



ASHGROVE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

| | |
|-------------------------|--|
| Ministry Number: | 3284 |
| Principal: | Leon Van't Veen |
| School Address: | 48 Seddon Street Rangiora 7400 |
| School Phone: | (03) 313 8552 |
| School Email: | admin@ashgrove.school.nz |

Accountant / Service Provider:

89 Nazareth Avenue
Christchurch
Ph: 03 338 4444



ASHGROVE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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ASHGROVE SCHOOL

Members of the Board

For the year ended 31 December 2024

| Name | Position | How Position Gained | Term Expired/ Expires |
|-------------------|-----------------------|----------------------------|------------------------------|
| Steven Benney | Presiding Member | Elected Nov 2023 | Nov 2026 |
| Jason King | Treasurer | Re-elected Sept 2022 | Sept 2025 |
| Leon Van't Veen | Principal ex Officio | | |
| Mel Eaton | Parent Representative | Elected Sep 2022 | Sept 2025 |
| Gerard Christie | Parent Representative | Elected Sept 2022 | Sept 2025 |
| Dave Hopkins | Parent Representative | Elected Nov 2023 | Nov 2026 |
| Christopher Hawes | Parent Representative | Elected Nov 2023 | Nov 2026 |
| Andrea Woolford | Staff Representative | Re-elected Sept 2022 | Sept 2025 |

ASHGROVE 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.

Steven Benney

Full Name of Presiding Member

Signed by:
Steven Benney

35FF56CAD38E7135

Signature of Presiding Member

29/05/2025

Date:

Leon Van't Veen

Full Name of Principal

Signed by:
Leon Van't Veen

EC9A19F654D2CA80

Signature of Principal

29/05/2025

Date:

ASHGROVE SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 4,395,010 | 3,630,418 | 4,101,295 |
| Locally Raised Funds | 3 | 187,412 | 104,000 | 135,286 |
| Interest | | 15,353 | 8,000 | 11,952 |
| Other Revenue | | 610 | 1,000 | - |
| Total Revenue | | 4,598,385 | 3,743,418 | 4,248,533 |
| Expense | | | | |
| Locally Raised Funds | 3 | 143,898 | 108,200 | 88,644 |
| Learning Resources | 4 | 3,022,186 | 2,463,970 | 2,826,729 |
| Administration | 5 | 293,223 | 249,049 | 256,411 |
| Interest | | 7,705 | 1,694 | 1,928 |
| Property | 6 | 1,077,529 | 878,786 | 995,115 |
| Loss on Disposal of Property, Plant and Equipment | | 1,588 | - | 181 |
| Total Expense | | 4,546,129 | 3,701,699 | 4,169,008 |
| Net Surplus / (Deficit) for the year | | 52,256 | 41,719 | 79,525 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 52,256 | 41,719 | 79,525 |

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

ASHGROVE 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 | | 601,854 | 522,330 | 487,856 |
| Total comprehensive revenue and expense for the year | | 52,256 | 41,719 | 79,525 |
| Contribution - Furniture and Equipment Grant | | - | - | 34,473 |
| Equity at 31 December | | 654,110 | 564,049 | 601,854 |
| Accumulated comprehensive revenue and expense | | 654,110 | 564,049 | 601,854 |
| Equity at 31 December | | 654,110 | 564,049 | 601,854 |

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.

ASHGROVE SCHOOL

Statement of Financial Position

As at 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 962,183 | 396,663 | 492,342 |
| Accounts Receivable | 8 | 206,308 | 214,395 | 207,886 |
| GST Receivable | | - | - | (6,638) |
| Prepayments | | 12,959 | 9,518 | 9,518 |
| Funds Receivable for Capital Works Projects | 15 | - | - | 14,150 |
| | | <u>1,181,450</u> | <u>620,576</u> | <u>717,258</u> |
| Current Liabilities | | | | |
| GST Payable | | 59,352 | 6,637 | - |
| Accounts Payable | 10 | 223,221 | 230,396 | 216,003 |
| Borrowings | 11 | 9,488 | 7,470 | 7,470 |
| Revenue Received in Advance | 12 | 5,730 | 8,690 | 19,825 |
| Provision for Cyclical Maintenance | 13 | 14,918 | - | 14,871 |
| Finance Lease Liability | 14 | 61,168 | 65,344 | 51,836 |
| Funds held for Capital Works Projects | 15 | 431,718 | - | 99,996 |
| | | <u>805,595</u> | <u>318,537</u> | <u>410,001</u> |
| Working Capital Surplus/(Deficit) | | 375,855 | 302,039 | 307,257 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 9 | 373,255 | 364,355 | 383,742 |
| | | <u>373,255</u> | <u>364,355</u> | <u>383,742</u> |
| Non-current Liabilities | | | | |
| Borrowings | 11 | - | 7,972 | 7,972 |
| Provision for Cyclical Maintenance | 13 | 33,738 | 33,738 | 27,956 |
| Finance Lease Liability | 14 | 61,262 | 60,635 | 53,217 |
| | | <u>95,000</u> | <u>102,345</u> | <u>89,145</u> |
| Net Assets | | <u>654,110</u> | <u>564,049</u> | <u>601,854</u> |
| Equity | | <u>654,110</u> | <u>564,049</u> | <u>601,854</u> |

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

ASHGROVE SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

| | Note | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,096,238 | 834,005 | 985,317 |
| Locally Raised Funds | | 195,897 | 105,000 | 174,439 |
| Goods and Services Tax (net) | | 52,714 | (1) | 16,917 |
| Payments to Employees | | (645,737) | (407,806) | (526,610) |
| Payments to Suppliers | | (482,861) | (480,847) | (420,858) |
| Interest Paid | | (7,705) | (1,694) | (1,928) |
| Interest Received | | 15,353 | 8,000 | 11,952 |
| Net cash from/(to) Operating Activities | | 223,899 | 56,657 | 239,229 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | (1,588) | - | (16,126) |
| Purchase of Property Plant & Equipment (and Intangibles) | | (57,558) | 29,051 | - |
| Net cash from/(to) Investing Activities | | (59,146) | 29,051 | (16,126) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | (34,473) | 34,473 |
| Finance Lease Payments | | (34,830) | (61,068) | (74,874) |
| Repayment of Loans | | (5,954) | - | - |
| Funds Administered on Behalf of Other Parties | | 345,872 | (85,846) | 150,028 |
| Net cash from/(to) Financing Activities | | 305,088 | (181,387) | 109,627 |
| Net increase/(decrease) in cash and cash equivalents | | 469,841 | (95,679) | 332,730 |
| Cash and cash equivalents at the beginning of the year | 7 | 492,342 | 492,342 | 159,612 |
| Cash and cash equivalents at the end of the year | 7 | 962,183 | 396,663 | 492,342 |

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.

ASHGROVE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

ASHGROVE 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 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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) 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 | 10–75 years |
| Board-owned Buildings | 10–75 years |
| Furniture and Equipment | 10–15 years |
| Information and Communication Technology | 3–5 years |
| Motor Vehicles | 5 years |
| Textbooks | 3 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

i) 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.

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.

j) 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.

k) 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.

l) Revenue Received in Advance

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

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 1,069,697 | 812,934 | 929,343 |
| Teachers' Salaries Grants | 2,406,320 | 2,119,296 | 2,328,472 |
| Use of Land and Buildings Grants | 880,917 | 673,188 | 796,264 |
| Other Government Grants | 38,076 | 25,000 | 47,216 |
| | <u>4,395,010</u> | <u>3,630,418</u> | <u>4,101,295</u> |

3. Locally Raised Funds

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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations and Bequests | 5,500 | - | 11,384 |
| Fees for Extra Curricular Activities | 156,067 | 90,800 | 90,551 |
| Trading | 1,988 | - | - |
| Other Revenue | 23,857 | 13,200 | 33,351 |
| | <u>187,412</u> | <u>104,000</u> | <u>135,286</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 143,898 | 108,200 | 88,644 |
| | <u>143,898</u> | <u>108,200</u> | <u>88,644</u> |
| <i>Surplus/ (Deficit) for the year Locally Raised Funds</i> | <u>43,514</u> | <u>(4,200)</u> | <u>46,642</u> |

4. Learning Resources

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 44,373 | 35,206 | 33,593 |
| Information and Communication Technology | 19,521 | 21,000 | 18,257 |
| Employee Benefits - Salaries | 2,804,809 | 2,306,134 | 2,637,747 |
| Staff Development | 32,759 | 29,100 | 16,373 |
| Depreciation | 120,252 | 72,330 | 120,024 |
| Other Learning Resources | 472 | 200 | 735 |
| | <u>3,022,186</u> | <u>2,463,970</u> | <u>2,826,729</u> |

