

GREEN BAY PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1298

Principal: Anand Muthoo

School Address: 131 Godley Road, Green Bay, Auckland

School Postal Address: PO Box 80070, Green Bay, Auckland

School Phone: 09 8176666

School Email: admin@greenbay.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Amelia Day	Presiding Member	Elected	Sep-25
Anand Muthoo	Principal ex Officio	Appointed	Current
Cathriene Rochford	Parent Representative	Elected	Sep-25
Glen Mitchell	Parent Representative	Elected	Sep-25
Nicole Allington	Parent Representative	Elected	Nov-26
Tim Rickards	Parent Representative	Elected	Nov-26
Neeraj Patel	Parent Representative	Elected	Nov-26
Cheryl McElroy	Staff Representative	Elected	Sep-25
Matt Child	Parent Representative	Elected	Nov-23

Accountant / Service Provider:
Canterbury Education Services
Unit 10, 18 Moselle Ave, Auckland 0610



GREEN BAY PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Green Bay Primary School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Amelia Day

Full Name of Presiding Member



Signature of Presiding Member

31 May 2024

Date:

Anand Muthoo

Full Name of Principal



Signature of Principal

31 May 2024

Date:

Green Bay Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	5,899,501	5,273,166	5,692,421
Locally Raised Funds	3	441,077	329,980	189,103
Interest		75,085	15,000	21,162
Total Revenue		6,415,663	5,618,146	5,902,686
Expense				
Locally Raised Funds	3	124,384	50,650	40,243
Learning Resources	4	4,233,227	4,064,735	4,006,977
Administration	5	322,865	319,986	351,504
Interest		5,016	7,000	4,985
Property	6	1,430,884	1,175,372	1,342,364
Loss on Disposal of Property, Plant and Equipment		3,000	-	4,751
Total Expense		6,119,376	5,617,743	5,750,824
Net Surplus / (Deficit) for the year		296,287	403	151,862
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		296,287	403	151,862

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

Green Bay Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,424,147	1,424,147	1,255,994
Total comprehensive revenue and expense for the year		296,287	403	151,862
Contribution - Furniture and Equipment Grant		27,043	-	16,291
Equity at 31 December		1,747,477	1,424,550	1,424,147
Accumulated comprehensive revenue and expense		1,747,477	1,424,550	1,424,147
Equity at 31 December		1,747,477	1,424,550	1,424,147

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.

Green Bay Primary School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	385,106	151,740	222,425
Accounts Receivable	8	312,094	307,288	307,288
GST Receivable		11,186	14,423	14,423
Prepayments		6,276	8,016	8,016
Inventories	9	15,599	9,981	9,981
Investments	10	1,273,044	1,002,873	1,002,873
Funds Receivable for Capital Works Projects	16	-	10,708	10,707
		2,003,305	1,505,029	1,575,713
Current Liabilities				
Accounts Payable	12	360,452	359,665	359,664
Revenue Received in Advance	13	88,521	28,118	28,118
Provision for Cyclical Maintenance	14	44,319	53,042	37,440
Painting Contract Liability	15	19,220	19,220	20,465
Finance Lease Liability	16	20,472	23,312	29,446
		532,984	483,357	475,133
Working Capital Surplus/(Deficit)		1,470,321	1,021,672	1,100,580
Non-current Assets				
Property, Plant and Equipment	11	507,139	532,662	558,888
Intangible Assets	11	-	85,000	-
		507,139	617,662	558,888
Non-current Liabilities				
Provision for Cyclical Maintenance	14	166,832	142,803	149,600
Painting Contract Liability	15	36,788	36,787	47,989
Finance Lease Liability	16	26,363	35,194	37,733
		229,983	214,784	235,322
Net Assets		1,747,477	1,424,550	1,424,147
Equity		1,747,477	1,424,550	1,424,147

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

Green Bay Primary School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,394,957	1,525,657	1,466,168
Locally Raised Funds		311,488	296,334	172,338
International Students		170,646	54,561	37,680
Goods and Services Tax (net)		3,237	(1,986)	(1,986)
Payments to Employees		(832,061)	(757,403)	(737,739)
Payments to Suppliers		(648,875)	(645,020)	(526,738)
Interest Paid		(5,016)	(7,000)	(4,985)
Interest Received		95,486	(5,401)	761
Net cash from/(to) Operating Activities		489,862	459,742	405,499
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(53,050)	(150,000)	(67,118)
Purchase of Investments		(270,171)	(301,361)	(301,361)
Net cash from/(to) Investing Activities		(323,221)	(451,361)	(368,479)
Cash flows from Financing Activities				
Furniture and Equipment Grant		27,043	-	16,291
Finance Lease Payments		(29,265)	(29,446)	(36,087)
Painting Contract Payments		(12,446)	(12,447)	-
Funds Administered on Behalf of Other Parties		10,708	-	(35,701)
Net cash from/(to) Financing Activities		(3,960)	(41,893)	(55,497)
Net increase/(decrease) in cash and cash equivalents		162,681	(33,512)	(18,477)
Cash and cash equivalents at the beginning of the year	7	222,425	185,252	240,901
Cash and cash equivalents at the end of the year	7	385,106	151,740	222,425

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.

Green Bay Primary School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with 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 \$30 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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. 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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Accounts Payable

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

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

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, 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 statements 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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,370,890	1,299,159	1,438,118
Teachers' Salaries Grants	3,412,522	3,115,035	3,310,568
Use of Land and Buildings Grants	1,092,022	849,972	933,383
Other Government Grants	24,067	9,000	10,352
	<u>5,899,501</u>	<u>5,273,166</u>	<u>5,692,421</u>

The school has opted in to the donations scheme for this year. Total amount received was \$104,031.

