

**NGONGOTAHA SCHOOL**  
**ANNUAL FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

**SCHOOL DIRECTORY**

**Ministry Number:** 1852  
**Principal** Craig McFadyen  
**School Address:** 22 School Road, Ngongotaha, Rotorua  
**School Postal Address:** 22 School Road, Ngongotaha, Rotorua  
**School Phone:** (07) 3574531  
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**Website:** [www.ngongotaha.school.nz](http://www.ngongotaha.school.nz)  
**Accountant/Service Provider** Kusabs Lasike Limited

**Members of the Board of Trustees**

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Phillip Wilson	Presiding Member	Elected	Sep-2025
Craig McFadyen	Principal	ex officio	
Sophie Brake	Parent Rep	Elected	Sep-2025
Jo Edmonds	Parent Rep	Elected	Sep-2025
Deborah Hamblyn	Parent Rep	Elected	Sep-2025
Shaun Nunn	Parent Rep	Elected	Sep-2025
Jane Nunn	Staff Rep	Elected	Sep-2025

**NGONGOTAHA SCHOOL**  
**ANNUAL FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2023**

***INDEX***

<b>Financial Statements</b>	<b>Page</b>
Statement of Responsibility	1
Statement of Comprehensive Revenue and Expenses	2
Statement of Changes in Net Assets/Equity	3
Statement of Financial Position	4
Statement of Cash Flows	5
Notes to the Financial Statements	6-21
Independent Auditor's report	

**NGONGOTAHA 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, 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.

P.H. Wilson

Full Name of Presiding Member

Craig McFadyen

Full Name of Principal

P.H. Wilson

Signature of Presiding Member

Craig McFadyen

Signature of Principal

21.5.24

Date

21.5.24

Date

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE

FOR THE YEAR ENDED 31 DECEMBER, 2023

	Note	Actual 2023 \$	Budget (Unaudited) 2023 \$	Actual 2022 \$
<b>Revenue</b>				
Government Grants	2	4,465,351	3,505,804	3,953,339
Locally Raised Funds	3	198,741	63,600	197,883
Interest		21,575	1,000	7,081
<b>Total Revenue</b>		<b>4,685,667</b>	<b>3,570,404</b>	<b>4,158,303</b>
<b>Expenses</b>				
Locally Raised Funds	3	63,186	42,500	41,595
Learning Resources	4	3,389,541	2,513,186	3,036,412
Administration	5	198,734	185,600	194,129
Property	6	643,186	619,276	521,516
Interest		1,289	-	1,177
Loss on Disposal of Property, Plant & Equipment		8,581	-	5,020
<b>Total Expenses</b>		<b>4,304,517</b>	<b>3,360,562</b>	<b>3,799,849</b>
<b>Net Surplus/(Deficit) for the year</b>		<b>381,150</b>	<b>209,842</b>	<b>358,454</b>
Other Comprehensive Revenue & Expenses		-	-	-
<b>Total Comprehensive Revenue &amp; Expenses for the Year</b>		<b>381,150</b>	<b>209,842</b>	<b>358,454</b>

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.*

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## STATEMENT OF CHANGES IN NET ASSETS/EQUITY

FOR THE YEAR ENDED 31 DECEMBER 2023

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Note	\$	\$	\$
Equity at start of the year	1,514,698	1,514,698	1,156,244
Total Comprehensive Revenue & Expense for the Year	381,150	209,842	358,454
<b>Total Recognised Income and Expenses</b>	<b>381,150</b>	<b>209,842</b>	<b>358,454</b>
<b>Equity at end of year</b>	<b>1,895,848</b>	<b>1,724,540</b>	<b>1,514,698</b>
Accumulated Comprehensive Revenue & Expense Reserves	1,895,848	1,724,540	1,514,698
	-	-	-
<b>Equity at end of year</b>	<b>1,895,848</b>	<b>1,724,540</b>	<b>1,514,698</b>

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.*

## NGONGOTAHA SCHOOL

### STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity		1,895,848	1,724,540	1,514,698
<b>TOTAL EQUITY</b>		<u>1,895,848</u>	<u>1,724,540</u>	<u>1,514,698</u>
<b>Represented by</b>				
<b>CURRENT ASSETS</b>				
Cash and Cash Equivalents	7	680,831	751,122	748,818
Investments	8	75,000	-	-
Accounts Receivable	9	195,787	216,215	216,215
Prepayments		13,426	7,844	33,221
Inventories	10	148,987	2,952	2,952
GST Holding Account		3,221	43,995	43,995
Funds Receivable for Capital Works Projects	16	87,847	-	8,964
<b>Total Current Assets</b>		<u>1,205,099</u>	<u>1,022,128</u>	<u>1,054,165</u>
<b>CURRENT LIABILITIES</b>				
Accounts Payable	11	263,662	275,879	275,879
Finance Lease Liability	12	25,592	30,822	25,027
Cyclical Maintenance Provision	13	24,167	55,641	55,641
Revenue in Advance	14	10,739	-	36,176
Funds held for Capital Works Projects	16	133,838	-	11,826
<b>Total Current Liabilities</b>		<u>457,998</u>	<u>362,342</u>	<u>404,549</u>
<b>WORKING CAPITAL SURPLUS</b>		747,101	659,786	649,616
<b>NON-CURRENT ASSETS</b>				
Property, Plant & Equipment	15	1,228,590	1,051,284	874,907
Investments	8	-	75,000	75,000
<b>Total Non-Current Assets</b>		<u>1,228,590</u>	<u>1,126,284</u>	<u>949,907</u>
<b>NON-CURRENT LIABILITIES</b>				
Finance Lease Liability	12	48,841	42,830	66,125
Provision for Cyclical Maintenance	13	31,002	18,700	18,700
<b>Total Non-Current Liabilities</b>		<u>79,843</u>	<u>61,530</u>	<u>84,825</u>
<b>Net Assets</b>		<u>1,895,848</u>	<u>1,724,540</u>	<u>1,514,698</u>

*This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report which form part of these financial statements.*

## NGONGOTAHA SCHOOL

### **Cash Flow Statement** **For the year ended 31 December 2023**

	2023	2023	2022
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,255,315	1,003,804	1,040,739
Locally Raised Funds	173,304	27,424	228,866
Other Revenue	4,848	2,000	2,895
Goods and Services Tax (net)	39,161	-	(50,397)
Payments to Employees	(521,699)	(424,836)	(462,495)
Payments to Suppliers	(569,985)	(395,726)	(342,331)
Interest Received	17,575	1,000	7,223
Interest Paid	(1,289)	-	(1,177)
<b>Net cash from / (to) Operating Activities</b>	<b>397,230</b>	<b>213,666</b>	<b>423,323</b>
<b>Cash flows from Investing Activities</b>			
Purchase of PPE (and Intangibles)	(498,784)	(191,000)	(181,820)
Proceeds from Sale of PPE (and Intangibles)	3,920	-	-
<b>Net cash from / (to) Investing Activities</b>	<b>(494,864)</b>	<b>(191,000)</b>	<b>(181,820)</b>
<b>Cash flows from Financing Activities</b>			
Furniture & Equipment Grant	-	-	-
Finance Lease Payments	(20,881)	(17,500)	(14,267)
Funds administered on behalf of Third Parties	50,528	(2,862)	36,880
<b>Net cash from / to Financing Activities</b>	<b>29,647</b>	<b>(20,362)</b>	<b>22,613</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(67,987)</b>	<b>2,304</b>	<b>264,116</b>
Cash and cash equivalents at the beginning of the year	7 748,818	748,818	484,702
Cash and cash equivalents at the end of the year	7 680,831	751,122	748,818

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.

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2023**

### **1. Statement of Accounting Policies**

#### **a) Reporting Entity**

Ngongotaha 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 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 the 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 expenditure threshold of \$30 million per year. All relevant 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.



# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2023**

### *Cyclical Maintenance Provision*

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 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 15.

### ***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 12. Future operating lease commitments are disclosed in Note 21.

#### *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 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 but 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.

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2023**

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 land and buildings as used for rating purposes.

There 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 unfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recorded as an asset and revenue when the right to receive the 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 income 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 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, for example 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. The 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.

# NGONGOTAHA SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2023

### **l) 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 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.

Property, plant and equipment acquired with individual values under \$1,200 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:

Property Improvements	15-20 years
Buildings	8-40 years
Classroom Furniture	4-15 years
Information and communication technology	3-25 years
Office Furniture & Equipment	3-15 years
Other Equipment	2-15 years
Leased Assets held under a Finance Lease	3 - 5 years
Library resources	15 years
Library Books	12.5% Diminishing value

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2023**

### **k) Impairment of property, plant and equipment**

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

#### *Non cash generating assets*

Property, plant and equipment 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.

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 the surplus or deficit.

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

### **l) Accounts payable**

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

### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis. The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information; and the present value of the estimated future cash flows.

Remeasurements are recognised in surplus or deficit in the period in which they arise.

### **n) Revenue Received in Advance**

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

### **o) 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 Revenue and Expense.

# *NGONGOTAHA SCHOOL*

## **Notes to the Financial Statements For the year ended 31 December 2023**

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

### **p) 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

### **q) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable and investments. All of these financial assets 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, painting contract liability and finance lease 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.

### **r) 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.

### **s) Budget figures**

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

### **t) 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 Expenses.

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>NOTE 2 Government Grants</b>			
<b>Income</b>			
Government Grants - Ministry of Education	1,712,888	1,003,804	1,535,645
Teachers Salaries Grant	2,311,183	2,100,000	2,058,332
Use of Land & Buildings Grant	436,432	400,000	356,272
Other Grants	4,848	2,000	3,091
	<u>4,465,351</u>	<u>3,505,804</u>	<u>3,953,339</u>

The School has opted into the Donations Scheme for this year. Total amount received was \$60,569.

### NOTE 3 Locally Raised Funds

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

#### Revenue

Donations	10,319	100	2,137
Grants	106,773	25,000	131,493
Fundraising & Community Grants	56,726	14,000	24,695
Fees for Extra Curricular Activities	16,737	20,500	29,243
Trading	8,186	4,000	10,315
	<u>198,741</u>	<u>63,600</u>	<u>197,883</u>

#### Expenditure

Fundraising & Community Grants Costs	28,378	19,000	13,963
Fees for Extra Curricular Activity Costs	14,822	20,500	20,869
Trading	19,986	3,000	6,763
	<u>63,186</u>	<u>42,500</u>	<u>41,595</u>

*Surplus for the year Locally Raised Funds*

	<u>135,556</u>	<u>21,100</u>	<u>156,289</u>
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### NOTE 4 Learning Resources

Curricular	72,240	80,600	65,729
Depreciation	175,895	40,000	116,129
Information & Communications Technology	23,064	21,000	10,401
Lunches in Schools	460,772	-	413,240
Employee Benefits - Salaries	2,647,728	2,359,836	2,426,555
Staff Development	9,842	11,750	4,359
	<u>3,389,541</u>	<u>2,513,186</u>	<u>3,036,412</u>

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>NOTE 5 Administration</b>			
ACC Levies	9,046	1,500	8,633
Audit Fees	6,116	7,000	6,793
Board Fees	2,790	4,500	3,069
Board Expenses	16,380	18,000	18,826
Communication	1,638	500	1,682
Consumables	7,771	12,000	12,034
Operating Leases	450	-	624
Postage & Freight	224	500	206
Other	6,410	6,600	5,123
Employee Benefits - Salaries	131,871	115,000	122,225
Insurance	10,038	13,000	8,914
Service Providers, Contractors & Consultancy	6,000	7,000	6,000
	<u>198,733</u>	<u>185,600</u>	<u>194,130</u>
<b>NOTE 6 Property</b>			
Caretaking & Cleaning Consumables	97,244	100,276	72,574
Cyclical Maintenance Provision	(13,598)	20,000	(11,656)
Grounds	17,871	7,000	12,470
Heat, Light & Water	14,881	20,000	16,523
Rates	12,749	12,000	10,826
Security	9,473	8,000	5,173
Use of Land & Buildings	436,432	400,000	356,272
Employee Benefits - Salaries	55,593	50,000	46,677
Repairs & Maintenance	12,542	2,000	12,658
	<u>643,186</u>	<u>619,276</u>	<u>521,516</u>

The use of land and buildings represents 5% of the schools 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.

