

# DUNEDIN NORTH INTERMEDIATE SCHOOL

## FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

#### Ministry Number

3731

#### Principal

Heidi Hayward

#### School Address

34 North Road  
North East Valley  
Dunedin 9010

#### School Postal Address

PO Box 8016  
Dunedin

#### School Phone

(03) 473 9027

#### School Email

office@dni.school.nz

#### Members of the Board of Trustees

Name	Position	How Position gained
Lisa Dick	Presiding Member	Elected member
Heidi Hayward	Principal	Appointed
Lucy Marr	Parent Rep	Elected member
Inano Walter	Parent Rep	Elected member
Peter Bevin	Parent Rep	Elected member
Cherie Ford	Parent Rep	Elected member
Jane Matthews	Staff Rep	Elected member

#### Accountant/Service Provider

Better Business Accountants

# Dunedin North Intermediate School

Annual Financial Statements - For the year ended 31 December 2024

## Index

<b>Page</b>	<b>Statement</b>
-------------	------------------

**Financial Statements**

- |      |  |
|------|--|
| 1    | Statement of Responsibility                    |
| 2    | Statement of Comprehensive Revenue and Expense |
| 3    | Statement of Changes in Net Assets/Equity      |
| 4    | Statement of Financial Position                |
| 5    | Statement of Cash Flows                        |
| 6-21 | Notes to the Financial Statements              |

**Other Information**

**Dunedin North Intermediate School**  
**Statement of Responsibility**  
For the year ended 31 December 2024

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

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

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

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

Lisa Dick

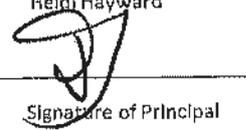


Signature of Presiding Member

8/12/25

Date

Heidi Hayward



Signature of Principal

8.12.2025

Date

**Dunedin North Intermediate School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	3,254,003	766,100	3,151,083
Locally Raised Funds	3	568,364	123,620	351,060
Other Revenue		5,740	12,000	118,984
Interest		48,460	9,000	32,461
		<b>3,876,567</b>	<b>910,720</b>	<b>3,653,588</b>
<b>Expenses</b>				
Locally Raised Funds	3	166,276	36,500	192,770
Learning Resources	4	2,419,719	475,200	2,451,328
Administration	5	206,338	192,350	98,437
Interest		1,101	-	1,170
Property	6	618,750	266,500	932,416
Loss on Disposal of PPE		-	-	-
		<b>3,412,184</b>	<b>970,550</b>	<b>3,673,121</b>
<b>Net Surplus/(Deficit) for the year</b>		<b>464,383</b>	<b>(59,830)</b>	<b>(19,533)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>464,383</b>	<b>(59,830)</b>	<b>(19,533)</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.

**Dunedin North Intermediate School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		<u>603,584</u>	<u>636,430</u>	<u>606,519</u>
Total comprehensive revenue and expense for the year		464,383	(59,830)	(19,533)
Contribution – Furniture and Equipment Grant		-	-	17,754
Distribution to Ministry of Education – Capital Works Project		(239,130)	-	(1,156)
<b>Equity at 31 December</b>		<u>828,837</u>	<u>576,600</u>	<u>603,584</u>
Accumulated Comprehensive Revenue and Expense		807,388	555,151	582,135
Reserves		21,449	21,449	21,449
<b>Equity at 31 December</b>		<u>828,837</u>	<u>576,600</u>	<u>603,584</u>

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.

**Dunedin North Intermediate School**  
**Statement of Financial Position**  
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	304,133	300,000	1,106,715
Accounts Receivable	8	448,717	430,000	559,517
Investments	9	469,815	470,000	443,505
GST Receivable		25,885	32,600	
Funds Receivable for Capital Works Projects	15	400,794	220,000	49,180
		<b>1,649,344</b>	<b>1,452,600</b>	<b>2,158,917</b>
<b>Current Liabilities</b>				
GST Payable		-	-	86,637
Accounts Payable	11	273,598	280,000	248,589
Revenue Received in Advance	12	-	-	263,830
Finance Lease Liability	14	4,902	5,000	7,084
Funds held for Capital Works Projects	15	476,438	390,000	646,393
Provision for Cyclical Maintenance	13	78,549	47,000	-
		<b>833,487</b>	<b>722,000</b>	<b>1,252,533</b>
Working Capital Surplus / (Deficit)		815,857	730,600	906,384
<b>Non-Current Assets</b>				
Property, Plant and Equipment	10	123,948	125,000	139,428
		<b>123,948</b>	<b>125,000</b>	<b>139,428</b>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	13	106,661	275,000	440,626
Finance Lease Liability	14	4,307	4,000	1,602
		<b>110,968</b>	<b>279,000</b>	<b>442,228</b>
Net Assets		828,837	576,600	603,584
Equity		828,837	576,600	603,584

