respect and value the support and knowledge that our whānau bring with them as part of our school.

In 2025: 55% of NSS students identified as Māori.

NORTH STREET SCHOOL STRATEGIC PLAN 2025-2028

Improving Student's Learning and Achievement	Delivering a Quality Learning Environment	School Organisation and Structure
Curriculum Access & Achievement ○ Ensure all students successfully access *Te Mātaiaho*, evidenced by achievement in Reading, Writing, and Mathematics. **Curriculum Support Programmes** ○ PLD in Mathematics with Cognition. ○ Identify and support target and priority learners in Literacy and Numeracy. ○ Appoint structured literacy facilitators. ○ Provide STEAM opportunities in Science, Technology, Engineering, Mathematics, and Art. ○ Implement new curriculum with enabling and extension opportunities. **Inquiry & Key Competencies** ○ Drive student and teacher inquiry through Key Competencies and Aotearoa Histories. ○ Scaffold and enhance students' use of 'Backpack	**Learning Programmes & Teaching Delivery** ● Review and develop whole-school behaviour management through PB4L, values, KCs, mission, and vision. ● Continue *Philosophy for Children (P4C)* school wide. ● Develop Tier 2 PB4L interventions to support students. ● Integrate and reflect on technology use in learning. ● Foster collaborative teaching and best practice with Curriculum Leads. **Community & Cultural Engagement** ● Strengthen family and whānau partnerships, embracing cultural diversity (*Whakawhanaungatanga*). ● Develop a cultural narrative linked to *whenua* and local *tikanga* (*Whakawhanaungatanga*). **Enrichment & Digital Competency** ● Provide enrichment in Sport, Arts, Music, Dance, Pacifica, Technology, and Culture. ● Upskill students and staff in digital competency, including AI	**Property** ● Action the 5 - 10 year property plan. ● Develop outdoor learning spaces, adding new equipment to the senior playground and *Air Time* basketball hoops to courts ● Cover court between RT and Tam; replace/paint concrete. ● Install PB4L signage/posters schoolwide, tailored to year levels. ● Develop innovative learning environments based on research. ● Implement cyclical maintenance (painting, replacing orange aluminium windows and doors). ● Invest in furniture for modern learning environments. ● Transform the library into a modern learning hub with STEAM areas. ● Renovate the admin block and hall (update doors, glaze/tint windows, modernise PE shed). ● New Pool fencing. **Health & Safety** ● Ensure students are healthy, connected, and supported. ● Promote active and healthy lifestyles for *tamariki*. ● Collaborate with *Kāhui Ako* and the community on shared achievement

for Learning' principles.

- **Special Education Provision**
    - Support students with special needs to progress in the Curriculum and fully participate in school and community life.

- **Māori Student Achievement**
    - Implement NSS Māori Strategic Plan across the curriculum.
    - Review Māori Student Achievement Data Termly to improve engagement and success as Māori.
    - Develop and implement *Kauwhatatanga* initiatives.

- **Student Achievement Goals**
    - Focus on accelerating achievement in Mathematics and Literacy.

challenges.
- Provide teachers with adequate learning and admin support for systems and processes
- Implement performance management through the professional growth cycle.
- Conduct yearly arborist maintenance for trees.
- Update pool fencing and surroundings.

Finance
- Allocate budgets for resources, professional development, and operational costs.
- Maintain sustainable funding to support the school's strategic direction.

Evaluation
- Maintain ongoing review of curriculum and programmes.
- Review the professional growth cycle to meet teacher and learner needs.
- Regularly evaluate school values and vision for relevance.

Community Engagement
- Strengthen educational awareness through regular updates and termly Whānau hui.

		2025	
Tangata	**Students, staff and whanau, thrive in an inclusive learning environment and culture.**	**Targeted Support & Inclusive Development** • Cohorts of students at risk of not thriving are identified and supported through innovative, tailored initiatives to enhance their learning and wellbeing. • All stakeholders, including whānau, iwi, staff, and students, play an active role in the development and planning of learning, the school environment, and culture. • Establish and maintain an authentic, sustainable partnership with mana whenua to ensure their voices, values, and aspirations are embedded in the school's direction (1.1 Kāhui Ako A/C).	**OBJECTIVE 1** **LEARNERS AT THE CENTRE** Learners with their whānau are at the centre of education **OBJECTIVE 5** **WORLD CLASS INCLUSIVE PUBLIC EDUCATION** New Zealand education is trusted and sustainable
Ako	**A pedagogically rich curriculum informs the learning programmes of all students.**	**Cultural Competencies & Localised Curriculum** • Cultural competencies guide the development of a localised curriculum, ensuring Te Tiriti o Waitangi principles are meaningfully and authentically integrated across all learning areas. • The Professional Learning Plan (PLP) is designed and implemented to support teachers in understanding and contributing to the development of the localised curriculum. • Kaitiaki with deep knowledge of our ākonga lead strategies to improve teaching practice, strengthen relationships, and build the capabilities of others (1.3, 1.6, Kāhui Ako A/C).	**OBJECTIVE 4** **FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives **OBJECTIVE 3** **QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau
Whenua	**The local physical environment, and community, enhance learning, and honours the bi-cultural context of NSS**	**Authentic Learning & Community Integration** • Learning programmes incorporate the local environment in meaningful ways, providing authentic, place-based learning experiences (eg, native walkway planting). • Strong partnerships with local communities, iwi, and hapū are developed to enrich student learning and strengthen cultural connections. • The school environment will increasingly reflect Aotearoa's bi-cultural heritage, with initiatives such as the development of a Waharoa in partnership with iwi.	**OBJECTIVE 2** **BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner

NORTH STREET SCHOOL ANNUAL PLAN 2025

Teaching and Learning	Professional Development
All students will successfully engage with the New Zealand Curriculum – Te Mātaiaho, as demonstrated by their achievement in Reading, Writing, and Mathematics in relation to Curriculum Levels. **Curriculum Support Initiatives:** ● Professional Learning and Development (PLD) in Mathematics with Cognition. ● Identification and targeted support for priority learners in Literacy and Numeracy. ● Implementation of Structured Literacy with two dedicated teachers. ● Participation in the Year 7-8 Mathematics trial. ● Provision of specialized learning in Hard Materials, Science, Technology, and Art. ● Integration of Key Competencies and Aotearoa Histories into student and teacher inquiries. ● Development and implementation of the 'Backpack for Learning' framework to enhance students' key learning principles. **Special Education Support:** ● Ensuring students with special needs receive the necessary support to make progress within the New Zealand Curriculum, enabling full participation in school and community life. **Māori Student Achievement:** ● Promoting Māori student engagement and success as Māori through an annual review of Māori Student Achievement Data.	**Learning Programmes and Teaching Delivery** ● Review and develop whole-school behaviour management and philosophy through **PB4L**, incorporating school-wide values, Key Competencies (KCs), mission, and vision. ● Continue implementing **Philosophy for Children (P4C)** across all year levels. ● Further develop **Tier 2 PB4L interventions** to support student engagement in both classroom and school settings. ● Focus on key curriculum areas, including **Literacy, Mathematics, Te Ao Māori, Digital Technology, and AI development**. ● Strengthen and implement the '**Backpack for Learning**' framework to enhance student learning capabilities. ● Ensure technologies are actively integrated into teaching and learning, with ongoing reflection on their effectiveness. ● Promote a **collaborative teaching culture**, where educators share best practices through **ongoing year-level partnerships and fortnightly meetings**. ● Continue developing staff and student proficiency in **ICT**, supporting both teaching and communication between home and school. ● **Whakawhanaungatanga:** Strengthen and promote partnerships with families and whānau, recognising and celebrating the cultural diversity of the school community.

- Development and implementation of **Kauwhatatanga**, incorporating local narratives into learning.
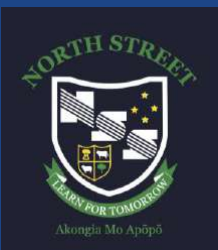
Student Achievement Goals:
- A focused effort on accelerating progress in Mathematics.
- Supporting **Tumuaki** and **kaiako** to develop proficiency in essential pedagogies from Te Mātaiaho.
- Fostering **curious, confident, and connected ākonga** who attend regularly and experience mana-enhancing learning opportunities.
- Ensuring that ākonga feel empowered, visible, and actively engaged in their own learning.

School-Wide Initiatives:
- **PB4L:** Celebration days such as Multicultural Kai/Dress Day.
- **Pasifika Programme:** Appointment of a mentor and dance/movement coach.
- **Kāhui Ako Collaboration:** Partnering with Iwi and Cultural Across School Leaders (ASL) to develop local narratives and highlight significant landmarks
- them to feel empowered and achieve success. Learning opportunities that support them to feel empowered and achieve success.
- Ākonga feedback indicates they feel visible in their own learning.
- PB4L: Celebration days eg multicultural kai/dress day
- Pasifika programme: Mentor and Dance/movement coach appointed
- Kahui Ako Cultural ASL in partnership with Iwi develop local narratives and landmarks.

- Provide **enrichment opportunities** in Sport, the Arts, Technology, and Culture.
- Develop a **cultural narrative** that connects learning to the whenua and local tikanga.
- Establish **indigenously guided learning approaches and plans**, developed through collaborative efforts.
- Engage **specialist educators** to deliver high-quality programs across various curriculum areas.
- Support **kaiako** in demonstrating knowledge of **Te Ao Māori** through termly inquiries into Aotearoa Histories

Property	Health and Safety	Review
Property ● Action the 5 - 10 year plan. ● Continue to develop outdoor learning environments with the addition of new equipment- improve waterway. ● PB4L signage with NSS Explorers developed. ● Cultural tohu that connect with our tamariki as tangata whenua. ie Whakairo around Waharoa ● Investment in furniture for innovative learning environments-new shelving for library ● Develop the library block into a modern learning hub that includes STEAM activities. ● More storage for organisation, purchase another container. ● Update Staff bathrooms ● install L E D lighting schoolwide ● Hall roof to be re-screwed	**Health and Safety** ● Students will experience the benefits of being healthy, connected and supported with outside agencies. ● Provide opportunities for tamariki to live active and healthy lifestyles. ● Participation in our Feilding Districts Kāhui Ako shared achievement challenges. ● Provide teachers with adequate learning and admin support for systems and processes. ● *Performance management -* targeting teachers' professional needs through continuation of professional growth cycle. ● Develop a native walkway with ● Focus/ develop the concept of "Mauri" in ourselves within our classes and school environment. ● Wellbeing focus with staff around Gratitude.	**Review** *Finance* ● Budgets cater for resources, professional development and general school running costs. ● Ensure there are sustained funds to support the strategic direction of the school. *Evaluation* ● Maintain a focus of on-going self-review, Professional growth cycle, in ways that will best meet the needs of both teachers and learners. *Community* ● Knowledge of current educational practice is developed through regular information and Termly whanau hui, meet and greet, student led conferences. ● Work with the Kahui to build whakawhanaungatanga and develop ako

NORTH STREET SCHOOL eLEARNING PLAN 2025

"To develop and maintain effective reliable ICT infrastructure within the school to meet the evolving digital needs of students."

