

TAMAHERE MODEL COUNTRY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1976

Principal: Waveney Parker

School Address: 37 Devine Road, Tamahere

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School Email: reception@tamahere.school.nz

Accountant / Service Provider:

Education  **Services.**
Dedicated to your school

TAMAHERE MODEL COUNTRY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Tamahere Model Country School

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Owen Francis Tyrrell Culliney
Full Name of Presiding Member

Jean Mary Anne Parker
Full Name of Principal


Signature of Presiding Member


Signature of Principal

12-08-2025
Date:

12-08-2025
Date:

Tamahere Model Country School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,781,492	826,256	3,581,355
Locally Raised Funds	3	501,562	395,287	501,310
Interest		12,506	14,999	16,931
Total Revenue		4,295,560	1,236,542	4,099,596
Expense				
Locally Raised Funds	3	287,208	148,565	233,731
Learning Resources	4	2,973,457	526,210	2,827,388
Administration	5	302,500	274,190	310,248
Interest		1,576	-	1,308
Property	6	783,604	281,113	724,524
Other Expenses	7	2,692	-	-
Total Expense		4,351,037	1,230,078	4,097,199
Net Surplus / (Deficit) for the year		(55,477)	6,464	2,397
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(55,477)	6,464	2,397

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

Tamahere Model Country School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,654,078	1,608,568	1,608,568
Total comprehensive revenue and expense for the year		(55,477)	6,464	2,397
Contributions from the Ministry of Education - Contribution from MOE-ICT Devices		-	-	31,462
Contribution - Furniture and Equipment Grant		31,133	-	11,651
Equity at 31 December		1,629,734	1,615,032	1,654,078
Accumulated comprehensive revenue and expense		1,629,734	1,615,032	1,654,078
Equity at 31 December		1,629,734	1,615,032	1,654,078

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Tamahere Model Country School
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	217,958	448,440	302,271
Accounts Receivable	9	277,760	375,841	227,415
GST Receivable		22,247	-	24,805
Prepayments		20,243	3,777	5,561
Inventories	10	69,881	69,650	62,234
Funds Receivable for Capital Works Projects	17	52,413	-	44,094
		660,502	897,708	666,380
Current Liabilities				
GST Payable		-	22,220	-
Accounts Payable	12	308,942	350,638	276,069
Borrowings	13	7,574	10,098	10,098
Revenue Received in Advance	14	14,347	70,465	13,500
Provision for Cyclical Maintenance	15	40,297	9,731	13,219
Finance Lease Liability	16	8,053	9,066	9,728
		379,213	472,218	322,614
Working Capital Surplus/(Deficit)		281,289	425,490	343,766
Non-current Assets				
Property, Plant and Equipment	11	1,362,949	1,256,346	1,356,848
		1,362,949	1,256,346	1,356,848
Non-current Liabilities				
Borrowings	13	-	17,672	7,574
Provision for Cyclical Maintenance	15	10,061	40,514	26,466
Finance Lease Liability	16	4,443	8,618	12,496
		14,504	66,804	46,536
Net Assets		1,629,734	1,615,032	1,654,078
Equity		1,629,734	1,615,032	1,654,078

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

Tamahere Model Country School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		896,297	826,256	840,350
Locally Raised Funds		462,751	368,566	437,204
International Students		32,165	27,168	8,197
Goods and Services Tax (net)		2,558	-	(24,525)
Payments to Employees		(726,640)	(552,621)	(643,255)
Payments to Suppliers		(656,122)	(1,011,804)	(714,014)
Interest Paid		(1,576)	-	(1,308)
Interest Received		12,506	14,999	16,931
Net cash from/(to) Operating Activities		21,939	(327,436)	(80,420)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(114,030)	-	(68,571)
Net cash from/(to) Investing Activities		(114,030)	-	(68,571)
Cash flows from Financing Activities				
Furniture and Equipment Grant		31,133	-	11,651
Finance Lease Payments		(4,937)	-	(4,610)
Repayment of Loans		(10,099)	-	(10,098)
Funds Administered on Behalf of Other Parties		(8,319)	-	(321,557)
Net cash from/(to) Financing Activities		7,778	-	(324,614)
Net increase/(decrease) in cash and cash equivalents		(84,313)	(327,436)	(473,605)
Cash and cash equivalents at the beginning of the year	8	302,271	775,876	775,876
Cash and cash equivalents at the end of the year	8	217,958	448,440	302,271

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Tamahere Model Country School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	40 years
Furniture and Equipment	10 years
Information and Communication Technology	3 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

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

s) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	851,180	826,256	849,196
Teachers' Salaries Grants	2,410,237	-	2,257,509
Use of Land and Buildings Grants	482,949	-	436,431
Other Government Grants	37,126	-	38,219
	3,781,492	826,256	3,581,355

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	135,742	148,400	137,391
Fees for Extra Curricular Activities	173,153	20,924	154,540
Trading	43,287	46,000	40,462
Fundraising and Community Grants	2,168	2,900	1,610
Other Revenue	-	18,499	12,000
International Student Fees	17,818	27,168	25,747
Asc / Bsc	129,394	131,396	129,560
	501,562	395,287	501,310
Expense			
Extra Curricular Activities Costs	148,087	-	93,409
Trading	37,447	45,000	37,062
Fundraising and Community Grant Costs	1,453	-	5,010
Other Locally Raised Funds Expenditure	2,500	-	-
Asc / Bsc	94,042	103,565	98,250
International Student - Other Expenses	3,679	-	-
	287,208	148,565	233,731
Surplus for the year Locally Raised Funds	214,354	246,722	267,579

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	64,439	72,099	55,949
Employee Benefits - Salaries	2,758,017	310,049	2,640,634
Staff Development	20,778	27,800	19,637
Depreciation	107,930	77,003	89,194
Other Learning Resources	2,143	6,881	2,687
Information Communication Technology	20,150	32,378	19,287
	2,973,457	526,210	2,827,388

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	8,250	6,336	5,808
Board Fees and Expenses	7,482	10,350	9,890
Operating Leases	916	-	-
Other Administration Expenses	51,520	45,021	44,013
Employee Benefits - Salaries	220,047	184,890	229,575
Insurance	9,535	18,893	14,953
Service Providers, Contractors and Consultancy	4,750	8,700	6,009
	<u>302,500</u>	<u>274,190</u>	<u>310,248</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	69,346	70,607	69,726
Cyclical Maintenance	10,673	16,560	37,333
Heat, Light and Water	70,198	48,720	56,653
Rates	453	999	383
Repairs and Maintenance	60,538	68,307	30,879
Use of Land and Buildings	482,949	-	436,431
Employee Benefits - Salaries	66,788	54,182	66,912
Other Property Expenses	22,659	21,738	26,207
	<u>783,604</u>	<u>281,113</u>	<u>724,524</u>

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

7. Other Expenses

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loss on Uncollectable Accounts Receivable	2,692	-	-
	<u>2,692</u>	<u>-</u>	<u>-</u>

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	217,958	448,440	302,271
Cash and cash equivalents for Statement of Cash Flows	<u>217,958</u>	<u>448,440</u>	<u>302,271</u>

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

Of the \$217,958 Cash and Cash Equivalents, \$14,347 of Revenue Received in Advance is held by the school, as disclosed in note 14.

9. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	41,575	207,635	34,079
Receivables from the Ministry of Education	1,756	-	16,196
Teacher Salaries Grant Receivable	234,429	168,206	177,140
	<u>277,760</u>	<u>375,841</u>	<u>227,415</u>
Receivables from Exchange Transactions	41,575	207,635	50,275
Receivables from Non-Exchange Transactions	236,185	168,206	177,140
	<u>277,760</u>	<u>375,841</u>	<u>227,415</u>

10. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,110	1,024	1,166
Uniforms	68,771	68,626	61,068
	<u>69,881</u>	<u>69,650</u>	<u>62,234</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	162,385	-	-	-	-	162,385
Building Improvements	846,967	1,801	-	-	(28,767)	820,001
Furniture and Equipment	257,049	92,085	-	-	(50,203)	298,931
Information and Communication Technology	43,990	15,549	-	-	(15,500)	44,039
Leased Assets	20,496	-	-	-	(9,648)	10,848
Library Resources	25,961	4,596	-	-	(3,812)	26,745
	1,356,848	114,031	-	-	(107,930)	1,362,949

The net carrying value of equipment held under a finance lease is \$10,848 (2023: \$20,496)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	162,385	-	162,385	162,385	-	162,385
Building Improvements	1,151,555	(331,554)	820,001	1,149,754	(302,787)	846,967
Furniture and Equipment	951,845	(652,914)	298,931	859,761	(602,712)	257,049
Information and Communication Technology	302,313	(258,274)	44,039	286,764	(242,774)	43,990
Leased Assets	59,568	(48,720)	10,848	59,568	(39,072)	20,496
Library Resources	163,354	(136,609)	26,745	158,758	(132,797)	25,961
	2,791,020	(1,428,071)	1,362,949	2,676,990	(1,320,142)	1,356,848