5. Administration

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fees | 10,485 | 6,367 | 6,064 |
| Board Fees | 16,890 | 14,300 | 16,444 |
| Operating Leases | 14,597 | 10,000 | 13,418 |
| Other Administration Expenses | 36,989 | 33,900 | 42,205 |
| Employee Benefits - Salaries | 186,275 | 161,310 | 155,441 |
| Insurance | 12,762 | 8,500 | 8,407 |
| Service Providers, Contractors and Consultancy | 15,225 | 14,672 | 14,432 |
| | 293,223 | 249,049 | 256,411 |

6. Property

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|-----------------------------------|----------------------|-------------------------------------|----------------------|
| Consultancy and Contract Services | 61,247 | 54,000 | 60,573 |
| Cyclical Maintenance | 10,666 | 30,348 | (1,855) |
| Heat, Light and Water | 23,996 | 20,000 | 22,025 |
| Rates | 9,780 | 9,300 | 9,464 |
| Repairs and Maintenance | 18,753 | 17,150 | 30,287 |
| Use of Land and Buildings | 880,917 | 673,188 | 796,264 |
| Employee Benefits - Salaries | 54,832 | 60,000 | 65,079 |
| Other Property Expenses | 17,338 | 14,800 | 13,278 |
| | 1,077,529 | 878,786 | 995,115 |

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

7. Cash and Cash Equivalents

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 962,183 | 396,663 | 492,342 |
| Cash and cash equivalents for Statement of Cash Flows | 962,183 | 396,663 | 492,342 |

Of the \$962,183 Cash and Cash Equivalents, \$431,718 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$962,183 Cash and Cash Equivalents, \$5,730 of Revenue Received in Advance is held by the School, as disclosed in note 12.

8. Accounts Receivable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 5,946 | 21,917 | 21,917 |
| Receivables from the Ministry of Education | 4,269 | - | - |
| Teacher Salaries Grant Receivable | 196,093 | 192,478 | 185,969 |
| | <u>206,308</u> | <u>214,395</u> | <u>207,886</u> |
| Receivables from Exchange Transactions | 5,946 | 21,917 | 21,917 |
| Receivables from Non-Exchange Transactions | 200,362 | 192,478 | 185,969 |
| | <u>206,308</u> | <u>214,395</u> | <u>207,886</u> |

9. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|--------------------------------|-----------------|-----------------|------------------|--------------------|-----------------------|
| 2024 | | | | | | |
| Buildings - School | 80,350 | | | | (5,100) | 75,250 |
| Furniture and Equipment | 155,572 | 4,770 | | | (29,965) | 130,377 |
| Information and Communication Technology | 27,953 | 18,377 | | | (12,661) | 33,669 |
| Leased Assets | 107,046 | 87,668 | | | (71,055) | 123,659 |
| Library Resources | 12,821 | 538 | (1,588) | | (1,471) | 10,300 |
| | <u>383,742</u> | <u>111,353</u> | <u>(1,588)</u> | <u>-</u> | <u>(120,252)</u> | <u>373,255</u> |

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.

| | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ |
|---|-------------------------|-----------------------------------|-------------------------|----------------------------|-----------------------------------|-------------------------|
| Buildings - School | 160,535 | (85,285) | 75,250 | 160,535 | (80,185) | 80,350 |
| Furniture and Equipment | 565,914 | (435,537) | 130,377 | 561,145 | (405,573) | 155,572 |
| Information and Communication Technology | 218,333 | (184,664) | 33,669 | 199,955 | (172,002) | 27,953 |
| Leased Assets | 242,551 | (118,892) | 123,659 | 190,344 | (83,298) | 107,046 |
| Library Resources | 85,096 | (74,796) | 10,300 | 96,514 | (83,693) | 12,821 |
| | <u>1,272,429</u> | <u>(899,174)</u> | <u>373,255</u> | <u>1,208,493</u> | <u>(824,751)</u> | <u>383,742</u> |

10. Accounts Payable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Creditors | 10,978 | 10,740 | 10,740 |
| Accruals | 10,978 | 7,050 | 6,714 |
| Banking Staffing Overuse | 1,527 | 10,000 | 2,794 |
| Employee Entitlements - Salaries | 196,093 | 192,478 | 185,969 |
| Employee Entitlements - Leave Accrual | 3,645 | 10,128 | 9,786 |
| | <u>223,221</u> | <u>230,396</u> | <u>216,003</u> |
| Payables for Exchange Transactions | 223,221 | 230,396 | 216,003 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | <u>223,221</u> | <u>230,396</u> | <u>216,003</u> |

The carrying value of payables approximates their fair value.

11. Painting Contract

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Painting Contract due within one year | 9,488 | 7,470 | 7,470 |
| Loans due in one year | - | - | - |
| | <u>9,488</u> | <u>7,470</u> | <u>7,470</u> |
| Painting Contract due after one year | - | 7,972 | 7,972 |
| Loans due after one year | - | - | - |
| | <u>-</u> | <u>7,972</u> | <u>7,972</u> |

In 2022 the Board signed an agreement with Programmed Maintenance(the contractor) for an agreed programme of work covering a four year year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2025, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

12. Revenue Received in Advance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Grants in Advance - Ministry of Education | 5,136 | - | 11,135 |
| Other revenue in Advance | 594 | 8,690 | 8,690 |
| | 5,730 | 8,690 | 19,825 |
| | 5,730 | 8,690 | 19,825 |

13. Provision for Cyclical Maintenance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 42,827 | 35,928 | 60,232 |
| Increase to the Provision During the Year | 10,666 | 30,348 | (1,855) |
| Use of the Provision During the Year | (10,791) | (32,538) | (15,550) |
| Provision at the End of the Year | 42,702 | 33,738 | 42,827 |
| | 42,702 | 33,738 | 42,827 |
| Cyclical Maintenance - Current | 14,918 | - | 14,871 |
| Cyclical Maintenance - Non current | 33,738 | 33,738 | 27,956 |
| | 48,656 | 33,738 | 42,827 |
| | 48,656 | 33,738 | 42,827 |

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 is prepared by a Ministry of Education appointed consultant.

14. 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 | 67,741 | 68,000 | 55,155 |
| Later than One Year and no Later than Five Years | 64,540 | 64,000 | 55,253 |
| Later than Five Years | (9,851) | (6,021) | (5,354) |
| | 122,430 | 125,979 | 105,054 |
| | 122,430 | 125,979 | 105,054 |
| Represented by | | | |
| Finance lease liability - Current | 61,168 | 65,344 | 51,836 |
| Finance lease liability - Non current | 61,262 | 60,635 | 53,217 |
| | 122,430 | 125,979 | 105,053 |
| | 122,430 | 125,979 | 105,053 |

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7, and includes retentions on the projects, if applicable.

| 2024 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|--|---------------------------|----------------------------|------------------|------------------------------|---------------------------|
| Block 1,2: Roof Replacement Project number | (1,800) | 203,438 | (9,456) | - | 192,182 |
| Block 1 Toilet & Office Upgrade Project number | (12,350) | 289,498 | (37,612) | - | 239,536 |
| Security Cameras Project number | 49,402 | 3,752 | (53,154) | - | - |
| Lighting Upgrade Project number | 50,594 | 3,839 | (54,433) | - | - |
| Totals | 85,846 | 500,527 | (154,655) | - | 431,718 |

Represented by:

| | |
|---|---------|
| Funds Held on Behalf of the Ministry of Education | 431,718 |
| Funds Receivable from the Ministry of Education | - |

| 2023 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|---|---------------------------|----------------------------|-----------------|------------------------------|---------------------------|
| Pihinga Upgrade Project number | (14,600) | - | 14,600 | - | - |
| Mahuri Heatpumps Project number | 80,000 | (80,000) | - | - | - |
| Turepo Upgrade Project number | (109,859) | 145,872 | (36,013) | - | - |
| Drainage Project Project number | 2,230 | - | (2,230) | - | - |
| Beehive Refurbishment Project number | 13 | - | (13) | - | - |
| Heatpump, library lighting, LSC Acoustic Project number | (21,966) | 68,872 | (46,906) | - | - |
| Block 1,2: Roof Replacement Project number | - | - | (1,800) | - | (1,800) |
| Block 1 Toilet & Office Upgrade Project number | - | - | (12,350) | - | (12,350) |
| Security Cameras Project number | - | 51,002 | (1,600) | - | 49,402 |
| Lighting Upgrade Project number | - | 52,194 | (1,600) | - | 50,594 |
| Totals | (64,182) | 237,940 | (87,912) | - | 85,846 |

Represented by:

| | |
|---|----------|
| Funds Held on Behalf of the Ministry of Education | 99,996 |
| Funds Receivable from the Ministry of Education | (14,150) |

16. Related Party Transactions

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

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

17. 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 | 3,420 | 4,450 |
| <i>Leadership Team</i> Remuneration Full-time equivalent members | 313,613 2 | 402,525 3 |
| Total key management personnel remuneration | 317,033 | 406,975 |

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet twice a year and Property Committee (2 members) that meet Once a year. As well as these regular meetings, including preparation time, the Chair 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 | 170-180 | 150-160 |
| Benefits and Other Emoluments | 5 - 10 | 0 - 5 |

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 | 2.00 | 3.00 |
| 110 - 120 | 2.00 | 2.00 |
| 130 - 140 | 1.00 | |
| | 5.00 | 5.00 |

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

18. 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 | \$35,963 | - |
| Number of People | 1 | - |

19. 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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$536,214 (2023:\$57,240) as a result of entering the following contracts:

| Contract Name | 2024 Capital Commitment |
|---------------------------------|------------------------------------|
| Block 1,2: Roof Replacement | \$ 224,254 |
| Block 1 Toilet & Office Upgrade | 311,960 |

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

(b) Operating Commitments

As at 31 December 2024, the Board has entered into no contracts.