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	103,003	156,600	83,616
Fees for Extra Curricular Activities	83,539	34,000	23,325
Trading	29,726	21,000	18,411
Fundraising & Community Grants	81,826	91,080	53,332
International Student Fees	142,983	27,300	10,419
	<u>441,077</u>	<u>329,980</u>	<u>189,103</u>
Expense			
Extra Curricular Activities Costs	89,744	35,500	24,900
Trading	13,072	9,550	13,321
Fundraising and Community Grant Costs	9,928	3,600	1,180
International Student - Student Recruitment	1,928	1,500	697
International Student - Other Expenses	9,712	500	145
	<u>124,384</u>	<u>50,650</u>	<u>40,243</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>316,693</u>	<u>279,330</u>	<u>148,860</u>

During the year, the school hosted 2 full-time international students and 73 short-term international students (2022:2)

4. Learning Resources

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	196,800	282,200	173,493
Equipment Repairs	103	3,000	3,475
Library Resources	3,510	6,500	5,560
Employee Benefits - Salaries	3,895,491	3,579,035	3,689,421
Staff Development	24,219	82,000	15,275
Depreciation	113,104	112,000	119,753
	<u>4,233,227</u>	<u>4,064,735</u>	<u>4,006,977</u>

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fees	7,700	5,000	7,470
Board Fees	5,005	5,000	5,225
Board Expenses	16,811	18,500	15,221
Communication	5,866	5,000	5,293
Consumables	26,544	33,750	27,866
Operating Leases	268	1,000	891
Other	49,753	56,200	43,322
Employee Benefits - Salaries	176,875	157,500	213,804
Insurance	12,969	15,536	11,352
Service Providers, Contractors and Consultancy	21,074	22,500	21,060
	<u>322,865</u>	<u>319,986</u>	<u>351,504</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	25,204	26,000	22,972
Cyclical Maintenance	28,492	15,000	133,267
Grounds	11,936	19,800	10,865
Heat, Light and Water	53,086	54,000	46,412
Rates	71	100	133
Repairs and Maintenance	44,775	57,000	32,838
Use of Land and Buildings	1,092,022	849,972	933,383
Security	9,082	8,500	8,316
Employee Benefits - Salaries	166,216	145,000	154,178
	<u>1,430,884</u>	<u>1,175,372</u>	<u>1,342,364</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Bank Accounts	385,106	151,740	222,425
Cash and cash equivalents for Statement of Cash Flows	<u>385,106</u>	<u>151,740</u>	<u>222,425</u>

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

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	25,810	8,848	8,848
Interest Receivable	-	20,401	20,401
Teacher Salaries Grant Receivable	286,284	278,039	278,039
	<u>312,094</u>	<u>307,288</u>	<u>307,288</u>
Receivables from Exchange Transactions	25,810	29,249	29,249
Receivables from Non-Exchange Transactions	286,284	278,039	278,039
	<u>312,094</u>	<u>307,288</u>	<u>307,288</u>

9. Inventories

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	15,599	9,981	9,981
	<u>15,599</u>	<u>9,981</u>	<u>9,981</u>

10. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,273,044	1,002,873	1,002,873
Total Investments	<u>1,273,044</u>	<u>1,002,873</u>	<u>1,002,873</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	112,517	-	-	-	(6,593)	105,924
Furniture and Equipment	307,799	23,446	(185)	-	(55,079)	275,981
Information and Communication Technology	37,228	24,719	-	-	(15,727)	46,220
Leased Assets	65,645	10,000	(1,078)	-	(30,686)	43,881
Library Resources	35,699	7,267	(2,815)	-	(5,019)	35,132
Balance at 31 December 2023	<u>558,888</u>	<u>65,432</u>	<u>(4,078)</u>	<u>-</u>	<u>(113,104)</u>	<u>507,138</u>

The net carrying value of ICT equipment held under a finance lease is \$43,881 (2022: \$65,645)

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	269,121	(163,198)	105,923	269,121	(156,604)	112,517
Furniture and Equipment	695,776	(419,794)	275,982	691,191	(383,392)	307,799
Information and Communication Technology	153,975	(107,755)	46,220	129,256	(92,028)	37,228
Leased Assets	95,641	(51,760)	43,881	111,402	(45,757)	65,645
Library Resources	99,461	(64,328)	35,133	100,085	(64,386)	35,699
Balance at 31 December 2023	1,313,974	(806,835)	507,139	1,301,055	(742,167)	558,888

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	33,508	35,223	35,223
Accruals	8,531	8,272	8,272
Employee Entitlements - Salaries	286,284	278,040	278,039
Employee Entitlements - Leave Accrual	32,129	38,130	38,130
	360,452	359,665	359,664
Payables for Exchange Transactions	360,452	359,665	359,664
	360,452	359,665	359,664

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	54,924	27,261	27,261
Other revenue in Advance	33,597	857	857
	88,521	28,118	28,118

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	187,040	187,040	140,202
Increase to the Provision During the Year	28,492	15,000	126,762
Use of the Provision During the Year	(4,381)	(6,195)	(79,924)
Provision at the End of the Year	<u>211,151</u>	<u>195,845</u>	<u>187,040</u>
Cyclical Maintenance - Current	44,319	53,042	37,440
Cyclical Maintenance - Non current	166,832	142,803	149,600
	<u>211,151</u>	<u>195,845</u>	<u>187,040</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. Painting Contract Liability

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due within one year	19,220	19,220	20,465
Due after one year	36,788	36,787	47,989
	<u>56,008</u>	<u>56,007</u>	<u>68,454</u>