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	54,744	164,764	67,864
Accruals	13,473	9,801	26,005
Banking Staffing Overuse	-	2,473	-
Employee Entitlements - Salaries	234,429	168,206	177,140
Employee Entitlements - Leave Accrual	6,296	5,394	5,060
	<u>308,942</u>	<u>350,638</u>	<u>276,069</u>
Payables for Exchange Transactions	308,942	350,638	276,069
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>308,942</u>	<u>350,638</u>	<u>276,069</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Loans due in one year	7,574	10,098	10,098
	<u>7,574</u>	<u>10,098</u>	<u>10,098</u>
Loans due after one year	-	17,672	7,574
	<u>-</u>	<u>17,672</u>	<u>7,574</u>

The school has borrowings at 31 December 2024 of \$7,574 (31 December 2023 \$17,672). This loan is an interest free Crown Loan under the Energy Efficiency and Conservation Authority (EECA) scheme to replace lighting in the school. The loan is payable in equal instalments of \$2,524.50 per quarter.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income Received in Advance	-	70,465	-
International Students Fees in Advance	14,347	-	13,500
	<u>14,347</u>	<u>70,465</u>	<u>13,500</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	39,685	33,685	33,685
Increase to the Provision During the Year	13,724	16,560	15,782
Use of the Provision During the Year	-	-	(36,033)
Other Adjustments	(3,051)	-	26,251
Provision at the End of the Year	50,358	50,245	39,685
Cyclical Maintenance - Current	40,297	9,731	13,219
Cyclical Maintenance - Non current	10,061	40,514	26,466
	50,358	50,245	39,685

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan prepared by a Ministry Engaged Consultant.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	8,813	9,066	11,304
Later than One Year and no Later than Five Years	4,677	8,618	13,490
Future Finance Charges	(994)	-	(2,570)
	12,496	17,684	22,224
Represented by			
Finance lease liability - Current	8,053	9,066	9,728
Finance lease liability - Non current	4,443	8,618	12,496
	12,496	17,684	22,224

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8, and includes retentions on the projects, if applicable.

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
MoE 5YA - Interior Upgrade		223440	(44,094)	-	(8,319)	-	(52,413)
Totals			(44,094)	-	(8,319)	-	(52,413)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(52,413)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Paving and Decking Replacement			(812)	-	-	812	-
Consultancy			28,894	-	-	(28,894)	-
MoE 5YA - Interior Upgrade		223440	249,381	229,861	(523,336)	-	(44,094)
Totals			277,463	229,861	(523,336)	(28,082)	(44,094)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(44,094)

18. 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 conditions 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.

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,495	3,735
<i>Leadership Team</i>		
Remuneration	412,673	416,300
Full-time equivalent members	2.96	3.00
Total key management personnel remuneration	416,168	420,035

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (4 members) committees that met 4 and 5 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	3.00
110 - 120	4.00	5.00
120 - 130	2.00	0.00
130 - 140	1.00	1.00
	12.00	9.00

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



20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2024 (Capital commitments at 31 December 2023: \$62,703).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	217,958	448,440	302,271
Receivables	277,760	375,841	227,415
Investments - Term Deposits	-	-	-
Total financial assets measured at amortised cost	495,718	824,281	529,686

Financial liabilities measured at amortised cost

Payables	308,942	350,638	276,069
Borrowings - Loans	7,574	27,770	17,672
Finance Leases	12,496	17,684	22,224
Total financial liabilities measured at amortised cost	329,012	396,092	315,965

24. Events After Balance Date

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

25. 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 TAMAHERE MODEL COUNTRY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Tamahere Model Country School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 August 2025. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Evaluation of the school's students' progress and achievement, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, 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.



Liyan Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Tamahere Model Country School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Owen Culliney	Presiding Member	Elected	Sep 2025
Waveney Parker	Principal	ex Officio	
Buddy Annals	Parent Representative	Elected	Sep 2025
Fraser Hodgson	Parent Representative	Elected	Sep 2025
Liz Donovan	Parent Representative	Elected	Nov 2026
Jim Mercer	Parent Representative	Elected	Nov 2026
Hilary van de Molen	Parent Representative	Elected	Sep 2025
Matt Martyn	Parent Representative	Elected	Nov 2026
Annette Howard	Staff Representative	Elected	Apr 2024
Natalie Toohey	Staff Representative	Elected	Sep 2025

Tamahere Model Country School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$6,219 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Tamahere Model Country School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

2024 Analysis of Variance						
<u>School Name:</u>	Tamahere Model Country School	<u>School Number:</u> 1976				
<u>Strategic Aim:</u>	Strategic goal: To build student capability, achievement, resilience and cultural connectedness. <i>Kia maia, kia manaaki, kia kotahi.</i>					
<u>Annual Aim:</u>	Priority Areas for Improving Student Achievement <ul style="list-style-type: none">To raise overall achievement in Literacy and Numeracy and all learning areas at Tamahere Model Country School.To build staff capability and sustainability through living our Vision.Supporting students and teachers to make 'good' learning possible.To build and grow our vision and nurture a healthy school culture.To build student capability, achievement, resilience and collaboration & cultural responsibility. Kia maia, kia manaaki, kia kotahi.					
<u>Target:</u>	Target for improving student achievement <p>Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.</p> <table><tr><th>Reading 2024</th><th>2023</th></tr><tr><td>2024 Year 1- 29% (17/58) students in this cohort who are Below or Well Below. Year 2- 7% (7/62) students in this cohort who are Below or Well Below. Year 3- 5% (3/59) students in this cohort who are Below or Well Below. Year 4- 8% (6/67) students in this cohort who are Below or Well Below. Year 5- 4% (3/71) students in this cohort who are Below or Well Below. Year 6- 8% (5/62) students in this cohort who are Below or Well Below.</td><td>2023 Year 1- 26% (16/62) students in this cohort who are Below or Well Below. Year 2- 8% (4/55) students in this cohort who are Below or Well Below. Year 3- 10% (7/69) students in this cohort who are Below or Well Below. Year 4- 2% (2/72) students in this cohort who are Below or Well Below. Year 5- 10% (6/62) students in this cohort who are Below or Well Below. Year 6- 0% (0/58) students in this cohort who are Below or Well Below.</td></tr></table>		Reading 2024	2023	2024 Year 1- 29% (17/58) students in this cohort who are Below or Well Below. Year 2- 7% (7/62) students in this cohort who are Below or Well Below. Year 3- 5% (3/59) students in this cohort who are Below or Well Below. Year 4- 8% (6/67) students in this cohort who are Below or Well Below. Year 5- 4% (3/71) students in this cohort who are Below or Well Below. Year 6- 8% (5/62) students in this cohort who are Below or Well Below.	2023 Year 1- 26% (16/62) students in this cohort who are Below or Well Below. Year 2- 8% (4/55) students in this cohort who are Below or Well Below. Year 3- 10% (7/69) students in this cohort who are Below or Well Below. Year 4- 2% (2/72) students in this cohort who are Below or Well Below. Year 5- 10% (6/62) students in this cohort who are Below or Well Below. Year 6- 0% (0/58) students in this cohort who are Below or Well Below.
Reading 2024	2023					
2024 Year 1- 29% (17/58) students in this cohort who are Below or Well Below. Year 2- 7% (7/62) students in this cohort who are Below or Well Below. Year 3- 5% (3/59) students in this cohort who are Below or Well Below. Year 4- 8% (6/67) students in this cohort who are Below or Well Below. Year 5- 4% (3/71) students in this cohort who are Below or Well Below. Year 6- 8% (5/62) students in this cohort who are Below or Well Below.	2023 Year 1- 26% (16/62) students in this cohort who are Below or Well Below. Year 2- 8% (4/55) students in this cohort who are Below or Well Below. Year 3- 10% (7/69) students in this cohort who are Below or Well Below. Year 4- 2% (2/72) students in this cohort who are Below or Well Below. Year 5- 10% (6/62) students in this cohort who are Below or Well Below. Year 6- 0% (0/58) students in this cohort who are Below or Well Below.					

In total including 12 Maaori students, there are 21 target students in READING.		In total including 10 Maaori students, there are 35 target students in READING.		
Reading Progress Results of Target Learners from Term 4 2023 - Term 4 2024				
Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
2	1	1	7	8/9 89%
3	2	3	2	3/7 43%
4	4	0	4	4/8 50%
5	1	2	1	3/4 75%
6	3	0	3	3/6 50%
Reading Maaori Target 2024				
2024 <u>Year One- 3</u> <u>Year Two- 1</u> <u>Year Three- 1</u> <u>Year Four- 4</u> <u>Year Five- 1</u> <u>Year Six- 2</u> There are 12 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.		2023 <u>Year One- 3</u> <u>Year Two- 1</u> <u>Year Three- 4</u> <u>Year Four- 0</u> <u>Year Five- 2</u> <u>Year Six- 0</u> There are 10 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.		

Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Māori	2	1	7	8/10 80%

Gender Target Reading Results:

Note: Important to note, Gender data here is not representative of all children on the target list from 2022 to 2023 as this information was not collected last year, therefore, this data is reflective of end 2023 data only. Next year we should be able to show more of a trend picture in this space. Also, with the 2022 end of year data not present, we are unable to show the true accelerated progress from those learners who are no longer targets as that data is not present. Going forward we will have this information. **This table is reflective of 2024 Term 4 end of year data.**

Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Male	4	4	6	10/14 71%
Female	7	2	8	10/17 59%

Writing Target 2024

Target for improving student achievement

Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.

2024	2023
Year 1- 9% (5/58) students in this cohort who are Below or Well Below.	Year 1- 8% (5/62) students in this cohort who are Below or Well Below.
Year 2- 6% (4/67) students in this cohort who are Below or Well Below.	Year 2- 9% (5/55) students in this cohort who are Below or Well Below.
Year 3- 37% (22/60) students in this cohort who are Below or Well Below.	Year 3- 26% (18/69) students in this cohort who are Below or Well Below.
Year 4 – 25% (17/67) students in this cohort who are Below	Year 4 – 22% (16/72) students in this cohort who are Below

or Well Below. <u>Year 5</u> – 44% (33/75) students in this cohort who are Below or Well Below. <u>Year 6</u> - 29% (18/63) students in this cohort who are Below or Well Below. In total, including 17 Maaori students, there are 89 target students in WRITING.	or Well Below. <u>Year 5</u> – 48% (30/62) students in this cohort who are Below or Well Below. <u>Year 6</u> - 24% (15/58) students in this cohort who are Below or Well Below. In total, including 17 Maaori students, there are 89 target students in WRITING.
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Writing Progress Results of Target Learners from Term 4 2023 - Term 4 2024				
Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	2	2	0	2/4 50%
3	2	16	1	17/19 89%
4	11	4	0	4/15 27%
5	5	19	5	24/39 61%
6	12	4	1	5/17 29%

Writing Maaori Target

<u>2024</u> There are 14 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals. <u>Year One- 2</u> <u>Year Two- 2</u> <u>Year Three- 2</u>	<u>2023</u> There are 17 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals. <u>Year One- 2</u> <u>Year Two- 1</u> <u>Year Three- 5</u>
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<u>Year Four- 5</u> <u>Year Five- 1</u> <u>Year Six- 2</u>		<u>Year Four- 1</u> <u>Year Five- 4</u> <u>Year Six- 4</u>		
Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Māori	6	5	1	6/12 50%
Gender Target Writing Results: This table is reflective of 2024 Term 4 end of year data.				
Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	12	10	2	12/24 50%
Male	20	35	5	40/60 67%
Math 2024 Target for improving student achievement Our overarching target is to move all children on the target list more than ½ a curriculum level in one year, or to AT by the end of the year.				
2024 <u>Year 1- 43%(25/58)</u> students in this cohort who are Below or Well Below. <u>Year 2- 23% (16/67)</u> students in this cohort who are Below or Well Below. <u>Year 3- 17% (10/60)</u> students in this cohort who are Below		2023 <u>Year 1- 35% (22/62)</u> students in this cohort who are Below or Well Below. <u>Year 2- 9% (5/55)</u> students in this cohort who are Below or Well Below. <u>Year 3- 24% (17/69)</u> students in this cohort who are Below		

or Well Below. <u>Year 4</u> – 25% (17/67) students in this cohort who are Below or Well Below. <u>Year 5</u> – 19% (14/75) students in this cohort who are Below or Well Below. <u>Year 6</u> – 22% (14/63) students in this cohort who are Below or Well Below. In total, including 23 Maaori students, there are 96 target students in MATHS.	or Well Below. <u>Year 4</u> – 24% (17/72) students in this cohort who are Below or Well Below. <u>Year 5</u> – 24% (15/62) students in this cohort who are Below or Well Below. <u>Year 6</u> – 16% (9/58) students in this cohort who are Below or Well Below. In total, including 15 Maaori students, there are 85 target students in MATHS.
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Math Progress Results from Term 4 2023 - Term 4 2024				
Year	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected/accelerated Progress
2	7	10	0	10/17 59%
3	4	3	0	3/7 43%
4	3	15	0	15/18 83%
5	4	8	0	8/12 67%
6	2	11	0	11/13 85%

Math Maaori Target	
2024 There are 21 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.	2023 There are 15 students we are targeting who are Maaori. The target for these students is the same as the target for all students. These students are included in the main totals.

<u>Year One- 6</u> <u>Year Two- 3</u> <u>Year Three- 1</u> <u>Year Four- 7</u> <u>Year Five- 2</u> <u>Year Six- 2</u>		<u>Year One- 4</u> <u>Year Two- 1</u> <u>Year Three- 7</u> <u>Year Four- 0</u> <u>Year Five- 2</u> <u>Year Six- 1</u>		
Gender Target Math Results: This table is reflective of 2024 Term 4 end of year data.				
Ethnicity	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Maaori	9	11	0	11/20 55%
Gender	Insufficient Progress Less than 1 year progress	Expected Progress 1 year progress (½ Curriculum Level)	Accelerated Progress More than 1 year progress	Total of expected / accelerated Progress
Female	20	28	0	28/48 58%
Male	15	19	0	19/34 56%
<u>Baseline Data:</u> This was derived from the end of 2023 and end of 2024 data. The data came from the end-of-year reports as well as testing and observations from the start of 2024.				

Actions <u>What did we do?</u>	Outcomes <u>What happened?</u>	Reasons for the variance <u>Why did it happen?</u>	Evaluation <u>Where to next?</u>	Actions for 2025 <u>What are we going to do?</u>
<ul style="list-style-type: none"> Shared the responsibility for supporting students at risk with the wider team. Teaching, using best practice models and programmes to raise student achievement. Sharing & support across staff and across Syndicates. Teachers sharing ideas and resources at syndicate and full staff meetings. Analysis of data and professional discussions, full staff meetings & syndicates discussions. Parents were made aware of any students who were on the target list to enable them to also provide extra support. Programmes were focused on individual learning and achievements of children and provided specific feedback and forward for 	<p>Target: Move students on the target list by more than ½ a curriculum level in one year or to AT by the end of the year.</p> <p>Reading Achievement</p> <p>2024 Reading Data: Year 1: 29% Below/Well Below (up 3% from 2023). Year 2–6 show slight changes, with fewer students below in Years 3 and 5 compared to 2023.</p> <p>Total target students: 21 (including 12 Maaori students), a reduction from 35 in 2023.</p> <p>Progress (Term 4 2023–Term 4 2024):</p> <p>70% of target learners achieved <i>expected or accelerated progress</i>. Maaori learners: 80% achieved <i>expected or accelerated progress</i>. Boys achieved slightly better than girls, with 71% achieving</p>	<ul style="list-style-type: none"> 2024 has been a year of solid learning with few interruptions. Funding support for special needs & abilities student opportunities has made a positive difference. Teaching, using best practice models and programmes to raise student achievement. Teacher modelling utilised. Specific monitoring of special needs and abilities. Small group sessions daily for target students. Ongoing teacher robust PLD, collaborative practices, deliberate acts of teaching analysed and measured against success has contributed to the pleasing results. 	<p>Areas to Target 2025:</p> <p>For 2025 we have already identified the students that will need the most support to shift their achievement. These students' names and areas of need will be shared with the whole school staff to allow for a pastoral model where all teachers work together to accelerate learning.</p> <p>Key Targets and Observations 2025:</p> <p>Reading 2024 Progress Results:</p> <p>Target learners achieving expected or accelerated progress: Overall: 61%. Maaori learners: 80%. Gender disparity: Males (71%) females (59%).</p> <p>2025 Focus</p> <p>Strengthen interventions for Years 3, 4, and 6 where progress was weaker in</p>	<p>The following actions aim to lift achievement through targeted support, consistent expectations, and evidence-based context specific teaching practices, enabling all ākonga have equal access to learning.</p> <p>Living our Vision</p> <p>High and consistent expectations in learning and behaviour</p> <p>Actively continue PB4L strategies</p> <p>Extend Vision & PB4L initiatives into community - trips, sporting & ASC</p> <p>Signage to reinforce our Vision</p> <p>Encouraging intrinsic motivation</p> <p>Science of Learning</p> <p>Aakonga develop understanding around the Science of Learning</p>