21. Financial Instruments

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

Financial assets measured at amortised cost

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 962,183 | 396,663 | 492,342 |
| Receivables | 206,308 | 214,395 | 207,886 |
| Total financial assets measured at amortised cost | <u>1,168,491</u> | <u>611,058</u> | <u>700,228</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 223,221 | 230,396 | 216,003 |
| Borrowings - Loans | - | 7,972 | 15,442 |
| Finance Leases | 122,430 | 125,979 | 105,053 |
| Total financial liabilities measured at amortised cost | <u>345,651</u> | <u>364,347</u> | <u>336,498</u> |

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ASHGROVE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Ashgrove School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch Audit 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 3 to 20, 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 Standards Reduced Disclosure Regime.

Our audit was completed on 29th May 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 arises from the Public Audit Act 2001.

Other information

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

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (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.



Warren Johnstone
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance - Literacy

Strategic Goal 1:
The Structured Literacy programmes will continue to be implemented in Pihinga (Y0-2), with intervention groups provided for students who need it across our kura

Annual Target/Goal:
As per the annual implementation plan

| Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal. | What did we achieve? What were the outcomes of our actions? What impact did our actions have? | Evidence This is the sources of information the board used to determine those outcomes. | Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them. | Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|--|--|-----|-----|-----|-----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|---|
| Every Pihinga student will have Structured Literacy instruction over the year | Little Learners Love Literacy (LLLL) scope and sequence was taught in every Pihinga classroom using decodable texts Teachers used Little Learners Assessment and Reading Skills (LARS) to assess students and monitor progress | Teacher planning Achievement data for Y1-2 <ul style="list-style-type: none"> 62% of Y1 students were working at or above school expectations in reading 58% of Y1 students were working at or above school expectations in writing 54% of Y1 students were working at or above school expectations in writing 42% of Y2 students were working at or above school expectations in writing | No variances as all Pihinga teachers were using the same scope and sequence and decodables | Continue to use LLLL scope and sequence, decodable texts and LARS to teach and assess students literacy in Pihinga | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with literacy learning needs will be supported through tier 2 and tier 3 intervention programmes | Students across the school identified as 'at risk' of not meeting school expectations by the end of the year received support. This included: <ul style="list-style-type: none"> Small group instruction with the teacher and additional small group teaching with a Learning Assistant Learning Assistant support in class One-one support for targeted students at differing times from teacher / learning assistant IEP and CAP plans RTLB and RTLI | Year 1 Literacy support <ul style="list-style-type: none"> Learning assistant – 21 students Reading support – 30 students Writing support – 23 students Phonics support – 17 students Year 2 Literacy support <ul style="list-style-type: none"> Learning assistant – 13 students Reading support – 24 students Writing support – 17 students Phonics support – 13 students Year 3 Literacy support <ul style="list-style-type: none"> Learning assistant – 24 students | A large number of students were supported throughout the school with their literacy needs by highly skilled Learning Assistants | Continue to use assessment data school wide to identify 'at risk' students and progress monitor these students Continue to support students learning with Learning Assistants Continue to seek support from outside agencies, RTLB, RTLI when needed | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Reading support – 20 students Writing support – 4 students Phonics support – 20 students Year 4 Literacy support <ul style="list-style-type: none"> Learning assistant – 18 students Reading support – 17 students Writing support – 1 students Phonics support – 4 students Year 5 and 6 – small SL group - 4x a week Year 7 and 8 – small SL group – 4x a week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Most students will show an improvement in reading assessment results | Number of students achieving at or above school expectations in reading: <ul style="list-style-type: none"> 2023 – 78% 2024 – 70% Overall, there were less students achieving at or above school expectations in reading in 2024 than in 2023 | Year 3, 6, 7 and 8 students showed an improvement in reading from 2023 to 2024 Percentage of students achieving at or above school expectations in Reading 2023 – 2024 <table border="1" data-bbox="665 1186 966 1239"> <thead> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> <th>Y7</th> <th>Y8</th> </tr> </thead> <tbody> <tr> <td>'23</td> <td>72%</td> <td>57%</td> <td>70%</td> <td>74%</td> <td>85%</td> <td>90%</td> <td>84%</td> <td>75%</td> </tr> <tr> <td>'24</td> <td>62%</td> <td>54%</td> <td>83%</td> <td>72%</td> <td>22%</td> <td>91%</td> <td>90%</td> <td>76%</td> </tr> </tbody> </table> Many students have progressed with their learning whilst still 'working towards' school expectations Year 5 – <ul style="list-style-type: none"> 10/46 students progressed from working 'at' to 'towards' expectations 2/36 remaining students dropped slightly 8/34 remaining students stayed static since mid year All students have continued upward on their graphs and value has been added to their learning | | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | '23 | 72% | 57% | 70% | 74% | 85% | 90% | 84% | 75% | '24 | 62% | 54% | 83% | 72% | 22% | 91% | 90% | 76% | DIBELS was used to assess literacy skills in Years 3-8. This gives very detailed information on how students are tracking to meet end of year expectations. As DIBELS uses 2-4 different assessments to determine a student's literacy skills, rather just a PM or PROBE, teachers have a clearer picture of where students are at in their learning. DIBELS gives good information to teachers as to next steps for students in their learning. | Continue to provides DIBELS professional development for teachers to understand the assessments, identify students needing support, next steps, ways to support learners, interventions Use PAT assessments to triangulate data and give more information about a students achievement |
| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | | | | | | | | | | | | | | | | | | | | | | | |
| '23 | 72% | 57% | 70% | 74% | 85% | 90% | 84% | 75% | | | | | | | | | | | | | | | | | | | | | | | |
| '24 | 62% | 54% | 83% | 72% | 22% | 91% | 90% | 76% | | | | | | | | | | | | | | | | | | | | | | | |

Statement of Variance - Mathematics

Strategic Goal 2:

Investigate assessment tools for diagnostic, formative and summative assessment

Annual Target/Goal:

As per the annual implementation plan

| Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i> | What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i> | Evidence <i>This is the sources of information the board used to determine those outcomes.</i> | Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i> | Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i> |
|---|---|---|---|---|
| Current assessment tools will be investigated and appropriate tools trialled | The current assessment practices were investigated (GLOSS) and found to be limited as they only assessed number. The GLOSS was a diagnostic interview which was time heavy per student and gave teachers a stage which was from the old Numeracy strategy, so no longer relevant. As a school we decided to do an adaptive PAT, once each year as a standardised test and track progress with Independent Maths Reviews at the end of each unit taught. This independent maths review has changed to an end of chapter review with the adoption of Maths No Problem in 2025. | Team assessment trackers shared in the Maths Shared Drives Number of students achieving at or above expectation in mathematics has improved by 4.3%. 76.3% of students achieving at or above expectation for Mathematics by the end of year 2024. 72% at or above school expectation in Mathematics by the end of 2023 | No variances as this was new practice. We are constantly reviewing these assessment practices to fit with research and to align with MOE and curriculum expectations. | Continue to evaluate the effectiveness and reliability of assessment tools within the realm of the refreshed curriculum implementation. |
| Teachers will be upskilled to administer assessments | PAT Kāhui ako meeting and staff meeting held in Term 1 2025. Staff meetings were regularly held to share new assessments and how to administer. Discussions were also help by team leaders and management. | Team assessment trackers shared in the Maths Shared Drives | No variances as this was new practice. We are constantly reviewing these assessment practices and professional development days to fit with research and to align with MOE and curriculum expectations. | |
| Teachers will utilise various assessment information to indicate an overall achievement level for each student and identify next learning steps | It has been a period of transition between the various draft documents and the refreshed curriculum being published in term 4 2024. Staff have been involved in professional development with MOE refreshed curriculum 4 days (1st completed in Jan 2025) and continuing to work with The Learner First (Rob Profit White) | NZCER for PAT and Team trackers for Maths No Problem lessons and end of chapter reviews | No variances as this was new practice. We are constantly reviewing these assessment practices to fit with research and to align with MOE and curriculum expectations. | Continue to provides professional development for teachers to understand the assessments, identify students needing support, next steps, ways to support learners, interventions, Use PAT assessments to triangulate data and give more information about a students achievement Puketaraki Kāhui Ako , to hold moderation PLD opportunities in 2025 for making OTJs more valid |

Literacy EOY Report 2024

Literacy has been a strategic focus for 2024.

