

WEST END TE KURA O MORERE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2265

Principal: Hamish Hislop

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Accountant / Service Provider:

Education Services.
Dedicated to your school

WEST END TE KURA O MORERE

Annual Financial Statements - For the year ended 31 December 2024

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West End Te Kura o Morere

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.

Hilary Takarangi
Full Name of Presiding Member

[Signature]
Signature of Presiding Member

14 August 2025
Date:

Hamish Hislop
Full Name of Principal

[Signature]
Signature of Principal

14 August 2025
Date:

West End Te Kura o Morere

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,846,516	2,688,654	2,949,324
Locally Raised Funds	3	94,811	46,700	48,988
Interest		22,074	15,000	29,058
Gain on Sale of Property, Plant and Equipment		1,614	-	-
Total Revenue		2,965,015	2,750,354	3,027,370
Expense				
Locally Raised Funds	3	21,863	-	18,865
Learning Resources	4	2,204,688	2,123,079	2,369,951
Administration	5	195,039	254,820	183,562
Interest		1,798	1,527	2,709
Property	6	538,566	440,830	578,714
Loss on Disposal of Property, Plant and Equipment		360	-	-
Total Expense		2,962,314	2,820,256	3,153,801
Net Surplus / (Deficit) for the year		2,701	(69,902)	(126,431)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		2,701	(69,902)	(126,431)

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

West End Te Kura o Morere

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		607,567	651,799	730,952
Total comprehensive revenue and expense for the year		2,701	(69,902)	(126,431)
Contributions from the Ministry of Education - Distribution of Funds		(80,000)	-	3,046
Contribution - Furniture and Equipment Grant		12,306	-	-
Equity at 31 December		542,574	581,897	607,567
Accumulated comprehensive revenue and expense		542,574	581,897	607,567
Equity at 31 December		542,574	581,897	607,567

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.

West End Te Kura o Morere

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	274,780	65,518	376,886
Accounts Receivable	8	168,818	170,898	165,183
GST Receivable		45,030	5,529	43,709
Prepayments		21,083	6,503	16,987
Inventories	9	309	912	666
Investments	10	188,654	285,000	145,000
Funds Receivable for Capital Works Projects	16	28,227	-	41,577
		726,901	534,360	790,008
Current Liabilities				
Accounts Payable	12	194,357	176,270	283,293
Revenue Received in Advance	13	9,455	500	4,947
Provision for Cyclical Maintenance	14	92,191	89,000	159,758
Finance Lease Liability	15	8,590	26,640	24,655
Funds held for Capital Works Projects	16	185,182	-	118,691
		489,775	292,410	591,344
Working Capital Surplus/(Deficit)		237,126	241,950	198,664
Non-current Assets				
Investments (more than 12 months)	10	-	-	100,000
Property, Plant and Equipment	11	337,210	362,758	302,554
Work in Progress		-	-	75,706
		337,210	362,758	478,260
Non-current Liabilities				
Provision for Cyclical Maintenance	14	26,070	-	60,035
Finance Lease Liability	15	5,692	22,811	9,322
		31,762	22,811	69,357
Net Assets		542,574	581,897	607,567
Equity		542,574	581,897	607,567

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

West End Te Kura o Morere

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		716,093	704,715	739,730
Locally Raised Funds		88,140	46,700	51,684
Goods and Services Tax (net)		(1,321)	-	(38,180)
Payments to Employees		(432,738)	(444,500)	(473,498)
Payments to Suppliers		(343,547)	(423,579)	(287,234)
Interest Paid		(1,798)	(1,527)	(2,709)
Interest Received		23,325	-	29,517
Net cash from/(to) Operating Activities		48,154	(118,191)	19,310
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(123,502)	(110,000)	(109,252)
Purchase of Investments		(3,654)	-	(160,000)
Proceeds from Sale of Investments		60,000	-	200,000
Net cash from/(to) Investing Activities		(67,156)	(110,000)	(69,252)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,306	-	-
Contributions from Ministry of Education		(80,000)	-	3,046
Finance Lease Payments		(20,231)	(27,818)	(23,866)
Funds Administered on Behalf of Other Parties		4,821	-	126,121
Net cash from/(to) Financing Activities		(83,104)	(27,818)	105,301
Net increase/(decrease) in cash and cash equivalents		(102,106)	(256,009)	55,359
Cash and cash equivalents at the beginning of the year	7	376,886	321,527	321,527
Cash and cash equivalents at the end of the year	7	274,780	65,518	376,886

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.

West End Te Kura o Morere

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

West End Te Kura o Morere (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

Property, plant and equipment 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	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 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

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
713,384	710,826	736,272
1,724,476	1,662,856	1,823,366
408,656	314,972	389,686
2,846,516	2,688,654	2,949,324

3. Locally Raised Funds

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

Revenue

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

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
26,233	18,000	12,489
23,160	6,700	16,290
955	-	643
44,463	22,000	19,566
94,811	46,700	48,988

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

12,790	-	10,653
2,243	-	1,693
6,830	-	6,519
21,863	-	18,865

Surplus for the year Locally Raised Funds

72,948	46,700	30,123
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4. Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development
Depreciation
Other Learning Resources

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
67,305	64,990	79,902
2,026,646	1,951,356	2,187,101
17,411	25,500	13,106
91,624	79,733	88,456
1,702	1,500	1,386
2,204,688	2,123,079	2,369,951

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,690	5,600	5,409
Board Fees and Expenses	5,727	7,100	6,878
Other Administration Expenses	39,068	65,600	31,136
Employee Benefits - Salaries	119,887	156,000	120,087
Insurance	7,687	8,760	6,792
Service Providers, Contractors and Consultancy	13,980	11,760	13,260
	<u>195,039</u>	<u>254,820</u>	<u>183,562</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance	33,207	20,908	96,962
Heat, Light and Water	19,252	19,000	19,848
Rates	5,304	5,350	4,684
Repairs and Maintenance	22,248	26,600	18,090
Use of Land and Buildings	408,656	314,972	389,686
Other Property Expenses	49,899	54,000	49,444
	<u>538,566</u>	<u>440,830</u>	<u>578,714</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	274,780	5,518	376,886
Short-term Bank Deposits	-	60,000	-
Cash and cash equivalents for Statement of Cash Flows	<u>274,780</u>	<u>65,518</u>	<u>376,886</u>