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>NOTE 7 Cash and Cash Equivalents</b>			
Cash on Hand	50	50	3,766
Westpac - Cheque Account	264,343	46,942	32,573
Kiwibank Account	130	130	130
Westpac - Trip Account	3,485	4,000	4,075
Westpac - Credit Card	(319)	-	7,212
Westpac - Imprest Account	30	-	-
Westpac - Online Saver Account	413,112	700,000	701,062
<b>Cash and Cash Equivalents for Statement of Cash Flows</b>	<b>680,831</b>	<b>751,122</b>	<b>748,817</b>

Of the \$680,831 Cash and Cash Equivalents, \$133,838 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 Five Year Agreement funding for upgrades to the School's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$680,831 Cash & Cash Equivalents, \$10,739 of unspent grant funding is held by the school. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

The carrying value of Short-Term deposits with maturity dates of 90 days or less approximates their fair value.

### NOTE 8 Investments

The School's investment activities are classified as follows:

#### Current Asset

Short Term Bank Deposits	75,000	-	-
<b>Non-Current Asset</b>			
Long Term Bank Deposits	-	75,000	75,000
<b>Total Investments</b>	<b>75,000</b>	<b>75,000</b>	<b>75,000</b>

### NOTE 9 Accounts Receivable

Accounts Receivable	-	640	641
Interest Receivable	4,444	500	444
Teachers Salaries Grant Receivable	191,343	196,075	196,051
Banking Staffing Underuse	-	19,000	19,080
	<b>195,787</b>	<b>216,215</b>	<b>216,215</b>
Receivables from Exchange Transactions	4,444	20,140	20,164
Receivables from Non-Exchange Transactions	191,343	196,075	196,051
	<b>195,787</b>	<b>216,215</b>	<b>216,215</b>



## NGONGOTAHA SCHOOL

School Road  
Ngongotaha

### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>NOTE 10 Inventories</b>			
Stationery on Hand	733	2,952	2,952
Uniforms on Hand	148,254	-	-
	<u>148,987</u>	<u>2,952</u>	<u>2,952</u>
<b>NOTE 11 Accounts Payable</b>			
Accruals	6,166	6,000	5,986
Creditors	25,256	32,879	35,255
Employee Benefits - salaries accrual	230,124	235,000	232,789
Employee Benefits - leave accrual	2,116	2,000	1,849
	<u>263,662</u>	<u>275,879</u>	<u>275,879</u>
Payables from Exchange Transactions	263,662	275,879	275,879
Payables from Non-Exchange Transactions	-	-	-
	<u>263,662</u>	<u>275,879</u>	<u>275,879</u>

The carrying value of payables approximates their fair value.

#### NOTE 12 Finance Lease Liability

The school has entered into a number of finance lease agreements for laptops for teachers and photocopiers.

Minimum lease payments payable:

Not later than one year	25,592	30,822	25,027
Later than 1 year but not more than 5 years	48,841	42,830	66,125
	<u>74,433</u>	<u>73,652</u>	<u>91,151</u>
Represented By:			
Finance Lease Liability - Current	25,592	30,822	25,027
Finance Lease Liability - Non Current	48,841	42,830	66,125
	<u>74,433</u>	<u>73,652</u>	<u>91,151</u>

#### NOTE 13 Provision For Cyclical Maintenance

Provision at Start of Year	74,341	74,341	101,845
Increase in Provision during the Year	(13,598)	-	(11,661)
Use of Provision during the Year	(5,574)	-	(15,843)
	<u>55,169</u>	<u>74,341</u>	<u>74,341</u>
Provision at the end of the Year	55,169	74,341	74,341
Current Liability	24,167	55,641	55,641
Non Current Liability	31,002	18,700	18,700
	<u>55,169</u>	<u>74,341</u>	<u>74,341</u>

Per the cyclical maintenance schedule the school is expected to undertake painting works during 2024. The plan is based on the schools 10 year property plan.

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

## NGONGOTAHA SCHOOL

School Road  
Ngongotaha

### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
<b>NOTE 14 Revenue Received in Advance</b>			
Other	-	-	1,176
Grant Funds Unspent	10,739	-	35,000
	10,739	-	36,176

#### NOTE 15 Property, Plant & Equipment

2023	Op/Balance (NBV) \$	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
	<b>31 Dec 2023</b>				
Property Improvements	300,195	212,336	-	(29,986)	482,545
Buildings	206,081	30,349	(11,971)	(21,590)	202,869
Classroom Furniture	57,402	42,628	-	(10,354)	89,677
Info-Tech Assets	85,473	92,904	-	(50,619)	127,758
Motor Vehicles	-	49,024	-	(3,694)	45,330
Office Furniture & Equipment	9,967	5,584	(434)	(1,332)	13,785
Other Equipment	106,903	97,176	-	(28,577)	175,502
Leased Assets	90,637	10,345	-	(27,098)	73,884
Library Resources	18,249	1,735	(98)	(2,645)	17,241
	874,907	542,081	(12,503)	(175,895)	1,228,590

The Net carrying value of Equipment held under a finance lease is \$73,884. (2022: \$90,637).

#### 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	Cost of Valuation \$	Accumulated Depreciation \$	Net Book Value \$
	<b>31 Dec 2023</b>		
Property Improvements	743,835	(261,290)	482,545
Buildings	444,807	(241,938)	202,869
Classroom Furniture	197,706	(108,030)	89,677
Info-Tech Assets	388,915	(261,157)	127,758
Motor Vehicles	49,024	(3,694)	45,330
Office Furniture & Equipment	46,530	(32,745)	13,785
Other Equipment	336,232	(160,730)	175,502
Library Resources	75,432	(58,191)	17,241
Leased Assets	114,745	(40,861)	73,884
	2,397,226	(1,168,636)	1,228,590

## NGONGOTAHA SCHOOL

School Road  
Ngongotaha

### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

#### NOTE 15 Property, Plant & Equipment cont'd

2022	Cost of Valuation \$	Accumulated Depreciation \$	Net Book Value \$
	31 Dec 2022		
Property Improvements	531,499	(231,304)	300,195
Buildings	444,438	(238,358)	206,081
Classroom Furniture	155,078	(97,676)	57,402
Info-Tech Assets	296,012	(210,538)	85,473
Office Furniture & Equipment	42,122	(32,155)	9,967
Other Equipment	239,055	(132,152)	106,903
Library Resources	74,064	(55,815)	18,249
Leased Assets	116,519	(25,882)	90,637
	<u>1,898,788</u>	<u>(1,023,881)</u>	<u>874,907</u>

#### NOTE 16 Funds Held for Capital Work 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 of Education for Capital Works projects is included under cash and cash equivalents in Note 7.

	Opening Balance \$	Funds Received \$	Money Spent \$	Balance Revenue \$	Closing Balance \$
<b>2023</b>	\$	\$	\$	\$	\$
LSPM Blk G - 241216	-	164,540	(30,702)	-	133,838
ILE Blk F-215386	(7,066)	-	-	7,066	-
AMS/ILE G Block-232917	11,825	-	(99,672)	-	(87,847)
Alarm System-208151	(1,897)	8,377	(4,931)	(1,549)	-
	<u>2,862</u>	<u>172,917</u>	<u>(135,305)</u>	<u>5,517</u>	<u>45,991</u>

Represented by:

Funds held on behalf of Ministry of Education	133,838
Funds due from Ministry of Education	<u>(87,847)</u>
	<u>45,991</u>

#### 2022

ILE Blk F-215386	(63,755)	111,748	(55,039)	-	(7,066)
Roof Maintenance-232918	40,217	840	(41,057)	-	-
Staff Carparking-222839	1,124	2,438	(3,053)	(509)	-
AMS/ILE G Block-232917	(11,780)	380,365	(356,760)	-	11,825
LSC Office-219198	-	43,115	(43,820)	705	-
Block F Roof-234384	-	69,590	(69,590)	-	-
Alarm System-208151	-	19,002	(20,899)	-	(1,897)
	<u>(34,214)</u>	<u>627,098</u>	<u>(590,218)</u>	<u>196</u>	<u>2,862</u>

Represented by:

Funds held on behalf of Ministry of Education	11,825
Funds due from Ministry of Education	<u>(8,963)</u>
	<u>2,862</u>

# **NGONGOTAHA SCHOOL**

*School Road  
Ngongotaha*

## **NOTES TO THE FINANCIAL STATEMENTS**

*FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)*

### **NOTE 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 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.

No related party debts or transactions have been written off or forgiven during the year.

## NGONGOTAHA SCHOOL

School Road  
Ngongotaha

### NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

#### NOTE 18 Remuneration

*Key management personnel compensation.*

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

	2023 Actual	2022 Actual
<i>Board Members</i>	\$	\$
Remuneration	2,790	3,069
 <i>Leadership Team</i>		
Remuneration	730,299	652,362
Full-time Equivalent Members	6	6
Total key management personnel remuneration	733,089	655,431

There are six members of the Board excluding the Principal. The Board had held 6 full meetings in the year. As well as these regular meetings, including preparation time, the Chair and the other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions and other disciplinary matters.

#### *Principals*

The total value of remuneration paid or payable to the Principals is in the following bands:

	2023 Actual \$000	2022 Actual \$000
<i>Principal</i>		
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and other payments	150-160	140-150
Benefits and other emoluments	4 - 5	4 - 5
Termination benefits	-	-

#### *Other Employees*

Number of other employee who received remuneration of over \$100,000 was in the following bands:

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	3	1
110 - 120	2	1
120-130	1	-
	6	2
	6	2

The disclosure for "other employees" does not include remuneration of the Principals.

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

### NOTE 19 Compensations and Other Benefits upon leaving Remuneration

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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 as follows:

	2023	2022
Number of persons	0	0
Total Value	\$0.00	\$0.00

### NOTE 20 Contingencies

There are no Contingent Liabilities and no Contingent Assets at balance date (except as noted below).  
(Contingent Liabilities and Contingent 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 details analysis to finalise calculations and the potential impacts of specific individuals as such this is expected to resolve the liability for school boards.

### NOTE 21 Commitments

#### (a) Capital Commitments

As at 31 December 2023 the Board had capital commitments of \$285,948 (2022:\$164,010) as a result of entering the following contracts:

	Contract Amount	Spent to Date	Remaining Capital Commitment
	\$	\$	\$
AMS/ILE Block F/G	506,834	459,551	47,283
LSPM Block G	269,367	30,702	238,665
	<u>776,201</u>	<u>490,253</u>	<u>285,948</u>

#### (b) Operating Commitments

As at balance date, the Board had no operating commitments. (2022 \$Nil).

