



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	6978
Principal:	Julie Cowan
School Address:	Scotsmoor Drive, Wattle Downs, Auckland 2103
School Phone:	09 269 0069
School Email:	office@reremoana.school.nz
Accountant / Service Provider:	Schooled Limited

REREMOANA SCHOOL

Annual Report - For the year ended 31 December 2024

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Reremoana School

Statement of Responsibility

For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual report and the judgements used in the 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.

Adam Manukau

Full Name of Presiding Member

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Adam Manukau
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Signature of Presiding Member

03 June 2025

Date:

Julie Cowan

Full Name of Principal

DocuSigned by:
Julie Cowan
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Signature of Principal

03 June 2025

Date:

Reremoana School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,582,750	4,017,393	4,241,390
Locally Raised Funds	3	319,406	297,300	280,142
Interest		36,525	22,000	28,416
Total Revenue		4,938,681	4,336,693	4,549,948
Expense				
Locally Raised Funds	3	153,439	160,800	161,757
Learning Resources	4	3,029,519	2,554,379	2,675,616
Administration	5	317,180	317,418	283,077
Interest		3,588	4,085	3,554
Property	6	1,449,010	1,319,794	1,425,022
Loss on Disposal of Property, Plant and Equipment		-	-	494
Total Expense		4,952,736	4,356,476	4,549,520
Net Surplus / (Deficit) for the year		(14,055)	(19,783)	428
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(14,055)	(19,783)	428

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

Reremoana School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		893,870	893,872	861,994
Total comprehensive revenue and expense for the year		(14,055)	(19,783)	428
Contribution - Furniture and Equipment Grant		-	-	31,448
Equity at 31 December		879,815	874,089	893,870
Accumulated comprehensive revenue and expense		879,815	874,089	893,870
Equity at 31 December		879,815	874,089	893,870

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.

Reremoana School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	154,209	1,441	1,738
Accounts Receivable	8	226,577	186,971	202,029
GST Receivable		22,085	24,055	24,055
Prepayments		16,224	17,636	17,636
Investments		301,185	571,190	571,190
		720,280	801,293	816,648
Current Liabilities				
Accounts Payable	11	269,162	245,321	245,084
Revenue Received in Advance	12	-	12,699	12,699
Provision for Cyclical Maintenance	13	109,535	105,172	8,853
Finance Lease Liability	14	23,061	18,000	18,124
Funds held for Capital Works Projects	15	64,672	-	-
		466,430	381,192	284,760
Working Capital Surplus		253,850	420,101	531,888
Non-current Assets				
Property, Plant and Equipment	10	734,116	606,741	539,809
		734,116	606,741	539,809
Non-current Liabilities				
Provision for Cyclical Maintenance	13	77,440	86,974	160,048
Finance Lease Liability	14	30,711	65,779	17,779
		108,151	152,753	177,827
Net Assets		879,815	874,089	893,870
Equity		879,815	874,089	893,870

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

Reremoana School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		895,080	947,628	899,239
Locally Raised Funds		333,023	293,939	266,308
Goods and Services Tax (net)		1,970	6,363	6,363
Payments to Employees		(596,534)	(576,219)	(513,137)
Payments to Suppliers		(565,403)	(528,539)	(581,473)
Interest Paid		(3,588)	(4,085)	(3,554)
Interest Received		38,596	19,554	24,200
Net cash from Operating Activities		103,144	158,641	97,946
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(494)
Purchase of Property Plant & Equipment (and Intangibles)		(262,040)	(247,745)	(84,685)
Purchase of Investments		-	(101,184)	(101,184)
Proceeds from Sale of Investments		270,005	-	-
Net cash from Investing Activities		7,965	(348,929)	(186,363)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	31,448
Finance Lease Payments		(23,310)	(26,474)	(19,024)
Funds Administered on Behalf of Other Parties		64,672	-	3,570
Net cash from/(to) Financing Activities		41,362	(26,474)	15,994
Net increase/(decrease) in cash and cash equivalents		152,471	(216,762)	(72,423)
Cash and cash equivalents at the beginning of the year	7	1,738	218,203	74,161
Cash and cash equivalents at the end of the year	7	154,209	1,441	1,738

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.

Reremoana School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 20.

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) 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.

e) 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.

f) 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.

g) 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.

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

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

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

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

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

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

j) Accounts Payable

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

k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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

p) 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.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	892,264	917,377	890,750
Teachers' Salaries Grants	2,491,325	2,028,721	2,225,539
Use of Land and Buildings Grants	1,199,161	1,071,295	1,125,101
	<u>4,582,750</u>	<u>4,017,393</u>	<u>4,241,390</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	49,647	48,400	49,032
Fees for Extra Curricular Activities	132,449	127,700	116,794
Trading	16,561	22,000	22,650
Fundraising and Community Grants	120,749	99,200	91,666
	<u>319,406</u>	<u>297,300</u>	<u>280,142</u>
Expense			
Extra Curricular Activities Costs	123,874	127,700	104,478
Trading	4,263	11,000	10,115
Fundraising and Community Grant Costs	25,302	22,100	47,164
	<u>153,439</u>	<u>160,800</u>	<u>161,757</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>165,967</u>	<u>136,500</u>	<u>118,385</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	47,396	35,600	31,741
Information and Communication Technology	26,298	21,800	23,092
Employee Benefits - Salaries	2,823,166	2,347,710	2,492,916
Staff Development	21,317	46,900	26,412
Depreciation	108,912	99,069	99,429
Other Learning Resources	2,430	3,300	2,026
	<u>3,029,519</u>	<u>2,554,379</u>	<u>2,675,616</u>

5. Administration

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fees	11,590	9,188	8,750
Board Fees and Expenses	11,112	9,000	8,196
Other Administration Expenses	63,086	75,100	55,846
Employee Benefits - Salaries	213,703	205,324	194,029
Insurance	8,209	8,851	6,776
Service Providers, Contractors and Consultancy	9,480	9,955	9,480
	317,180	317,418	283,077

6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	58,176	56,040	53,646
Cyclical Maintenance	18,074	32,098	73,526
Heat, Light and Water	39,328	43,000	41,379
Repairs and Maintenance	23,771	23,540	41,335
Use of Land and Buildings	1,199,161	1,071,295	1,125,101
Employee Benefits - Salaries	56,606	51,581	51,406
Other Property Expenses	53,894	42,240	38,629
	1,449,010	1,319,794	1,425,022

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 (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	154,209	1,441	1,738
Cash and cash equivalents for Statement of Cash Flows	154,209	1,441	1,738

Of the \$154,209 Cash and Cash Equivalents, \$64,672 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	2,865	16,939	16,702
Interest Receivable	2,145	4,216	4,216
Banking Staffing Underuse	-	-	15,295
Teacher Salaries Grant Receivable	221,567	165,816	165,816
	226,577	186,971	202,029
Receivables from Exchange Transactions	5,010	21,155	20,918
Receivables from Non-Exchange Transactions	221,567	165,816	181,111
	226,577	186,971	202,029

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	301,185	571,190	571,190
Total Investments	301,185	571,190	571,190

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	283,369	138,213	-	-	(23,266)	398,316
Furniture and Equipment	136,439	90,264	-	-	(31,512)	195,191
Information and Communication Technology	69,018	24,014	-	-	(27,275)	65,757
Leased Assets	34,412	41,179	-	-	(23,594)	51,997
Library Resources	16,571	9,549	-	-	(3,265)	22,855
	539,809	303,219	-	-	(108,912)	734,116

The net carrying value of furniture and equipment held under a finance lease is \$51,997 (2023: \$34,412)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	574,411	(176,095)	398,316	436,198	(152,829)	283,369
Furniture and Equipment	678,062	(482,871)	195,191	606,258	(469,819)	136,439
Information and Communication Technology	392,718	(326,961)	65,757	373,485	(304,467)	69,018
Intangible Assets	3,997	(3,997)	-	3,997	(3,997)	-
Leased Assets	130,326	(78,329)	51,997	89,147	(54,735)	34,412
Library Resources	70,106	(47,251)	22,855	60,437	(43,866)	16,571
	1,849,620	(1,115,504)	734,116	1,569,522	(1,029,713)	539,809

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	27,728	76,844	67,857
Accruals	11,590	-	8,750
Employee Entitlements - Salaries	221,567	165,816	165,816
Employee Entitlements - Leave Accrual	8,277	2,661	2,661
	269,162	245,321	245,084
Payables for Exchange Transactions	269,162	245,321	245,084
	269,162	245,321	245,084

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	12,479
Other revenue in Advance	-	12,699	220
	<u>-</u>	<u>12,699</u>	<u>12,699</u>

13. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	168,901	135,493	115,375
Increase to the Provision During the Year	18,074	32,098	53,526
Use of the Provision During the Year	-	24,555	-
Provision at the End of the Year	<u>186,975</u>	<u>192,146</u>	<u>168,901</u>
Cyclical Maintenance - Current	109,535	105,172	8,853
Cyclical Maintenance - Non current	77,440	86,974	160,048
	<u>186,975</u>	<u>192,146</u>	<u>168,901</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.

14. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	26,725	18,000	20,294
Later than One Year and no Later than Five Years	43,865	65,779	18,895
Future Finance Charges	(16,819)	-	(3,286)
	<u>53,771</u>	<u>83,779</u>	<u>35,903</u>
Represented by			
Finance lease liability - Current	23,061	18,000	18,124
Finance lease liability - Non current	30,711	65,779	17,779
	<u>53,772</u>	<u>83,779</u>	<u>35,903</u>

15. 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 9, and includes retentions on the projects, if applicable.

	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
2024					
MOE 5YA - Carpet	-	66,877	(2,205)	-	64,672
Totals	-	66,877	(2,205)	-	64,672

Represented by:

Funds Held on Behalf of the Ministry of Education	64,672
Funds Receivable from the Ministry of Education	-

	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
2023					
MOE - LSC Office	(3,570)	3,570	-	-	-
Totals	(3,570)	3,570	-	-	-

Represented by:

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

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	3,326	2,855
Leadership Team Remuneration	520,967	511,767
Full-time equivalent members	4	4
Total key management personnel remuneration	524,293	514,622

There are six members of the Board excluding the Principal. The Board has held eight 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

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 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	7	3
110 - 120	2	3
120 - 130	1	-
	10	6

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

18. 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	-	-
Number of People	-	-

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

Capital Commitments

At 31 December 2024, the Board had capital commitments of \$64,672 (2023:\$Nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
MOE 5YA - Carpet	64,672
Total	64,672

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

21. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	154,209	1,441	1,738
Receivables	226,577	186,971	202,029
Investments - Term Deposits	301,185	571,190	571,190
Total financial assets measured at amortised cost	681,971	759,602	774,957

Financial liabilities measured at amortised cost

Payables	269,162	245,321	245,084
Finance Leases	53,772	83,779	35,903
Total financial liabilities measured at amortised cost	322,934	329,100	280,987

22. Events After Balance Date

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

23. 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 Reremoana Primary School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Reremoana Primary School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 1 to 18, that comprise the statement of responsibility, 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, except for the effects of the matter described in the *Basis for Qualified Opinion - Cyclical Maintenance Provision* section in our report, the financial statements of the School:

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

Our audit was completed on 3 June 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 Qualified Opinion - Cyclical Maintenance Provision

The School has an obligation to keep the Crown owned land and buildings in good order and repair. The Statement of Financial Position on page 4 includes a provision for cyclical maintenance provision of \$186,975. We were unable to obtain sufficient appropriate evidence to support the carrying value of the provision because the School does not currently have sufficient audit evidence to support the estimated costs for cyclical maintenance work needed to carry out on those buildings. There are no other practical audit procedures we could perform to determine the reasonableness of the provision. As a result, we were unable to determine whether any adjustment to the provision was necessary.

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.

THE POWER OF BEING UNDERSTOOD
ASSURANCE | TAX | CONSULTING

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, with the exception of the matter referred to above.

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 of Trustees 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, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the

financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the Members of the Board, Analysis of Variance (incorporating the Evaluation of the school's students' progress and achievement), Giving effect to Te Tiriti O Waitangi, Statement of Compliance with Education and Training Act and Statement of KiwiSport but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in black ink, appearing to read 'B. Lyon', with a stylized flourish at the end.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Reremoana School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Adam Manukau	Presiding Member	Elected Sept 2022	September 2025
Julie Cowan	Principal	Ex officio	
Merv Giam	Parent Representative	Re-elected Sept 2022	Resigned August 2024
Olivia Marks	Parent Representative	Elected Sept 2022	September 2025
Renee Maxwell	Parent Representative	Elected Sept 2022	September 2025
Janine Baker	Parent Representative	Co-Opted Oct 2023	September 2025
Sarah Hutchison	Staff Representative	Elected Oct 2023	September 2025



Strategic Plan 2024 -2025

Including 2024 annual plan & analysis of variance

Presiding Member of Board: Adam Manukau

Principal: Julie Cowan

Vision & Mission statement

Learn, Grow, Succeed

E ako, E tipu, E tū!

At Reremoana School we:

- Learn to learn and learn together*
- Nurture wellbeing and growth*
- Aspire to succeed and make a difference*



***“Na te puna ko te awa. Na te awa ko te
moana. Ka rere te moana, he ara ki te ao.”***

Reremoana Kura.

***“From the spring comes the river. From the river comes the sea.
The sea flows as a pathway to the world.”***

Reremoana School.

Language of Learning

The Language of Learning forms the heart of our local curriculum and our values are woven through it. Each element is broken into the skills to teach and learn and the attitudes and values to encourage



Wonder and ask questions

Generate innovative ideas

Imagine possibilities

Solve Problems

Synthesise ideas and information to create something new



Take responsibility for managing myself

Set goals and make plans

Use my initiative and motivation to get things done

Accept and learn from mistakes

Have a 'Can Do' attitude to challenge and change



Care for myself

Care for others

Care for the environment



Find ways to contribute and take action

Participate positively

Understand the rights and responsibilities of cyberspace



Make Connections

Investigate and Analyse

Decide, Argue and Form Opinions

Reflect

Think about my thinking



Take an active role in a team

Accept diversity and difference

Show leadership

Negotiate and compromise when needed

Deal with conflict situations appropriately

Consultation

Community Consultation

Our current strategic goals were developed in 2021 after community consultation throughout 2020. Through online surveys, face to face meetings, whānau hui, staff meetings and student voice collection. Our data helped us identify 3 themes - self managing learners, wellbeing/hauora and partnership. We did a further community survey in 2023 to seek feedback on our goals and progress. our progress so This helped identify our next steps and spaces we needed to prioritize (or communicate better to our community). While a wide and diverse number of views and thoughts were collected in all our consultation (reflecting our diverse community) common themes were able to be identified and have been used to write this plan.

Consultation with Iwi

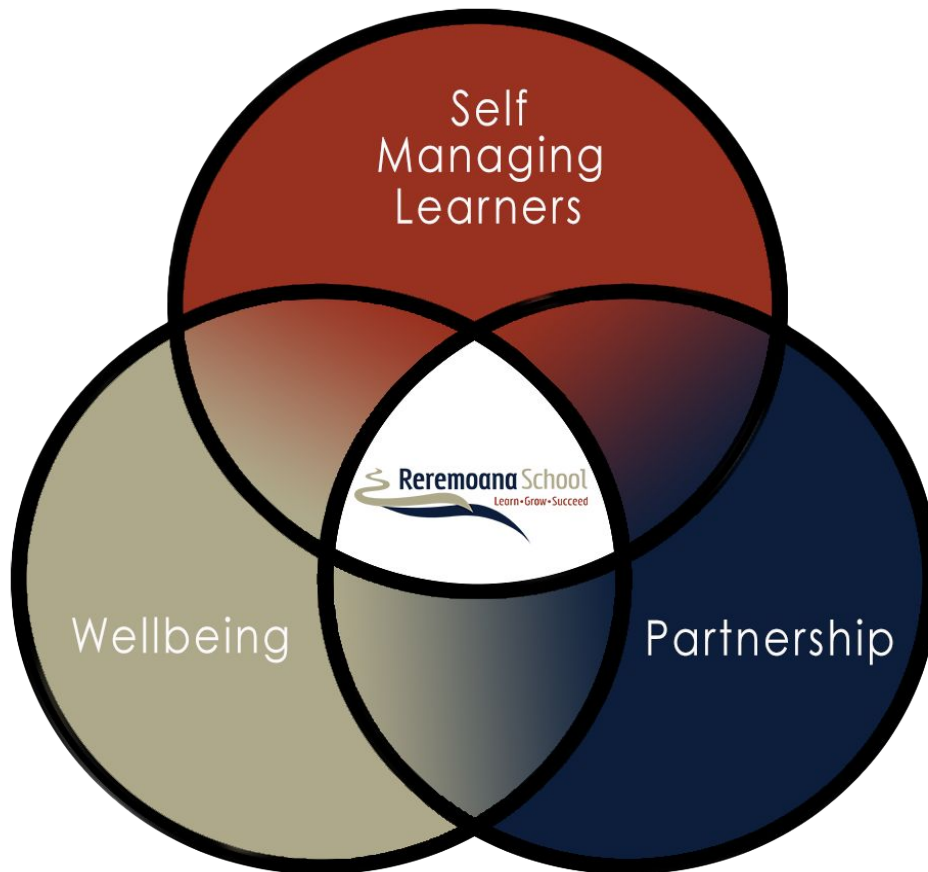
Whiria te tangata underpins the mahi that our kāhui ako does alongside iwi.