<p>both teacher and student.</p> <ul style="list-style-type: none"> Assessment of students using a range of assessment tools both standardised and teacher made. A focus on basic knowledge acquisition, e.g. maths basic facts, letter, word knowledge, etc. Deliberate and structured teaching aligned to needs and progressions of learners Teacher modelling is an essential component of this programme. Children are made aware of and are involved in the co-construction of learning intentions and success criteria. Analysis of data and professional discussions in staff meetings. Level awareness and next steps learning is a key component. Open discussions and moderation to support all and keep consistency. 	<p><i>expected/accelerated progress</i> compared to 59% of girls.</p> <p><u>Writing Achievement</u></p> <p>2024 Writing Data:</p> <p>Year 1–6: Cohorts with the highest challenges are Years 3 (37% Below/Well Below) and 5 (44% Below/Well Below). Total target students: 89 (including 14 Maaori students), consistent with 2023.</p> <p>Progress (Term 4 2023–Term 4 2024):</p> <p>Only 47% of target learners achieved <i>expected or accelerated progress</i>. Maaori learners: 50% achieved <i>expected or accelerated progress</i>. Boys showed better progress (67%) than girls (50%).</p> <p><u>Mathematics Achievement</u></p> <p>2024 Math Data:</p> <p>Year 1 cohort showed the greatest challenge with 43% Below/Well Below. Total target students: 96 (including 20 Maaori students), up from</p>		<p>2024.</p> <p>Improve support for females in reading.</p> <p><u>Writing 2024 Progress Results</u></p> <p>Target learners achieving expected or accelerated progress:</p> <p>Overall: 48%. Maaori learners: 50%. Gender disparity: Males (67%) females (50%).</p> <p>2025 Focus:</p> <p>Address low writing achievement in Years 4 and 6, where progress was below target. Support female learners, who showed lower progress rates compared to males.</p> <p><u>Mathematics 2024 Progress Results:</u></p> <p>Target learners achieving expected or accelerated progress:</p> <p>Overall: 64%. Maaori learners: 55%. Gender disparity: Comparable progress rates</p>	<p>Student well-being</p> <p>Mindfulness practices developed to support students</p> <p>Continue to develop culturally responsive practices</p> <p>Tiriti of Waitangi celebrated and incorporated in class treaties</p> <p>Classroom environments and routines enhance student learning and wellbeing</p> <p>Increase the confidence, knowledge and skills of aakonga in Mathematics</p> <p>Active participation in an hour a day of maths</p> <p>The sequence of teaching is structured and systematic in line with NZC</p> <p>Self-efficacy</p> <p>Students are taught and build assessment capability (self/peer assess, give and receive feedback)</p> <p>Living our Vision</p>
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	<p>85 in 2023.</p> <p>Progress (Term 4 2023–Term 4 2024): 65% of target learners achieved <i>expected or accelerated progress</i>. Māori learners: 55% achieved <i>expected or accelerated progress</i>. Boys and girls performed similarly, with 56–58% achieving <i>expected/accelerated progress</i>.</p>		<p>for males (56%) and females (58%).</p> <p>2025 Focus: Address insufficient progress among Year 2 Māori learners and target low-performing cohorts (Year 3). Strengthen interventions for Years 2 and 3 to improve overall progress rates.</p> <p>Areas for Targeted Support:</p> <p>Māori Learners Reading: Strong progress in 2024 (80% achieving expected or accelerated progress), but focus on continued support for Year 4 learners. Writing: Only 50% achieved expected or accelerated progress. Mathematics: Improve progress rates, particularly in Years 2 and 3.</p> <p>2025 Focus:</p>	<p>Interventions and acceleration for at-risk ākonga Learning in achievable manageable chunks. Ākonga have more time and increased opportunities for support e.g. ALIM and ALL Become familiar with Prime Maths resources Across school, leaders and senior leadership work with small groups to accelerate achievement. In school leaders to build teacher knowledge and strengthen teacher practice through modelling and observations.</p> <p>Increase the confidence, knowledge and skills of ākonga in Reading and Writing and oral Language Active participation in an hour a day of Reading and Writing The sequence of teaching is structured and systematic in line with NZC</p>
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			<p>Maori students feel capable and confident as Māori.</p> <p>Identify target learners and track their progress using syndicate and whole-school strategies to accelerate learning.</p> <p>Differentiate teaching focus to meet the learning needs for all students.</p> <p>Embed Māori histories, values, and narratives into learning areas to create a safe and connected learning environment.</p> <p>Implement the Te Reo Māori Plan with 30-minute weekly lessons, kapa haka participation, and extension classes.</p> <p>Consult with whānau to understand and respond to Māori learners' needs.</p> <p>Strengthen connections with Ngāti Hauā, including regular</p>	<p>Become familiar with Structured Literacy resources</p>
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			<p>marae visits, local stories, and tikanga practices.</p> <p>Create spaces for Māori students to lead and have their voices heard.</p> <p>Gender Disparities Writing: Female learners are significantly underperforming males. Address the slower progress of female learners'. Maths focus on consistent support for both genders.</p>	
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2024 TMCS Performance Data

This report supports the end-of-year target and Analysis of Variance report that is due March 2025, which outlines the results of our targeted learners for 2024, the actions taken and the plans for 2025.

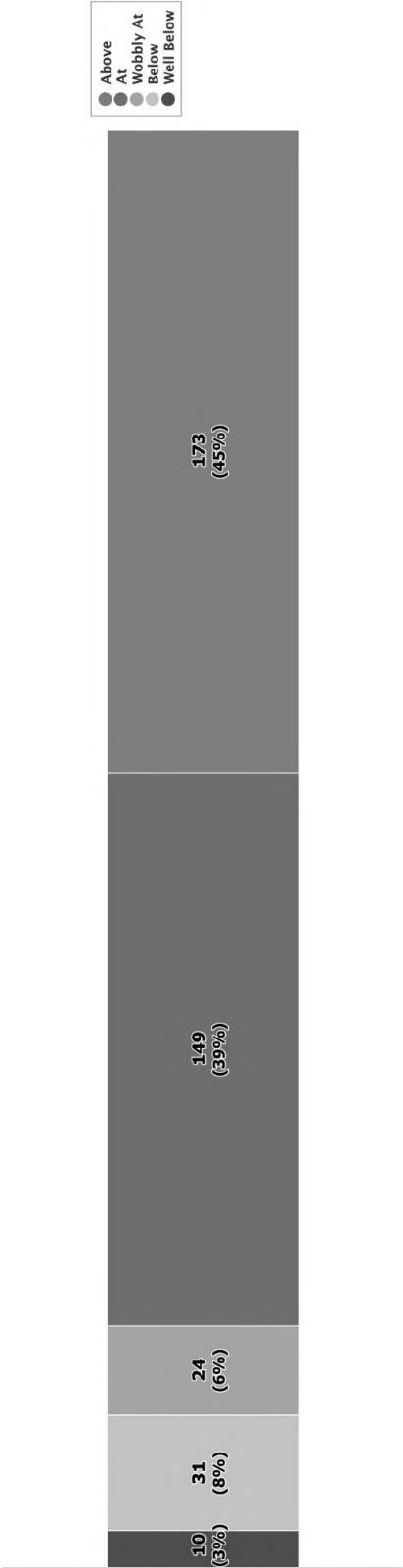
Since the beginning of 2018, National Standards reporting has been abolished. This has removed the requirement to report to the Ministry of Education against the National Standards for the end of 12, 24 and 36 months as well as the end of Years 4, 5 and 6. However, we have still chosen to report to our families and the Board using what we call the *curriculum standards*. At Tamahere Model Country School, our END OF YEAR expectations are:

Year Zero	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Reading Level 1-9 Writing Level 1B Maths Beginning Level One	Reading Level 12-14 Writing 1P Maths Early Level One	Reading Level 17-18 Writing 1A Maths At Level One	Reading Level 21-22 Writing 2B Maths Early Level Two	Reading Level 25: 9.0-9.5 years Writing 2A Maths At Level Two	Reading Level 27: 10-10.5 years Writing 3B Maths Early Level Three	Reading Level 29: 11-11.5 years Writing 3A Maths At Level Three

Reading Year One-Six These results exclude Year Zeros

Reading - Tm4 - 2024 - 100% Bar Chart

Filtered By: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6

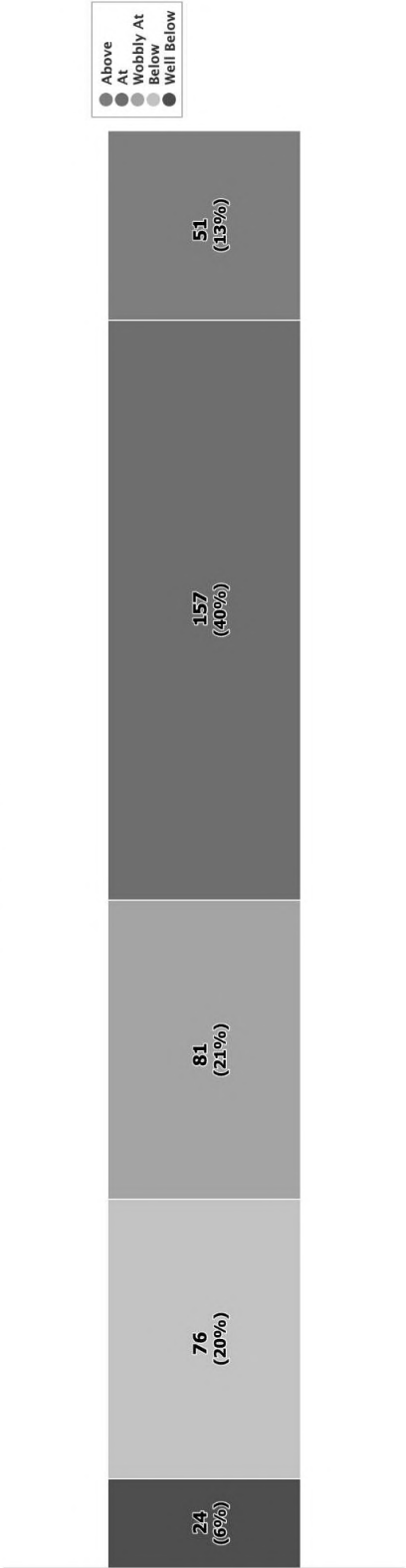


- 2024
 - Reading results show that for all year levels, 90% of our students are AT or ABOVE (including WOBBLY ATS).
- 2023
 - Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).
- 2022
 - Reading results show that for all year levels, 91% of our students are AT or ABOVE (including WOBBLY ATS).
- 2021
 - Reading results show that for all year levels, 85% of our students are AT or ABOVE (including WOBBLY ATS).
- 2020
 - Reading results show that for all year levels, 92% of our students are AT or ABOVE (including WOBBLY ATS).

