

GLENFIELD PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1296

Principal: Kat Porter

School Address: 101 Chivalry Road, Auckland

School Postal Address: 101 Chivalry Road, Auckland

School Phone: 09 441 87 30

School Email: office@glenfield.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mike McCaw	Presiding Member	Elected	Aug-25
Kat Porter	Principal	Ex Officio	
Christine Cooper	Principal	Ex Officio	Mar-24
Fiona Smith	Special Needs Champion	Co-Opted	Aug-25
Jo Cowell	Staff Rep	Elected	Aug-25
Brian Glass	Parent Rep	Elected	Aug-25
Chris Marshall	Parent Rep	Elected	Aug-25
Jiayuan Fu (Yoyo)	Parent Rep	Elected	Aug-25
Shail Stewart	Parent Rep	Co-Opted	Aug-25

Accountant / Service Provider: Shore Chartered Accountants

GLENFIELD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Glenfield Primary School

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Mike McCaw

Full Name of Presiding Member

DocuSigned by:
Mike McCaw
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Signature of Presiding Member

30 May 2024

Date:

Kat Porter

Full Name of Principal

DocuSigned by:
Kat Porter
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Signature of Principal

30 May 2024

Date:

Glenfield Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	3,120,771	3,289,576	3,198,989
Locally Raised Funds	3	176,811	115,951	85,944
Interest		27,637	5,000	6,047
Total Revenue		3,325,219	3,410,527	3,290,980
Expense				
Locally Raised Funds	3	36,360	27,695	32,000
Learning Resources	4	2,081,100	2,055,017	2,068,724
Administration	5	173,504	168,108	182,884
Interest		1,253	2,784	1,582
Property	6	965,415	1,192,455	918,847
Loss on Disposal of Property, Plant and Equipment		5,949	-	-
Total Expense		3,263,581	3,446,059	3,204,037
Net Surplus / (Deficit) for the year		61,638	(35,532)	86,943
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		61,638	(35,532)	86,943

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

Glenfield Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		758,325	758,325	671,382
Total comprehensive revenue and expense for the year		61,638	(35,532)	86,943
Contribution - Furniture and Equipment Grant		19,324	-	-
Equity at 31 December		839,287	722,793	758,325
Accumulated comprehensive revenue and expense		839,287	722,793	758,325
Equity at 31 December		839,287	722,793	758,325

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.

Glenfield Primary School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	703,592	452,790	673,803
Accounts Receivable	8	127,844	128,300	170,835
GST Receivable		19,713	8,500	8,385
Prepayments		12,294	11,000	9,569
Inventories	9	1,014	1,300	1,500
Funds Receivable for Capital Works Projects	15	109,984	-	29,733
		<u>974,441</u>	<u>601,890</u>	<u>893,825</u>
Current Liabilities				
Accounts Payable	11	222,657	190,000	196,456
Revenue Received in Advance	12	2,174	-	-
Provision for Cyclical Maintenance	13	72,156	43,000	46,033
Finance Lease Liability	14	9,253	9,800	9,704
Funds held for Capital Works Projects	15	153,647	-	29,971
		<u>459,887</u>	<u>242,800</u>	<u>282,164</u>
Working Capital Surplus/(Deficit)		514,554	359,090	611,661
Non-current Assets				
Property, Plant and Equipment	10	437,555	433,868	227,920
		<u>437,555</u>	<u>433,868</u>	<u>227,920</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	97,860	60,165	73,133
Finance Lease Liability	14	14,962	10,000	8,123
		<u>112,822</u>	<u>70,165</u>	<u>81,256</u>
Net Assets		<u>839,287</u>	<u>722,793</u>	<u>758,325</u>
Equity		<u>839,287</u>	<u>722,793</u>	<u>758,325</u>

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

Glenfield Primary School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		764,500	722,762	772,127
Locally Raised Funds		165,733	115,553	84,835
International Students		9,452	-	-
Goods and Services Tax (net)		(11,329)	(115)	456
Payments to Employees		(416,426)	(444,355)	(401,082)
Payments to Suppliers		(292,641)	(312,786)	(324,480)
Interest Paid		(1,253)	(2,784)	(1,582)
Interest Received		26,575	4,925	5,428
Net cash from/(to) Operating Activities		244,611	83,200	135,702
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(252,553)	(295,948)	(31,451)
Net cash from/(to) Investing Activities		(252,553)	(295,948)	(31,451)
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,324	-	11,641
Finance Lease Payments		(25,018)	(8,027)	(9,851)
Funds Administered on Behalf of Other Parties		43,425	(238)	(70,560)
Net cash from/(to) Financing Activities		37,731	(8,265)	(68,770)
Net increase/(decrease) in cash and cash equivalents		29,789	(221,013)	35,481
Cash and cash equivalents at the beginning of the year	7	673,803	673,803	638,322
Cash and cash equivalents at the end of the year	7	703,592	452,790	673,803

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.

Glenfield Primary School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Glenfield Primary 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's 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 10.

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 19.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) 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 an 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	20.75 years
Furniture and equipment	10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) 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.

j) 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.

k) Revenue Received in Advance

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

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

l) 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.

m) 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.

n) Financial Instruments

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

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

o) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

p) Budget Figures

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	601,146	562,935	605,418
Teachers' Salaries Grants	1,646,765	1,600,000	1,698,638
Use of Land and Buildings Grants	727,692	1,000,000	709,569
Other Government Grants	145,168	126,641	185,364
	<u>3,120,771</u>	<u>3,289,576</u>	<u>3,198,989</u>

The School has opted in to the donations scheme for this year. Total amount received was \$45,465.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	1,279	350	613
Fees for Extra Curricular Activities	12,832	20,275	12,513
Trading	45,646	70,326	46,062
Fundraising & Community Grants	109,776	25,000	26,756
International Student Fees	7,278	-	-
	<u>176,811</u>	<u>115,951</u>	<u>85,944</u>
Expense			
Extra Curricular Activities Costs	14,483	14,275	17,791
Trading	3,842	7,420	3,756
Fundraising and Community Grant Costs	18,035	6,000	10,453
	<u>36,360</u>	<u>27,695</u>	<u>32,000</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>140,451</u>	<u>88,256</u>	<u>53,944</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	52,211	33,485	46,762
Information and Communication Technology	44,555	52,628	46,012
Library Resources	71	200	702
Employee Benefits - Salaries	1,906,767	1,860,704	1,910,085
Staff Development	9,121	8,000	2,805
Depreciation	68,375	100,000	62,358
	<u>2,081,100</u>	<u>2,055,017</u>	<u>2,068,724</u>

During the year ended December 2023, the Principal travelled to USA at a cost of \$5,149 to attend an annual conference for professional development. The costs were funded by the board.