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

Of the \$274,780 Cash and Cash Equivalents, \$185,182 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$274,780 Cash and Cash Equivalents, \$9,455 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	1,128	19,745	-
Receivables from the Ministry of Education	3,146	-	-
Interest Receivable	3,024	4,734	4,275
Teacher Salaries Grant Receivable	161,520	146,419	160,908
	<u>168,818</u>	<u>170,898</u>	<u>165,183</u>
Receivables from Exchange Transactions	4,152	24,479	4,275
Receivables from Non-Exchange Transactions	164,666	146,419	160,908
	<u>168,818</u>	<u>170,898</u>	<u>165,183</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	309	912	666
	<u>309</u>	<u>912</u>	<u>666</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	188,654	285,000	145,000
Non-current Asset			
Long-term Bank Deposits	-	-	100,000
Total Investments	<u>188,654</u>	<u>285,000</u>	<u>245,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	46,989	-	-	-	(2,839)	44,150
Building Improvements	73,399	-	-	-	(5,110)	68,289
Furniture and Equipment	86,518	93,033	(7,930)	-	(33,380)	138,241
Information and Communication Technology	52,806	34,133	(133)	-	(20,571)	66,235
Leased Assets	34,605	5,611	-	-	(27,147)	13,069
Library Resources	8,237	1,566	-	-	(2,577)	7,226
	302,554	134,343	(8,063)	-	(91,624)	337,210

The net carrying value of equipment held under a finance lease is \$13,069 (2023: \$34,605)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	113,534	(69,384)	44,150	113,534	(66,545)	46,989
Building Improvements	156,978	(88,689)	68,289	156,978	(83,579)	73,399
Furniture and Equipment	506,798	(368,557)	138,241	455,479	(368,961)	86,518
Information and Communication Technology	160,750	(94,515)	66,235	286,030	(233,224)	52,806
Leased Assets	34,368	(21,299)	13,069	90,053	(55,448)	34,605
Library Resources	143,035	(135,809)	7,226	141,470	(133,233)	8,237
	1,115,463	(778,253)	337,210	1,243,544	(940,990)	302,554

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	11,423	6,871	99,960
Accruals	8,690	5,254	5,409
Employee Entitlements - Salaries	161,520	146,419	160,908
Employee Entitlements - Leave Accrual	12,724	17,726	17,016
	<u>194,357</u>	<u>176,270</u>	<u>283,293</u>
Payables for Exchange Transactions	194,357	176,270	283,293
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>194,357</u>	<u>176,270</u>	<u>283,293</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	8,905	-	4,447
Other Revenue In Advance	550	500	500
	<u>9,455</u>	<u>500</u>	<u>4,947</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	219,793	68,092	143,393
Increase to the Provision During the Year	21,567	20,908	20,197
Use of the Provision During the Year	(134,739)	-	(20,561)
Other Adjustments	11,640	-	76,764
Provision at the End of the Year	<u>118,261</u>	<u>89,000</u>	<u>219,793</u>
Cyclical Maintenance - Current	92,191	89,000	159,758
Cyclical Maintenance - Non current	26,070	-	60,035
	<u>118,261</u>	<u>89,000</u>	<u>219,793</u>

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

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	9,482	26,640	26,259
Later than One Year and no Later than Five Years	6,146	22,811	9,917
Future Finance Charges	(1,346)	-	(2,199)
	<u>14,282</u>	<u>49,451</u>	<u>33,977</u>

Represented by

Finance lease liability - Current
Finance lease liability - Non current

8,590	26,640	24,655
5,692	22,811	9,322
<u>14,282</u>	<u>49,451</u>	<u>33,977</u>

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Hall Refurb/Outdoor Learn	231068	7,888	-	(7,888)	-	-
Roof & Clad Remedial Wks	232078	(40,651)	-	(222,876)	235,300	(28,227)
Fire Alarm Upgrade	232080	110,803	-	(103,165)	-	7,638
A,H: Boiler/Hall Heating	232079	(926)	360,000	(181,530)	-	177,544
Totals		<u>77,114</u>	<u>360,000</u>	<u>(515,459)</u>	<u>235,300</u>	<u>156,955</u>

Represented by:

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

185,182
(28,227)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Hall Refurb/Outdoor Learn	231068	38,274	(2,330)	(28,056)	-	7,888
Roof & Clad Remedial Wks	232078	(4,373)	323,274	(359,552)	-	(40,651)
Fire Alarm Upgrade	232080	-	138,563	(27,760)	-	110,803
A,H: Boiler/Hall Heating	232079	-	-	(926)	-	(926)
Totals		<u>33,901</u>	<u>459,507</u>	<u>(416,294)</u>	<u>-</u>	<u>77,114</u>

Represented by:

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

118,691
(41,577)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,185	3,335
<i>Leadership Team</i>		
Remuneration	380,544	389,980
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	383,729	393,315

There are 7 members of the Board excluding the Principal. The Board has held 8 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	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6.00	3.00
110 - 120	1.00	2.00
	7.00	5.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$255,226 (2023: \$219,681) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roof & Clad Remedial Wks	23,270
Fire Alarm Upgrade	9,012
A,H: Boiler/Hall Heating	222,944
Total	255,226

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

(b) Operating Commitments

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

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	274,780	65,518	376,886
Receivables	168,818	170,898	165,183
Investments - Term Deposits	188,654	285,000	245,000
Total financial assets measured at amortised cost	632,252	521,416	787,069

Financial liabilities measured at amortised cost

Payables	194,357	176,270	283,293
Finance Leases	14,282	49,451	33,977
Total financial liabilities measured at amortised cost	208,639	225,721	317,270

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST END TE KURA O MORERE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of West End Te Kura O Morere (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 14 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 54, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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

West End Te Kura o Morere

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Hilary Takarangi	Presiding Member	Elected	Sep 2025
Hamish Hislop	Principal	ex Officio	
Mark Dickie	Parent Representative	Elected	Nov 2024
Michael Ellem	Parent Representative	Elected	Sep 2025
Craig Thorne	Parent Representative	Elected	Sep 2025
Rachel Symons	Parent Representative	Elected	Sep 2025
Sandra Powell	Parent Representative	Elected	Sep 2025
Kristine Craddock	Parent Representative	Co-opted	Sep 2025
Peter Horne	Staff Representative	Elected	Nov 2024

West End Te Kura o Morere

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$4,323 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the West End Te Kura o Morere 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.



West End Te Kura o Mōrere

Nga Whenu Kaha O Te Akonga

33 Bonithon Avenue
New Plymouth 4310
Taranaki
06 7589331
www.westendnp.school.nz
Principal: Hamish Hislop

December, 2024

Kiwisport

In 2024 we received \$4323 for Kiwisport. This was used for registrations for sports teams, replacement of sports equipment and towards improving how many students are active in school.

Treaty of Waitangi

West End Te Kura Ō Mōrere Board continues to give effect to Te Tiriti O Waitangi through a range of ways. Our school has been part of the Maori Achievement Collaborative for many years. Our school's name was gifted from Ngati Te Whiti in 2017 and this mana has been upheld ever since. Tikanga with all hui, start of day through to the end of day is consistent across the school. We learn and practice local karakia and waiata. All our students are learning their whakapapa and can speak it with increasing confidence. More staff have been involved with the Maori language programmes. This has improved the teacher's capability and confidence with speaking Maori and teaching te reo in class. We have a Kaiarahi I Te Reo employed to support teachers in their class and to connect with our Maori boys, to build their mana and whanaungatanga.

