

# **MOUNT MAUNGANUI PRIMARY SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2023**



# MOUNT MAUNGANUI PRIMARY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1838

**Principal:** Damien Paul Harris

**School Address:** 13 Orkney Road, Mount Maunganui 3116

**School Postal Address:** 13 Orkney Road, Mount Maunganui 3116

**School Phone:** 07 575 3960

**School Email:** admin@mtprimary.school.nz

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Katie Martin	Presiding Member	Elected	Sep-25
Damien Harris	Principal	ex Officio	
Cherie Hill	Parent Representative	Elected	Sep-25
Hamish Coleman	Parent Representative	Elected	Sep-25
Warren Dohnt	Parent Representative	Re-Elected	Sep-25
Matthew Smith	Parent Representative	Elected	Sep-25
Liz Vialoux	Staff Representative	Elected	Sep-25

**Accountant / Service Provider:**



**Auditor:**

William Buck

# MOUNT MAUNGANUI PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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# Mount Maunganui 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.

Katie Martin

Full Name of Presiding Member



Signature of Presiding Member

14/5/24.

Date:

Damien Harris

Full Name of Principal



Signature of Principal

14/5/24

Date:

# Mount Maunganui Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	4,036,253	3,706,703	3,775,230
Locally Raised Funds	3	353,441	292,200	206,168
Interest		54,818	5,000	13,428
Gain on Sale of Property, Plant and Equipment		939	-	-
Other Revenue		457	-	-
<b>Total Revenue</b>		<b>4,445,908</b>	<b>4,003,903</b>	<b>3,994,826</b>
<b>Expense</b>				
Locally Raised Funds	3	170,886	133,150	97,425
Learning Resources	4	3,154,739	2,937,077	2,755,115
Administration	5	227,413	249,900	198,892
Interest		1,534	2,000	2,001
Property	6	792,277	681,776	658,097
Loss on Disposal of Property, Plant and Equipment		2,069	-	175
<b>Total Expense</b>		<b>4,348,918</b>	<b>4,003,903</b>	<b>3,711,705</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>96,990</b>	<b>-</b>	<b>283,121</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>96,990</b>	<b>-</b>	<b>283,121</b>

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

# Mount Maunganui Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,589,111	1,589,111	1,305,990
Total comprehensive revenue and expense for the year		96,990	-	283,121
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		16,388	-	-
<b>Equity at 31 December</b>		1,702,489	1,589,111	1,589,111
Accumulated comprehensive revenue and expense		1,702,489	1,589,111	1,589,111
<b>Equity at 31 December</b>		1,702,489	1,589,111	1,589,111

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.

# Mount Maunganui Primary School

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	428,135	665,684	784,289
Accounts Receivable	8	221,126	217,805	217,805
Prepayments		15,196	14,552	14,552
Inventories	9	3,901	3,463	3,463
Investments	10	1,044,036	327,905	327,905
Funds Receivable for Capital Works Projects	16	12,500	-	1,002
		<u>1,724,894</u>	<u>1,229,409</u>	<u>1,349,016</u>
<b>Current Liabilities</b>				
GST Payable		23,017	14,172	14,172
Accounts Payable	12	274,476	226,270	226,270
Revenue Received in Advance	13	133,447	77,935	77,935
Finance Lease Liability	15	8,208	8,208	11,730
Funds held for Capital Works Projects	16	253,206	-	80,495
		<u>692,354</u>	<u>326,585</u>	<u>410,602</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,032,540</b>	<b>902,824</b>	<b>938,414</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	756,528	763,037	735,655
		<u>756,528</u>	<u>763,037</u>	<u>735,655</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	83,661	73,832	73,832
Finance Lease Liability	15	2,918	2,918	11,126
		<u>86,579</u>	<u>76,750</u>	<u>84,958</u>
<b>Net Assets</b>		<u><u>1,702,489</u></u>	<u><u>1,589,111</u></u>	<u><u>1,589,111</u></u>
<b>Equity</b>		<u><u>1,702,489</u></u>	<u><u>1,589,111</u></u>	<u><u>1,589,111</u></u>

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

# Mount Maunganui Primary School

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		884,230	1,098,647	908,307
Locally Raised Funds		202,668	176,638	175,593
International Students		207,527	191,044	106,057
Goods and Services Tax (net)		8,845	13,089	13,091
Payments to Employees		(569,978)	(525,378)	(433,475)
Payments to Suppliers		(470,167)	(549,193)	(372,385)
Interest Paid		(1,534)	(2,000)	(2,001)
Interest Received		44,356	2,782	11,210
<b>Net cash from/(to) Operating Activities</b>		<b>305,947</b>	<b>405,629</b>	<b>406,397</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		938	829	-
Purchase of Property Plant & Equipment (and Intangibles)		(112,779)	(246,977)	(141,848)
Purchase of Investments		(716,131)	-	-
Proceeds from Sale of Investments		-	204,882	204,882
<b>Net cash from/(to) Investing Activities</b>		<b>(827,972)</b>	<b>(41,266)</b>	<b>63,034</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		16,388	-	-
Finance Lease Payments		(11,730)	(11,730)	(13,676)
Funds Administered on Behalf of Other Parties		161,213	-	56,251
<b>Net cash from/(to) Financing Activities</b>		<b>165,871</b>	<b>(11,730)</b>	<b>42,575</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(356,154)</b>	<b>352,633</b>	<b>512,006</b>
Cash and cash equivalents at the beginning of the year	7	784,289	313,051	272,283
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>428,135</b>	<b>665,684</b>	<b>784,289</b>

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.



# Mount Maunganui Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Mount Maunganui 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 14.

###### *Useful lives of property, plant and equipment*

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

### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

#### **Other Grants where conditions exist**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid

investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

#### **g) Accounts Receivable**

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

#### **h) 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.

#### **i) Investments**

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

#### **j) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	20 - 50 years
Board Owned Buildings	20 - 50 years
Classroom Furniture	1-15 years
Electrical Equipment	3 -10 years
SNUP Electrical Project	5-20 years
General Equipment - Inside	10 years
General Equipment - Outside	10 years
Office Equipment	1-10 years
Textbooks	8 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **k) Impairment of property, plant, and equipment and intangible assets**

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

##### **Non cash generating assets**

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

#### **l) Accounts Payable**

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

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

#### **o) 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.

**p) 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.

**q) Financial Instruments**

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

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

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

**r) 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.

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	853,001	814,077	918,386
Teachers' Salaries Grants	2,613,528	2,400,000	2,364,218
Use of Land and Buildings Grants	569,724	492,626	492,626
	<u>4,036,253</u>	<u>3,706,703</u>	<u>3,775,230</u>

The school has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	125,754	78,000	88,085
Fees for Extra Curricular Activities	67,918	66,100	59,786
Trading	19,493	21,000	16,284
Fundraising & Community Grants	-	100	-
International Student Fees	140,276	127,000	42,013
	<u>353,441</u>	<u>292,200</u>	<u>206,168</u>
<b>Expense</b>			
Extra Curricular Activities Costs	79,421	48,100	62,087
Trading	19,349	16,300	15,317
International Student - Student Recruitment	16,307	13,000	10,133
International Student - Employee Benefits - Salaries	29,996	27,500	-
International Student - Other Expenses	25,813	28,250	9,888
	<u>170,886</u>	<u>133,150</u>	<u>97,425</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>182,555</u>	<u>159,050</u>	<u>108,743</u>

### International students

During the year ended December 2023, the Principal and the International Student Manager travelled to Korea at a cost of \$15,008 for the purpose of recruiting new students for the school. The travel was funded from the net surplus from international student fees revenue and was approved by the Board.

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	103,332	145,760	48,520
Equipment Repairs	1,398	900	561
Library Resources	1,131	1,500	1,108
Employee Benefits - Salaries	2,959,040	2,688,917	2,605,799
Depreciation	89,838	100,000	99,127
	<u>3,154,739</u>	<u>2,937,077</u>	<u>2,755,115</u>

## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,180	7,000	6,000
Board Fees	4,250	5,000	3,370
Board Expenses	4,343	5,800	6,503
Communication	4,664	7,100	4,350
Consumables	27,565	27,000	22,693
Operating Leases	2,237	10,000	212
Other	27,715	43,500	28,313
Employee Benefits - Salaries	143,945	140,000	122,860
Insurance	6,514	4,500	4,591
	<u>227,413</u>	<u>249,900</u>	<u>198,892</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	70,011	56,800	70,924
Cyclical Maintenance	18,309	7,100	(42,632)
Grounds	19,285	18,050	21,088
Heat, Light and Water	22,640	22,000	21,879
Rates	15,921	14,000	14,686
Repairs and Maintenance	24,048	13,200	21,453
Use of Land and Buildings	569,724	492,626	492,626
Employee Benefits - Salaries	52,339	58,000	58,073
	<u>792,277</u>	<u>681,776</u>	<u>658,097</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	428,135	352,234	470,839
Short-term Bank Deposits	-	313,450	313,450
Cash and cash equivalents for Statement of Cash Flows	<u>428,135</u>	<u>665,684</u>	<u>784,289</u>

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

Of the \$428,135 Cash and Cash Equivalents, \$253,206 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	29	814	814
Receivables from the Ministry of Education	-	31,229	31,229
Interest Receivable	13,336	2,874	2,874
Teacher Salaries Grant Receivable	207,761	182,888	182,888
	<u>221,126</u>	<u>217,805</u>	<u>217,805</u>
Receivables from Exchange Transactions	13,365	3,688	3,688
Receivables from Non-Exchange Transactions	207,761	214,117	214,117
	<u>221,126</u>	<u>217,805</u>	<u>217,805</u>

## 9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	547	1,838	1,838
School Uniforms	3,354	1,625	1,625
	<u>3,901</u>	<u>3,463</u>	<u>3,463</u>

## 10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	1,044,036	327,905	327,905
Total Investments	<u>1,044,036</u>	<u>327,905</u>	<u>327,905</u>

Of the \$1,044,036 Short-term Bank deposits, \$199,643 is held by the School on behalf of the International Students (Tuition paid in advance).