Professional Development	Teaching and Learning	Strategic Direction and Leadership

• **Culture & Development:** Foster a safe, collaborative eLearning culture through experimentation, reflection, and best practice sharing.
• **ICT Leadership:** New Era ICT provider 2025.
• **Google Tools:** Expand Google Docs use and explore Google Apps where appropriate.
• **Office 365:** Expand Microsoft App use in senior learning team.
• **Blended Learning:** Encourage staff participation in blended eLearning workshops.
• **Device Integration:** Enhance learning through effective device use.
• **Data & Analysis:** Continue eTAP training for data-driven insights.
• **Curriculum Integration:** Embed eLearning in curriculum planning.
• **Digital Technologies:** Leverage technology for collaborative, high-order teaching.
• **Internet Safety:** Strengthen Hapara Dashboard use for safe student internet access.
• **EdTech Exploration:** Identify and share effective learning apps, focusing on Maths.
• **ICT PLD:** Provide training on ICT basics, promote local PLD, and offer Hapara sessions.
	• **Student Learning & Reflection:** Technologies enable critical reflection, self-management, and community sharing.
	• **Technology Integration:** Students use tech for ongoing learning, curation, and peer reflection.
	• **Google Apps for Education:** Exploration encouraged.
	• **Office 365:** Explore working in multi-platform environments.
	• **Curriculum & Tech:** Integrated for authentic, higher-order, collaborative learning.
	• **Infrastructure Updates:** Upcoming N4L upgrade to meet 21st-century capabilities.
	• **SMS Utilisation:** Actively supports admin, assessment, and learning needs.
	• **Learning Environments:** Blend virtual and physical spaces with a mix of BYOD and school-owned devices.
	• **1:1 Device Goal:** Maintain full 1:1 ratio in Years 5-8 in 2025; work towards 1:2 ratio in Years 3/4; funding aligned.
	• **eLearning Investment:** Continued support for digital initiatives.
	• **Teacher Capability Development:**
	  o Computational thinking for digital technologies
	  o Digital outcome design & development
	  o Materials and process-based design
	  o Design & visual communication
		• **Strategic Vision & Leadership:** Clear vision, strategic plan, and policies that integrate technology to enhance teaching and learning, with strong staff and community engagement.
		• **Integrated Technology Practices:** Technology use is embedded across school practices, supported by leadership, modelling, and mentoring.
		• **Professional Inquiry & Growth:**
		  o Online Professional Inquiry and Teacher Growth Cycle document and reflect on how technology improves teaching and student learning.
		  o Ongoing PLD focuses on implementing the Digital Curriculum.
		  o External PLD opportunities include ULearn, and Core Education.
		• **Community & Resource Utilisation:** Staff utilise local community digital resources, including library-based programmes and shared digital tools.
		• **Investment in eLearning:** Active investment in eLearning initiatives, software licences, and educational apps to boost student engagement and learning.
		• **Cyber Safety & Digital Fluency:**
		  o Promotion of cyber safety programmes.
		  o Alignment of Core Education resources with the Digital Curriculum.
		  o PLD on effective use of iPad and Chromebook apps in the classroom.

	Communications		
	Digital Citizenship and Cyber Safety Policy and Practices: • Developed and implemented a comprehensive Digital Citizenship and Cyber Safety Policy that aligns with current best practices and emerging technologies. This policy is continuously updated to address the evolving landscape of digital threats and ethical use of technology. The policy includes guidelines on online behaviour, data privacy, cyberbullying prevention, and digital wellness, supported by professional development for staff and regular updates for the school community.	**Integration of Digital Technologies for Communication:** • Actively increasing the use of digital technologies to facilitate communication and engagement with parents and the broader community. Platforms such as the school website, Facebook, Team Facebook, Class Dojo, Seesaw, and Skool Loop are regularly utilised to share important school updates, student progress, and educational content. This helps to create a transparent, accessible communication channel while promoting digital engagement among families.	**Promoting Digital Citizenship to Parents and the Community:** A concerted effort to communicate and educate parents and the broader community on the principles of Digital Citizenship. Through multiple channels such as emails, text messages, surveys, Skool Loop, the school website, Facebook, and Messenger, the school fosters strong partnerships with families, encouraging them to actively participate in their children's digital education and cyber safety. Information is tailored to help parents understand emerging digital trends, risks, and ways to support responsible online behaviour at home.
	Teachers could: • Model responsible digital behaviour using email, social media, and digital tools ethically. • Teach lessons on privacy, safety, and responsible online behaviour. • Lead discussions on cyberbullying prevention and being an upstander. • Use case studies and role-playing to practise ethical online behaviour. Students could: • Create digital citizenship projects on online safety and privacy. • Participate in digital wellness challenges like "Digital Detox Week" to reduce screen time. • Raise awareness about cyberbullying and privacy through peer-led campaigns. • Engage in supervised online discussions about managing digital stress and supporting others.	Teachers could: • Post regular updates on platforms like Seesaw or Class Dojo to share student progress and classroom activities. • Host virtual parent-teacher meetings using Zoom or Team Facebook for real-time communication and feedback. • Share school news and reminders on the school website or Skool Loop to keep parents informed. Students could: • Share learning projects on Class Dojo or the school Facebook page to showcase achievements. • Document and reflect on learning via Seesaw, allowing parents to stay updated and engage with student progress.	Teachers could: • Organise workshops/webinars for parents on Digital Citizenship and cyber safety via Zoom or the school website. • Send emails/texts with tips and resources on promoting responsible online behaviour and supporting digital education at home. Students could: • Create and share Digital Citizenship projects (e.g., infographics or videos) with parents via Seesaw or Class Dojo. • Participate in cyber safety surveys and share results with families through Skool Loop or Facebook to engage them in digital discussions.