In 2021, the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2023, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	23,843	25,000	34,273
Later than One Year and no Later than Five Years	28,743	40,000	42,295
Future Finance Charges	(5,752)	(6,494)	(9,389)
	<u>46,834</u>	<u>58,506</u>	<u>67,179</u>
Represented by			
Finance lease liability - Current	20,472	23,312	29,446
Finance lease liability - Non current	26,362	35,194	37,733
	<u>46,834</u>	<u>58,506</u>	<u>67,179</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
4 Classrooms & Toilet Block		(10,707)	10,707	-	-	-
Heat Pumps		-	28,974	(28,974)	-	-
Totals		<u>(10,707)</u>	<u>39,681</u>	<u>(28,974)</u>	<u>-</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

-

	2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
4 Classrooms & Toilet Block		33,279	-	(43,986)	-	(10,707)
Astroturf		(8,286)	37,856	(29,570)	-	-
Totals		<u>24,993</u>	<u>37,856</u>	<u>(73,556)</u>	<u>-</u>	<u>(10,707)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

(10,707)

17. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

18. Remuneration

Key management personnel compensation

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

	2023	2022
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	5,005	5,225
<i>Leadership Team</i>		
Remuneration	637,451	508,619
Full-time equivalent members	5	4
Total key management personnel remuneration	<u>642,456</u>	<u>513,844</u>

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees that meet quarterly.. 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:

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration	2023	2022
\$000	FTE Number	FTE Number
100 - 110	8.00	5.00
110 - 120	2.00	3.00
120 - 130	2.00	0.00
	<u>12.00</u>	<u>8.00</u>

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

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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.

20. Commitments**(a) Capital Commitments**

At 31 December 2023, the Board had no capital commitments (2022: \$nil).

(b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2022: \$0).

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash and Cash Equivalents	385,106	151,740	222,425
Receivables	312,094	307,288	307,288
Investments - Term Deposits	1,273,044	1,002,873	1,002,873
Total financial assets measured at amortised cost	<u>1,970,244</u>	<u>1,461,901</u>	<u>1,532,586</u>

Financial liabilities measured at amortised cost

Payables	360,452	359,665	359,664
Finance Leases	46,835	58,506	67,179
Painting Contract Liability	56,008	56,007	68,454
Total financial liabilities measured at amortised cost	<u>463,295</u>	<u>474,178</u>	<u>495,297</u>

22. Events After Balance Date

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

Independent Auditor's Report

To the readers of Green Bay Primary School's Financial statements For the year ended 31 December 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 17 that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; 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 31 May 2024. 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 of opinion

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

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

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



Responsibilities of the Board for the financial statements

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

The Board 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.

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 statement of responsibility, board member list, statement of variance, compliance with good employer requirements, Giving Effect to Te Tiriti o Waitangi, Presiding Member/Principal's Report and kiwisport report, 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 Green Bay Primary School.



Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Analysis of Variance Reporting- Literacy



School Name:	Green Bay Primary School	School Number:	1298
	<p>Goal 1: Raise student achievement across the school.</p> <p>Goal 2: To have an established, fully inclusive school that values diversity and gives all staff and students equitable access to the NZC and learning for life.</p> <p>Goal 3: Partnerships - Positive partnerships with all stakeholders.</p> <p>Goal 4: Develop a collaborative learning environment that makes GBS a school of choice and reflects the community.</p>		
Annual Aim:	<p>Goal 1 – Curriculum; Teaching, Learning and Achievement Through targeted teaching, effective assessment and targeted feedback, and authentic use of e-learning pedagogies we will promote high achievement and student engagement in all areas of the curriculum, while continuing to improve students' literacy and mathematical skills so they are achieving at or above curriculum levels.</p> <p>Goal 2 - Staff and Student Development Through targeted, quality professional learning we will continue to strengthen and improve staff skills and knowledge in order to improve student achievement outcomes.</p> <p>Goal 3 - Partnerships Through quality partnerships within and beyond the school we will ensure that we are meeting the expectations and desires of our community in delivering a quality education for their children.</p> <p>Goal 4 – Review Through regular and systematic review, we will ensure that practices are effective and efficient, and allow for best practice to support quality student outcomes.</p>		
Target:	<p>Reading That whole school results in Reading show 85% achievement at or above the curriculum levels. That Māori and Pasifika results match or better whole school results.</p> <p>Writing That whole school results in Writing show 85% achievement at or above the curriculum levels. That Māori and Pasifika results match or better whole school results.</p>		

Baseline Data:

Reading Data 2023

	Below %	At %	Above %	Total At & Above %
All	9	68	23	91
Māori	11	75	14	89
Pasifika	21	60	19	79
Asian	6	69	25	94
Girls	7	65	28	93
Boys	11	71	18	89

Writing Data 2023

	Below %	At %	Above %	Total At & Above %
All	17	70	13	83
Māori	24	70	6	76
Pasifika	23	65	12	77
Asian	12	75	13	88
Girls	10	71	19	90
Boys	22	70	8	78

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><u>Reading</u></p> <p>40/100 Book Challenge (3 to 4 classes engaged in this)</p> <p>Reciprocal Reading (Fab Four)</p> <p>AVAILLL Reading Program Y5-8 (only when students were in school)</p> <p>CSI (More Visual)</p>	<p>Reading Mileage</p> <p>Collaboration, leadership</p> <p>This involves students watching movies while reading sub-titles.</p> <p>Supported their learning. Enabled independence, stimulation for other activities.</p>	<p>Improve student vocabulary, general knowledge, and comprehension.</p> <p>Helps with comprehension skills, strategies and predicting.</p> <p>Case studies and student data suggests improvements in vocabulary and comprehension. High level of student engagement</p> <p>Using and learning strategies to help comprehend difficult texts.</p>	<p>Continue with program in the Yr. 4-5 this year.</p> <p>Developing independence in reading.</p> <p>Continue with program.</p> <p>Continue program.</p>