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

## Dunedin North Intermediate School Statement of Cash Flows

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash Flows from Operating Activities</b>				
Government Grants		756,262	785,000	788,317
Locally Raised Funds		321,497	310,000	611,897
Interest Received		47,364	47,000	32,469
International Students		-	-	-
Goods and Services Tax (Net)		(112,520)	(110,000)	137,891
Payments to Employees		(596,092)	(460,000)	(662,561)
Payments to Suppliers		(625,650)	(685,000)	(463,023)
Interest Paid		(1,101)	-	(1,180)
Net Cash from/(to) Operating Activities		<b>(210,240)</b>	<b>(113,000)</b>	<b>443,810</b>
<b>Cash Flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(17,169)	(7,000)	(4,945)
Purchase of Investments		(26,311)	(29,715)	(20,000)
Net Cash from/(to) Investing Activities		<b>(43,480)</b>	<b>(36,715)</b>	<b>(24,945)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	17,754
Finance Lease Payments		5,286	(23,000)	(6,758)
Funds Administered on Behalf of Other Parties		(554,149)	(634,000)	529,434
Net Cash from/(to) Financing Activities		<b>(548,862)</b>	<b>(657,000)</b>	<b>540,430</b>
Net Increase/ (Decrease) in Cash and Cash Equivalents		<b>(802,582)</b>	<b>(806,715)</b>	<b>959,295</b>
Cash and cash equivalents at beginning of period	7	1,106,715	1,106,715	147,420
Cash and cash equivalents at end of period	7	<b>304,133</b>	<b>300,000</b>	<b>1,106,715</b>

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

# Dunedin North Intermediate School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Dunedin North Intermediate 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 of Trustees (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 reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

### **Critical Accounting Estimates And Assumptions**

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

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

#### **Cyclical maintenance**

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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

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

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

#### **Classification of leases.**

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

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

#### **Recognition of grants**

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These 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**

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 & Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, 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 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) 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 not material.

### **i) Property, Plant & 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 to Crown Owned Assets	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Library Resources	12.5% DV

**j) 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 are 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

If an assets 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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

**k) 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.

## **l) Employment Entitlements**

### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve 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 entitlements, 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.

## **m) Revenue Received in Advance**

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

## **n) 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 Consolidated 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.

## **o) 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 Group sites 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, 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.

## **p) 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 group 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.

## **q) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**r) Budget Figures**

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

**s) Services received in-kind**

From time to time the School receives 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.

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>2. Government Grants</b>			
Government Grants – Ministry of Education	841,052	587,700	894,490
Teachers' Salaries Grants	1,819,427	-	1,718,287
Use of Land & Buildings Grant	579,919	-	534,700
Other Government Grants	13,605	178,400	3,605
	<b>3,254,003</b>	<b>766,100</b>	<b>3,151,083</b>

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
<b>3. Locally Raised Funds</b>			
Local funds raised within the School's community are made up of:			
<b>Revenue</b>			
Donations and Bequests	14,456	19,000	20,293
Fees for Extra Curricular Activities	276,096	63,500	284,725
Trading	156	-	115
Fundraising and Community Grants	244,480	1,500	13,110
Other Revenue	23,611	39,620	32,817
International Students Fees	9,565	-	-
	<b>568,364</b>	<b>123,620</b>	<b>351,060</b>
<b>Expenses</b>			
Extra Curricular Activities	161,352	36,500	179,564
Trading	847	-	588
Fundraising and Community Grant Costs	4,077	-	12,618
	<b>166,276</b>	<b>36,500</b>	<b>192,770</b>
Surplus/(Deficit) for the year locally raised funds	<b>402,088</b>	<b>87,120</b>	<b>158,290</b>

Fundraising and Community Grants include a \$174,000 grant from Otago Community Trust and a \$65,000 grant from the Lion Foundation to be used for the Pool Upgrade Capital Works Project.