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,710	8,710	9,520
Board Fees	3,999	4,000	3,605
Board Expenses	1,144	1,850	4,687
Communication	1,314	1,600	1,431
Consumables	13,608	11,965	11,742
Other	7,363	5,828	7,608
Employee Benefits - Salaries	118,790	116,270	127,949
Insurance	6,046	5,885	4,952
Service Providers, Contractors and Consultancy	12,530	12,000	11,390
	<u>173,504</u>	<u>168,108</u>	<u>182,884</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	67,089	58,000	63,655
Cyclical Maintenance	50,850	30,032	22,146
Grounds	10,703	9,100	21,698
Heat, Light and Water	31,556	25,000	27,210
Repairs and Maintenance	26,383	17,420	19,414
Use of Land and Buildings	727,692	1,000,000	709,569
Employee Benefits - Salaries	51,142	52,903	55,155
	<u>965,415</u>	<u>1,192,455</u>	<u>918,847</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	489,477	242,790	467,396
Short-term Bank Deposits	214,115	210,000	206,407
Cash and cash equivalents for Statement of Cash Flows	<u>703,592</u>	<u>452,790</u>	<u>673,803</u>

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

Of the \$703,592 Cash and Cash Equivalents, \$153,647 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings. The funds are required to be spent in 2024 on Crown owned School buildings.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	5,702	2,300	1,902
Receivables from the Ministry of Education	-	-	3,886
Interest Receivable	1,987	1,000	925
Banking Staffing Underuse	-	-	14,300
Teacher Salaries Grant Receivable	120,155	125,000	149,822
	<u>127,844</u>	<u>128,300</u>	<u>170,835</u>
Receivables from Exchange Transactions	7,689	3,300	2,827
Receivables from Non-Exchange Transactions	120,155	125,000	168,008
	<u>127,844</u>	<u>128,300</u>	<u>170,835</u>

9. Inventories

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,014	1,300	1,500
	<u>1,014</u>	<u>1,300</u>	<u>1,500</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	33,174				(4,950)	28,224
Furniture and Equipment	113,396	262,613	(660)		(31,699)	343,650
Information and Communication Technology	58,481	4,794			(22,809)	40,466
Leased Assets	13,523	16,305			(8,380)	21,448
Library Resources	9,346	246	(5,288)		(537)	3,767
Balance at 31 December 2023	<u>227,920</u>	<u>283,958</u>	<u>(5,948)</u>	<u>-</u>	<u>(68,375)</u>	<u>437,555</u>

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	198,664	(170,440)	28,224	198,668	(165,494)	33,174
Furniture and Equipment	662,018	(318,368)	343,650	399,404	(286,008)	113,396
Information and Communication Technology	395,436	(354,970)	40,466	390,643	(332,162)	58,481
Leased Assets	104,924	(83,476)	21,448	88,618	(75,095)	13,523
Library Resources	49,352	(45,585)	3,767	54,393	(45,047)	9,346
Balance at 31 December	<u>1,410,394</u>	<u>(972,839)</u>	<u>437,555</u>	<u>1,131,726</u>	<u>(903,806)</u>	<u>227,920</u>

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	58,595	35,000	17,206
Accruals	15,921	15,000	14,950
Banking Staffing Overuse	13,938	15,000	-
Employee Entitlements - Salaries	125,333	120,000	160,605
Employee Entitlements - Leave Accrual	8,870	5,000	3,695
	<u>222,657</u>	<u>190,000</u>	<u>196,456</u>
Payables for Exchange Transactions	222,657	190,000	196,456
	<u>222,657</u>	<u>190,000</u>	<u>196,456</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
International Student Fees in Advance	2,174	-	-
	<u>2,174</u>	<u>-</u>	<u>-</u>

13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	119,166	73,133	115,314
Increase to the Provision During the Year	50,850	30,032	31,291
Use of the Provision During the Year	-	-	(27,439)
Provision at the End of the Year	<u>170,016</u>	<u>103,165</u>	<u>119,166</u>
Cyclical Maintenance - Current	72,156	43,000	46,033
Cyclical Maintenance - Non current	97,860	60,165	73,133
	<u>170,016</u>	<u>103,165</u>	<u>119,166</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2024. This plan is based on the Schools 10 Year Property plan.

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:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	10,948	10,500	10,453
Later than One Year and no Later than Five Years	14,962	11,000	8,998
Later than Five Years	(1,695)	(1,700)	(1,624)
	<u>24,215</u>	<u>19,800</u>	<u>17,827</u>
Represented by			
Finance lease liability - Current	9,253	9,800	9,704
Finance lease liability - Non current	14,962	10,000	8,123
	<u>24,215</u>	<u>19,800</u>	<u>17,827</u>

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2023	Opening	Receipts	Payments	Board	Closing
		Balances	from MOE		Contributions	Balances
		\$	\$	\$	\$	\$
Toilet Block		(194)	-	-	-	(194)
Roofing Project		9,122	-	(13,409)	-	(4,287)
Heating Project		20,849	2,430	(23,279)	-	-
AMS Combined Block Refurb		(9,280)	452,880	(345,617)	-	97,983
Switchboard and LED lighting		(20,259)	67,786	(8,226)	-	39,301
Drainage and Remediate Flood damage		-	99,510	(205,013)	-	(105,503)
Urgent Fencing		-	220,892	(204,529)	-	16,363
Totals		<u>238</u>	<u>843,498</u>	<u>(800,073)</u>	<u>-</u>	<u>43,663</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	153,647
Funds Receivable from the Ministry of Education	(109,984)

	2022	Opening	Receipts	Payments	Board	Closing
		Balances	from MOE		Contributions	Balances
		\$	\$	\$	\$	\$
Toilet Block		85,150	9,504	(94,848)	-	(194)
Roofing Project		-	9,122	-	-	9,122
Heating Project		-	22,320	(1,471)	-	20,849
AMS Combined Block Refurb		-	-	(9,280)	-	(9,280)
Switchboard and LED lighting		-	-	(20,259)	-	(20,259)
New Heat Pumps		(14,352)	15,496	(1,144)	-	-
Flood damage		-	41,345	(41,345)	-	-
Playground Upgrade		-	10,904	(10,904)	-	-
Totals		<u>70,798</u>	<u>108,691</u>	<u>(179,251)</u>	<u>-</u>	<u>238</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	29,971
Funds Receivable from the Ministry of Education	(29,733)

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,999	3,605
<i>Leadership Team</i> Remuneration Full-time equivalent members	385,239 3	371,347 3
Total key management personnel remuneration	389,238	374,952

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has 3 Finance and 3 Property committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	1.00	4.00
110-120	3.00	1.00
	4.00	5.00

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

18. Contingencies

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

Holidays Act Compliance . Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of 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.

19. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had no capital commitments other than those funded by Ministry of Education and disclosed in note 15. (2022:\$nil)

(b) Operating Commitments

As at 31 December 2023, the Board had no operating commitments. (2022:nil)

20. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	703,592	452,790	673,803
Receivables	127,844	128,300	170,835
Total financial assets measured at amortised cost	<u>831,436</u>	<u>581,090</u>	<u>844,638</u>

Financial liabilities measured at amortised cost

Payables	222,657	190,000	196,456
Finance Leases	24,215	19,800	17,827
Total financial liabilities measured at amortised cost	<u>246,872</u>	<u>209,800</u>	<u>214,283</u>

Independent Auditor's Report

To the readers of Glenfield Primary School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Glenfield Primary School (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

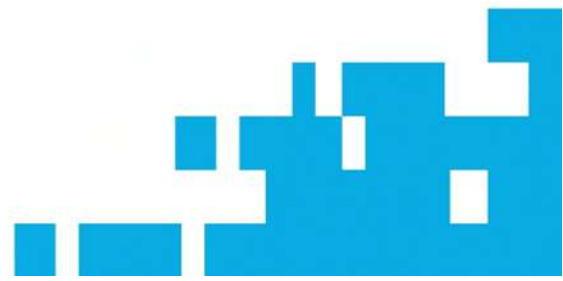
The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis of 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 of Trustees 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, in terms of the requirements of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, giving effect to Te Tiri o Waitangi and 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.

