



PRIMARY SCHOOL

REDOUBT NORTH SCHOOL CHARTER 2023 MISSION STATEMENT

We aspire to provide a caring and positive learning environment empowering students to become active life long learners who are confident and able to communicate and progress in an ever-changing world.

SOCIAL GOALS

They are made possible by:

- welcoming all learners in our community, thereby giving a strong sense of belonging;
- valuing and accepting individual differences with mutual respect; understanding and respecting the achievements and aspirations of others;
- enhancing self-esteem & self confidence by a safe inclusive culture;
- developing a sense of humility, courage and respect;
- providing an environment where risk taking is encouraged; celebrating the success of all learners/ākonga.

EDUCATION GOALS

They are made possible by:

- ensuring every learner/ākonga gains sound foundation skills including language, literacy and numeracy;
- reducing barriers to education for all, including Māori and Pacific learners/ākonga and those with physical and learning support needs;
- develop staff to strengthen teaching, leadership and learner support capability across the school;
- supporting learners/ākonga to see the connection between what they're learning and the world around them;
- enhancing learning through the use of information and communication technology;
- developing knowledge and understandings of the principles of Te Tiriti o Waitangi;
- promoting a good sense of citizenship by allowing student decision-making;
- developing key capabilities including communication, problem solving, critical thinking and interpersonal skills.

LOCAL GOALS

They are made possible by:

- partnering with family/whānau to sustain their identities, languages and cultures;
- effective communication leading to collaborative partnerships with families/whānau/community;
- providing a safe physical and emotional environment supporting the well-being of all learners/ākonga and staff;
- teaching and encouraging respect and care of the environment and the heritage of NZ histories and stories;
- being committed to developing well-rounded students – intellectually, socially, emotionally, physically and morally.

CULTURAL DIVERSITY AND MĀORI AND PASIFIKA DIMENSION

Cultural Diversity

New Zealand Cultural Diversity:

All cultures will be valued and accepted through the fostering of a non-racist school culture and ethos. Staff will ensure that students and their cultures will be treated with respect and dignity. Opportunities will be provided for all learners/ākonga to build and realise their aspirations.

Representatives on the Board of Trustees will reflect the cultural diversity of the school.

Māori Dimension

Through the guiding principles in Ka Hikitia the school will support the identity, language and culture of Māori learners and whānau to strengthen belonging, engagement and achievement as Māori, so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world. High expectations and aspirations for learners/ākonga will be identified and worked with collaboratively with parents/whānau, hapū, iwi and the school. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards.

Pasifika Dimension

Through the 2021-2030 Pacific Action Plan the school will support diverse Pacific learners ensuring learners and families are safe, valued, and equipped to achieve their education aspirations. The school places an importance on building their knowledge and understanding of specific Pacific cultural values histories, experiences, customs and languages enabling a "trust" partnership with families/communities. Financial scholarships will be actively sought for high achieving students to further their education through the Endeavour, John Buchanan and Sports awards.

Reporting, consultation and collaboration with the Māori and Pacific Island communities will occur on a regular formal and informal basis as per the National Administrative Guidelines.

Redoubt North Primary School

Aims are broad statements of intended outcomes. They highlight each of the main areas in which the school expects to demonstrate performance and achievement in relation to the Government's National Administration Guidelines and Priorities.

NAG 1 Curriculum Delivery

Identify and analyse barriers to learning achievement and put in place strategies to address learning needs. Implement balanced learning programmes based upon, Learning Areas, Key competencies, Values and the National Achievement priorities. There will be an emphasis on the curriculum areas of Literacy and Numeracy.

NAG 1 Student Assessment

Monitor and assess student progress against the Achievement Objectives. Maintain individual records and report to the Community and MoE on student achievement targets.

NAG 2 Strategic Planning/Internal Evaluation

Document and maintain an on-going programme of School Internal Evaluation. Consult with parents, staff and any others in respect to the Charter, Strategic Plan, Annual Plan and student achievement targets. Develop policies and practices that reflect New Zealand's cultural diversity. Reflect the positive values of the local community and to consider views of Maori people in the local area.

NAG 3 Personnel and Resources

Promote high levels of staff performance and use educational resources effectively. Be a good employer complying with Government legislation and contracts.

NAG 4 Finance and Property

Allocate funds to reflect the school's priorities and monitor and control expenditure. Ensure annual accounts are prepared and audited. Follow conditions of an asset management agreement and implement a maintenance programme for a safe, healthy learning environment for students.

NAG 5 Health and Safety

Comply with legislation and provide a safe physical and emotional environment for students and staff. Promote healthy eating and nutrition.

NAG 6 Legislation

Develop systems to comply with all current legislation through policy and procedure.

NAG 7 Charter

Complete an annual update of the school Charter/Annual Plans for each school it administers.

NAG 8 Charter

Provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities and targets.

NAG 1 : CURRICULUM - STRATEGIC PLAN 2023

STRATEGIC DIRECTION		2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
<p>To continue to raise the Literacy and Numeracy levels of achievement over the next 3 to 5 years.</p>				
<p>NAG 1A To review curriculum delivery across the school to ensure all students have the opportunity for success in all areas of the National Curriculum.</p>	<p>1. All students are successfully able to access the NZC as evidenced by progress and Achievement Levels. 2. Achievement Levels are used effectively to support improvement in student outcomes. Students have ownership of their learning and know what to do to attain these.</p>	<p>FOCUS AREAS Further develop high impact programmes through specialist and best practice teaching, leading to accelerated learning for all students. Focus - Literacy/Reading/Written Language - Numeracy/Strand - Health and Wellbeing (Hauora) - Digital Technology/ Online Safety/ Values based - Aotearoa NZ Histories</p>	<p>FOCUS AREAS Mathematics Literacy - Written Language - Oral Language - Reading Mathematics Digital Technology Social Sciences/NZ Histories Arts Performing/Music</p>	<p>FOCUS AREAS Literacy - Oral Language - Reading - Written Language Mathematics Digital Technologies Focus Science Learning Languages Technology</p>
<p>NAG 1A To prioritise school-wide Literacy and Numeracy programmes.</p>	<p>Focussed professional development on Reading and Maths/ Strands. Maintain current Literacy Learning programmes (small groups). Focussed professional development on Numeracy (strand). Implement focussed Reading/Written Language/Numeracy programmes. Review school-wide Reading programme. Review Curriculum Reading Progressions (OTJ book).</p>	<p>Maintain Literacy and Numeracy monitoring (Internal Evaluation). Review Achievement Level data collection. Review school-wide O.T.J. Literacy. Review Curriculum Progressions Math's (OTJ Book). Focussed Professional Development on Written Language (Poetry Focus Sheena Cameron). Focussed Professional Development on Maths (Place value, multiplication, division and Fractions)</p>		
<p>NAG 1A To give priority to regular quality physical activity that develops movement skills for all students.</p>	<p>Review InnerFit (Cracker Jack Kids) Programmes/Field of Dreams (Y1-8). Upskilling of New Staff in specialised sports programmes. Maintain Field of Dreams Sports Coaching, Touch, Netball, Basketball, Volleyball, Cricket, Rugby, League, Golf, Squash, Badminton, Kikiki - Ki O Rahi, Rippa Rugby, Pedal Power, Tennis, Sailing and Kayaking. Maintain Field of Dreams Swim programme Y3-Y6. Due to Covid review Years 5/6/7/8 Interschool Sports Programmes and prioritise due to staffing availability. Seek full time Health and PE Coaching (employment of Teaching Staff). Maintain before school sports coaching daily 8am - 8.45 am (CLM) Maintain fundamental skills programme (Junior School).</p>			
<p>NAG 1B Use a range of assessment practices to review the effectiveness of programmes delivered and monitor the progress and achievement of students in Literacy and Numeracy.</p>	<p>Numeracy - Gloss / IKANI/ Snapshots/ ASTTLE/ JAMI/ New South Wales. Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, AsTTle. Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level reporting. Maintain Literacy/Numeracy tracking systems school wide.</p>	<p>Numeracy - Gloss / IKANI/ JAMI/ ASTTLE/ New South Wales. Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, AsTTle. Curriculum Progressions (OTJ) Book. Whole School Internal Evaluation monitoring data for Achievement Level Reporting. Maintain Literacy/Numeracy tracking systems schoolwide.</p>	<p>Numeracy - Gloss / IKANI/ JAMI/ ASTTLE/ New South Wales. Literacy - Exemplars. - PM Benchmarks, Probe, Australian Testing. - NEMP, S.E.A., Six Year Net, AsTTle. Curriculum Progressions (OTJ) Book - Whole School Internal Evaluation monitoring data. Review Literacy/Numeracy tracking systems school-wide.</p>	
<p>NAG 1C/D Using assessment information identify students at risk, those not achieving and those with special needs/abilities. Implement inclusive programmes to address these needs.</p>	<p>New Entrant - Transition/Connections class into school including prior visits with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy. ESOL - Individual and group withdrawal. Reading Recovery staff taking identified groups for Literacy acceleration. Senior Staff working with accelerant groups Maori/Pacifica Scholarships. Senior Staff working with accelerant groups Maori/Pacifica in Digital Technologies. Endeavour/Scholarship Programme training for students/families (Maori/Pacifica) Yrs 6/9. Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes. Inclusive Practices/Programmes for High Needs/ORS students.</p>	<p>New Entrant - Transition class into school including prior visits with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal. Reading Recovery staff taking identified groups for Literacy acceleration. Senior Staff working with accelerant groups Maori/Pacifica Scholarships. Senior Staff working with accelerant groups Maori/Pacifica Programmes in Digital Technologies. Endeavour/Scholarship Programme training for students/families (Maori/Pacifica) Yrs 6/9. Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes. Inclusive Practices/Programmes for High Needs/ORS students. Maintain Parenting Support programmes for children with identified needs. Further develop Therabuild (Lego) programmes for identified students at risk. (The Brickery) subject to staffing.</p>	<p>New Entrant - Transition class into school including prior visits with parents (Apollo Pod). Accelerant Small group programmes—Literacy/Numeracy ESOL - Individual and group withdrawal. Reading Recovery staff taking identified groups for Literacy acceleration. Senior Staff working with accelerant groups Maori/Pacifica Scholarships. Senior Staff working with accelerant groups Maori/Pacifica Programmes in Digital Technologies. Endeavour/Scholarship Programme training for students/families (Maori/Pacifica) Yrs 6/9. Year 9 Auckland Grammar/St Kentigern Scholarship/Programmes. Inclusive Practices/Programmes for High Needs/ORS students.</p>	