NORTH STREET SCHOOL MĀORI PLAN 2025

"Te Reo Māori is like our learners. Precious. We need to nurture and feed our learners so they can grow and be prepared for what the future has installed. Every child has the right to walk in both worlds in Aotearoa and our Te Reo Māori programme opens the doors and encourages students to experience success."

Baseline Data	Te Tai Ao
Reading: 2024 82.9% Māori are At or Above, 17.1% Māori are below/well below the expected curriculum level. **Writing:** 2024. 70.4% Māori are At or Above, 29.6% Māori are below/well below the expected curriculum level. **Maths:** 2024 80.3% Māori are At or Above, 19.7% Māori are below/well below the expected curriculum level. **Targets 2025** Māori students below/well below school wide in all curriculum areas.	• Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported. • Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage. • Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas seenin whakairo/waharoa

Tangata	Ako	Whenua
He Uri Whai Oranga (Seekers of Well-being) • Strengthen Physical and Emotional Well-being • Learning spaces are welcoming, inclusive, and culturally responsive, ensuring all students and staff feel safe, valued, and supported. • Well-being initiatives, including hauora practices, mindfulness, and positive relationships, are embedded into daily routines. • Māori role models promoted to support and enhance Māori learners in particular Māori boys. • Mau Rakau For hinengaro and Hauora • Matariki and Community Engagement aim to establish strong home-school	**He Uri Whai Mātauranga (Seekers of Knowledge)** • Strengthening Mātauranga Māori in Learning through Pepeha, Karakia, Waiata, Maori history, programmes etc • Students deepen their engagement with mātauranga Māori, including whakapapa, pūrākau, and tikanga, embedding these concepts into all learning areas. • Māori worldviews and knowledge are woven into the curriculum, ensuring culturally responsive teaching and learning. • Students, staff, and whānau actively learn and use Te Reo Māori, enhancing	**He Uri Whai Tukuihotanga (Champions of Cultural Identity)** • Enhance Language Revitalisation and Intergenerational Transmission • Te Reo Māori is valued and prioritised as a living language within the school environment, ensuring its ongoing revitalisation. • Students, staff, and whānau actively learn and use Te Reo Māori, enhancing classroom environments and creating culturally responsive learning spaces. • Strengthen and maintain a healthy cultural partnership alongside iwi, hapū, and whānau initiatives, aligned with the Kahui Ako Achievement Challenges, to

	partnerships where parents, whānau, and communities are involved and supported in students' learning. *All Māori learners have unlimited potential and a cultural advantage as Māori. They are inherently capable of achieving success while embracing their identity. Māori learners have the right to live and learn as tangata whenua of Aotearoa, with mana motuhake, and should be supported in ways that affirm and strengthen their cultural heritage and aspirations.*	classroom environments and creating culturally responsive learning spaces. • Scaffold Te Aho Arataki Marau curriculum guidelines and learning te reo Māori within an English medium school. • Focus on Maori History (Te takanga o te wā), Tiriti o Waitangi and its impact on NZ. Strengthen the cultural narrative by integrating Aotearoa New Zealand Histories into learning experiences, supporting the curriculum refresh. Contextualise these histories with iwi and hapū perspectives, ensuring local cultural knowledge and connections are incorporated into the curriculum. • Term 1 - Tino Rangatiratanga me te kawanatanga • Term 2 - Whakapapa me te whanaungatanga • Term 3 - Tūrangawaewae me te Kaitiakitanga • Term 4 - kowhiringa ohaoha me te whai oranga *Engage in reciprocal learning and exemplary modelling of innovation, leading to the effective creation, development, and delivery of high-quality, authentic learning contexts and practices for teachers and students.*	nurture shared success and cultural identity. Biannual Marae visits • Create immersive, culturally responsive spaces with Te Reo Māori visuals, signage, and materials. Incorporate kapa haka, waiata, and karakia. Promote inclusivity through tuakana-teina, empowering all learners to embrace and develop Te Reo Māori. • Kaupapa Māori initiatives are embedded within the narrative of our school, ensuring that Māori culture, values, and perspectives are integrated into every aspect of our learning environment. *Promote the development and implementation of strategies, plans, and policies that support Māori learners' potential and ensure their educational success. These initiatives should affirm their cultural identity, empower their learning journey, and create an environment where they thrive academically while maintaining strong connections to their Māori heritage and values.* *Promote an understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation, to ensure learners develop a deep connection to the history, identity, and values that shape the nation.*
	Italics align with *Tū Rangatira*'s commitment to fostering a strong cultural foundation for learners, recognising the significance of Te Tiriti o Waitangi in the education system.		

Reading Achievement 2024 Analysis of Variance

Curriculum Area	Reading

Focus	- All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. - Self-review to inform individual and school wide growth and development. - Provision of Professional Learning and Development. - Deliberate action and change to support our target learners.

Baseline Data	2023 77.7% Whole School students were At or Above. 2023 77.5% Māori were At or Above. 2023 70.6% Pasifika were At or Above. 2023 52.5% Year 7 students were At or Above. 2023 75.7% Year 3 students were At or Above.	2024 84.1% Whole School students were At or Above. 2024 82.9% Māori were At or Above. 2024 72.7% Pasifika were At or Above. 2024 57.1% Year 8 students were At or Above. 2024 81.6% Year 4 students were At or Above.