The focus has been on implementing The Writing Revolution schoolwide with a clear framework of progression. Teams have been upskilled in the pedagogy and delivery of the explicit teaching programme and have all at differing degrees taught TWR.

Reading assessment has also been a focus, with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) being implemented by all teams for students Y2-8. The assessments are more time efficient and give deeper information than the previous PROBE or Running Record assessments. This has enabled teachers to dive deeper into the assessment information to adapt and adjust programmes to meet the needs of their students whilst also trailing additional teaching programmes such as fluency to build the readers capability.

READING

Reading Achievement and Progress Overtime

Ashgrove School students achieving at or above school expectations in Reading 2019-2024

| | All Students | Male | Female | Māori |
|------|--------------|------|--------|-------|
| 2019 | 80% | 76% | 84% | 70% |
| 2020 | 84% | 83% | 86% | 76% |
| 2021 | 75% | 73% | 77% | 59% |

| | | | | |
|-------------|-----|-----|-----|-----|
| 2022 | 82% | 81% | 84% | 75% |
| 2023 | 78% | 77% | 79% | 67% |
| 2024 | 70% | 65% | 75% | 58% |

2024 Reading Achievement and Progress

70% (296/423) of students are achieving at or above school expectations in reading.

30% (127/454) of students are working towards school expectations in reading.

| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|--------------------------------------|------|------|------|------|------|------|
| Well below expectation | 12 | 0 | 4 | 0 | 0 | 0 |
| Working towards expectation | 90 | 50 | 105 | 65 | 99 | 127 |
| At expectation | 218 | 120 | 188 | 211 | 209 | 203 |
| Above expectation | 189 | 150 | 136 | 94 | 146 | 93 |
| Total Students | 509 | 320 | 433 | 370 | 454 | 423 |
| Total at or above expectation | 407 | 270 | 322 | 305 | 355 | 296 |
| % at or above expectation | 80% | 84% | 75% | 82% | 78% | 70% |

Of the 127 students working towards expectation for reading:

- 1 student is ORS funded
- 1 student is an ESOL and receive support with this
- 5 students have high absences

All students working towards expectations have in class support through a Learning Assistant and are part of small group teaching to focus on their learning needs and goals. 52 students working towards additional learning support with Learning Assistants.

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 |
|------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| Above expectation | 13 (24%) | 13 (27%) | 10 (22%) | 10 (21%) | 0 | 18 (33%) | 18 (31%) | 11 (17%) |
| At expectation | 21 (38%) | 13 (27%) | 28 (61%) | 25 (51%) | 10 (22%) | 32 (58%) | 35 (59%) | 38 (59%) |
| Working towards expectation | 21 (38%) | 22 (46%) | 8 (17%) | 14 (29%) | 36 (78%) | 5 (9%) | 6 (10%) | 15 (23%) |
| Total | 55 | 48 | 46 | 49 | 46 | 55 | 59 | 64 |
| Total working at or above | 34 (62%) | 26 (54%) | 38 (83%) | 35 (72%) | 10 (22%) | 50 (91%) | 53 (90%) | 49 (76%) |

| | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|
| expectation | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|

Year 6 and 7 students are the best performing cohorts (91% and 90% of students are working at or above school expectations respectively) followed by Year 3 (83% of students are working at or above school expectations).

The Y5 students are the weakest performing cohort with only 22% of Y5 students working at expectation. While students may not have moved from 'towards' to 'at' school expectations, they have experienced progress in their learning. 10 out of 46 Year 5 students are now working 'at'. Only 2 of the remaining 36 students have dropped slightly since mid-year and 8 of the remaining 34 students have stayed static since mid-year. All students have continued upward on their graphs and value has been added to their learning in Māhuri this year.

Accelerated Progress

Between 2021-2024 the Y6 cohort progressed in their reading achievement year on year with the Y7 cohort maintaining their achievement levels. The current Year 8 7% less students working at or above school expectations than in 2023.

| 2021 | | | 2022 | | | 2023 | | | 2024 | | |
|------|---------------------|--------------------------|------|---------------------|--------------------------|------|---------------------|--------------------------|------|---------------------|--------------------------|
| | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation |
| Y 3 | 23/53 (43%) | 30/53 (56%) | Y 4 | 2/52 (4%) | 50/52 (96%) | Y 5 | 8/53 (15%) | 47/53 (85%) | Y 6 | 5/55 (8%) | 50/55 (91%) |
| Y 4 | 13/59 (22%) | 46/59 (78%) | Y 5 | 8/58 (14%) | 50/58 (86%) | Y 6 | 6/59 (10%) | 53/59 (90%) | Y 7 | 6/59 (10%) | 53/59 (90%) |
| Y 5 | 18/60 (30%) | 42/60 (70%) | Y 6 | 8/55 (15%) | 47/55 (85%) | Y 7 | 10/63 (16%) | 53/63 (84%) | Y 8 | 15/64 (23%) | 49/64 (77%) |
| Y 6 | 13/59 (22%) | 46/59 (78%) | Y 7 | 8/32 (25%) | 24/32 (75%) | Y 8 | 16/64 (25%) | 48/64 (75%) | | | |
| Y 7 | 5/50 (10%) | 45/50 (90%) | Y 8 | 5/26 (19%) | 21/26 (81%) | | | | | | |
| Y 8 | 9/61 (15%) | 52/61 (85%) | | | | | | | | | |

Progress as a cohort on the previous year
 Less progress as a cohort on the previous year
 No change in progress on the previous year

The DIBELS assessments provide accurate data on a number of areas that affect the acquisition of literacy in our students; Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency, Oral Reading Fluency and Comprehension. Previously we had only been assessing comprehension. With this wider focus on a number of literacy skills and knowledge, teachers are able to make a more accurate judgement of their students' reading ability. Thus, this will have an impact on the data of reading achievement data. We feel this is significant as it provides a clear picture of the students and the areas of needs they have.

Male Students

66% (131/202) of males are achieving at or above school expectations in reading end-2024.

35% (71/202) of males are achieving below or well below school expectations in reading end-2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Above | 4 (11%) | 8 (32%) | 7 (27%) | 3 (13%) | 0 | 9 (45%) | 8 (30%) | 3 (13%) | 42 |
| At | 14 (24%) | 6 (24%) | 15 (58%) | 12 (52%) | 6 (29%) | 9 (45%) | 15 (56%) | 12 (50%) | 89 |
| Towards | 18 (50%) | 11 (44%) | 4 (15%) | 8 (35%) | 15 (71%) | 2 (10%) | 4 (15%) | 9 (38%) | 71 |
| Total | 36 | 25 | 26 | 23 | 21 | 20 | 27 | 24 | 202 |

More male students in the Y1, Y3, Y4 and Y7 cohorts are working at or above school expectations at the end of the year than they were mid-year.

Of the 71 male students working towards school expectations, 36 students receive extra support from a Learning Assistant and 1 student is ORS. These students have close support to enable them to make progress in their learning. Two male students working towards expectations have had extensive absences from school.

Female Students

77% (172/223) of females are achieving at or above school expectations in reading mid-2024.

23% (51/237) of females are working towards school expectations in reading mid-2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Above | 9 (47%) | 5 (22%) | 3 (15%) | 7 (27%) | 0 | 9 (26%) | 10 (31%) | 8 (20%) | 51 |
| At | 7 (37%) | 7 (31%) | 13 (65%) | 10 (50%) | 4 (16%) | 23 (66%) | 20 (63%) | 26 (65%) | 113 |
| Towards | 3 (16%) | 11 (48%) | 4 (20%) | 4 (23%) | 21 (84%) | 3 (9%) | 2 (6%) | 6 (15%) | 56 |
| Total | 19 | 23 | 20 | 26 | 25 | 35 | 32 | 40 | 221 |

Of the 56 female students working towards expectations in reading, 16 of these students receive additional literacy learning 3-4 times a week from a Learning Assistant. Three female students working towards expectations have had extensive absences from school.

NZ Māori

58% (26/45) of students who identify as NZ Māori are working at or above school expectations.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|----------|-----------|----------|----------|----------|----------|----------|----------|-----------|
| Above | 1 (25%) | 1 (12.5%) | | 3 (43%) | | 2 (33%) | 3 (33%) | | 10 |
| At | 1 (25%) | 3 (38%) | 2 (67%) | 3 (43%) | | 1 (17%) | 4 (44%) | 2 (33%) | 16 |
| Towards | 2 (50%) | 4 (50%) | 1 (33%) | 1 (14%) | 2 (100%) | 3 (50%) | 2 (22%) | 4 (67%) | 19 |
| Total | 4 | 8 | 3 | 7 | 2 | 6 | 9 | 6 | 45 |

19 students who identify as NZ Māori are working towards school expectations. 11 of these students have additional structured literacy support from a Learning Assistant.