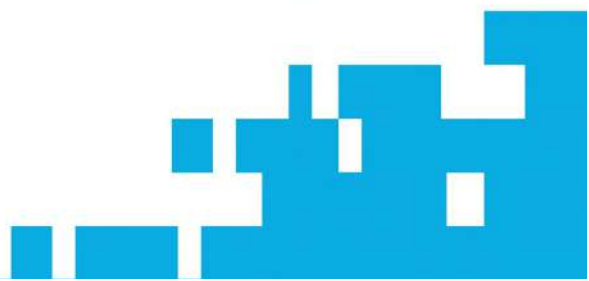
Independence

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* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink that reads 'Colin Henderson'.

Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Statement of Variance



School Name:	Glenfield Primary Mathematics 2023	School Number:	1296
Strategic Aim:	All children are able to access The New Zealand Curriculum as evidenced by achievement in relation to the expected curriculum levels for maths.		
Annual Aim:	To increase the number of students achieving at or above the expected curriculum levels for maths in 2024		
Target:	<p>Year 4 students who are below the expected level will make accelerated progress.</p> <p>Year 6 students who are below the expected level will make accelerated progress.</p> <p>NZ Māori who are below the expected level will make accelerated progress.</p> <p>Pasifika students who are below the expected level will make accelerated progress.</p> <p>Students who are well below and below who made less than expected progress during 2022.</p> <p>Students with IEPs will meet their goals by the end of 2023.</p>		
Baseline Data:	<p>Baseline Data: Our baseline data (end of year Overall Teacher Judgements) identified some concerns in the following areas:</p> <p>Our baseline data from 2022 identified concern in the following area:</p> <p>56.4% students after Year 3 were achieving well below or below the expected level.</p> <p>52.6 students Year level 5 were achieving well below or below the expected level.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. End of year data was analysed to inform progress and planning for the following year. 4 target groups were identified. 2. The progress of these students was discussed with teachers at post observation coaching sessions. 3. Effective assessment practice and HERO progressions was used to analyse data in order to identify individual student needs and inform teaching practice. 4. Maths Progression Assessments (MPA) data was analysed mid-year and feedback collected from teachers. 5. IEPs were written for all priority students who required outside agency intervention, and progress against goals was monitored. All stakeholders were involved in this process. Differentiated teaching programmes were developed to meet specific needs. 6. Referrals were made to outside agencies as required. 7. Year 0 -3 students were provided with suitable iPad apps to support their learning. 8. Year 3 – 6 students used digital technology to evaluate and plan their own learning. 9. Home school partnerships were strengthened by the contact that was being made by teachers. 	<p>Focus Group 1: Year 4 students who are below the expected level will make accelerated progress.</p> <p>There were 19 students in this target group.</p> <p>42% of these students remained at the same level which was just below. 53% of these students made accelerated progress and are working at their cohort.</p> <p>Focus Group 2: Year 6 students who are below the expected level will make accelerated progress.</p> <p>50% of these students remained at the same level which was just below. 22% of these students made accelerated progress and are working at their cohort.</p> <p>Focus Group 3: NZ Māori who are below the expected level will make accelerated progress.</p> <p>50% of these students remained at the same level which was just below. 25% of these students made accelerated progress and are working at their cohort.</p>	<p>The maths progressions and MPA gave teachers clarity around achievement levels. Students and teachers were able to set clear goals using the new progressions. GAP analysis was done for all target students.</p> <p>There is a high number of ELL students and assessments such as JAM and GloSS identify specific needs and help teachers plan accordingly. Planning for groups are set based on children's goals. A focus on Basic facts was introduced with assessments in T1 and T3. Parents were asked to support children with their basic facts at home, based on their basic facts goals. Children had access to online programmes such as Maths Buddy, Prototec, Studyladder to consolidate their learning at school as well as at home.</p> <p><u>Reasons for IEP Goals met:</u></p> <ul style="list-style-type: none"> -RTLB support – strategies and resources to support the teacher -Use of the NUMICON resources -Every day maths maintenance as a 'must do' activity -Teacher aide time – often one on one but if not, then in very 	<p>Staff to unpack what the 1 hour of maths daily will look like. A timetable template has been created to ensure curriculum coverage that is consistent throughout the school. Planning will include specific Strand teaching and coverage each term.</p> <p>Students and staff to target specific learning needs, to measure progress and to develop student agency. Teachers and students will identify next learning steps, set goals and monitor rates of progress. Senior Leaders will take direct responsibility for monitoring a select group of students. There will be regular contact between school and home and parents will be engaged in their children's learning. Senior leaders will be actively involved in classrooms to model, provide support and monitor programmes. Practice analysis conversations will take place as a result of these visits. Progressions and other assessments (JAM, MPA and GLoSS) will be used to identify strengths and gaps in student knowledge, and to identify target and priority students.</p> <p>MPA will be updated to align with progressions on student management system.</p>



	<p>Focus Group 4: Pasifika students who are below the expected level will make accelerated progress.</p> <p>60% of these students remained at the same level which was just below. 20% of these students made accelerated progress and are working at their cohort.</p> <p>Focus Group 5: Students who are well below and below who made less than expected progress during 2022.</p> <p>67% of these students remained at the same level which was just below. 22% of these students made accelerated progress and are working at their cohort.</p> <p>Focus Group 6: Students with IEPs will meet their goals by the end of 2023. -15.8% of students did not meet their goals -28% of students partially met their goals -56% of students met their goals</p>	<p>small groups with direction/goals from the teacher to reinforce classroom learning and targeted practice</p> <ul style="list-style-type: none"> -Teachers and teacher aides building positive relationships with students, talking through challenges -Teachers ensured that students experienced success to build self confidence and the ability to take risks -MPA to recognise success and identify goals -Maths goals shared with parents -Clear success criteria (related to specific goals) -Specific goal-related tasks -Buddy system (tuakana/teina), either in class or from another class -Online apps – Maths Buddy and Kids Maths -Times Tables chart to take home <p><u>Reasons for goals partially met or not met in maths:</u></p> <ul style="list-style-type: none"> -Students with special needs - developmentally not able to follow instructions -Lack of confidence and reluctance to take risks -Lack of concentration, easily distracted 	<p>Maths lead to work alongside other teachers from our Kahui Ako with a focus on maths</p> <p>Gap analysis will be completed by teachers using the above tools. IEP's will be written for all priority students who require outside agency intervention.</p> <p>There will be a continued focus on student agency and students will develop the skills to take responsibility for their learning and rates of progress.</p> <p><u>IEPs:</u></p> <ul style="list-style-type: none"> -New referrals will be made as necessary. -All students with outside intervention will be allocated teacher aide time. -All students deemed to be High and Complex Needs will have IEP's and progress will be regularly tracked.
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-Inability to retain prior learning
 -Lack of understanding of the need for accuracy in maths, and just guessing at an answer
 -Need for 1-1 support for consolidation of new learning
 -Visual and concrete thinking and reasoning hampering the ability to understand maths concepts

Overall comment:

It must be remembered that these students have learning challenges and are working well below the expectations for their year group. There is a high number of ESOL students, at this time 54%, which impacts heavily on teaching and learning across all curriculum areas.