# NGONGOTAHA SCHOOL

School Road  
Ngongotaha

## NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2023 (continued)

### NOTE 22 Financial Instruments

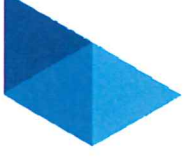
	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:			
<b>Financial Assets Measured at Amortised Costs</b>			
Cash and Cash Equivalents	680,831	751,122	748,817
Investments - Term Deposits	75,000	75,000	75,000
Receivables	195,787	216,215	216,215
<b>Total Financial Assets Measured at Amortised Costs</b>	<b>951,618</b>	<b>1,042,337</b>	<b>1,040,032</b>
<b>Financial Liabilities Measured at Amortised Cost</b>			
Payables	263,662	275,879	275,879
Finance Leases	74,433	73,652	91,151
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>338,095</b>	<b>349,531</b>	<b>367,031</b>

### NOTE 23 Events after Balance Date

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

# Analysis of Variance Reporting

## 2023



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.		
<b>Annual Aim:</b>	To improve the Achievement Levels in MATHEMATICS		
<b>Target:</b>	Year 6 children will be beginning to work at Level 3 of the NZ curriculum in Number and Algebra, by the end of November		
<b>Baseline Data:</b>	At the end of 2022: Year 5 children 56% (33 of 59 students) were below or well below the expected curriculum level for maths		

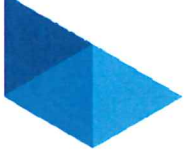


<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Class timetables to reflect adequate time devoted to the teaching of mathematics (minimum of 3 hours per week). The teaching of maths should ideally take place during prime learning times, i.e. before lunchtime, preferably in the morning block..</li> <li>Students should be aware of their learning goals and next steps in learning.</li> <li>Funding for Maths Whizz for all Year 3, 4, 5 and 6 children and high achieving Year 2 children towards the end of the year</li> <li>Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are available, and deemed appropriate by the maths curriculum team or management.</li> <li>Goal sheets to be used for monitoring progress.</li> <li>GloSS and knowledge testing to be carried out mid-year and in November to assess progress and achievement.</li> <li>Use of maths trajectory sheets, updated by week 8 of each term.</li> </ul>	<p><u>Year 6 Analysis:</u> This data has been collected on just the target children.</p> <ul style="list-style-type: none"> <li>36/66 (55%) of students are meeting the target.</li> <li>16/30 (53%) of boys are meeting the target.</li> <li>20/36 (56%) of girls are meeting the target.</li> <li>16/33 (48%) of Māori students are meeting the target.</li> <li>20/33 (61%) of non-Māori students are meeting the target.</li> <li>At the end of 2022, 26/59 (44%) of the year 5 students (our current year 6 target group) were working at or above their expected curriculum level.</li> <li>33/59 (56%) were below or well below the expected curriculum level for maths.</li> <li>According to teacher OTJs, at mid-year, 60% of the year 6 students were on track to be working at their expected curriculum level</li> </ul>	<ul style="list-style-type: none"> <li>There have been some changes in the cohort since the end of last year, with some students leaving the school and some new students enrolling. Two of the new students are recent immigrants to New Zealand and have limited English. They are both in the “not meeting target” group.</li> <li>Low attendance continues to hamper the progress of some students.</li> <li>Several of our target students have been in the Spring Into Maths programmes, run by teacher aides, and have made significant progress, even though some are not yet achieving the target.</li> </ul>	<ul style="list-style-type: none"> <li>Our school is very well-resourced in this area.</li> <li>An appropriate maths BOT will be set by the purchase of any maths resources deemed necessary by the maths curriculum team, as well as for professional development opportunities for teachers.</li> <li>Two teachers who took part in the Just in Time Maths PLD in 2022 will continue to provide support and PLD to other staff members.</li> </ul>

	<p>by the end of the year (i.e. meeting the target).</p> <ul style="list-style-type: none"> <li>• End-of-year OTJ data shows that 55 % of the year 6 students are now working at or above the expected level, and 45% are working below the expected level. These results show some improvement</li> <li>• End of 2022 data showed boys performing better than girls. We now have similar results for boys and girls.</li> <li>• Non-Māori students are still performing better than Māori.</li> </ul>		
<b>Planning for next year:</b>			
See Evaluation section above.			

# Analysis of Variance Reporting

## 2023



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the New Zealand Curriculum as evidenced by progress and achievement in relation to the levels in the NZ Curriculum.		
<b>Annual Aim:</b>	To improve the Achievement Levels in READING		
<b>Target:</b>	Year 5 children will have an instructional reading age across the curriculum at their chronological age, or above, by the end of the school year.		
<b>Baseline Data:</b>	<p>End of 2022 data:</p> <p>End of 2022 data: Year 4 children - 29% (15 of 51 children) are reading below or well below their chronological age.</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students.</li> <li>Target students to have their individual needs identified and specific programmes (class or withdrawal) put in place to address them. To be recorded in the tracking of target students' forms.</li> <li>Planning to reflect the needs of these children. Target children are to have instructional reading daily.</li> <li>Monitoring meetings to discuss the progress of target students.</li> <li>Provide regular opportunities for the target children to read to and read with an adult to ensure reading mileage.</li> <li>Provide a range of reading material that will engage the reader in meaningful contexts and will expose them to reading across the</li> </ul>	<p>This data has been collected on the Y5 target children.</p> <ul style="list-style-type: none"> <li>64% of students in Year 3 target group have reached the end of year target</li> <li>36% of students in Year 3 have not reached the end of year target</li> <li>64% of students in Year 5 have reached the end-of-year target.</li> <li>100% of girls achieved the target.</li> <li>Māori and Non-Māori were very similar.</li> <li>1 child has ICS funding.</li> <li>All Year Five children have been screened for Irlens and 2 children have been identified as requiring follow-up sessions at either the Optometrist and/or Irlens.</li> <li>1 child is receiving extra support from the LSC.</li> <li>1 child receives full-time teacher aide support through 1WS.</li> </ul>	<ul style="list-style-type: none"> <li>Having small, guided reading groups.</li> <li>In class support (ICS/IWS) programme for individual children.</li> <li>PB4L framework - Positive relationships between students, teachers and students, school, and whanau; Great Values focussing on achievement, etc.</li> <li>Having high expectations of all students.</li> <li>Cultural responsiveness and relational pedagogy.</li> <li>Close monitoring of student progress and achievement by class teachers, team leaders, and Literacy Curriculum team. This includes the use of IEPs for all students across the school who are working below their expected curriculum levels in reading.</li> </ul>	<p>Senco and Assistant Principal to look at the types of interventions and why they have not worked for some students in the Year 5 cohort.</p> <p>LSC/ Senco to organise parent workshops to help parents at home with literacy. These will be CAKE nights (curriculum and Knowledge evening).</p> <p>BSLA introduced to all junior classes and this will continue next year.</p> <p>Dyslexia screening done on children who have not made progress.</p>

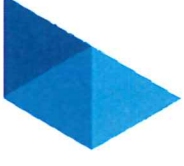


# Tātaritanga raraunga

<ul style="list-style-type: none"> <li>curriculum.</li> <li>Develop a range of comprehension strategies to ensure these students are reading for meaning.</li> <li>Liaise with families to encourage and promote reading in the home, give out holiday reading packs, advice, and resources to support learning at home.</li> <li>Access outside agencies: RTLit/ RTLb/ ICS where deemed necessary and helpful.</li> <li>Literacy team to run staff meetings to upskill teachers</li> <li>Running records completed on all target children at least once a term.</li> </ul>	<ul style="list-style-type: none"> <li>2/3 of children in Rumaki have made more than one year's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Use of student goal sheets which give students greater ownership of their learning.</li> <li>Icept training for most Year 4-6 students who are not performing where they should be.</li> <li>Use of Behavioural Optometrist, who has picked up some children that required glasses and/or Irlens glasses.</li> </ul>
<b>Planning for next year:</b>		
See evaluation section above		

# Analysis of Variance Reporting

## 2023



<b>School Name:</b>	Ngongotaha School	<b>School Number:</b>	1852
<b>Strategic Aim:</b>	All students, including those in a Rumaki setting, can access the NZ Curriculum as evidenced by progress and achievement in relation to the levels in the NZC.		
<b>Annual Aim:</b>	To improve the Achievement Levels in WRITING		
<b>Target:</b>	Target cohort- Year 5	All target children will have moved at least 2 Astile sublevels, by the end of the school year	
<b>Baseline Data:</b>	End of 2022 data:	Year 4 children - 35% (23 of the 65 students) are writing well below or below their expected level.	

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>Target students to have their individual needs identified and specific programmes put in place to address them. These are to be recorded in the tracking of target students' forms.</li> <li>They are to have instructional writing daily, (Mon-Thurs).</li> <li>Monitoring meetings to discuss the progress of target students.</li> <li>Moderation between classes and schoolwide to ensure assessment consistency schoolwide.</li> <li>Provide regular opportunities for the target children to write on a range of contexts that are meaningful and relevant to their world.</li> <li>Spelling lists for children.</li> <li>Access outside agencies: RTLit/ RTLB/ ICS where deemed necessary and helpful.</li> <li>Literacy team to run staff meetings to upskill teachers' literacy needs and changes.</li> </ul>	<ul style="list-style-type: none"> <li>9/18 (50%) of students have made progress of at least two sublevels - equivalent to 1 year of learning.</li> <li>Māori students outperformed Non-Māori students.</li> <li>1 child receives ICS funding.</li> <li>1 child receives full-time teacher-aide support through 1WS.</li> <li>11 children were taken for extra writing help for a term with the LSC.</li> <li>100% 4/4 children in Rumaki have made progress of more than one year.</li> </ul>	<ul style="list-style-type: none"> <li>Strong collegial support throughout the school.</li> <li>Experienced teachers with sound personal and professional knowledge and pedagogy.</li> <li>PB4L framework - Positive relationships between students, teachers and students, school, and whanau; Great Values focussing on achievement, etc.</li> <li>Having high expectations of all students.</li> <li>Extra writing group with the LSC put in place.</li> <li>Cultural responsiveness and relational pedagogy.</li> <li>Close monitoring of student progress and achievement by class teachers, team leaders, and the Literacy Curriculum team. This includes the use of IEPs for all students across the school who are working</li> </ul>	<ul style="list-style-type: none"> <li>Senco and LSC to look at the types of interventions and why they have not worked for some students</li> <li>LSC/ Senco to continue to organise parent workshops to help parents at home with written literacy</li> <li>Literacy Leader to spend time in Senior classes ensuring that programmes are focussed and targeting acceleration in writing</li> <li>Dyslexia screening completed on all children who did not make the target</li> </ul>

		<p>below their expected curriculum levels in writing.</p> <ul style="list-style-type: none"> <li>• Use of student goal sheets which give students greater ownership of their learning.</li> <li>• Children writing about topics that interest them.</li> <li>• Incept training for most Year 4-6 students who are not performing where they should be.</li> <li>• Use of a Behavioural Optometrist, who has picked up some children that required glasses and/or Irlens glasses.</li> </ul>	
<b>Planning for next year:</b>			
See Evaluation section above			



# Kiwisport Expenditure 2023

As with previous years, the Kiwisport funding we receive from the Ministry has allowed our children to learn and compete in a variety of different sporting codes this year.

In 2023, the Kiwisport funding enabled hundreds of children from Ngongotaha School to take part in Physical Education and various forms of Physical activity. As a part of our strategic planning, we want our children to be as active as possible.

The funding has been used in many ways to eliminate the barriers stopping children getting involved in sports. For a long time transport was an issue. With the distance we must travel to get into the city to compete, finding funding to cover the costs of buses has always been difficult. Due to the Kiwisport funding, all senior children were able to be transported to interschool sport; netball, hockey, rugby, soccer, miniball as well as a variety of other sporting activities; rugby tournaments, hockey training, kapa haka, gymnastics, and a dance competition to name a few. Transport to games or events is a big expense now and not having to collect from parents for this made this much more manageable and ensured all children could take part.

We have been able to use the Kiwisport funding to subsidise registrations and entry fees. We find taking this cost away from families has enabled children to compete at local and representative levels. We have included into school policy that all sports will cost a maximum of \$40 per child. The rest of the registration or entry fee is covered by Kiwisport funding.

We have also been able to use a small amount of the fund for specific equipment for codes that were new to the school. The children were able to compete with pride and have the necessary tools to take part. This also included ensuring uniforms were of a high standard.

Our team participation rates continue to increase across the school. In 2023 we had 6 netball teams; 2 tackle rugby teams (1 boys, 1 girls), 6 touch teams, 6 hockey teams, 6 miniball teams, 2 rippa rugby teams and one huge dance crew. Many children were also involved with the local soccer club and rugby club as well. We also ran a school athletics day, a school triathlon day and a school walk a thon event. Our netball, miniball, hockey teams also played during the weekend as well as for interschool competitions.

Finally, we have been able to purchase quality equipment for our staff to use in Physical Education lessons and for the children to enjoy in their own time. The Kiwisport funding has been invaluable to the staff and tamariki of Ngongotaha School. We thank the Ministry for their continual support.