## 11. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements - Crown	411,593	-	-	-	(13,078)	398,515
Classroom Furniture	67,415	21,373	-	-	(8,569)	80,219
Electrical Equipment	40,099	17,315	(1,920)	-	(25,798)	29,696
General Equipment - Indoor	20,186	8,553	-	-	(4,405)	24,334
General Equipment - Outdoor	145,817	63,560	-	-	(21,685)	187,692
Office Equipment	8,251	-	-	-	(1,155)	7,096
Textbooks	7,160	-	-	-	(2,497)	4,663
Leased Assets	19,735	-	-	-	(10,423)	9,312
Library Resources	15,399	1,978	(148)	-	(2,228)	15,001
<b>Balance at 31 December 2023</b>	<u>735,655</u>	<u>112,779</u>	<u>(2,068)</u>	<u>-</u>	<u>(89,838)</u>	<u>756,528</u>

The net carrying value of furniture and equipment held under a finance lease is \$9,312 (2022: \$19,735)



*Restrictions*

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	492,991	(94,476)	398,515	530,780	(119,187)	411,593
Classroom Furniture	160,034	(79,815)	80,219	140,071	(72,656)	67,415
Electrical Equipment	285,465	(255,769)	29,696	307,633	(267,534)	40,099
General Equipment - Indoor	52,054	(27,720)	24,334	44,201	(24,015)	20,186
General Equipment - Outdoor	303,703	(116,011)	187,692	242,935	(97,118)	145,817
Music	600	(600)	-	600	(600)	-
Office Equipment	12,982	(5,886)	7,096	14,112	(5,861)	8,251
Textbooks	35,763	(31,100)	4,663	35,763	(28,603)	7,160
Leased Assets	34,502	(25,190)	9,312	44,037	(24,302)	19,735
Library Resources	67,339	(52,338)	15,001	65,995	(50,596)	15,399
<b>Balance at 31 December 2023</b>	<b>1,445,433</b>	<b>(688,905)</b>	<b>756,528</b>	<b>1,426,127</b>	<b>(690,472)</b>	<b>735,655</b>

**12. Accounts Payable**

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	52,122	30,603	30,603
Employee Entitlements - Salaries	211,819	184,482	184,482
Employee Entitlements - Leave Accrual	10,535	11,185	11,185
	<u>274,476</u>	<u>226,270</u>	<u>226,270</u>
Payables for Exchange Transactions	274,476	226,270	226,270
	<u>274,476</u>	<u>226,270</u>	<u>226,270</u>

The carrying value of payables approximates their fair value.

**13. Revenue Received in Advance**

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees in Advance	133,447	66,196	66,196
Other revenue in Advance	-	11,739	11,739
	<u>133,447</u>	<u>77,935</u>	<u>77,935</u>

#### 14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	73,832	-	116,464
Increase to the Provision During the Year	9,829	7,100	-
Other Adjustments	-	-	(42,632)
<b>Provision at the End of the Year</b>	<b>83,661</b>	<b>7,100</b>	<b>73,832</b>
<b>Cyclical Maintenance - Non current</b>	<b>83,661</b>	<b>73,832</b>	<b>73,832</b>
	<b>83,661</b>	<b>73,832</b>	<b>73,832</b>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property plan / quotes from local painting contractors.

#### 15. 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 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	8,832	8,708	13,264
Later than One Year and no Later than Five Years	3,029	3,118	11,861
Future Finance Charges	(735)	(700)	(2,269)
	<b>11,126</b>	<b>11,126</b>	<b>22,856</b>
<b>Represented by</b>			
Finance lease liability - Current	8,208	8,208	11,730
Finance lease liability - Non current	2,918	2,918	11,126
	<b>11,126</b>	<b>11,126</b>	<b>22,856</b>

## 16. Funds Held for Capital Works Projects

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

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
A Block	35,068	250,000	(31,862)	-	253,206
Admin Alterations	10,960	-	(11,572)	612	-
Upgrade Flooring/Ventilation	30,423	4,250	(35,601)	928	-
Roofing Project	4,044	5,088	(6,018)	(3,114)	-
LSPM Toilets/Hooks	(1,002)	10,093	(9,756)	665	-
Waharoa Project	-	-	(12,500)	-	(12,500)
Totals	<u>79,493</u>	<u>269,431</u>	<u>(107,309)</u>	<u>(909)</u>	<u>240,706</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	253,206
Funds Receivable from the Ministry of Education	(12,500)

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
A Block	-	43,656	(8,588)	-	35,068
Admin Alterations	23,030	-	(12,070)	-	10,960
Upgrade Flooring/Ventilation	-	30,423	-	-	30,423
Roofing Project	-	96,015	(91,971)	-	4,044
LSPM Toilets/Hooks	-	6,301	(7,303)	-	(1,002)
Totals	<u>23,030</u>	<u>176,395</u>	<u>(119,932)</u>	<u>-</u>	<u>79,493</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	80,495
Funds Receivable from the Ministry of Education	(1,002)

## 17. 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.

## 18. 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	4,250	3,370
<i>Leadership Team</i> Remuneration	422,145	388,942
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	426,395	392,312

There are six members of the Board excluding the Principal. The Board has held nine full meetings of the Board in the year. The Board also has Finance (1 member) and Property (1 member) 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	170 - 180	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	5.00	1.00
110 - 120	1.00	1.00
120 - 130	1.00	1.00
	7.00	3.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	\$0	\$0
Number of People	nil	nil

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$246,473 (2022:\$314,417) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
A Block	476,392	287,419	188,973
Waharoa Project	70,000	12,500	57,500
<b>Total</b>	<b>546,392</b>	<b>299,919</b>	<b>246,473</b>

### (b) Operating Commitments

As at 31 December 2023, the Board has entered into the following contracts:

(a) Painting of exterior buildings by Carus (pay as you go);

	2023 Actual \$	2022 Actual \$
No later than One Year	8,480	8,480
Later than One Year and No Later than Five Years	86,360	94,840
	<u>94,840</u>	<u>103,320</u>

## 22. 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	428,135	665,684	784,289
Receivables	221,126	217,805	217,805
Investments - Term Deposits	1,044,036	327,905	327,905
Total financial assets measured at amortised cost	<u>1,693,297</u>	<u>1,211,394</u>	<u>1,329,999</u>

### Financial liabilities measured at amortised cost

Payables	274,476	226,270	226,270
Finance Leases	11,126	11,126	22,856
Total financial liabilities measured at amortised cost	<u>285,602</u>	<u>237,396</u>	<u>249,126</u>

## 23. Events After Balance Date

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

## Independent Auditor's Report

### To the Readers of Mount Maunganui Primary School's Financial Statements

For the Year Ended 31 December 2023

The Auditor-General is the auditor of Mount Maunganui Primary School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 21 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 for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report. We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Responsibilities of the Board for the financial statements**

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the KIWISPORT Statement, Statement of Compliance with Employment Policy, Evaluation of Students' Progress and Achievement, Members of the Board of Trustees and Statement of Variance, 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 the School.



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand

# **Mount Maunganui Primary School**

## **Kiwisport Statement**

For the year ended 31 December 2023

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2023, the school received a total Kiwisport funding of \$6,461 (excl. GST), (2022: \$6,289). The funding was spent on a contribution towards the sports Co-ordinator wages.

## **Statement of Compliance with Employment Policy**

For the year ended 31 December 2023

For the year ended 31 December 2022: the Mount Maunganui Primary School Board:

Has met their obligations to provide good and safe working conditions by following their health and safety policies.

Has provided equal employment opportunities to their employees by promoting professional development training and conducting performance review in accordance with the School's Equal Employment Opportunities Policy.

Has practised impartial selection of suitably qualified persons for appointment through an independent selection committee that is delegated by the Board.



# **Evaluation of Student Progress and achievement 2023**

## **VISION: World Class Education in The Mount**

**Purpose:** To maximise opportunities for Mounties to achieve their full potential.

## Strategic Plan: 1. Learning Akoranga

Our localised curriculum offers a broad, authentic learning experience for all.

Our Initiatives	Current State	2023 outcome	2024 Outcome	2025 Outcome
<p>1.1 Progress and Achievement</p>	<p>Structured Literacy is taught in most classes across our school. 40% acceleration was not achieved in all areas 2022. Overall school wide achievement has not increased at and above at Year 6. Specific students attendance has been identified as of concern.</p>	<p>Structured Literacy is taught consistently throughout school. 40% of Kākano make accelerated progress. Increase in % of students achieving at and above expectation at Year 6. Increase attendance by key identified students.</p>	<p>Structured Literacy is taught consistently throughout school. 40% of Kākano make accelerated progress. Increase in % of students achieving at and above expectation at Year 6. Maintain attendance by key identified students.</p>	<p>Structured Literacy is taught consistently throughout school. 40% of Kākano make accelerated progress. Increase in % of students achieving at and above expectation at Year 6. Ongoing monitoring and follow up of any attendance pattern of concern.</p>
<p>1.2 Learning Design &amp; Teacher Practice.</p>	<p>Progressions used for planning to ensure coverage Progressions used to develop LI and SC Not all teachers show evidence of deliberate use of teacher actions. Anecdotal notes are increasing in their use.</p>	<p>Deliberately used progressions as part of the teaching sequence Use progressions to differentiate target teaching for kākano Learning design begins to consistently show deliberate use of teacher actions to cause learning. Anecdotal notes are used in learning design to track learning and needs.</p>	<p>Embed use of progressions in teaching sequence and/or build teacher understanding of new curriculum areas Embed used of learning information to differentiate teaching for kākano Learning design shows deliberate use of teacher actions to cause learning. Anecdotal notes are used consistently in learning design to track learning and needs.</p>	<p>Develop teacher understanding of new curriculum areas Learning design consistently shows deliberate use of teacher actions to cause learning. Quality anecdotal notes are consistently used in learning design to track learning and needs.</p>
<p>1.3 Te Ao Maori</p>	<p>No data exists No data exists N/A Opportunities exist, need to ensure Maori students are supported to succeed.</p>	<p>Teachers' ability and learning needs in Te Reo is clearly mapped. Students' ability with Te Reo is clearly assessed. Teachers develop an understanding of Paritaha and Te Tae Whanake. Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed.</p>	<p>Teachers' ability in Te Reo grows. Students' ability in Te Reo grows as a result of learning experiences. Teachers continue to develop an understanding of Paritaha and Te Tae Whanake. Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed.</p>	<p>Teacher ability in Te Reo has grown and developed. Students' growth in Te reo grows year on year. Teachers have a deep understanding of Paritaha and Te Tae Whanake. Opportunities for our Maori students to succeed as Maori are offered alongside students who identify potential events.</p>