NAG 1 : CURRICULUM - STRATEGIC PLAN (cont'd)

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
<p>NAG 1E In consultation with the schools Maori and Pacific Island community develop policies, plans and targets for improving achievement.</p>	<p>Consultation with High Needs families/agencies regarding inclusive practices. Parent Consultation at Te Wananga Marae/Hui. Meet with community groups i.e. Maori/ Pacific Island/Asian and Indian Groups each term via C@R Reporting to parents via Newsletters on academic achievements. Parent Information Evening Curriculum Focus. Parent/Teacher Consultation Evenings related to achievement. BOT meetings/ School Internal Evaluation Reports. Community survey on School Performance and Priorities.</p>	<p>Consult and report to whānau kanohi ki te kanohi twice a year on aspirations, goals and pathways of students. Continue informal contact on daily basis. Meet with community groups i.e. Maori/ Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group/Hui/Fono. Reporting to parents via Newsletters and 3 way student conferences on academic achievements. Parent Information Evening - Curriculum Focus— Literacy Maths Digital Technology – Cyber Safety BOT meetings/ School Internal Evaluation. Annual Report. Ongoing consultation with High Needs families/agencies regarding Inclusive Practices. Community survey on Health & Physical Education. Professional Growth Cycle Targetting: - Tapasā - Action plan for Pacific Education 2021 - 2030 - Ka Hikitia</p>	<p>Meet with community groups i.e. Maori/Pacific Island/Asian/Indian groups each term via Community @ Redoubt Group. Reporting to parents via Newsletters on academic Achievements. Parent Information Evening—Participation Health and PE. Parent Consultation Evening Curriculum Focus. BOT meetings/School Internal Evaluation Report. Consultation with High Needs families/agencies regarding Inclusive Practices. Community survey on School Performance and Health & Physical Education.</p>
<p>NAG 1F Provide appropriate career guidance to those at risk of leaving school unprepared for the workplace or further education.</p>	<p>Manukau Sports - Role Models/Key Sports people/ Rotary/Community at Large. Role Models/ Mentors past students. Local Business Mentors, AGS, Kings, St Cuths, St Kents. Emergency Services - Fire / Police/ Health. Endeavour Scholarship Winners/ University. JETS career Resources. Information visits—Pilot/Doctors/Nurses/Architect/ Builders/Tradesmen. Examination training for scholarship students. LEGO Motivators/ work positions/ career structures Community Leaders.</p>	<p>Manukau Sports - Role Models/Key Sportspeople Rotary/Community at Large Role Models/ Mentors past students Local Business Mentors, AGS, Kings, St Cuths, St Kents. Emergency Services - Fire / Police/ Health Endeavour Scholarship Winners/ University JETS career Resources Information visits—Pilot/Doctors/Nurses/Architect/ Builders/Tradesmen Examination training for scholarship students LEGO Motivators/ work positions/ career structures Community Leaders RNZ Air Force Leaders/ Formal programmes College Pilot Programme form Year 8 students. RNZ Ballet, Bucklands Beach Yachting</p>	<p>Manukau Sports - Role Models/ Key Sportspeople Rotary/Community at Large Role Models/ Mentors past students Local Business Mentors, AGS, Kings, St Cuths, St Kents Emergency Services - Fire / Police/ Health Endeavour Scholarship Winners/ University JETS career Resources Information visits—Pilot/Doctors/Nurses/ Architect/Builders/Tradesmen Examination training for scholarship students LEGO Motivators/ work positions/ career structures Community Leaders</p>

NAG 1 CURRICULUM - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Planned school-wide professional development on Reading comprehension, strategies and assessments for accelerated progress (syndicate level).	D Leaning DP M Hogg W Leidh CFG Team	-	Term 1-4	To engage students through a balanced reading programme which will enable teachers to understand student strengths and learning needs therefore raising learner achievement. (Specific Focus on Provisionally Certified Teachers)	COMPLETED
Focused school-wide Professional development/coaching in areas of Written Language Vocabulary	D Leaning DP CFG Team	3,000	Term 1-4	To further develop and incorporate language experiences leading to the improvement of oral vocabulary and descriptive written language (Poetry Focus) / New book release and Teacher Only day with Sheena Cameron.	COMPLETED
Ongoing professional development in Numeracy for new staff and further comprehensive training school-wide in place-value, multiplication, division and fractions.	D Aubin M Venter CFG Team	-	T1-4	To develop skills, knowledge and understanding across all areas of the Maths curriculum - Number/Algebra/Geometry/Measurement and Statistics, enabling students to see and make sense of the connections within and across the strands (Practical Investigations).	COMPLETED
Maintain purposeful oral language experiences across the curriculum, supporting teachers to include quality vocabulary in the classroom.	D Leaning DP CFG Team Learning Assistants	-	T1 - 4	Increased level of Learning through Talk Years 1-3 and 4-8 with students communicating their needs and responding appropriately to social situations. (Learning Assistant Focus)	COMPLETED
Maintain LEGO based programmes "A System for Inquiry Learning" and "Thera-Build" - Promoting Emotional Well-being in children.	Principal DP's AP's Teaching Staff	-	T1-4	To provide alternative education/therapy for students suffering from trauma, emotional stress and domestic violence. (Covid 19) To engage students who are displaying behavioral aggression and inability to focus on learning in a classroom environment. To extend students ability to think and increase communication skills through collaboration.	NOT ACHIEVED Due to lack of Teacher availability/staffing. Prioritised for 2024
Implement Hauora Programme Yrs 7/8 Growing Minds/Building Character Maintain CLM Sports and coaching Including Champion Boys and Yachting NZ	Year 7/8 Teachers DP A Vaega CLM Sports	\$8,000	Ongoing	Focus on growth mindset, resilience, perseverance, courage and overcoming challenges for Year 7/8 students. Increased opportunities to experience wider variety of sports/ games. Improved awareness of feelings—promotion of positive attitude on entry to school and appropriate behaviours.	COMPLETED
Planned school-wide professional development on Digital Technology.	E McCoskrie CFG Team	-	Term 1/2/3/4	To maintain the use of digital practices throughout the school - focus on Seesaw, Learning profiles for student/whanau re: positive involvement. To further develop school IT systems, e-Tap/ Google Docs.	COMPLETED
Shared professional learning in the Performing Arts through Theatre in Education - RNZB, Music and Arts Curriculum.	Arts CFG Royal NZ Ballet T Keagan	\$3,000	Term 1/4	Students view and participate in school-wide theatre and school productions i.e. Royal New Zealand Ballet/ Dance instruction and performance.	COMPLETED
Maintain Professional development in collation of achievement data for Internal Evaluation.	Senior Leadership Teaching Staff	-	Ongoing	Senior Leaders to continue to upskill in setting targets school-wide and maintain overall teacher judgement moderation systems within the school.	COMPLETED

NAG 1 CURRICULUM - ANNUAL PLAN 2023 (cont'd)