Targets	80% of Whole School students to be achieving at or above the expected Curriculum Level. - Māori students are an area of focus as 47.5% identified as being Below/Well below the expected Curriculum Level in 2023. - Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level in 2023. 2023 Year 7 students to be a target focus group as 47.5% identified as being Below/Well below the expected Curriculum Level. 2023 Year 3 students to be a target focus group as 24.3% identified as being Below/Well below the expected Curriculum Level. 80% of these target students to be achieving at or above the expected Curriculum Level.

Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
- Analyse Term 1 PAT/STAR data to inform planning and teaching focus areas. - Use reading assessments based on student needs (Benchmarks or Probe). - Teach learning qualities to develop a growth mindset. - Deliver weekly P4C lessons to enhance reading comprehension. - Implement the Professional Growth Cycle for teacher reflection and improvement. - Apply learning from the NSS Backpack learning qualities.	- Targets focus on the achievement of priority learners (students achieving below or well below their expected curriculum level). - Reading comprehension will improve through higher order thinking in P4C lessons. - Student achievement data is analysed, and	- Maintain data reporting system for staff to track Target/Priority learners. - Conduct conferences and prepare reports. - Discuss progress and strategies in team meetings. - Regularly update the SMS system. - Integrate assessment data into class planning.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 84.1% At or Above. Positive outcome; as this is 4.1% above expectation in 2024. • 2023 Māori students are an area of focus as 22.5% identified as being Below/Well below the expected Curriculum Level. Positive outcome - 82.9% At or Above; as this is 2.9% above expectation in 2024.

• Link teaching practices to the Teaching Standards. • Follow the NSS appraisal process and Annual Targets. • Continue the Reading Recovery programme. • Include target students in daily planning documents for regular review and discussion. • Provide extra TA support during Literacy time. • Implement Structured Literacy (LLLL) for Years 1-4. • Engage RTLit and/or RTLB for targeted student and staff support. • Use Decodable Texts school-wide. • Implement *Mahi by Mahi*. • Complete 6-Year Nets to guide next steps in consultation with RR teachers. • Run reading workshops in collaboration classes to strengthen reading-writing connections. • Explicitly teach 'The Code.' • Set and track SMART goals with students. • Utilise online reading resources: StepsWeb, Study Ladder, LLLL apps, Lexia, Bookmaker app. • Implement AVAILLL and CSI Reading Programmes. • Use *The Writing Book* by Sheena Cameron & Louise Dempsey.	action plans are developed. • Data is used to inform next steps, guide deliberate acts of teaching, and improve standards. • Online programmes are set up to strengthen literacy at home and build connections between home and school.	• Complete and analyse Running Records to inform next steps. • Document informal observation notes. • Encourage student reflections. • Provide ongoing PLD for staff in key areas: assessment, inquiry, and growth mindset. • Utilise decodable texts in literacy instruction. • Implement cross-school literacy training with Liz Kane. • Share professional readings with staff.	• 2023 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 72.7% At or Above; as this is 7.3% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika data went from 66.7% At or Above to 72.7% indicating an improvement of 6%. • 2023 Year 7 students to be a target focus group as 47.5% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 57.1% At or Above; as this is 7.3% below expectation for Year 8 in 2024. However, in the 2024 T1 vs T4 data, the Year 8 data went from 33.3% At or Above to 57.1% indicating an improvement of 23.8%. • 2023 Year 3 students to be a target focus group as 24.3% identified as being Below/Well below the expected Curriculum Level. Positive outcome - 81.6% At or Above; as this is 1.6% above expectation in 2024.

Writing Achievement 2024 Analysis of Variance

Curriculum Area	Writing

Focus	- All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. - Self-review to inform individual and school wide growth and development. - Provision of Professional Learning and Development. - Deliberate action and change to support our target learners.

Baseline Data	2023 58.9% Whole School students were At or Above. 2023 69.7% Māori were At or Above. 2023 64.7% Pasifika were At or Above. 2023 50% Year 7 students were At or Above. 2023 68.3% Year 5 students were At or Above. 2023 60.6% Year 4 students were At or Above.	2024 76.3% Whole School students were At or Above. 2024 70.4% Māori were At or Above. 2024 66.7% Pasifika were At or Above. 2024 51.3% Year 8 students were At or Above. 2024 62% Year 6 students were At or Above. 2024 73.3% Year 5 students were At or Above.

Targets	80% of Whole School students to be achieving at or above the expected Curriculum Level. - Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level in 2023. - Pasifika students are an area of focus as 35.3% identified as being Below/Well below the expected Curriculum Level in 2023. 2023 Year 7 students to be a target focus group as 50% identified as being Below/Well below the expected Curriculum Level. 2023 Year 5 students to be a target focus group as 31.7% identified as being Below/Well below the expected Curriculum Level. 2023 Year 4 students to be a target focus group as 39.4% identified as being Below/Well below the expected Curriculum Level. 80% of these target students to be achieving at or above the expected Curriculum Level.

Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
- Plan deliberately and collaborate to improve students' spelling, punctuation, and writing organisation. - Strengthen school-wide writing assessment moderation for greater consistency and reliability. - Implement the Professional Growth Cycle to support teacher reflection and practice improvement. - Align teaching with the Teaching Standards. - Ensure target students are included in daily planning, with regular review and discussion.	- Deliver direct teaching to target writing groups to accelerate progress. - Focus achievement targets on priority learners (Below or Well Below expected levels). - Develop students' ability to give meaningful peer	- Purchase reading and phonics apps to enhance literacy support for priority learners. - RTLit provided targeted interventions to support struggling students. - Conducted school-wide moderation to ensure consistency and	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 76.3% At or Above. Negative outcome as this is 3.7% below expectation. However, in the 2024 T1 vs T4 data, the whole school data went from 63.7% At or Above to 76.3% indicating an improvement of 13.4%. • 2023 Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level.