Writing Year One-Six These results exclude Year Zeros

Writing - Tm4 - 2024 - 100% Bar Chart

Filtered By: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6



2024

• Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

• Writing results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

• Writing results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2021

• Writing results show that for all year levels, 78% of our students are AT or ABOVE (including WOBBLY ATS).

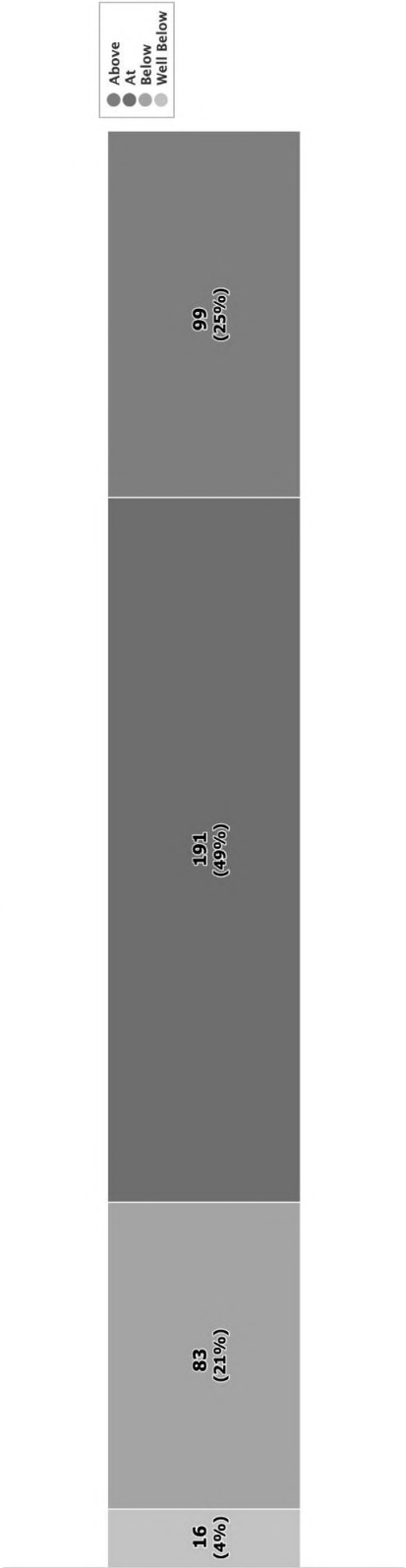
2020

• Writing results show that for all year levels, 77% of our students are AT or ABOVE (including WOBBLY ATS). This is down from 2019 and an area we will need to invest more support in for 2022. Potentially this is an area of learning that COVID 19 may have had an impact on.

Maths Year One-Six These results exclude Year Zeros

Maths - Tm4 - 2024 - 100% Bar Chart

Filtered By: Year 1, Year 2, Year 3, Year 4, Year 5, Year 6



2024

Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2023

Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2022

Maths results show that for all year levels, 79% of our students are AT or ABOVE (including WOBBLY ATS).

2021

Maths results show that for all year levels, 74% of our students are AT or ABOVE (including WOBBLY ATS).

2020

Maths results show that for all year levels, 82% of our students are AT or ABOVE (including WOBBLY ATS).

Reading Writing and Maths Comparison 2023-2024

Year One

<u>2024</u> <u>Reading- 71%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 91%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 57%</u> of students AT or ABOVE (including WOBBLY ATS).	
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Year Two - Cohort Comparison

<u>2024 - Year Two</u> <u>Reading- 93%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 94%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 74%</u> of students AT or ABOVE (including WOBBLY ATS).	<u>2023 - Year One</u> <u>Reading- 74%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 92%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 65%</u> of students AT or ABOVE (including WOBBLY ATS).
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Year Three - Cohort Comparison

<u>2024 Year Three</u> <u>Reading- 93%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 65%</u> of students AT or ABOVE (including WOBBLY ATS). At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B. <u>Maths- 83%</u> of students AT or ABOVE (including WOBBLY ATS).	<u>2023 - Year Two</u> <u>Reading- 93%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 89%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 91%</u> of students AT or ABOVE (including WOBBLY ATS).
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Year Four - Cohort Comparison

<u>2024 Year Four</u> <u>Reading- 91%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 74%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 71%</u> of students AT or ABOVE (including WOBBLY ATS).	<u>2023 Year three</u> <u>Reading- 90%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 75%</u> of students AT or ABOVE (including WOBBLY ATS). At Year Three, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 2B. <u>Maths- 76%</u> of students AT or ABOVE (including WOBBLY ATS).
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Year Five - Cohort Comparison

<u>2024 Year Five</u> <u>Reading- 94%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 54%</u> of students AT or ABOVE (including WOBBLY ATS). Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B. <u>Maths- 82%</u> of students AT or ABOVE (including WOBBLY ATS).	<u>2023 Year Four</u> <u>Reading- 97%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 77%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 76%</u> of students AT or ABOVE (including WOBBLY ATS).
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Year Six - Cohort Comparison

<u>2024 Year Six</u> <u>Reading- 90%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 61%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Maths- 78%</u> of students AT or ABOVE (including WOBBLY ATS).	<u>2023 Year Five</u> <u>Reading- 92%</u> of students AT or ABOVE (including WOBBLY ATS). <u>Writing- 52%</u> of students AT or ABOVE (including WOBBLY ATS). Year Five, there is no allowance for students to be 'wobbly at' due to there only being one phase of Writing to achieve, i.e., 3B. <u>Maths- 78%</u> of students AT or ABOVE (including WOBBLY ATS).
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Maaori Results

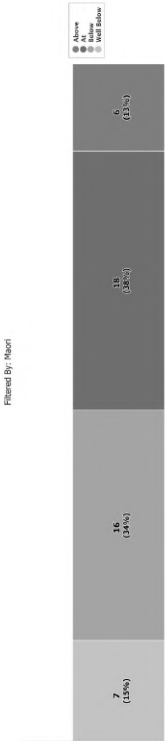
Reading - Tm4 - 2024 - 100% Bar Chart



Writing - Tm4 - 2024 - 100% Bar Chart



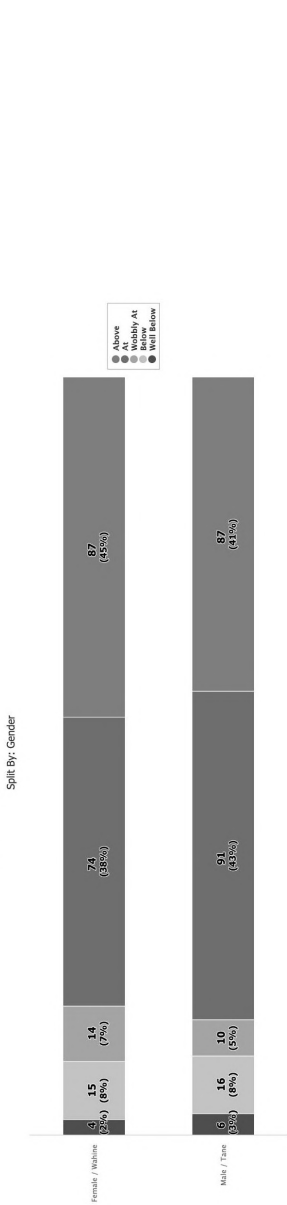
Maths - Tm4 - 2024 - 100% Bar Chart



<u>2024:</u> <u>Reading:</u> 73% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 68% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 51% of students AT or ABOVE (including WOBBLY ATS).	<u>2023:</u> <u>Reading:</u> 77% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 63% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 63% of students AT or ABOVE (including WOBBLY ATS).
<u>2022:</u> <u>Reading:</u> 81% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 66% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 74% of students AT or ABOVE (including WOBBLY ATS).	<u>2021:</u> <u>Reading:</u> 63% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 70% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 52% of students AT or ABOVE (including WOBBLY ATS).
	<u>2020:</u> <u>Reading:</u> 82% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 68% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 52% of students AT or ABOVE (including WOBBLY ATS).