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Maintain Literacy/Numeracy data base to monitor progress of students, leading to support and accelerated programmes for Maori and Pasifika.	D Leaning DP A Vaega DP D Aubin AP		Term 1/4	Continue historical data focusing on students who have attended school without broken enrolment. Student graphs to be maintained showing progress rate and percentages achieved.	COMPLETED
Maintain school database using achievement standards for Written language, Reading and Numeracy.	D Leaning DP A Vaega DP D Aubin AP		Ongoing	To analyse assessment data in relation to Achievement standards identifying individual students and groups of students who need additional monitoring and support. Focus on Maori and Pasifika.	COMPLETED
Complete current school Internal Evaluation data in preparation for the 2023 Annual Report.	BOT Principal Deputy Principals		Term 1/4	Annual report will reflect the school targets and maintain continuous improvement.	COMPLETED
Review/ revise 2023 student report to reflect student achievement, progress and development.	Principal Deputy Principals		Term 2/4	Parents to receive individual student reports which include goals, achievement, next steps and the support parents/ whanau can provide.	COMPLETED
Maintain Accelerant Curriculum development programmes: Reading, Written Language, Oral Language, Numeracy, Digital Technologies, Science and Lego Education.	Deputy Principals Assistant Principals M Hogg M Venter E McCoskrie		Term 1-4	To cater for students with special needs and those who have an identified gifted area.	COMPLETED
Maintain ESOL Programmes - Provide professional development to staff. Release teachers to observe quality ESOL programmes in school.	L Gordon A Marquez CFG		Term 1-4	All staff to be upskilled in delivering ESOL programmes to students.	COMPLETED
Provide Professional Development in the area of Digital Technology and Curriculum Integration.	Deputy Principals CFG Team		Ongoing	Staff will be upskilled in the use of digital communication and the implementation of online administrative systems.	COMPLETED
Board of Trustees/ Senior Mgmt. to consult with the Maori community on policies plans and targets for student achievement.	B.O.T. Principal Deputy Principals CFG-Cultural Diversity		Term 1/4	Increased understanding/ ownership by the Maori community of government legislation and school/ student achievement, leading to greater 'Learning Relationships'.	COMPLETED
Maintain Key Shift 1 Action Plan 2020 - 2030 Pacific Education	B.O.T. Principal CFG-Cultural Diversity		Ongoing	Increased knowledge of a shared vision and aspirations of students from Pacific backgrounds and of barriers to learning. Develop curriculum initiatives to address identified needs.	COMPLETED
Maintain Community @ Redoubt Group and identified Cultural Focus group for reporting and consultation.	B.O.T. Principal Deputy Principals		Ongoing Termly	Maintain consultation/ discussion with parent/ whanau with regard to Community/Whanau priorities.	COMPLETED
Upskill teachers in career advice involving outside agencies and resources.	Outside Agencies Deputy Principal Year 7/8 Teachers		Term 3	Involve local businesses and outside agencies raising achievements and aspirations of students. Maintain relationships with role models, Kings/St Cuths past students. Attend the Young Leaders Conference motivating students to succeed.	COMPLETED
Provide Professional development for Curriculum Refresh Priorities.	DP's / Ap's CFG		Ongoing	To implement the Social Sciences curriculum by developing a marau ā-kura (local curriculum that best meets the needs of ākonga and whānau.	COMPLETED

CURRICULUM TARGET ACTION PLAN FOR 2023 WRITTEN LANGUAGE

ANNUAL AIM: To raise the achievement levels of all students, especially those at risk of not reaching the expected achievement level in writing.

BASELINE DATA: Analysis of 2022 data revealed that 40% of year 2 students are achieving at or above the expected achievement levels. 30% of boys, 50% of girls, 60% of Maori, 33% of Pasifika and 38% Asian

ASSESSMENT TOOLS: e-asTTle writing assessments and monitoring. National curriculum exemplars for moderation.

TARGET SET

To accelerate achievement so that 70% of all year 3 students and 60% of Boys and Pasifika students attain or exceed the expected achievement levels.

OUTCOME (what happened)

Our term 4 assessment showed that 71% of all Year 3 students, 61% boys and 68% Pasifika students achieved at or above the expected achievement level. Therefore, we achieved our target in all three areas.

ANALYSIS OF VARIANCE

All 3 areas of our 2023 target were achieved.

EVALUATION (now what?)

Closer analysis of 2023 data revealed that 56% of year 2 students are achieving at or above the expected achievement levels, 42% of boys, 67% girls, 67% Maori, 51% Pasifika and 59% Asian. Therefore the 2024 Year 3 cohort will be our target group so that 70% of all Year 3 students and 60% of Boys and Pasifika students attain or exceed the expected achievement levels.

Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes
To carry out a school wide Poetic Writing focus	Deputy Principals Literacy Team Teachers		Throughout the year	To accelerate the development of writing skills. A focus on figurative language skills and increasing vocabulary will also address an ongoing need that is identified through assessment.
To undertake 4 school wide written language experiences to moderate Written Language and continue teacher development in using e-asTTle prompts.	Deputy Principals Literacy Team Written Language Specialist Teachers		Terms 1, 2, 3, 4	To ensure school wide consistency and data. To help teachers to refine their understanding of the standards and to identify individual needs in written language.
To collate assessment data from e-asTTle to review classroom programmes and progress.	Principal Deputy Principals Written Language specialist		Ongoing	To ensure effective programmes are being delivered that target specific areas and individual needs in order to lift levels and raise student achievement in written language, across the school. To identify school wide trends and next steps.
To provide professional development on "Building Excitement, Engagement & Achievement in Writing" with Dr Murray Gadd	Literacy Team DP's, AP's		Terms 1, 2, 3, 4	To upskill staff on teaching written language thereby improving student's progress and achievement.
To continue to build up a library of models suitable for use in classrooms, across all levels.	Written Language specialist Literacy Team		Ongoing	To ensure a consistency of practice across the school and support teachers with writing motivations.
Regular written language walk through's, books, and planning audits.	Deputy Principals Written Language specialist		Throughout the year	To refine written language practice and programmes throughout the school
To hold monthly, monitoring meetings to observe and discuss the progress of target children.	Deputy Principals Written Language specialist Target group classroom teachers		Monthly	To lift written language achievement and to advise on needs and abilities thus refining classroom practice and teacher expectation.
To promote and model the use of short daily writing as a method of engagement for all students and to increase writing mileage	Deputy Principals Assistant Principals Written Language specialist		Terms 1, 2, 3, 4	To build motivation, increase writing mileage for all students and encourage a love for writing thus accelerating progress
To provide PCT's extra support, resources, and motivations as part of the PCT programme	Deputy Principals Assistant Principals Written Language specialist		Throughout the year	To ensure effective teaching programmes are being delivered across the school and support PCT's with delivery and progression over the year.

CURRICULUM TARGET ACTION PLAN FOR 2023 READING - BUDGET \$15,000

ANNUAL AIM: To raise the achievement levels of all students so that increasing numbers are achieving at or above the expected reading Achievement levels.

BASELINE DATA: Close analysis of the Nov 2022 data revealed that only 38% of all Yr. 2 students attained or exceeded the expected achievement levels; 33% of boys; 43% of girls; 60% of Māori; 31% of Pasifika; 38% of Asian. We intend to address this concern in 2023.

ASSESSMENT TOOLS: Running Records, PM Benchmark, Probe, S.E.A, Six year Diagnostic

TARGET SET		OUTCOME (what happened)		ANALYSIS OF VARIANCE		EVALUATION (now what?)
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When	Expectation Outcomes		
To continue to accelerate achievement so that 75% of all Year 3 students including 65% of boys, Pasifika and Māori attain or exceed expected achievement levels.	Literacy Team, Mentor Teachers Deputy Principals, Assistant Principals	\$15,000	Term 1	To ensure all new staff are immersed in Redoubt North Schools expectations and routines for the teaching of Reading.	Further analysis of Nov 2023 data reveals that 51% of Year 2 students attained or exceeded the expected levels, 44% of boys; 57% of girls; 67% Māori, 41% Pasifika and 62% of Asian. Therefore the 2024 Year 3 cohort we aim to have 78% of all students, 70% of boys and 70% of Pasifika at or above expected achievement levels	
To provide Redoubt North reading induction programmes for new members of staff.	Junior school DP, AP's and Specialist Teacher with Junior staff		Term 1 and 2	To refine Reading Practice across the Junior school and thus provide a consistent and improved delivery and a lift in levels.		
To provide weekly Junior school reviews of an individual teacher's most current running record and as a group to analyse and establish next steps for that child and teacher.	DP and AP Classroom Teachers		Termly	To coach and support parents and Whānau and thereby lift student achievement.		
To invite our Community to a Hui/Fono on reading including practical workshops. Focus on New Entrant Parents	DP's and AP's with teachers		Termly	To ensure targeted teaching in order to accelerate individual reading progress.		
To set individualised Reading targets for all students.	Reading Recovery trained teachers and Year 3 teachers		Ongoing	To accelerate reading achievement levels for our target students by reviewing needs and identifying next steps.		
To hold monthly professional learning circles to monitor, observe, discuss and implement initiatives with our Year 3 target group.	Literacy team, Classroom teachers	\$15,000	Ongoing	To motivate and encourage a love of reading thus fast-tracking progress and the development of comprehension.		
To purchase high interest reading material and to maintain current book stock.	Deputy Principals, Literacy Team, Mentor Teachers		Terms 1 and 2	To ensure a consistency of practice and thereby accelerating student learning.		
To provide focussed Professional Development for Provisionally Certified Teachers.	Deputy Principal, Assistant Principals and Reading Recovery Trained Teachers		Ongoing	To fast-track progress in reading, decoding and comprehension skills.		
To accelerate student achievement through small group intensives with specialist teacher.	Deputy Principal, Reading Recovery Teachers		Throughout 2023	To use assessment data in relation to achievement levels to identify individuals and groups in need of additional support or extension.		
To collate reading assessment data and analyse from Y1-8 with particular reference to Māori, Pasifika and gender.	Deputy Principal, Reading Recovery Teachers		Termly	To accelerate levels of reading achievement and to advise on needs and abilities thereby refining teaching practice.		
To review assessment data, spot check and determine the particular learning needs of target students.	Deputy Principals, Senior Managers, Teacher Aides		Termly	To accelerate progress for individual students.		
The Teacher Aides to support teachers with children learning basic sight words, alphabet skills and reading mileage.	Deputy Principal Reading Recovery Teachers		Termly	To accelerate student progress and to coach and support parents and whānau.		
To invite Parents and Whānau to observe specialist teaching sessions.	Deputy Principals, Literacy Team,		Termly	To refine Reading Practice throughout the school and thereby lift levels through consistency of practice.		
Regular "Reading Walk thru's" and an audit of reading planning.	Deputy Principals, Literacy Team,		Throughout 2023	To accelerate reading and learning through a more individualised approach.		
To purchase new and specific reading materials targeted for our Year 8 students.						