European / Pākehā

70% (237/339) of students who identify as European / Pākehā are working at or above school expectations.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Above | 11 (24%) | 11 (31%) | 7 (19%) | 6 (17%) | | 14 (31%) | 13 (28%) | 10 (19%) | 72 |
| At | 17 (38%) | 8 (22%) | 22 (61%) | 17 (47%) | 10 (24%) | 29 (64%) | 30 (64%) | 32 (60%) | 165 |
| Towards | 17 (38%) | 17 (47%) | 7 (19%) | 13 (36%) | 31 (76%) | 2 (4%) | 4 (9%) | 11 (21%) | 102 |
| Total | 45 | 36 | 36 | 36 | 41 | 45 | 47 | 53 | 339 |

102 students who identify as European / Pākehā are working towards school expectations. One student is ORS and 44 of these students have additional literacy support from Learning Assistants. Two of these students have had significant absences this year.

Pasifika

Six students identify as Pasifika at Tūtira Ashgrove School. 100% of students who identify as Pasifika are working at or above school expectations.

Asian

26 students identify as Asian at Tūtira Ashgrove School. 77% (21/26) students who identify as Asian are working at or above school expectations.

MELAA (Middle Eastern / Latin American / African)

Six students identify as MELAA at Tūtira Ashgrove School. 83% (5/6) students who identify as MELAA are working at or above school expectations. Majority of these students receive ESOL support and additional learning time around English with a Learning Assistant.

All students who are working towards school expectations are identified within the team and are taught and supported according to their needs and goals. Interventions are in place for students requiring extra support or extension.

WRITING

Writing Achievement and Progress Overtime

Ashgrove School students achieving at or above school expectations in Writing 2019-2024

| | All Students | Male | Female | Māori |
|-------------|--------------|------|--------|-------|
| 2019 | 72% | 65% | 78% | 70% |
| 2020 | 73% | 69% | 77% | 65% |
| 2021 | 70% | 65% | 74% | 59% |
| 2022 | 75% | 70% | 79% | 65% |
| 2023 | 70% | 65% | 74% | 51% |

| | | | | |
|------|-----|-----|-----|------|
| 2024 | 64% | 53% | 74% | 100% |
|------|-----|-----|-----|------|

Ashgrove School students have remained steady in their writing achievement in 2024. Overall, there are 64% of students achieving at or above school expectations in writing.

2024 Writing Achievement and Progress

64% (270/422) of students are achieving at or above school expectations in writing.

36% (152/422) of students are working towards school expectations in writing.

| | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|-------------------------------|------|------|------|------|------|------|
| Well below expectation | 10 | 0 | 0 | 0 | 0 | 0 |
| Working towards expectation | 113 | 87 | 132 | 87 | 137 | 152 |
| At expectation | 318 | 165 | 249 | 238 | 286 | 218 |
| Above expectation | 72 | 75 | 52 | 29 | 33 | 52 |
| Total Students | 513 | 327 | 433 | 354 | 456 | 422 |
| Total at or above expectation | 390 | 240 | 301 | 267 | 319 | 270 |
| % at or above expectation | 76% | 73% | 70% | 75% | 70% | 64% |

Of the 152 students working towards expectation for writing:

- 1 student is ORS funded
- 1 student is an ESOL and receives support with this

All students working towards expectations have in class support through a Learning Assistant and are part of small group teaching to focus on their learning needs and goals.

| | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Above expectation | 11 20% | 7 15% | 5 11% | 11 22% | | 3 5% | 10 17% | 5 8% |
| At expectation | 21 38% | 13 27% | 26 57% | 25 53% | 13 28% | 41 74% | 39 66% | 39 61% |
| Working towards expectation | 23 42% | 28 58% | 15 33% | 12 25% | 33 72% | 11 20% | 10 17% | 20 31% |
| Total | 55 | 48 | 46 | 49 | 46 | 55 | 59 | 64 |
| Total working at or above expectation | 32 58% | 20 42% | 31 68% | 36 75% | 13 28% | 44 79% | 49 83% | 44 69% |

Year 6 and Year 7 students are the strongest performing groups (83% and 79% of students achieving at or above school expectations respectively) followed by Year 4 students (75% achieving at or above school expectations).

Accelerated Progress

Between 2021-2024, the current Y6 cohort progressed in their writing achievement last year.

| 2021 | | | 2022 | | | 2023 | | | 2024 | | |
|------|---------------------|--------------------------|------|---------------------|--------------------------|------|---------------------|--------------------------|------|---------------------|--------------------------|
| | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation | | Towards Expectation | At and Above Expectation |
| Y 3 | 22 (42%) | 31 (58%) | Y 4 | 9 (17%) | 43 (83%) | Y 5 | 20 (37%) | 34 (63%) | Y 6 | 11 (20%) | 44 (80%) |
| Y 4 | 13 (22%) | 46 (77%) | Y 5 | 13 (22%) | 45 (77%) | Y 6 | 10 (17%) | 49 (83%) | Y 7 | 10 (17%) | 49 (83%) |
| Y 5 | 27 (45%) | 33 (55%) | Y 6 | 9 (16%) | 46 (84%) | Y 7 | 16 (25%) | 47 (75%) | Y 8 | 20 (31%) | 44 (69%) |
| Y 6 | 15 (25%) | 44 (75%) | Y 7 | 7 (21%) | 26 (79%) | Y 8 | 27 (42%) | 37 (58%) | | | |
| Y 7 | 9 (18%) | 41 (82%) | Y 8 | 6 (26%) | 17 (74%) | | | | | | |
| Y 8 | 15 (25%) | 46 (75%) | | | | | | | | | |

Progress as a cohort on the previous year

Less progress as a cohort on the previous year

No change in progress on the previous year

The Writing Revolution (TWR) is an explicit way of teaching the building blocks of writing. This year we have developed our own overview using TWR's user guides as a basis for what is covered at each year level. Teams have been implementing this at differing degrees this year as teachers undergo professional development and their confidence develops. There have been some explicit gains in the students' learning with many teachers showing me the significant progress that their students are making in writing, especially the students who find writing challenging.

With a whole school, explicitly and systematic approach to teaching the mechanics of writing in 2025, we look to further build on and develop the writing skills of our students to enable them to achieve success in writing different genres for different purposes and audiences across the curriculum.

Male Students

53% (107/202) of males are achieving at or above school expectations in writing end-2024.

47% (95/202) of males are achieving below or well below school expectations in writing end-2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|--------------|----------|----------|----------|----------|---------|----------|----------|----------|-----------|
| Above | 4 (11%) | 84 (16%) | 4 (15%) | 3 (13%) | | 2 (10%) | 4 (15%) | | 21 |
| At | 13 (36%) | 2 (20%) | 11 (42%) | 12 (52%) | 3 (14%) | 13 (65%) | 18 (67%) | 11 (46%) | 86 |

| | | | | | | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Towards | 19 (53%) | 16 (64%) | 11 (42%) | 8 (35%) | 18 (86%) | 5 (25%) | 5 (19%) | 13 (54%) | 95 |
| Total | 36 | 25 | 26 | 23 | 21 | 20 | 27 | 24 | 202 |

Of the 95 male students working towards school expectations, 36 students receive extra support from a Learning Assistant and 1 student is ORS. These students have close support to enable them to make progress in their learning. Two male students working towards expectations have had extensive absences from school.

Female Students

74% (163/220) of females are achieving at or above school expectations in writing mid-2024.

26% (57/220) of females are working towards school expectations in writing mid-2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| Above | 7 (37%) | 3 (13%) | 1 (5%) | 8 (30%) | | 1 (3%) | 6 (19%) | 5 (13%) | 31 |
| At | 8 (42%) | 8 (35%) | 15 (75%) | 14 (54%) | 10 (40%) | 28 (80%) | 21 (66%) | 28 (70%) | 132 |
| Towards | 4 (21%) | 12 (52%) | 4 (20%) | 5 (15%) | 15 (60%) | 6 (17%) | 5 (16%) | 7 (18%) | 57 |
| Total | 19 | 23 | 20 | 26 | 25 | 35 | 32 | 20 | 220 |

Of the 57 female students working towards expectations in reading, 16 of these students receive additional literacy learning 3-4 times a week from a Learning Assistant. Three female students working towards expectations have had extensive absences from school.