Our school values are reflective of our hapu's feedback through consultation. The consultation was very well received and helped create a new school vision. We are investigating how we can work towards Level 4b Maori medium delivery in some of our classes.

Our planning and policies reflect Tikanga Maori and Maturanga Maori. We are continuing to take steps to enable equitable outcomes for Maori students.

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Hilary Takarangi	September 2025
Rachael Symons	September 2025
Sandra Powell	September 2025
Craig Thorne	September 2025
Christine Craddock	September 2025
Rachel MacAvoy	September 2025
Hamish Hislop	September 2025

Statement of variance: progress against targets

In 2024 we have 3 targets. There were targets to improve the achievement level of a group of priority students identified across our school. Below are the results of the interventions to support learning.

Reading priority students

Annual Target/ Goal: 22x year 2 students identified from data in 2023 who need additional support. Of this group 14 boys,8 girls and 6 are Maori. The goal was to move students from well below expected reading curriculum to at or just below.																											
Actions- List all the actions from your annual implementation plan	Over the course of 2024 4 students in this group left our school We focused on the 18 year 3 students who were here for the school year. 7 female, 8 male, 5 maori, 1 samoan																										
What we achieved- what were the outcomes of our actions, what impact did our actions have	Quality classroom teaching and structured literacy, phonics focus and social and emotional regulation had a massive impact. Moved 3 students out of the 'Well Below' judgement. More students were above expectation by the end of the year. Less students were below expected level.																										
Evidence- Sources of information	<table><tr><th>Judgement</th><th>Mid Year 2</th><th>End Year 2</th></tr><tr><td>Well above</td><td></td><td></td></tr><tr><td>Above</td><td>4</td><td>7</td></tr><tr><td>At</td><td>1</td><td>2</td></tr><tr><td>Below</td><td>4</td><td>3</td></tr><tr><td>Well below</td><td>9</td><td>6</td></tr><tr><td>Totals</td><td>18</td><td>18</td></tr><tr><td>at and above average</td><td>27.78%</td><td>50.00%</td></tr></table>			Judgement	Mid Year 2	End Year 2	Well above			Above	4	7	At	1	2	Below	4	3	Well below	9	6	Totals	18	18	at and above average	27.78%	50.00%
Judgement	Mid Year 2	End Year 2																									
Well above																											
Above	4	7																									
At	1	2																									
Below	4	3																									
Well below	9	6																									
Totals	18	18																									
at and above average	27.78%	50.00%																									

Reason for differences- exceeded or did not meet yet	These judgements were made by teachers from evidence gathered in assessments. The students who exceeded expectations were in need of tier 2 and tier 3 interventions. There was Board funded teacher aide support, quality structured literacy and phonics teaching from our junior team, support from our reading recovery teacher and connections with whanau. The students who did not move had extra support from Reading Recovery and teacher aid support. There are challenges with behaviour and attendance with some of these students. There are students awaiting referrals to pediatricians for assessments around learning challenges.
Planning for next year- What do you need to do to address turrets that were not achieved.	<p>Continue to provide structured literacy training for our staff (BSLA training for teachers of senior classes).</p> <p>Use of Liz Kane and Yolonda Soryl Phonics in our Year 4 classes to support learning.</p> <p>Select the most useful BSLA assessments for our junior staff to inform teaching and learning moving forward now they are all trained BSLA teachers.</p> <p>Upskilling of our teachers in senior classes on the use of Phonics Plus resources to support their in class teaching.</p> <p>Referrals to Resource Teacher of Literacy to get high level support for those who fit the criteria for selection.</p> <p>Use our structured literacy support staffing to engage quality tier 2 and tier 3 interventions for the students who need it the most.</p>

Writing priority students

Annual Target/ Goal: Writing- 27 year 3 students identified from 2023 data who need acceleration with their Writing. Of this group 14 are boys, 13 girls and 10 are Maori.																																			
Actions	Over the year 8 students from this group left our school. The group was 11 boys, 8 girls, 8 Maori,1 southeast asian, 1 Chinese, 1 Samoan,1 Indian																																		
What we achieved	10 students moved into the expected level for writing and 2 students moved out of well below. Students who stayed below expectation made progress with confidence, structure of writing and spelling. Students' phonetic awareness improved.																																		
Evidence	<table><tr><td></td><td>Judgement</td><td>Mid Year 3</td><td>End Year 3</td></tr><tr><td></td><td>Well above</td><td></td><td></td></tr><tr><td></td><td>Above</td><td></td><td></td></tr><tr><td></td><td>At</td><td>2</td><td>12</td></tr><tr><td></td><td>Below</td><td>15</td><td>7</td></tr><tr><td></td><td>Well below</td><td>2</td><td></td></tr><tr><td></td><td>Totals</td><td>19</td><td>19</td></tr><tr><td colspan="2">at and above average</td><td>10.53%</td><td>63.16%</td></tr></table>				Judgement	Mid Year 3	End Year 3		Well above				Above				At	2	12		Below	15	7		Well below	2			Totals	19	19	at and above average		10.53%	63.16%
	Judgement	Mid Year 3	End Year 3																																
	Well above																																		
	Above																																		
	At	2	12																																
	Below	15	7																																
	Well below	2																																	
	Totals	19	19																																
at and above average		10.53%	63.16%																																
Reason for differences	Receiving Regionally Allocated PLD with Writers Toolbox (WT) has been transformational for staff and students. The ability of the staff to be consistent across the school, have a framework to extend students and																																		

	support learning has been excellent. The language of writing across the school has improved. Developing our own assessments and progressions have helped moderate students work samples. Some of this group are ESOL students.
Planning for the future	We are continuing with Writer's ToolboxPLD however the school has to pay for this as the Ministry focus is not on supporting curriculum development. The challenge awaiting us is how this tool and professional learning is maintained into the future. The new curriculum will also give solid next steps and milestones for teachers to improve practice and assessment.