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>4. Learning Resources</b>			
Curricular	54,878	96,750	54,978
Information and Communication Technology	33,113	30,000	23,745
Other Learning Resources	13,647	21,450	16,313
Employees Benefits - Salaries	2,264,545	250,000	2,296,996
Staff Development	20,887	37,000	17,314
Depreciation	32,649	40,000	41,982
	<b>2,419,719</b>	<b>475,200</b>	<b>2,451,328</b>
	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
<b>5. Administration</b>			
Audit Fees	10,740	5,500	5,086
Board Fees and Expenses	7,155	10,600	11,740
Operating Leases	12,361	11,000	10,342
Other Administration Expenses	35,297	35,450	(49,219)
Service Providers, Contractors, Consultancy	9,058	8,000	6,830
Employee Benefits - Salaries	131,727	121,800	110,658
	<b>206,338</b>	<b>192,350</b>	<b>95,437</b>
		2024	2024 2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
<b>6. Property</b>			
Consultancy and Contract Services	80,380	76,500	81,423
Repairs & Maintenance	21,245	10,500	10,737
Cyclical Maintenance	42,165	30,000	107,705
Cyclical Maintenance Adjustment	(246,067)	-	29,537
Other Property Expenses	13,809	32,500	43,758
Heat, Light & Water	62,818	50,500	55,808
Rates	16,106	14,500	14,371
Use of land and buildings	579,919	-	534,700
Employment Benefits - Salaries	48,375	52,000	54,377
	<b>618,750</b>	<b>266,500</b>	<b>932,416</b>

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.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>7. Cash and Cash Equivalents</b>			
Current Account	110,893	110,000	912,929
Online Saver Account	11,991	10,000	11,688
Call Account	181,250	180,000	182,098
Cash and cash equivalents for the statement of cash flows	<b>304,133</b>	<b>300,000</b>	<b>1,106,715</b>

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

Of the \$304,133 Cash and Cash Equivalents, \$269,888 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 2025 on Crown owned school buildings.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>8. Accounts Receivable</b>			
Receivables	2,484	-	1,245
Receivables from the Ministry of Education	275,908	270,000	401,289
Interest Receivable	4,679	-	3,583
Teachers Salaries Grant Receivable	165,646	160,000	153,400
	<b>448,717</b>	<b>430,000</b>	<b>559,517</b>
Receivables from Exchange Transactions	283,071	270,000	406,117
Receivable from Non-Exchange Transactions	165,646	160,000	153,400
	<b>448,717</b>	<b>430,000</b>	<b>559,517</b>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Asset</b>			
Short-term bank deposits	469,815	470,000	443,505

10. Property, Plant & Equipment

2024	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Buildings	5,816	-	-	-	1,161	4,655
Furniture and Equipment	121,422	7,316	-	-	19,735	109,003
Information and Communication Technology	8,380	9,853	-	-	11,276	6,957
Library Resources	3,810	-	-	-	477	3,333
<b>Balance at 31 December 2024</b>	<b>139,428</b>	<b>17,169</b>	<b>-</b>	<b>-</b>	<b>32,649</b>	<b>123,948</b>

**Restrictions**

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	117,997	113,341	4,656	117,997	112,181	5,816
Furniture and Equipment	272,291	163,289	109,002	265,975	144,553	121,422
Information and Communication Technology	136,449	129,492	6,957	126,596	118,216	8,380
Library Resources	54,024	50,691	3,333	54,024	50,214	3,810
<b>Balance at 31 December</b>	<b>580,761</b>	<b>456,813</b>	<b>123,948</b>	<b>564,592</b>	<b>425,164</b>	<b>139,428</b>

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>11. Accounts Payable</b>			
Creditors	65,494	70,000	78,263
Accruals	2,300	-	2,300
Banking Staffing Overuse	33,811	50,000	
Employee Entitlements - Salaries	171,993	160,000	108,026
	<b>273,598</b>	<b>280,000</b>	<b>248,589</b>
Payables from Exchange Activities	273,598	280,000	248,589
	<b>273,598</b>	<b>280,000</b>	<b>248,589</b>

The carrying value of payables approximates their fair value

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>12. Revenue Received in Advance</b>			
Grants in Advance – Ministry of Education	-	-	12,463
Other Revenue in Advance	-	-	251,367
	-	-	<b>263,830</b>