• Apply NSS Backpack learning qualities to enhance student learning. • Increase the frequency of team-based writing moderation. • Use formative data to guide and track the progress of target students. • Continue integrating digital devices to support and engage learners. • Explore effective writing apps to boost student motivation. • Provide additional TA support during Literacy sessions. • Expand the use of Google Docs for collaborative writing and feedback. • Gather student voice to inform writing programme improvements. • Review NSS progressions against NZ Curriculum levels for alignment. • Teach students how to provide meaningful peer feedback. • Deliver weekly P4C sessions to strengthen writing skills. • Utilise RTLit and RTLB support for identified student groups and staff. • Implement explicit instruction in spelling using "The Code." • Use TKI Writing Matrices to assess writing, aligning with NZ Curriculum levels. • Strengthen internal evaluation through coaching, encouraging teachers to take risks, adapt strategies, and engage Māori and male students in writing. • Provide PLD on student self-reflection, the writing process, and NSS Explorer Backpack learning qualities. • Develop PLD strategies to enhance student agency, engagement, and participation, making writing more meaningful for Māori learners. • Continue the Writer's Tool Box with Year 7/8. • Introduce the Writer's Tool Box to Year 5/6.	feedback, recorded on Google Docs. • Strengthen the spelling programme to improve accuracy and spelling ages. • Provide written feedback to teachers to guide next instructional steps. • Improve writing skills for target students through structured interventions. • Enhance teaching practices in writing by upskilling teachers through PLD. • Implement targeted writing strategies to meet student needs. • Regularly review and refine teaching approaches for effectiveness. • Ensure validity of Overall Teacher Judgments (OTJs) through moderation. • Implement curriculum support programmes for additional student assistance. • Utilize online literacy programmes to reinforce learning at home. • Set achievement targets, review progress, and adjust budgets for future PLD.	accuracy in assessments. • Collected and analyzed writing data to strengthen overall teacher judgments and inform instruction. • Literacy leads and teams reviewed target students and teaching practices to improve outcomes. • Used P4C lessons to develop sentence structures and improve written expression. • PLD on Growth Mindset and mindfulness fostered positive dispositions toward writing and learning. • Introduced the Writer's Tool Box to Year 7/8. • Continued developing Writing CAAP Plan.	Negative outcome - 70.4% At or Above; as this is 9.6% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Māori data went from 57.3% At or Above to 70.4% indicating an improvement of 13.1%. • 2023 Pasifika students are an area of focus as 35.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 66.7% At or Above; as this is 13.3% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika data went from 57.6% At or Above to 66.7% indicating an improvement of 9.1%. • 2023 Year 7 students to be a target focus group as 50% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 48.7% At or Above; as this is 31.3% below expectation for Year 8 in 2024. However, in the 2024 T1 vs T4 data, the Year 8 data went from 24.4% At or Above to 48.7% indicating an improvement of 24.3%. • 2023 Year 5 students to be a target focus group as 31.7% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 62% At or Above; as this is 38% below expectation for Year 6 in 2024. However, in the 2024 T1 vs T4 data, the Year 6 data went from 24.4% At or Above to 48.7% indicating an improvement of 24.3%. • 2023 Year 4 students to be a target focus group as 39.4% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 73.3% At or Above; as this is 6.7% below expectation for Year 5 in 2024. However, in the 2024 T1 vs T4 data, the Year 5 data went from 63.4% At or Above to 73.3% indicating an improvement of 9.9%.

Mathematics Achievement 2024 Analysis of Variance

Curriculum Area	Mathematics	
Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development – whole school focus 2024 • Deliberate action and change to support our target learners.	
Baseline Data	• 2023 73.9% Whole School students were At or Above. • 2023 69.1% Māori were At or Above. • 2023 66.7% Pasifika were At or Above. • 2023 51.3% Year 7 students were At or Above. • 2023 71.4% Year 6 students were At or Above. • 2023 70.7% Year 5 students were At or Above. • 2023 66.7% Year 4 students were At or Above.	• 2024 81.8% Whole School students were At or Above. • 2024 80.3% Māori were At or Above. • 2024 70.6% Pasifika were At or Above. • 2024 43.9% Year 8 students were At or Above. • 2024 70.5% Year 7 students were At or Above. • 2024 86.2% Year 6 students were At or Above. • 2024 90% Year 5 students were At or Above.
Targets	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. • 2023 Māori students are an area of focus as 30.9% identified as being below/well below the expected Curriculum Level. • 2023 Pasifika students are an area of focus as 33.3% identified as being below/well below the expected Curriculum Level. • 2023 Year 7 students to be a target focus group as 48.7% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 6 students to be a target focus group as 28.6% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 5 students to be a target focus group as 29.3% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 4 students to be a target focus group as 33.3% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.	
Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students	

Specific Actions	Expected Outcome	Analysis of Variance	
• Target students identified in daily planning documents, reviewed and discussed regularly. • Set clear expectations for Mathematics delivery and assessment. • Maths PLD Leaders conduct observations to ensure effective programmes. • Align teaching with the Teaching Standards.	• Develop and implement action plans to accelerate Maths progress. • Provide ongoing PLD on school-wide Maths expectations. • Deliver direct teaching	• Continue implementing the CAAP plan for Maths to ensure consistency and progress in teaching and learning.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 81.8% At or Above. Positive outcome as this is 1.8% below expectation. • 2023 Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level.