<p>Guided Silent Reading.</p> <p>BSLA (Better Start to Literacy)</p> <p>Systematic teaching of critical phonological awareness skills. Explicit teaching of vocabulary skills.</p>	<p>Focus on comprehension.</p> <p>Follows a structured phonic scope and sequence that is used in the class and small group reading programme.</p> <p>5 year 1 and 2 teachers have successfully completed the university course. We have an in-school facilitator supporting teachers. Three of our teacher aides have completed the teacher aide university paper, helping to support our junior students in class.</p>	<p>Developing the strategy of chunking text into small sections with lots of discussion relating to real life situations</p> <p>Teachers found that students were more engaged in the learning. Small groups using the Ready to Read – Phonic Plus reading series and the explicit teaching helped students’ improvement in reading and writing.</p>	<p>Continue program.</p> <p>2 more teachers enrolled in university course.</p>
<p>Reading Recovery</p>	<p>This programme is to help support our struggling readers. We have 2 Reading Recovery/BSLA teachers who have 4 students each. They work with individual students for 30 minutes 5 days a week.</p>	<p>Using 6-year nets and reading wedges to help determine the placement of students in the Reading Recovery Programme. The programme goes over a 14-week period.</p>	<p>Ongoing</p>

<u>Writing</u>			
Writers Toolbox (for one term)	<p>Focus on sentence structure/skills.</p> <p>Focus on – getting use to the tools, using resources to create best practice.</p>	Identify different sentence structures, gives real time feedback opportunities.	All Yr 4-8 classes from Term 2 2024 to use the programme for three terms.
<p>The Code</p> <p>A systematic approach for teaching spelling across the school.</p>	Senior school – small group work. Yr. 3's used a spelling programme.	Improved teachers and students' knowledge of sound and symbol sequence as well as developing comprehension of word structure and knowledge.	Ongoing
ESOL	<p>Specialist ESOL teacher.</p> <p>Withdrawal classes from Yr. 2-8 and in-class support for year 1.</p> <p>Most groups are seen twice a week and progress is monitored and tracked. Teacher often meets</p>	ESOL teacher meets with teachers to discuss best practice and support teacher and students in the classroom.	Ongoing

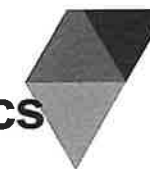
<p>Using the Learning Progressions to inform planning, teaching, and reporting.</p>	<p>with families to discuss progress, next steps, and concerns.</p> <p>Consistency across year groups enabling flow on.</p>	<p>The Learning Progressions are now in every classroom. They are used to support next steps in planning and learning. Easier to report to parents.</p>	<p>Build on the Learning Progressions being incorporated and linked to long term and weekly planning Refine and use regularly.</p>
<p>Needs policies reviewed: new aim – acceleration.</p>	<p>Support programmes.</p> <p>VAMP (Visual Auditory Memory Programme), Rainbow Reading, Lexia, STEPS WEB and Reading Recovery.</p> <p>LSC working with teachers, students and support staff.</p>	<p>Lifting achievement through support programmes.</p> <p>To help support student learning.</p>	<p>SLT to monitor systematic review of students of concern during syndicate meetings.</p> <p>Ensure school curriculum document includes shared understandings about effective pedagogy.</p>
<p>PB4L:</p> <p>Positive reward system established to reinforce vision.</p> <p>Collaborative development of school expectations to achieve vision.</p> <p>Behaviour data analysed.</p>	<p>Creates an effective learning environment.</p> <p>A shared understanding across the whole school.</p>	<p>Improvement in learning environment.</p>	<p>Develop schoolwide system to manage behaviour in class.</p>

Planning for next year:

In 2024 the school focus will be raising achievement in Literacy for Māori students. Approaches to be used will include:

- Literacy lead teachers in junior and senior school supporting planning and good practice
- Two teachers completing course, Better Start for Literacy through Canterbury University
- Continuing with STEPS WEB and monitor progress
- Continue to use assessment, 6-year nets, BSLA testing and graphing progress, to analyse data to inform planning within the class and Tier 2 support
- Develop Home school partnerships – Māori parents' consultation, community engagement
- All Māori students are identified and those that need to be prioritised and have equitable access to support programmes
- Continue to develop transitions from ECC to school with class visit and liaison with early childhood intervention to support new students into school
- Learning Progressions are consolidated, and a shared language is used across classrooms, teachers, students, and whanau which are linked to New Zealand Curriculum
- Track and respond to student behaviour (Etap/PB4L) and provide appropriate support

Analysis of Variance Reporting - Mathematics



School Name:	Green Bay Primary School	School Number:	1298
Strategic Aim:	<p>Goal 1: Raise student achievement across the school.</p> <p>Goal 2: To have an established, fully inclusive school that values diversity and gives all staff and students equitable access to the NZC and learning for life.</p> <p>Goal 3: Positive partnerships with all stakeholders.</p> <p>Goal 4: Develop a collaborative learning environment that makes GBS a school of choice and reflects the community.</p>		
Annual Aim:	<p>Goal 1 – Curriculum: Teaching, Learning and Achievement Through targeted teaching, effective assessment and targeted feedback, and authentic use of e-learning pedagogies we will promote high achievement and student engagement in all areas of the curriculum, while continuing to improve students' literacy and mathematical skills so they are achieving at or above the New Zealand Curriculum level.</p> <p>Goal 2 – Staff and Student Development Through targeted, quality professional learning we will continue to strengthen and improve staff skills and knowledge to improve student achievement outcomes.</p> <p>Goal 3 – Partnerships Through quality partnerships within and beyond the school we will ensure that we are meeting the expectations and desires of our community in delivering a quality education for their children.</p> <p>Goal 4 – Review Through regular and systematic review, we will ensure that practices are effective and efficient, and allow for the best practice to support quality student outcomes.</p>		