Planning for next year:

A continued partnership with Massey students who will visit both senior and middle classes this year.

Students will use progressions to inform next learning / goal setting. Student agency will continue to be developed.

Targets are collaboratively set, understood and monitored for all students who are below. Priority groups will be identified - Maori, Pasifika, ESOL and GPS priority students.

Data will be tracked and progress and achievement frequently and regularly monitored, analysed, disaggregated and discussed as part of 'how effective is my teaching', and also used to inform teaching and learning through gap analysis.

Teachers will use data and evidence to inform planning for learning.

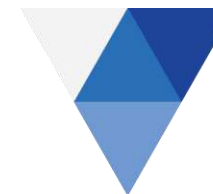
LI's and SC will be collaboratively developed.



Teachers will plan rich tasks to provide evidence of student achievement towards curriculum levels.
Teachers will demonstrate a high awareness of diverse students' cultures, needs and interests. Tasks will reflect knowledge of their learners.

There will be ongoing cycles of inquiry to build adaptive expertise.
Teachers will be involved in professional learning discussions.
Student and community voice will be collected and considered when making decisions.

Statement of Variance



School Name:	Glenfield Primary 2023	School Number:	1296
Strategic Aim:	All children are able to access The New Zealand Curriculum and to be achieving at or above the expected level. Students experience an inclusive learning environment that is safe, respectful and challenging.		
Annual Aim:	To increase the number of students achieving at or above the expected level for reading.		
Target:	<p>All students who are below the expected level will make accelerated progress.</p> <p>Areas of focus for improvement will be:</p> <ul style="list-style-type: none"> Year 2 students who are below the expected level. All Māori and Pasifika students who are below the expected level. All students who were well below or below the expected who made less than expected progress. Students with IEPs will meet their goals by the end of 2023. 		
Baseline Data:	<p>Our baseline data identified some concerns in the following areas:</p> <ul style="list-style-type: none"> 42.2% of all students were achieving either below or well below the expected level in reading. 44.1% of Māori students were achieving either below or well below the expected level in reading. 30.8% of Pasifika students were achieving either below or well below the expected level in reading. 51.5% of students After 1 Year were achieving below or the expected level in reading. 19% of all students made less progress than expected during 2022 in reading. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. We were concerned that 42% of all students were achieving below or well below the expected reading levels at the end of 2022. 2. Another concern was that 51.5% of students after 1 year were achieving below or well below the expected reading levels at the end of 2022. 3. The progress of these target students was discussed with teachers at post observation professional growth cycle coaching sessions. 4. Teachers had professional development in the use of the Hero progressions and used these to analyse data to identify individual student needs. This enabled teachers to plan accordingly and to inform teaching practice. 5. Senior students were introduced to these new progressions and were encouraged to use these to set their next learning goals. Student agency continued to be developed. 6. Regular assessments in the form of running records and Probes took place to inform teaching and learning. 7. A Māori teacher aide continued to work with work with all Māori students to 	<p>At the end of 2023, 61% of students were at or above the expected level in reading. This is a slight improvement from 2022 when 58% were achieving at or above.</p> <p>There were 46 target students with comparative data in 2023. Of the 46 target students, 4 moved to priority, 24 remained target students, 15 moved to at and 3 moved to above.</p> <p>Of the 54 priority students at the end of 2022, 33 remained priority students, 17 moved to target, 3 progressed to at and 1 student achieved above.</p> <p>At the end of 2022 there were 17 Māori students reading below and well below the expected level. Of the 8 priority students, 7 remained priority at the end of 2023 and 1 moved to at. Of the 9 target students, 8 remained target and 1 moved to at. Current Māori data: 19% are above expectation; 29% at expectation; 26% below and 26% well below expectation.</p> <p>There were 3 Pasifika students reading well below the expected level at the end of 2022. 2 students remained priority at the end of 2023 and 1 student moved to below expectation.</p>	<p>Teachers have now adapted to the Hero writing progressions which have provided teachers with clarity around achievement levels. Hero allows teachers to post samples of children's writing, so parents have immediate access to information about their child's progress. The sharing of progressions and progress graphs also gives parents a clear understanding of how well their children are tracking and achieving. This has built a better foundation for communication.</p> <p>Gap analysis is done for all target students which resulted in an increased understanding of the needs of learners.</p> <p>A large number of students are ELL. Intensive PLD was provided for teachers to support their understanding of the needs of their ELL students and to assist with planning and teaching.</p> <p>Some children still have absenteeism issues since COVID lockdowns. Many families are still taking their children out of school for extended periods to visit family overseas.</p> <p>Parents were involved in the writing and reviewing of IEP's, whenever possible and were therefore more engaged in their child's learning.</p>	<p>The progress of Māori students has been positive. The Whānau Haumanu project has contributed to improved engagement in both learning and whanau engagement. 4 Year 6 Māori students received trophies at the end of the year. Home school partnerships have and will continue to be strengthened. Identity, language, and culture will continue to be recognised, affirmed and valued in the learning.</p> <p>Teachers will continue to develop culturally responsive practice through involvement with MAC and Tapasā PLD.</p> <p>Consultation will take place with our Māori and Pasifika community.</p> <p>ESOL children who are now of concern because they have made less than expected progress will form a focus group and will be provided with regular specialist teaching.</p> <p>Progressions will continue to be used by students to target specific learning needs, to measure progress and to develop student agency. Teachers and students will identify next learning steps, set goals and monitor rates of progress with regular assessments.</p> <p>Senior leaders will continue to visit and monitor target and priority students. Meetings will be held with each teacher on a regular basis to</p>