Mathematics priority students

Annual Target/ Goal: 14x Year 4 students identified from 2023 data who need acceleration with their mathematics. Of this group 6 are boys, 8 are girls and 2 are Maori																																			
Actions	Over the year 1 student left our school from this group. The groups was made up of 6 boys, 7 girls, 2 maori,2 indian and 1 cook island student																																		
What we achieved	Moved 2 students to expectation, smaller improvements with add/sub, mult/div and proportions and ratios. One student dropped from below to well below. Building on confidence and self belief. Number knowledge is a barrier as well as students being unable to understand abstract concepts.																																		
Evidence	<table border="1"> <thead> <tr> <th></th><th>Judgement</th><th>Mid Year 4</th><th>End Year 4</th></tr> </thead> <tbody> <tr> <td></td><td>Well above</td><td></td><td></td></tr> <tr> <td></td><td>Above</td><td></td><td></td></tr> <tr> <td></td><td>At</td><td></td><td>2</td></tr> <tr> <td></td><td>Below</td><td>11</td><td>8</td></tr> <tr> <td></td><td>Well below</td><td>2</td><td>3</td></tr> <tr> <td></td><td>Totals</td><td>13</td><td>13</td></tr> <tr> <td></td><td>at and above average</td><td>0.00%</td><td>15.38%</td></tr> </tbody> </table>				Judgement	Mid Year 4	End Year 4		Well above				Above				At		2		Below	11	8		Well below	2	3		Totals	13	13		at and above average	0.00%	15.38%
	Judgement	Mid Year 4	End Year 4																																
	Well above																																		
	Above																																		
	At		2																																
	Below	11	8																																
	Well below	2	3																																
	Totals	13	13																																
	at and above average	0.00%	15.38%																																
Reason for differences	<p>exceed- two students moved from below the expected level to being at the expected level. Classroom teachers identified opportunities to differentiate their programmes to meet the needs of the students. Small group tier 3 interventions from a board funded teacher aid also helped students make progress. The use of digital tools to support classroom concepts was helpful for these students. 69% of students made an improvement with their gloss assessments.</p> <p>did not meet- one student moved down from below to well below. This student's attendance has been a small factor in this happening. This student made small improvements with multiplication and division as well as proportions and ratios but there was not accelerated progress this year..</p>																																		
Planning for the future	There is a new maths curriculum which has given schools a clear picture of progress each year. We are beginning to use Maths, No Problem resources to support students to improve their conceptual understanding. A focus on concrete,pictorial and abstract learning will support students' ability to embed concepts. The challenge will be giving the staff enough time to learn																																		

	the new resource whilst learning the changes within the new curriculum over 2 teacher only days. This could be a big risk for student achievement.
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Evaluation and analysis of the school's students' progress and achievement

Our students are engaged with an hour of instructional and structured learning in Reading, Writing and Mathematics. Our classes are organised into junior school students (year 0-3) and Senior Students (Year 4-6).

Reading

				Overall				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		5						1.7%
Above		6	11	16	7	6	13	20.3%
At	16	9	4	16	34	32	31	49.0%
Below		10	5	1	11	4	11	14.5%
Well below		3	13	5	8	6	7	14.5%
Totals	16	33	33	38	60	48	62	290
at and above percentage	100%	61%	45%	84%	68%	79%	71%	71.0%

				Male Reading				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		2						1.4%
Above		1	6	8	3	1	3	15.7%
At	10	5	2	6	19	12	15	49.3%
Below		5	3	1	5	3	2	13.6%
Well below		2	12	3	5	2	4	20.0%
Totals	10	15	23	18	32	18	24	140
at and above percentage	100%	53%	35%	78%	69%	72%	75%	66.4%

				Female Reading				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		3						2.0%
Above		5	5	8	4	5	10	24.7%
At	6	4	2	10	15	20	16	48.7%
Below		5	2		6	1	9	15.3%
Well below		1	1	2	3	4	3	9.3%
Totals	6	18	10	20	28	30	38	150
at and above percentage	100%	67%	70%	90%	68%	83%	68%	75.3%
				Maori				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		1						1.0%
Above		1	2	5	2		2	12.4%
At	5	2	2	6	9	14	13	52.6%
Below		4	2		1	2	7	16.5%
Well below		2	3	2	2	3	5	17.5%
Totals	5	10	9	13	14	19	27	97
at and above percentage	100%	40%	44%	85%	79%	74%	56%	66.0%

Writing

				Overall				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above	1	1	2	5		2	9	6.9%
At	15	32	8	24	28	26	25	54.9%
Below			24	8	26	14	22	32.6%
Well below				1	3	6	6	5.6%
Totals	16	33	34	38	57	48	62	288
at and above percentage	100%	100%	29%	76%	49%	58%	55%	61.8%
				Male Writing				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above	1	1		2		1	1	4.3%
At	9	14	3	9	13	8	9	46.8%
Below			20	6	15	7	9	41.0%
Well below				1	3	2	5	7.9%
Totals	10	15	23	18	31	18	24	139
at and above percentage	100%	100%	13%	61%	42%	50%	42%	51.1%
				Female Writing				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above			2	3		1	8	9.4%
At	6	18	5	15	15	18	16	62.4%

Below			4	2	11	7	13	24.8%
Well below						4	1	3.4%
Totals	6	18	11	20	26	30	38	149
at and above percentage	100%	100%	64%	90%	58%	63%	63%	71.8%
				Maori				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above				2			2	4.2%
At	5	10	2	6	4	8	9	45.8%
Below			7	4	9	8	12	41.7%
Well below				1	1	2	4	8.3%
Totals	5	10	9	13	14	18	27	96
at and above percentage	100%	100%	22%	62%	29%	44%	41%	50.0%

Mathematics

				Overall				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above	1							0.3%
Above	1	6		9	3	4	10	11.4%
At	14	25	25	22	32	28	26	59.3%
Below			9	7	17	5	16	18.6%
Well below					8	12	10	10.3%
Totals	16	31	34	38	60	49	62	290
at and above percentage	100%	100%	74%	82%	58%	65%	58%	71.0%
				Male Maths				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above	1							0.7%
Above	1	4		5	3	1	5	13.6%
At	8	10	15	10	17	12	10	58.6%
Below			8	3	9		4	17.1%
Well below					3	6	5	10.0%
Totals	10	14	23	18	32	19	24	140
at and above percentage	100%	100%	65%	83%	63%	68%	63%	72.9%
				female Maths				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above		2		4		3	5	9.3%

At	6	15	10	12	15	16	16	60.0%
Below			1	4	8	5	12	20.0%
Well below					5	6	5	10.7%
Totals	6	17	11	20	28	30	38	150
at and above percentage	100%	100%	91%	80%	54%	63%	55%	69.3%

				Maori				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above	1	2		2			2	7.3%
At	4	7	6	7	6	10	10	52.1%
Below			3	4	5	3	8	24.0%
Well below					3	6	7	16.7%
Totals	5	9	9	13	14	19	27	96
at and above percentage	100%	100%	67%	69%	43%	53%	44%	59.4%

Analysis is located in the files below

[Reading](#)

[Writing](#)

[Maths](#)