Gender Results

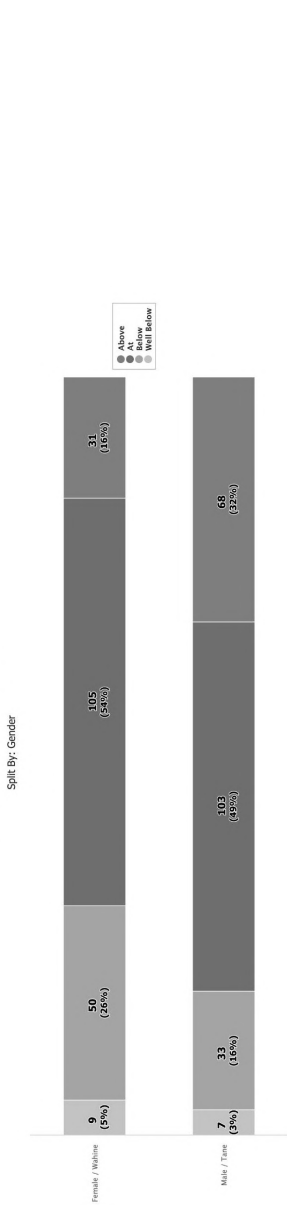
Reading - Tm4 - 2024 - 100% Bar Chart



Writing - Tm4 - 2024 - 100% Bar Chart



Maths - Tm4 - 2024 - 100% Bar Chart



<u>2024 Boys:</u> <u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 65% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 81% of students AT or ABOVE (including WOBBLY ATS).	<u>2024 Girls:</u> <u>Reading:</u> 90% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 86% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 70% of students AT or ABOVE (including WOBBLY ATS).	<u>2023 Boys:</u> <u>Reading:</u> 91% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 70% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 81% of students AT or ABOVE (including WOBBLY ATS).	<u>2023 Girls:</u> <u>Reading:</u> 93% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 87% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 78% of students AT or ABOVE (including WOBBLY ATS).	<u>2022 Boys:</u> <u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 64% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 83% of students AT or ABOVE (including WOBBLY ATS).	<u>2022 Girls:</u> <u>Reading:</u> 94% of students AT or ABOVE (including WOBBLY ATS). <u>Writing:</u> 85% of students AT or ABOVE (including WOBBLY ATS). <u>Maths:</u> 82% of students AT or ABOVE (including WOBBLY ATS).
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Ethnicity Results

Reading - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

	T1	Well Below	Below	Wobbly At	At	Above
Asian	1 (2%)		1 (2%)	4 (9%)	20 (43%)	21 (45%)
Maori	5 (11%)		8 (17%)	2 (4%)	20 (43%)	12 (26%)
MELAA	1 (3%)		0 (0%)	0 (0%)	8 (97%)	3 (25%)
NZ European/Pakeha/ Other European	3 (7%)		21 (9%)	17 (6%)	115 (40%)	135 (46%)
Other	0 (0%)		0 (0%)	0 (0%)	1 (100%)	0 (0%)
Pacific Peoples	0 (0%)		1 (17%)	1 (17%)	1 (37%)	3 (50%)

Writing - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

	T1	Well Below	Below	Wobbly At	At	Above
Asian	3 (15%)	7 (15%)	12 (25%)	19 (40%)	9 (17%)	
Maori	0 (0%)	7 (15%)	0 (0%)	20 (43%)	3 (6%)	
MELAA	1 (3%)	3 (25%)	1 (8%)	5 (42%)	2 (17%)	
NZ European/Pakeha/ Other European	15 (29%)	57 (19%)	57 (19%)	128 (44%)	37 (13%)	
Other	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	
Pacific Peoples	0 (0%)	0 (0%)	2 (33%)	3 (50%)	1 (17%)	

Maths - Tm4 - 2024 - Student Counts & Percentages

Split By: Ethnicity

	T1	Well Below	T1	Below	T1	At	T1	Above	T1
Asian		0 (0%)		2 (4%)		25 (52%)		21 (44%)	
Maori		7 (13%)		16 (34%)		10 (38%)		6 (13%)	
MELAA		0 (0%)		2 (17%)		8 (67%)		2 (17%)	
NZ European/Pakeha/Other European		9 (3%)		61 (21%)		154 (53%)		69 (24%)	
Other		0 (0%)		0 (0%)		0 (0%)		1 (100%)	
Pacific Peoples		0 (0%)		2 (13%)		3 (50%)		1 (17%)	

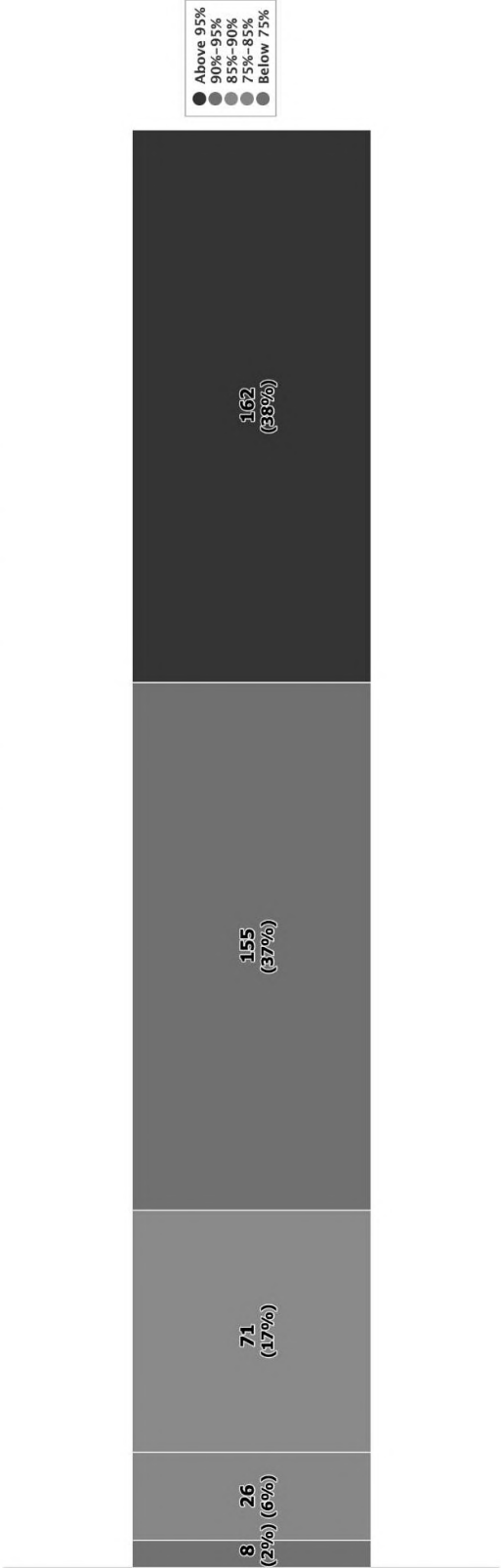
<p><u>2024 Asian</u></p> <p><u>Reading:</u> 97% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 82% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 96% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Maaori:</u></p> <p><u>Reading:</u> 73% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 68% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 51% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 MELAA</u></p> <p><u>Reading:</u> 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 84% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 NZ European/Pakeha</u></p> <p><u>Reading:</u> 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 76% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 77% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Other</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 0% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2024 Pacific Peoples</u></p> <p><u>Reading:</u> 84% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 67% of students AT or ABOVE (including WOBBLY ATS).</p>
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<p><u>2023 Asian</u></p> <p><u>Reading:</u> 94% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 85% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Maaori:</u></p> <p><u>Reading:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 62% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 70% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 MELAA</u></p> <p><u>Reading:</u> 89% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 NZ European/Pakeha</u></p> <p><u>Reading:</u> 93% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 79% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 80% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Other</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2023 Pacific Peoples</u></p> <p><u>Reading:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Writing:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p><u>Maths:</u> 100% of students AT or ABOVE (including WOBBLY ATS).</p>
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<p><u>2022 Asian</u></p> <p>Reading: 98% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 86% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 95% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Maaori:</u></p> <p>Reading: 74% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 66% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 63% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 MELAA</u></p> <p>Reading: 92% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 75% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 75% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 NZ European/Pakeha</u></p> <p>Reading: 91% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 80% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 78% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Other</u></p> <p>Reading: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 100% of students AT or ABOVE (including WOBBLY ATS).</p>	<p><u>2022 Pacific Peoples</u></p> <p>Reading: 100% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Writing: 67% of students AT or ABOVE (including WOBBLY ATS).</p> <p>Maths: 100% of students AT or ABOVE (including WOBBLY ATS).</p>
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Attendance