Alfriston Kāhui Ako has established a relationship with local iwi (Ngāti te Ata & Ngāti Tamaoho) based on reciprocity. The building of this relationship has taken time and it is important for our kāhui to offer service to our iwi. Consultation with iwi takes place at the kāhui level through our Ngā Manu Taiko network. It is through this relationship that we are gaining an understanding of how they view the relationship between our Kāhui Ako kura and iwi specifically relating to their aspirations for ākonga. Ngati Tamaoho also came to Reremoana School and presented their Education Strategic plan to teachers and board members. Board and leadership then discussed areas of alignment and how the school strategic plan supports the aims of Ngati Tamaoho.

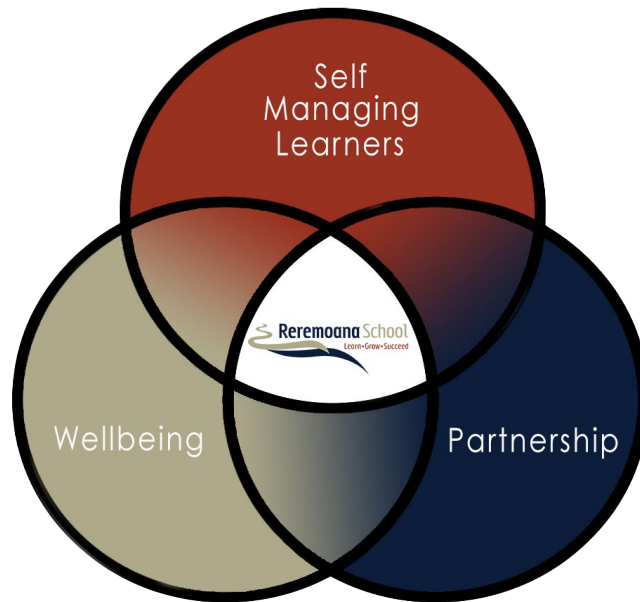
Iwi have indicated two areas they seek to have our Kāhui Ako schools focus on over the next three years.

1. Accurate and authentic teaching of local iwi kōrero and purakau.
2. Highlight success for our ākonga Māori that is broader than just academic success. Eg: kaitiakitanga

Themes for direction 2021-2025



Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners



Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

2024 Annual Goals

Annual goals that link to Self Managing Learners, Hauora and Partnership:

- Implement new school team and leadership structure
- Embed and strengthen Leading by Learning PLD for all leaders

Self Managing Learners specific annual goals:

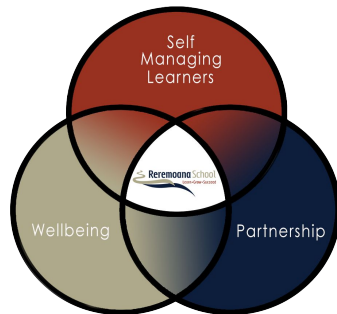
- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

Hauora specific annual goals:

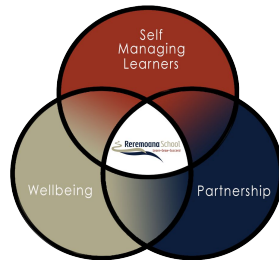
- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

Partnership specific annual goals:

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO



Linking to all Strategic Goal Areas



2024 Annual Goals

- *Implement new school team and leadership structure*
- *Embed and strengthen Leading by Learning PLD for all leaders*

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Development of culture of collaboration
- Robust job descriptions for Ako and Hauora shared clarity across the staff (community have some clarity)
- School processes reviewed to ensure alignment
- Initial data collected and analysed around the impact of the structure
- New leaders have been trained in LBL
- Staff are familiar with the approach
- LBL conversations and attitudes are widespread and common place (part of school culture)

Self managing learners

Strategic goal: To develop learning focused environments that grow engaged, confident and self managing learners

- *Akonga* know where they are in their learning, what they are learning and how it connects to their lives and how they can contribute to their learning pathway*
- *Learning environments support students to take risks in their learning and to feel both challenged and supported*
- *Students are specifically taught how to learn and supported to become more self-directed in their learning*

NELP priorities: 2, 3, 4, 6

Developing self-regulation has a positive impact on student achievement: self-regulating students enjoy higher “academic achievement than non-self-regulating students, even when students are disadvantaged” (de Corte, 2010, p.51).’

Supports all aspects of Language of Learning

*Akonga (noun) student, pupil, learner

2024 Annual goals:

- Strengthen sustainability model for developing akonga agency (including AFL strategies)
- Implement Curriculum Refresh documents and support materials as finalised
- Teams will set targets to improve engagement and achievement in literacy or maths

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Consistent AFL practice across the school and progress on Teacher Capability Matrix
- Draft model of akonga-directed learning constructed and used (with iterative review)
- Teachers have further unpacked of Curriculum Refresh documentation through staff meetings and Teacher Only Days
- Teams have accelerated learning to achieve targets

Goals and Key Actions	Who	Resources	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (What have we achieved? What does the data say?)	Analysis/ Evaluation (how well did it work? did it make enough difference?)
<p>Strengthen sustainability model for developing akonga agency (including AFL strategies)</p> <p><i>-Ako Team provide PLD, co-plan, observe and give feedback</i></p> <p><i>-Continue to develop resource bank of model lessons, teaching & learning resources & examples</i></p> <p><i>-Self management model designed and implemented through TAI in Te Moana team</i></p> <p><i>-Make explicit links between hauora and learning-focused relationships</i></p>	<p>Ako team - PLD</p> <p>TL - observations /feedback</p> <p>Del & Te Moana</p> <p>Hauora & Ako teams</p>	<p>Time for PLD, time for observations/PACs</p> <p>Model lessons & resources</p> <p>School visits around self-management models</p> <p>Time with expert critical friend - Mark Osborne</p>	<p>Teacher capability matrix show progress and greater consistency of practice</p> <p>Student voice data</p> <p>Model (Draft model of akonga-directed learning) is evident - TAI tracking/reflection</p> <p>LIs come from progressions - evident that progressions are being used consistently</p>	<p>Observations - didn't happen due to student behaviours and the pressures on TLs (release being moved etc)</p> <p>Te Puna did work in team meetings - focused in writing Te Awa - hasn't done observations but have seen evidence of it in classes</p> <p>Looked at alternatives to TL observations - hub buddy observations and Ako are available for expert support if stuck for feedback (record</p> <p>Resource bank available</p> <p>Self management model- Del implementing one in her class before expanding into Te Moana</p>	<p>Not having release to do observations meant we didn't achieve this coaching</p> <p>Meetings showed need for greater consistency across the team (eg how to share LI, self assess)</p> <p>Resources are available - unsure around how much people are using/accessing</p> <p>Self management model made a difference to learning and behaviour - across the team and into multiple subjects</p>
<p>Implement Curriculum Refresh/Te Mataiaho documents and support materials as finalised</p> <p><i>-TAI around learning through play/planned interactive learning</i></p> <p><i>-Train all Te Puna teachers in BSLA</i></p> <p><i>-Use MoE materials to unpack Te Mataiaho/common practice model</i></p> <p><i>-Provide clear 'fact sheets' for community on key pedagogical practices (links to partnership) (examples)</i></p> <p><i>-Make use of math specialist expertise in Te Moana</i></p>	<p>Krysten & Te Puna</p> <p>Karien & Te Puna TL & teachers</p> <p>Julie & Marama</p> <p>Leadership team & teacher</p> <p>Lisa</p>	<p>Learning through play resources</p> <p>Pedagogy PLD eg Longworth webinars</p> <p>Release time</p> <p>BSLA resources</p> <p>MoE resources, TODS</p> <p>Fact sheet examples</p>	<p>Data collected around teacher understanding and shift</p> <p>Clearly espoused theory of play at Reremoana School - shared understanding of Learning through Play</p> <p>All teacher successfully achieve BSLA micro-credential</p> <p>Draft 'fact sheets' for key areas completed and parent feedback (focus group) soughts (play, collaborative practice, PB4L...)</p> <p>Action plan for maths MU 2024 created and implement - including an maths practice and equipment audit</p>	<p>Krysten absent in Term 1. Developing understanding through a Longworth webinar around play pedagogy - looking toward taking action stage in Term 4. Junky Monkeys coming. Slow progress but team committed.</p> <p>All Te Puna teachers and some LAs trained in BSLA. Part of oral language trial.</p> <p>Lisa as math specialist has lead maths in Te Moana team, has interacted with other teams, has run PLD bites at Friday Hui, stocktake maths equipment and ordering. Networking and keeping abreast of changes in maths curriculum area</p>	<p>Biggest impact on teachers role in play - their interactions and observation in the play & development of play philosophy</p> <p>Assessment is time consuming. BSLA doesn't show if they are where they need to be (or not). Students showing good progress. Good to have tier 2 instruction.</p> <p>Ensured resources are stocked up</p> <p>Te Moana students are identifying mathematical practices and thinking like mathematicans. Data showing strong progress.</p> <p>Developing conceptual understanding rather than surface -level procedural</p>
Teams will set targets to improve engagement and achievement in	TL and teams	PLD budget	Achievement data collected and analysed at team and school level	Targets set (see team plans)	See end of year data for analysis of achievement and