CURRICULUM TARGET ACTION PLAN FOR 2023 MATHEMATICS - BUDGET \$2,000

ANNUAL AIM: To increase the number of students achieving at or above the expected achievement levels for mathematics.

BASELINE DATA: Analysis of November 2022 data revealed that 76% of all year 4 students attained or exceeded the achievement levels. This included 84% of girls, 72% Pacifica, 100% Asian but only 70% of boys and 67% of Māori.

ASSESSMENT TOOLS: e-asTTle, IKAN, Gloss, OTJ

TARGET SET		OUTCOME (what happened)		ANALYSIS OF VARIANCE		EVALUATION (now what?)	
Quality Action Required (Actions to achieve targets)	Who (Led by)	Budget	When				
To raise achievement in Mathematics so that at least 78% of Year 5 boys are achieving at or above, and 78% of Year 5 Māori.	After OTJ data was compiled, we did not achieve our targets this year. Year 5 boys achieved 72% in Mathematics and Māori achieved 71%.		In July the Year 5 boys stayed at 70%. They have increased 2% this year, Māori students have improved since July by 8% if 2 more students had achieved, we would have met the target.	The data has shown that the target group for next year should be the Year 7 Māori students. They are sitting at 56% at or above which has dropped by 15% since July. Next year we will aim for 75% of Māori students at Year 7 to be at or above.			
To maintain a teacher mentoring scheme, with modelling and observations.	Mathematics Leader Senior Management		Ongoing	To ensure a continued lift in curriculum delivery and understanding of Maths Programmes. This will lead to a raising of maths standards.			
To provide professional development for new staff; introducing e-asTTle as an assessment tool.	Mathematics Leader		Ongoing	To continue to upskill teachers in their knowledge of numeracy stages for year 1-3 teachers, to integrate all strands for year 4 - 8 students and the delivery of e-asTTle testing and making OTJ's.			
To moderate assessment practices and results. To continue to upskill in gathering relevant and accurate evidence to inform OTJ's.	Mathematics Leader Senior Management		Term 1-4	To develop consistency throughout the school and correct use of assessment tools. This will lead to an improvement in teacher delivery of assessment and more accurate OTJ's.			
To collate maths assessment data and analyse all students from Year 1 to Year 8.	Mathematics Leader DPs/APs		Term 1-4	Teachers complete assessments and then use information to plan and meet the needs of their students. Data will also be used to compare to National Expected Achievement Levels and achievement raised.			
To maintain the monitoring system for targeted children and groups.	Classroom Teachers DPs/APs Maths leader		Ongoing	To assess students progress and create programs that meet the needs of students. To raise the level of achievement for the target group.			
To work with parent, families and whānau around ways of supporting student learning through Parent Conferences and meetings.	Mathematics Leader Curriculum Focus Group Classroom Teachers		Ongoing	To develop a partnership of home and school learning that caters for the needs of students.			
To further extend math's resources across the school with a focus on strand resources.	Mathematics Leader Curriculum Focus Group		Ongoing	To provide appropriate math's resources that encourage and facilitate the teaching of mathematics. Complete inventory of current resources.			
To upskill all teachers in the teaching, planning and assessment of mathematics.	Mathematics Leader Curriculum Focus Group DPs/APs		Ongoing	To ensure PCT's learn accurately how to plan and teach mathematics. To ensure student achievement is maintained.			
Math's specialist to provide accelerant Math's Programmes for at risk students.	Mathematics Leader DPs/APs		Ongoing	For target group to achieve at or above expected achievement level.			
To work with Year 7-8 extension children focusing on participation in 2023 Mathex.	Mathematics Leader Curriculum Focus Group		Term 2-4	To provide children who require math's extension a focused extension programme with a competitive outcome.			
To begin implementation of the refreshed Mathematics and Statistics curriculum.	Mathematics Leader Curriculum Focus Group		Term 1 - 4	To upskill all staff in the refreshed Mathematics curriculum.			
To facilitate a school wide focus on basic facts and the use of calculators by sharing resources at staff and syndicate meetings and hosting pod competitions.	Mathematics Leader Curriculum Focus Group Classroom Teachers		Term 1-4	To develop fluency in basic math fact recall and effective use of calculators which will enhance student ability to make progress with problem-solving, algebra and higher-order math concept.			
To purchase relevant math's resources	Math's leader Curriculum Focus group	\$2,000	Term 1-3	Maintain high standard of available resources for teaching programmes.			
To refine the assessment of knowledge for Year 1-3 so it is part of the daily Math's routine.	Math's leader Classroom teachers		Term 1-4	To accelerate Math's learning through quick identification of needs and strengths.			

NAG 2: PLANNING, REVIEWING AND REPORTING - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
<p>Develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, Achievement and staff professional development.</p>	<p>Identify and document 2023 strategic priorities Write 2023 School Strategic Plans Write 2023 Annual Plan Write 2023 Achievement Levels Target Plans Report on the 2023 School Strategic Plan Report on the 2023 Annual Plan Report on the 2023 Achievement Levels through Target Plans</p>	<p>Identify and document 2023 strategic priorities Write 2024 School Strategic Plans Write 2024 Annual Plan Write 2024 Achievement Levels Target Plans Report on the 2024 School Strategic Plan Report on the 2024 Annual Plan Report on the 2024 Achievement Levels through Target Plans</p>	<p>Identify and document 2023 strategic priorities Write 2025 School Strategic Plans Write 2025 Annual Plan Write 2025 Achievement Levels Target Plans Report on the 2025 School Strategic Plan Report on the 2025 Annual Plan Report on the 2025 Achievement Levels through Target Plans</p>
<p>Maintain an on-going programme of Internal Evaluation in relation to the above policies, plans and programmes, including evaluation of information on student achievement.</p>	<p>Maintain Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>	<p>Maintain Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>	<p>Implement Cyclic Review programme for: Policies, Procedures, Management Programmes, Personnel, Finance, Property, Health and Safety Programmes, School Curriculum, Learning and Teaching Programmes, Assessment and Evaluation Programmes and Annual Organisation. Continue BoT Training.</p>
<p>Report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups</p> <ul style="list-style-type: none"> • who are not achieving; • who are at risk of not achieving; • who have special needs; • and aspects of the curriculum which require particular attention, including the achievement of Maori students against the plans and targets referred to in consultation with the school's Maori community. 	<p>Consult with the Community Consult with the Maori Community Consult with the Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD) Promote the school in the Community via meetings, newsletters, media, website, Seesaw Facebook, Curriculum Evenings, Open Days School Events</p>	<p>Consult with the Community Consult with the Maori Community Consult with the Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD) Promote the school in the Community via meetings, newsletters, media, website, Seesaw Facebook, Curriculum Evenings, Open Days School events and Schoolstream</p>	<p>Consult with the Community Consult with the Maori Community Consult with the Pacific Island Community Report to the Community Report to the Maori Community Report to the Pacific Island Community Reduce Barriers to Education: - No school donations - Free school lunches - School provision of IT 1:1 (no BYOD) Promote the school in the Community via meetings, newsletters, media, website, Seesaw, Facebook Curriculum Evenings, Open Days School events</p>
<p>To undertake BoT training and development to improve understanding of Board documentation and Internal Evaluation.</p>	<p>STA workshops/Conference At the Chalk Face Financial Management Property Management Internal Evaluation Tapasā - Pacific Education Plan 2020 - 2030 Health & Safety STA - Training Webinars Teacher Appraisal (new system)</p>	<p>STA workshops/Webinars Role of BOT/Principal School Policies/Procedures Being a Good Employer Health and Safety Privacy Act Financial Management Property Management</p>	<p>STA Training Workshops STA Conference 5Yr & 10Yr Property Plan Community Networking and Reporting Role of BOT - Governance/Management Community Networking/consultation and reporting Assessment and Evaluation Asset Management Treaty of Waitangi</p>

NAG 2 PLANNING, REVIEWING AND REPORTING - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Collect information to formulate the Schools Charter/Plan 2023	BoT Principal Staff Community		Term 1/4	All school stakeholders provide information to assist with the preparation of the school plan.	COMPLETED
Prepare the 2023 Strategic and Annual Plans	BoT Principal Staff Community		Term 1/4	The Strategic Plan will reflect the school's priorities and will be prepared, published and implemented	COMPLETED
Report on the 2023 - 2024 Strategic and Annual Plans	BoT Principal		Term 4	Information pertaining to the 2023 Strategic Plan is summarized and reports prepared, published and available	COMPLETED
Prepare the 2023 Annual and Achievement Levels Target Plans	BoT Principal Deputy Principals Curriculum Leaders		Term 4	Information pertaining to the 2023 Annual and Achievement Levels Target Plans are collated and reports prepared, published and available	COMPLETED
Review Policies and Procedures as per review cycle	BoT Principal Deputy Principals School Staff		Term 3/4	Policies and Procedures are reviewed and updated as required to reflect changing circumstances. Policies and Procedures are published and available.	COMPLETED
Review the School Curriculum Learning and Teaching Programmes.	BoT Principal Deputy Principals		Term 3/4	The School Curriculum Learning and Teaching Programmes are reviewed and updated as required to reflect changing circumstances	COMPLETED
Inform parents/Guardians about curriculum and student reporting systems	Principal Deputy Principals Teaching Staff		Term 1-4	Information published in the Prospectus, newsletters, in meetings, website and at identified curriculum evenings.	COMPLETED
In consultation with BOT and staff prepare school-wide planned Professional Growth Cycle for 2023	Teaching staff	\$15,000	Term 1-4	The staff will be informed and upskilled in the areas identified for Professional Development for 2023 - Literacy, Numeracy, Social Sciences, Digital Technologies, Arts.	COMPLETED

NAG 3: PERSONNEL - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
To develop and further refine procedural frameworks which promote high levels of staff performance.	Develop/Implement Teacher Appraisal System.	Review/Revise Teacher Appraisal System.	Maintain Teacher Appraisal System.
To provide a professional development plan which will equip staff to deliver quality teaching and learning (whole staff focus).	<p><u>FOCUS:</u></p> <ul style="list-style-type: none"> - Reading - Written Language <p>Mathematics Digital Technology Health and Wellbeing Aotearoa NZ Histories</p>	<p><u>FOCUS:</u></p> <ul style="list-style-type: none"> - Mathematics - Literacy - Reading - Written Language <p>Digital Technologies Arts - Performing/Music Social Science</p>	<p><u>FOCUS:</u></p> <ul style="list-style-type: none"> - Oral Language - Reading - Written Language <p>Mathematics Science Learning Languages Digital Technologies</p>
To establish systems to ensure the BoT fulfills its role as a "good employer".	Ensure policies and procedures are correct and fully implemented.		