Target:	<p>That overall schoolwide total of 85% of students achieving “at” or “above” their Curriculum level in Maths will be achieved.</p> <p>That Māori and Pasifika achievement will match or better whole school achievement.</p>																																						
Baseline Data:	<table border="1"> <thead> <tr> <th></th> <th>Below %</th> <th>At %</th> <th>Above %</th> <th>Total At & Above %</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>12</td> <td>67</td> <td>21</td> <td>88</td> </tr> <tr> <td>Māori</td> <td>25</td> <td>64</td> <td>11</td> <td>75</td> </tr> <tr> <td>Pasifika</td> <td>23</td> <td>62</td> <td>15</td> <td>77</td> </tr> <tr> <td>Asian</td> <td>5</td> <td>64</td> <td>31</td> <td>95</td> </tr> <tr> <td>Girls</td> <td>12</td> <td>68</td> <td>20</td> <td>88</td> </tr> <tr> <td>Boys</td> <td>13</td> <td>64</td> <td>23</td> <td>87</td> </tr> </tbody> </table>					Below %	At %	Above %	Total At & Above %	All	12	67	21	88	Māori	25	64	11	75	Pasifika	23	62	15	77	Asian	5	64	31	95	Girls	12	68	20	88	Boys	13	64	23	87
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Boys	13	64	23	87																																			

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Symphony Maths last year - 18 Students who were selected through PAT and EasTTle tests.</p> <p>A school wide focus on Number Knowledge. Focusing on basic facts and timetables. Weekly basic facts testing.</p> <p>The COSDMBRRICS maths intervention programme has been running this year by a Teacher Aide, running these intervention sessions for groups of at-risk Year 4 students over the course of the year.</p> <p>PAT and E-asTTle = Better use of data from testing.</p>	<p>These children met with Deputy Principal once a week and were expected to complete another 30-45 minutes in class.</p> <p>Through the school progressions we placed an emphasis on basic facts and timetable knowledge. Used Prototec website for basic facts practise, Prodigy and basic facts homework sheets.</p> <p>6 students participated in term 4. They met 4 times a week, working on improving place value and basic facts speed.</p> <p>This year there was a concerted effort in analysing the data and then feeding this on to teachers. PATs and E-asTTle were analysed and then findings were taken to</p>	<p>To improve understanding of place value, basic facts, algorithms, basic fraction functions, etc</p> <p>To improve number knowledge. To ensure that by the time students reached intermediate they knew their times tables.</p> <p>To improve number knowledge.</p> <p>Specialised teaching of students.</p>	<p>In 2023, there were 18 students – the Deputy Principal felt that they still had gaps especially when it came to addition and subtraction – this will be a major focus for 2024.</p> <p>To continue strengthening the use of basic facts and number knowledge teaching and learning across the school.</p> <p>Next year, we will be starting in term one and working with the year 4's and through the year picking up year 3's.</p> <p>We found that there was a significant improvement in the areas that were discussed. This was then fed back to the teachers again. Discussion with lead teacher to ascertain next steps.</p>

<p>Maths Progressions.</p>	<p>whanau meetings and discussed and planned for.</p> <p>Having worked on creating a set of progressions for each year level over the last 2 years, we are now working on consolidating them. Progressions to help support understanding of next steps and reporting to parents.</p>		<p>Ongoing</p>
<p>Teacher Only Day Maths Professional Development</p>	<p>Lead teacher in Math went through the curriculum refresher. We also had a Curriculum Lead from the Ministry to discuss Curriculum refresher with Senior Leadership Management Team.</p>	<p>To improve our knowledge of the math refreshed curriculum and expectations.</p>	<p>Ongoing</p>
<p>Kip McGrath tutoring</p>	<p>Providing targeted math lessons to 10 students in term 2 for 10 weeks. This was taken over by The Principal who carried on the tutoring till end of year.</p>	<p>This was funded by Ministry of Education for Intermediate students who have been impacted by COVID.</p>	<p>Student achievement levels increased.</p>
<p>Teacher Resources:</p>			<p>Ongoing</p>
<p>AWS Maths</p>	<p>Identify needs and gaps. Supports planning.</p>	<p>Targeted teaching.</p>	<p>Years 4/5/6 classes to use the programme in 2024.</p>

Banqer Maths: For years 4, 5 and 6, Market Day at end of year.	Financial Literacy. Students working with percentages, fractions, budgeting, money handling skills.	To improve financial literacy in students	Continue with Maths Mate from year 4 to 8.
Maths Mate Maintenance Program in the Year 7/8 classes	It's a weekly maintenance and number knowledge program.	Allows consistent weekly mathematical practice.	
Calendar maths – Junior school	Basic facts and number knowledge glued into homework books for parents to help with learning at home.	These programmes are designed to support students learning online and help with engagement.	
Times Tales – Learning tables through story – Targeted Students Sum Dog – competition Khan Academy Snapshot Videos E-ako Maths Year 4/5 Study Ladder Year 4/5	Each programme has been designed to engage students to learn. Khan Academy follows a pathway once you have mastered something to move on to the next learning. Snapshot videos show a student how to work out a problem.	Home and school online programmes for mathematical practise.	Ongoing