• Staff meetings focus on one of the three curriculum areas as PLD for all staff. • Integrate NSS backpack learning qualities into teaching. • Deliver weekly P4C lessons to enhance thinking and problem-solving skills. • Make Maths more meaningful for Māori and Pasifika students. • Foster motivation and engagement through open-ended problems. • Maintain CAAP plan expectations for Mathematics delivery and assessment. • Teach learning qualities to develop a growth mindset. • Ensure a school-wide expectation of weekly rich Maths tasks. • Facilitate Maths workshops for collaboration classes. • Guide students in setting SMART Goals. • Utilize online Maths resources (e-ako, Numicon, Prodigy, Study Ladder, Seesaw). • Use PAT data to inform curriculum coverage and enhance teacher capability. • Develop and measure positive learning dispositions consistently. • Strengthen digital capability across the school. • Implement the Professional Growth Cycle to support teacher reflection and improvement. • Deploy new Chromebooks to enhance digital learning.	to target groups throughout the year. • Focus targets on priority learners (students Below or Well Below expected levels). • Strengthen student-teacher conversations to enhance learning. • Foster positive learning dispositions. • Tailor Maths strategies to meet identified needs. • Support parents in understanding the Maths programme. • Improve outcomes for target students. • Enhance effective teaching practices each term. • Ensure validity of OTJs through regular moderation. • Expand eLearning opportunities in Mathematics. • Support teachers in integrating digital tools into lessons. • Implement inquiry-based Maths lessons. • Raise achievement for priority students. • Review and refine Maths teaching approaches. • Utilise online programmes to strengthen home-school Maths connections.	• Strengthen teacher practice in Maths pedagogy by improving dispositions and supporting change through PLD and Coaching. • Monitor and track the progress of target students, ensuring interventions are effective and responsive. • Integrate eLearning opportunities into teaching to enhance engagement and support diverse learning needs. • Parenting programmes were not implemented but remain an area for future development. • Share professional readings with staff to encourage best practices and ongoing professional growth.	Positive outcome - 80.3% At or Above; as this is 0.3% above expectation in 2024. • 2023 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 70.6% At or Above; as this is 9.4% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika student data went from 64.7% At or Above to 70.6% indicating an improvement of 5.9%. • 2023 Year 7 students to be a target focus group as 48.7% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 43.9% At or Above; as this is 36.1% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Year 8 student data went from 34.1% At or Above to 43.9% indicating an improvement of 9.8%. • 2023 Year 6 students to be a target focus group as 28.6% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 70.5% At or Above; as this is 9.5% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Year 7 student data went from 50% At or Above to 70.5% indicating an improvement of 20.5%. • 2023 Year 5 students to be a target focus group as 29.3% identified as being below/well below the expected Curriculum Level. Positive outcome - 86.2% At or Above; as this is 6.2% above expectation in 2024. • 2023 Year 4 students to be a target focus group as 33.3% identified as being below/well below the expected Curriculum Level. Positive outcome - 90% At or Above; as this is 10% above expectation in 2024.

New Zealand Curriculum Reading Targets 2025

Strategic Goals	Annual Aims	Target
• **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing. • **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development. • **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development. • **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.	• Professional Development: The school ensures the provision of high-quality Professional Learning and Development. • Continue the P4C Project to strengthen literacy intervention and development. • Provide Literacy Support through Teacher Aides for Years 1-4. • Implement a Multi-Sensory Learning Programme for Years 1-4. • Deliver targeted support and intervention for special needs students. • Promote inclusive practices across the school. • Establish a schoolwide Literacy Team to oversee and implement action plans. • Raise student achievement in literacy, focusing on those below the expected Curriculum Level.	• Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 3 students to be a target focus group as 23.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 25.7% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 3	37%	39.1%	23.1%		76.1%
Year 7	8.6%	65.7%	22.9%	2.9%	74.3%

Baseline Data - End 2024

Whole school 53.7% At 30.4% Above = 84.1%
Male 50.3% At 28.6% Above = 78.9%
Female .54.2% At .33.9% Above = .88.1%
Māori 59.1% At 23.8% Above = 82.9%
Māori Male 59.6% At 19.1% Above = 78.7%
Māori Female 58.1% At 28.4% Above = 86.5%
Pasifika 42.4% At 30.3% Above = 72.7%

Specific Actions	Led by	Budget	Time Frame
• **Term 1 PAT/Star data analysed,** and next steps formulated for planning and teaching focus areas. • **Teaching of learning qualities**, focusing on the NSS backpack to support a growth mindset. • **Weekly P4C lessons** to improve reading comprehension.	• Senior Management Team • PLD Provider in Maths • Literacy Leaders • Schoolwide Curriculum Leaders • Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour	$5000.00 Literacy $5000.00 Duffy	Terms 1 – 4

• **RTLit** working with specific and identified groups of students and staff.	(RTLB)
• **Target students identified** in daily planning documents.	• Resource Teacher of Literacy (RTLit)
• **Using Decodable Texts schoolwide** to support reading development.	• Students
• **6-year nets completed** to inform next steps in consultation with the teacher of Reading Recovery.	
• **Reading workshops for collaboration classes,** continuing to build stronger links between reading and writing for students to experience literacy as a connected whole.	
• **Explicit teaching of 'The Code.'**	
• **SMART Goals used** in conjunction with students to set clear learning targets.	
• **Use of online reading resources** – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app.	
• **AVAILLL Reading Programme.**	
• **CSI Reading Programme.**	
• **The Writing Book,** Sheena Cameron & Louise Dempsey.	
• **New Chromebooks purchased** to support digital learning.	
• **New resources purchased** to enrich learning experiences.	
• **Requested PLD provided** to support teacher development in Structured Literacy.	
• **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	