NAG 3 PERSONNEL - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Maintain New Teacher Appraisal Systems.	BoT Principal Deputy Principals		Ongoing	The Teacher Appraisal System will be evaluated and revised accordingly. Increased Trust based model with targeted PLD.	COMPLETED
Manage the Professional Growth Cycle highlighting priorities identified through staff consultation and Board Internal Evaluation.	BoT Principal Senior Staff	\$15,000	Term 1-4	Plan developed for implementation in 2023. (See At A Glance 2023)	COMPLETED
Ensure policies and procedures are correct and fully implemented according to legislation	BoT Principal		Ongoing	BoT fulfills its role as a good employer.	COMPLETED

NAG 4 FINANCE AND PROPERTY - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
To allocate funds to reflect and support the school's strategic and operational plans (Charter).	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations. Opt into the MoE No Donations scheme.	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations. Opt in to adopt the MoE No Donations scheme.	Collect information from all stakeholders. Prepare an Annual Operational Budget/ Implement Enrolment zone ballots as required. Monitor the school roll fluctuations.
To develop and further refine internal procedures to monitor finance and expenditure.	Review/Revise Financial Management book. Implement all Finance policies and procedures.	Review/Revise Financial Management book. Implement all Finance policies and procedures.	Review/Revise Financial Management book. Implement all Finance policies and procedures.
Ensure that Annual accounts are prepared and audited.	Monitor Auditors performance.	Review Auditors performance in relation to auditing the accounts and change of company.	Appoint an auditor—2024 Implement Financial and Property Policies, procedures and programmes fully and correctly.
Implement an efficient programme of maintenance for school buildings and facilities.	Refer 5 year property maintenance plan 2023. Review/revise cleaning programme/schedules.	Refer 5 year property maintenance plan 2023. Prepare cleaning programme/schedules.	Refer 5 year property maintenance plan 2024. Prepare cleaning programme/schedules.
Develop school facilities to reflect priorities as stated in the schools charter, strategic plan and 5YPP.	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP. Liaise with MoE approved property consultant to review 10 YPP.	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP.	Refer 5 year property plan, complete projects planned for completion in the current MoE 5YPP.

NAG 4 FINANCE AND PROPERTY - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Prepare the Annual budget based on identified priorities.	BoT Principal		October	Budget set within Operational Grant entitlement.	COMPLETED
Review the Financial Management Programme	BoT Principal Money Monitors		Term 3	A Financial Management booklet is prepared detailing requirements and procedures relating to Financial monitoring, control, reporting and auditing.	COMPLETED
Review 5 year Property Plan.	BoT Principal Barry Maxwell MoE		Ongoing	School buildings and property will be well maintained with hazards identified and rectified.	COMPLETED
Implement priorities as stated in School's Charter.	BoT Principal Barry Maxwell MOE		Ongoing	Property development will be researched and planned according to needs.	COMPLETED

NAG 5 HEALTH AND SAFETY - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
To provide a safe physical environment for students and adults.	Maintain 2023 Risk Management Programme Analyse accident and illness information Maintain Health and Safety emergency plans and procedures Maintain emergency programme	Prepare 2023 Risk Management Programme Analyse accident and illness information Review and Revise specific Health and Safety emergency plans and procedures Implement emergency programme	Prepare 2024 Risk Management Programme Analyse accident and illness information Maintain specific Health and Safety emergency plans and procedures Maintain emergency programme
To promote healthy food and nutrition for all students.	Maintain Free School Lunch Programme (MoE). Maintain Water Only School. Promote healthy food and nutrition in all school practices and activities.	Maintain Free School Lunch Programme (MoE). Maintain Water Only School. Promote healthy food and nutrition in all school practices and activities.	Review of contracted school canteen menu and health programmes. Promote healthy food and nutrition in all school practices and activities
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.	Annual review of Health and Safety policies and associated procedures. Gather information through surveys and enrolments about the health and safety of students.

NAG 5 HEALTH AND SAFETY - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Provide a safe physical and emotional environment for students and adults.	BoT Principal, Property Manager,	As required	Ongoing	Safe physical and emotional environment is maintained.	COMPLETED
Participate in CLM (Champion Boys, Yachting NZ, Health/ Wellbeing Programme Yrs 7/8)	Sports Specialist Teachers Outside Agencies		Term 2	Maintain programmes for sports, participation and fitness. Manukau Counties Sports coaches involved for daily coaching of teams/sports and outside agencies.	COMPLETED
To promote healthy food and nutrition for all students.	BoT, Teachers, DeeJay Foods,		Term 1-4	Students will be knowledgeable in choices for healthy eating and nutrition. Parental option to join the Free School Lunches Scheme.	COMPLETED
Develop or review, as appropriate Health and Safety legislation, policy and procedures.	BoT Principal		Ongoing	BoT fulfills legislative requirements.	Physical Restraint Completed for appropriate staff

NAG 6 LEGISLATION - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
Develop systems to comply with all current legislation through policy and procedure.	Review Planning and Reporting Requirements	Review Planning and Reporting Requirements	Review Planning and Reporting Requirements

NAG 6 LEGISLATION - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning school operations	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to school operations	COMPLETED
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning school attendance	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to school attendance Monitor, MoE Data analysis. Action identified priorities.	COMPLETED
Implement all policies, procedures and programmes pertaining to legislation bylaws and regulations concerning the length of the school day and year	BoT Principal		Ongoing	All policies, procedures and programmes will comply in regard to length of school day and year	COMPLETED

NAG 7 LEGISLATION - STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
Complete an annual update of the School Charter/Strategic Plans.	Maintain implementation of Nag 7	Maintain implementation of Nag 7	Maintain implementation of Nag 7

NAG 7 LEGISLATION - ANNUAL PLAN 2023


PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
A review of Policies, Procedures and Programmes will provide information that may require next year's School Charter (School Plan) to be revised and updated.	BoT Principal		Term 3/4	Complete a review of Policies, Procedures and Programmes and update the School Charter (School Plan) as required.	COMPLETED

NAG 8 - LEGISLATION STRATEGIC PLAN 2023

STRATEGIC DIRECTION	2022 PRIORITIES	2023 PRIORITIES	2024 PRIORITIES
Provide an analysis of any variance between the school's performance and Charter aims, plans and targets.	Implementation of Nag 8	Implementation of Nag 8	Implementation of Nag 8


NAG 8 - LEGISLATION - ANNUAL PLAN 2023

PLANNED PRIORITIES	WHO	BUDGET (\$)	WHEN	EXPECTED OUTCOME	VARIANCE ANALYSIS/ ANNUAL REPORT
Complete an Analysis of any Variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the School Charter (School Plan)	BoT Principal		Term 4	A review of Policies, Procedures and Programmes and information that may be required for next years School Plan to be revised and updated.	COMPLETED
Provide the Auditors with a copy of the Analysis of variance before 1 March of the relevant year.	BoT		Term 4	By providing the Auditors with a copy of the updated Analysis of Variance before 1 March, the Board meets its statutory requirement.	COMPLETED