## Initiatives/Key Tasks 2023


### 1.1 Progress and Achievement

Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
<b>2023 Goal: Embed Structured Literacy</b>				
Offer targeted PLD for new staff. Observe and support in classrooms (greater focus on new staff) Use Obs and data to guide further decisions on support.	Janine and Wendy (SL Leaders)	Term 1 onwards Term 2 onwards		Structured Literacy being delivered consistently in all classes. - Janine/Wendy will make a statement against this based on Obs in T4 2023. - Met, not met and why.
<b>Evaluation &amp; Analysis:</b> <ul style="list-style-type: none"> <li>Structured Literacy is being taught consistently across the school, in every classroom;</li> <li>New staff are becoming upskilled with one on one PD on how structured literacy is being taught at Mount Primary;</li> <li>Staff were paired up to observe or be observed to support learning and refinement of practice. Staff feedback on these observations was positive;</li> <li>Teachers have been surveyed to show their progress to dates, and they have selected areas for further growth. This was used to support ongoing observations. Further PLD was also given in response to staff voice in survey about progress and learning needs;</li> <li>Some teachers visited Hayley's kākano structured literacy progress as it has been identified as a model of great practice by our staff;</li> <li>We have hosted a large number of teachers from within the Kahui Ako who want to observe our structured literacy programme and we have received very positive feedback on our programme;</li> <li>In 2024 we will continue to onboard new teachers using observations and modelling of practice. In addition some staff will continue their journey to embed structured literacy in their daily programme with support from Janine.</li> </ul>				
<b>2023 Goal: Cause Acceleration</b>				
Change name to Kākano <ul style="list-style-type: none"> <li>Explain the name</li> </ul> Create target lists for the year. Develop staff knowledge and capacity for Agile Inquiry. Map clear learning needs through target tracking sheets. Track student progress regularly and discuss those not moving in Team Meetings.	Damien BT/ Team Leaders  Barbara  Teachers with team leaders (Barbara & DB to oversee)  Team Leaders/Teachers	Term 1 Term 1  Term 1-4  Term 1,2,3,4		40% of our Kākano will make accelerated progress this year.

Kākano Connects = termly connects with Kākano whānau. Identify low attenders, and work to improve attendance so in school support will be effective.	Teachers Damian (Whānau Support Role)	Term 2-4	\$8500	Increased attendance for identified students.
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**Evaluation & Analysis:**

- Team leaders began to use agile inquiry as a focus for evaluating the progress of learners, with a particular focus on kākano learners;
- Teachers are skilled at grouping based on needs using Hero data;
- At mid year all kākano were analysed based on progress to date and teachers were able to identify those that had not yet accelerated and adjust programmes in response to this;



### Acceleration of Kākano Students during the year

	Mid Year	End Of Year
Reading	Accelerated = 44% Limited 35%	Accelerated = 81.5% Limited 18.5%
Writing	Accelerated = 31% Limited 60%	Accelerated = 62% Limited 38%
Maths	Accelerated = 29% Limited 60%	Accelerated = 59% Limited 39.5%

**Key message is that learning can take time to embed and be evidenced in application/use.**

- Whānau were offered a time to speak with the teacher each term to discuss progress and ways to help at home. There was mixed uptake of this, and there was no clear correlation that this impacted on progress. We will continue to offer all kākano whānau an opportunity each term to meet with the class teacher;
- There was a significant lift in achievement as a result of acceleration of kākano students (Reading acceleration = 81.5%, Writing acceleration = 62%, Maths acceleration = 59%);
- Acceleration was higher for Maori kākano students than in 2022 (Reading acceleration 2023 = 73% compared to 33.3% in 2022, Writing acceleration 2023 = 54% compared to 23% in 2022, Maths acceleration 2023 29% compared to 13% in 2022). We have looked at the Māori students who did not make accelerated progress in 2023 to find out why these students did not make accelerated progress. In almost all students there were additional factors that could be influencing achievement such as learning difficulties, social and behavioural factors, low attendance or family events. There is a small sub-group of tamariki that we need to investigate further in order to identify why they are not making expected progress.

**2023 Goal: Raise Student Achievement**

Use the Agile Inquiry model to tailor learning to student needs.	Teachers/Team Leaders DB/Barbara (will oversee)	Throughout the		40% of kākano learners make accelerated progress Fewer students make limited progress (e.g. become kākano in 2024)
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Build teacher understanding of 'what the learning looks like'	Barbara/DB	year		Teacher judgements are consistent and accurate
Track learning little and often through ticking off of progressions.	Teachers			Learning successes are updated regularly - real time reporting
Specialist/Resource Teacher employed for in class support.	Hayley, Teacher Aides			

**Evaluation & Analysis:**

- Staff completed PLD on Agile Inquiry and how it supports effective teaching with a mid year check in. There is ongoing support for staff growth and professional development by the team leaders;
- Teams include regular review and moderation of learning in three weekly cycles linked to teaching focuses. Teams have also developed long term plans for Maths, Reading and Writing to ensure consistency of coverage and to provide opportunities to talk about student learning in relation to shared tasks;
- Acceleration targets were met in 2023;

School wide Acceleration target 66* students in reading x 40% = 26 students	Achieved 81.5% acceleration
120* students in writing x 40% = 48 students	Achieved 62% acceleration
91* students in maths x 40% = 48 students	Achieved 59% acceleration *start of year figs. Some students have left

- Of note is the changing make-up of cohorts during the year, and this affects the overall level of achievement across the school. In 2023 we had a significant number of new students (particularly in certain year groups) who were not achieving at the expected levels when they came to us;
- Most teachers are regularly updating learning goals and achievement and team leaders are working to support those who are not yet consistent with this;
- We completed two whole school writing moderations, as well as additional moderation at team level in the junior school. Our writing judgements with other schools with consistent;
- The middle and senior team are increasing the use of e-asTTle data to understand progress and set next steps for learning.

**2023 Goal: Increase Attendance in key students.**

Establish agreed focus group Include agreed levels of attendance Who are we supporting?	Damian will oversee	Term 1	Costs for hours to carry out role	Documentation exists
Develop coherent and staged plan of education and support for our focus group	Attendance Support	Term 1		Every Week 2 of T2, 3, 4 target 25% Reduction

<p>and a different response plan for different levels of attendance.</p> <ul style="list-style-type: none"> <li>- Include templates for emails etc</li> <li>- Confirm staff roles</li> </ul> <p>Contact every whānau who has a student with below 90% attendance.</p> <p>Carry on with ongoing monitoring and communications in weeks 2 and 7 of each term. Twice termly check in and data creation.</p> <p>Summary of effectiveness of project.</p>	<p>Term 1 week 7</p> <p>Term 2, Wk 2&amp;7 Term, 3 Wk 2&amp;7</p> <p>Term 4 Week 2</p>	<p>End of Year target Reduce by 75%</p> <p>Reduce Chronic (less than 70%) absenteeism from 17 students to 4 students (75% reduction overall)</p> <p>Reduce Moderate (70-79%) absenteeism from 19 students to 5 students (75% reduction overall)</p> <p>Reduce Irregular (80-89%) absenteeism from 92 students to 23 students (75% reduction overall)</p>
<p>Evaluation &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• There was a high level of communication in The Pipeline;</li> <li>• MOE attendance data was reviewed;</li> <li>• Attendance support project established and letters sent as required;</li> </ul>		
<h3>1.2 Learning Design &amp; Teacher Practice</h3>		
<p>2023 Goal: Advance Learning Design and Practice</p>		
<p>Agile Inquiry Process focus for teachers.</p> <p>Plan for deliberate Teacher Actions to cause learning (DATS and HITs) skillfully selected.</p> <p>Use Agile inquiry to personalise learning approach for student need.</p> <ul style="list-style-type: none"> <li>o Anecdotal notes used by teachers.</li> </ul>	<p>Barbara to lead and support.</p> <p>DB/Barbara</p> <p>Teachers</p>	<p>Ongoing during CRT, Team Hui, 1:1 coaching.</p>
<p>Learning Design shows a clear sequence of learning, underpinned by progressions</p> <p>Learning Design will show a broad range of learning opportunities including instructional teaching, practise, application and revision.</p> <p>Anecdotal notes clearly show teacher reflection and acknowledgement of learning of students.</p>	<p>Evaluation &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Staff completed PLD on Agile Inquiry and how it supports effective teaching with a mid year check in. There is ongoing support for staff growth and professional development by the team leaders. Team leaders are making explicit connections to the Agile Inquiry process during CRT sessions when the team is planning;</li> <li>• The use of DATs has been a focus of team leader observations. These observations are evidencing some great practice across the school. Team leaders are supporting teachers to improve aspects of teaching where this is needed in response to observations;</li> <li>• The senior team learnt how to use SOLO taxonomy in Reading with sessions taken by Kylie. This is to support the students to develop deeper levels of thinking about texts and reading;</li> <li>• Anecdotal notes are present in all teachers' planning and there is increasing consistency of recording information and notes that support programme adaptation.</li> </ul>	



### 1.3 Te Ao Maori

2023 Goal: Embed Te Ao Maori within Mount Primary

<p><b>Actions</b></p> <p>Lead and support staff PLD Treaty of Waitangi</p> <p>Offer Staff PLD - Te Reo/Te Ao Maori</p> <p>In class coaching and observations of teacher practice.</p> <p>Gather data on student and teacher competence of Te Reo use and teaching.</p> <p>Lead opportunities for Maori to achieve success as Maori (eg: Matariki, Hangi, Kapahaka, School Waiata, Whakataua).</p> <p>Support the regular inclusion of a Te Ao Maori Perspective in our learning</p> <p>Lead staff PLD on Paritaha and Te Tae Whanake.</p> <p>Connect with whanau roopu (termly) Week 5 each term (Wednesday).</p> <p>Support waharoa project</p> <p>Extension Te Reo lessons</p>	<p>External Provider</p> <p>Stacey</p> <p>Stacey/Brooke</p> <p>Brooke/Stacey</p> <p>Stacey</p> <p>Stacey</p> <p>Whaea Sue</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 1/2</p> <p>Throughout the year.</p> <p>Termly</p> <p>Term 2,3,4</p> <p>Termly</p> <p>Term 2/3</p> <p>Term 1,2,3,4</p>	<p></p> <p>Kai for hui</p> <p>Costs of Waharoa</p> <p>Time for Whaea Sue</p>	<p>PLD is happening.</p> <p>Data shows growth for our teachers and students in ability to use Te Reo.</p> <p>Schoolwide events happen and offer an opportunity for our Tauria Māori to shine.</p> <p>50% of whanau whose children identify as Maori attend our termly whanau hui.</p> <p>Waharoa is in place.</p>
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**Evaluation & Analysis:**