New Zealand Curriculum Writing Targets 2025

Strategic Goals	Annual Aims	Target
• **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing. • **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development. • **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development. • **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.	• Professional Development: The school ensures the provision of high-quality Professional Learning and Development. • Continue the P4C Project to strengthen literacy intervention and development. • Provide Literacy Support through Teacher Aides for Years 1-4. • Implement a Multi-Sensory Learning Programme for Years 1-4. • Deliver targeted support and intervention for special needs students. • Promote inclusive practices across the school. • Establish a schoolwide Literacy Team to oversee and implement action plans. • Raise student achievement in literacy, focusing on those below the expected Curriculum Level.	• Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	11.4%	51.4%	37.1%	0%	62.8%
Year 5	20%	53.3%	16.7%	10%	73.32%
Year 6	3.4%	58.6%	27.6%	10.3%	62%
Year 7	3%	69.7%	24.2%	3%	72.7%

Baseline Data - End 2024

Whole school 44.4% At 31.9% Above = 76.3%
Male 39.1% At 29.5% Above = 68.6%
Female 50.4% At 34.5% Above = 84.9%
Māori 21.7% At 48.7% Above = 70.4%
Māori Male 41.9% At 18.6% Above = 60.5%
Māori Female 57.6% At 25.8% Above = 83.4%
Pasifika 30.3% At 36.4% Above = 66.7%

Specific Actions	Led by	Budget	Time Frame
• **Deliberate planning and collaboration** to improve student spelling using "The Code,"	• Senior Management Team • PLD Provider in Maths	$13000.00 Writers Toolbox	Terms 1 – 4

punctuation, and organization in written language. • **Moderation of school-wide writing assessments** (developed in teams) to enhance consistency and reliability of assessment data. • **Target students identified in daily planning documents**, regularly reviewed and discussed. • **Use of TKI Writing Matrices** to assess student writing against NZ Curriculum Levels. • **Weekly P4C sessions** to enhance writing skills. • **Explicit teaching of 'The Code'** to strengthen spelling and literacy foundations. • **Explicit teaching of 'Structured Literacy'** to support systematic literacy development. • **Strengthening internal evaluation through coaching**, empowering teachers to take risks, refine writing instruction, and design engaging activities—particularly for Māori students and boys. • **PLD on student writing reflection and process**, focusing on self-assessment, the writing process, and key learner qualities. • **PLD on strategies to enhance student agency, engagement, and participation in writing**, ensuring writing is meaningful for Māori students. • **New Chromebooks purchased** to support digital learning • **New writing resources acquired** to enrich learning experiences. • **Requested PLD provided** to support teacher development in Structured Literacy. • **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	• Literacy Leaders • Schoolwide Curriculum Leaders • Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour (RTLB) • Resource Teacher of Literacy (RTLit) • Students		

New Zealand Curriculum Maths Targets 2025

Strategic Goals	Annual Aims	Target
• **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Mathematics. • **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development. • **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development. • **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.	• Provide support and targeted interventions for students with special needs. • Foster inclusive practices within the school environment. • Ensure all teams work collaboratively and remain dedicated to continuous improvement. • Integrate Philosophy for Children (P4C) into the Mathematics Curriculum. • Mathematics Leaders to implement action plans and identify further professional learning and development (PLD) opportunities in collaboration with the PLD coordinator. • Enhance student achievement in Mathematics, particularly for those performing below the expected Curriculum Level.	• Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	16.7%	62.5%	20.8%	0%	79.2%
Year 7	2.8%	66.7%	27.8%	2.8%	69.5%

Baseline Data - End 2024

Whole school 55% At 26.8% Above = 81.8%
Male 49.1% At 29.1% Above = 78.2%
Female 61.5% At 24.3% Above = 85.8%
Māori 58.3% At 22% Above = 80.3%
Māori Male 54.3% At 22.3% Above = 76.6%
Māori Female 63.5% At 21.6% Above = 85.1%
Pasifika 44.1% At 26.5% Above = 70.6%

Specific Actions	Led by	Budget	Time Frame
• **Current school-wide focus** for PLD 2025. • **Dedicated curriculum units** for two curriculum leads (Junior and Senior). • **Ākonga whai hua (target students)** identified in daily planning documents, regularly reviewed and discussed.	• Senior Management Team • PLD Provider in Maths • Mathematics Leaders • Schoolwide Curriculum Leaders • Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour (RTLB)	$6000.00	Terms 1 – 4

• **Continuation of CAAP plan expectations** for pāngarau (mathematics) teaching, delivery, and assessment.	• Students
• **Explicit teaching of learning qualities** to foster a whakatipu whakaaro tūwhera (growth mindset).	
• **Application of learning** related to the NSS backpack.	
• **Expectation of a weekly mahi whai take (rich task)** implemented schoolwide.	
• **Weekly P4C lessons** to enhance whakaaro nui me te rapa ā-tautai (critical thinking and problem-solving skills).	
• **Exploring strategies** to make pāngarau more meaningful for Māori and Pasifika ākonga.	
• **Enhancing whakahihiko me te whakauru (motivation and engagement)** through open-ended problem-solving.	
• **Collaborative pāngarau awheawhe (maths workshops)** for partnership classes.	
• **Students setting SMART goals** to guide their learning.	
• **Integration of online pāngarau resources** such as e-ako, Numicon, Prodigy, Study Ladder, and Seesaw.	
• **Using PAT data** to inform curriculum coverage, tātari (analyse) kaiako capability, and improve teaching practice.	
• **Consistent measurement of ngā āhuatanga ako pai (positive learning dispositions)** across the school.	
• **Strengthening āheinga matihiko (digital capability)** among ākonga and kaiako.	
• **Purchase of additional rorohiko ā-ringa (Chromebooks)** to support learning.	
• **Requested PLD provided** to support teacher development in Structured Maths.	
• **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	