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>13. Provision for Cyclical Maintenance</b>			
Provision at the start of the year	440,626	327,384	303,384
Increase to the Provision During the Year	42,165	47,000	107,705
Other Adjustments	(246,067)	-	29,537
Use of Provision During the Year	(51,515)	(52,384)	-
<b>Provision at the end of the year</b>	<b>185,210</b>	<b>322,000</b>	<b>440,626</b>
Cyclical Maintenance – Current	78,549	47,000	
Cyclical Maintenance – Term	108,661	275,00	440,626
	<b>185,210</b>	<b>322,000</b>	<b>440,626</b>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan. The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

#### 14. Finance Lease Liability

The school has entered into a number of finance lease agreements for computers. Minimum lease payments payable:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	5,476	5,500	9,079
Later than One Year and no Later than Five Years	4,585	4,500	1,720
Future Finance Charges	(852)	-	(2,113)
	<u>9,209</u>	<u>9,000</u>	<u>8,686</u>
<b>Represented by</b>			
Finance lease liability - Current	4,902	5,000	7,084
Finance lease liability - Term	4,307	4,000	1,602
	<u>9,209</u>	<u>9,000</u>	<u>8,686</u>

#### 15 Funds Held for Capital Works Projects

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

2024	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Adventure Playground	26,805	-	-	-	26,805
Classroom Upgrade	(49,180)	584	(999)	-	(49,595)
Asbestos Project			(351,199)		(351,199)
Project Visual improvements	4,470			-	4,470
Pool Upgrade	392,423	663,100	(1,054,132)	239,130	240,521
Water Supply Replacement	222,695		(18,053)	-	204,642
<b>Totals</b>	<b>597,213</b>	<b>663,684</b>	<b>(1,424,383)</b>	<b>239,130</b>	<b>75,644</b>
<b>Represented by:</b>					
	Funds Held on Behalf of the Ministry of Education				476,438
	Funds Due from the Ministry of Education				(400,794)

	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
2023	\$	\$	\$	\$	\$
Adventure Playground	26,805	-	-	-	26,805
Carpark	(40,848)	39,692		(1,156)	-
Classroom Upgrade	(128,196)	126,142	(47,126)		(49,180)
Project Visual improvements	3,776	694		-	4,470
Pool Upgrade	(51,583)	500,000	(55,994)		392,423
Water Supply Replacement	57,310	176,536	(11,151)	-	222,695
Asphalt Repair	-	9,830	(9,830)	-	-
Roof Leak Repair	-	6,551	(6,551)	-	-
<b>Totals</b>	<b>(132,736)</b>	<b>933,968</b>	<b>(120,822)</b>	<b>(1,156)</b>	<b>597,213</b>
Represented by:					
Funds Held on Behalf of the Ministry of Education					646,393
Funds Due from the Ministry of Education					(49,180)

## 16. Related Party Transactions

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

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

## 17. Remuneration

### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,445	2,800
<i>Leadership Team</i>		
Remuneration	662,986	452,992
Full-time equivalent members	5	4
<b>Total key management personnel remuneration</b>	<b>666,431</b>	<b>455,792</b>

There are six members of the Board excluding the Principal. The Board had held twelve full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and other short term employee benefits:		
Salary and Other Payments	150-160	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	2024 FTE Number	2023 FTE Number
	100-110	1	4
	110-120	1	-
	120-130	1	2

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

## 18. Compensation and other Benefits upon leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, 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 as follows:

	2024	2023
	Actual	Actual
Total Value	-	-
Number of People	-	-

## 19. Contingencies

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

### Holidays Act Compliance – schools payroll

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

The Ministry continues to review of 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 for specific individuals. As such, this is expected to resolve the liability to boards.

### Pay Equity and Collective Agreement Funding Wash-up

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

## 20. Commitments

### a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$310,771 (2023: \$680,410) as result of entering the following contracts:

Contract Name	Remaining Capital Commitment
Adventure Playground	26,805
Pool Upgrade	1,391
Visual Improvement Project	4,470
Water Supply Replacement	278,106
	<u>310,771</u>

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

## (b) Operating Commitments

As at 31 December 2024 the Board has entered into the following

### (a) operating leases for computer

	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
No later than one year	7,823	856
Later than one year and no later than five years	9,779	-
	<b>17,602</b>	<b>856</b>