- We had a number of Staff PLD sessions, the first being from Timoti Harris. We have also had PLD around the Paritaha kaitiaki framework: one from Anita and Arohanoa as part of the Kahui Ako mahi, and one led by Brooke during a staff hui. Staff also attended the Te Tai Whanake launch. Although the staff have a better understanding of the 'Big Why' and of the Paritaha framework a lot more work needs to be done on this to develop their understanding further and to support them with implementing the framework into their teaching and planning:
- Stacey led a number of staff PLD sessions (Pepeha, Mountieisms, Pakiwaitara) and modelled lessons to the Middle and Senior teams every fortnight;
- Stacey observed each teacher in their class and looked through their classroom resources and planning. All teachers are incorporating te reo Māori and mātauranga-ā-hapu in their classroom practice (mostly written - signs and posters) and in their planning. Some teachers are using te reo during observations and Stacey has noticed that their pronunciation and understanding was great! Yes there is growth, but still a very long way to go on this one! The online assessment tool we purchased didn't work, so we were unable to find out what level of knowledge our tamariki had, but we did manage to assess the teachers. No one was on Level 1 (beginner). There were seven teachers at Level 2, nine teachers at Level 3 and six at Level 4 or 5 (5 being the highest);
- There were lots of school-wide events in 2023 - Hāngī, several kapa haka performances (including trips to Malyon House and the KA Rā Whakangahau). A group of our Māori tamariki also went to the Matariki workshops at the campground. We also entered (and won) our first Ki-o-rahi competition. Other regular opportunities are: our whole-school waiata every Tuesday morning, performing haka to honour our kaiako when they leave, participating in our school's whakataua, and reciting pepeha in our

- whole-school hui. Our Māori tauira definitely have the opportunity to shine;
- Stacey went over all the Contexts for Learning plans and added a Māori lens/context to them;
- While we held whānau hui every term, we still have limited numbers attending. Our first hui had the most (19 whānau) but this number depleted each term;
- Waharoa is still in the process of being built;
- Extension te reo Māori lessons with Whaea Sue went well! She had 23 tamariki regularly attending each week.

## Strategic Plan: 2. People/Tangata

Mount Primary is a school with a positive culture and strong reputation.

<b>Our Initiatives</b>	<b>Current State</b>	<b>2023 Outcome</b>	<b>2024 Outcome</b>	<b>2025 Outcome</b>
2.1 Positive Staff Culture	Staff events happen irregularly. Student events started last year, tradition needs to be built.	Staff events happen on a regular basis. Mix of in and out of school Student events build into a tradition for our Mounties.	Staff events continue regularly Student events are an expected tradition of our school.	Staff events continue regularly Student events are an expected tradition of our school.
	Mountie's birthday has been variable. House competition exists.	Mountie's Birthday is a memorable, fun event for our students. House competition grows in competitiveness.	Mountie's Birthday is a memorable, fun event. House Competition continues.	Mountie's Birthday is a memorable, fun event. House Competition continues.
2.2 Build Leadership Capability	Leaders lead learning in their teams. DPs are capable leaders, support aims to strengthen this. Principal is part of PLG.	Leaders lead learning in their teams. DPs grow as leaders in their roles. PLG supports Principal growth as a leader.	Leaders lead learning in their teams. DPs grow as leaders in their roles.	Leaders lead learning in their teams. DPs grow as leaders in their roles.
2.3 Hauora	Hauora is a focus of learning and teaching.	We can prove hauora need/growth through use of Hauora survey.	We can prove hauora need/growth through use of Hauora survey.	We can prove hauora need/growth through use of Hauora survey.
2.4 Kaitiakianga	Does not currently exist as a focus.	Opportunities have been investigated. Decision made on if/how to proceed.		

**2.1 Positive School Culture**

2023 Goal: Maintain Positive School Culture

Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
Staff Events to support a positive school culture <ul style="list-style-type: none"> <li>- Social events</li> <li>- Fun at school</li> <li>- Staff vs Students comps</li> </ul>	Brooke/Lyn	Termly		Events are happening
Student Events <ul style="list-style-type: none"> <li>- Wā Whanaunga Fridays</li> <li>- Team, School, House times.</li> <li>- Interhouse Competitions</li> </ul>	Brooke/Lyn	3 weekly		
Mountie's Birthday (10th Birthday this Year).	Brooke/Lyn/Rach	Termly		
	Brooke/Lyn	5th Sept (or close to this date is a weekend)	\$\$ To support this celebration (Curric Budget)	Mountie's Birthday celebrated.

**Evaluation & Analysis:**

- Termly events took place with a number of staff attending, apart from in the last term. This was due to how busy term 4 was!
- We had one staff vs student comp but the next one was held off due to weather issues. There is now a trophy for this;
- Wā Whanaungatanga was held every Friday. It was a positive experience for staff and students. These sessions include whole school hui, class connect time and buddy class time;
- Mountie's Birthday was a success. We held a day of celebrations for the whole school, had plans to get the community involved and fed everyone with cake. Mountie turning up was a highlight for many.

**2.2 Build Leadership Capacity**

Actions	Who	Timeframe	Resources	Outcome / Measure
2023 Goal: Build Middle Leadership Capacity:				
Set goals based on needs of the Team/Leader to focus support on.	Barbara with Team Leaders	End of Term 1		Survey of Team Leaders to identify value added through this process.
Goals must have a clear measure for year end.				- How did Barbara support you to grow as a leader?
Coaching/Support Hui		Ongoing		- How could her support have been better for you?
Use Regular Learning Design				

<p>Hui as the context for development (unless another context is better).</p> <p>Team meetings/kāhano/pedagogy</p>				<p>Team Leaders run Learning Design Hui and support our Agile Inquiry Process.</p> <p><b>Measure:</b> Team is responsive in Learning Design, based on anecdotal notes and student needs.</p>
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- Evaluation & Analysis:**
- Barbara meets weekly with the team leaders, who have identified that these hui are useful and effective for developing their leadership capacity, and checking in on team progress such as learning design, student progress and support for teachers
  - Team leaders oversee learning design including a significant focus on developing long term plans in maths, reading and writing. These plans are designed to ensure consistency of learning for all students and address teacher workload so that each teacher is not having to plan individually;
  - Teams used CRT time and team hui to reflect on the effectiveness of learning design and student progress.

**2023 Goal: Continue to build Senior Leadership Capacity**

Actions	Who	Timeframe	Resources	Outcome / Measure
Continue with DP PLG <ul style="list-style-type: none"> <li>Each DP to have a specific leadership Goal to focus their PGC.</li> </ul>	DPs & Dr Wendy Moore	Termly	PLG costs	
DP supported with at least termly reflections.	Damien	Termly	PLG costs	
Principal PLG continues	Damien and Dr Wendy Moore	Termly hui	PLG costs	

**Evaluation & Analysis:**

- Barbara and Damien attended four sessions with Dr Wendy Moore focussed around leadership and problems of practice;
- Damien met regularly with Barbara and Damien to support them in their mahi;
- The Kahui Ako held a retreat in Term 3 for DPs as an opportunity to connect and share strategic goals and develop social networks;
- Damien continued to be involved in the Principal PLG each term.

**2.3 Hauora**

2023 Goal: Build and measure Hauora of our Mounties (staff and students)

Actions	Who	Timeframe	Resources	Outcome / Measure
Build Hauora in our community through	Teachers (overseen by SLT and Liz)	Termly		

<p>Pause Breathe Smile</p> <ul style="list-style-type: none"> <li>- Teach lessons</li> <li>- Share learning with community (whare tapa wha) "Tips at home"</li> </ul> <p>Seasons for growth/Zones of regulation</p> <ul style="list-style-type: none"> <li>- Teach lessons</li> <li>- Share learning with Whanau.</li> </ul> <p>External Mental Health support</p> <p>Review staff Hauora survey</p> <p>Develop student hauora survey</p>	<p>Liz</p> <p>Liz</p> <p>Leah (Kahui Ako position)</p> <p>Liz (possibly with focus group)</p> <p>Liz</p>	<p>Term 2,3</p> <p>Weekly</p> <p>Term 1</p> <p>Term 1-2</p>	<p>Staff value survey (majority) Survey indicates a high level of happiness/Hauora.</p> <p>Survey exists Survey results are analysed by SL Team.</p>
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**Evaluation & Analysis:**

- End of lunch changed to 1.45 - allowed Mindfulness in classes from 1.50-2pm each day. Varying forms of mindfulness (meditative music, breathing exercises, stories, quiet time) happening around the school - not always Pause, Breathe, Smile lessons.
- Every class was taught lessons about "Whare tapa wha" and displays were visible in the classrooms.
- Seasons for Growth group - Term 3 with 5 senior students. Liz facilitated the information parent meeting before the programme began and then again at the end when the parents returned for the end of course celebration and sharing time.
- Zones for Regulation group - Term 4 with 3 middle school students. Liz observed/trained under Hannah Casey from the MOH who works in schools delivering the programme to at risk students in our Kāhui Ako. Liz to facilitate a group in 2024.
- Staff surveys continued each term - data gathered and shared back to SMT and staff.
- Liz reviewed the staff survey by talking with 4 staff from each level of the school, to gather feedback about the purpose of it.
- Free coffee vouchers to the local cafe were given to each staff member including Support staff and Teacher aides every term to boost Hauora.
- Student survey was designed, formulated and implemented for the first time in term 4. Written report was presented to the Principal and results are to be shared with staff early term 1 2024. Further student surveys will continue in 2024.
- Junior Duty Assistants - JDAs - Continued training new Yr 5/6 students to help duty teachers in the playground at break times with junior students and their problems (finding friends, plasters if kids fall over, playing games with our juniors).
- Creating termly timetables, 2x term check in meetings, ongoing training and support for the JDAs.