Whole School Reading 2024

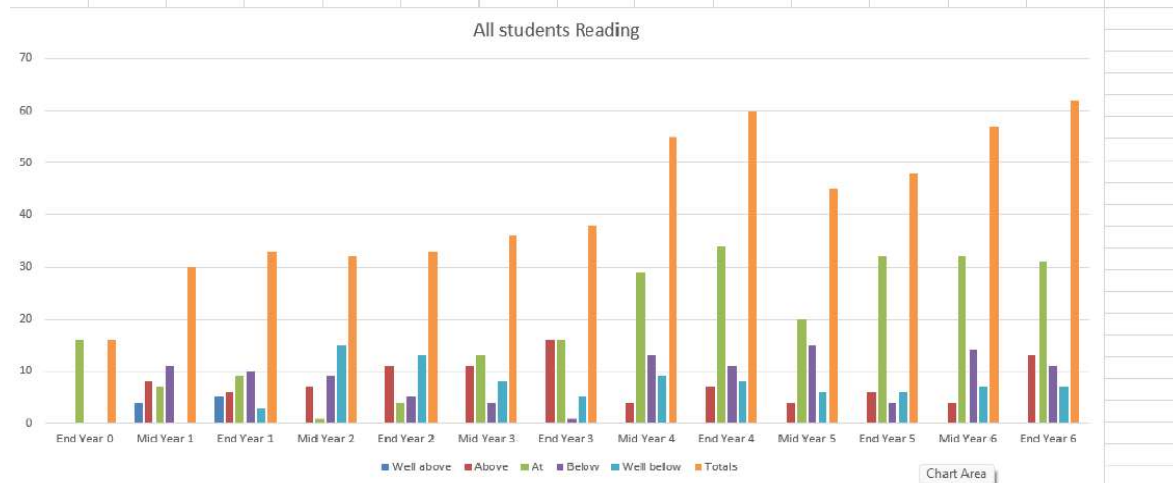
This report is a summary of student progress across our school in Reading for the 2024 year and is a follow on from the data report shared by Hamish at the end of 2024.

Teachers use a range of assessments, together with their observations to arrive at their overall judgement of a child's best fit level. This year we have continued to measure using running records, Probe, STAR, e-asTTle Reading.

Now we have all our Junior Team BSLA trained, we will be moving to a more BSLA focused assessment process for our Junior Team in 2025. This will involve assessing using the key assessments of their structured literacy programmes to best inform learning and teaching. With the new phonics assessment out for our year 1 students, this will also be added to our assessment portfolio.

Our Senior Team awaits to hear when the government will announce BSLA training for them. In the meantime, they continue with the programmes which provide rich teaching and learning. Our teachers of year 3 and 4 have continued teaching Liz Kane's 'The Code' which is a structured literacy programme. Liz is an accredited facilitator of structured literacy and in 2025 our year 4 teachers will continue to use this programme to support student learning.

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above		4	5											
Above		8	6	7	11	11	16	4	7	4	6	4	13	
At	16	7	9	1	4	13	16	29	34	20	32	32	31	
Below		11	10	9	5	4	1	13	11	15	4	14	11	
Well below			3	15	13	8	5	9	8	6	6	7	7	
Totals	16	30	33	32	33	36	38	55	60	45	48	57	62	290



Our data highlights 2 groups of whom will need extra support through data pupil identification for the 2025 year. At the end of 2024 our year 2 and 4 students have the largest group of students who are still achieving either below or well below the expected level. For this group we will provide support with Teacher Aide time in class to support class programmes along with the option of Rainbow Reading for some students across these classes. Our Year 2 students will have the support of BSLA and Year 4 students, Liz Kane approach and Yolonda Soryl Phonics in class programmes.

There are some pleasing results when we look at comparative data from 2023. Our students from Year 1 (2023) had 84% below the expected level. Now at the end of 2024 as Year 2's, this has more than halved with 32% below the expected level. Some great progress in teaching and learning in programmes provided by our staff.

Our students in Year 2 (2023) had 49% reading below the expected level. At the end of Year 3 (2024) only 14% of students were below the expected level. Great progress made by these teachers and their students.

Gender Breakdown

				Male Reading				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		2						1.4%
Above		1	6	8	3	1	3	15.7%
At	10	5	2	6	19	12	15	49.3%
Below		5	3	1	5	3	2	13.6%
Well below		2	12	3	5	2	4	20.0%
Totals	10	15	23	18	32	18	24	140
at and above percentage	100%	53%	35%	78%	69%	72%	75%	66.4%

Our data highlights that 65% of our males at the end of Year 2 are reading below the expected level. Within this group sits 5 students with English as a second language, 7 out of the 23 students are under the Speech Language Therapist, 1 with a Global Developmental Delay and 2 students waiting for paediatric assessment for additional needs. They are a cohort with a range of needs. Our ESOL students are provided extra support with a Teacher Aide through funding provided by the Ministry of Education. This equates to approximately 15 minutes each child per week. We pool this money and work with students in groups to get the best value we can with this. Once they have a stronger grasp of English over the next few years we can expect to see their level of capability in reading increase.

Our group of Year 4 males has a range of needs within it. 3 students are ESOL, 1 has a formal dyslexia diagnosis, 1 with Autism and communication delay, 1 awaiting formal ADHD diagnosis and dyslexia assessment and another with slow cognitive functioning.

				Female Reading				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		3						2.0%
Above		5	5	8	4	5	10	24.7%
At	6	4	2	10	15	20	16	48.7%
Below		5	2		6	1	9	15.3%
Well below		1	1	2	3	4	3	9.3%
Totals	6	18	10	20	28	30	38	150
at and above percentage	100%	67%	70%	90%	68%	83%	68%	75.3%

Our females continue to do well in Reading, with good percentages achieving at or above the expected level across the board. A pocket of girls in Year 4 (9 students) are of concern and some will be looked at as part of our review against criteria for a Resource Teacher of Literacy referral for 2025. 4 of our females are ESOL students and 1 has attendance issues.

Māori Students

				Maori				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		1						1.0%
Above		1	2	5	2		2	12.4%
At	5	2	2	6	9	14	13	52.6%
Below		4	2		1	2	7	16.5%
Well below		2	3	2	2	3	5	17.5%
Totals	5	10	9	13	14	19	27	97
at and above percentage	100%	40%	44%	85%	79%	74%	56%	66.0%

Our Māori data shows that 11 of our male Māori students are below or well below the expected level of achievement in Reading. What I think is great is that 29 of our male Māori students are reading at the expected level or above. This is awesome news, where traditionally those two groups would have been flipped.

Our Māori female data shows much the same as the males. 5 students are not achieving at the expected level in Reading, 21 students are.

It is pleasing to see that our data overall, shows our Māori data is improving. 16 students are below the expected level with 50 students meeting or exceeding the expected level. This is a trend we want to continue improving to ensure our Māori students are reaching their potential. Forming strong relationships with whānau and engaging them with our school help to strengthen the learning partnership with improved student outcomes.

In total, 66% of our Māori students are meeting the expected level in Reading.

Summary - Whole School

			Overall					
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above		5						1.7%
Above		6	11	16	7	6	13	20.3%
At	16	9	4	16	34	32	31	49.0%
Below		10	5	1	11	4	11	14.5%
Well below		3	13	5	8	6	7	14.5%
Totals	16	33	33	38	60	48	62	290
at and above percentage	100%	61%	45%	84%	68%	79%	71%	71.0%

There is some pleasing achievement happening for students across our school in Reading. For those coming in with lower levels of learning, we know that the longer they stay with us the higher their achievement level becomes.

Attendance, additional needs and being a new learner of English are all contributing factors to lower achievement levels but things we continue to support and address. Our ESOL group has now swollen to 23 students and looks to be continuing to grow which provides a richness to the diversity of our school.