Snappy Maths Year 4/5

for next year:

In 2024 the school focus will be raising achievement in Mathematics for Māori students. Approaches to be used will include:

- Develop home school partnerships – Māori parents' consultation, community engagement
- Continue strengthening basic facts and number knowledge teaching and learning across the school
- Develop alignment of school wide practice with maths overviews in junior and senior school
- Continue targeted Professional Development to ensure a high standard pedagogical practice
- Lead teacher in Maths meeting with teams' Year 4-8 to talk about connecting ARBs to PAT results
- Maths lead teacher to lead Curriculum Refresh
- Teachers Year 4-8 doing Banqer Maths with their class to improve financial literacy
- Symphony Maths: 20 students from year 4-8. Parents contacted to aid at home. Basic facts test administered at the start of the term and progress to be monitored. The majority are Māori or Pasifika. All Māori students are identified and those that need to be prioritised and have equitable access to support programmes
- Kip McGrath providing targeted maths lessons to 20 students in terms 1 – 4. One hour every Friday and with follow up homework. This funding has been provided by Ministry of Education for Loss of Learning North Island Weather Event Grant – (Auckland Anniversary weekend flooding and Tropical Cyclone Gabrielle)

School

Green Bay Primary School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$9,757 (excluding GST). The funding was spent on transport, coaching and equipment for organised sports events. The number of students participating in organised sport increased from [99% to 99.5%] of the school roll.

Green Bay Primary School Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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>Green Bay School Board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The Board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020 and complies with legislation on employment and personnel matters. The Board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</p> <p>The Board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the Board. The Board appoints the principal, through the appointment committee, appraises the principal. Works transparently and positively with the principal and ensures delegations to the principal are robust and regularly reviewed.</p> <p>The Board meets reporting and administrative requirements by referring to the school's Equal employment opportunities, policy in its annual report on the extent of its compliance as a good employer, ensuring that systems are in place for keeping employee files safe and secure.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be "good employers", that is, to maintain, and comply with their school's Equal Employment Opportunities policy, and to include in the annual report a summary of the year's compliance. Also to achieve this, the board, appoints a member to be the EEO officer – this role is taken by the principal and shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development, selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude and recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups. It also ensures that employment and personnel practices are fair and free of any bias. The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>We have an Appointment Committee and the committee's responsibilities include, creating a timeframe for advertising and filling the position and creating the advertisement for the Education Gazette (and local newspapers, depending on the position). We also compile an application package that contains a detailed job description, a person specification and an</p>

	<p>application form. We then select candidates to interview. We conducted interviews and undertake referee and other checks to verify the candidate's qualifications, identity, and suitability to work with students. We then advise the board of the preferred candidate for their confirmation. Then notifying the successful and unsuccessful applicants within the agreed timeframe.</p> <p>When appointing a principal, the board employs the services of an independent advisor to assist with the process where possible. NZSTA provides advice that the board considers carefully. If the appointment is for a new principal, the board manages the recruitment and appointment process and may choose to review the job description and person specification for the role, which may include surveying the views of the school staff and community.</p> <p>Each member of the appointment committee is expected to consider and declare any conflict of interest that might affect, or be seen to affect, the impartiality of their contribution to the process.</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>Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Green Bay School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi. Green Bay School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life. Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2), working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori achieving equitable outcomes for Māori students. We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6). We employ a te reo Māori language teacher to instruction in te reo Māori and tikanga Māori. Green Bay School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hikitia.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>The growth cycle takes a holistic approach to performance management that looks for how the Standards for Teaching Profession Nga Paerewa mot e Umanga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust. The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Green Bay School engage in professional learning aligned with the standards. Our professional growth cycle enforces professional learning and development to ensure teaching is future-focused and supports student learning. The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, and support staff which includes, professional conversations, lesson observations, reflective practice, professional learning and target professional development. Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above. We also offer targeted professional development.</p>

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2023 Good Employer Statement.pdf

How are you recognising the employment requirements of women?	Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. The board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).
How are you recognising the employment requirements of persons with disabilities?	Our commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. the board ensures that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). We also have a disability toilet facility.

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?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

How we have given effect to Te Tiriti o Waitangi.

The BoT has continued to fund a Te Reo Māori teacher. Each child in our school has 10 weeks of instruction in Te Reo, tikanga and te ao Māori.

The concept of te ao Māori is woven into many things that we do here at Green Bay Primary School. This includes our karakia (non-denominational), mihi o te ata, pōwhiri, mihi whakatau, hakawatea, waiata. Our Te Reo teacher helps us with Kapa Haka group, opening spaces, blessing taonga, blessing spaces etc. He also provides guidance if we are unsure of tikanga at our school or going to other spaces where we may need help. The process is always explained to those who do not understand so that participants understand what is expected of them and the purpose of why we do them.

Teaching staff have been actively participating in modules of 'Unteach Racism' through the Māori Collaborative and ongoing professional development to deepen their understanding of Te Tiriti o Waitangi and their commitment to a bi-cultural partnership. The Māori Achievement Collaborative (MAC) has also played a significant role in gaining insights into Te Ao Māori nuances and effectively implementing strategies in the classroom.

In 2023, Green Bay Primary School has made a formal connection with our local iwi/hapu Te Kawarau a Maki. This means that in 2024, that we will work together to provide professional development to empower our staff to teach the history of Te Kawarau a Maki and their rohe.