**2.4 Kaitiakitanga**

2023 Goal: Investigate possibilities for build Kaitiakitanga into our school

Actions	Who	Timeframe	Resources	Outcome / Measure
Develop BoT portfolio to investigate possibilities.	Board of Trustees	Term 1-2		

<p>Continue on with initiatives</p> <ul style="list-style-type: none"> <li>- Travel Smart</li> <li>- Recycling (waste reduction)</li> <li>- Gardening</li> <li>- Beach care</li> </ul>	<p>Various</p>	<p>Throughout the year.</p>		
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• Cherie holds the Kaitiakitanga portfolio</li> <li>• Damien met with Cindi who oversees Travel Smart and updated the school plan;</li> </ul>				

### 2023 Annual Action Plan: 3. Whakahoahoā/Partnerships

Community is strongly and positively involved in our school to support our vision of World Class Education in The Mount

Our Initiatives	Current State	2023 Outcome	2024 Outcome	2025 Outcome
3.1 Whanau connections with school * Incl sponsors	Whanau are keen to be involved. We have a set of sponsors (7) Kākano whanau are invited into school. Whānau roopu attended sporadically	Whanau are given opportunities to be involved in our school. Number of sponsors grows. Kākano whanau come in to support their kids. 50% of our whānau of Māori students come regularly.	Whanau contribute to our school. Sponsors Board is full. Kākano whanau come in to support their kids. Becomes easier to get them in. 60% of our whānau of Māori students come regularly.	Whanau contribute to our school. Sponsors Board is full. Kākano whanau come in to support their kids. Becomes easier to get them in. 70% of our whānau of Māori students come regularly.
3.2 Connections with Ngai Te Rangī	Ngai Te Rangī are a part of our kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.
3.3 International Education.	We have 7 students in our school. Pastoral care is high quality.	Number of International Students grows (12+) Exit interviews continue to reflect high quality pastoral care.	Number of International Students grows (14+)	Number of International Students grows (16+)
3.4 Transitions	Transition in has been strengthened. Transition out has been strengthened.	Lil-Mounties is positively viewed by our N/Entrant whanau. Curriculum content knowledge across schools (us and MMI) is being built.	Lil-Mounties is positively viewed by our N/Entrant whanau. Cross school curriculum knowledge is strengthened.	Lil-Mounties is positively viewed by our N/Entrant whanau. Cross school curriculum knowledge is strong/consistent.



Actions	Who	Timeframe	Resources	Outcome / Measure
<b>3.1 Strong Whānau Connections</b>				
Learning Partnerships Termly opportunities for whānau to be in our school.	All staff Barbara to oversee	Term 1 Termly		90% attendance Events will include Term 1: Swimming/Tryathlon Term 2: Cross Country Term 3: Matariki (not hangī) Term 4: Athletics
Kākano Connects (Kākano whānau)	Teachers - Supported by SL Team	Termly		100% attendance at all meetings
Whānau roopu hui	Brooke/Stacey	Wednesday Wk 5 each term.	\$ for kai for hui	50% of our whānau of Maori students attend regularly.
<b>Evaluation &amp; Analysis:</b> <ul style="list-style-type: none"> <li>Learning Partnership hui were held in Term 1 and Term 3. In Term 1 90% of whānau attended. Of the 10% that did not attend, 67% of these were families of Kākano students. In Term 3 attendance had dropped to 77% of all whānau, with only 63% of Kākano whānau attending. Families who book but do not attend on the day make up around 2% of all students;</li> <li>Attendance at Kākano connect opportunities varied across the year from 87% to 58.7%. The lowest attendance was at the learning partnership meetings at the start of Term 3, despite schoolwide attendance sitting at 90.1% for this week;</li> <li>Teams offered multiple opportunities for whānau to come in to share in learning over the year. Highly successful was the grandparents day, rocket testing day and the art display as well as sport days;</li> <li>While we held Whānau hui every term, we still had limited numbers attend. Our first hui had the most (19 whānau) but this number depleted each term. We had 6 whānau who regularly attended. Our numbers were still much better than the previous year. We have roughly 60 families who could attend.</li> </ul>				
<b>3.2 Strong Reciprocal Iwi connections</b>				

<p>Continue regular hui with Ngai Te Rangī</p> <p>Look for opportunities to connect</p> <ul style="list-style-type: none"> <li>- Wharaoa (Term 1-2)</li> <li>- Events eg: Matariki, whakatau</li> <li>- Sharing of knowledge</li> </ul> <p>Kahui Ako hui</p>	<p>Damien, Damian, Stacey</p> <p>Damien</p> <p>Damien</p>	<p>At least termly</p> <p>At least termly</p> <p>At least termly</p>	<p>Koha for mahi with Ngai Te Rangī.</p>	
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• Our connections with iwi are strong! We had regular hui (almost weekly) through the work we are doing with the Kāhui Ako, and have a great working relationship with a number of iwi members;</li> <li>• Steve te Kani has been in attendance at our wharaoa hui;</li> </ul>				
<p><b>3.3 International Education</b></p>				
<p>Strengthen markets for students</p> <ul style="list-style-type: none"> <li>- South Korea</li> <li>- China</li> </ul> <p>Look to broaden markets</p> <ul style="list-style-type: none"> <li>- South America</li> <li>- Other Asian markets</li> </ul> <p>Build strong connections with</p> <ul style="list-style-type: none"> <li>- Student agents</li> <li>- Rental agents</li> <li>- Our International Families</li> </ul> <p>Provide strong pastoral care of our students and their families.</p>	<p>Liz</p> <p>Liz</p> <p>Liz</p> <p>Liz</p>	<p>Ongoing</p>	<p>Marketing \$</p> <p>\$ for kai for hui and connects.</p>	<p>International student numbers grow. Ideal 16 students.</p>
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• First trip back to Korea post Covid. 4 new students enrolled for 2024 as a result of the marketing fair.</li> <li>• 7 Korean students who had been studying in 2023 returned for 2024.</li> <li>• We had 12 FTE for the 2023 school year from different markets including China, South Korea, Switzerland, Israel, and Argentina.</li> <li>• The FTE students were made up of long term students (studying for the full year, studying for 2 terms) and short stay students (studying for 4 weeks up to 1 term)</li> <li>• Liz helped 3 families, 2 new families and 1 returning family find and secure housing close to school.</li> <li>• Liz continues to work with the agencies to help find suitable rentals when necessary.</li> <li>• Each term Liz organised IS and buddies trips to help make new friends and build connections with the school community. These experiences are blogged on our International Facebook Page.</li> <li>• Liz visited 2 families in their family home to help with settling issues and to provide pastoral care to each family - building relationships.</li> <li>• Liz continues to be the 24/7 person who is always available to answer any question, worry or problem that requires action.</li> </ul>				

- 3 students from 2 families finished their study after 1 year with 1 family returning to their home country and the other heading off to Intermediate in Auckland.
- Liz builds connections with 15 families each day talking with parents at the school gate, using the Kakao Chat messaging app, having termly social gatherings and an open door policy at school.
- Markets continue to be strengthened with 2 more agencies signing up with our school - a South American agency and a European (German) agency.

### 3.4 Transitions (In, Out and Between)

<ul style="list-style-type: none"> <li>• Develop a survey to understand and show improvement in whānau transition in our school (esp N/Entrants)</li> <li>• Develop an effective process to support smooth transitions within our school.</li> <li>• Launch Lili-Mounties class and programme</li> <li>• Contribute to across school moderation as part of Kahui Ako for Writing.</li> </ul>	<p>Kim/DB  DB  Kim</p>	<p>2023  Term 3  Term 3-4  Term 1 and ongoing Term 1 &amp; 2</p>	<p>2024</p>	<p>2025 Transition to School process adjusted in response to whānau voice. Survey: How was your transition experience? Lili Mounties Programme exists and is documented.</p>
<ul style="list-style-type: none"> <li>• Contribute to across school moderation as part of Kahui Ako for Writing.</li> </ul>	<p>Barbara</p>	<p>Term 1 and possibly Term 3</p>		

#### Evaluation & Analysis:

- Kim continues to run whānau info sessions for each cohort before/as they start;
- Survey completed for new entrant whānau about aspects of our transition programme. The response rate across three cohorts was four responses. These responses were 100% positive about the programme. Highlights include the opportunity to meet with Kim and have the programme explained before they start, the small group for their child to start in that increases confidence and transition, communication to arrive early to settle and reduce anxiety has been taken on board by whānau and the outstanding pastoral care and friendly nature that Kim displays;
- The Hero app is used by all families in Lili Mounties and feedback is that it is user friendly and informative;.
- The senior team attended a PLD session at MMI on moderating a writing sample. Feedback from them was that this was a positive session, and reaffirmed the work that we do at MM/PS;
- We asked members of our KA schools to moderate our in-school moderation samples for writing and we were consistent with our judgements;
- The senior team also attended two maths workshops with other teachers in Y6-10 across the Kahui Ako with great feedback on the learning in relation to using equipment to support student understanding.





# Statement of Variance 2023



## **VISION: World Class Education in The Mount**

**Purpose:** To maximise opportunities for Mounties to achieve their full potential.

## Strategic Plan: 1. Learning Akoranga

Our localised curriculum offers a broad, authentic learning experience for all.