NZ Māori

53% (24/45) of students who identify as NZ Māori are working at or above school expectations.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Above | 1 (25%) | | 1 (33%) | 2 (29%) | | 1 (17%) | 1 (11%) | | 6 |
| At | 1 (25%) | 2 (25%) | | 4 (57%) | 1 (50%) | 2 (33%) | 6 (67%) | 2 (33%) | 18 |
| Towards | 2 (50%) | 6 (75%) | 2 (67%) | 1 (14%) | 1 (50%) | 3 (50%) | 2 (22%) | 4 (67%) | 21 |
| Total | 4 | 8 | 3 | 7 | 2 | 6 | 9 | 6 | 45 |

19 students who identify as NZ Māori are working towards school expectations. 11 of these students have additional structured literacy support from a Learning Assistant.

European / Pākehā

65% (217/339) of students who identify as European / Pākehā are working at or above school expectations.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|------------------|
| Above | 9 (20%) | 7 (19%) | 2 (6%) | 7 (20%) | | 2 (4%) | 7 (15%) | 5 (9%) | 39 (12%) |
| At | 17 (38%) | 10 (28%) | 21 (58%) | 18 (50%) | 12 (29%) | 36 (80%) | 32 (68%) | 32 (60%) | 178 (53%) |

| | | | | | | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------------------|
| Towards | 19 (42%) | 19 (53%) | 13 (36%) | 11 (31%) | 29 (70%) | 7 (16%) | 8 (17%) | 16 (30%) | 122 (36%) |
| Total | 45 | 36 | 36 | 36 | 41 | 45 | 47 | 53 | 339 |

122 students who identify as European / Pākehā are working towards school expectations. One student is ORS and 40 of these students have additional literacy support from Learning Assistants. Two of these students have had significant absences this year.

Pasifika

Six students identify as Pasifika at Tūtira Ashgrove School. 83% (5) of students who identify as Pasifika are working at or above school expectations.

Asian

26 students identify as Asian at Tūtira Ashgrove School. 77% (20/26) students who identify as Asian are working at or above school expectations.

MELAA (Middle Eastern / Latin American / African)

Six students identify as MELAA at Tūtira Ashgrove School. 67% (4/6) students who identify as MELAA are working at or above school expectations. Majority of these students receive ESOL support and additional learning time around English with a Learning Assistant.

All students who are working towards school expectations are identified within the team and are taught and supported according to their needs and goals. Interventions are in place for students requiring extra support or extension.

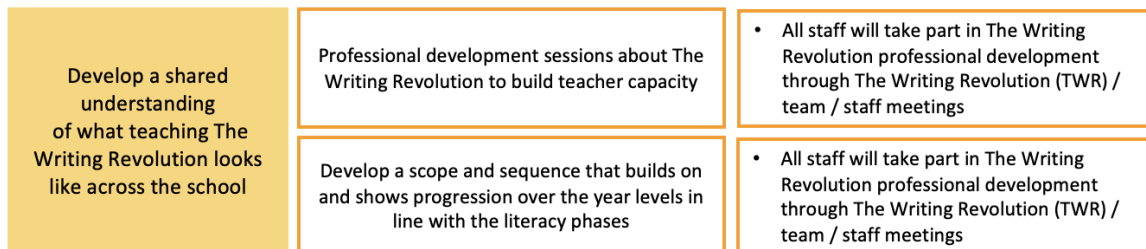


ASHGROVE SCHOOL STRATEGIC PLAN 2024-2025

| | | |
|---|--|--|
| Continue to deliver high quality evidence based literacy programmes | The Structured Literacy programme will continue to be implemented in Pihinga, with intervention groups provided for students who need it across our kura | <ul style="list-style-type: none"> • Every Pihinga student will have Structured Literacy instruction over the year • Students with literacy learning needs will be supported through tier 2 and tier 3 intervention programmes • Most students will show an improvement in reading assessment results |
| | Communication of our Structured Literacy approach with whānau through information sessions | <ul style="list-style-type: none"> • Beginning and mid year Structured Literacy information sessions will be held for Pihinga whānau with ideas on supporting at home |
| | The Writing Revolution programme will be implemented in every class across our kura | <ul style="list-style-type: none"> • Every student will have explicit writing instruction through The Writing Revolution programme over the year |

- Structured Literacy is taught in every Pihinga class. Tipu and Māhuri have Structured Literacy groups that are held during team reading sessions. Tūrepo have their whole class reading programme with the addition of a Structured Literacy intervention group

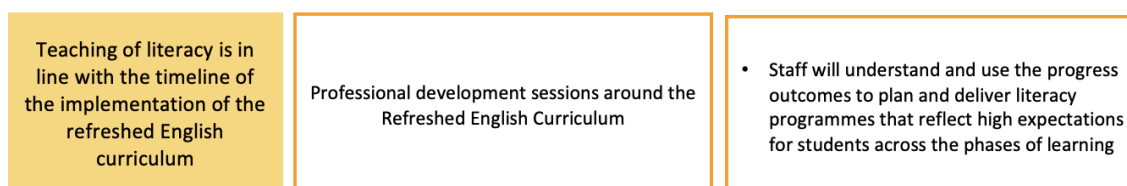
- Students identified as having 'some risk (yellow)' or 'high risk/red' on DIBELS assessments have targeted reading / learning assistant support / interventions put in place to support their achievement.
- We have developed methods for teachers to dig deeper into the DIBELS assessments to identify what component of reading students are struggling, giving clearer and more defined information. Teachers then have developed programmes and interventions around this. For example, the introduction of teaching fluency this year as a team wide programme after identifying that students comprehension is hindered when they are slow but accurate readers.
- Structured literacy sessions were held at the beginning of the year for Phinga and new parents and was a success. This will be repeated next year.
- TWR is being taught to every student in Years 2-8.



- All teachers in Māhuri and Tūrepo undertook 12 hours of professional development in TWR. This was necessary to build their knowledge and skills in understanding, planning and teaching TWR at higher levels. Teachers have reported greater confidence in teaching writing since the introduction of TWR, with greater student confidence and success.
- The Writing Revolution Progress Overview and Pacing guide was developed for the school, laying out what is to be taught at what levels.



- Multiple staff PD sessions held over the year around DIBELS; how to use the assessment tools, understanding the information given and using this to inform programmes and develop interventions to develop the reading abilities of our students
- All teachers in Y2-8 are using The Simple View of Reading Quadrants to dig deeper into the DIBELS data and develop class programmes to the skills students are needing and interventions to intensively strengthens



- Staff PD sessions have been held unpacking the refreshed English Curriculum - what has changed, the reasons, goals and content at each level. This was well received and PD will continue into 2025.

Teaching and Learning in Mathematics have been a big focus for Tūtira Ashgrove in 2024. We have worked on building staff capability in Mathematics and creating a shared vision for this curriculum area from Year 0-8. The Mathematics Curriculum has been through several draft versions and has now been refreshed and is to be fully implemented in 2025. Staff will be supported with this process by the Ministry of Education Professional Learning Days booking in January and June, with more coming in 2026. Tūtira Ashgrove has also ordered a structured maths resources, Maths No Problem, to complement our current learning programmes. Professional learning will be available throughout 2025 and beyond for this resource.

We are committed to building on current successful practice, with consistency in language and strategies, building throughout the school year on year while deeply imbedding the Understand, Know and Do from The Mathematics Curriculum.

Historical data

2023 72% at or above school expectation in Mathematics

2022 84% at or above school expectation in Mathematics

2021 82% at or above school expectation in Mathematics

2020 73% at or above school expectation in Mathematics

2019 79% at or above school expectation in Mathematics

All students End Year 2024

76.3% of students achieving at or above expectation for Mathematics by the end of year 2024.

23.7% of students who are working towards school expectations in mathematics for the end of year 2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------------|
| Above | 3 5.45% | 8 16.67% | 6 13.04% | 6 12.25% | 2 4.35% | 7 12.73% | 7 11.86% | 8 12.5% | 47 11.1% |
| At | 47 85.45% | 35 72.92% | 35 76.09% | 30 61.22% | 22 47.83% | 34 61.82% | 31 52.54% | 41 64.06% | 275 65.2% |
| Towards | 5 9.09% | 5 10.42% | 5 10.87% | 13 26.53% | 22 47.83% | 14 25.45% | 21 35.59% | 15 23.44% | 100 23.7% |
| Total | 55 | 48 | 46 | 49 | 46 | 55 | 59 | 64 | 422 |

Of the 100 students working towards school expectations for mathematics there are students with high absences, several students who are neuro diverse (diagnosed or undiagnosed), frequently absent, ESOL and have ORS funding/ICS support. A number of these students are also new to our school in 2024.

Teams have identified students working towards school expectations and teachers as well as learning assistants are scaffolding and supporting students learning needs within the mathematics programmes. Learning assistants are working with small groups on identified needs, in particular building fluency of basic facts.