In total, 71% of our students are meeting or exceeding the expected level in Reading for 2024.

Whole School Writing Report 2024

This is a summary of our whole school data for Writing across our school for 2024.

For 2024, our staff were involved in their first year of Writer's Toolbox professional development training. This is helping to form consistency in our approach with teaching writing, along with the language we learn with our learners and the way scaffold student's learning. Within the professional development package, teachers have had teacher only days, Zoom sessions, in person small group sessions and also practical in class help and support. A clear plan of teaching across the school has been implemented and our senior students are actively involved using online tools to support their learning. The online tool gives them valuable feedback on their writing and enables them to act on this. Jo Ross is

staff member in charge of overseeing Writer's Toolbox and its implementation. She is providing staff with resources, teaching support and liaising with Jessica, our Writer's Toolbox professional development leader.

Writing moderation continues within our teams, to ensure our judgements are as consistent as they can be.

In 2024, we had a year of engaging in '10 minute quick writes' as a means of assessment for our students rather than the traditional e-asTTle writing tool. This was at the suggestion of our Writer's Toolbox lead. This meant teachers were looking at the amount of correct sentences their students had written and measuring this throughout the year.

What does our data show us?

				Male Writing				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above	1	1		2		1	1	4.3%
At	9	14	3	9	13	8	9	46.8%
Below			20	6	15	7	9	41.0%
Well below				1	3	2	5	7.9%
Totals	10	15	23	18	31	18	24	139
at and above percentage	100%	100%	13%	61%	42%	50%	42%	51.1%

Our male writing continues to be a sticking point, which is a challenge faced by many schools across the country. Our Year 2 males feature within our Reading data also and are a group with a range of additional needs and ESOL students. I am confident with the level of high quality teaching, extra support given from Teacher Aides and Speech Language Therapist, along with the use of BSLA and Writer's Toolbox that within time, these boys will increase their achievement level.

Across the school we have 51% of our male students achieving or exceeding the expected level in writing in 2024. This fits with our reading data (66%) as reading always comes before writing. You need to be a successful reader to be a competent writer. Prior to reading, you need sufficient oral language skills to be a successful reader.

There is much celebration to be had that our Year 0/1 writers are all doing so well. This is in stark contrast to a few years back where there was a trend of our new learners to be quite low in performance and percentages. The teachers of Year 0/1 students have lots to celebrate and be commended on. They have been relentless in their approach to teaching these students the basics to ensure they are proficient learners.

				Female Writing				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above			2	3		1	8	9.4%
At	6	18	5	15	15	18	16	62.4%
Below			4	2	11	7	13	24.8%
Well below						4	1	3.4%
Totals	6	18	11	20	26	30	38	149
at and above percentage	100%	100%	64%	90%	58%	63%	63%	71.8%

Our female data in writing follows the trend with reading. 72% of our girls are meeting or exceeding the expected level in writing in 2024. This also is reflected in their reading result which sits slightly higher at 75%. A stand out group is our Year 3 female writers, with 90% of them at the expected level or higher. As mentioned in my reading report, some of our Year 5 girls will have referrals to our Resource Teacher of Literacy in 2025 due to concern that these girls have no additional needs hindering their learning, attendance not being an issue and they are not ESOL students and they are not making the progress we would expect given the school interventions put in place.

				Maori				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above				2			2	4.2%
At	5	10	2	6	4	8	9	45.8%
Below			7	4	9	8	12	41.7%
Well below				1	1	2	4	8.3%
Totals	5	10	9	13	14	18	27	96
at and above percentage	100%	100%	22%	62%	29%	44%	41%	50.0%

50% of our Māori students are at or above the expected level in writing. While this is half, I think there are pockets for celebration when we look at the numbers. Only 5 Year 3 students are below the expected level as opposed to 8 who are meeting or exceeding expectations. Also our Year 1's, who have all Māori students at the expected level for writing. This is an exciting achievement but I would caution that some of these results may change as the expectations increase with the new curriculum.

When this is broken down into males and females, we do have more male Māori students than female below in writing, however this is by a slim margin of 3 students! It is good to see that the gap has closed a bit and I have hopes that our writing data will follow our reading, with a flip in more Māori achieving the expected level than not.

				Overall				
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								0.0%
Above	1	1	2	5		2	9	6.9%
At	15	32	8	24	28	26	25	54.9%
Below			24	8	26	14	22	32.6%
Well below				1	3	6	6	5.6%
Totals	16	33	34	38	57	48	62	288
at and above percentage	100%	100%	29%	76%	49%	58%	55%	61.8%

Overall, 62% of our students are at the expected level in writing. While there is room for improvement, I am hoping a trend of improvement will be seen with our professional development input and continued quality teaching programmes. Writer's Toolbox continues to provide great structure to our class writing programmes and a solid foundation on which to build from. It is providing consistency in teaching across our school and fits well with the Government's structured learning approach.

We have a lot to thank the Board for in funding Writer's Toolbox this year. We look forward to continued growth in writing in 2025.

West End Te Kura O Morere

Whole School Mathematics Report Summary 2024

This report is a summary of student progress across our school in Mathematics for the 2024 school year and is a follow on from the data report shared by Hamish at the end of 2024.

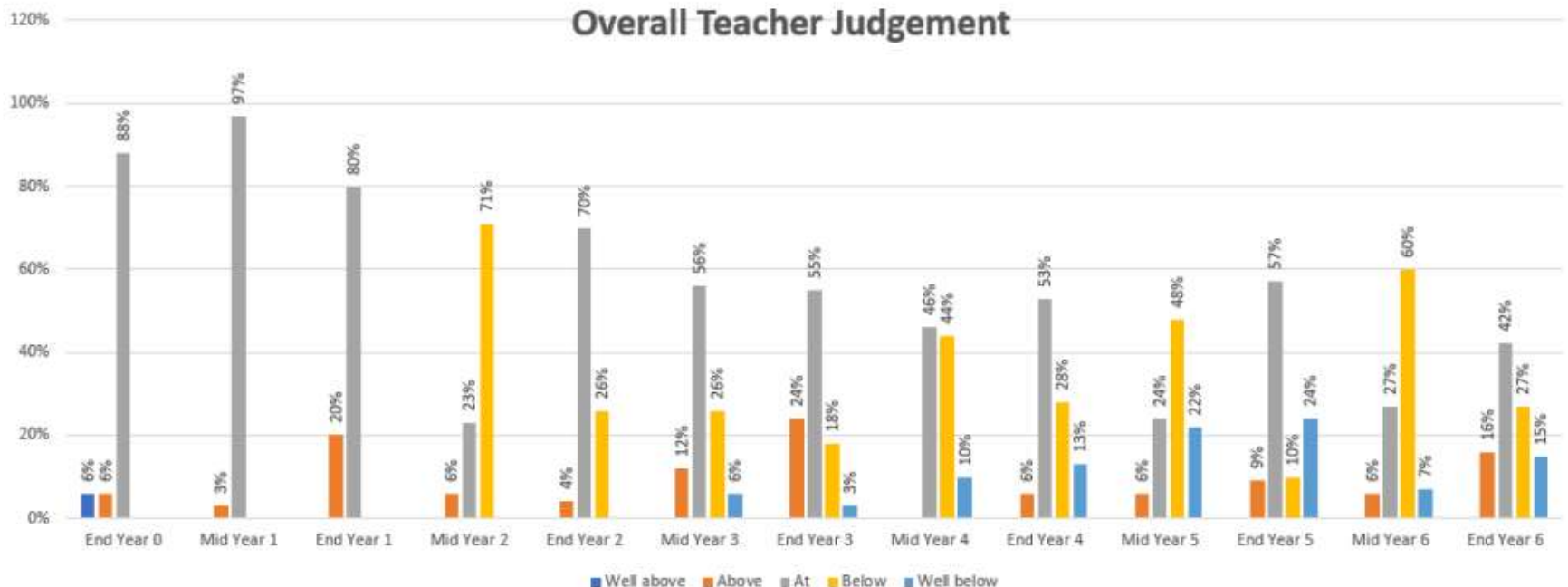
Teachers use a range of assessments, together with their observations to arrive at their overall judgement of a child's best fit level. Last year, teachers used GLOSS testing, JAM testing and an e-asTTle Maths test, along with classroom observations and possible teacher made unit assessments. This year we have been advised to not use GLOSS, JAM or e-asTTle. Instead we are trialling the PAT Maths test and using chapter review tests in our new maths programme (Maths No-Problem). However, the government is still in discussions about what the best tool will be. We are awaiting more direction from the government on assessment tools.

At the end of last year, New Zealand schools were given a choice of maths resources they could opt into at the government's expense. We chose Maths No-Problem, a maths programme that models itself after the highly successful Singapore Maths. It uses a spiral curriculum which focuses on a concrete-pictorial-abstract (CPA) approach to learning and problem solving. At the beginning of this year, teachers went through a training session on one of our teacher only days. We also had a day with a Ministry appointed supplier to give us instruction on the refreshed Mathematics and Statistics Curriculum. I believe there will be ongoing training this year to follow.

Our teacher's have taken on lots of new learning but have embraced the challenge. There is a great deal more 'maths talk' amongst the staff because we are all learning as we go, helping one another. One change has been that all students are taught at their year level, which has meant we have used some cross groupings so that one year group is in front of each teacher at maths time.

Whole School

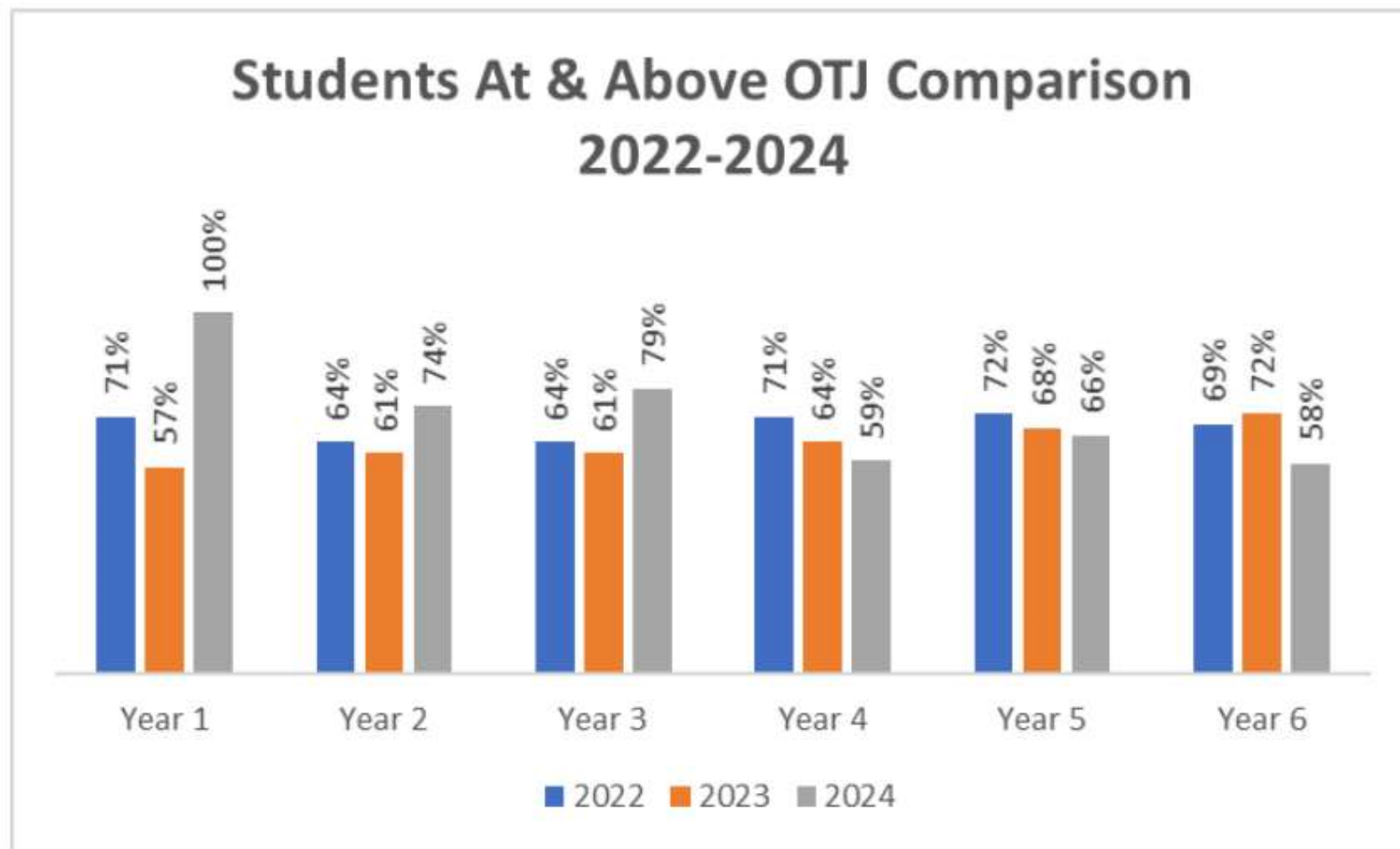
Whole School Mathematics Overall Teacher Judgement



Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above	1													1
Above	1	1	6	2	1	4	9		3	2	4	3	10	34
At	14	28	24	7	24	19	21	25	32	11	28	15	26	169
Below				22	9	9	7	24	17	22	5	33	17	55
Well below						2	1	5	8	10	12	4	9	30
Totals	16	29	30	31	34	34	38	54	60	45	49	55	62	289
At and Above	100%	100%	100%	29%	74%	68%	79%	46%	58%	29%	65%	33%	58%	71%

In 2024, 71% of our school students were at or above the expectation at the end of the year. This is a slight growth from 2023's 65% achievement. We can see there has been steady growth from mid year to end of year in each year group, except in years 5 and 6 where

well-below increased. Our Year 4, 5 and 6 groups were achieving below 70%. Our data highlights some students of whom will need extra support. Nineteen students have been identified as priority students in maths, five being in the current Year 4 group and 14 in the current Year 6 group. Hopefully, with our new maths programme, some new professional development, using enablers, and some teacher aide time, we can accelerate these students' learning.



There are some pleasing results when we look at comparative data from 2022/2023. Our students from Year 1 (2023) had 57% at or above expectation. Now at the end of 2024 as Year 2's, this has risen to 74% at or above. Students from Year 2 (2023) had 61% at or above expectation. Now at the end of 2024 as Year 3's, the number has risen to 79%.

Gender Breakdown

	Male Maths						
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End of Year 6 Total %
Well above	1						100%
Above	1	4	1	5	3	1	14%
At	8	9	14	9	17	12	57%
Below			8	3	9		17%
Well below					3	6	10%
Totals	10	13	23	17	32	19	138
At and Above	100%	100%	65%	82%	63%	68%	72%

Our data highlights that 72% of our males overall are at or above expectations in Mathematics. Our results show a number of year levels below 70% at or above expectation for males.

Female Maths								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Total %
Well above								
Above		2		3		3	10	11%
At	6	15	10	12	13	15	26	58%
Below			1	3	8	5	17	20%
Well below					5	5	9	14%
Totals	6	17	11	18	26	28	62	168
At and Above	100%	100%	91%	83%	50%	64%	58%	68%

In our female cohort, we have 68% at or above expectations in Mathematics. Again, we see a couple of year groups below 70%, with Year 4 only at 50%.

Māori Students

Māori Students

	Maori Students							
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Totals
Well above								
Above	1	2		2			2	6%
At	4	6	6	7	6	10	10	56%
Below			3	4	5	3	9	25%
Well below					3	6	6	16%
Totals	5	8	9	13	14	19	27	95
At and Above	100%	100%	66%	69%	43%	53%	44%	59%

Our Māori data shows that only 59% of our Maori students are achieving at or above expectation in Mathematics. That is a slight improvement from last year's 53%. Of the 24 highlighted students below or well below, 14 are female and 10 are male. Of those achieving (Year 0-5), 29 are male and 14 are female.

Asian Students

Asian Students								
Judgement	End Year 0	End Year 1	End Year 2	End Year 3	End Year 4	End Year 5	End Year 6	Total %
Well above								
Above		1		3			2	10%
At	3	1	4	2	5	5	10	48%
Below			1	2	2		9	23%
Well below					2	4	6	19%
Totals	3	2	5	7	9	9	27	62
At and Ab	100%	100%	80%	71%	78%	55%	44%	50%

Our Asian student data shows only 50% of our Asian students are achieving at or above expectation in Mathematics. That is a huge decline from previous years, 2023 being at 73% achievement. We can see that it is the Year 5 and 6 cohort of Asian students that were underachieving.

Priority Students 2024

Judgement	Mid Year 4	End Year 4
Well above		
Above		
At		2
Below	11	8
Well below	2	3
Totals	13	13

We can see that there wasn't enough growth with our priority students last year. Only two of the 13 moved

into the At position. One even fell further behind.

Other groups have not been included in this report due to there being under 10 students in those groups.

Recommendations / Needs

- Continued Maths Professional Development
- More support in maths for our priority learners. There are many programmes for literacy but not numeracy. We can see by the results of our priority learners, that more support needs to be in place. In the past, when programmes were in place our priority students made significant accelerated growth. In 2023, 43% of our priority students met expectations.

Concluding Comments and Wonderings

The demand on students is much higher with our new curriculum but the objectives are more clear. It is my hope that with our new curriculum and Maths No-Problem, there will be more consistency in maths instruction which will lead to better outcomes. We will still have students who need support and this is our biggest challenge.

How we have given effect to Te Tiriti o Waitangi

Our school follows local tikanga in regards to karakia, waiata, powhiri and poroporoake. Our students learn te reo in class from their teachers and Kaiarahi Reo kaumatua.

Our Maori students' names are pronounced correctly in te reo as well as our school name and place names. We follow guidance from the Maori Achievement Collaborative and take an active role in the programme to empower schools to be more reflective of our Maori kaupapa. The staff had professional development in a MAC regional workshop on our rohe and history.

Our staff are improving their own knowledge of te reo through attending professional development from Te Ahu O Te Reo.

Students participate in kapa haka this year. This is open to our senior and junior students. Our senior group competed at the Tatarakihi festival. Our school values are reflective of te ao maori and are actively taught. A school teacher team is working with hapu to develop resources to be used by schools at Te Whare Hononga.

We have a strong relationship with mana whenua and consult on our curriculum.

Statement of compliance with employment policy

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p><i>By following the guidelines in our Health, Safety and Welfare policy available publicly on the school docs website which states:</i></p> <p>A primary objective of the West End Te Kura O Morere Board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1)</p>
What is in your equal employment opportunities programme? Have you been fulfilling this program	<p><i>By following the guidelines in our Health, Safety and Welfare policy available publicly on the school docs website which states:</i></p> <p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> • to maintain, and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance.
How do you practise impartial selection of suitable qualified persons for appointment?	Candidates are evaluated according to their experience, the needs of our students and school, the job description, the strengths they bring and referee reports (in alignment with our EEO Policy)
How are you recognising, - the aims and aspirations of	This will be considered when interviewing a candidate for a position within our school Regular discussions with staff

<p>Maori,</p> <ul style="list-style-type: none"> - The employment requirements of Maori and - Greater involvement of Maori in the education service? - How have you enhanced the abilities of individual employees? 	<p>and encouragement to further develop their own knowledge or seek PD opportunities to upskill themselves to be the best version of themselves that they can be. This approach will then benefit the ākonga in their classrooms.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We have allocated Operation Funding to support teachers professional development opportunities and encourage them to be proactive and seek out these opportunities to strengthen areas of weakness OR further develop areas of strength</p>
<p>How are you recognising the employment requirements of women?</p>	<ul style="list-style-type: none"> • Maternity Leave provisions • Sick leave provision for dependents • Personal amenities for women • BOT supplied morning tea once per term • Allowing dependents to come to work when needed • Respecting cultural boundaries
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<ul style="list-style-type: none"> • disabled toilets • wheel-chair access to every area of the school • ability to allow a disabled car park space if needed

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<i>Do you operate an EEO programme/policy?</i>	Yes	
<i>Has this policy or programme been made available to staff?</i>	Yes	
<i>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</i>	Yes	
<i>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</i>	Yes	
<i>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</i>	Yes	
<i>Does your EEO programme/policy set priorities and objectives?</i>	Yes	

Financial statements

The following is a summary of the financial statements that must be included in your annual report. For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.