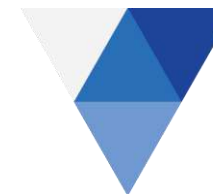
<p>develop a stronger sense of Māori identity and culture, Te Whānau Haumanu,</p> <ol style="list-style-type: none"> 8. End of year reading data was analysed to inform planning. 9. IEPs were written for identified priority students and a gap analysis was done for all other priority and target students. Progress against goals was monitored. 10. ESOL lead teachers met regularly with groups of teachers to specifically plan for the reading needs of ESOL students. 11. Home school partnerships were strengthened by the regular contact that was being made by teachers. 12. 1 teacher completed the Better Start Literacy Approach (BSLA) micro-credential through the University of Canterbury. 1 teacher commenced this study and the previously trained teachers continued to practise BSLA in their classrooms. 13. Teachers were involved in professional learning discussions with their professional learning buddy. 14. The Hikairo Schema was used, and the Māori perspective included in learning. 15. Student and community voice was collected and considered when making decisions. 	<p>Of the 5 Year 2 students working below expectation, 3 remain below and 2 moved to at expectation.</p> <p>Of the 9 Māori target students, 8 remain target students and 1 moved to at expectation.</p> <p>Of the 3 Pasifika students who were well below expectation, 2 remain well below and 1 moved to target.</p> <p>Of the 24 students who were well below or below the expected level and who made less than expected progress and who have comparative data, 16 were priority and 8 were target at the end of 2022. 12 students remained priority at the end of 2023 and 4 students move to target.</p> <p>Of the 8 target students, 2 regressed to well below expectation, 2 remained target students, 3 moved to at and 1 to above.</p> <p>IEP reading goals: There were 75 goals set. Of these 13 were not met; 39 were partially met and 23 were met.</p>	<p>Reasons for goals met in reading: BSLA programme. Ready to Read phonics readers, following explicit scope and sequence. StepsWeb – online literacy resource: Courses and Liz Kane’s The Code Teacher aide time – often one on one but if not, then in very small groups with direction/goals from the teacher to reinforce classroom learning. ESOL groups. Tuakana teina – buddy support system. External agency support with speech.. RTLit volunteer support – one on one targeted teaching. RTLb support – strategies and resources to support teachers.</p> <p>Reasons for goals partially met or not met in reading: Students with special needs - developmentally not able to follow instructions. Speech challenges. Difficulty in hearing and articulating sounds, therefore not able to identify letters or blends. Lack of ability to retain and recall information / knowledge. Lack of confidence and reluctance to take risks. Lack of concentration, easily distracted. Frequent absenteeism. Dyslexia diagnosis. Autism diagnosis. ESOL: unable to identify letter sounds to be able to read the words.</p>	<p>discuss student progress. Senior Leaders will take direct responsibility for monitoring a select group of students.</p> <p>There will be regular contact between school and home and parents will be engaged in their children’s learning.</p> <p>Senior leaders will be actively involved in classrooms to observe, model, provide support and monitor programmes. Coaching conversations will take place as a result of these visits.</p> <p>Gap analysis will be completed by teachers using the progressions and CAAP to provide long term planning.</p> <p>Teachers will timetable and plan for the teaching of reading for one hour every day.</p> <p>StepsWeb will be more fully utilised, and students encouraged to transfer this learning into all curriculum areas.</p>
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| <p>16. Referrals were made to outside agencies and to the ministry for support for both students and teachers.</p> <p>17. At risk students were supported by a volunteer who worked closely with an RTLit.</p> | | | |
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Planning for next year:

- Students will use progressions to inform next learning / goal setting. Student agency will continue to be developed.
- There will be focused planning and teaching of reading for one hour every day.
- Targets are collaboratively set, understood and monitored for all students who are below. Priority groups will be formed for Māori, Pasifika, ESOL and GPS priority students.
- Data will be tracked and progress and achievement frequently and regularly monitored, analysed, disaggregated and discussed as part of 'how effective is my teaching', and also used to inform teaching and learning through gap analysis.
- Teachers will use data and evidence to inform planning for learning.
- LI's and SC will be collaboratively developed.
- Teachers will plan rich tasks and provide evidence of student progress and achievement.
- Teachers will demonstrate a high awareness of diverse students' cultures, needs and interests (culturally responsive practice). Tasks will reflect knowledge of their learners.
- Teachers will be proficient in the use of ELLP's, SELLIPS and ELIP to assess and teach ELL students.

Statement of Variance



School Name:	Glenfield Primary	School Number:	1296
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Strategic Aim:	All children are able to access The New Zealand Curriculum and to be achieving at or above the expected level.
Annual Aim:	To increase the number of students achieving at or above the expected level for writing in 2023.
Target:	<p>All students who are below the expected level will make accelerated progress.</p> <p>Areas of focus for improvement will be:</p> <ul style="list-style-type: none"> Year 4 students who are below the expected level. Year 5 students who are below the expected level. Year 6 students who are below the expected level. All Māori and Pasifika students who are below the expected level. <p>Students who are below and well below who have made less than expected progress for the last 2 years will make accelerated progress.</p> <p>Students with IEPs will meet their goals by the end of 2023.</p>
Baseline Data:	<p>Baseline Data: Our baseline data from 2022 identified some concerns in the following areas:</p> <ul style="list-style-type: none"> 35.5% of all students were below and 19.6% of all students were well below in writing. 38.5% of students After Year 3 were below and 23.1% of students After Year 3 were well below in writing. 34.8% of Year 4 students were below and 17.4% of Year 4 students were well below in writing. 40.4% of Year 5 students were below and 22.8% of Year 5 students were well below in writing. 34.3% of Māori students were below and 22.9% of Māori students were well below in writing. 46.2% of Pasifika students were below and 7.7% were well below in writing. 16 students have made less than expected progress for the last 2 years.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ol style="list-style-type: none"> 1. We were concerned that 53% of students were below or well below the expected level at the end of 2022. 2. Leaders regularly tracked the progress of these children. Visits were made to classrooms to discuss goals and progress with the students. 3. The progress of these students was also discussed with teachers at mid year data meetings. 4. Hero progressions were used to analyse data in order to identify individual student needs and inform teaching practice. 5. Moderation of writing took place as needed. 6. End of year data was analysed to inform planning. 7. IEP's were written for identified priority students and a gap analysis was done for all other priority and target students. Progress against goals was monitored. 8. ESOL lead teachers met regularly with groups of teachers to specifically plan for the needs of ESOL students. PLD in teaching ELL students was provided to all teachers. 	<p>There were 78 target students and 40 priority students with comparative data from 2022 to 2023.</p> <p>There were 11 Māori students working below the expected level in 2023 with comparative data. 4 of these students made accelerated progress, 6 of these students made expected progress and one student made minimal progress. 3 of these students moved from below to at. 1 moved from at to above. Of the 35 Māori students, 6% are now above the expected level, 57% are at the expected level, 34% are below the expected level and 3% are well below the expected level.</p> <p>There were 3 Pasifika students working below the expected level in 2023 with comparative data. 1 of those students made accelerated progress, 1 student made expected progress and 1 moved from at to target, but made pleasing progress, considering the obstacles they had.</p> <p>Most of the Year 4 target students made good progress. 5 students remain of concern – 4 of these are ESOL. Year 5 students all made accelerated progress. All but one of the Year 6 students made accelerated progress.</p>	<p>Teachers have now adapted to the Hero writing progressions which have provided teachers with clarity around achievement levels. Hero allows teachers to post samples of children's writing, so parents have immediate access to information about their child's progress. The sharing of progressions and progress graphs also gives parents a clear understanding of how well their children are tracking and achieving. This has built a better foundation for communication.</p> <p>Gap analysis is done for all target students.</p> <p>A large number of students are ELL. Intensive PLD was provided for teachers to support their understanding of the needs of their ELL students and to assist with planning and teaching.</p> <p>Some children still have absenteeism issues since COVID lockdowns. Many families are still taking their children out of school for extended periods to visit family overseas.</p> <p>Reasons for IEP goals met in writing: Parents were involved in the writing and reviewing of IEPs, whenever possible. Teacher aide time – often one on one but if not, then in very small groups</p>	<p>The progress of Māori students has been positive. The Whānau Haumanu project has contributed to improved engagement in both learning and whanau engagement. 4 Year 6 Māori students received trophies at the end of the year. Home school partnerships have and will continue to be strengthened. Identity, language and culture will continue be recognised, affirmed and valued in the learning.</p> <p>Teachers will continue to develop culturally responsive practice through involvement with MAC and Tapasā PLD.</p> <p>Consultation will take place with our Māori and Pasifika community.</p> <p>ESOL children who are now of concern because they have made less than expected progress will form a focus group and will be provided with regular specialist teaching.</p> <p>Progressions will continue to be used by students to target specific learning needs, to measure progress and to develop student agency. Teachers and students will identify next learning steps, set goals and monitor rates of progress. Writing samples will be moderated.</p> <p>Senior leaders will continue to visit and monitor target and priority</p>