Presiding Member/Principal's Report

Green Bay School is very pleased with our 2023 end of year high student achievement in Reading, Writing and Mathematics. Our students have once again done us proud. Our results have again showed an over 80% achievement of our students working within and above the National Curriculum levels. For Reading our student achievement was 91%, for Writing it was 83% and for Mathematics our student achievement was 88%. These are great achievements and congratulations to our dedicated students, staff, support staff, parents, and caregivers. We appreciate your commitment to our students learning.

As we move into 2024, as educationalists we face many challenges; first, staffing remains one of our primary concerns. We believe having highly qualified staff gives our students the best learning opportunities to succeed. We are experiencing extreme difficulty sourcing the right staff.

Staff professional development is a requirement for our team to keep abreast with current teaching and learning methodologies. For staff to participate in quality PD, we need relievers. Unfortunately, we have a limited pool of relievers to man our classrooms so that our teachers can be upskilled. Sometimes we must split classes and as a result, our students' learning is impacted.

Although we enjoy a 90% average for daily school attendance, we are very concerned with the 10% who are irregular attendees. These students miss out on their learning. As a parent or caregiver, you, alongside our school, play a key role in building strong habits of regular school attendance. All students are legally required to attend school every day and it is a shared responsibility to make sure students attend and engage in learning from when they first start school. As we enter 2024, every day of school matters.

You must let the school know if your child is going to be absent for a day or intends to be absent for a portion of the school term for whatever reason, like a tangi or medical procedure. Family holidays or taking time off for extracurricular activities (not organised by school) are not acceptable reasons for being absent.

If you're struggling at home with getting your child to school, talk to us! Our school is committed to supporting your child to attend school and building a culture that fosters excellent attendance by having:

- School staff who have strong relationships with students and whānau.
- A school culture that recognises your child and your family for who they are, where they come from and who they want to be.
- A school community that does everything to make sure students are at school, that they are participating and progressing in their education.

Statement of variance: progress against targets

Strategic Goal 1: As per the strategic plan				
Annual Target/Goal: As per the annual implementation plan				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Symphony Maths - 18 students who were selected through PAT and EasTTle tests.	These children met with Deputy Principal once a week and were expected to complete another 30-45 minutes in class.	Selected from PAT and EasTTle tests.	The Deputy Principal felt that they still had gaps especially when it came to addition and subtraction – this will be a major focus for 2024	The Deputy Principal felt that they still had gaps especially when it came to addition and subtraction – this will be a major focus for 2024.
Action 2 School wide focus on number knowledge. Focusing on basic facts and timetables. Weekly basic facts testing.	Through the school progressions we placed an emphasis on basic facts and timetables knowledge. Used Prototec website for basic facts practise, Prodigy, and basic facts homework sheets.	When analysing the PAT data, number knowledge was identified as an area for development.	We are strengthening the use of basic facts and number knowledge teaching and learning across the school.	To continue strengthening the use of basic facts and number knowledge teaching and learning across the school.
Action 3 The COSDMBRRICS maths intervention programme has been running this year by a Teacher Aide, running these intervention sessions for groups of at-risk Year 4 students over the course of a year.	Six students participated in term 4. They met 4 times a week, working on improving place value and basic facts speed.	Selected from PAT and EasTTle data and discussion with teachers.	Confidence in math, participated more in class math programme.	Next year, we will be starting in term one and working with the Year 4's and through the year picking up Year 3's.
Action 4 PAT and EasTTle – Better use of data from testing.	This year there was a concerted effort in analysing the data and then feeding this on to teachers. Data was analysed and then findings were taken to whānau meetings and discussed and planned for.	Data from PAT and EasTTle testing.	We found that there was a significant improvement in the areas that were discussed. This was then fed back to the teachers again. Discussion with lead teacher to ascertain next steps.	To continue with this process in 2024. Lead teacher in Math meeting with teams' Year 4-8 to talk about connecting ARBs to PAT results.
Action 5 Kip McGrath Tutoring	Providing targeted Math lessons to 10 students in term 2 for 10 weeks. This was taken over by the Principal who carried on the tutoring till end of year.	This was funded by Ministry of Education for intermediate students who have been impacted by COVID.	Student achievement levels increased.	Kip McGrath provides targeted math lessons to 20 students in terms 1-4. One hour every Friday and with follow up homework.
Action 6 Better Start to Literacy Systematic teaching of critical phonological awareness skills. Explicit teaching of vocabulary skills.	Follows a structured phonic and sequence that is used in the class and small group reading programme. 5 x Year 1 teachers have successfully completed the University course. We have an in-school facilitator supporting teachers. Three of our teacher aides have completed the teacher aide university paper, helping to support our junior students in class.	Teachers approached Board for funding for books. They investigated structured literacy during lockdown and attended online PD.	Teachers found the students were more engaged in the learning. Small groups using the Ready to Read – Phonic Plus reading series and the explicit teacher helped students' improvement in reading and writing.	2 more teachers enrolled in the university course. Continuing to use assessment, year 6 nets, BSLA testing and graphing progress, to analyse data to inform planning within the class and Teir 2.