APPROVED
 Chairperson

Date: 30 November 2023

 2023 AT A GLANCE Chairperson <i>Ally</i> Date 3 / 11 / 22		
CURRICULUM FOCUS The Curriculum refresh Timeline will become the Priority Focus in 2023. Literacy - Written Language - Reading Mathematics NZ Histories Arts IT - Technology	CURRICULUM OBJECTIVES To support writers, particularly reluctant and those at risk to experience success through the creative scaffold of poetry. To continue a balanced reading programme with a focus on comprehension, decoding and sight vocabulary. To develop skills, knowledge and understanding across all areas of the Maths curriculum - Number (Algebra/Geometry/Measurement/Statistics. Focus areas of place value, multiplication, division and fractions. To implement the Aotearoa NZ Histories curriculum by further developing a marua ā - kura (local curriculum that best meets the needs of ākonga and whānau. To provide opportunities for students to develop in visual and performing arts through classroom programmes, public performances and exploration of different media. To further develop and extend the experience of staff utilising digital communication with parents/whānau and community via targeted workshops. Online safety training a priority.	CURRICULUM RESOURCES 1. Purchase Generation 9 ipads upgrade. ✓ 2. Purchase pod drying racks to rotate around classes. ✓ 3. Purchase 3 large Bluetooth speakers. ✓ 4. Online Apps. ✓ 5. Digital sound system upgrade. Transition PAT system to Amphitheatre. 6. ALN - student resources. 7. Video wall/Library upgrade. ✓
PROFESSIONAL GROWTH CYCLE 1. "Teachers Matter" Professional reading publication for Senior Management. ✓ 2. Professional Learning Groups T7 (RN). ✓ 3. APPA Senior Management Conference - Leadership focus. ✓ 4. Inter Professional Practice - Making Learning Visible. ✓ 5. Harvard Graduate School of Education - Webinars. ✓ 6. Otago Principals Association Meetings and Professional Development. ✓ 7. APPA/NZPF Principals Conference. ✓ 8. Professional Learning Group (Otago). ✓	PROFESSIONAL GROWTH CYCLE TEACHING 1. Professional Growth Cycle - Targeted Professional Development within school/syndicate and Provisionally Certified Teachers (DPs/Aps/MT). ✓ 2. Enriching language and vocabulary through Poetry, Sheen Cameron (TOD). ✓ 3. NZ Histories—Matariki/Marae protocol/Tikanga/ Te Reo. ✓ 4. Practical strategies for assisting children with Additional Learning Needs ie Autism, ADHD etc. Differentiated Learning (RTL). ✓ <i>Multisensory / speech</i> 5. Arts - Visual (Practical activities and media techniques) - Music/Programme development for teachers - Dance/Drama Programme integration RNZ Ballet. 6. Online Safety/Values based behaviour - John Parsons 7. Use of Digital Technologies/Online Administration. 8. Working with students from diverse backgrounds/ cultures. ✓	PROFESSIONAL DEVELOPMENT - BOT 1. Getting to know Redoubt. ✓ 2. Role of the BOT/Principal. ✓ 3. School Policies/Procedures. ✓ 4. Being a Good Employer. ✓ 5. Health and Safety. ✓ 6. Privacy Act. ✓ 7. Property Management. ✓ 8. STA Conference 2023. ✓ 9. STA Online Webinars. ✓
PROFESSIONAL GROWTH CYCLE SUPPORT STAFF 1. First Aid Medical Training. ✓ 2. Working with students with Additional Learning Needs—Autism, ADHD etc. ✓ 3. Edpay/Payroll systems. ✓ 4. Enrol/Attendance systems. ✓ 5. Property/PMIS. ✓ 6. Individual Professional Growth. ✓	PROPERTY MANAGEMENT 1. Upgrade decking areas of Explorer Pod. 2. 5YP priorities - Roofing and guttering /N pod. 3. Complete 2023 5 YP priorities. 4. Complete Amphitheatre and Landscaping areas. 5. Complete refurbishment of walls in Atrium. ✓ 6. Furniture upgrade in new pod Endeavour and Atrium. ✓ 7. Prepare and implement new 2023 10YPP. 8. Schoolwide Landscaping ✓ 9. Exterior lighting. ✓	NON - CURRICULUM RESOURCES. 1. Upgrade of P.A systems 2. Resurfacing playground markings. ✓ 3. Upgrade outdoor seating. 4. Wall murals upgraded. 5. Exterior lighting/Sound. 6. Furniture upgrade - Endeavour - Atrium ✓ 7. Etap review. ✓
SCHOOL EVENTS <i>Matariki Light Event</i> 1. School Marae visit (T1/2). ✓ 2. Literacy/Poetry/Book Evening. (T1). ✓ 3. Athletics day (T1). ✓ 4. Character Dress up day (T1). ✓ 5. Quiz Night (T2). ✓ 6. Mothers Day Mums and Muffins (T2). ✓ 7. School Production (T3). ✓ 8. Need 4 Speed (T3). ✓ 9. Celebrating Success (T4). ✓ 10. Christmas Market (T4). ✓	COMMUNITY LIAISON 1. Parent/Whānau Information Evening—Cyber Safety ✓ 2. Learning Journals - Parent/Whānau progress meetings ✓ 3. Curriculum Workshop Evening - Literacy. ✓ 4. Rotary "Read to Me" programme, John Savory. ✓ 5. RNZ Ballet Theatre/Dance Programme. ✓ 6. Careers/Community in school - NZ Histories ✓ - Tāpasa ✓ - RNZ Airforce ✓ 7. Artists in School Programme 8. BOT community at Redoubt meetings/consultations ✓ 9. Interschool Sports Events. ✓ 10. School Events/Visitors. ✓	FUNDRAISING. 1. ANZAC Poppy Appeal (T1) ✓ 2. Daffodil Day— Cancer Society (T3). ✓ 3. Lets get Wiggy! (T1). ✓ 4. Helicopter Rescue (T3). ✓ 5. Christmas in the Playground (T4). ✓ 6. Paper Bag Princess (Staff). ✓ 7. Pink Breakfast (Staff). ✓ <i>Christmas Market</i> ✓
MARKETING 1. School Stream (Language Translation). ✓ 2. Community Concert/Services. ✓ 3. School Open Days. ✓ 4. Media Features on School Events. ✓ 5. School Website. ✓	6. School Facebook page. ✓ 7. Redoubt Youtube. ✓ 8. Seesaw Parent Communication. ✓ 9. School Newsletters. ✓	BEYOND 2022 1. Dads 'n' Lads Breakfast. 2. Recording Studio development. 3. Green Room Filming/Editing. 4. Art Studio. 5. Science Suite. 6. Landscaping.

Evaluation and Analysis of Student Progress and Achievement

Reading November 2023

The following table shows the percentage of all students who are achieving at or beyond the expected curriculum level and for those students who have completed all their schooling at Redoubt North. The highlighted section indicates the target group for 2023.

Percentages of At/Above							
	Number of Students In year group	% Total	% of Boys	% of Girls	% of whom are Maori	% of whom are Pasifika	% of whom are Asian
All Year 1	49	55%	50%	60%	55%	35%	87%
Redoubt Y1	48	54%	48%	60%	55%	35%	86%
All Year 2	74	51%	44%	57%	67%	41%	62%
Redoubt Y2	64	56%	41%	69%	69%	47%	67%
All Year 3	66	76%	64%	90%	79%	73%	79%
Redoubt Y3	53	75%	63%	88%	83%	70%	80%
All Year 4	73	74%	63%	81%	77%	70%	75%
Redoubt Y4	51	82%	84%	81%	78%	80%	86%
All Year 5	51	49%	50%	48%	43%	45%	70%
Redoubt Y5	29	52%	53%	50%	75%	43%	100%
All Year 6	79	76%	71%	80%	72%	83%	65%
Redoubt Y6	42	81%	83%	79%	86%	85%	69%
All Year 7	89	71%	71%	71%	87%	64%	67%
Redoubt Y7	42	76%	73%	81%	90%	74%	67%
All Year 8	71	87%	86%	89%	94%	89%	76%
Redoubt Y8	37	89%	86%	93%	100%	88%	83%

Students and groups of students at Risk or in need of Extension:

- Our year three target group have responded well to the initiatives put in place with really pleasing gains made over the course of the year. 76% now attaining or exceeding the expected level, a rise of 32 percent since February. 90% of girls are now at or above – up 38. Māori are now at 79%- up 19. Pasifika are now up 32 to 73% and Asian students are up 46 to 79%. Boys' achievement was lifted by 26% .
- In general, levels have been maintained across the school even with the enrolment of many new ESOL students and the arrival of transient families. Redoubt only students continue to be our highest achievers.

This is particularly evident in the Year eight data where the result of a strong and consistent Reading programme becomes evident.

- Māori students counter national trends. 100% of our Redoubt only Year 8 Māori are at or beyond curriculum levels.

Teaching and Learning Strategies to Address the Above:

- We intend to address the levels of the current Year two cohort with reference to improving the achievement of boys and Pasifika students. We will incorporate the teaching letter sound knowledge in our Junior school.
- A Reading Specialist will be released from classroom duties to work with children in need of intensive support.
- We will provide Redoubt North mentoring programmes for new members of staff, establishing continuity as quickly as possible. DPs and APs will support teachers to set individualised Reading targets for all students on a termly basis.

Evaluation and Analysis of Student Progress and Achievement

Written Language November 2023

The following table shows the percentage of all students who are achieving at or beyond the expected curriculum level and for those students who have completed all their schooling at Redoubt North.