## 21. Financial Instruments

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Financial assets measured at amortised cost</b>			
Cash and Cash Equivalents	304,133	300,000	1,106,715
Receivables	448,717	430,000	559,517
Investments - Term Deposits	469,815	470,000	443,505
Total financial assets measured at amortised cost	<b>1,222,665</b>	<b>1,200,000</b>	<b>2,109,737</b>

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Financial Liabilities measured at amortised cost</b>			
Payables	273,598	280,000	248,589
Finance Leases	9,210	9,000	8,686
Total Financial Liabilities measured at amortised cost	<b>282,808</b>	<b>289,000</b>	<b>257,275</b>

## 22. Event After Balance Date

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

## 23. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.



# DNI Board of Trustees (3731) Strategic Plan 2024-2025

**Vision Statement:** Refer Regulation 7 (a)

Intermediate years are a time of enormous social and academic growth. Children rapidly crave independence and experience both the opportunities and challenges that come with beginning the transition from childhood to adulthood.

We aim for our Year 8 students leave DNI as courageous and independent young people, who feel confident in their skin, who dream big, act with integrity and practice kotahitaka, manaakitaka, kaitiakitaka

**Summary of the information used to develop this plan/How did you create this plan**

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

- Community Survey 2023 (was sent to contributing schools down to Year 5)
- Annual entry hui with every Year 6 student and their whanau (which includes the question “what are your aspirations and expectations for your child’s time at DNI”
- Ongoing communication and feedback during the year (see file)
- Health Survey every two years
- Annual NZCER staff and student council adapted Me and My School survey

Note: The nature of intermediate schooling (2 years only) makes it impractical to gather feedback before people have experienced programmes/activities. At DNI gather whanau and student voice after participation in programmes/experiences. This feedback informs the following year and is more focussed on experience than guesswork or worry about a programme.

<p><b>Strategic Goals</b> <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> <i>These are set out in Section 127 of the Education and Training Act 2020.</i></p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i></p> <p>Refer Regulations 7(d)</p>	<p><b>What do you expect to see?</b> <i>What is the anticipated result of successful completion of your Objectives - at the end of 3 years.</i></p> <p><i>What evidence will you see of this?</i></p> <p><i>What shifts and changes to teachers' and leaders'</i></p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i></p> <p><i>These must be based on the identities, needs and aspirations of your school community.</i></p>	<p><b>How will you measure success?</b> <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i></p> <p>Refer Regulations 7(g)</p>
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			<p>practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</p> <p>Refer Regulations 7(g)</p>	<p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	
<p>• Examine assessment and the purpose in relation to improved teaching and learning (esp in relation to structured literacy)</p>	<p>Every student at the school is able to attain their highest possible standard in educational achievement</p>	<p>Objective #3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whanau</p> <p>Priority #6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Teaching programmes that extend and support learners appropriate to their entry level</p> <p>Specific and consistent teaching programmes for students who have not yet met with success in literacy and mathematics (such as structured literacy)</p>	<p><b>Repeated theme: I hope my child will be ready and prepared for high school/NCEA</b></p> <p>Liz Kane (Structured Literacy) will be working with us in 2024.</p> <p>Assessment folders will be revised to provide more hands on/tangible evaluation for students, that they feel connected to (the online environment has created a barrier)</p> <p>Review and introduce <u>Year 8 Leaver Profile</u> (includes review of reporting)</p>	<p>Start of year and End of Year data analysis</p> <p>Student and whanau feedback</p> <p>Student and whanau feedback</p>
<p>• Develop and implement the refreshed curriculum</p>	<p>The school gives effect to <u>Te Tiriti o Waitangi</u>, including by—</p> <p>(i)working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</p> <p>(ii)taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</p> <p>(iii)achieving equitable outcomes for Māori students.</p>	<p>Objective #2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>Priority #4 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Programmes that target the specific needs of intermediate aged students (age and stage importance)</p> <p>Bilingual class development</p>	<p><b>Repeated themes: I hope my child will continue to love learning</b></p> <p><b>I hope my child will see themselves reflected in the education system</b></p> <p>We will continue our exploration of the refreshed curriculum. We have employed Greg MacLeod to assist us with professional development around the refresh. He will also be piloting some of the Arts Curriculum refresh</p> <p>Salote is to be released to assist Sherman in the development of full time Te Iti Kahuraki. This will be her main focus in 2024 and Greg will cover the curriculum for this time to ensure she has the time and focus.</p> <p><b>Continue to take up professional learning/inspiration opportunities that support the Wellbeing/Intermediate Age kaupapa</b></p>	<p>A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023)</p> <p>Te Iti Kahuraki has a parallel curriculum document based on the three year rotation, but developed to best met the needs of the learners in TIK</p>