Action 7 Writers Toolbox (for term one only)	Focus on sentence structure/skills. Getting use to the tools, using resources to create best practice. Identify different sentence structures, give real time feedback opportunities.	During lockdown teachers were given free access to writers' toolbox. They found it was a great tool. A proposal to senior management. and board was put forward for school to purchase programme for 2024.	Students were beginning to identify different sentence structures. It also helps to provide real time feedback opportunities.	Purchase a license for all Year 4-8 students to use starting in term 2.
Action 8 PB4L Positive reward system established to reinforce vision. Collaborative development of school expectations to achieve vision. Behaviour data analysed.	Creates an effective learning environment. A shared understanding across the whole school. Collecting and analysing behaviour data across the school.	Ministry funded Professional Development Teachers identify hot spots, behaviours and patterns of behaviour.	Improvement in learning environment. Change of practices, new programmes and providing students with lunchtime activities changed the behaviour of students.	Develop a schoolwide system to manage behaviour in class.
Action 9 Māori Achievement Collaborative	Focus on gaining insights into Te Ao Māori nuances and effectively implementing strategies to promote a bicultural partnership.	Teacher Professional Development.	Staff have grown their understanding of unconscious biases and Te Tiriti o Waitangi.	This is continuing into 2024.
Action 10 Te Reo Teacher	Teaching Te Reo and tikanga Māori in our classrooms every Wednesday.	Board funded Teacher.	Tikanga is integrated into daily activities, with active participation in powhiri, daily karakia, mihi and pepeha. Our Kapahaka group continues to be taught by our Te Reo teacher and perform at school, for our local community and at the Kotuitui Festival.	This is continuing into 2024.

Evaluation and analysis of the school's students' progress and achievement

Our students have performed extremely well in the core curriculum areas of Reading, Writing and Mathematics in 2023. End of year testing for our Year 4-8 students in Reading and Writing shows that Green Bay School students perform above the national norms when compared against other New Zealand students.

These are great achievements and congratulations to our dedicated students, staff, support staff, parents, and caregivers. We also acknowledge our Board for their commitment to student achievement, staff, and student wellbeing being at the forefront. We appreciate your commitment to our students learning.

Our Learning Support Coordinator (LSC) together with staff and teacher aides implement several support programmes for our additional needs' students. Staff effectively support students during transitions and make informed decisions regarding student support. The Peer Mediation Programme has been a positive step forward for our students and has been successful in supporting our students in the playground during break times.

We have a Te Reo teacher teaching Te Reo and tikanga Māori in our school every Wednesday. Tikanga is integrated into daily activities, with active participation in powhiri, daily karakia, mihi, and pepeha. These are integral aspects of classrooms and staff meetings. Our kapahaka group, continues to be taught by our Te Reo teacher and performs at school, for our local community and at the Kōtuitui Festival.

Our science programme is a strength of our school. Students have the opportunity of being taught once a week for an hour by a specialist science teacher.

We are fortunate to have all our Y4 – 6 students go to Green Bay High School for music for one hour per week.

Our Y7 and 8 students go to the high school for an hour twice a week for technology. This is a bonus for our students seamless transitioning to high school in Y9.

Our English Speakers of Other Language programme (ESOL) provides tutoring to our students who need it to assist them to transition into their classrooms.

Our international student programmes give our students the opportunity to meet with students of different cultures and learning environments.

The Better Start Literacy Approach (BSLA) programme has met with great success in our junior school. It provided our teachers with another way of teaching students with great success.

We were fortunate to have received a grant from the Ministry of Education (MoE) to provide specialist tuition to a few students who needed support with their learning. We engaged Kip McGrath to tutor the students in Mathematics for one term every Friday for an hour. At the end of the programme all students involved made significant progress in their mathematical knowledge.

New Zealand Curriculum Refresh – We have had extensive professional development in Mathematics during our Teacher only Day.

Our school assemblies are another way of bringing our community together to validate our students' achievements. We currently hold 3 assemblies over alternate weeks as follows: Y1 – 3, Y4 – 6, and Y7 -8.

Significant contributions in implementing learning progressions in Reading, Writing and Mathematics by all staff have been made. These progressions are central to the planning, teaching, and assessment, guiding teachers in their instruction, goal setting for students and refining their teaching practices.

Our educators remain committed to analysing both qualitative and quantitative data to identify areas of improvement and address the specific needs of students, including those requiring additional support. The emphasis on collaboration resulted in everyone working together to moderate writing, consolidate mathematics progressions, and fulfil leadership roles, which also contributed to our effective professional development.

The commitment to differentiated instruction, tailored to the diverse needs of students, has been consistent in daily planning and term overview. Students are actively participating in their learning journey by setting goals and tracking their progress, fostering a sense of ownership over their learning.

The use of assistive technology for writing support and the development of resources to facilitate structured literacy approaches and pedagogical methods are ongoing practices.

In summary the contributions of our staff collectively demonstrate a focus on data-driven decision making, collaboration, personalised learning and the holistic development of students, Teachers are actively aligning their instructional practices and learning progressions and addressing the unique needs of their students.

Staff have been committed to enhancing adaptive and localised curriculum development with a primary focus of strengthening the connections between home and school and nurturing student well-being.

Staff email communications to actively involve parents in their children's education, share student progress and foster collaboration between home and school.

Teachers recognise the paramount importance of establishing connections with whānau to cultivate a supportive and inclusive educational environment.

The Māori Achievement Collaborative (MAC) has played a significant role in gaining insights into Te Ao Māori nuances and effectively implementing strategies to promote a bi-cultural partnership. Teaching staff have grown their understanding of unconscious biases, racism and Te Tiriti o Waitangi.

Establishing classroom treaties to promote a positive and inclusive learning environment is a shared strategy.

A well-planned implementation of the Health and P.E. curriculum has ensured students actively participate in these programmes.

Report on other special and contestable funding.

We were fortunate to have received a grant from MoE to provide specialist tuition to a few students who needed support with their learning. We engaged Kip McGrath to tutor the students in Mathematics for one term every Friday for an hour. At the end of the programme all students involved made significant progress in their mathematical knowledge.