Our Initiatives	Current State	2023 outcome	2024 Outcome	2025 Outcome
1.1 Progress and Achievement	<p>Structured Literacy is taught in most classes across our school.</p> <p>40% acceleration was not achieved in all areas 2022.</p> <p>Overall school wide achievement has not increased at and above at Year 6.</p> <p>Specific students attendance has been identified as of concern.</p>	<p>Structured Literacy is taught consistently throughout school.</p> <p>40% of Kākano make accelerated progress.</p> <p>Increase in % of students achieving at and above expectation at Year 6.</p> <p>Increase attendance by key identified students.</p>	<p>Structured Literacy is taught consistently throughout school.</p> <p>40% of Kākano make accelerated progress.</p> <p>Increase in % of students achieving at and above expectation at Year 6.</p> <p>Maintain attendance by key identified students.</p>	<p>Structured Literacy is taught consistently throughout school.</p> <p>40% of Kākano make accelerated progress.</p> <p>Increase in % of students achieving at and above expectation at Year 6.</p> <p>Ongoing monitoring and follow up of any attendance pattern of concern.</p>
1.2 Learning Design & Teacher Practice.	<p>Progressions used for planning to ensure coverage</p> <p>Progressions used to develop LI and SC</p> <p>Not all teachers show evidence of deliberate use of teacher actions.</p> <p>Anecdotal notes are increasing in their use.</p>	<p>Deliberately used progressions as part of the teaching sequence</p> <p>Use progressions to differentiate target teaching for kākano</p> <p>Learning design begins to consistently show deliberate use of teacher actions to cause learning.</p> <p>Anecdotal notes are used in learning design to track learning and needs.</p>	<p>Embed use of progressions in teaching sequence and/or build teacher understanding of new curriculum areas</p> <p>Embed used of learning information to differentiate teaching for kākano</p> <p>Learning design shows deliberate use of teacher actions to cause learning.</p> <p>Anecdotal notes are used consistently in learning design to track learning and needs.</p>	<p>Develop teacher understanding of new curriculum areas</p> <p>Learning design consistently shows deliberate use of teacher actions to cause learning.</p> <p>Quality anecdotal notes are consistently used in learning design to track learning and needs.</p>
1.3 Te Ao Maori	<p>No data exists</p> <p>No data exists</p> <p>N/A</p> <p>Opportunities exist, need to ensure Maori students are supported to succeed.</p>	<p>Teachers' ability and learning needs in Te Reo is clearly mapped.</p> <p>Students' ability with Te Reo is clearly assessed.</p> <p>Teachers develop an understanding of Panitaha and Te Tae Whanake.</p> <p>Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed.</p>	<p>Teachers' ability in Te Reo grows.</p> <p>Students' ability in Te Reo grows as a result of learning experiences.</p> <p>Teachers continue to develop an understanding of Panitaha and Te Tae Whanake.</p> <p>Opportunities for our Maori students to succeed as Maori are offered often, and students supported to succeed.</p>	<p>Teacher ability in Te Reo has grown and developed.</p> <p>Students' growth in Te reo grows year on year.</p> <p>Teachers have a deep understanding of Panitaha and Te Tae Whanake.</p> <p>Opportunities for our Maori students to succeed as Maori are offered alongside students who identify potential events.</p>

## Initiatives/Key Tasks 2023

### 1.1 Progress and Achievement

Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
<b>2023 Goal: Embed Structured Literacy</b>				
Offer targeted PLD for new staff. Observe and support in classrooms (greater focus on new staff) Use Obs and data to guide further decisions on support.	Janine and Wendy (SL Leaders)	Term 1 onwards Term 2 onwards		Structured Literacy being delivered consistently in all classes. - Janine/Wendy will make a statement against this based on Obs in T4 2023. - Met, not met and why.
<b>Evaluation &amp; Analysis:</b> <ul style="list-style-type: none"> <li>• Structured Literacy is being taught consistently across the school, in every classroom;</li> <li>• New staff are becoming upskilled with one on one PD on how structured literacy is being taught at Mount Primary;</li> <li>• Staff were paired up to observe or be observed to support learning and refinement of practice. Staff feedback on these observations was positive;</li> <li>• Teachers have been surveyed to show their progress to dates, and they have selected areas for further growth. This was used to support ongoing observations. Further PLD was also given in response to staff voice in survey about progress and learning needs;</li> <li>• Some teachers visited Hayley's Kākano structured literacy progress as it has been identified as a model of great practice by our staff;</li> <li>• We have hosted a large number of teachers from within the Kahui Ako who want to observe our structured literacy programme and we have received very positive feedback on our programme;</li> <li>• In 2024 we will continue to onboard new teachers using observations and modelling of practice. In addition some staff will continue their journey to embed structured literacy in their daily programme with support from Janine.</li> </ul>				
<b>2023 Goal: Cause Acceleration</b>				
Change name to Kākano <ul style="list-style-type: none"> <li>◦ Explain the name</li> </ul> Create target lists for the year. Develop staff knowledge and capacity for Agile Inquiry.	Damien BT/ Team Leaders  Barbara	Term 1 Term 1  Term 1-4		40% of our Kākano will make accelerated progress this year.
Map clear learning needs through target tracking sheets.  Track student progress regularly and discuss those not moving in Team Meetings.	Teachers with team leaders (Barbara & DB to oversee)  Team Leaders/Teachers	Term 1,2,3,4		

<p>Kākano Connects = termly connects with Kākano whānau.</p> <p>Identify low attenders, and work to improve attendance so in school support will be effective.</p>	<p>Teachers</p> <p>Damian (Whānau Support Role)</p>	<p>Term 2-4</p>	<p>\$8500</p>	<p>Increased attendance for identified students.</p>
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**Evaluation & Analysis:**

- Team leaders began to use agile inquiry as a focus for evaluating the progress of learners, with a particular focus on kākano learners;
- Teachers are skilled at grouping based on needs using Hero data;
- At mid year all kākano were analysed based on progress to date and teachers were able to identify those that had not yet accelerated and adjust programmes in response to this;



### Acceleration of Kākano Students during the year

	Mid Year	End Of Year
Reading	Accelerated = 44% Limited 35%	Accelerated = 81.5% Limited 18.5%
Writing	Accelerated = 31% Limited 60%	Accelerated = 62% Limited 38%
Maths	Accelerated = 29% Limited 60%	Accelerated = 59% Limited 39.5%

Key message is that learning can take time to embed and be evidenced in application/use.

- Whānau were offered a time to speak with the teacher each term to discuss progress and ways to help at home. There was mixed uptake of this, and there was no clear correlation that this impacted on progress. We will continue to offer all kākano whānau an opportunity each term to meet with the class teacher;
- There was a significant lift in achievement as a result of acceleration of kākano students (Reading acceleration = 81.5%, Writing acceleration = 62%, Maths acceleration = 59%);
- Acceleration was higher for Maori kākano students than in 2022 (Reading acceleration 2023 = 73% compared to 33.3% in 2022, Writing acceleration 2023 = 54% compared to 23% in 2022, Maths acceleration 2023 29% compared to 13% in 2022). We have looked at the Māori students who did not make accelerated progress in 2023 to find out why these students did not make accelerated progress. In almost all students there were additional factors that could be influencing achievement such as learning difficulties, social and behavioural factors, low attendance or family events. There is a small sub-group of tamaki that we need to investigate further in order to identify why they are not making expected progress.

<p>2023 Goal: Raise Student Achievement</p>			
<p>Use the Agile Inquiry model to tailor learning to student needs.</p>	<p>Teachers/Team Leaders DB/Barbara (will oversee)</p>	<p>Throughout the</p>	<p>40% of kākano learners make accelerated progress Fewer students make limited progress (e.g. become kākano in 2024)</p>



Build teacher understanding of 'what the learning looks like'	Barbara/DB	year		Teacher judgements are consistent and accurate
Track learning little and often through ticking off of progressions.	Teachers			Learning successes are updated regularly - real time reporting
Specialist/Resource Teacher employed for in class support.	Hayley, Teacher Aides			

**Evaluation & Analysis:**

- Staff completed PLD on Agile Inquiry and how it supports effective teaching with a mid year check in. There is ongoing support for staff growth and professional development by the team leaders;
- Teams include regular review and moderation of learning in three weekly cycles linked to teaching focuses. Teams have also developed long term plans for Maths, Reading and Writing to ensure consistency of coverage and to provide opportunities to talk about student learning in relation to shared tasks;
- Acceleration targets were met in 2023;

School wide Acceleration target 80* students in reading x 40% = 26 students
Achieved 81.5% acceleration
120* students in writing x 40% = 48 students
Achieved 82% acceleration
91* students in maths x 40% = 48 students
Achieved 59% acceleration
*start of year %. Some students have left

- Of note is the changing make-up of cohorts during the year, and this affects the overall level of achievement across the school. In 2023 we had a significant number of new students (particularly in certain year groups) who were not achieving at the expected levels when they came to us;
- Most teachers are regularly updating learning goals and achievement and team leaders are working to support those who are not yet consistent with this;
- We completed two whole school writing moderations, as well as additional moderation at team level in the junior school. Our writing judgements with other schools with consistent;
- The middle and senior team are increasing the use of e-asTIE data to understand progress and set next steps for learning.

**2023 Goal: Increase Attendance in key students.**

Establish agreed focus group Include agreed levels of attendance Who are we supporting?	Damian will oversee	Term 1	Costs for hours to carry out role	Documentation exists
Develop coherent and staged plan of education and support for our focus group	Attendance Support	Term 1		Every Week 2 of T2, 3, 4 target 25% Reduction

<p>and a different response plan for different levels of attendance.</p> <ul style="list-style-type: none"> <li>- Include templates for emails etc</li> <li>- Confirm staff roles</li> </ul> <p>Contact every whānau who has a student with below 90% attendance.</p> <p>Carry on with ongoing monitoring and communications in weeks 2 and 7 of each term. Twice termly check in and data creation.</p> <p>Summary of effectiveness of project.</p>	<p>Term 1 week 7</p> <p>Term 2, Wk 2&amp;7 Term, 3 Wk 2&amp;7</p> <p>Term 4 Week 2</p>	<p>End of Year target Reduce by 75%</p> <p>Reduce Chronic (less than 70%) absenteeism from 17 students to 4 students (75% reduction overall)</p> <p>Reduce Moderate (70-79%) absenteeism from 19 students to 5 students (75% reduction overall)</p> <p>Reduce Irregular (80-89%) absenteeism from 92 students to 23 students (75% reduction overall)</p>
<p>Evaluation &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• There was a high level of communication in The Pipeline;</li> <li>• MOE attendance data was reviewed;</li> <li>• Attendance support project established and letters sent as required;</li> </ul>		
<p><b>1.2 Learning Design &amp; Teacher Practice</b></p>		
<p>2023 Goal: Advance Learning Design and Practice</p>		
<p>Agile Inquiry Process focus for teachers.</p> <p>Plan for deliberate Teacher Actions to cause learning (DATS and HITS) skillfully selected.</p> <p>Use Agile inquiry to personalise learning approach for student need.</p> <ul style="list-style-type: none"> <li>o Anecdotal notes used by teachers.</li> </ul>	<p>Barbara to lead and support.</p> <p>DB/Barbara</p> <p>Teachers</p>	<p>Learning Design shows a clear sequence of learning, underpinned by progressions</p> <p>Learning Design will show a broad range of learning opportunities including instructional teaching, practise, application and revision.</p> <p>Anecdotal notes clearly show teacher reflection and acknowledgement of learning of students.</p>
<p>Evaluation &amp; Analysis:</p> <ul style="list-style-type: none"> <li>• Staff completed PLD on Agile Inquiry and how it supports effective teaching with a mid year check in. There is ongoing support for staff growth and professional development by the team leaders. Team leaders are making explicit connections to the Agile Inquiry process during CRT sessions when the team is planning;</li> <li>• The use of DATs has been a focus of team leader observations. These observations are evidencing some great practice across the school. Team leaders are supporting teachers to improve aspects of teaching where this is needed in response to observations;</li> <li>• The senior team learnt how to use SOLO taxonomy in Reading with sessions taken by Kylie. This is to support the students to develop deeper levels of thinking about texts and reading;</li> <li>• Anecdotal notes are present in all teachers' planning and there is increasing consistency of recording information and notes that support programme adaptation.</li> </ul>		