Attendance Data (5 Point Scale) Year To Date - 2024 - 100% Bar Chart



2024	2023	2022
<ul style="list-style-type: none">38% are above 95% attendance (less than a week of term)37% are at 90-95% attendance (a week a term)17% are at 85 - 90% attendance (a week and a half)6% are at 75- 85% attendance (two and a half weeks a term)2% are at below 75% attendance (more than two and a half weeks)	<ul style="list-style-type: none">30% are above 95% attendance (less than a week of term)36% are at 90-95% attendance (less than a week of term)23% are at 85 - 90% attendance (a week and a half)10% are at 75- 85% attendance (two and a half weeks a term)1% are at below 75% attendance (more than two and a half weeks)	<ul style="list-style-type: none">30% are above 95% attendance (less than a week of term)39% are at 90-95% attendance (less than a week of term)19% are at 85 - 90% attendance (a week and a half)3% are at 75- 85% attendance (two and a half weeks a term)

General Statements:

2024 Overall Results for Reading, Writing, and Maths

For all year levels, the percentage of students Above, At or Wobbly At are:

Reading - 90% 2024 including Year Zeros (91% 2023, 91% 2022, 85% 2021, 92% 2020)

Writing - 74% 2024 including Year Zeros (79% 2023, 74% 2022, 78% 2021, 77% 2020)

Maths - 74% 2024 including Year Zeros (79% 2023, 79% 2022, 74% 2021, 82% 2020)

Summary of trends:

The 2024 reading data shows a slight decline from 91% in 2023 to 90% but remains consistent over recent years. Writing achievement dropped notably from 79% in 2023 to 74%. Girls continue to perform better than boys in this area. In maths, achievement fell from 82% in 2020 to 74% in 2024, with boys maintaining higher achievement than girls.

For Māori students, achievement has generally dropped. Reading decreased from 85% in 2023 to 79% in 2024. Writing fell from 71% to 65%, while maths saw a large drop from 74% in 2022 to 51% in 2024.

Attendance remained relatively stable with a slight decline, from 89% in 2023 to 88% in 2024.

Areas of Strength

- Reading results across most year levels are strong, with 90% of students across all year levels ATt or ABOVE the standard. Year 2 and Year 3 cohorts have strong achievement at 93%. Boys (89%) and girls (90%) are almost equal.
- Māori students' reading scores (73%) have slightly declined but remain a relative strength compared to other learning areas.
- Writing in Year 1 and Year 2 is strong at 91% and 94% respectively. There is a small improvement in boys' writing achievement from 64% (2022) to 65% (2024).
- Girls continue to outperform boys in writing with 86% AT or ABOVE the standard.
- An improvement in Boys writing from 64% (2022) to 65% (2024) AT or ABOVE the standard..

Areas to Target

- Writing achievement drops after Year 2, especially in Year 5 (54%) and Year 6 (61%). The transition between year levels with no “wobbly ats” in Years 3 and 5 is a challenge.
- Overall Maths achievement has plateaued at 74%, reflecting a decline from previous years 79% (2023), 79% (2022), 74% (2021), 82% (2020). Māori students' Maths results have continued to drop from 74% in 2022, 63% in 2023 to 51% in 2024.
- Boys lag behind girls in Writing (65% vs. 86%) and outperform girls in Maths (81% vs. 70%).
- Māori students have experienced a decline in both Writing (68%) and Maths (51%) compared to 2022 and 2023.

This is one angle of data analysis that presents one picture. Staff also consider other forms of analysis to identify strengths, success stories and areas of need with data. Some of these are qualitative and not so easily measured using numbers. Examples include: student voice (motivation, how they see themselves as learners).

Basis for Identifying Areas for Improvement

The data highlights key areas to be targeted, particularly in writing and maths, with a specific focus on addressing gender and ethnic disparities. While reading remains a strength, writing and maths requires a focused attention.

Planned Actions for Lifting Achievement

- **Embed the School Vision**
 - Ensure all staff use a common language and have consistent high expectations for all learners.
 - The school vision continues to form the bases of how we do things.
- **Increase Confidence, Knowledge, and Skills in Mathematics:**
 - Ensure all students engage in an hour of maths daily, maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC).
 - Implement a systematic teaching sequence to build foundational skills and progresses to more complex maths tasks across year levels.
 - Develop students' confidence and assessment skills through self and peer assessment, along with feedback opportunities to promote reflection and growth.
 - Provide small, manageable learning chunks and additional support for at-risk ākonga, such as participation in the Accelerated Learning in Mathematics (ALiM) program. Increase opportunities for teacher aide support and one-on-one instruction to accelerate learning.

- Teachers and students will become familiar with and integrate Prime Maths resources into classroom instruction to support learning.
 - Organise PLD focused on using Prime Maths resources and strategies to improve maths outcomes across all year levels.
 - Teacher aide support into the classroom.
- **Increase Confidence, Knowledge, and Skills in Reading, Writing, and Oral Language**
 - Ensure all students participate in an hour of reading and writing daily, maintaining consistent and structured lessons aligned with the New Zealand Curriculum (NZC).
 - Use a systematic teaching sequence that builds foundational skills and progresses to more complex writing tasks across year levels..
 - Grow student confidence by teaching students how to self-assess and peer-assess effectively, and provide regular feedback to support their growth as writers and readers.
 - Support at-risk ākonga with targeted interventions like the Accelerated Learning in Literacy (ALL) program.
 - Break learning into achievable, manageable chunks to prevent students from becoming overwhelmed and to build confidence gradually.
 - Teachers and students will utilise Structured Literacy resources to support reading and writing development.
 - Organise PLD on Structured Literacy to deepen teachers' understanding and knowledge in supporting students' reading and writing learning.
 - Increase teacher aide support into the classroom.
 - STEPS for at risk students.
- **Teachers have a deep understanding of the curriculum and are able to use effective teaching strategies, improving student achievement in reading, writing, and maths.**
 - Break down the NZC descriptors into child-friendly language so that students can understand their own learning journey and the expectations set for them.
 - Provide modelled lessons and observation opportunities for teachers as part of the PGC, allowing for ongoing reflection and development of teaching practices.
 - Continued PLD focused on the Science of Learning to develop teachers' knowledge of how students learn best, particularly in the areas of reading, writing, and maths.
 - Track the progress of a sample of students at different achievement levels and evaluate the effectiveness of acceleration strategies.
 - Small group intervention from senior leadership and across school leaders.
 - In school leaders to work with teachers to grow teacher knowledge and practice.

- **Māori students to feel capable and confident as Māori.**
 - Identify target learners and track their progress using syndicate and whole-school strategies to accelerate learning.
 - Differentiate teaching focus to meet the learner needs for all students.
 - Embed Māori histories, values, and narratives into learning areas to create a safe and connected learning environment.
 - Implement the Te Reo Māori Plan with 30-minute weekly lessons, kapa haka participation, and extension classes.
 - Consult with whānau to understand and respond to Māori learners' needs.
 - Strengthen connections with Ngāti Hauā, including regular marae visits, local stories, and tikanga practices.
 - Create spaces for Māori students to lead and have their voices heard.

Tiriti o Waitangi

In our kura, we are committed to incorporating the Tiriti o Waitangi principles alongside the guiding principles outlined in Ka Hikitia, ensuring that our curriculum reflects the values and aspirations of Aotearoa, New Zealand. Our approach is anchored in acknowledging the Tiriti o Waitangi principles, honouring our nation's bicultural foundations, and fostering an environment where aakonga can embrace te reo Maaori and tikanga Maaori.

We are dedicated to achieving excellent outcomes for Maaori learners and their whaanau, by recognising and building upon their strengths. As we grow a sense of belonging and connection in our school community, we aim to create an inclusive and supportive environment where all learners thrive.

We strive to provide instruction in Tikaanga Maaori and Te Reo Maaori for all of our students and provide extension with te reo and Kapa Haka opportunities. Our Maaori Achievement Plan (MAP) as attached shows the strategies we use to lift and support our Maaori tamariki. Tamahere Model Country School's curriculum recognises the unique position of Maaori within Aotearoa New Zealand society.

Ngaati Hauaa Iwi are an important part of our community and a taonga that helps to guide us.

Board Initiatives to Support Te Tiriti o Waitangi

Incorporation of Te Reo Māori and Tikanga Māori

- Professional Development: Regular professional development lessons with our Level 4 teachers, focusing on Te Reo Māori.
- Part of the Maaori Achievement Cluster for many years and have gained a lot from this.
- Part of NZCER Research into Aotearoa Histories being taught in schools across New Zealand.

Engagement with Local Iwi

- Partnerships: Our partnership with the local iwi is very important. They guide our school in cultural practices, such as the welcoming whakatau. The school attends Mārai visits in their Hāpu groups.

Celebrating Māori Culture

- Cultural Events: Organising events such as Matariki celebrations, kapa haka performances, and a whakatau (welcome for new students and families) to celebrate Māori culture and traditions. The school production is dedicated to telling the traditional stories of the māori culture.