Wellbeing/Hauora

Strategic goal: To build the knowledge and skills to support the cornerstones for wellbeing/hauora for all akonga

- *Te Whare Tapa Wha* used as a foundation for a wellbeing/hauora plan for Reremoana School*
- *Focused teaching of wellbeing and resilience strategies and skills*
- *Akonga develop self awareness and regulation, a strong sense of identity and belonging.*

NELP Priorities: 1, 2, 3, 5, 6

Language of Learning links: Be respectful and Be resilient

(* Mason Durie's model of wellbeing/hauora)

2024 annual goals

- Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)
- Conduct biannual health community consultation and review our health curriculum

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Updated PB4L framework documents eg behaviour definitions
- Hero data shows consistent application of PB4L processes
- Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning
- Community consultation completed and health curriculum statement written

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Review and refine our social curriculum (including PB4L and relevant parts of Language of Learning)</p> <p><i>-Develop school own tools for monitoring and assessment of hauora and school culture (akin to Wellbeing at School)</i></p> <p><i>-Ensure explicit teaching of behaviour and culture building</i></p> <p><i>-Implement PB4L initiatives such as the Newcomers Club</i></p> <p><i>-Ensure consistent application of PB4L processes (including school reward systems)</i></p> <p><i>-Engage in Mitey PLD (for 2025 roll out)</i></p>	<p>Hauora Team</p> <p>Nikki/Lynn</p> <p>Hauora TLs</p> <p>Hauora Team</p> <p>Karien</p>	<p>Release for Nikki</p>	<p>Survey staff to gather data on PB4L practices and understanding</p> <p>Updated further PB4L framework documents eg lesson plans., hub matrices, and all are applied consistently</p> <p>Develop tool using Te Whare Tapa Wha areas, and align with PB4L. Gather baseline data.</p> <p>PB4L planning is guided by data, and results in a reduction of behaviour incidents</p> <p>Classroom environments, teacher planning and sharing of learning demonstrate consistency of teaching social curriculum learning</p> <p>Allocated time in team meetings to problem solve and plan</p> <p>Teams establish consistent and rigorous reward systems that feed into a school wide reward system that works for all ages</p> <p>A roll out plan for Mitey has been developed (sitting within PB4L)</p>	<p>Surveyed around reward systems and hub matrix administered and reviewed hauora team. Addressed flow chart and confusions around behaviour definitions - examples around record</p> <p>Tool developed and implemented. Data gathered and analysed. Team goals set. Survey readministered in T4. Te Puna Te Awa Te Moana</p> <p>Data has been used in an informal way; team leaders are aware of hot spots and spikes in behaviour and react/address accordingly</p> <p>Meetings with Kerry - Sarah, - do it across the school. Hauora TL meet with LSC prototype</p> <p>Student matters of Team meetings - ABCs Collective problem solving. Highlight what is going well as well</p> <p>Plan for roll out of Mitey in place, starting in T4. SLT met with Mitey - staff meetings in Term 4</p>	<p>Follow up being recorded is providing more communication</p> <p>Higher quality data is being gathered from staff and is being used to support referrals to outside agencies Moving forward we want to encourage Hauora leaders to use the data more</p>
<p>Conduct biennial health community consultation and review our health curriculum</p> <p><i>-Robust community consultation around health curriculum</i></p> <p><i>-Review what is currently working well in explicit hauora teaching</i></p> <p><i>-Produce reviewed health curriculum statement based on Te Whare Tapa Wha</i></p> <p><i>Ensure continued teaching of Te Whare Tapa Wha</i></p>	<p>Karien</p> <p>Lynn/Karien/Courtney/Nikki</p> <p>Hauora TLs</p>	<p>Release for Courtney</p>	<p>Community consultation completed and health curriculum statement written</p> <p>33 % of whānau respond to the survey</p> <p>Work with Health/PE Leader to create review</p> <p>Te Whare Tapa Wha teaching and learning is evident in all spaces</p>	<p>Survey conducted in term 4</p> <p>Survey administered; 30 % respondents</p> <p>PE teacher went back into class</p> <p>Links to Niho Taniwha - kiako co constructing goals - explicitly use language of Te Whare Tapa Wha as a future goals. All teacher are able to make connections with TTW through Niho Taniwha work good robust evidence through discussions nest Classroom checks</p>	

Partnership

Strategic goal: To work in partnership with our community to improve learning outcomes for all akonga

- *Be active participants within our community contributing to and making use of wider community resources*
- *Celebrate that we are a multicultural society within a bicultural nation - Hold Te Ao Maori as fundamental, while celebrating and reflecting our cultural diversity within our local curriculum*
- *Identify and implement ways to increase connection and partnership and strengthen communication - including use of technology*

NELP priorities: 2, 3, 5, 6, 7

Language of Learning links: Be collaborative

2024 annual goals

- Embed learning from school wide Niho Taniwha PLD
- Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
- Extend whanau engagement across cultures/ethnic groups
- Begin the roll out of real time reporting in Te Puna via HERO

By the end of 2024 we expect to see: (evidence, data - links to strategic goal success criteria)

- Teachers demonstrated continued progress using Arotake Whaiaro
- Connections and relationships are initiated by Reremoana School with iwi
- Hui for different ethnic group whanau have been held
- Events/learning across a range of ethnic groups have involved whanau
- Draft schedule for real time reporting developed and implement in Te Puna
- Feedback gathered around real time reporting from whānau

Goals and Key Actions	Who	Resources required	Success measurements (How will we know we have been successful? What data will be collected? What will the data tell us?)	Outcomes (what have we achieved? What does the data say?)	Analysis/Evaluation (how well did it work? did it make enough difference?)
<p>Embed learning from school wide Niho Taniwha PLD <i>-TAI around the development of Te Reo Māori teaching progressions</i> <i>-PLD and observations using Arotake Whaiaro matrix</i></p>	<p>Nikki, EA staff (Ruth, Renee) Alisha, Shannon</p>	<p>Time for observations and coaching conversations</p> <p>MoE PLD hours</p> <p>Team meeting time</p>	<p>TAI progress worked through for development of Te Reo Māori progressions and teachers are engaged and familiar</p> <p>Teachers feel confident and students are engaged and learning new content in Te Reo Māori</p> <p>New teachers are brought onto the journey of Niho Taniwha and assess their practice using Arotake Whaiaro</p> <p>We continue to see growth and progress in teacher practice through Arotake Whaiaro</p>	<p>Our goal was to improve teacher capability, in a te ao Māori space. Teachers set goals at the start of the year and worked towards them throughout the year through the Niho Taniwha process.</p> <p>Goals co-constructed with kaiako at Reremoana told us that teachers wanted to improve their teaching capabilities. 9 out of 15 kaiako set their 2024 goals to "Improve te reo Māori spoken in 2024"</p> <p>Our teachers improved in capability against Arotake Whaiaro 78.8%.</p> <p>Ākonga as part of a target group focused on Te Reo Māori (Year 6) improved 62.5% in a te reo Māori post-test for the target group of year 6's.</p>	<p>Feedback from staff and students was they were feeling more confident and noticed it around the school more. The plan for 2025 is for teachers to lead Te Reo Māori Progressions in their classroom programmes. Our Kaiako voice is that they are feeling more confident and well prepared for this transition.</p>
<p>Develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua) <i>-Engagement with Kahui Ako Manu Taiko</i> <i>-Encouragement attendance at iwi events</i> <i>-Seek connections/opportunities to meet with iwi</i></p>	<p>Nikki, Julie</p>	<p>Contacts Koha</p>	<p>Strengthened relationship with Manurewa Marae</p> <p>Nikki attends Manu Taiko hui and our school is more engaged in this strand of our KA work</p> <p>We have made contact with Te Ākitai waiohua iwi (who gifted our name) and are building a relationship</p>	<p>Julie met with Karen and whanau at papakainga</p> <p>Reremoana descendants (Te Ākitai) attended Matariki celebrations</p> <p>Ngā Manu Taiko workstream (Nikki) has provided a good area for connection with Te Akitai. We have set some goals, created a plan for 2025, aiming to create a resource for teachers to use.</p> <p>Whaea Anahera- Connection with Whaea Anahera through RTLB has given us a good connection with Manurewa Marae. Whaea has supported Senior Kapa Haka this year.</p>	<p>We have made positive initial steps in establishing connections with Mana Whenua, actively reaching out and engaging in regular kōrero to build trust and mutual understanding. These early conversations have laid the groundwork for more meaningful partnerships, where both the school and iwi can contribute to shared goals. Strengthening these connections will enable more culturally grounded learning opportunities for our tamariki and ensure iwi voices are reflected in our school practices. This ongoing engagement sets the stage for deeper collaboration and a truly reciprocal relationship in 2025 and beyond.</p>
<p>Extend whanau engagement across cultures/ethnic groups <i>-Different ethnic group parent meetings eg Chinese, Pasifika</i></p>	<p>Nikki, Julie, Karien & teachers</p>	<p>Resources for cultural learning experiences eg henna for diwali</p>	<p>Increasing attendance at parent group meetings</p> <p>Collection of voice data from a range of cultures/ethnic groups</p>	<p>Chinese and Indian parent group meetings held - feedback given and where possible actions taken.</p>	<p>Strong attendance and engagement at these show parent commitment and appreciation,</p>