### 1.3 Te Ao Maori

2023 Goal: Embed Te Ao Maori within Mount Primary

<p><b>Actions</b>          Lead and support staff PLD Treaty of Waitangi          Offer Staff PLD - Te Reo/Te Ao Maori          In class coaching and observations of teacher practice.          Gather data on student and teacher competence of Te Reo use and teaching.          Lead opportunities for Maori to achieve success as Maori (eg: Matariki, Hangi, Kapahaka, School Walata, Whakatau).          Support the regular inclusion of a Te Ao Maori Perspective in our learning          Support the regular inclusion of a Te Ao Maori Perspective in our learning          Lead staff PLD on Paritaha and Te Tae Whanake.          Connect with whanau roopu (termly) Week 5 each term (Wednesday).          Support waharoa project          Extension Te Reo lessons</p>	<p>External Provider          Stacey          Stacey/Brooke          Brooke/Stacey          Stacey          Whaea Sue</p>	<p>Term 1          Ongoing          Term 1/2          Throughout the year.          Termly          Term 2,3,4          Termly          Term 2/3          Term 1,2,3,4</p>	<p>Kai for hui          Costs of Waharoa          Time for Whaea Sue</p>	<p>PLD is happening.          Data shows growth for our teachers and students in ability to use Te Reo.          Schoolwide events happen and offer an opportunity for our Tauria Māori to shine.          50% of whanau whose children identify as Maori attend our termly whanau hui.          Waharoa is in place.</p>
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**Evaluation & Analysis:**

- We had a number of Staff PLD sessions, the first being from Timoti Harris. We have also had PLD around the Paritaha kaitiaki framework: one from Anita and Archanao as part of the Kahui Ako mahi, and one led by Brooke during a staff hui. Staff also attended the Te Tai Whanake launch. Although the staff have a better understanding of the 'Big Why' and of the Paritaha framework a lot more work needs to be done on this to develop their understanding further and to support them with implementing the framework into their teaching and planning;
- Stacey led a number of staff PLD sessions (Pepeha, Mountieisms, Pakiwaitara) and modelled lessons to the Middle and Senior teams every fortnight;
- Stacey observed each teacher in their class and looked through their classroom resources and planning. All teachers are incorporating te reo Māori and mātauranga-ā-hapū in their classroom practice (mostly written - signs and posters) and in their planning. Some teachers are using te reo during observations and Stacey has noticed that their pronunciation and understanding was great! Yes there is growth, but still a very long way to go on this one! The online assessment tool we purchased didn't work, so we were unable to find out what level of knowledge our tamariki had, but we did manage to assess the teachers. No one was on Level 1 (beginner). There were seven teachers at Level 2, nine teachers at Level 3 and six at Level 4 or 5 (5 being the highest!);
- There were lots of school-wide events in 2023 - Hāngi, several kapa haka performances (including trips to Malyon House and the KA Rā Whakangahau). A group of our Māori tamariki also went to the Matariki workshops at the campground. We also entered (and won) our first Ki-o-rahi competition. Other regular opportunities are: our whole-school waiata every Tuesday morning, performing haka to honour our kaitiaki when they leave, participating in our school's whakatau, and reciting pepeha in our

- whole-school hui. Our Māori taurira definitely have the opportunity to shine;
- Stacey went over all the Contexts for Learning plans and added a Māori lens/context to them;
- While we held whānau hui every term, we still have limited numbers attending. Our first hui had the most (19 whānau) but this number depleted each term;
- Waharoa is still in the process of being built;
- Extension te reo Māori lessons with Whaea Sue went well! She had 23 tamariki regularly attending each week.

## Strategic Plan: 2. People/Tangata

Mount Primary is a school with a positive culture and strong reputation.

<b>Our Initiatives</b>	<b>Current State</b>	<b>2023 Outcome</b>	<b>2024 Outcome</b>	<b>2025 Outcome</b>
2.1 Positive Staff Culture	Staff events happen irregularly.  Student events started last year, tradition needs to be built.  Mountie's birthday has been variable.  House competition exists.	Staff events happen on a regular basis. Mix of in and out of school  Student events build into a tradition for our Mounties.  Mountie's Birthday is a memorable, fun event for our students.  House competition grows in competitiveness.	Staff events continue regularly  Student events are an expected tradition of our school.  Mountie's Birthday is a memorable, fun event.  House Competition continues.	Staff events continue regularly  Student events are an expected tradition of our school.  Mountie's Birthday is a memorable, fun event.  House Competition continues.
2.2 Build Leadership Capability	Leaders lead learning in their teams.  DPs are capable leaders, support aims to strengthen this.  Principal is part of PLG.	Leaders lead learning in their teams.  DPs grow as leaders in their roles.  PLG supports Principal growth as a leader.	Leaders lead learning in their teams.  DPs grow as leaders in their roles.	Leaders lead learning in their teams.  DPs grow as leaders in their roles.
2.3 Hauora	Hauora is a focus of learning and teaching.	We can prove hauora need/growth through use of Hauora survey.	We can prove hauora need/growth through use of Hauora survey.	We can prove hauora need/growth through use of Hauora survey.
2.4 Karitakhangā	Does not currently exist as a focus.	Opportunities have been investigated.  Decision made on if/how to proceed.		

**2.1 Positive School Culture**

2023 Goal: Maintain Positive School Culture

Actions	Who	Timeframe	Resources/Costs	Outcome / Measure
Staff Events to support a positive school culture <ul style="list-style-type: none"> <li>- Social events</li> <li>- Fun at school</li> <li>- Staff vs Students comps</li> </ul>	Brooke/Lyn	Termly		Events are happening
Student Events <ul style="list-style-type: none"> <li>- Wā Whanaunga Fridays</li> <li>- Team, School, House times.</li> <li>- Interhouse Competitions</li> </ul>	Brooke/Lyn	3 weekly		
Mountie's Birthday (10th Birthday this Year).	Brooke/Lyn/Rach	Termly		
	Brooke/Lyn	5th Sept (or close to this date is a weekend)	\$\$ To support this celebration (Curric Budget)	Mountie's Birthday celebrated.

**Evaluation & Analysis:**

- Termly events took place with a number of staff attending, apart from in the last term. This was due to how busy term 4 was!
- We had one staff vs student comp but the next one was held off due to weather issues. There is now a trophy for this;
- Wā Whanaungatanga was held every Friday. It was a positive experience for staff and students. These sessions include whole school hui, class connect time and buddy class time;
- Mountie's Birthday was a success. We held a day of celebrations for the whole school, had plans to get the community involved and fed everyone with cake. Mountie turning up was a highlight for many.

**2.2 Build Leadership Capacity**

2023 Goal: Build Middle Leadership Capacity:

Actions	Who	Timeframe	Resources	Outcome / Measure
Set goals based on needs of the Team/Leader to focus support on. Goals must have a clear measure for year end.	Barbara with Team Leaders	End of Term 1		Survey of Team Leaders to identify value added through this process.
Coaching/Support Hui		Ongoing		<ul style="list-style-type: none"> <li>- How did Barbara support you to grow as a leader?</li> <li>- How could her support have been better for you?</li> </ul>
Use Regular Learning Design				

Hui as the context for development (unless another context is better). Team meetings/kakano/pedagogy				Team Leaders run Learning Design Hui and support our Agile Inquiry Process. <b>Measure:</b> Team is responsive in Learning Design, based on anecdotal notes and student needs.
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**Evaluation & Analysis:**

- Barbara meets weekly with the team leaders, who have identified that these hui are useful and effective for developing their leadership capacity, and checking in on team progress such as learning design, student progress and support for teachers
- Team leaders oversee learning design including a significant focus on developing long term plans in maths, reading and writing. These plans are designed to ensure consistency of learning for all students and address teacher workload so that each teacher is not having to plan individually;
- Teams used CRT time and team hui to reflect on the effectiveness of learning design and student progress.

**2023 Goal: Continue to build Senior Leadership Capacity**

Actions	Who	Timeframe	Resources	Outcome / Measure
Continue with DP PLG - Each DP to have a specific leadership Goal to focus their PGC.	DPs & Dr Wendy Moore	Termly	PLG costs	
DP supported with at least termly reflections.	Damien	Termly		
Principal PLG continues	Damien and Dr Wendy Moore	Termly hui	PLG costs	

**Evaluation & Analysis:**

- Barbara and Damien attended four sessions with Dr Wendy Moore focussed around leadership and problems of practice;
- Damien met regularly with Barbara and Damien to support them in their mahi;
- The Kahui Ako held a retreat in Term 3 for DPs as an opportunity to connect and share strategic goals and develop social networks;
- Damien continued to be involved in the Principal PLG each term.