- Whānau Hui: Hosting regular whānau hui (family meetings) to engage with Māori families, listen to their concerns, and incorporate their feedback into school policies and activities.

Māori Student Support

- Targeted Support Programs: Creating targeted support programs for Māori students to enhance their academic achievement and well-being. Students have been highlighted as needing extra support in their learning and this extra support.
- Reading Recovery - We have Reading Recovery working 0.8 in the school. Four students are Māori.
- Early Literacy support working with groups of children in the junior school
- Smaller class sizes across the school, to increase Literacy support in the senior, middle and junior school.
- Smaller class sizes across the school to increase Maths support in the senior and middle school. (with a trained teacher - reduces class sizes).
- Teacher aide support in most classes, particularly the classes that require the extra support.
- Social skills groups and one-to-one with students.
- STEPS literacy
- Lexia for all students in Years Three-Six
- Literacy groups with a teacher/teacher aide, this includes both reading and writing support
- Maths groups with teacher/teacher aide
- External tutoring- some students have chosen to attend paid private tutoring
- Miss Grant is working with teachers to support teacher practice in literacy funded by the Kahui Ako release time as well as professionally learning together through a collaborative literacy inquiry.
- Other in-class acceleration strategies targeting individual learners

Resource Allocation

- Allocating specific funds to support Māori cultural initiatives, such as purchasing resources for teaching Te Reo Māori - purchasing the Māori Made Easy for all staff.

Strategic goal: 2024 Maaori Achievement Plan

To build student & staff capability and sustainability. Lift; achievement, resilience and cultural connectedness through living our vision, embedding collaboration and consistency.

Kia atawhai aa mua kia tipu ngatahi. Kia maia, kia manaaki, kia kotahi.

Links shown between our goals and the NELPs:-

Objective 1: Learners at the Centre

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Objective 2: Barrier Free Access

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Objective 3: Quality Teaching and Leadership

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Objective 4: Future of Learning and Work

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work







Initiatives	Actions What do we expect to see?	Resources	Who responsible	Due for Completion	Outputs How will we achieve or make progress towards our strategic goal?	RAG Status
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<p>1. Learners at the Centre (N1-2)</p> <p>Ensure we have a safe learning and playing environment at Tamahere Model Country School that is free from any form of discrimination.</p> <p>A schoolwide focus on Maaori achieving success as Maaori-ensuring we deliver learning in a way that connects with our Maaori students.</p> <p>Set high expectations for learning and achievement across the school.</p>	<p>To celebrate and welcome every child and their whānau who enrol at our school with a Tamahere Model Country School Whakataua, twice a term.</p> <p>Regular whānau hui to listen to and gain the perspective of the parents in our community.</p> <p>We will survey students to gain student voice.</p> <p>Achievement expectations and targets are set each year and regularly monitored to ensure learners are making progress.</p> <p>School wide focus on Agency - with students having more voice.</p> <p>Elements to be inquired into include:- Motivation & engagement, Learners as leaders, Learner driven learning. Our Maaori students -</p> <p>Positive Behaviour for Learning (PB4L) is implemented schoolwide and is part of our school culture. Sharing and building on our Vision virtues of Kia Manaaki, Kia Kotahi and Kia Maia along with Kia atawhai aa mua Kia tipu ngatahi.</p>	<p>Agency by Design and Educator's Playbook by Derek Wenmouth and Marsha Jones, With George Edwards and Annette Thompson</p> <p>PLD-James Anderson - Growth Mindset - learning Pit</p>	<p>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	<p>Ongoing</p>	<p>Our whānau feel welcomed to our school and have an opportunity to meet other new families.</p> <p>Through consultation with our whānau, we can better understand and respond to the needs of our learners.</p> <p>As part of the PB4L survey that we administer yearly:</p> <p>-Target results are updated each term. -The data is used to plan actions for teaching and learning - we are responsive to the story the data is telling us.</p> <p>Student achievement is regularly discussed and acted upon at a class, syndicate and school-wide level. This is going well.</p> <p>Greater motivation and engagement due to exciting learning motivated by agentic learning.</p> <p>PB4L is operating in all classes successfully and across the school.</p> <p>Our school vision is demonstrated in the day-to-day behaviour of our students.</p> <p>Talking the common language through our vision of what positive actions look like in a range of settings across the school and community.</p>
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<p>2. Barrier Free Access (N3-4)</p> <p>Opportunities available to all students.</p> <p>High expectations for learning in literacy and numeracy are set for our Maaori learners.</p> <p>Plans and actions are put in place to achieve equitable outcomes for our Maaori students.</p>	<p>Survey through kanohi-te-kanohi conversations and other methods of effective engagement, our whānau with Maaori and Pasifika tamariki to gain their feedback on a range of areas including academic, cultural, etc.</p> <p>Gather across school student voices to help inform what is working well and guide the next steps.</p> <p>Connecting with our Maaori students to know and understand their whakapapa.</p> <p>Teachers are able to differentiate their teaching for a wide range of learning needs from those who have special needs to those who are gifted learners.</p> <p>Identify and build greater opportunities for student leadership, developing and recognising role models.</p> <p>Literacy and numeracy are areas we spend most of our learning time to build competence and confidence in all learners.</p>	<p>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	<p>ONGOING</p>	<p>Regular Whānau hui, WAIMAC and Kaahui Ako involvement.</p> <p>We provide support to whaanau with financial challenges.</p> <p>We subsidise camps, after-school care, uniforms and devices, stationery, food, etc.</p> <p>We follow up on whaanau who have students with attendance issues.</p> <p>Actively reaching out to our Māori whānau through pepeha and conversations.</p> <p>Special needs supports are in place to support learners who have extra needs.</p> <p>We celebrate a range of gifts and talents at our school including The Arts and cultural competencies to build mana.</p> <p>Teachers are supported and set up for success to be able to teach literacy and numeracy in a highly competent manner.</p>	
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<p>3. Quality Teaching and Leadership (N5-6)</p> <p>Māori students being able to have access to te ao Maaori, the Maaori world – access to language, culture, marae, tikanga and resources.</p> <p>Teachers are supported through regular PLD to teach in a highly responsive and capable manner.</p> <p>We encourage whaanau leadership in areas of leadership and governance at our school.</p>	<p>Te reo Maaori is taught in all classes for a minimum of 30 minutes a week.</p> <p>Te reo Maaori extension classes offered to all students once a week.</p> <p>Teacher PLD to continue to build capacity in te reo Maaori capabilities.</p> <p>Students and staff learn and share karakia together each morning.</p> <p>Teachers to implement the plan that the staff have co-constructed for the planning and teaching of te reo Maaori. <u>Te Reo Maaori Plan</u></p> <p>Kapa haka - all students attend this programme.</p> <p>Kapa haka performance rōpu is offered to all students once a week.</p> <p>School communications and rewards use Maaori language to encourage the use of Maaori on a day-to-day basis.</p> <p>Marae visits on a regular basis to Ngaati Hauaa-Te Iti o Hauaa.</p> <p>We are continuing to build strong and positive relationships with Ngaati Hauaa.</p> <p>Building a bank of the local stories (history) for all students to draw from in the years ahead.</p>	<p>Teachers</p> <p>SLT</p> <p>Syndicate leaders</p>	<p>Ongoing</p>	<p>Each term a plan is set in place to ensure there is a systematic plan for teaching te reo Maaori.</p> <p>Two classes are currently operating at 4B. All classes to start the Aotearoa way operating at level 4 B.</p> <p>Teachers and students value te reo Maaori by showing their respect and passion for the language in a range of settings.</p> <p>Teachers and students demonstrate their respect and passion for tikanga Maaori through their positive actions and attitudes.</p> <p>Our students know and value our local stories and can relate them to the environment they live in.</p> <p>All students attend kapa haka lessons in their hapu groups.</p> <p>Senior and middle students can perform in our kura's Kapa haka roopuu to compete at Kapa haka festivals.</p> <p>Our students know aspects of the history of our country Aotearoa and be able to share this with their whānau.</p> <p>Having a positive relationship with Ngaati Hauaa..</p> <p>Local histories resources created and used.</p> <p>Unit plans developed in alignment with the refreshed Social Studies curriculum.</p>
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	Resources are available for the whole school to use to plan for and teach te reo Maaori, local histories and tikanga Maaori. Alex Barns a researcher with NZCER - will be working with us and kura from around the motu to see how we are evolving and integrating our approach to Aotearoa Histories curriculum.				School signage that uses Maaori phrases and wording to encourage the use of Māori on a day-to-day basis. Having a positive relationships with Ngaati Hauaa.. Aotearoa Histories curriculum increasingly being integrated throughout our learning areas.	
KEY:	FG = Focus Groups, LT = Leadership Team, SY = Syndicates, CT = Classroom Teachers, Stu = Students ASL = Across School Leaders, WSL = Within School Leaders  Not on track (likely to fail)  At risk  On track  Completed					