<p>9. Home school partnerships were strengthened by the regular contact that was being made by teachers.</p> <p>10. Referrals were made to outside agencies as required.</p>	<p>Priority Students: (Well below)</p> <p>There were a total of 64 goals set for priority students with IEPs. 8 goals were not met, 29 goals were partially met and 27 goals were met.</p>	<p>with direction/goals from the teacher to reinforce classroom learning. Use of the progressions to set clear, small and achievable goal. Clear success criteria (related to specific goals). RTLB support – strategies and resources to support the teacher. Use of a device for actual writing.</p> <p>Reasons for goals not met in writing: Students with special needs - developmentally not able to follow instructions. Lack of fine motor control causing difficulty in using a pencil.</p>	<p>students. Meetings will be held with each teacher on a regular basis to discuss student progress. Senior Leaders will take direct responsibility for monitoring a select group of students.</p> <p>There will be regular contact between school and home and parents will be engaged in their children's learning.</p> <p>Senior leaders will be actively involved in classrooms to observe, model, provide support and monitor programmes. Coaching conversations will take place as a result of these visits.</p> <p>Gap analysis will be completed by teachers using the progressions and CAAP to provide long term planning.</p> <p>Teachers will timetable and plan for the teaching of writing for one hour every day.</p>
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Planning for next year:

- Students will use progressions to inform next learning / goal setting. Student agency will continue to be developed.
- There will be focused planning and teaching of writing for one hour every day.
- Targets are collaboratively set, understood and monitored for all students who are below. Priority groups will be formed for Māori, Pasifika, ESOL, those students who made less than expected progress in 2023 and GPS priority students.
- Data will be tracked and progress and achievement frequently and regularly monitored, analysed, disaggregated and discussed as part of 'how effective is my teaching', and also used to inform teaching and learning through gap analysis.
- Teachers will use data and evidence to inform planning for learning.
- Teachers will continue to develop their assessment literacy.
- LI's and SC will be collaboratively developed.
- Teachers will plan rich tasks and provide evidence of student progress and achievement.
- Teachers will demonstrate a high awareness of diverse students' cultures, needs and interests (culturally responsive practice). Tasks will reflect knowledge of their learners.
- Teachers will be proficient in the use of ELLP's, SELLIPS and ELIP to assess and teach ELL students.

- There will be ongoing professional growth cycles to build adaptive expertise and accelerate special needs of students.
- Ka Hikitia and Tapasā will be implemented, and Māori and Pasifika perspective included in learning.
- Student and community voice will be collected and considered when making decisions.

GLENFIELD PRIMARY SCHOOL

STATEMENT OF VARIANCE

December 2023

End of Year Review of the Annual Plan

NELP (National Education and Learning Priorities)

Objective 1

Learners at the Centre

Learners with their whānau are at the centre of education.

- *Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.*
- *Have high aspirations for every learner / ākongā, and support these by partnering with their whānau and communities to deliver education that responds to their needs, and sustains their identities, languages and cultures.*

Strategic Goal 1 Wellbeing

- *Student wellbeing will be reflected by engagement in learning and their social, emotional and cultural behaviour.*
- *There will be a sound knowledge of cultural practices evident and classrooms will be inclusive of all learners/ākongā.*
- *Teaching practice will demonstrate a high awareness of diverse learners' needs and interests.*
- *Cultural knowledge and prior experiences will be used to make learning more relevant and effective for diverse learners/ākongā.*

Actions:

1.1 Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.

Teacher evaluation of what is happening in classrooms relating to this goal:

- Across the school at some stage during the year, wall displays have shown the Treaty of Waitangi and what this means, flags from the various countries the children have immigrated from, visual pepeha, whānau / family tree, class treaties, world maps showing countries of origin, cultural greetings, cultural identity posters, recent work of students (ownership), whānau booklets, displays of children practicing the learner tools, individual photos associated with word art of culture, interests, and academic and social goals, get to know me posters.
- In all classes there is daily pepeha, greetings in first language, inquiry into culture and background, building of positive relationships, personalised pepeha to reflect culture and heritage, connections through accountable talk. When possible children spend two years with the same teacher which eliminates transition down time and enables the teacher to gain a more in depth knowledge of the learners.
- Know your learner - information has been gained from parents about student interests, families, goals etc and this has been used to inform planning. Questionnaires were sent home asking, 'where in the world do I come from.'
- Teachers have planned for values lessons, awards were given for showing school values, Confident Kids and Kidpower have been used for behaviour strategies. The November Kidpower Confident Kids report showed that approximately 90% of students felt that Kidpower helped them act more safely
- Student learner tools are planned for and taught, student progress relating to the learner tools are updated on google.

- An NZCER Wellbeing survey was conducted. Data was gathered and will inform the strategic and annual plan for 2024.

1.2 Frameworks and policies relating to cyber safety are created.

- Work continues to be done on the development and policies relating to cybersafety. Teachers take class lessons on the rules and the contract and use of devices. Students are made aware of what the consequences are of breaching the contract. Students are also aware that through FamilyZone, teachers are able to monitor all students' access to the internet. Leaders are provided with alerts when a child has searched for something inappropriate and follow up takes place. Digital citizenship was part of the 'treaty' inquiry. Handling and care of devices is practiced.

1.3 Teachers' cultural competence is further developed and are able to design and put into action culturally responsive practices.

- All teachers set Professional Growth Cycle goals from the Hikairo Schema. Buddy meetings were scheduled each term, where teachers reflected on their progress towards meeting their goals and the impact their change in practice has had on student progress. These goals also formed the basis of observations and coaching sessions. Teachers have now had summary meetings with the Principal and have been signed off as meeting the Professional Standards.
- 9 staff were involved in Te Ahu o te Reo Māori through Takatū. They build on prior knowledge of te reo and have grown their vocab and understanding of the language.
- Students with English as a Second Language have been encouraged to think/learn/speak in their first language.
- Parents have been invited to come into school and share their culture, traditions etc. There was an exceptional turnout of parents to our cultural sharing day at the beginning of Term 4.
- Tuakana-teina has been encouraged. Some of our senior classes regularly met with a buddy in the junior classes to read etc.
- All teachers have completed a Tapasā survey and the findings from this will be used to inform our action plan for the implementation of the Tapasā document. The Tapasā team have met regularly with the facilitator from Tui Tuia. The Action Plan for Pacific Education 2020 - 2030 which has recently been released, is now being explored by the team.

1.4 Aotearoa NZ Histories in the NZ Curriculum will be implemented.

- Term 1 focus was on Te Tiriti o Waitangi. The new Histories Curriculum was used for planning and teachers are becoming familiar with using the 3 elements - Understand, Know and Do. Tamsin Hanley's resources are being used by teachers to provide background information.