Male students

79.7% of male students achieving at or above expectation for Mathematics for mid year 2024

20.3% of male students who are working towards school expectations in mathematics for mid year 2024

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|--------------|------------|----------|-------------|-------------|------------|----------|-------------|-------------|---------------------------|
| Above | 1 2.78% | 6 24% | 5 19.23% | 3 13.04% | 2 9.52% | 5 25% | 4 14.81% | 4 16.67% | 30 14.8% |

| | | | | | | | | | |
|----------------|--------------|-----------|--------------|--------------|--------------|-----------|--------------|--------------|----------------------------|
| At | 30 83.33% | 18 72% | 19 73.08% | 15 65.22% | 9 42.86% | 12 60% | 14 51.85% | 14 58.33% | 131 64.9% |
| Towards | 5 13.89% | 1 4% | 2 7.69% | 5 21.74% | 10 47.62% | 3 15% | 9 33.33% | 6 25% | 41 20.3% |
| Total | 36 | 25 | 26 | 23 | 21 | 20 | 27 | 24 | 202 |

Female students

73.2% of female students achieved at or above expectation for Mathematics by the end of the year 2024.
26.8% of female students who are working towards school expectations in mathematics for the end of year 2024.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|--------------|--------------|-----------|--------------|-----------|--------------|--------------|-------------|----------------------------|
| Above | 2 10.35% | 2 8.7% | 1 5% | 3 11.54% | | 2 5.71% | 3 9.38% | 4 10% | 17 7.7% |
| At | 17 89.47% | 17 73.91% | 16 80% | 15 57.69% | 13 52% | 22 62.86% | 17 53.13% | 27 67.5% | 144 65.5% |
| Towards | | 4 17.39% | 3 15% | 8 30.77% | 12 48% | 11 31.43% | 12 37.5% | 9 22.5% | 59 26.8% |
| Total | 19 | 23 | 20 | 26 | 25 | 35 | 32 | 40 | 220 |

New Zealand Māori students

68.8% of NZ Māori students achieving at or above expectation for Mathematics for end of year 2024
31.1% of NZ Māori students who are working towards school expectations in mathematics for end of year 2024

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|-----------|------------|-----------|-------------|-----------|-------------|-------------|-------------|-----------|
| Above | | | | 1 14.29% | | 1 16.67% | | | 2 |
| At | 4 100% | 7 87.5% | 3 100% | 4 57.14% | | 2 33.33% | 5 55.56% | 4 66.67% | 29 |
| Towards | | 1 12.5% | | 2 28.57% | 2 100% | 3 50% | 4 44.44% | 2 33.33% | 14 |
| Total | 4 | 8 | 3 | 7 | 2 | 6 | 9 | 6 | 45 |

European/ Pākeha students

76.1% of European/ Pākeha students achieving at or above expectation for Mathematics for end of year 2024
23.8% of European/ Pākeha students who are working towards school expectations in mathematics for end of year 2024

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Total |
|----------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|
| Above | 2 4.44% | 8 22.22% | 3 8.33% | 4 11.11% | 1 2.44% | 4 8.89% | 7 14.89% | 5 9.43% | 34 |
| At | 38 84.44% | 24 66.67% | 28 77.78% | 23 63.89% | 21 51.22% | 31 68.89% | 23 48.94% | 36 67.92% | 224 |
| Towards | 5 | 4 | 5 | 9 | 19 | 10 | 17 | 12 | 81 |

| | | | | | | | | | |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| | 11.11% | 11.11% | 13.89% | 25% | 46.34% | 22.22% | 36.17% | 22.65% | |
| Total | 45 | 36 | 36 | 36 | 41 | 45 | 47 | 53 | 339 |

Other Ethnicities

| | Pacifia | Asian | MELAA |
|----------------|----------------|--------------|--------------|
| Above | 1 | 9 | 1 |
| At | 4 | 13 | 5 |
| Towards | 1 | 4 | |
| Total | 6 | 26 | 6 |

83.3% of Pacifia students are achieving at or above expectation for Mathematics for end of year 2024
 16.6% of Pacifia students who are working towards school expectations in mathematics for end of year 2024

84.6% of Asian are achieving at or above expectation for Mathematics for end of year 2024
 15.3% of Asian students who are working towards school expectations in mathematics for end of year 2024

100% of MELAA (Middle Eastern, Latin American and African) students are achieving at or above expectation for Mathematics for end of year 2024

No MELAA students are working towards school expectations in mathematics for end of year 2024

Strategic Goals

| | |
|---|---|
| Continued professional learning development for Kaiako with The Learner First in effective teaching of Maths. | <ul style="list-style-type: none"> • Bridget, Fiona, Anya, Nic and Leon attending TLF PLD 1 day each term • TLF Webinars available for staff to view each term • Regular Staff meetings through the year unpacking refreshed curriculum and PLD from TLF • Bridget and Fiona 1 on 1 sessions with Rob Proffitt White working on Fact Fluency and Mental Computation |
| Develop and implement maths programmes that build student knowledge and capacity as they move through the kura. | <ul style="list-style-type: none"> • 2 year overview and long term tracker document developed for each team- these will need updating with refreshed curriculum and use of Maths No Problem • Planning for 3-4 units per term for each team including rapid routines, explicit teaching and structure inquiry - these to be updated with refreshed curriculum and use of Maths No Problem |

| | |
|--|---|
| <p>To develop effective, quality assessment practice in maths.</p> | <ul style="list-style-type: none"> ● Implemented formative assessment practices with independent maths reviews at the end of units to track progress, inform OTJs and gaps in knowledge. ● Tracking for Add/ Sub and Mult/ Div Basic Facts as relevant at different levels ● PAT standardised testing will begin in 2025 from Year 3-8 |
| <p>Teaching of maths is in line with the timeline of the implementation of the refreshed Mathematics curriculum.</p> | <ul style="list-style-type: none"> ● Staff have been familiarised with the Tāhūrangi ministry website. ● Maths units aligned with the refreshed curriculum. ● Tūtira Ashgrove progress steps developed for each Phase of the curriculum. ● MOE PLD booked for Teachers Only Day in January |

Summary of Literacy and Maths Eoy Reports 2024

Literacy -

Overview

In 2024, literacy remained a strategic focus at Tūtira Ashgrove School. The Writing Revolution (TWR) was implemented schoolwide with structured progression, and staff received training in its pedagogy. Reading assessments transitioned to DIBELS for Years 2-8, providing more efficient and detailed data than previous methods. This has enabled teachers to better tailor their programmes to student needs.

Reading Achievement

- **70% (296/423) of students** are at or above school expectations in reading, marking a decline from previous years (78% in 2023, 82% in 2022).
- **30% (127/423) of students** are working towards expectations.
- Year 6 and 7 students demonstrated the highest achievement (91% and 90% at or above expectations, respectively).
- Year 5 students had the lowest achievement, with only **22% meeting expectations**, though progress was noted in individual student growth.
- Male students: **66% (131/202) at or above expectations**, 35% below.
- Female students: **77% (172/223) at or above expectations**, 23% below.
- Māori students: **58% (26/45) at or above expectations**, with targeted learning assistant support.
- Pasifika students: **100% at or above expectations**.
- Asian students: **77% at or above expectations**.
- MELAA (Middle Eastern, Latin American, African): **83% at or above expectations**, with additional ESOL support.

Key Interventions:

- **All students working towards expectations** receive in-class support from Learning Assistants.
 - **DIBELS assessments** provide a more comprehensive literacy picture, aiding targeted teaching.
 - Additional structured literacy support is provided for students requiring it.
-

Writing Achievement

- **64% (270/422) of students** are at or above school expectations, showing a decline from **70% in 2023**.
 - **36% (152/422) of students** are working towards expectations.
 - Māori students had the most significant growth, reaching **100% at or above expectations**.
 - Male students showed the lowest performance (**53% at or above expectations**).
 - As with reading, all students below expectations receive small-group support from Learning Assistants.
-

Key Takeaways

- The shift to **DIBELS assessments** has provided richer data, allowing for more precise interventions.
 - **Year 5 remains a key focus** due to their lower achievement levels.
 - **Structured support systems** are in place for struggling students, particularly Māori, male, and students with additional learning needs.
 - The school will continue refining literacy strategies to address gaps and further strengthen student outcomes in 2025.
-

Mathematics Report – End of Year 2024 Summary

Curriculum and Professional Development

- Mathematics has been a key focus at Tūtira Ashgrove in 2024, with efforts to build staff capability and develop a shared vision for Years 0-8.
- The refreshed Mathematics Curriculum will be fully implemented in 2025, with professional learning support from the Ministry of Education in January and June, continuing into 2026.
- The school has invested in the *Maths No Problem* resource to complement current learning programmes, with ongoing professional development planned.
- The goal is to ensure consistency in language and strategies across year levels while embedding the *Understand, Know, and Do* model from the curriculum.