Craig McFadyen  
Principal, Ngongotaha School.

# Ngongotaha School End of Year Assessment Report

## Teacher/Principal Copy

November 2023 - *Compiled by Pam Rogers*

This report is based on teachers' **Overall Teacher Judgements** (OTJs) of students' learning and achievement in relation to the **New Zealand Curriculum** (NZC) levels in Reading, Writing and Maths, and for Rumaki students **Te Marautanga o Aotearoa** (TMOA) levels in Panui, Tuhituhi, Pangarau and Te Reo Māori.

CURRICULUM LEVELS FOR YEAR GROUPS						
Junior School			Middle School		Senior School	
NZC LEVEL 1			NZC LEVEL 2		NZC LEVEL 3	
TMOA LEVEL 1			TMOA LEVEL 2		TMOA LEVEL 3	
Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Level 1	Within Level 1	At Level 1	Within Level 2	At Level 2	Within Level 3	At Level 3

For the purpose of this report, we will use the school management software (eTap) to auto-generate figures showing achievement above, at, below and well-below the expected levels.

- **Well Below:** achieving 2 or more years below their expected curriculum level.
- **Below:** achieving 1 year below their expected curriculum level.
- **At:** achieving at the expected curriculum level.
- **Above:** achieving 1 year or more above the expected curriculum level.

For children achieving below or well-below their expected level, the school considers potential reasons for delayed or slow progress in each area, such as dyslexia, dyscalculia, late school enrolment, cognitive issues, transition from learning in a different language setting etc. The school can then use this assessment information to provide interventions for children who require extra support to meet the demands of the NZC or TMOA. Our Learning Support Coordinator, Daphne, organises and manages a range of interventions for these students. Every child assessed as **Below** or **Well Below** has an Individual Education Plan completed by their classroom teacher each term.

# TUHITUHI - WRITING

## Year Zero - Writing

There are 27 year zero students. Children at this level are not able to achieve below or well-below the curriculum yet.

- 26/26 students are working at *Early Level One* and are achieving **AT** their expected level.
- 1/27 students are achieving *Within Level One*, therefore achieving **ABOVE** the expected curriculum level.

Writing Year 0	Total Students	At	Above
All	27	26	1
Male	19	18	1
Female	8	8	0
Maori	18	17	1
Non Maori	7	9	0
			Luca Carter

## Year One - Writing

There are 52 students in Year One. Children at this level are not able to achieve well-below the curriculum yet.

- 17/52 students are working at *Early Level One* and are **BELOW** their expected level.
- 31/52 students are working *Within Level One* of the curriculum and are achieving **AT** their expected level.
- 4/52 students are working *At Level One* and are achieving **ABOVE** their expected level.

Writing Year 1	Total Students	Below	At	Above
All	52	17	31	4
Male	31	11	18	2
Female	21	6	13	2
Maori	28	8	18	2
Non Maori	24	8	13	2
		Myra Bajwa Luca Bidois Mason Campbell Jimi Christie Roman Ellis-Putahi Naiwitoarua Marks-Larkins Selene Norton Harry Raimona Wairua Rikiti-Poihip Holly Rolston Mason Seaton Amethyst Simona Lucian Taylor George Veatupu Jolley Amiri Ward-Kingi Aardijah Whakatau-Jones Kade Young		Violet Banfield Tautoko Leef William Lewy Aubrey Taylor

## Year Two - Writing

There are 68 students in Year Two.

- 13/68 students are working at *Early Level One* of the curriculum and are therefore achieving **WELL-BELOW** their expected level.
- 21/68 students are working *Within Level One* and are achieving **BELOW** their expected level.
- 32/68 students are working *At Level One* and are achieving **AT** their expected level.
- 1/68 students are working *Within Level Two* and 1/68 are working *At Level Two* of the curriculum, so 2/68 students are achieving **ABOVE** their expected level.

Writing Year 2	Total Students	Well Below	Below	At	Above
All	68	13	21	32	2
Male	38	12	12	13	1
Female	30	1	9	19	1
Maori	44	10	16	17	1
Non Maori	24	3	5	15	1
		Ash Aislabie Henry Akroyd Daxton Binnie-Lever Ratu Chaney Sahjad Forster Souljah Katene CJ McMeeking Eruera Murray Kayden Polyanszky Jax Putaranui Caden Ryan Titan Te Huia-Roberts Temepara Whata-Ririnui	Finley Coppard Lucas Coxhead Misha Fretton Kayel Gibbons Arlo Gillgren Matiu Henry Janet-Praise Jacobs River-Lee King Breeze Leef Eilish Mullen Annie Nom Brayden Pethybridge Te Atakura Richel-King Daytona Ryder Grayson Simon Amairah Staunton Teaio Tarawhiti-Johnson Keiran Watkins Uziah Wharepapa Ezra Whitehead Nash Wynyard		Within Level 2 Lucas Griffiths At level 2 Paige Withington

## Year Three - Writing

There are 78 Year Three students.

- 2/78 students are working at *Early Level One* and 5/78 are working *Within Level One* of the curriculum. Therefore, 7/78 students are achieving **WELL-BELOW** their expected level.
- 21/78 students are working *At Level One* of the curriculum and are achieving **BELOW** their expected level.
- 23/78 students are working *Within Level Two* of the curriculum and are achieving **AT** their expected level.
- 25/78 students are working *At Level Two* and 2/78 students are working *Within Level Three*, so 27/78 students are achieving **ABOVE** their expected level.

Writing Year 3	Total Students	Well Below	Below	At	Above
All	78	7	21	23	27
Male	39	3	14	10	12
Female	39	4	7	13	15
Maori	46	4	14	16	12
Non Maori	32	3	7	7	15
		<b>Early Level One</b> Ngakau King Oliver Menefy <b>Within Level One</b> Eli Gibbons Nazareth Rae Hayze Simon-Horn Eviee Tamihana-Elden Esther Taylor	<b>At Level One</b> Damon Dugmore Nayla-leigh Grooby Vili Millie Hardy Kahtel Kahu-Aramakutu Kendrick Khan-Kelly William Klomp Hayze Mana-Beaufoy Kaden Martin Kasey Martin Amayia-Rose Mohi Sylus Murrell Layton Nicholson Charlotte Peters Oscar Poultney Saydee Rako-Elliot Skylah Ratahi Keanu Ria-Taia Kyle Richards Ngamako Rikiti-Poihipi Peter Shuttleworth Chris Veatupu Jolley		<b>At level 2</b> Hannah Aislabie Ella Amon-Maki Autumn Bidois Toby Boyd Danni Brake Ria Branson-Ngatoko Alice Burton Jackson Carroll Eli Christie Kylah Coles Tilly Crawford Eli Dredge Logan Evans Braiden Henson Niko Hewson Maddy Hindle Olivia Jessop Malakhi Martin-Fitzell R Maddison McBreen Caleb McKay Ryleigh Raimona Lucy Sedgwick Zara Tahana-Beckett Brendon Tahau Mikaere Werahiko <b>Within Level 3</b> Finn Condie Leah Pereira

## Year Four - Writing

There are 60 students in Year Four.

- 1/60 students are working at *Early Level One*, 2/60 students are working *Within Level One* and 6/60 students are working *At Level One* of the curriculum, therefore 9/60 students are achieving **WELL-BELOW** their expected level.
- 20/60 students are working *Within Level Two* of the curriculum and are achieving **BELOW** their expected level.
- 21/60 students are working and *At Level Two* of the curriculum and are achieving **AT** their expected level.
- 7/60 students are working *Within Level Three* and 3/60 students are working *At in Level Three*, therefore 10/60 students are achieving **ABOVE** their expected level.

Writing Year 4	Whole School	Well Below	Below	At	Above
All	60	9	20	21	10
Male	30	8	10	9	3
Female	30	1	10	12	7
Maori	34	4	15	10	5
Non Maori	27	5	5	11	5
		<b>Early Level 1</b> Phillip Noanoa <b>Within Level 1</b> Alexander Clarke Lucca Coleman-Managh <b>At Level 1</b> Lillian Carr Blake Casey Charlie Coppard Wikeepa Jensen James Moore Deegan Reichardt	<b>Within Level 2</b> Marco Aliprantis Braxton Collier Lennox Ingram Harlyn Lawrence Reniveah Malaefono Lusua Mana-Beaufoy Hannah Marshall-Brake Mikaere Mativa-Horn Te Kura Pounamu Nepia Ashton Nunn Rainbow-Frances Parekura Ngawhakaheketanga Patu Tyrese Rika Hinewai Roma Te Aio Tataurangi Charlotte Tiopira Moana-Simone Vili Hakaraia Ward Aaliyah Woodward Caiden Yandall		<b>Within Level 3</b> Jimmy Agnew Beau Beckham Kaleialoha Newton Maddison Oswald Nykaia Rangiawha Bodhi Rhind Harlow-Che Tapson <b>At Level 3</b> Austin Stewart Chulasa Toma Anja Withington

## Year Five - Writing

There are 67 students in Year Five.

- 2/67 students are working *At Level One*, 14/67 students are working *Within Level Two*. Therefore 16/67 students are achieving **WELL-BELOW** their expected level.
- 25/67 students are working *At Level Two* of the curriculum and are achieving **BELOW** their expected level.
- 24/67 students are working *Within Level Three* of the curriculum and are achieving **AT** their expected level.
- 2/67 students are working *At Level Three* of the curriculum and are achieving **ABOVE** their expected level.

Writing Year 5	Whole School	Well Below	Below	At	Above
All	67	16	25	24	2
Male	38	10	14	12	1
Female	29	6	11	12	1
Maori	35	9	13	12	1
Non Maori	32	7	12	12	1
		<b>At Level One</b> Reuben Keating Dreamakaya Moses Hillman McLean  <b>Within Level 2</b> Max Aislabie Essjay Bennett Logan Bootten Te Paea Edmonds Alaye Fretton Duncan Harding Zaskar Myatt Zaiah Phillips-Christie Ngakau Raerino Ngawaiata Rikiti-Poihipi Riley Simon Ngarimu Simpkins Fiona Wilson Kaden Young	<b>At Level 2</b> Max Addenbrooke Ariana Archer-Morris Jaxon Beckett Harrison Brake Jackson Brake Del Christie Tazzmea Cornish Fenella Ingram-Martin Joseph Jacobs Austin Jones Vaughn Kemp Dekotah-Marie Matenga Larson Maurirere Lewis Moyce Tonga Pepa Awaroa Raerino Te Atakura Raponi-Purcell Braxton Rolston Jaden Rudolph-Niania Louie Stratford Lillee Webster Aliyah-Kahpree Whakatau-Jones Bridget Wilson Fern Wright Tyga Yamada	<b>At Level 3</b> Albert Drewe Shane Hohepa	



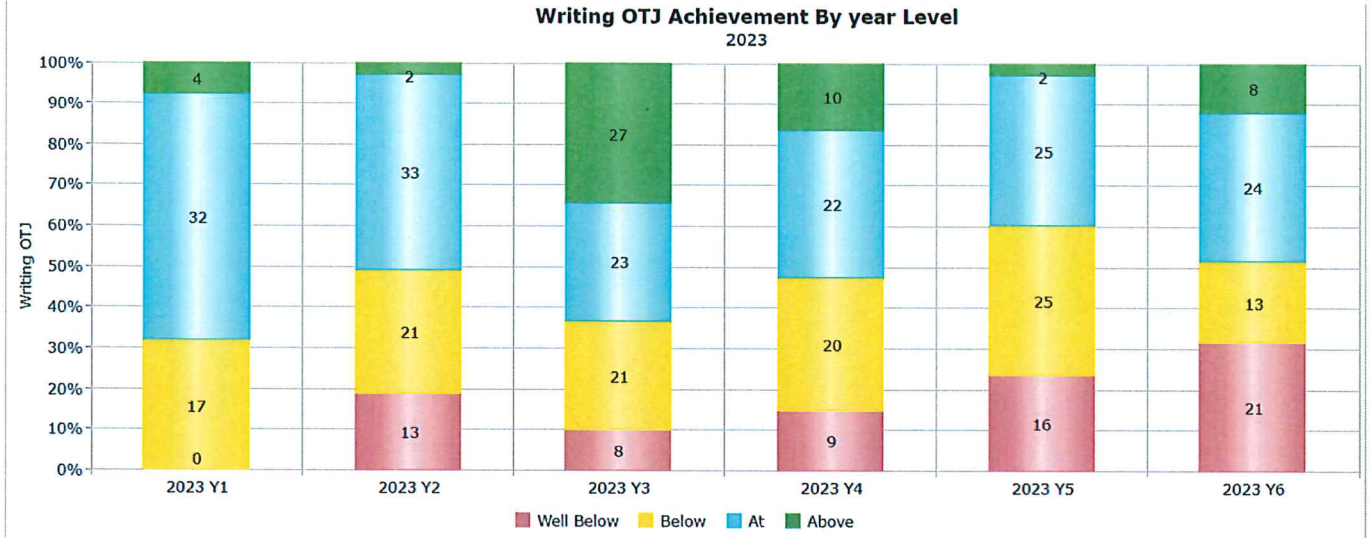
## Year Six - Writing

There are 66 students in Year Six.