Percentages of At/Above							
	Number of Students in year group	% Total	% of Boys	% of Girls	% of whom are Maori	% of whom are Pasifika	% of whom are Asian
All Year 1	50	84%	88%	80%	91%	74%	94%
Redoubt Y1	49	84%	88%	80%	91%	74%	93%
All Year 2	75	56%	42%	67%	67%	51%	59%
Redoubt Y2	64	56%	41%	69%	69%	50%	61%
All Year 3	66	71%	61%	83%	71%	68%	79%
Redoubt Y3	53	74%	63%	85%	83%	67%	80%
All Year 4	73	70%	50%	84%	77%	70%	65%
Redoubt Y4	51	73%	53%	84%	78%	72%	71%
All Year 5	50	56%	50%	64%	43%	58%	56%
Redoubt Y5	30	70%	63%	82%	75%	64%	100%
All Year 6	79	71%	68%	73%	56%	89%	57%
Redoubt Y6	42	79%	78%	79%	86%	85%	69%
All Year 7	89	72%	57%	92%	87%	69%	67%
Redoubt Y7	42	74%	62%	94%	80%	79%	67%
All Year 8	71	77%	67%	93%	89%	75%	71%
Redoubt Y8	37	81%	73%	93%	100%	82%	67%

Students and groups of students at Risk or in need of Extension:

- It is pleasing to see that our Year 3 students have achieved all our set targets. Our Redoubt Only students had very pleasing results with girls achieving 85% and our Māori students achieving 83%. Since first reporting on our data in July there is an improvement in overall achievement of all students, in all groups across the Year 3 cohort. The increase for our Redoubt only students is impressive. There is an increase of 24% for all of the Year 3 Redoubt only students achieving at or above, boys have increased by 32%, girls by 15%, Māori by 16%, Pasifika by 29% and our Asian students by 16%.
- Our Māori and Pasifika priority learners are some of our highest performing groups. 100% of our Year 8 Redoubt only Māori students are achieving at or the above the expected curriculum level. 87% of our Year 7 Māori students achieving at or above which is an increase of 30% since July. Our Pasifika students responded

exceptionally well to the initiatives put in place as our Year 3 Pasifika students went from 39% to 68% achieving at or above which is an increase of 29%. This was consistent with our Redoubt only Year 3 Pasifika students with an increase of 29%. We maintained great results in Year 6 with 89% of our Year 6 Pasifika students and 70% of Pasifika students achieving at or above.

- The Year 7 and Year 8 groups show very pleasing results with 92% of all Year 7 girls, 94% Year 7 Redoubt only girls, 93% of all Year 8 girls and 93% Year 8 Redoubt only girls achieving at or above. 100% of our students identified as Asian in Year 5, are achieving at or above. Our Redoubt only students are achieving higher across all cohorts and groups, schoolwide. This shows the consistent programmes, routines and structures that support our students with their written language development as they move through the school.

Teaching and Learning Strategies and initiatives carried out over the year

- We intend to lift the levels in our Year Two students, particularly the boys and Pasifika students, who will be our Year Three cohort in 2024.
- We will gather data from term 1 onwards through written language assessments. This will then allow us to analyse the data and identify strengths and needs.
- Written language professional development, coaching and mentoring will continue to be delivered to support teachers and address identified needs.

Evaluation and Analysis of Student Progress and Achievement

Mathematics November 2023

The following table shows the percentage of all students who are achieving at or beyond the expected curriculum level and for those students who have completed all their schooling at Redoubt North. The highlighted section indicates the target group for 2023.

Percentages of At/Above							
	Number of Students in year group	% Total	% of Boys	% of Girls	% of whom are Maori	% of whom are Pasifika	% of whom are Asian
All Year 1	49	98%	96%	100%	100%	95%	100%
Redoubt Y1	48	98%	96%	100%	100%	95%	100%
All Year 2	73	75%	82%	70%	87%	66%	82%
Redoubt Y2	62	77%	83%	73%	92%	67%	83%
All Year 3	65	78%	75%	83%	64%	81%	86%
Redoubt Y3	52	79%	78%	80%	67%	79%	90%
All Year 4	80	84%	67%	98%	92%	81%	82%
Redoubt Y4	53	89%	76%	97%	89%	85%	93%
All Year 5	50	74%	72%	76%	71%	76%	67%
Redoubt Y5	29	83%	79%	90%	100%	76%	100%
All Year 6	79	77%	79%	76%	56%	92%	78%
Redoubt Y6	42	83%	94%	75%	57%	95%	92%
All Year 7	89	81%	86%	74%	83%	74%	92%
Redoubt Y7	42	79%	81%	75%	70%	74%	92%
All Year 8	71	76%	70%	86%	72%	78%	76%
Redoubt Y8	37	81%	77%	87%	100%	82%	67%

Students and groups of students at Risk or in need of Extension:

- Our target group of Year 5 Boys and Māori learners have made pleasing progress. Particularly Māori who have improved 8%. The Redoubt Only Māori and Asian students are achieving 100% which is very pleasing.
- Our Maths specialist worked with Year 4-8 identified students this year. There was a significant increase in achievement, particularly at Year 7, where levels were lifted 13% from 68% in July to 81% in November. Even with the enrolment of many new ESOL students and the arrival of transient families, our Maths levels across the school have maintained and improved. Redoubt only students continue to be our highest achievers.
- Redoubt only Māori students have done well in most year levels schoolwide, but this is particularly pleasing in Years 5 and 8.

Teaching and Learning Strategies to Address the Above:

- Next year we will work with teachers in Year 7 to identify target students with a focus on Māori learners. A Maths specialist will work with a number of students in need of support.

- We will gather data from Term 1 onwards which allows us to identify students who would benefit from extra support and extension.
- Year 1-3 will start knowledge testing as part of their daily teaching routine, and we are implementing a more structured maths approach in Year 0-3 with professional development given to teachers and resources provided.

REDOUBT NORTH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1460

Principal: Jane Milner

School Address: 47 Diorella Drive, Manukau, Auckland

School Postal Address: 47 Diorella Drive, Manukau, Auckland

School Phone: 09-263-9060

School Email: office@redoubt.school.nz

Members of the Board

Name	Position	How Position Gained	Term expires/expired
Charles Ziegler	Presiding Member	Elected 2022	May 2025
Jane Milner	Principal ex Officio		
Trish Newsham	Parent Representative	Elected 2022	May 2025
Ashwin Prasad	Parent Representative	Co-opted 2022	May 2025
Randall Hamlin	Parent Representative	Elected 2022	May 2025
Barry Maxwell	Parent Representative	Co-opted 2022	May 2025
Donna Leaning	Staff Representative	Elected 2022	May 2025
Lorraine Dadd	Parent Representative	Elected 2022	May 2025
Robert Ah Chong	Parent Representative	Elected 2022	May 2025
Nicole Henry	Parent Representative	Elected 2022	May 2025

Accountant / Service Provider: Gail Bond - Money Monitors

REDOUBT NORTH SCHOOL

Annual Report - For the year ended 31 December 2023

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Te Tiriti o Waitangi Effect

REDOUBT NORTH SCHOOL

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

CHARLES ZIEGLER

Full Name of Presiding Member



Signature of Presiding Member

14/6/24

Date:

JANE MILNER

Full Name of Principal



Signature of Principal

14/6/24

Date:

REDOUBT NORTH SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,003,672	5,177,740	5,817,685
Locally Raised Funds	3	97,278	88,000	108,282
Interest		228,471	70,000	85,856
		<u>6,329,421</u>	<u>5,335,740</u>	<u>6,011,825</u>
Expenses				
Locally Raised Funds	3	80,703	62,000	76,705
Learning Resources	4	3,649,001	3,714,688	3,447,083
Administration	5	930,465	349,485	881,165
Property	6	1,583,420	1,331,868	1,430,108
Loss on Disposal of Property, Plant and Equipment		21,661	-	340
		<u>6,265,250</u>	<u>5,458,041</u>	<u>5,835,401</u>
Net Surplus / (Deficit)		64,171	(122,301)	176,424
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>64,171</u>	<u>(122,301)</u>	<u>176,424</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	5,624,975	5,624,975	5,448,551
Total comprehensive revenue and expense for the year	64,171	(122,301)	176,424
Contributions from / (Distributions to) the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	42,384	-	-
Equity at 31 December	5,731,530	5,502,674	5,624,975
Accumulated comprehensive revenue and expense Reserves	5,731,350	5,502,674	5,624,975
Equity at 31 December	5,731,350	5,502,674	5,624,975

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	372,656	1,111,112	340,375
Accounts Receivable	8	295,898	271,737	297,497
Prepayments		10,769	8,220	8,220
Inventories	9	21,012	17,404	17,404
Investments	10	4,345,331	3,110,170	4,110,170
		<u>5,045,666</u>	<u>4,518,643</u>	<u>4,773,666</u>
Current Liabilities				
GST Payable		2,614	51,180	51,180
Accounts Payable	12	386,543	302,841	302,841
Provision for Cyclical Maintenance	13	-	131,657	122,357
Finance Lease Liability - Current Portion	14	28,711	28,121	28,121
Funds Held for Capital Works Projects	15	10,547	-	39,601
		<u>428,415</u>	<u>513,799</u>	<u>544,100</u>
Working Capital Surplus/(Deficit)		4,617,251	4,004,844	4,229,566
Non-current Assets				
Property, Plant and Equipment	11	1,361,960	1,569,658	1,504,658
		<u>1,361,960</u>	<u>1,569,658</u>	<u>1,504,658</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	242,143	65,700	75,000
Finance Lease Liability	14	5,538	6,128	34,249
		<u>247,681</u>	<u>71,828</u>	<u>109,249</u>
Net Assets		<u>5,731,530</u>	<u>5,502,674</u>	<u>5,624,975</u>
Equity		<u>5,731,530</u>	<u>5,502,674</u>	<u>5,624,975</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

REDOUBT NORTH SCHOOL

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,420,720	1,303,814	1,375,635
Locally Raised Funds		97,278	88,000	108,282
Goods and Services Tax (net)		(48,567)	-	10,243
Payments to Employees		(711,497)	(757,948)	(624,463)
Payments to Suppliers		(596,808)	(240,032)	(565,259)
Interest Received		209,248	70,000	67,973
Net cash from / (to) the Operating Activities		370,375	463,834	372,411
Cash flows from Investing Activities				
Purchase of Property, Plant & Equipment (and Intangibles)		(88,142)	(501,256)	(74,924)
Purchase of Investments		(235,161)	1,000,000	(608,096)
Net cash from / (to) the Investing Activities		(323,303)	498,744	(683,020)
Cash flows from Financing Activities				
Furniture and Equipment Grant		42,384	-	-
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(28,121)	188,135	(27,409)
Funds Administered on Behalf of Other Parties		(29,054)	(39,601)	(1,430,859)
Net cash from Financing Activities		(14,791)	148,534	(1,458,268)
Net increase/(decrease) in cash and cash equivalents		32,281	1,111,112	(1,768,877)
Cash and cash equivalents at the beginning of the year	7	340,375		2,109,252
Cash and cash equivalents at the end of the year	7	372,656	1,111,112	340,375

The above cash flow statement should be read in conjunction with the accompanying notes.