**2.3 Hauora**

**2023 Goal: Build and measure Hauora of our Mounties (staff and students)**

Actions	Who	Timeframe	Resources	Outcome / Measure
Build Hauora in our community through	Teachers (overseen by SLT and Liz)	Termly		

<p><b>Pause Breathe Smile</b></p> <ul style="list-style-type: none"> <li>- Teach lessons</li> <li>- Share learning with community (whare tapa wha) "Tips at home"</li> </ul> <p>Seasons for growth/Zones of regulation</p> <ul style="list-style-type: none"> <li>- Teach lessons</li> <li>- Share learning with Whanau.</li> </ul>	Liz	Term 2,3	<p>Staff value survey (majority) Survey indicates a high level of happiness/Hauora.</p> <p>Survey exists Survey results are analysed by SL Team.</p>
<p><b>External Mental Health support</b></p>	Leah (Kahui Ako position)	Weekly	
<p><b>Review staff Hauora survey</b></p>	Liz (possibly with focus group)	Term 1	
<p><b>Develop student hauora survey</b></p>	Liz	Term 1-2	

**Evaluation & Analysis:**

- End of lunch changed to 1.45 - allowed Mindfulness in classes from 1.50-2pm each day. Varying forms of mindfulness (meditative music, breathing exercises, stories, quiet time) happening around the school - not always Pause, Breathe, Smile lessons.
- Every class was taught lessons about "Whare tapa wha" and displays were visible in the classrooms.
- Seasons for Growth group - Term 3 with 5 senior students. Liz facilitated the information parent meeting before the programme began and then again at the end when the parents returned for the end of course celebration and sharing time.
- Zones for Regulation group - Term 4 with 3 middle school students. Liz observed/trained under Hannah Casey from the MOH who works in schools delivering the programme to at risk students in our Kāhui Ako. Liz to facilitate a group in 2024.
- Staff surveys continued each term - data gathered and shared back to SMT and staff.
- Liz reviewed the staff survey by talking with 4 staff from each level of the school, to gather feedback about the purpose of it.
- Free coffee vouchers to the local cafe were given to each staff member including Support staff and Teacher aides every term to boost Hauora.
- Student survey was designed, formulated and implemented for the first time in term 4. Written report was presented to the Principal and results are to be shared with staff early term 1 2024. Further student surveys will continue in 2024.
- Junior Duty Assistants - JDAs - Continued training new Yr 5/6 students to help duty teachers in the playground at break times with junior students and their problems (finding friends, plasters if kids fall over, playing games with our juniors).
- Creating termly timetables, 2x term check in meetings, ongoing training and support for the JDAs.

**2.4 Kaitiakitanga**

2023 Goal: Investigate possibilities for build Kaitiakitanga into our school

Actions	Who	Timeframe	Resources	Outcome / Measure
Develop BoT portfolio to investigate possibilities.	Board of Trustees	Term 1-2		



<p>Continue on with initiatives</p> <ul style="list-style-type: none"> <li>- Travel Smart</li> <li>- Recycling (waste reduction)</li> <li>- Gardening</li> <li>- Beach care</li> </ul>	<p>Various</p>	<p>Throughout the year.</p>		
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• Cherie holds the Kaitiakianga portfolio</li> <li>• Damien met with Cindi who oversees Travel Smart and updated the school plan;</li> </ul>				

### 2023 Annual Action Plan: 3. Whakahoahoaho/Partnerships

Community is strongly and positively involved in our school to support our vision of World Class Education in The Mount

Our Initiatives	Current State	2023 Outcome	2024 Outcome	2025 Outcome
3.1 Whanau connections with school * Incl sponsors	Whanau are keen to be involved. We have a set of sponsors (7) Kākano whanau are invited into school. Whānau roopu attended sporadically	Whanau are given opportunities to be involved in our school. Number of sponsors grows. Kākano whanau come in to support their kids. 50% of our whānau of Māori students come regularly.	Whanau contribute to our school. Sponsors Board is full. Kākano whanau come in to support their kids. Becomes easier to get them in. 60% of our whānau of Māori students come regularly.	Whanau contribute to our school. Sponsors Board is full. Kākano whanau come in to support their kids. Becomes easier to get them in. 70% of our whānau of Māori students come regularly.
3.2 Connections with Ngai Te Rangī	Ngai Te Rangī are a part of our kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.	Maintain and grow Ngai Te Rangī as partners in our learning/kura.
3.3 International Education.	We have 7 students in our school. Pastoral care is high quality.	Number of International Students grows (12+) Exit interviews continue to reflect high quality pastoral care.	Number of International Students grows (14+)	Number of International Students grows (16+)
3.4 Transitions	Transition in has been strengthened. Transition out has been strengthened.	Lil-Mounties is positively viewed by our N/Entrant whanau. Curriculum content knowledge across schools (us and MIMI) is being built.	Lil-Mounties is positively viewed by our N/Entrant whanau. Cross school curriculum knowledge is strengthened.	Lil-Mounties is positively viewed by our N/Entrant whanau. Cross school curriculum knowledge is strong/consistent.

Actions	Who	Timeframe	Resources	Outcome / Measure
<b>3.1 Strong Whānau Connections</b>				
Learning Partnerships Termly opportunities for whānau to be in our school.	All staff Barbara to oversee	Term 1 Termly		90% attendance Events will include Term 1: Swimming/Triathlon Term 2: Cross Country Term 3: Matariki (not hangi) Term 4: Athletics
Kākano Connects (Kākano whānau)	Teachers - Supported by SL Team	Termly		100% attendance at all meetings
Whānau roopu hui	Brooke/Stacey	Wednesday Wk 5 each term.	\$ for kai for hui	50% of our whānau of Maori students attend regularly.

**Evaluation & Analysis:**

- Learning Partnership hui were held in Term 1 and Term 3. In Term 1 90% of whānau attended. Of the 10% that did not attend, 67% of these were families of Kākano students. In Term 3 attendance had dropped to 77% of all whānau, with only 63% of Kākano whānau attending. Families who book but do not attend on the day make up around 2% of all students;
- Attendance at Kākano connect opportunities varied across the year from 87% to 58.7%. The lowest attendance was at the learning partnership meetings at the start of Term 3, despite schoolwide attendance sitting at 90.1% for this week;
- Teams offered multiple opportunities for whānau to come in to share in learning over the year. Highly successful was the grandparents day, rocket testing day and the art display as well as sport days;
- While we held Whānau hui every term, we still had limited numbers attend. Our first hui had the most (19 whānau) but this number depleted each term. We had 6 whānau who regularly attended. Our numbers were still much better than the previous year. We have roughly 60 families who could attend.

**3.2 Strong Reciprocal Iwi connections**

<p>Continue regular hui with Ngai Te Rangī</p> <p>Look for opportunities to connect</p> <ul style="list-style-type: none"> <li>- Wharaoa (Term 1-2)</li> <li>- Events eg: Matariki, whakatau</li> <li>- Sharing of knowledge</li> </ul> <p>Kahui Ako hui</p>	<p>Damien, Damian, Stacey</p> <p>Damien</p> <p>Damien</p>	<p>At least termly</p> <p>At least termly</p> <p>At least termly</p>	<p>Koha for mahi with Ngai Te Rangī.</p>	
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• Our connections with iwi are strong! We had regular hui (almost weekly) through the work we are doing with the Kāhui Ako, and have a great working relationship with a number of iwi members;</li> <li>• Steve te Kani has been in attendance at our wharaoa hui;</li> </ul>				
<p><b>3.3 International Education</b></p>				
<p>Strengthen markets for students</p> <ul style="list-style-type: none"> <li>- South Korea</li> <li>- China</li> </ul> <p>Look to broaden markets</p> <ul style="list-style-type: none"> <li>- South America</li> <li>- Other Asian markets</li> </ul> <p>Build strong connections with</p> <ul style="list-style-type: none"> <li>- Student agents</li> <li>- Rental agents</li> <li>- Our International Families</li> </ul> <p>Provide strong pastoral care of our students and their families.</p>	<p>Liz</p> <p>Liz</p> <p>Liz</p> <p>Liz</p>	<p>Ongoing</p>	<p>Marketing \$</p> <p>\$ for kai for hui and connects.</p>	<p>International student numbers grow. Ideal 16 students.</p>
<p><b>Evaluation &amp; Analysis:</b></p> <ul style="list-style-type: none"> <li>• First trip back to Korea post Covid. 4 new students enrolled for 2024 as a result of the marketing fair.</li> <li>• 7 Korean students who had been studying in 2023 returned for 2024.</li> <li>• We had 12 FTE for the 2023 school year from different markets including China, South Korea, Switzerland, Israel, and Argentina.</li> <li>• The FTE students were made up of long term students (studying for the full year, studying for 2 terms) and short stay students (studying for 4 weeks up to 1 term)</li> <li>• Liz helped 3 families, 2 new families and 1 returning family find and secure housing close to school.</li> <li>• Liz continues to work with the agencies to help find suitable rentals when necessary.</li> <li>• Each term Liz organised IS and buddies trips to help make new friends and build connections with the school community. These experiences are blogged on our International Facebook Page.</li> <li>• Liz visited 2 families in their family home to help with settling issues and to provide pastoral care to each family - building relationships.</li> <li>• Liz continues to be the 24/7 person who is always available to answer any question, worry or problem that requires action.</li> </ul>				

- 3 students from 2 families finished their study after 1 year with 1 family returning to their home country and the other heading off to Intermediate in Auckland.
- Liz builds connections with IS families each day talking with parents at the school gate, using the Kakao Chat messaging app, having termly social gatherings and an open door policy at school.
- Markets continue to be strengthened with 2 more agencies signing up with our school - a South American agency and a European (German) agency.

### 3.4 Transitions (In, Out and Between)

<ul style="list-style-type: none"> <li>• Develop a survey to understand and show improvement in whānau transition in our school (esp N/Entrants)</li> <li>• Develop an effective process to support smooth transitions within our school.</li> <li>• Launch Lili-Mounties class and programme</li> <li>• Contribute to across school moderation as part of Kahui Ako for Writing.</li> </ul>	<p>Kim/DB DB Kim Barbara</p>	<p>2023 Term 3 Term 3-4 Term 1 and ongoing Term 1 &amp; 2 Term 1 and possibly Term 3</p>	<p>2024</p>	<p>2025 Transition to School process adjusted in response to whānau voice. Survey: How was your transition experience? Lili Mounties Programme exists and is documented.</p>
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#### Evaluation & Analysis:

- Kim continues to run whānau info sessions for each cohort before/as they start.
- Survey completed for new entrant whānau about aspects of our transition programme. The response rate across three cohorts was four responses. These responses were 100% positive about the programme. Highlights include the opportunity to meet with Kim and have the programme explained before they start, the small group for their child to start in that increases confidence and transition, communication to arrive early to settle and reduce anxiety has been taken on board by whānau and the outstanding pastoral care and friendly nature that Kim displays;
- The Hero app is used by all families in Lili Mounties and feedback is that it is user friendly and informative;;
- The senior team attended a PLD session at MMI on moderating a writing sample. Feedback from them was that this was a positive session, and reaffirmed the work that we do at MIMPS;
- We asked members of our KA schools to moderate our in-school moderation samples for writing and we were consistent with our judgements;
- The senior team also attended two maths workshops with other teachers in Y6-10 across the Kahui Ako with great feedback on the learning in relation to using equipment to support student understanding.