1.5 Diversity is valued and programmes are in place to meet needs.

- Observations in classrooms indicated that teachers are celebrating the strengths and differences, and are teaching children to respect each other's unique qualities and cultures. Children are taught what unique means.
- Student agency and choice are built into lessons.
- A survey was conducted to identify students with high and complex needs. A group folder has been established on Hero to ensure there is easy access to IEPs and IBPs and review dates.
- IEPs have been developed for Level 1 learners.
- Students needing extra support have been identified and allocated teacher aide time.
- ICS funding was received for 3 students, which provided teacher aide support.
- GAP analysis has been done for all target students.
- Group and individual referrals have been made to RTL

- Individualised programmes have been planned as needed with specialised support.
- A teacher, teacher aide and parents did the 'Tilting the Seesaw' Course - Autism NZ
- There is differentiated grouping and fluid movement between these.
- All teachers undertook URBS (Understanding and responding to behaviour) training in Term 1.
- A volunteer RTLit (Resource Teacher of Literacy) supported a number of students for most of the year.
- A Speech Language Therapist has been working with 1 child and another has been referred.
- Talk to Learn is being taken with children who are reluctant speakers, in some classrooms.
- Contact has been made with the Neurodiversity in Education Coalition in an attempt to gain some sort of support for teachers who are working with neurodiverse children.

1.6 An environment is established that supports and promotes quality play, sport and physical activity.

- Meetings have been held with Harbour Sport to review our PE/Sports overview. There needs to be a focus on the implementation of the overview.
- PE has been taken weekly in all classes along with fitness sessions for some classes.
- Children were involved in cluster sports and encouraged to join teams.
- Senior and junior athletics days were held, prior to selected senior children representing us at cluster athletics.
- Swimming took place for all classes every second day over summer and culminated with Swimbus lessons.
- Our annual triathlon/duathlon took place in Term 1.
- Students took part in a Bike Day organised by Auckland Transport (Travelwise).
- Road Safety Week was organised by our Travelwise Team. We were featured live on Breakfast Television.
- Year 1 and 2 children have been involved in Active Play (Kaipātiki Trust).
- Inflatable soccer provided sessions for all children.
- Teachers have been implementing strategies and skills from 2022 PLD into their programmes.
- Community consultation on the Health and PE Curriculum has taken place. Findings from this will be used to help form an action plan to support the goals in our 2024 Annual Plan.

Strategic Goal 2.

Use the NZ Curriculum and assessment information effectively to inform teaching and learning programmes and to measure and report student achievement, with focus on progress and adding value.

NELP (National Education and Learning Priorities)

Objective 1

Learners at the Centre

Learners with their whānau are at the centre of education.

- ***Have high aspirations for every learner / ākongā, and support these by partnering with their whānau and communities to deliver education that responds to their needs, and sustains their identities, languages and cultures.***

Objective 2

Barrier Free Access

Great education opportunities and outcomes are within reach for every learner.

- **Ensure every learner / ākonga gains sound foundation skills, including language, literacy and numeracy.**

Objective 3

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

- **Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.**

Actions:

2.1 All students show progress in achievement in end of year data. Target groups show accelerated progress.

Rate of progress is considered when forming targets and actions in the annual plan. Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.

The following actions have taken place:

- Leaders analysed the data from the end of 2022 and planned in class support for identified children.
- Progressions in Hero have been adopted. This means that we won't be able to compare progress against our school formed progressions from 2022 to the Hero progressions at the end of 2023 as they are very similar but don't align exactly.
- Teachers conducted assessments (Running records, JAM etc) early in T1 and formed groups. These assessments have been ongoing during the year and used to track student progress.
- Target students were identified and GAP analysis for each of these students, (or groups of students) was done.
- Students selected goals from the progressions and identified their next steps.
- Groups were fluid and differentiated learning has taken place.
- Clinics were provided for target and priority students.
- Teacher aides worked on a daily basis with identified students.
- Parents were informed of how they can assist with the learning at home.
- StepsWeb tasks have been allocated.
- Writing moderation has been done.
- Mid year data was entered on Hero. End of year data has also now been entered and parents will be able to see the progress their children have made on the graphs.

2.2 Teachers understand literacy and numeracy expectations in the context of knowledge and skills important for success across the curriculum.

- Hero progressions were used to inform planning.
- All Year 2 teachers have now completed BSLA with a focus on phonics. 2 Year 3 teachers will begin BSLA at the beginning of 2024.
- Students were aware of the purpose for each lesson. There were clear, co-constructed success criteria.
- Hero was used for grouping children, based on their mastery of the progressions.
- 3 students from each class have been selected as target students in oral language. Progress of these students has been tracked.
- Guided handwriting lessons took place in the junior classrooms, and in the senior rooms as needed.

- Regular staff meetings took place for ESOL. Teachers were supported to set goals based on the ELLP for all ESOL funded students. Students with minimal English attended small group English language sessions.
- The maths team has worked with an outside facilitator to develop an overview for maths that reflects the progress steps from the refreshed maths curriculum. A teacher only day took place in Term 4. Teachers were presented with the schoolwide overview for maths and then developed their own overviews and a template for planning. This will give teachers a better understanding of the refreshed curriculum and clear direction for maths planning in 2024.

2.3 Teachers and students confidently use the progressions to make judgements which advance students through appropriate learning steps. Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.

- Students have been introduced to the Hero progressions and their goals were discussed.
- Students identified goals from their MPA tests and used Maths Buddy (in senior classes) to work on their goals.
- The learner tool questioning was explicitly taught and children seek knowledge and answers to questions through inquiry. Focus on other learner tools has happened depending on the inquiry being taken each term.
- Students and teachers are aware of the importance of feedback - peer assessment, self assessment and teacher/student, student/teacher feedback.
- Digital technology was taught through weekly code lessons. Vocab is taught e.g. algorithm, bug, debugging.
- DDDO - focused on google slides and google docs and there was a high level of engagement.
- There was a focus on digital citizenship and cybersafety in Term 2.

Strategic Goal 3.

Our Māori students will experience success as Māori.

NELP (National Education and Learning Priorities)

Objective 2

Barrier Free Access

Great education opportunities and outcomes are within reach for every learner.

- ***Reduce barriers to education for all, including for Māori and Pacific learners / ākongā disabled learners / ākongā and those with learning support needs.***

Objective 3

Quality Teaching and Leadership

Quality teaching and leadership make the difference for learners and their whānau.

- ***Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.***
- ***Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.***

Actions:

3.1 A variety of resources will be used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Māori – Kura Auraki, Curriculum Guidelines for Teaching and Learning te reo Māori in English – medium School.

- Te reo Māori lessons were taken every week by Whaea Isabel. All students and teachers were involved in the lessons and followup was done in each class between

lessons. Teachers use greetings, phrases etc on a daily basis in the classrooms. Te reo Māori was integrated throughout the day. Some classes now begin each day with a paepae.

- A large number of teachers are delivering te reo Māori at Level 4b. Teachers are becoming more confident and fluent as they attend the weekly lessons and 9 staff are now involved in the Te Ahu o te Reo Māori course through Takatu.
- Teachers have tracked and reported student progress against the progressions for te reo Māori.
- Teachers have set goals for self improvement from the Hikairo Schema.

3.2 There is a clear understanding among all stakeholders about what it means to have Māori learners enjoying and achieving education success as Māori.