- 2/66 students are working *Within Level One*, 1/66 students are working *At Level One*. 10/66 students are working *Within Level Two* and 8/66 students are working *At Level Two* of the curriculum, so 21/66 students are achieving **WELL-BELOW** their expected level.
- 13/66 students are working *Within Level Three* of the curriculum and are therefore achieving **BELOW** their expected level.
- 13/66 students are working *At Level Three* of the curriculum and are achieving **AT** their expected level.
- 8/66 students are working *Within Level 4* of the curriculum and therefore achieving **ABOVE** the expected level in Writing.

Writing Year 6	Whole School	Well Below	Below	At	Above
All	66	21	13	24	8
Male	30	14	6	8	2
Female	36	7	7	16	6
Maori	38	12	9	14	3
Non Maori	28	9	4	10	5
		Within Level 1 Jae Christie Drae Simon At Level 1 Karlos Nelson Within Level 2 Anya Bardsley Louie Brake Axl Cardiente Kararaina Ferguson Leila-Jayde Parekura Krishna Prasad Teraame Raerino Mihaka Singh-Lagah Raymos Te-Kaawa-Piua Mikaere Varley-Carson At Level 2 Eddie Agnew Alexandria Akroyd Casey Bowater Taimana Broughton Savannah Fraser Paekoa Hudson Braxton Jensen Taine Tuhakarain	Within Level 3 Olivia Aldridge Tiana Collins-Brake Ahi-a-Rangi Emile Zach Goodson Reid Hunter Indie Lee Rawiri Ngatai Hiraina Ngataki Arihia Polyanszky Wally Riki Te Mauri Solomon Brienna Sturt Te Rikirangi Whakatau-Jones		Within Level 4 Mason Andrews Ariana Barnett Peace Cotter Kobe Empson Lily Fisher Rm02 Breanna Hansen Ryleigh King Renei Rika

## WHOLE SCHOOL PERCENTAGE OF STUDENTS ACHIEVEMENT IN WRITING



## WHOLE SCHOOL CURRICULUM LEVELS IN WRITING

Blue figures show number of students

	Early L1	Within L1	At L1	Within L2	At L2	Within L3	At Level 3	Within L4	Total Well Below	Total Below	Total At	Total Above
<b>Y0</b>	100% (11)								0%	0%	100% (11)	0%
<b>Y1</b>	58% (28)	42% (20)							0%	0%	100% (48)	0%
<b>Y2</b>	28% (19)	33% (22)	36% (24)	1% (1)	1% (1)				0%	28% (19)	69% (46)	3% (2)
<b>Y3</b>	10% (7)	23% (16)	11% (8)	23% (16)	33% (23)				10% (7)	23% (16)	34% (24)	33% (23)
<b>Y4</b>	9% (5)	7% (4)	7% (4)	38% (22)	21% (12)	17% (10)	2% (1)		16% (9)	7% (4)	59% (34)	19% (11)
<b>Y5</b>		1% (1)	7% (5)	15% (10)	37% (25)	27% (18)	12% (8)		9% (6)	15% (10)	64% (43)	12% (8)
<b>Y6</b>	2% (1)	3% (2)		10% (6)	15% (9)	38% (23)	20% (12)	12% (7)	15% (9)	15% (9)	58% (35)	12% (7)
<b>Total pupils</b>	19 % (71)	17 % (65)	11 % (41)	14 % (55)	18 % (70)	13 % (51)	6 % (21)	2 % (7)	8 % (31)	15 % (58)	63 % (241)	13 % (51)

## PANUI - READING

### Year Zero - Reading

There are 27 year zero students. Children at this level are not able to achieve below or well-below the curriculum yet.

- 22/27 students are working at *Early level One* of the curriculum and are achieving **AT** their expected level.
- 5/27 students are working *Within Level One* and are achieving **ABOVE** their expected level.

Reading Year 0	Total Students	At	Above
All	27	22	5
Male	19	15	4
Female	8	7	1
Maori	18	16	2
Non Maori	9	6	3
			Within Level 1 Luca Carter Pranava Hari Dass Jordie Procter Charles Taylor Vera-Lee Travis

## Year One - Reading

There are 52 Year One students.

Students at this level cannot be achieving WELL-BELOW the curriculum at this age.

- 15/52 students are working at *Early Level One* and are achieving **BELOW** their expected level.
- 33/52 students are working *Within Level One* and are achieving **AT** their expected level.
- 4/52 students are working *At level One* of the curriculum and are achieving **ABOVE** their expected level.

Reading Year 1	Total Students	Below	At	Above
All	52	15	33	4
Male	31	9	20	2
Female	21	6	13	2
Maori	28	7	17	4
Non Maori	24	8	16	0
		Early Level 1 Myra Bajwa Luca Bidois Mason Campbell Jimi Christie Roman Ellis-Putahi Kortez Kahu-Aramakutu Naiwitoaroa Marks-Larkins Selene Norton Harry Raimona Wairua Rikiti-Poihipi Holly Rolston Amethyst Simona Lucian Taylor Amiri Ward-Kingi Kade Young		At Level 1 Violet Banfield Waimarie Newton Lukas Nicholson Ezra Tapara

## Year Two - Reading

There are 68 Year Two Students.

- 12/68 students are working at *Early Level One* and are **WELL BELOW** their expected level.
- 15/68 students are working *Within Level One* of the curriculum and are achieving **BELOW** their expected level.
- 26/68 students are working *At Level One* and are achieving **AT** their expected level.
- 14/68 students are working *Within Level Two* and 1/68 students are working *Within Level Three* of the curriculum, therefore 5/68 students are achieving **ABOVE** their expected level in Reading.

Reading Year 2	Total Students	Well Below	Below	At	Above
All	68	12	15	26	15
Male	38	12	6	15	5
Female	30	0	9	11	10
Maori	44	10	9	14	11
Non Maori	24	2	6	12	4
		Early level 1 Ash Aislabie Henry Akroyd Daxton Binnie-Lever Ratu Chaney Sahjad Forster Kayel Gibbons Souljah Katene CJ McMeeking Eruera Murray Kayden Polyanszky Jax Putaranui Grayson Simon	Within Level 1 Finley Coppard Arlo Gillgren Janet-Praise Jacobs Ava Lee Breeze Leaf Rory MattlerR Echo Maurirere Annie Nom Brayden Pethybridge Te Atakura Richel-King Caden Ryan Amairah Staunton Uziah Wharepapa Temepara Whata-Ririnui Nash Wynyard		Within Level 2 Iils Brown Lyra Brydie Lucas Griffiths Hrdaya Hari Dass Reuben Hindrup Aria Payne Rm9a Enzo Rangiawha Meeya Rangiawha Daytona Ryder Teao Tarawhiti-Johnson Aria Tataurangi Mackenzie Taylor Titan Te Huia-Roberts Latisha Willis Within Level 3 Paige Withington

## Year Three - Reading

There are 78 Year Three students.

- 3/78 students are working at *Early Level One At Level One* and 8/78 students are working *Within Level One* of the curriculum. Therefore 11/78 students are achieving **WELL-BELOW** their expected level.
- 12/78 students are working *At Level One* and are achieving **BELOW** their expected level.
- 15/78 students are working *Within Level Two* of the curriculum and are achieving **AT** their expected level.
- 28/78 students are working *At Level 2*, 11/78 students are working *Within Level 3*, and 1/78 students are working *At Level 3*, therefore 40/78 students are achieving **ABOVE** their expected level.

Reading Year 3	Total Students	Well Below	Below	At	Above
All	78	11	12	15	40
Male	39	5	9	8	17
Female	39	6	3	7	23
Maori	46	7	9	10	20
Non Maori	32	4	3	5	20
		<b>Early Level 1</b> Eli Gibbons Ngakau King Oliver Menefy <b>Within Level 1</b> Millie Hardy William Klomp Amayia-Rose Mohi Nazareth Rae Keanu Ria-Taia Hayze Simon-Horn Eviee Tamihana-Elden Esther Taylor	<b>At Level 1</b> Scarlett Baker Damon Dugmore Kendrick Khan-Kelly Hayze Mana-Beaufoy Kaden Martin Kasey Martin Sylus Murrell Layton Nicholson Carlo Putaranui Saydee Rako-Elliot Skylah Ratahi Kyle Richards		<b>At level 2</b> Hannah Aislabie R Ella Amon-Maki Ariana Attwater Hemi Barnett Isabelle Bowes Toby Boyd Rm05 Alice Burton Eli Christie ylah Coles Rm06 Rangihaeata Culbertson Eli Dredge Logan Evans Maddy Hindle Harper Marshall-Brake Caleb McKay Elouise Nunn Charlotte Peters Oscar Poultney Ryleigh Raimona Ryder Rangiawha Ngamako Rikiti-Poihipi Lucy Sedgwick Peter Shuttleworth Sofia Steiner Ahliah Stratford Brendon Tahau Niwa Te Papa Mikaere Werahiko <b>Within level 3</b> Autumn Bidois Danni Brake Branson-Ngatoko Jackson Carroll

					Finn Condie Braiden Henson Niko Hewson Malakhi Martin-Fitzell Maia Norfolk Leah Pereira Zara Tahana-Beckett <b>At Level 3</b> Tilly Crawford
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## Year Four - Reading

There are 60 students in Year Four.

- 2/60 students are working at *Early Level One* and 4/60 students are working *At Level One*. Therefore 6/60 students are achieving **WELL-BELOW** their expected level.
- 8/60 students are working *Within Level Two* of the curriculum and are achieving **BELOW** their expected level.
- 16/60 students are working *At level Two* of the curriculum and are achieving **AT** their expected level.
- 21/60 students are working *Within Level Three* of the curriculum and 9/60 students are working *At Level Three* so 30/60 students are achieving **ABOVE** their expected level.

Reading Year 4	Total Students	Well Below	Below	At	Above
All	60	6	8	16	30
Male	30	5	3	9	13
Female	30	1	5	7	17
Maori	34	3	6	10	15
Non Maori	26	3	2	6	15
		<b>Early Level 1</b> Lucca Coleman-Managh Phillip Noanoa <b>At Level 1</b> Lillian Carr Charlie Coppard James Moore Deegan Reichardt	<b>Within Level 2</b> Blake Casey Wikeepa Jensen Harlyn Lawrence Te Kura Pounamu Rainbow-Frances Parekura Ngawhakaheketanga Patu Charlotte Tiopira Moana-Simone Vili		<b>Within Level 3</b> Aylah Amon Beau Beckham Katie Bottomley Ruby Bradford Archie Dredge Bianca Hansen Bentley Harris Caleb Hohepa Reniveah Malaefono Hannah Marshall-Brake Mikaere Mativa-Horn Tyber Morrison Kaleialoha Newton Nate Procter Nykaia Rangiawha Bodhi Rhind Harlow-Che Tapson Lewis Thompson Hakaraia Ward Noah Woodward Giavanna Zammit <b>At Level 3</b> Jimmy Agnew Blake Davis Lilly-Rose Kaua Ava King Rylee McLean Maddison Oswald Austin Stewar Chulasa Toma Anja Withington



## Year Five - Reading

There are 67 students in Year Five.

- 1/67 students are working *At Level One*, 6/67 students are working *Within Level Two* of the curriculum, therefore 7/67 students are achieving **WELL-BELOW** their expected level.
- 14/67 students are working *At Level Two* of the curriculum and are **BELOW** their expected level.
- 31/67 students are working *Within Level Three* of the curriculum and are achieving **AT** their expected level.
- 13/67 students are working *At Level Three* and 2/67 students are achieving *Within Level Four* of the curriculum, therefore 15/67 students are achieving **ABOVE** their expected level.

Reading Year 5	Total Students	Well Below	Below	At	Above
All	67	7	14	31	15
Male	38	4	8	17	8
Female	29	3	5	14	7
Maori	35	6	5	17	7
Non Maori	32	1	9	14	8
		<b>At Level 1</b> Dreamakaya Moses Hillman McLean <b>Within Level 2</b> Alaye Fretton Reuben Keating Lewis Moyce Zaiah Phillips-Christie Ngakau Raerino Riley Simon	<b>At Level 2</b> Logan Bootten Harrison Brake Del Christie Joseph Jacobs Austin Jones Vaughn Kemp Zaskar Myatt Ngawaiata Rikiti-Poihipi Ngarimu Simpkins Louie Stratford Aliyah-Kahpree Whakatau-Jones Bridget Wilson Fiona Wilson Kaden Young		<b>At Level 3</b> Ariana Archer-Morris Jaxon Beckett Tazzmea Cornish Lexi Dredge Albert Drewe Isabella Duane Kobee Fiaola Shane Hohepa Lily Johnston Jake Korodi Brody McDermott Cameryn Rix Braxton Sarusi-Kiss <b>Within level 4</b> Lillie Webster Tyga Yamada

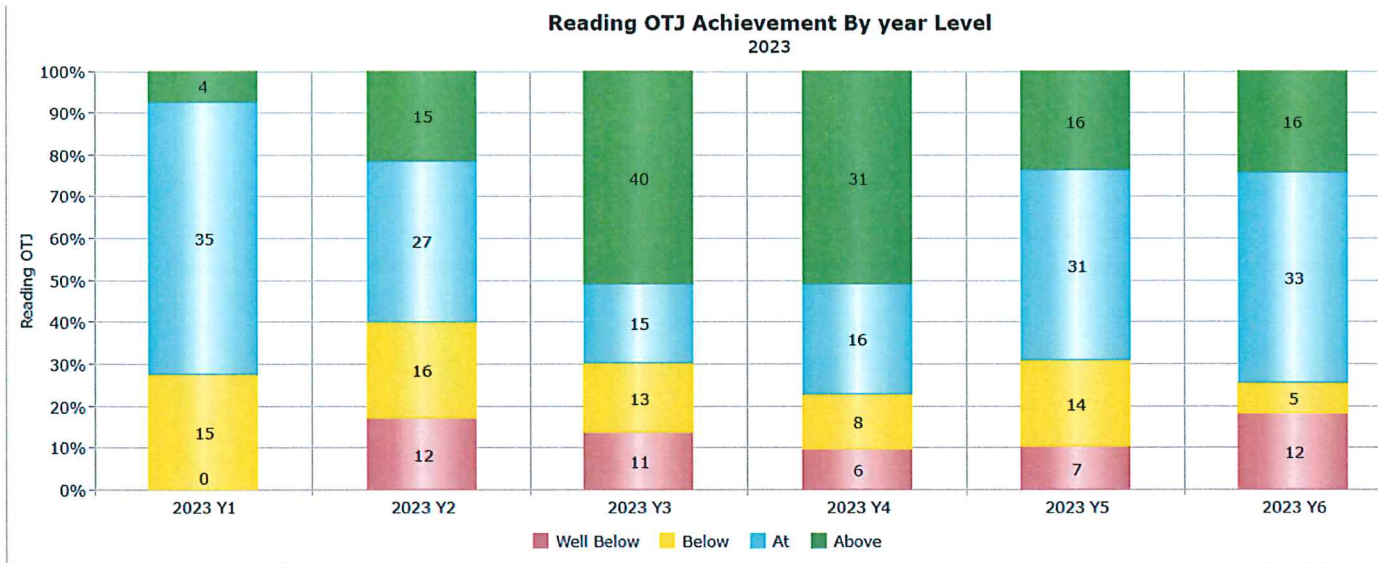
## Year Six - Reading

There are 66 students in Year Six.

- 1/66 students are working at *Early Level One*, 1/66 students are working *Within Level One*, 1/66 students are working *At Level One*, 3/66 students are working *Within Level Two* and 6/66 students are working *At Level Two*. Therefore, 12/66 students are achieving **WELL-BELOW** their expected level.
- 5/66 students are working *Within Level Three* and are **BELOW** their expected level of achievement.
- 33/66 students are working *At Level Three* and achieving **AT** their expected level.
- 16/66 Students are working *Within Level 4* of the curriculum and are achieving **ABOVE** the expected level.

Reading Year 6	Whole School	Well Below	Below	At	Above
All	66	12	5	33	16
Male	30	8	4	14	4
Female	36	4	1	19	12
Maori	38	4	5	24	5
Non Maori	28	8	0	9	11
		<b>Early Level; 1</b> Drae Simon <b>Within Level 1</b> Jae Christie <b>At Level 1</b> Leila-Jayde Parekura <b>Within Level 2</b> Louie Brake Karlos Nelson Krishna Prasad <b>At Level 2</b> Eddie Agnew Anya Bardsley Taimana Broughton Axl Cardiente Braxton Jensen Teraame Raerino	<b>Within Level 3</b> Kararaina Ferguson Paekoa Hudso Mihaka Singh-Lagah Raymos Te-Kaawa-Piua Mikaere Varley-Carson		<b>Within Level 4</b> Mason Andrews Ariana Barnett Violet Beckett Peace Cotter Chevy Davies Khloe Davis Kobe Empson Lily Fisher Kyra Fredricksen Breanna Hansen Ryleigh King Charlee McKa Animaia Payne Quinn Pollard Renei Rika Alexandra Stewart

## WHOLE SCHOOL PERCENTAGE OF STUDENTS ACHIEVEMENT IN READING



## WHOLE SCHOOL CURRICULUM LEVELS IN READING

Blue figures show number of students

	Early L1	Within L1	At L1	Within L2	At L2	Within L3	At Level 3	Within L4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y0</b>	81% (22)	19% (5)							0%	0%	<b>81%</b> (22)	19% (5)	6% (27)
<b>Y1</b>	29% (15)	63% (33)	8% (4)						0%	29% (15)	<b>63%</b> (33)	8% (4)	12% (52)
<b>Y2</b>	18% (12)	22% (15)	38% (26)	21% (14)		1% (1)			18% (12)	22% (15)	<b>38%</b> (26)	22% (15)	16% (68)
<b>Y3</b>	4% (3)	10% (8)	15% (12)	19% (15)	36% (28)	14% (11)	1% (1)		14% (11)	15% (12)	<b>19%</b> (15)	51% (40)	19% (78)
<b>Y4</b>	3% (2)		7% (4)	13% (8)	27% (16)	35% (21)	15% (9)		10% (6)	13% (8)	<b>27%</b> (16)	50% (30)	14% (60)
<b>Y5</b>			2% (1)	9% (6)	21% (14)	45% (30)	20% (13)	3% (2)	11% (7)	21% (14)	<b>45%</b> (30)	23% (15)	16% (66)
<b>Y6</b>	2% (1)	2% (1)	2% (1)	5% (3)	9% (6)	8% (5)	50% (33)	24% (16)	18% (12)	8% (5)	<b>50%</b> (33)	24% (16)	16% (66)
<b>Total pupils</b>	13 % (55)	15 % (62)	12 % (48)	11 % (46)	15 % (64)	16 % (68)	13 % (56)	4 % (18)	12% (48)	17% (69)	42% (175)	30% (125)	(417)

# PANGARAU - MATHS

## Year Zero - Maths

There are 27 year zero students. Children at this level are not able to achieve below or well-below the curriculum yet.

- 21/27 students are working at *Early Level One* and are achieving **AT** the expected level.
- 8/306/27 students are working *Within Level One* and are **ABOVE** their expected level.

Maths Year 0	Total Students	At	Above
All	27	21	6
Male	19	14	5
Female	8	7	1
Maori	13	15	3
Non Maori	14	6	3
			Within Level 1 Luca Carter\ Pranava Hari Dass Theiden Powell-Paraha Jordie Procter Charles Taylor Vera-Lee Travis

## Year One - Maths

There are 52 Year One students. Students cannot achieve well-below the curriculum at this age.

- 14/52 students are working at *Early Level One* and are achieving **BELOW** their expected level.
- 30/52 students are working *Within Level One*, so are achieving **AT** their expected level.
- 5/52 students are working *At Level One* and 3/52 students are working *Within Level Two*, therefore 8/52 students are achieving **ABOVE** their expected level.

Maths Year 1	Total Students	Below	At	Above
All	52	14	30	8
Male	31	6	20	5
Female	21	8	10	3
Maori	28	7	14	7
Non Maori	24	7	16	1
		Early Level 1 Myra Bajwa Luca Bidois Jimi Christie Roman Ellis-Putah Kortez Kahu-Aramakutu Amaia Mana-Beaufoy Naiwitoaroa Marks-Larkins Selene Norton Scarlett-Snow Onekawa-Kennedy Holly Rolston Amethyst Simona Lucian Taylor Amiri Ward-Kingi Kade Young		At Level 1 Mahloss Bennett Hemanawa Hanuera Kierah King Waimarie Newton Lukas Nicholson Within Level 2 Atunaisa Domonibitu Tautoko Leef William Lewy

## Year Two - Maths

There are 68 students in Year Two.

- 8/68 students are working at *Early Level One* of the curriculum and are **WELL BELOW** their expected level.
- 16/68 students are working *Within Level One* and are achieving **BELOW** their expected level.
- 42/68 students are working *At Level One*, so are achieving **AT** their expected level.
- 2/68 students are working *Within Level Two* of the curriculum and are **ABOVE** their expected level.

Maths Year 2	Total Students	Well Below	Below	At	Above
All	68	8	16	42	2
Male	38	8	7	22	1
Female	30	0	9	20	1
Maori	44	7	12	24	1
Non Maori	24	1	4	18	1
		Early Level 1 Ash Aislabie Henry Akroyd Ratu Chaney Sahjad Forster Souljah Katene CJ McMeeking Eruera Murray Kayden Polyanszky	Within Level 1 Daxton Binnie-Lever Jills Brown Kayel Gibbons Janet-Praise Jacobs Breeze Leef Rory Mattler Echo Maurirere Annie Nom Jax Putaranu Te Atakura Richel-King Grayson Simon Amairah Staunton Teaio Tarawhiti-Johnson Keiran Watkins Uziah Wharepapa Temepara Whata-Ririnui		Within Level 2 Reuben Hindrup Paige Withington

## Year Three - Maths

There are 78 Year Three students.

- 2/78 students are working at *Early Level One* and 3/78 students are working at *Within Level One*. Therefore 5/78 students are achieving **WELL-BELOW** their expected level of achievement.
- 15/78 students are working *At Level One* and are achieving **BELOW** their expected level.
- 38/78 students are working *Within Level Two* of the curriculum and are achieving **AT** their expected level.
- 17/78 students are working *At Level Two* of the curriculum, and 17/78 students are working *Within Level 3* of the curriculum, so 20/78 students are achieving **ABOVE** the expected level.