Student Achievement

- **2024 Achievement:** 76.3% of students met or exceeded expectations, while 23.7% are working towards them.
- **Historical Data:** Achievement rates have fluctuated between 72%-84% since 2019.
- **Gender Performance:**
 - **Male students:** 79.7% at or above expectations, 20.3% working towards.
 - **Female students:** 73.2% at or above expectations, 26.8% working towards.
- **Ethnic Performance:**
 - **NZ Māori:** 68.8% at or above expectations, 31.1% working towards.
 - **European/Pākehā:** 76.1% at or above expectations, 23.8% working towards.
 - **Pasifika:** 83.3% at or above expectations, 16.6% working towards.
 - **Asian:** 84.6% at or above expectations, 15.3% working towards.
 - **MELAA:** 100% at or above expectations.

Key Challenges

- Students working towards expectations often have high absences, are neurodiverse, ESOL learners, or receive ORS/ICS support.
- Several of these students joined the school in 2024.

Support and Interventions

- Identified students receive targeted support from teachers and learning assistants.
- Small group work focuses on building fluency in basic facts.

Strategic Goals for 2025

- Continued professional development with *The Learner First* (TLF), including webinars, staff meetings, and 1:1 sessions.
- Development of a **2-year overview and long-term tracking document** aligned with the refreshed curriculum and *Maths No Problem*.
- Implementation of **structured planning** (3-4 units per term) with rapid routines, explicit teaching, and structured inquiry.
- Improved **assessment practices**, including:
 - Independent maths reviews to track progress and address knowledge gaps.
 - Tracking of basic facts (addition, subtraction, multiplication, and division).
 - Introduction of **PAT standardised testing** for Years 3-8 in 2025.
- Ensuring teaching aligns with the **refreshed Mathematics Curriculum**, including the development of Tūtira Ashgrove progress steps.

Next Steps

- Professional learning days booked for January 2025.
 - Teachers to be further familiarised with the **Tāhūrangi** Ministry of Education website.
 - Alignment of maths units with the **refreshed curriculum**.
-

How We Have Given Effect to Te Tiriti o Waitangi

Giving effect to Te Tiriti o Waitangi is a key priority for our board, and we continue to embed its principles into the fabric of our school's strategic direction, curriculum, and everyday practices. Our commitment is reflected in three main areas:

1. Ensuring Plans, Policies, and Local Curriculum Reflect Tikanga Māori, Mātauranga Māori, and Te Ao Māori

- Our school's strategic plan explicitly acknowledges the importance of tikanga Māori, mātauranga Māori, and te ao Māori, ensuring they are woven into our local curriculum and learning experiences.
- We engage with mana whenua and local Māori whānau to develop culturally responsive policies that reflect our community's aspirations.
- Te ao Māori perspectives are incorporated across subject areas, ensuring that Māori knowledge, traditions, and worldviews are valued and embedded in teaching and learning.
- We actively support professional development for staff to increase their confidence and capability in delivering culturally sustaining pedagogy.


2. Making Instruction Available in Tikanga Māori and Te Reo Māori

- Our school has continued to expand opportunities for students to engage in te reo Māori learning, with dedicated time for instruction in te reo Māori across year levels.
- Tikanga Māori is embedded in school practices, including mihi whakataui, karakia, waiata, and mihi, which are regularly incorporated into school events and daily routines.
- Our school kapa haka rōpū continues to thrive, with increasing participation from Māori and non-Māori students, strengthening cultural pride and identity.
- We have provided professional learning for staff to improve their use of te reo Māori in the classroom and ensure Māori learners see themselves reflected in their learning environment.

3. Achieving Equitable Outcomes for Māori Students


- We track and analyze achievement data to ensure Māori students are supported to succeed academically, socially, and culturally.
- Our school provides targeted interventions where necessary to address any disparities in achievement and engagement for Māori students.
- Whānau engagement remains a focus, with regular hui and opportunities for Māori whānau to share their aspirations and feedback.
- Māori student leadership is actively encouraged, with opportunities for students to take on roles that reflect and celebrate their cultural identity.

Through these ongoing initiatives, we remain committed to honoring Te Tiriti o Waitangi and ensuring that our school is a place where Māori students thrive, where tikanga and te reo Māori are valued, and where all learners benefit from the richness of te ao Māori.




At Ashgrove...

HONOURING TE TIRITI O WAITANGI



‘Every child has a story to tell, experiences to share, values that underpin how they act and react. At Ashgrove School, it is our job to ensure our kete is well stocked and up to date, and that all ākonga are supported and valued’



we see...

Equitable integration of Mātauranga Māori (Māori knowledge) into learning content

Te Reo Māori in content on the website, Facebook and in newsletters

Signs are both in English and Te Reo Māori around our kura

Equitable representation of things Māori and non-Māori in our physical environment


Greetings in Te Reo Māori and Pepeha/mihi when welcoming others

Te Reo Māori being naturally integrated into learning and conversations between teachers and students

NZ History being taught in our kura from both Māori and a non-Māori perspective

Integration of tikanga Māori appropriate to local contexts – karakia, waiata, whakatauki, mihi whakatau

Communication between the community, whānau and students is meaningful, ongoing, reciprocal and transparent



we hear...


A shared decision making process with whānau, our community and iwi is embedded.

Māori students are empowered to have their gifts nurtured and grown

Māori students learning through and about their own culture and being empowered to be successful as Māori

Te Reo Māori has status and mana by being valued and actively revitalized

Our STAR values being lived – ratonga (Service), whakapono (Trust), wairua (Keep Learning), whakaute (respect), takohanga (responsibility)



we feel...

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

How have you met your obligations to provide good and safe working conditions?

At Tūtira Ashgrove School, we prioritize the health, safety, and wellbeing of our staff by:

- Implementing a comprehensive Health and Safety policy that aligns with legislative requirements.
- Regularly reviewing and updating our risk management procedures, including emergency preparedness and hazard identification.
- Providing staff with access to professional development on wellbeing, stress management, and maintaining a healthy work-life balance.
- Ensuring a supportive workplace culture that values open communication, staff voice, and psychological safety.
- Conducting workplace safety audits and acting on staff feedback to improve working conditions.
- Promoting an inclusive and positive staffroom culture that fosters collaboration and mutual support.
- Warm family feeling at Tūtira which is commented on by staff and whānau & visitors.
- Hauora is at the heart of Tūtira Ashgrove school

What is in your Equal Employment Opportunities (EEO) programme?

We have a policy, not a programme, however we endeavour to:

- A commitment to non-discriminatory recruitment and promotion processes.
- Proactive recruitment strategies to attract diverse candidates.
- Providing ongoing professional development opportunities for all staff.
- Supporting flexible work arrangements where possible.
- Encouraging staff to participate in leadership roles, regardless of gender, ethnicity, or ability.

How have you been fulfilling this programme?

- N/A

How do you practise impartial selection of suitably qualified persons for appointment?

We ensure impartiality in our hiring process by:

- Using a structured interview and scoring system to assess candidates based on merit and alignment with our school values.
- Ensuring diverse panel representation in the recruitment process.
- Following best-practice recruitment guidelines to minimize bias in decision-making.
- Seeking feedback from whānau and community representatives where appropriate.

How are you recognising:

The aims and aspirations of Māori?

- Embedding te ao Māori in our school's strategic planning and local curriculum.
- Actively engaging with whānau and iwi to guide school initiatives.

- Supporting Māori student leadership and cultural events.

The employment requirements of Māori?

- Providing te reo Māori and tikanga training for all staff.
- Ensuring Māori perspectives are valued in decision-making.

Greater involvement of Māori in the Education service?

- Partnering with local iwi to guide school direction.
- Encouraging Māori whānau participation in governance and curriculum planning.
- Supporting Māori staff in leadership and professional growth.

How have you enhanced the abilities of individual employees?

- Providing targeted professional learning opportunities.
- Encouraging leadership pathways within the school.
- Offering mentorship and coaching for staff development.
- Supporting staff to pursue further study and upskilling.
- Kāhui Ako PLD

How are you recognising the employment requirements of women?

- Supporting flexible work arrangements where possible.
- Encouraging and developing women in leadership roles.
- Providing equal access to professional development.
- Ensuring policies support work-life balance and family commitments.
- Open and clear / mana enhancing conversations with Principal / Leadership
- We look after and celebrate people regardless of gender or sexual orientation

How are you recognising the employment requirements of persons with disabilities?

- Providing reasonable accommodations for staff with disabilities.
- Ensuring accessibility in school facilities and resources.
- Offering tailored support based on individual needs.
- Fostering an inclusive culture that values diversity.

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

Equal Employment Opportunities (EEO) Programme/Policy

Do you operate an EEO programme/policy?

Yes

Has this policy or programme been made available to staff?

Yes

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?

No

Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?

Yes

Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?

No

Does your EEO programme/policy set priorities and objectives?

No



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9th May 2025

Re: Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024 Tūtira Ashgrove School received \$6,917.52 excluding GST.

The money was used to fund the services of the North Canterbury Sports Academy that provided tutors in teaching the Tūtira Ashgrove students across the school, sporting skills in various winter and summer sporting codes.

The number of students that participated in organised sport was 456.

Leon Van't Veen
Principal