- A hui has taken place with whānau to develop a shared definition for what success looks like for Māori. The hui was very successful, with the families of 24 students attending. Whānau are very positive about the Te Whānau Haumanu project.
- Muriwai withdraws our Māori students as scheduled. Students have made kawakawa balm and have learned about protocol for visiting a marae.
- Donovan, Whaea Isabel, Muriwai and I presented at the Kaipatiki Kahui Ako Conference, to share the success of our Te Whānau Haumanu project. Several of our Māori parents agreed to be interviewed about how the project has impacted on their children.
- Teachers have completed the “Un-teach Racism” modules in Term 3.
- MAC PLD continues to focus on community engagement.
- Donovan and Whaea Isabel attended the MAC Conference in October.

3.3 Whānau and community are engaged to identify learning needs and are able to positively influence school practice and policy.

- A group of Māori parents met weekly to raise funds for programmes etc to support Te Whānau Haumanu. A Whānau Room was set up and was used regularly by the group.
- A MAC checklist (progress tool to measure the development and implementation of Māori success and achievement) has been completed. 7 areas were identified as completed, 10 areas were identified as in action but required review or continuation and 1 area needed to start/move forward. Goals were set in the 10 areas requiring review. Some of these goals have now been completed. The 1 area that needs to be considered relates to local narratives being inclusive of Mana whenua. We will approach Matua Hone to work on this with us.

Statement of variance with the Treaty of Waitangi for 2023

Giving Effect to Te Tiriti o Waitangi

October 2023

- 1. Working to ensure that GPS plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.*

The Board acknowledges and adheres to the principles of the Treaty of Waitangi - partnership, protection and participation in all planning and review. This is clear in policy and procedure. In March 2021 the Board welcomed Brenda McPherson (MAC) to talk about how we can better meet the needs of our Māori students.

Key questions:

- What do I know about the Treaty of Waitangi?
- What relevance does it have in my work as a school trustee?
- How can we review our work using a Māori lens?

The 3 Principles of the Treaty were outlined and discussed. The Board was asked what they could consider in ensuring culturally sustaining practices existed at GPS and then did a walk through of classrooms to identify how bicultural Aotearoa NZ was represented.

Reference was made to the links in the Education and Training Act with the Te Tiriti o Waitangi. The Board was asked what they need to have in place to improve the success of our Māori students.

The Board now begins each meeting with a karakia.

June 2022 The Board has also engaged with Brenda Mc Pherson in a workshop on the Treaty of Waitangi.

The Māori community are consulted in relation to setting Charter goals and targets and have become more proactive in contributing. They have set criteria for what they think success looks like for our Māori children. We have formed effective educational relationships with our whānau.

The strategic plan has been reviewed by the Board to ensure it aligns with the NELP Priorities.

December 2022 Consultation took place with our whānau group to discuss what they wish to see happen with regards to learning and engagement for their children and for themselves. Goal 3 in the Strategic Plan is solely focused on Māori students experiencing success as Māori. Our annual plan outlines the following actions:

- Weekly te reo lessons for all children.
- Teachers delivering te reo at Level 4.
- Progressions developed and student progress tracked.
- A shared definition for what success looks like for Māori.
- Teachers complete “Unteach Racism” self pacing modules.
- Consultation with whānau and community.
- A lead whānau group meet regularly to provide feedback on initiatives and next steps.

One of our goals in collaboration with ERO is to find ways of assessing achievement in ways other than academic. The feedback from this hui is a starting point for that.

2. Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

The Board has deliberately employed a teacher to focus on working with Māori students and their whanau to develop knowledge of Te Reo and tikanga and to foster productive relationships. Teachers are involved in weekly Te Reo and tikanga lessons with their children. Teachers then revisit and build on these lessons during the week.

The school is now working towards sustainability. Observations in classrooms showed that a lot of te reo Māori is being woven into everyday interactions between the teachers and students. All teachers begin the day by using culturally responsive greetings, karakia and pepeha / mihi.

Te reo progressions have been developed. There are weekly te reo and tikanga lessons for every class, with a focus on teacher acquisition of the language, to be transferred into everyday use in the classroom. Staff workshops have led to better knowledge and understanding around the Treaty and resource making (common words and phrases to be used in rooms).

8 teachers are now delivering te reo at level 4b.

A variety of resources are used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Māori – Kura Auraki, Curriculum Guidelines for Teaching and Learning te reo Māori in English – medium School.

5 teachers, the Principal and 3 teacher aides have completed between 1 - 3 years of the Takatu Te Aho o te Reo Māori course.

3. Achieving equitable outcomes for Māori students.

The Board have made a commitment to improvement for our Māori students through the funding of a teacher aide to work with the Whānau Haumanu group. They also fund the release of Whaea Isabel for one day each week to teach te reo across the school.

There has been an improvement in reading, writing and maths data since the introduction of Te Whānau Haumanu.

At the end of 2021

- 70% of Māori students were achieving either well below or below the expected level in reading
- 70% of Māori students were achieving either well below or below the expected level in writing
- 73.4% of Māori students were achieving either well below or below the expected level in maths

At the end of 2022

- 44.1% of Māori students were achieving either well below or below the expected level in reading
- 57.2% of Māori students were achieving either well below or below the expected level in writing
- 62.6% of Māori students were achieving either well below or below the expected level in maths

There has been an improvement in attendance. At the end of Term 3, 2022, 24 / 40 were attending school more regularly.

The Whānau Haumanu project will continue to be Board funded as data has shown direct links between the programme and student confidence, pride, academic achievement, attendance and engagement.



A community growing successful learners

GLENFIELD PRIMARY SCHOOL 2023

KIWISPORT REPORT

For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$4460

The funding was spent on:

Kiwisport teacher release

PENZ teacher PD

North Harbour Basketball team entries

Netball North Harbour tournament entry fees

Storage and laundry of uniforms

Kidzplay netball umpire fees

Rippa team's entry fees

Entry fee for cluster athletics

Bus to transport teams for cluster athletics and cross-country

Purchase of trophies and awards

Sports and activity Equipment

Storage for PE shed

Coaches' children's team fees as koha

Donna Love
Sport Co-ordinator
Glenfield Primary School

Signed by Principal

Dated: 14.12.2023

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The Health and Safety Team meet twice each term to ensure the school environment is safe and fit for purpose. Staff report any hazards to the caretaker. Hazards are either eliminated, isolated, or minimised.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>An up to date record is kept of staff gender, age, ethnicity and health requirements. There is a commitment to fair working practices and elimination of unfair treatment at work. Staff meetings take place to discuss staff wellbeing and how this is managed and supported. Actions are taken to identify eliminate discriminatory barriers.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Shortlisting is done and appointments are made in relation to the skills, experience, qualifications and aptitude attached to the job description. Employment and personnel practices are fair and free from bias.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<i>There are goals relating to Māori education in our strategic and annual plan. Whānau are involved in planning for our Māori students. The Board have funded an initiative designed to enhance the mana and progress and achievement of Māori students. A Māori teacher and teacher aide have been employed to implement te reo throughout the school.</i>
How have you enhanced the abilities of individual employees?	<i>Fixed Term Units for responsibility are advertised each year. Areas of responsibility are related to the goals in the annual plan. Coaches are attached to each teacher to help develop skills and teacher / leader expertise. Professional development is differentiated and meets the needs of individual teachers.</i>
How are you recognising the employment requirements of women?	<i>Personnel practices are free from bias. Opportunities are offered to women and men on an equal basis.</i>

	<i>Facilities are provided as required in terms of family responsibilities.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Yes. The environment is adapted as required. Aids are provided as needed.</i>

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

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