Maths Year 3	Total Students	Well Below	Below	At	Above
All	78	5	15	38	20
Male	39	2	7	20	10
Female	39	3	8	18	10
Maori	46	3	9	24	10
Non Maori	32	3	6	34	10
		<b>Early level 1</b> Ngakau King Oliver Menefy <b>Within Level 1</b> Eli Gibbons Hayze Simon-Horn Eviee Tamihana-Elden	<b>At Level 1</b> Scarlett Baker Nayla-leigh Grooby ViliMillie Hardy Hayze Mana-Beaufoy Kaden Martin Malakhi Martin-Fitzell Amayia-Rose Mohi Maia Norfolk Charlotte Peters Oscar Poultney Carlo Putaranui Nazareth Rae Skylah Ratahi Keanu Ria-Taia Esther Taylor		<b>At Level 2</b> Hannah Aislabie Ella Amon-Maki Toby Boyd Danni Brake Alice Burton Jackson Carroll Kylah Coles Finn Condie Tilly Crawford Eli Dredge Logan Evans Niko Hewson Caleb McKay Ryleigh Raimona Lucy Sedgwick Niwa Te Papa <b>Within Level 3</b> Leah Pereira Zara Tahana-Beckett Mikaere Werahiko

## Year Four - Maths

There are 60 students in Year Four.

- 1/60 students are working at *Early Level One*, 4/60 students are working *At Level One* of the curriculum so 5/60 students are achieving **WELL-BELOW** their expected level.
- 16/60 students are working *Within Level Two* and are **BELOW** their expected level of achievement.
- 28/60 students are working *At Level Two* of the curriculum and are achieving **AT** their expected level.
- 9/60 students are working *Within Level Three*, 2/60 students are working *At Level Three*, so 11/60 students are achieving **ABOVE** the expected level.

Maths Year 4	Whole School	Well Below	Below	At	Above
All	60	5	16	28	11
Male	30	4	9	13	4
Female	30	1	7	15	7
Maori	34	3	10	18	3
Non Maori	26	2	6	10	7
		<b>Early Level 1</b> Phillip Noanoa <b>At Level 1</b> Lucca Coleman-Managh Wikeepa Jensen Deegan Reichardt Holly Whitehead	<b>Within Level 2</b> Marco Aliprantis Alexander Clarke Charlie Coppard Bentley Harris Lennox Ingram Ava King Harlyn Lawrence Reniveah Malaefono Lusia Mana-Beaufoy Ngawhakaheketanga Patu Hinewai Roma Te Aio Tataurangi Lewis Thompson Moana-Simone Vili Hakaraia Ward Aaliyah Woodward		<b>Within Level 3</b> Beau Beckham Ruby Bradford Blake Casey Kaleialoha Newton Maddison Oswald Rainbow-Frances Parekura Bodhi Rhind Austin Stewart Anja Withington <b>At Level 3</b> Blake Davis Chulasa Toma



## Year Five - Maths

There are 66 students in Year Five.

- 4/66 students are working *Within Level Two* of the curriculum, and are achieving **WELL-BELOW** their expected level of achievement.
- 17/66 students are working *At Level 2* of the curriculum and are **BELOW** their expected level of achievement.
- 34/66 students are working *Within Level Three* of the curriculum and are achieving **AT** their expected level.
- 10/66 students are working *At Level Three* and 1/66 students are working *Within Level Four*, Therefore 11/66 students are achieving **ABOVE** their expected level of achievement.

Maths Year 5	Total Students	Well Below	Below	At	Above
All	66	4	17	34	11
Male	38	2	9	20	7
Female	28	2	8	14	4
Maori	34	2	8	20	4
Non Maori	32	2	9	14	7
		<b>Within Level 2</b> Max Aislabie Duncan Harding Dreamakaya Moses Hillman McLean Ngakau Raerino	<b>At Level 2</b> Del Christie Alaye Fretton Reuben Keating Larson Maurirere Zaskar Myatt Emily Olsen Tonga Pepa Zaiah Phillips-Christie Awaroa Raerino Ngawaiata Rikiti-Poihipi Braxton Rolston Ngarimu Simpkins Aliyah-Kahpree Whakatau-Jones Bridget Wilson Fiona Wilson Fern Wright Kaden Young		<b>At Level 3</b> Max Addenbrooke Blair Brake Tazzmea Cornish Albert Drewe Isabella Duane Kobee Fiaola Zak Hunter Lily Johnston Jake Korodi Cameryn Rix <b>Within Level 4</b> Tyga Yamada

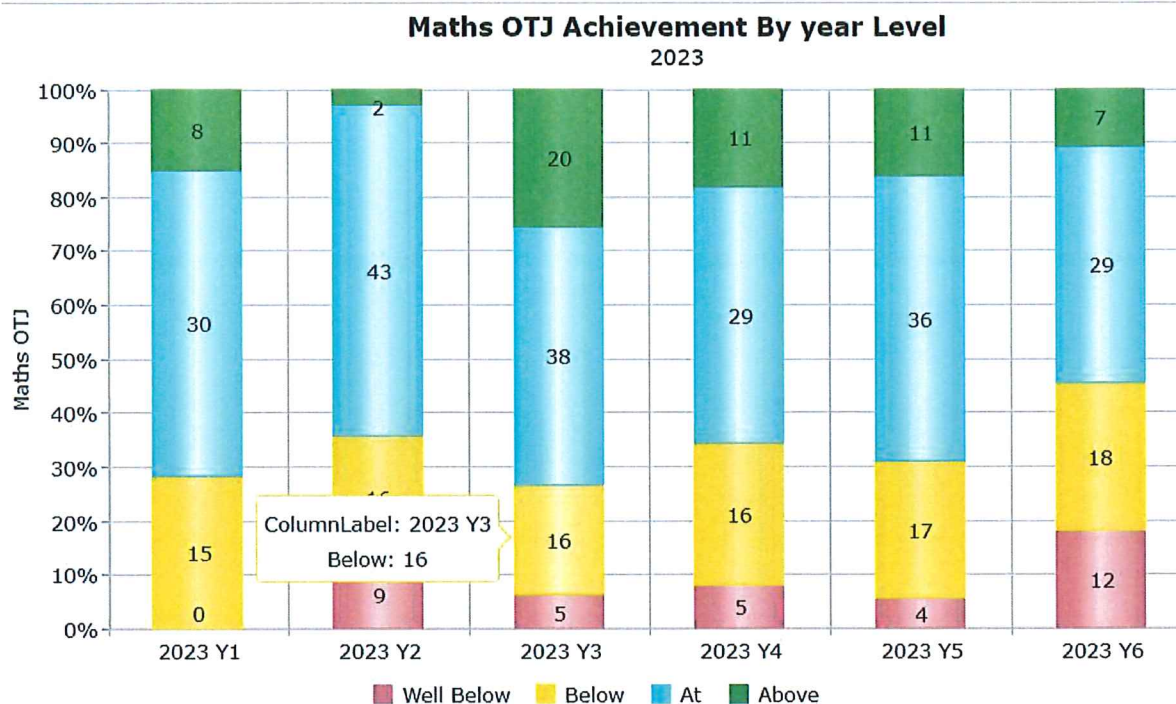
## Year Six - Maths

There are 66 students in Year 6.

- 1/66 students are working *At Level One*, 4/66 students are working *Within Level Two* and 7/66 students are working *At Level Two* of the curriculum, so 18/66 students are achieving **WELL-BELOW** their expected level.
- 18/66 students are working *Within Level 3* and are achieving **BELOW** their expected level.
- 29/66 students are working *At Level Three* of the curriculum and are achieving **AT** their expected level.
- 7/66 students are working *Within Level Four* of the curriculum and are **ABOVE** their expected level of achievement.

Maths Year 6	Total Students	Well Below	Below	At	Above
All	66	12	18	29	7
Male	30	7	7	13	3
Female	36	5	11	16	4
Maori	38	5	13	18	2
Non Maori	28	7	5	11	5
		<b>At Level 1</b> Karlos Nelson <b>Within Level 2</b> Anya Bardsley Jae Christie Leila-Jayde Parekura Krishna Prasad <b>At Level 2</b> Eddie Agnew Alexandria Akroyd Taimana Broughton Axl Cardiente Braxton Jensen Drae Simon Taine Tuhakarain	<b>Within Level 3</b> Olivia Aldridge Toni-Anne Baker Casey Bowater Louie Brake Tiana Collins-Brake Ahi-a-Rangi Emile Kararaina Ferguson Paekoa Hudson Hiraina Ngataki Wikitoria Richel-King Chevy Simon Mihaka Singh-Lagah Te Mauri Solomon Alexandra Stewart Brienna Sturt Raymos Te-Kaawa-Piua Te Rikirangi Whakatau-Jones Honour Zammit		<b>Within Level 4</b> Mason Andrews Ariana Barnett Kobe Empson Kyra Fredricksen Breanna Hansen Animaia Payne Quinn Pollard

## WHOLE SCHOOL PERCENTAGE OF STUDENTS ACHIEVEMENT IN MATHS



## WHOLE SCHOOL CURRICULUM LEVELS IN MATHS

Blue figures show number of students

	Early L1	Within L1	At L1	Within L2	At L2	Within L3	At Level 3	Within L4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y0</b>	78% (21)	22% (6)							0%	0%	78% (21)	22% (6)	6% (27)
<b>Y1</b>	27% (14)	58% (30)	10% (5)	6% (3)					0%	27% (14)	58% (30)	15% (8)	12% (52)
<b>Y2</b>	12% (8)	24% (16)	62% (42)	3% (2)					12% (8)	24% (16)	62% (42)	3% (2)	16% (68)
<b>Y3</b>	3% (2)	4% (3)	19% (15)	49% (38)	22% (17)	4% (3)			6% (5)	19% (15)	49% (38)	26% (20)	19% (78)
<b>Y4</b>	2% (1)		7% (4)	27% (16)	47% (28)	15% (9)	3% (2)		8% (5)	27% (16)	47% (28)	18% (11)	14% (60)
<b>Y5</b>				6% (4)	26% (17)	52% (34)	15% (10)	2% (1)	6% (4)	26% (17)	52% (34)	17% (11)	16% (66)
<b>Y6</b>			2% (1)	6% (4)	11% (7)	27% (18)	44% (29)	11% (7)	18% (12)	27% (18)	44% (29)	11% (7)	16% (66)
<b>Total pupils</b>	11 % (46)	13 % (55)	16 % (67)	16 % (67)	17 % (69)	15 % (64)	10 % (41)	2 % (8)	8% (34)	23% (96)	53% (222)	16% (65)	(417)

## TE REO MĀORI - RUMAKI MĀORI LANGUAGE

Te Reo assessment data is for Rumaki students and is not gathered for mainstream students.

### Year Zero - Te Reo Māori

There are 2 rumaki students in Year Zero. Children at this level are not able to achieve below or well-below the curriculum yet.

- 2/2 students are working at *Early Level One* and are achieving **AT** their expected level of the curriculum.

Te Reo Year 0	Rumaki Students	At	Above
All	2	2	0
Male	2	2	0
Female	0	0	0

### Year One - Te Reo Māori

There are 5 rumaki students in Year One. Children at this level are not able to achieve well-below the curriculum yet.

- 3/5 students are working *Within Level One* and are achieving **AT** their expected level.
- 2/5 students are working *At Level One* of the curriculum and achieving **ABOVE** their expected level.

Te Reo Year1	Rumaki Students	Below	At	Above
All	5	0	3	2
Male	2	0	2	2
Female	3	0	1	0
				At Level 1 Hemanawa Hanuera Waimarie Newton

### Year Two - Te Reo Māori

There are 9 rumaki students in Year Two. Children at this level are not able to achieve well-below the curriculum yet.

- 7/9 students are working *At Level One* and are achieving **AT** their expected level.
- 2/9 students are working *Within Level Two* and are achieving **ABOVE** their expected level.

Te Reo Year2	Rumaki Students	Below	At	Above
All	9	0	7	2
Male	5	0	3	2
Female	4	0	4	0
				Within :Level 2 Te Rehutaimoana Tamou-Tuhakaraina Titan Te Huia-Roberts

### Year Three - Te Reo Māori

There are 8 rumaki students in Year Three.

- 7/8 students are working *Within Level Two* of the curriculum and are achieving **AT** the expected level.
- 1/8 students are working *At Level Two* of the curriculum and are achieving **ABOVE** the expected level.

Te Reo Year 3	Rumaki Students	Well Below	Below	At	Above
All	8	0	0	7	1
Male	3	0	0	2	1
Female	5	0	0	5	0
					At Level 2 Ngahau Singh-Lagah

## Year Four - Te Reo Māori

There are 10 rumaki students in Year Four.

- 1/10 students are working at *Early Level One* and 1/10 students are working *At Level One* of the curriculum, so 2/10 students are achieving **WELL-BELOW** their expected level.
- 2/10 students are working *Within Level Two* of the curriculum and are achieving **BELOW** their expected level.
- 3/10 students are working *At Level Two* of the curriculum and are achieving **AT** their expected level.
- 3/10 students are working *Within Level 3* of the curriculum and are achieving **ABOVE** their expected level.

Te Reo Year 4	Rumaki Students	Well Below	Below	At	Above
All	10	2	2	3	3
Male	5	2	0	1	2
Female	5	0	2	2	1
		Early Level 1 Phillip Noanoa At Level 1 Braxton Collier	Within Level 2 Charlotte Tiopira Moana-Simone Vili		Within Level 3 Beau Beckham Kaleialoha Newton Bodhi Rhind

## Year Five - Te Reo Māori

There are 8 rumaki students in Year Five .

- 4/8 students are working *At Level Two* and are achieving **BELOW** their expected level.
- 4/8 students are working *Within Level Three* and are achieving **AT** their expected level.

Te Reo Year 5	Rumaki Students	Well Below	Below	At	Above
All	8	0	4	4	0
Male	4	0	2	2	0
Female	4	0	2	2	0
			At Level 2 Essjay Bennett Jackson Brake Te Paea Edmonds Moana Rikiti		

## Year Six - Te Reo Māori

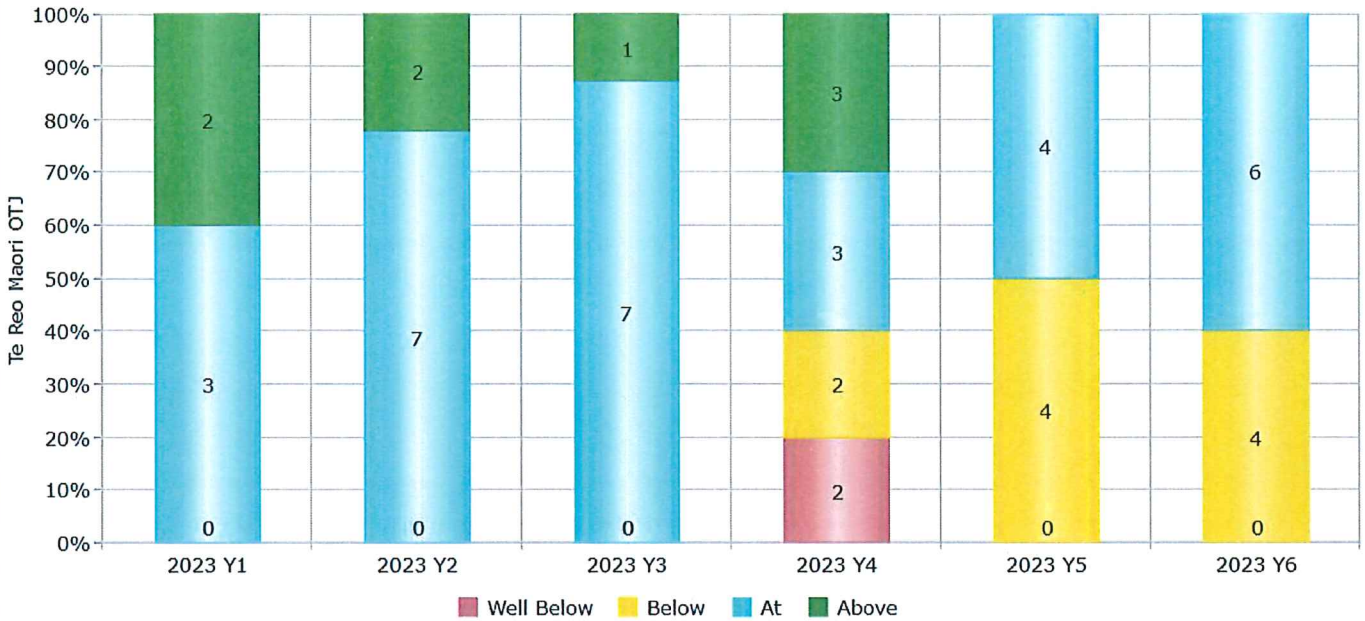
There are 9 rumaki students in Year Six.

- 4/9 students are working *Within Level Three* and are achieving **BELOW** their expected level.
- 5/9 students are working *At Level Three* and are achieving **AT** the expected level.

Te Reo Year 6	Rumaki Students	Well Below	Below	At	Above
All	9	0	4	5	0
Male	5	0	3	2	0
Female	4	0	1	3	0
			Within Level 3 Kararina Ferguson Mihaka Singh-Lagah Raymos Te-Kaawa-Piua Mikaere Varley-Carson		

## OVERALL PERCENTAGE OF ACHIEVEMENT GRAPH FOR YEARS 0-6 RUMAKI

**Te Reo Maori OTJ Achievement By year Level**  
2023



## ALL RUMAKI STUDENTS CURRICULUM LEVELS IN TE REO

Blue figure shows number of students

	Early L1	Within L1	At L1	Within L2	At L2	Within L3	At Level 3	Within L4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y0</b>	100% (2)								0%	0%	100% (2)	0%	4% (2)
<b>Y1</b>		60% (3)	40% (2)						0%	0%	60% (3)	40% (2)	10% (5)
<b>Y2</b>			78% (7)	22% (2)					0%	0%	78% (7)	22% (2)	18% (9)
<b>Y3</b>				88% (7)	13% (1)				0%	0%	88% (7)	13% (1)	16% (8)
<b>Y4</b>	10% (1)		10% (1)	20% (2)	30% (3)	30% (3)			20% (2)	20% (2)	30% (3)	30% (3)	20% (10)
<b>Y5</b>					50% (4)	50% (4)			0%	50% (4)	50% (4)	0%	16% (8)
<b>Y6</b>						44% (4)	56% (5)		0%	44% (4)	56% (5)	0%	18% (9)
<b>Total pupils</b>	6 % (3)	6 % (3)	20 % (10)	22 % (11)	16 % (8)	22 % (11)	10 % (5)		4% (2)	20% (10)	61% (31)	16% (8)	(51)



## Ngongotaha School- Te Tiriti o Waitangi

This report outlines Ngongotaha School's comprehensive approach to incorporating the principles of Te Tiriti o Waitangi (The Treaty of Waitangi) into its educational practices. With a significant Maori student population and a community deeply rooted in Maori culture, the school has prioritised fostering a positive, supportive, and inclusive environment while actively honouring the Treaty of Waitangi.

### 1. Cultural Integration and Education:

Ngongotaha School recognizes the importance of embracing Te Ao Maori (the Maori world) and Te Reo Maori (the Maori language) within its curriculum. The school has developed programs specifically aimed at ensuring all students learn about Maori culture, history, and language. This includes:

- **Te Ao Maori Curriculum:** The school has integrated Te Ao Maori into various subject areas, ensuring that Maori perspectives, traditions, and knowledge are included across the curriculum.
- **Te Reo Maori Classes:** Ngongotaha School operates a full immersion Te Reo Maori class, providing students with the opportunity to learn the language in-depth and develop a deeper understanding of Maori culture and identity. All other mainstream classes operate at Level 4b
- **Community Engagement:** The school actively engages with the local Maori community, visiting the five local marae that surround the area. These visits provide students with firsthand experiences of Maori customs, protocols, and traditions, fostering a deeper connection to their cultural heritage.

### 2. Creating a Welcoming and Inclusive Environment:

Ngongotaha School is dedicated to creating a school culture that values and respects diversity, ensuring that every student and staff member feels valued and supported. This commitment is reflected in the school's strategic goals, particularly in fostering a positive, supportive, and inclusive environment. Key initiatives include:

- **Diverse Representation:** The school celebrates diversity by ensuring that its staff and curriculum reflect the multicultural makeup of its student body. This includes recruiting teachers and staff from diverse backgrounds and incorporating diverse perspectives into teaching materials.
- **Cultural Awareness Training:** Staff members undergo cultural awareness training to deepen their understanding of Maori culture and history. This training equips them with the knowledge and skills needed to create an inclusive learning environment for all students.
- **Support Systems:** Ngongotaha School has implemented support systems to ensure that students from all backgrounds receive the assistance they need to thrive academically, socially, and emotionally. This includes providing

additional support for Maori students to help them succeed in their academic endeavours while maintaining a strong connection to their cultural identity.

### 3. Treaty of Waitangi Commitment:

Ngongotaha School's efforts to honour Te Tiriti o Waitangi are evident in its proactive approach to incorporating Maori perspectives, language, and culture into every aspect of school life. By prioritising cultural integration, fostering inclusivity, and providing meaningful learning experiences, the school demonstrates its commitment to upholding the principles of the Treaty of Waitangi.

In conclusion, Ngongotaha School has implemented a comprehensive approach to honouring Te Tiriti o Waitangi, ensuring that Maori students feel valued, supported, and connected to their cultural heritage. Through its curriculum, community engagement, and commitment to diversity and inclusivity, the school sets a positive example for other educational institutions striving to uphold the principles of the Treaty.

Craig McFadyen

Principal

Ngongotaha School.

## Reporting on the principles of being a Good Employer

<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p><i>By providing good and safe work conditions to all staff.</i></p>
<p><b>What is in your equal employment opportunities programme?</b></p> <p><b>How have you been fulfilling this programme?</b></p>	<p><i>All staff are provided equal and fair opportunities.</i></p>
<p><b>How do you practise impartial selection of suitably qualified persons for appointment?</b></p>	<p><i>We follow employment procedure- see School Docs</i></p>
<p><b>How are you recognising,</b></p> <ul style="list-style-type: none"> <li>- <b>The aims and aspirations of Māori,</b></li> <li>- <b>The employment requirements of Māori, and</b></li> <li>- <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p><i>By engaging with Māori communities, respecting their cultural values and aspirations, incorporating Māori perspectives into policies and programs, providing opportunities for Māori leadership and representation, and collaborating with Māori stakeholders to enhance the education service.</i></p>
<p><b>How have you enhanced the abilities of individual employees?</b></p>	<p><i>All applicants are considered for advertised positions. We offer, mentorship opportunities, performance feedback, and foster a culture of continuous learning and development.</i></p>
<p><b>How are you recognising the employment requirements of women?</b></p>	<p><i>By ensuring equal access to opportunities, promoting flexible work arrangements, providing support for work-life balance, addressing gender biases, and implementing policies that prioritize gender equality in recruitment, retention, and advancement.</i></p>
<p><b>How are you recognising the employment requirements of persons with disabilities?</b></p>	<p><i>I know my team and support them which whatever they need to effectively do their job!</i></p>

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

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

## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NGONGOTAHA SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Ngongotaha School (the School). The Auditor-General has appointed me, Mark Peterson, using the staff and resources of BDO Rotorua Limited, to carry out the audit of the financial statements of the School on his behalf.

## Opinion

We have audited the financial statements of the School on pages 2 to 21, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24 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 for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

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

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

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

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

#### Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members Board Listing, Statement of Variance, Kiwisport report, Report on how the school has given effect to Te Tiriti Waitangi, Evaluation of the School's Students' Progress and Achievement, and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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



**Mark Peterson**  
BDO Rotorua Limited  
On behalf of the Auditor-General  
Rotorua, New Zealand