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

REDOUBT NORTH SCHOOL

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2023

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

g) Inventories

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

h) 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 not trivial.

i) Property, Plant and Equipment

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

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

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	20 years
Board Owned Buildings	20 years
Furniture and equipment	15 years
Information and communication technology	4 years
Leased Assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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.

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

m) 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.

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

The School's financial liabilities comprise accounts payable 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.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

r) Services received in-kind

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,269,314	1,147,084	1,308,051
Teachers' salaries grants	2,861,754	2,952,188	2,771,776
Use of Land and Buildings grants	1,146,972	978,468	1,060,517
Other MoE Grants	725,632	100,000	677,341
	<u>6,003,672</u>	<u>5,177,740</u>	<u>5,817,685</u>

The school has opted in to the donations scheme for this year. Total amount received was \$101,400.

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	2,260	10,000	12,257
Fundraising & Community Grants	19,939	15,000	18,272
Trading	72,230	56,000	74,167
Fees for Extra Curricular Activities	2,849	7,000	3,586
	<u>97,278</u>	<u>88,000</u>	<u>108,282</u>
Expenses			
Extra Curricular Activities Costs	2,258	7,000	8,054
Trading	69,778	55,000	64,886
Fundraising & Community Grant Costs	8,667	-	3,765
	<u>80,703</u>	<u>62,000</u>	<u>76,705</u>
<i>Surplus for the year Locally raised funds</i>	<u>16,575</u>	<u>26,000</u>	<u>31,577</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	72,671	86,500	85,503
Information and communication technology	5,645	20,000	14,306
Library resources	2,248	3,000	2,662
Employee benefits - salaries	3,345,890	3,370,188	3,102,103
Staff development	13,366	15,000	12,394
Depreciation	209,181	220,000	230,115
	<u>3,649,001</u>	<u>3,714,688</u>	<u>3,447,083</u>

5. Administration			
	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	7,992	8,000	9,251
Board of Trustees Fees	5,304	5,000	3,922
Board of Trustees Expenses	9,070	18,000	5,366
Communication	8,251	9,000	7,326
Consumables	31,394	31,000	37,576
Other	634,409	40,000	561,424
Employee Benefits - Salaries	195,698	202,000	219,802
Insurance	10,323	7,485	8,498
Service Providers, Contractors and Consultancy	28,024	29,000	28,000
	930,465	349,485	881,165

6. Property			
	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	138,006	158,000	147,384
Cyclical Maintenance Provision	44,786	15,000	21,124
Grounds	76,818	25,000	28,623
Heat, Light and Water	41,066	35,000	46,815
Repairs and Maintenance	39,938	25,400	27,009
Use of Land and Buildings	1,146,972	978,468	1,060,517
Security	17,488	15,000	17,938
Employee Benefits - Salaries	78,346	80,000	80,698
	1,583,420	1,331,868	1,430,108

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

7. Cash and Cash Equivalents			
	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Accounts	372,656	1,111,112	340,375
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Statement of Cash Flows	372,656	1,111,112	340,375

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

Of the \$372,656 Cash and Cash Equivalents, \$10,547 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable			
	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	-	40,930	-
Interest Receivable	44,983	25,760	25,760
Banking Staffing Underuse	-	-	56,730
Teacher Salaries Grant Receivable	250,915	205,047	215,007
	295,898	271,737	297,497
Receivables from Exchange Transactions	44,983	25,760	25,760
Receivables from Non-Exchange Transactions	250,915	245,977	271,737
	295,898	271,737	297,497

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	438	-	1,961
School Uniforms	20,574	17,404	15,443
	<u>21,012</u>	<u>17,404</u>	<u>17,404</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	4,345,331	3,110,170	4,110,170
	<u>4,345,331</u>	<u>3,110,170</u>	<u>4,110,170</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements	1,082,151				(82,908)	999,243
Furniture and Equipment	172,833	34,533	(30)		(39,856)	167,480
Information and Communication	135,862	55,423	(1,814)		(57,387)	132,084
Leased Assets	86,378		(21,661)		(25,597)	39,120
Library Resources	27,434	151	(119)		(3,433)	24,033
Balance at 31 December 2023	<u>1,504,658</u>	<u>90,106</u>	<u>(23,623)</u>	<u>-</u>	<u>(209,181)</u>	<u>1,361,960</u>

Restrictions

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 or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	2,083,179	(1,083,936)	999,243	2,083,179	(1,001,028)	1,082,151
Furniture and Equipment	639,912	(472,432)	167,480	617,564	(444,731)	172,833
Information and Communication	484,292	(352,208)	132,084	595,275	(459,413)	135,862
Leased Assets	87,158	(48,038)	39,120	216,256	(129,878)	86,378
Library Resources	99,284	(75,251)	24,033	99,573	(72,139)	27,434
Balance at 31 December 2023	<u>3,393,825</u>	<u>(2,031,865)</u>	<u>1,361,960</u>	<u>3,611,847</u>	<u>(2,107,189)</u>	<u>1,504,658</u>

The net carrying value of equipment held under a finance lease is \$39,120 (2022: \$86,378)

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.

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	45,138	97,794	4,878
Accruals	23,846	-	25,008
Banking staffing overuse	16,058	-	-
Employee Entitlements - salaries	288,217	205,047	261,194
Employee Entitlements - leave accrual	13,284	-	11,761
	<u>386,543</u>	<u>302,841</u>	<u>302,841</u>
Payables for Exchange Transactions	386,543	302,841	302,841
	<u>386,543</u>	<u>302,841</u>	<u>302,841</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	197,357	197,357	176,233
Increase to the Provision During the Year	44,786	-	21,124
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>242,143</u>	<u>197,357</u>	<u>197,357</u>
Cyclical Maintenance - Current	-	131,657	122,357
Cyclical Maintenance - Non current	242,143	65,700	75,000
	<u>242,143</u>	<u>197,357</u>	<u>197,357</u>

14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers. Minimum lease payments payable (this is the principal

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	28,711	28,121	28,121
Later than One Year and no Later than Five Years	5,538	6,128	34,249
Later than Five Years	-	-	-
Future finance charges	-	-	-
	<u>34,249</u>	<u>34,249</u>	<u>62,370</u>
Represented by:			
Finance Lease Liability - Current	28,711	-	28,121
Finance Lease Liability - Non-current	5,538	-	34,249
	<u>34,249</u>	<u>-</u>	<u>62,370</u>

15. Funds Held for Capital Works Projects

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

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Endeavour Upgrade Stage 1	<i>In progress</i>	39,601	127,243	(156,297)	-	10,547
Totals		<u>39,601</u>	<u>127,243</u>	<u>(156,297)</u>	<u>-</u>	<u>10,547</u>

Represented by:
Funds Held on Behalf of the Ministry of Education 10,547

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Endeavour Upgrade Stage 1	<i>In progress</i>	1,470,460	18,698	(1,449,557)	-	39,601
Totals		<u>1,470,460</u>	<u>18,698</u>	<u>(1,449,557)</u>	<u>-</u>	<u>39,601</u>

Represented by:
Funds Held on Behalf of the Ministry of Education 39,601

16. Related Party Transactions

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

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

Barry Maxwell is a Board member and retired architect with over 30 years of experience. During the year the School contracted Barry to review the cyclical maintenance provision for a discounted rate. The total value of all transactions for the year was \$0 (2022: \$0) and therefore, no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 (excl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
Board Members Remuneration	5,304	3,922
Leadership Team Remuneration	914,754	687,032
Full-time equivalent members	7.00	5.26
Total key management personnel remuneration	920,058	690,954

There are 9 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	1.00	4.00
110-120	3.00	3.00
120-130	2.00	-
	6.00	7.00

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

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

19. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has not entered into any contracts.

(Capital commitments at 31 December 2022: nil)

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any contracts.

(Operating Commitments at 31 December 2022: nil)

20. Financial Instruments

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

Loans and receivables

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	372,656	1,111,112	340,375
Receivables	295,898	271,737	297,497
Investments - Term Deposits	4,345,331	3,110,170	4,110,170
Total Cash and Receivables	5,013,885	4,493,019	4,748,042

Financial liabilities measured at amortised cost

Payables	386,543	302,841	302,841
Finance Leases	34,249	34,249	62,370
Total Financial Liabilities Measured at Amortised Cost	420,792	337,090	365,211

21. Events After Balance Date

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

22. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Redoubt North School (the School). The Auditor-General has appointed me, Matt Laing, using the staff and resources of Deloitte 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 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023 and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 14 June 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

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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 information including List of Board of Trustees, Statement of Responsibility, Statement of Variance, KiwiSport Report and Statement of Compliance with Employment Policy, Evaluation of Progress and Te Tiriti o Waitangi Effect, but does not include the financial statements, and our auditor's report thereon.

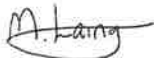
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Matt Laing
Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand

