



VISCOUNT SCHOOL (1546)



2024 ANNUAL REPORT

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LIST OF ALL SCHOOL BOARD MEMBERS

Board Member names	Role	Date that the Board Member's term finishes
Dr Deanna Johnston	Principal	Appointed to position January 2024
Tinei Tagaloa-Leniu	Presiding Member	2025
Jan Sila'ila'i	DP elected Staff Member	2025
Olivine Lealiifano	Elected Member	2025
Juliet Singh	Elected Member	2025
Joshua Tomuli-Pritchard	Elected Member	2025
Solomona Haiaga	Co-opted Member	2025

VISCOUNT SCHOOL 2024 VARIANCE STATEMENT: PROGRESS AGAINST TARGETS

STRATEGIC GOAL

GOAL 1: Curriculum & Assessment

1. To use evidence-based practice to lift progress and achievement of all ākonga in literacy (NELP Priority1, 4)
2. To provide rich and authentic learning opportunities that meet all ākonga needs and connects them to their community (NELP Priority 2, 3)
3. To give practical effect to Te Tiriti o Waitangi (local tikanga Māori, Mātauranga, te reo Māori)

ANNUAL IMPLEMENTATION GOAL TARGET: Reading | Pānui

Increase ākonga **literacy reading** achievement to 70%

Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<ul style="list-style-type: none"> - School-wide review of literacy initiatives. De-implemented initiatives having no impact. Introduced weekly PLCs informed by relevant research and aligned with targeted PLD; implemented through to T4; Literacy workshops led by new external facilitator and Principal - Engaged in first year of ALL Project (Accelerating Literacy Learning) in reading with a Y3-8 cohort of 30 ākonga; ALL Kaiako 1:1 in-class PLD support and analyses of reading assessments (vocab & text) - Deliberate planning to increase ākonga joy, critical thinking, rich dialogue, co-operative problem solving & voice capture - Modelling of reading practice with targeted ākonga; focussed Kaiako observations and 1:1 conversation to analyse, identify and affirm effective reading practice; Team Leaders observing and providing feedback & feedforward strategies with their Team - Kaiako actively engaged in weekly routine of targeted PLD aligned to Team Hui evaluation as part of Kaiako Professional Growth Cycle (PGC); School wide planning, teaching, assessment, evaluation, and reporting aligned with PLCs, PGC; increased use of noticing & responding tactics; VS refreshed Values woven into PLCs/PLD - Review and development of Formative Assessment (AfL) strategies e.g., introduction of modelling books, vocab expansion tasks 	<p>Tracking reported to the Board start of year SoY, midyear MY, and end of year EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity; reinstated Reading Running Record analyses</p> <p>STAR Stanine 4-6: School wide global % points shift at Year levels; average 66%; SoY% to EoY% shift: Y3 = 47>82%; Y4 = 26>45% Y5 = 54>73%; Y6 = 48>60% Y7 = 54>71%; Y8 = 48>67% 2024 same cohort % increase: Y3 +41%; Y4 +20%; Y5 +12% Y6 + 15%; Y7 + 17%; Y8 +15% Māori +21%; Male +28%</p>	<p>End of 2023 change of Principal, Kaiako, LA hours; turnover in Y1-3 before 2024, and Y5/6 in mid 2024; challenge to secure appropriate teachers and relievers; over reliance on one reading approach not suitable for high ESOL. 2nd year of four consecutive Terms but still needing to emphasise urgency for impactful teaching and learning – ‘catch up mode’, following three years of significant disruption to already at-risk ākonga learning, impacting engagement and attendance</p>	<p>Apply for ALL Project in reading (2nd year) and increase number of Kaiako in the PLD cohort from 4 Increase fidelity to effective reading practice, and Assessment for Learning (AfL) processes, particularly for those ākonga identified as not yet working at Curriculum expectation/in Phase (refreshed English Curriculum) Develop & implement phonics programme Y1-3 integrated with reading and handwriting</p> <p>Reinforce Kaiako/Team routines of Termly tracking of class data; Weekly Team planning review; Weekly Kaiako kōrero to identify tactics for ākonga not yet making expected Curriculum progress</p>

<ul style="list-style-type: none"> - Kaiako planned targeted programmes, grouping ākonga according to learning needs and conversations for co-constructing ākonga learning goals - Kaiako delivery of culturally contextualised lessons for all ākonga (Deliberate Acts of Teaching DATs, use of accelerative practices), flexible & inclusive groupings during reading lessons - Targeted modelling and use of Journals, Connecteds MoE reading texts to support reciprocal links to reading/writing - Coherent expansion of foundation vocabulary & use of rich literacy texts in reading - Introduced Kaiako and Teams' analyses of class assessment data to identify trends, and set next learning actions with their ākonga - Sharing of school-wide assessment data with Kaiako to inform year level, gender and ethnicity areas for improvement, and acceleration/urgency needed SoY, MY to EoY 2024 - Ākonga data and information celebrated and shared with parents/caregivers via Whānau Kōrero sessions, Whānau Hui, ākonga achievement reports - SLT and Kaiako engagement in NZC Refresh English MoE PLD, including MoE provided Teacher Only Days; Critical thinking applied to exploration of <i>Understand Know Do</i> (UKD) and <i>Progressions</i> in the new English Curriculum - Kaiako Y1-3 engagement in Yolanda Soryl and BSLA Phonics PLD - Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted ākonga (LSC, Learning Assistants LAs, and Multi-lingual Teacher numbers increased to receive learning support) 	<p>Curriculum Expectation (CE) SoY% to EoY%; School-wide average 58% Y1 +94%; Y2 +42%; Y3 +49%; Y4 +29%; Y5 +53%; Y6 +47%; Y7 +30%; Y8 +35%</p> <p>2024 same cohort % parity increase from SoY to EoY: Y1 =94%; Y2 +43%; Y3 +53% Y4 +27%; Y5 +53%; Y6 +49% Y7 +32%; Y8 +35% Māori +50% across levels Tongan +48% across levels Males Y1 +100%; Y5 +57% Females Y1 +100%; Y3 +56%</p> <p>ALL Project Cohort (n=30): Y2/3: 7/8 made accelerated progress, @ CE/RL; 1 student made faster than standard progress PreL1 >L11 Y4/5: 8/9 made accelerated progress, > CE/RL; 1 student 2 years progress @L1-@L2 Y5/6: 6/7 made accelerated progress, and 5/7 @ CE; 2/7 made 2 years progress (@ EL3). Y7/8: 4/5 made accelerated progress, @EL4, with 1 Y7 student shifting beyond CE</p>	<p>MoE delay in Phase 3 of refreshed English Curriculum</p> <p>School wide daily focus on MoE strategy to improve ākonga daily attendance; reached school wide goal of 90% a few times with higher percentage average compared with previous years; sickness high Term 2 and 3 noticed as a contributing factor to reduced attendance (winter months)</p>	<p>If approved, implement 2nd year of MoE externally funded literacy, with a specific focus on reading (which will have reciprocal support with writing), and includes development of AfL practice via Vision Education with Dr Alison Davis and facilitator Doreen Jukes. Implement 2nd year of targeted internally led PLCs/PLD with a specific focus on reading, phonics Y1-3, and vocab expansion Y1-8</p> <p>Prioritise funding in 2025 Budget to access external PLD if MoE application declined</p> <p>Reinforce 3 new VS Values to become authentic and culturally conscious in practice; localised Values underpin learning focussed relationships within a learning focussed environment/whānau-like class setting</p> <p>2025 focus on those ākonga just before CE including: Y3, Y5, Y8 cohorts</p>
EVIDENCE:	<ul style="list-style-type: none"> - Day to day in class and ALL Project reading lesson observations and conversations; Kaiako lesson modelling books (formative assessment notes) - Kaiako and leadership overall professional Curriculum judgments - Phonics lessons, vocab expansion tasks; moderation of writing samples in Team hui - ALL Project vocab Bryant Test; Reading Running Records (PM Benchmark, Probe reinstated); Moderation of Running Records data by each Team - PAT reading comprehension Y4-8; STAR Y4-8 (historically used by the School, discontinue in 2025) 		

ANNUAL IMPLEMENTATION GOAL TARGET: Writing Tuhituhi			
Increase ākonga literacy writing achievement to 60%			
Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<p>(As above, literacy reading was the central focus of review for the year)</p> <ul style="list-style-type: none"> Tools used school-wide writing sample; School Entry Assessments including vocabulary lists; Y1-3 phonics PLD and programme review - Yolanda Soryl PLD and BSLA leaders' PLD Targeted PLC/PLD implemented and carried through to T4; Literacy workshops showing reciprocal links from reading to writing practice led by external facilitator and Principal; Kaiako actively engaged in weekly targeted PLD aligned to Team Hui evaluation as part of Kaiako PGC Sharing of school-wide assessment data at PLCs introduced to emphasise urgency and acceleration needed SoY, MY to EoY 2024 Teams analysed and moderated writing assessment data to set next learning actions with ākonga Focussed Kaiako observations and 1:1 conversations to analyse, identify and affirm effective writing practice; Modelling with targeted ākonga Kaiako planned targeted programmes, flexible small grouping of ākonga according to learning needs and conversations for co-constructing ākonga learning goals; Kaiako delivery of culturally contextualised lessons Review of more coherent expansion of foundation vocabulary Targeted modelling and use of Journals, Connecteds MoE reading texts to support reciprocal links to reading/writing Ākonga data and information celebrated and shared with parents/ caregivers via Whānau Kōrero sessions, Hui, ākonga achievement reports Targeted allocation of learning support personnel to better meet flexible groupings and variable needs of targeted ākonga (LSC and Multi-lingual Learning programmes) 	<p>Tracking reported to the Board SoY, MY, and EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity (major focus was on reading pānui)</p> <p>Curriculum Expectation (CE) SoY% to EoY%; School-wide average 57% Y1 +31%; Y2 +57%; Y3 +27% Y4 +47%; Y5 +48%; Y6 +44% Y7 +33%; Y8 +39%</p> <p>2024 same cohort % parity increase from SoY to EoY: Y1 +27%; Y2 +58%; Y3 +44% Y4 +49%; Y5 +50%; Y6 +46% Y7 +32%; Y8 +41% Māori +39% across levels Samoan +47% across levels Males Y1 +100%; Y2 +58% Females Y2 +61%; Y4 +57%</p>	<p>*Above. After de-implementation of non-impactful initiatives, a major focus on refreshing effective instructional reading and oral language/phonics expansion programmes; writing scope/sequence outdated unclear; a review of scope/sequence of reading/vocab (high ESOL population) but PLD included reciprocal relationship of reading and writing, as well as a re-focus on Assessment for Learning (AfL) practice</p> <p>*Attendance - above</p>	<p>*Above. A major focus on refreshing effective instructional reading and oral language/vocab expansion programmes and review of scope and sequence of reading/vocab (high ESOL population) but PLD included reciprocal relationship of reading and writing, and Assessment for Learning (AfL) processes, for <u>all</u> ākonga and those identified as not yet working just before CE</p> <p>Model and reinforce Team moderation processes of writing samples</p>
EVIDENCE:	<ul style="list-style-type: none"> Day to day in class literacy lesson observations, Kaiako lesson modelling books (formative assessment notes) Kaiako and leadership overall professional Curriculum judgments; PLC moderation practise as well as moderation of writing samples in Team hui ALL Project vocab Bryant Test; Phonics lessons, vocab expansion tasks Vocab results taken from results of ākonga Reading Running Records to inform next prioritised teaching points 		

ANNUAL IMPLEMENTATION GOAL TARGET: Mathematics/Statistics Pāngarau			
Increase ākonga mathematics achievement to 70%			
Actions (from the 2024 Annual Implementation Plan) <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for Variance <i>Why it happened?</i>	Planning for 2025 <i>Where to next?</i>
<ul style="list-style-type: none"> Principal implementation of external <i>The Learner First</i> (TLF) Maths Collaborative School Cluster PLD to increase networking support and develop Kaiako maths/statistics teaching and formative assessment capability Kaiako engaged in new routines of external TLF PLD workshops and Principal internally delivered TLF follow-up PLCs; Principal development of TLF resources for Kaiako trial of TLF components; review of material manipulatives and purchase of core equipment TLF SLT PLD online sessions; implementation of core TLF strategies (Rapid Routines, Rich tasks; knowledge building; procedural fluency) Reviewed weekly and long term planning; explored indicators of effectiveness/5 dimensions of powerful maths; Teams' Local Curriculum back-mapping to assist planning PLD focus on balanced maths programmes for all ākonga; developing shared teaching approaches and implementation of effective AfL practice; AP/DP mentoring PLD focus developing Kaiako and ākonga agency and efficacy; distributed maths leadership to AP and Middle Leaders to support Team collaboration Developing learning-focussed relationships through culturally conscious practice to increase ākonga efficacy and agency (enjoyment in and of maths e.g., introduction of academically rich games using the 4 principles) Developing kaiako conversations for high expectations teaching Introduction of school-wide data analyses to inform Kaiako decisions for implementing and monitoring targeted actions for their ākonga Explored <i>Te Mātaiaho</i> Curriculum refresh of mathematics/statistics via PLCs and MoE Teacher Only Days 	<p>Tracking reported to the Board SoY, MY, and EoY; Introduced longitudinal tracking of same cohorts. Reinstated data analyses of gender and ethnicity (major focus was on reading I pānui</p> <p>Curriculum Expectation (CE) MY% to EoY%; SW average 55% Y1 +14%; Y2 +22%; Y3 +20% Y4 +29%; Y5 +26%; Y6 +15% Y7 +29%; Y8 +25%</p> <p>2024 same cohort % parity increase from MY to EoY: Y1 +10%; Y2 +24%; Y3 +19% Y4 +33%; Y5 +25%; Y6 +15% Y7 +27%; Y8 +26% Māori +15% across levels Tongan +28% across levels Males Y1 +100%; Y5 +67% Females Y4 +34%; Y7 +30%</p>	<p>*Turnover of staff, loss of institutional knowledge & experience in former PLD; over reliance on one mathematical approach rather than a balance of effective approaches; clearer scope & sequence of teaching; need to increase ākonga voice & agency. After de-implementation of non-impactful initiatives, introduced and implemented <i>The Learner First</i> (TLF) Collaborative School Cluster PLD, and PLC in-house workshops</p> <p>*Attendance – above</p> <p>2025 introduce Oxford resources as a support; PAT Y3 Maths assessment and analysis</p>	<p>*Above. Target mathematics to increase ākonga success specifically Y4, 5, 8 cohorts in 2024</p> <p>Enter 2nd year of partnership with Principals and Schools via a 2023 established <i>Maths Collaborative Cluster</i> with external PLD from Rob Proffitt-White (<i>The Learner First TLF</i>) reinforced with internal PLD, Curriculum Days; reinforce implementation of balanced programmes (TLF components), effective planning from the refreshed Math/Statistics Curriculum</p>
EVIDENCE:	<ul style="list-style-type: none"> Kaiako and leadership overall professional Curriculum judgments; PLC and Team hui conversations; Team Leaders and SLT mentoring Rapid Routine snapshot lessons Y1-8; GLOSS maths test (Y4-8), Junior Assessment Maths (JAM) test (Y1-3), PAT Maths Y4-8 Individual and Team feedback sessions; Kaiako lesson modelling books (formative assessment notes) 		

EVALUATION & ANALYSIS OF VISCOUNT SCHOOL ĀKONGA PROGRESS & ACHIEVEMENT

School-wide Literacy and Mathematics/Statistics

- Progress and achievement reported at Board meetings. Refer to 2024 Strategic/Annual Plan and above Variance Statement
- Successful completion of 1st year of Accelerating Literacy Learning (ALL) Project MoE funded PLD with a specific and major school-wide focus on reading. A wealth of culturally relevant MoE reading texts for English Medium and our Multi-lingual learners' class received appropriate for ākonga engagement during reading lessons
- Successful completion of 1st year of *The Learner First* PLD with external facilitators via Principal established Collaborative Cluster (of Schools), focusing on trialing of *Rich Routines*; positive uptake of PLD with Kaiako; PLD having positive impact on class planning and delivery of lessons with ākonga and their enjoyment

Reading / Pānui

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows a reduction of the number of ākonga not yet at Curriculum Expectation to At/Beyond Curriculum Level/Expectation (CE). Global School wide outcomes Start of Year (SoY) show 29% At/Beyond CE to 94% End of Year (EoY) range. Females outperform males by a small %

Writing / Tuhituhi

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows a reduction of the number of ākonga Below CE to At and/or Beyond CE. Global School wide outcomes SoY show 27% At/Beyond CE to 57% EoY range. Females outperform males by a small %

Mathematics / Pāngarau

- Refer to 2024 Strategic/Annual Implementation Plan and above Variance Statement. Across the year, the trend shows the need to increase parity across all year levels i.e., reduce number of ākonga Below CE to At and/or Beyond CE. Global School wide outcomes MY show 14% At/Beyond CE to 29% EoY. Across the levels 55% achieved At/Beyond CE. Number of females and males perform near equally at EoY

Te Ao Māori, Te Reo Māori

- Refer to 2024 Strategic/Annual Implementation Plan and Principal's Reports to the Board. The School utilised for the first time, the Te Puna Reo online resource site. Te Reo Māori, kawa and tikanga, not foregrounded in School wide daily operations previously, but this PLD rauemi site has helped launch Kaiako learning/reo journey. Implementation of daily Karakia tīmatanga, Karakia whakamutunga; Karakia kai, in class and Team Assemblies; reinstated School Assemblies to incorporate Karakia, National Anthem, and to welcome new students and whānau. Kaiako development of basic verbal commands and greetings. Engagement with local School and mana whenua reps to correct and develop localised School pepeha and introduce refreshed new 3 Values KAIRANGI, MANAAKITANGA, WHANAUNGATANGA; review of School wide expectations *Positive Culture for Learning* (PC4L) matrix to be more holistic, and ākonga Certificates; the 3 Values foregrounded in planning and teaching as well as increasing ngā kupu word banks for ākonga learning; building knowledge of whakataukī in weekly staff PLC/PLD sessions. The Principal completed Level 4 of *Te Ahu o te Reo Māori* (no longer MoE funded PLD). Celebration of te reo Māori language weeks/community assembly, and significance of Matariki with ākonga and whānau

Science, Social Science, Technology, Health Curriculum - Viscount Theme Google Site

- Refer to 2024 Strategic/Annual Plan and Principal's Reports to the Board. Former external Local Curriculum PLD provider development of Theme Studies Overview, came to an end. Principal to review current Google Site and create a new Student Inquiry Learning site to support Kaiako planning and teaching of student inquiry units, foregrounding local histories and ākonga cultural heritage (rich and relevant teaching and learning experiences)

Cultural Celebrations | Performing Arts

- Successful celebration of ākonga languages with Kaiako and community e.g., assemblies

Toi Ataata | Visual Arts

- Refer to 2024 Strategic/Annual Plan and Principal's Reports to the Board. 2023 appointed Art Teacher delivered Y1-8 art lessons. Key features were pacific heritage patterns/symbols, Kaiwhare, Matariki stars, sculpture and printing. Art Club during break times enjoyed by the ākonga

Health/PE and Sports

- Positive participation in Cluster sports. In-school leadership distribution to ensure PE/Sports coordinator role supported. Consider purposeful engagement in informal sports exchange with local Intermediate to support the School's Y7/8 students competitive skills with a wider range of senior cohorts. Review number of sports codes to engage. Review the delivery of in-school PE lessons. Consult with community in 2025 for Health/PE Curriculum review and development of Delivery Statement (approved by the Board)

HOW WE GIVE EFFECT TO TE TIRITI O WAITANGI

Number 1 School Policy, including feedback on Policy review each Term i.e., SchoolDocs Policies (available online via Viscount School website new in 2024)

Partnership

- Whaanau and Kaiako Kōrero Hui start of year (goal-setting) and midyear (progress) and end of year Reports (reviewed and updated to provide whānau with further Curriculum and attendance information); engagement with mana whenua reps to refresh and implement 3 new Values; stage 1 of new build review incorporated mana whenua feedback from previous hui to exemplify significance of local narratives/ngā manu; Board Member Representation; Board Hui protocol e.g., Karakia tiimatanga and whakamutunga; NELP, Ka Hikitia and Tau Mai te Reo in Strategic/Annual Implementation Plans

Protection

- Actively front and remove any racism or stigmatism that arises; reinforcing and foregrounding the School's 3 localised Values in the life of the School and in relationships with kaimahi, ākonga and parents/whānau; Staff te Ao Maaori and te reo Maaori PLD (Te Puna Reo) and culturally responsive teaching practice; Whaanau engagement with the life of the School e.g., events/activities/trips/in-class volunteers; PC4L learning-focussed relationship-based expectations

Participation

- Whaanau Kōrero hui with Kaiako, ākonga present due for review and redevelopment in 2025; review and development of Curriculum content for Kaiako Theme planning and teaching; engagement with mana whenua reps to correct and implement localised School Pepeha and new School Values

Summary statement for 2025 planning

- That the Board supports the 2024 internal review and development to improve ākonga engagement, progress and achievement through the 2025 Strategic Plan priorities/goals and Annual Implementation Plan (AIP)
- Increase fidelity effective literacy practice in reading/pānui with a strong underpinning of oral language/vocab/phonics development
- Continue development of critical thinking in literacy and mathematics/pāngarau teaching/learning, with strong oral language underpinning
- Implementation of the MoE funded PLD interventions in literacy reading (ALL Project if approved), Assessment for Learning (AfL); School funded mathematics | pāngarau *TLF Collaborative Cluster* initiative that aligns with the refreshed Mathematics and Statistics Curriculum, and development of effective Kaiako planning and flexible/inclusive assessment tasks
- Further develop foundation literacy learning and English acquisition for multi-lingual students (ESOL funded)
- Continue with in-school leadership development with targeted in-house and externally led PLD via Kaiako PLCs and mentoring/coaching sessions
- Continue engagement in NZC English and Mathematics/Statistics refresh PLD to inform culturally responsive teaching practice having positive impact on ākonga outcomes

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes. The Board completed its ERO Board Assurance Self-Audit documentation for ERO Evaluation Partner midyear 2024. Report published, BAS compliant
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes. It is recorded in our School Policies of SchoolDocs
How do you practise impartial selection of suitably qualified persons for appointment?	We follow our appointments policy and process, including referee and safety checks
How are you recognising, the aims and aspirations of Māori, the employment requirements of Māori, and greater involvement of Māori in the Education service?	Our appointment process is open to and supports applicants who identify as Māori and/or Māori heritage. Including the use of Te reo me ngā tikanga during interviews Staff are encouraged and supported to follow their aspirations in all areas of the School (includes application for annual Fixed Term Units). They have a voice in the direction of the School through positions of responsibility and consultation Māori and non-Māori staff support the growth and normalisation of Te Reo and Kaiako Māori
How have you enhanced the abilities of individual employees?	We have a comprehensive internal and externally delivered PLD programme for all staff
How are you recognising the employment requirements of women?	Females have access to relevant/similar opportunities as males (refer to relevant Collective Agreements)
How are you recognising the employment requirements of persons with disabilities?	The School supports any staff with disabilities or environmental needs. Currently this includes modified furniture and allowance for hearing and or vision

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

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

FINANCIAL STATEMENTS

Following the completion of the 2024 Annual Financials with Schooled (formerly CES), 'Audit NZ' will complete the Annual Audit in 2025: refer to Audit NZ documentation. NB The Board received an apology letter from the Office of the Auditor-General as they are late in completing the Audit Report even though the School provided the draft financial statements for audit on time, as well as all information and assistance requested. Once we receive the 2024 Audit this information will be added:

Statement of responsibility signed and dated

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

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the School over the financial year. It shows whether the School has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the School, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the School owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the School over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's Report signed and dated

This Report is prepared by the auditor of the School and must be included in the Annual Report. It provides an opinion to the readers of the Annual Report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the School.

KIWISPORT FUNDING STATEMENT

The KiwiSport funding does not form part of the financial statements. It should be shown as a separate statement within the Annual Report.

KiwiSport funding is a Government initiative that promotes sport and aims to increase opportunities for ākonga engagement in sports activities. The Ministry of Education (MoE) funding for 2024 to the School's Operation Grant was \$8161. Expenditure included sports equipment upgrade, sports team fees, and sports team transport to events. Various sports were offered throughout the year with high levels of participation.