Team Targets 2024 (include rationale)

NB - accelerate means progress greater than expected in 1 year

Te Puna: 80% of all Year 1-3 students will be working within or beyond expectation for Reading.

Te Awa: Accelerate progress for 60% of learners sitting below expectation in Writing

Te Moana: To accelerate progress in Mathematics outcomes for ½ of students who sit in the below/well below space (18/35 students)

Attendance target: Reduce the number of students marked T by 50% by increasing communication with whānau.

Data Discussion

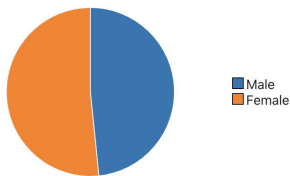
Reremoana
School 2024

The year that was 2024

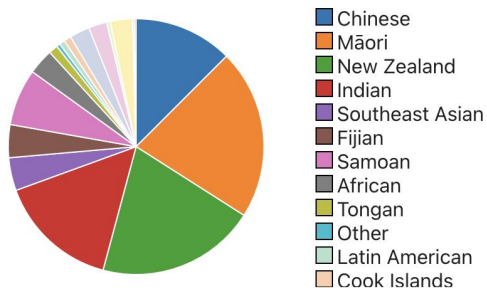
I am pleased to say that this year has been relatively normal in comparison to the last few - which is a celebration.

This year our school looks like this

Gender



MoE Ethnicity Groups*



Attendance information

The government has a new attendance strategy and expectations which we will report on next year - This is where we are sitting for this year. To give a baseline for discussions next year.

- Overall attendance rate for the school 89%
- Approx 22 referrals to the attendance service
- 3 families are late more than 30% of the time this represents 7 students
- Just over 110 students took extended time off school 5+ days for a holiday during term time (That notified the school)
- Significant cultural differences with our whānau who struggle with attendance - 2/3rds of which are Maori/Pacific Peoples - this has had noticeable impact on achievement rates in these whānau and groups

Good 0-5 %	Worrying 5-10%	Concerning 10-15%	Serious concerns 15%+
154	125	77	103

School wide Expectations

Across the school in reading in 2024 we have

71% of students reading at or above expected level

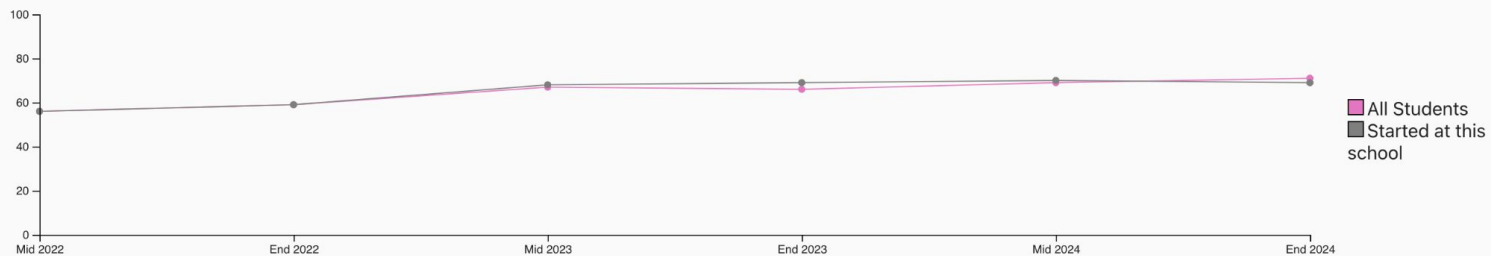
This summary includes year 4-8 data as those in year 0-3 have BSLA data.



Year 1	Year 2	Year 3	Year 4
See BSLA data	See BSLA data Some of these students have OTJs	See BSLA data Some of these students have OTJs	71%
Year 5	Year 6	Year 7	Year 8
53%	77%	69%	82%

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Exceeding	20	47	38	66	51	69
Meeting	77	55	91	62	88	76
Yet to meet	43	34	35	32	27	31
Yet to meet - More support required	33	38	29	35	36	29
Total Meeting or above	97 out of 173	102 out of 174	129 out of 193	128 out of 195	139 out of 202	145 out of 205
Percentage Meeting or above	56%	59%	67%	66%	69%	71%

Percentage of students Meeting or above



School wide Expectations

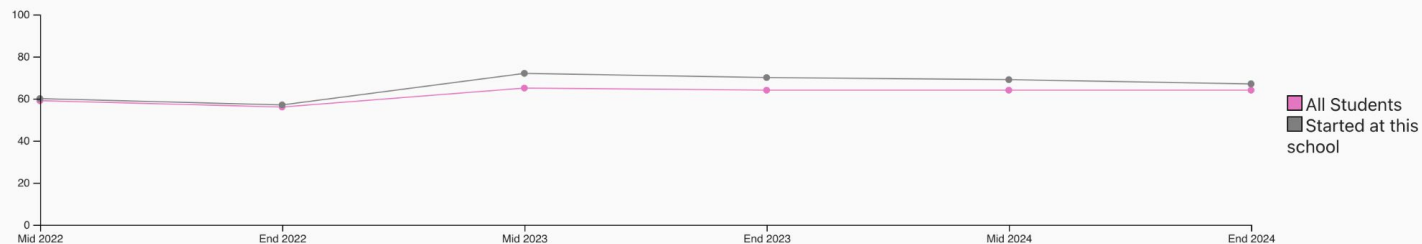
Across the school in writing in 2024 we have
62% of students working at or above expected level



Year 1	Year 2	Year 3	Year 4
100%	70%	53%	74%
Year 5	Year 6	Year 7	Year 8
35%	70%	38%	68%

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Exceeding	19	20	33	49	34	44
Meeting	118	112	168	161	202	204
Yet to meet	57	54	66	72	76	74
Yet to meet - More support required	40	50	43	48	56	63
Total Meeting or above	137 out of 234	132 out of 236	201 out of 310	210 out of 330	236 out of 368	248 out of 385
Percentage Meeting or above	59%	56%	65%	64%	64%	64%

Percentage of students Meeting or above



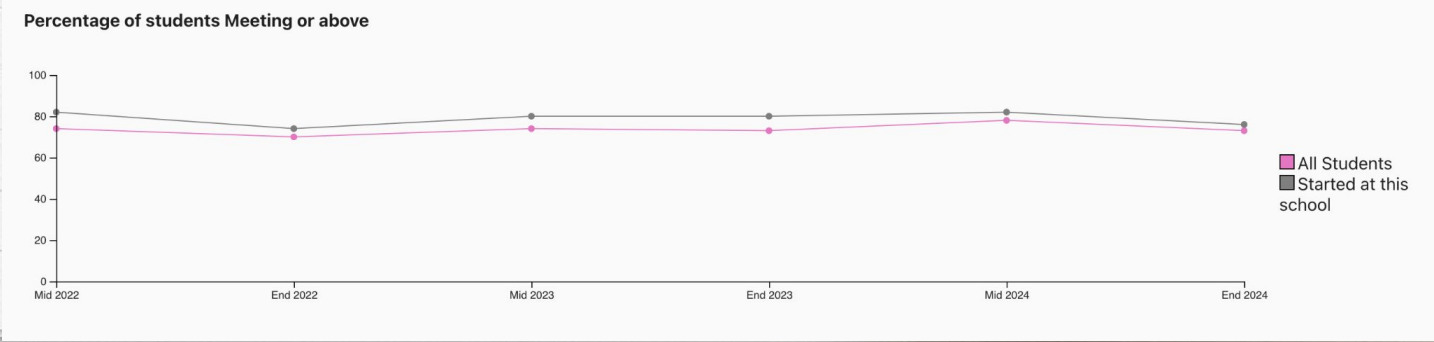
School wide Expectations

Across the school in Mathematics in 2024 we have
73% of students working at or above expected level



Year 1	Year 2	Year 3	Year 4
100%	88%	62%	81%
Year 5	Year 6	Year 7	Year 8
45%	70%	50%	91%

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Exceeding	63	50	68	85	78	93
Meeting	110	116	162	159	210	188
Yet to meet	42	49	50	46	34	57
Yet to meet - More support required	20	23	30	46	46	48
Total Meeting or above	173 out of 235	166 out of 238	230 out of 310	244 out of 336	288 out of 368	281 out of 386
Percentage Meeting or above	74%	70%	74%	73%	78%	73%



School wide Expectations

Maori Students Achievement across the school

We have around 100 students who identify as Maori in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space) Attendance rate 87%

- 59% of these students are working at or above expectation in Reading. In 2023 this number was 55%. Increase of 4% (This includes OTJ data from Y2 and Y3)
- 52% of these students are working at or above expectation in Writing. In 2023 this number was 46%. Increase of 6%
- 60% of these students are working at or above expectation in Mathematics. In 2023 this number was 58%. Increase of 2%

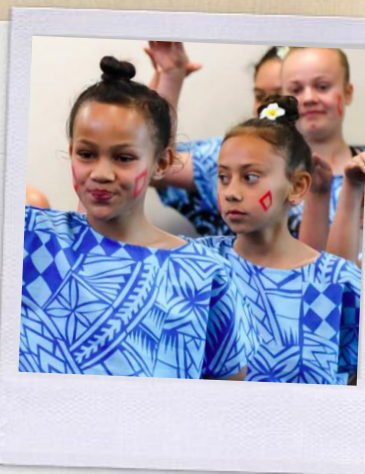


School wide Expectations

Pacific Peoples Achievement across the school

We have around 65 students who identify as Pacific Peoples in our school.
(Some students identify as both Maori and Pasifika so there is some crossover in this space)- Attendance rate 83%

- 69% of these students are working at or above expectation in Reading. In 2023 this number was 58%. Increase of 11% (This includes OTJ data from Y2)
- 55% of these students are working at or above expectation in Writing. In 2023 this number was 63%. Decrease of 8%
- 57% of these students are working at or above expectation in Mathematics. In 2023 this number was 63%. Decrease of 6%



Questions I still have

- Further tracking on the cohort of Year 5 and Year 7
 - Does this track with their previous years achievement?
 - How much of the cohort has changed?
 - Outstanding characteristics of those cohorts -
 - Gender/ethnicity/ELL/Neuro diversity and additional needs
 - How does that impact?
 - What supports need to be put in place to ensure we address these issues?
- Implementation of the BSLA expectations and how this effects data
- Looking at the students who have not made expected progress and how this correlates with those who have patchy or poor attendance
- How can we continue to support relationship between home and school around attendance particularly as the goal posts and expectations around this become more tricky.



Team Leaders

Te Puna



Our Team target was: 80% of all Year 1-3 students will be working within or beyond expectation for Reading.

Current Target- Y1- BSLA Y2- Orange (1L) Y3- Purple (2E)

We didn't meet our target for Y1; Y2 yes and Y3 very close

Below data is based on Non Word Reading scores (New assessment guidelines based on normative data from across NZ)



(BSLA) Y1	Below (Working Towards)	At (Working Within)	Above (Working Beyond)	
20 Weeks	53%	40%	7%	(47% at or above)
30 Weeks	30%	46%	23%	(70% at or above)
30 Weeks +	43%	31%	25%	(56% at or above)

(BSLA) Y2	Below (Working Towards)	At (Working Within)	Above (Working Beyond)	
Y2 NWR	4%	73%	23%	96% at or above on BSLA based on Non Word Reading

Current school expectation for Year 2 is Orange (1L) - this is a different measuring system to BSLA. Some Y2 students have received OTJs as they were tested on the colour wheel, but it doesn't mean those that weren't are below. We have 29% at Orange 1L expectation 22% students exceeding this 1L expectation.

(BSLA) Y3	Well Below	Below (Working Towards)	At (Working Within)	Above (Working Beyond)	
	20%	6% (1L)	31% (2B)	43% (33% 2M, 8% 2L, 2% 3E)	74% at or above according to school expectation

Current school expectation for Year 3 is Purple (2B) - this is a different measuring system to BSLA. Most Y3 students have started reading colour wheel texts as they continue working through the BSLA Structured Literacy 'Taumata' stages- that are continuing to be extended as they roll out BSLA for beyond Year 3 in 2025. 2M (Above) is PROBE testing measuring comprehension. Most of this cohort have completed 3 years on BSLA.

Te Puna team

Progress towards our target:

- Pleasing results from Year 2 and 3 cohorts
- 6 teachers completing the training this year
- Extra LA support offered in class and for Tier 2 groups (new resources purchased to support this)
- Oral language trial group - and LA training which can be extended next year
- ELL support

Barriers to meeting our target:

- Y1 cohort- behaviours/ focus and attention
- Non word spelling- not everyone completed as a set task so couldn't use this data for overall picture but lower scores than reading - so a challenge how to get these scores more aligned
- Changes/ adaptations to programme- need to keep on top of changes next year
- The 2 systems not aligning eg BSLA is one system/ the colour wheel that school wide expectations are based on don't align
- BSLA does not have set expectations for all 'weeks' or year groups at this stage

Successes and things we will do again:

- Overall BSLA is a clear, structured, systematic programme to support our learners literacy skills
- We have put money into purchasing more resources for BSLA and to support tier 2 (and they have just released the next level of support for children who have had tier 2)
- Oral language programme to be extended
- Next year have more focus on High freq non-decodable words for reading and spelling
- Continue to inform parents of ways they can help at home
- Extend BSLA into other year levels
- New ways to assess and report



BETTER START
LITERACY APPROACH
Te Ara Reo Matatini

	Reading				Writing				Maths			
Y1	WB	B	A	Ab	WB	B	A	Ab	WB	B	A	Ab
24	See BSLA						96%	4%			79%	21%
					#1B and 1M 'At' expectation				#1B and 1M 'At' expectation			
Y2												
24	See BSLA				6%	24%	62%	8%	0%	14%	74%	12%
					+6%	+24%				+14%		
23					All students at or above				All students at or above			

Our overall achievement and progress data for the team 2024 (non matched)

	Reading				Writing				Maths			
Y3	WB	B	A	Ab	WB	B	A	Ab	WB	B	A	Ab
24	See BSLA				14%	33%	41%	12%	2%	35%	32%	30%
					-16%	+10%	+1%	+4%	-34%	+20%	-2%	+15%
23					30%	23%	40%	7%	36%	15%	34%	15%

Our overall achievement and progress data for the team 2024 (non matched)

Te Awa



Our Team target was: Accelerate progress for 60% of learners sitting below expectation in Writing - 38 students (2 sub-levels)

We didn't meet our target (26% accelerated)

Progress towards our target: 10 out of 38 are now achieving 'at' (26%). All but 1 of the 38 did make progress this year.

	0 sub levels	1 sub level	2 sub levels	3 sub levels
	1	27	9	1

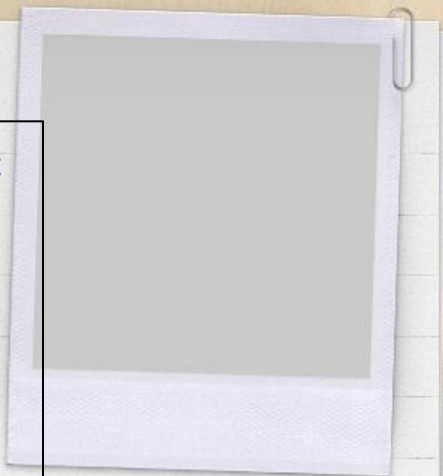
Te Awa team

Barriers to meeting our target:

5 of the target students are ELL
In this group we have a large number
of children with high learning needs
(ADHD, ASD, Dyslexia) and many
with high behavioural needs.
14/38 have had attendance around
82% (our lowest at 52%) and 9 of
those were taking holiday in term
time ranging from 1 to 7 weeks
Withdrawal classes for spelling and
reading, time out of writing
Time

Successes and things we will do again:

AWS
Christina with ELL students
Spending time on seeing themselves
as writers
Explicit teaching, modeling
Real life contexts - publishing writing
Variety of topic
Integrated curriculum (relevance)



	Reading				Writing				Maths			
Y4	WB	B	A	Ab	WB	B	A	Ab	WB	B	A	Ab
2024	12%	17%	38%	33%	7%	19%	52%	21%	5%	14%	55%	26%
	-9%	-4%	+20%	-8%	-8%	-4%	+11%	-	-	+1%	+14%	-15%
2023	21%	21%	18%	41%	15%	23%	41%	21%	5%	13%	41%	41%
Y5												
2024	23%	21%	28%	28%	31%	31%	35%	4%	30%	26%	24%	20%
	-1%	+6%	-9%	-4%	+7%	-4%	-7%	+4%	+4%	+11%	-11%	-4%
2023	24%	15%	37%	24%	24%	35%	42%	-	26	15	35	24

Our overall achievement and progress data for the team 2024 (non matched)

	Reading				Writing				Maths			
Y6	WB	B	A	Ab	WB	B	A	Ab	WB	B	A	Ab
2024	13%	10%	38%	39%	11%	16%	54%	20%	20%	9%	56%	15%
	+2%	-6%	+3%	+1%	-1%	-11%	+19%	-7%	+4%	-15%	+27%	-16%
2023	11%	16%	35%	38%	11%	27%	35%	27%	16%	24%	29%	31%

Our overall achievement and progress data for the team 2024 (non matched)

Te Moana

Our Team target was: To accelerate progress in Mathematics outcomes of $\frac{1}{2}$ of students who sit in the below/well below space (18/35 students)

We didn't meet our target

Progress towards our target: 11/34 (1 student left)



	Well below	Below	At	Above
Y7	17	6	14	13
Y8	2	2	16	14

EO Y		1B	1M	1L	2B	2M	2L	3B	3M	3L	4B	4M	4L	5B	5M	5L
'24	Y8								1	1	2	10	6	7	6	1
'23	Y7						1	1	3	5	16	1	11	1		
'24	Y7			1		2	1	4	9	6	14	8	4	1		
'23	Y6			3	2	5	6	8	8	8	5	1	1			

Clear shift in the tail of achievement for both groups with numbers dropping and achievement extending into level 5

Our overall achievement and progress data for the team 2024 (non matched)

Te Moana team

Barriers to meeting our target:

- 4 out of 35 of the target students have high percentage of absenteeism.
- Although we did focus on recall of basic facts during term 3, in reflection we should have focused on this earlier (focusing on multiplication facts).
- I wonder if the learning outcomes set on Hero for number strategies have too many strategies that need to be ticked before the teacher has confidence in moving up an OTJ to the next step/level.

Successes and things we will do again:

- Ensuring the students are instructed at the expected curriculum level.
- Using concrete materials to build student understanding and developing a deeper conceptual understanding.
- Students moving their focus from the correct answer to proving and justifying 'why' their answer will work.
- Focused teaching for a group of year 7 students (unfortunately this wasn't sustained)



	Reading				Writing				Maths			
Y7	WB	B	A	Ab	WB	B	A	Ab	WB	B	A	Ab
2024	14%	16%	29%	40%	46%	16%	30%	8%	34%	12%	28%	26%
	-3	+1	-12	+14	+16	-6	-11	+1	-1	-3	-7	+11
2023	17%	15%	41%	26%	30%	22%	41%	7%	35%	15%	35%	15%
Y8												
2024	3%	15%	56%	26%	18%	15%	52%	15%	6%	6%	47%	41%
	-12	0	+30	-18	-11	+3	+17	-9	-9	-9	+15	+3
2023	15%	15%	26%	44%	29%	12%	35%	24%	15%	15%	32%	38%

Our overall achievement and progress data for the team 2024 (non matched)

Thank you

Next steps - 2025 Annual Goals - DRAFT

Annual goals that link to Self Managing Learners, Hauora and Partnership:

- Refine leadership structure
 - Leading by Learning PLD for all leaders and practice

Self Managing Learners specific annual goals:

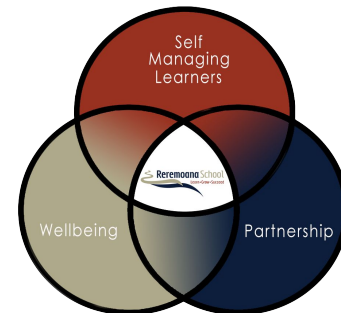
- Strengthen sustainability model for developing akonga agency (including AFL strategies)
 - Link to science of learning
- Build curriculum familiarisation and teacher understanding of English and Mathematics curriculum areas
 - Implement structured literacy in Year 4-6 (University of Canterbury trial is an action under this, include Y 7/8)
 - Maths curriculum (PLD, resources) - making sure the resource doesn't become the programme etc)
 - Teams will set targets to improve engagement and achievement in literacy or maths

Hauora specific annual goals:

- Introduce the Mitey approach to mental health education school wide
 - Integration with PB4L systems

Partnership specific annual goals:

- Continue to develop connections with iwi (Ngāti Tamaoho, Ngāti Te Ata, Te Akitai Waioahua)
 - Kahui Ako workstream
 - Relationship with Reremoana descendants
- Extend partnership with parent community
 - whanau engagement across cultures/ethnic groups
 - Curriculum information for community - reporting and familiarization
- Implement refreshed curriculum in a way that demonstrates our commitment to honour Te Tiriti
 - Build upon Nihō Taniwha PLD



LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* oral language encompasses any method of communication the learner/ākonga uses as a first language, including NZ Sign Language.

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

WHAT GOOD LOOKS LIKE:

Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ākonga, teachers/kaiaiko and staff

Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations

All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA¹ are welcomed, supported, valued and listened to

WHAT GOOD LOOKS LIKE:

Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities

High aspirations for all learners/ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated

Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment

Education and training pathways are available for and deliver equitably for all learners/ākonga

Māori enjoy and achieve educational success as Māori, whānau, iwi, Pacific families, and education supports Māori rangatiratanga

WHAT GOOD LOOKS LIKE:

The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities

Learners/ākonga face no unnecessary physical, access, support or financial barriers to education

Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education

Learners/ākonga are supported to successfully transition between education and employment

Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed

Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences

WHAT GOOD LOOKS LIKE:

Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development

All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills

Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support

Where appropriate, learners/ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with

WHAT GOOD LOOKS LIKE:

Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori

Leaders, teachers/kaiaiko and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies

Learners/ākonga have opportunities to learn, and learn in, te reo Māori

A commitment to Te Tiriti | the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing

Māori identity, language and culture are incorporated into teaching, learning and pastoral care

WHAT GOOD LOOKS LIKE:

Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning

Teachers/kaiaiko and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career

Teachers/kaiaiko and educators are confident and competent in educating diverse learners/ākonga

Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

WHAT GOOD LOOKS LIKE:

Teaching and learning focuses and responds more closely to workplace needs

Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices

A more active careers service supports clearer learning and employment pathways

People can upskill and retrain throughout their lives and gain skills that are relevant for employment

Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers

¹ Includes people who identify as lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual, or other sex, gender, or sexuality diverse identities.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK	
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives	
1	2	3	4	5	6	7	
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support	Support learners/ākonga to see the connection between what they're learning and the world of work	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Where possible, reduce non-fee costs, including costs associated with BYOD ² policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/ kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	
		2. Bring your own device.					



Reremoana School

Next review: Term 1 2027

Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Reremoana School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- Article 1: Kāwanatanga | Honourable governance**
We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.
- Article 2: Rangatiratanga | Māori self-determination**
We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).
- Article 3: Ōritetanga | Equity**
We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.
- Te Ritenga | Spiritual and religious freedom**
We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

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

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to

recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Reremoana School is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See [School Community Engagement Policy](#).

Strategic planning

Strategic planning at Reremoana School underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.


See [School Planning and Reporting](#).

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement.

See [Māori Educational Achievement](#).

School programmes

Reremoana School aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Reremoana School works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See [Ka Hikitia Ka Hāpaitia](#)  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching

capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See [Curriculum and Student Achievement Policy](#).

Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Reremoana School regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See [Māori Educational Achievement](#) and [Learning Support](#).


Related topics

- [Board Responsibilities](#)
- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)

Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains.
He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

Release history: [Term 3 2024](#), [Term 4 2022](#), [Term 4 2020](#)

Last review	Term 1 2024
Topic type	Core

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>Having a health and safety team and encouraging the reporting of hazards or safety concerns</p> <p>Through the development of a staff culture that is positive and child-centred</p> <p>Provision of PLD</p> <p>Encouraging and supporting union membership</p> <p>Through induction of new staff</p> <p>Provision of PPE when required</p> <p>Health and safety section in our weekly admin meeting</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>Through Schooldocs we have an EEO policy that shows our commitment to fairness and equal opportunities – we do our best to ensure diversity in recruitment while also selecting the best candidate for the position. Recruitment practices are fair and inclusive, reaching out to a diverse pool of candidates and avoiding any bias or discrimination. Clear and transparent processes</p> <p>All employees have equal opportunities for advancement and there are systems (guided by policy) for reporting concerns/complaints.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We start with a clear job description. We interview and reference check using the same questions. We use a panel to make appointments.</p> <p>Upon request, we provide feedback to unsuccessful candidates to help them to improve their skills and performance for future job applications.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>We struggle to increase diversity in our workforce due to the very few candidates we have to select from, because of a low number of applications. This makes it challenging for the diversity in our workforce to reflect our student population.</p> <p>We develop policies and programs that reflect Māori aspirations and needs, such as increasing Māori representation in decision-making positions on our board and incorporating Māori language and culture into</p>

	<p>our curriculum to help ensure our Māori students have access to culturally appropriate teaching and support.</p> <p>All our staff are engaged in PLD that includes Te Tiriti o Waitangi and supporting ākonga Māori</p>
How have you enhanced the abilities of individual employees?	<p><i>Through PLD in a number of areas (both internal and external), through appraisal/professional growth cycles.</i></p> <p>Our staff work and teach collaboratively – which provides opportunities for support, reflection and learning from each other.</p> <p>Those new to the profession receive a mentor teacher as provided by MoE</p>
How are you recognising the employment requirements of women?	<p>Our leadership team and teaching staff are entirely women. Most of our support staff are also women (our caretaker is the only male currently on staff).</p> <p>This means that we are very aware of the employment requirements of women and have a strong family friendly focus.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>On an individual basis we discuss what the requirements are to allow them to feel included as well as fulfil their role effectively.</p> <p>Schools are required to be inclusive of students with all needs so this transfers to being inclusive and proactive to support staff with disabilities or additional needs</p>

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

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

Does your EEO programme/policy set priorities and objectives?		No
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Reremoana School
Health and Physical Education 2024

Reremoana School Physical Education/Physical Activity (PE/PA) Philosophy

To provide students at Reremoana School with:

- *Quality teaching and learning resources outlining co-curricula and cross-curricula physical activity and physical education opportunities for kids throughout the school day*
- *Supporting teachers to plan effective physical education skills and opportunities for their programme*
- *Identifying strengths and opportunities, as well as areas that may require attention, providing guidance and setting priorities for action*
- *Supporting collaborative school and community-wide physical activity and physical education planning*
- *Providing links to a variety of different physical activity opportunities available in the community, locals sports clubs, recreation centres and other activity groups*
- *Provision of a gifted and talented sports programme - talent identification and opportunity for students to participate provision in Manurewa Primary Schools Sports Association (MPSSA - Year 5 - 8 students) and Central Counties (Year 7 - 8).*

Our aim is to have a positive, sustainable physical activity culture, where all children have the opportunity to choose and enjoy physical activity. Covid has impacted on this.



Aims of Kiwi Sport

To increase the number of school-aged children participating in organised sport
Increase the availability and accessibility of sport opportunities for all school-aged children.
Support children in developing skills that will enable them to participate effectively in sport.

Expenditure for 2024 Physical Education and Physical Activity

Physical Education Expenses Transactions Reorder columns

Reremoana Primary School
For the period 1 January 2024 to 31 December 2024

Date	Source	Description	Reference	Debit	Credit	Running Balance	Gross	GST
Physical Education Expenses								
3 Feb 2024	Spend Money	SP Dollar outlet - hand balls		23.04	-	23.04	26.50	3.46
19 Feb 2024	Payable Invoice	K Pasgaard & Co Limited - Sports equipement	WEB-81908	71.19	-	94.23	81.87	10.68
20 Feb 2024	Payable Invoice	Qizzle - Netball	1050841	14.43	-	108.66	16.60	2.17
13 Mar 2024	Payable Invoice	Hart Sport - Netball bibs	210962	144.78	-	253.44	166.50	21.72
21 Mar 2024	Payable Invoice	Hart Sport - Mini basketball goals	211229	346.87	-	600.31	398.90	52.03
23 Mar 2024	Spend Money	Kmart Auckland - Sports equipement		75.65	-	675.96	87.00	11.35
10 Apr 2024	Payable Invoice	Lisa Thomson - Diesel for borrowed van	Reimbursement 12.4	34.78	-	710.74	40.00	5.22
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - BB196 - Basketball Hoop Chain Net	WEB-82773	56.10	-	766.84	64.52	8.42
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - PG272B - Jumping Sack - Blue	WEB-82773	14.74	-	781.58	16.95	2.21
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - PG272Y - Jumping Sack - Yellow	WEB-82773	14.74	-	796.32	16.95	2.21
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - PG074 - Juggling Balls - Set of 3	WEB-82773	13.48	-	809.80	15.50	2.02
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - PG2727 - Avaro Elastics (2cm x 340cm)	WEB-82773	28.56	-	838.36	32.84	4.28
29 Apr 2024	Payable Invoice	K Pasgaard & Co Limited - DISC - Discount	WEB-82773	-	17.39	820.97	(20.00)	(2.61)
15 May 2024	Payable Invoice	Courtney White - Table tennis balls	Reimbursement 15.5.24	26.09	-	847.06	30.00	3.91
16 May 2024	Payable Invoice	Courtney White - Moorpark fish and chips for students	Reimbursement 16.5.24	8.70	-	855.76	10.00	1.30
17 May 2024	Payable Invoice	Hart Sport - Skills mat	212646A	76.96	-	932.72	88.50	11.54
24 May 2024	Payable Invoice	Hart Sport - Hart compass	213205	71.74	-	1,004.46	82.50	10.76
1 Jun 2024	Payable Invoice	Hart Sport - Hart Gym Mats	212646	383.91	-	1,388.37	441.50	57.59
24 Jun 2024	Payable Invoice	Hart Sport - Resources for PE	215382	176.09	-	1,564.46	202.50	26.41
25 Jun 2024	Payable Invoice	Hart Sport - Sports equipement	215407	586.43	-	2,150.89	674.40	87.97
26 Jun 2024	Spend Money	Kmart - SPorts equipement		175.65	-	2,326.54	202.00	26.35
29 Jun 2024	Receive Money	Kmart - Refund of goods not delivered		-	12.17	2,314.37	(14.00)	(1.83)
18 Jul 2024	Payable Invoice	Hart Sport - Hart fitness disc set	215407A	99.13	-	2,413.50	114.00	14.87
30 Aug 2024	Payable Invoice	Central Counties Sports Association - Admin Fee due to late withdrawal of basketball team	Admin Fee 2024	130.43	-	2,543.93	150.00	19.57
1 Sept 2024	Payable Invoice	Mitre 10 Mega Takanini - Barrier Tape for Cross Country	A-76802	72.05	-	2,615.98	82.86	10.81
17 Sept 2024	Payable Invoice	K Pasgaard & Co Limited - Spong bat	WEB-81908/1	28.96	-	2,644.94	33.30	4.34
7 Nov 2024	Payable Invoice	K Pasgaard & Co Limited - long jump mat	WEB-85926	117.52	-	2,762.46	135.15	17.63
27 Nov 2024	Payable Invoice	K Pasgaard & Co Limited - PE equipment	WEB-86178	1,000.81	-	3,763.27	1,150.93	150.12
28 Nov 2024	Spend Money	The Warehouse - PE resources		216.51	-	3,979.78	248.99	32.48
28 Nov 2024	Spend Money	Kmart Auckland - Jump ball moonhopers		60.87	-	4,040.65	70.00	9.13
Total Physical Education Expenses				4,070.21	29.56	4,040.65	4,646.76	606.11
Total				4,070.21	29.56	4,040.65	4,646.76	606.11

We are entitled to \$7039.00 through our operations grant.

We also use the Kiwisport grant to provide release for teachers to take children to participate in sport events such as cluster days, approximately 30 days in 2024. We financially contribute to the Central Counties Sports Association and Manurewa Primary Schools Sports Association.

Participation in organised sports as a percentage of the school roll

2018 – 99% of the school roll

2019 -99% of the school roll

2020 - 99% of the school roll

2021- 99% of the school roll

2022- 99% of the school roll

2023- 99% of the school roll

2024-99% of the school roll