				For instance: Senior leaders will attend the AIMS conference in June to further develop our "Local Curriculum" that we began working on - this will result in three year rotation that best targets the needs of this age group	A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate aged student.
<ul style="list-style-type: none"> <li>Refine PB4L in relation to teaching and learning relationships.</li> </ul>	Is a physically and emotionally safe place for all students and staff;	<p>Objective #1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>Priority #2 Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Students who identify their own strengths and next steps</p> <p>Students who have found their tribe and as such have the comfort that comes from having close connections, that allow for learning (socially anxious students don't learn)</p> <p>Staff that understand the specific needs of intermediate age students, and tailor learning and classroom environments accordingly</p>	<p><b>Repeated theme: I hope my child will develop independence</b></p> <p><b>I hope my child will find their tribe and make some good friends</b></p> <p><b>I hope my child will understand more about themselves and gain confidence</b></p> <p>Term 1 unit revised to target how to set and work towards a goal, and <i>knowing thyself</i></p> <p>PB4L work to consider the colours system in relations to individualised goals and not generic goals (such as playing a full season of a sport)</p> <p>Work continues with staff around ensuring DNI is a physically and emotionally safe place for people</p>	<p>A coherent three year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate aged student.</p> <p>Revised colours system is drafted by the end of 2024</p> <p>Annual Me and My School Survey and subsequent analysis</p>

BOT Hui Dates 2024 - 5pm	
<p>Term 1</p> <ul style="list-style-type: none"> <li>Thurs 7 March RAMS</li> <li>Weds 10 April</li> </ul>	<p>Term 3</p> <ul style="list-style-type: none"> <li>Thurs August 22</li> <li>Wed Sept 26 (Summer RAMS in)</li> </ul>
<p>Term 2</p> <ul style="list-style-type: none"> <li>Weds 22 May</li> <li>Thurs 4 July (Winter RAMS in)</li> </ul>	<p>Term 4</p> <ul style="list-style-type: none"> <li>Thurs Oct 31</li> <li>Weds Dec 4</li> </ul>

## ANNUAL PLAN - Summary of 2024

		What - Priorities for 2024	How?	By When	Ongoing Progress Updates for the Board of Trustees
Examine assessment and the purpose in relation to improved teaching and learning (esp in relation to structured literacy)	Maths	Review Assessment Requirements to reflect current best practice	Write new statement and share with staff	End of Term 1	<p><b>May Hui 2024 Curriculum Statement Mathematics updated 2024</b></p> <p>Attended Curriculum refresh Hui August 2024 - little to no tangible updates given. Hurry up and wait.</p>
	Maths	Encourage team-wide pedagogical best practice sharing especially for BTs and new staff	Make time in a staff meeting for staff to share one thing they think they are doing really well in their maths program. Teachers may want to observe this pedagogy/planning/assessment in action.	End of term 2	<p><b>May Hui 2024</b> Planned for week 6</p> <p><b>June 2024</b> This has been completed, teachers shared their best practice ideas and were encouraged to attend upcoming 'maths collective' meetings within the Kahui Āko</p> <ul style="list-style-type: none"> <li>• Problem challenge,</li> <li>• Warm-up game encouraging oral language in maths,</li> <li>• Number of the day, oral language</li> <li>• Oral language with real-world contexts,</li> <li>• Flip cards with pictures to reinforce numbers,</li> <li>• Teacher A spoke about 'self-seeding' and how they manage this in a class</li> <li>• 'reverse engineering a seat',</li> <li>• Swat cards and countdown,</li> <li>• Quilting is a natural array, great for multiplication,</li> <li>• Lots of awesome practical games and Figure It Out Books and GENIUS SQUARES,</li> <li>• Hundreds board, Greedy Pig scores over time,</li> <li>• Pics to bring oral language and build confidence,</li> <li>• Te reo māori - for place value</li> <li>• Decimal to Binary conversion (place value) using the scratch app</li> </ul> <p><b>August 2024</b> Ongoing discussions with staff and team leaders about the useful pedagogical approaches that are transferable to maths from The Code.</p> <p><b>October 2024</b> Heidi and Andy have scheduled a meeting to plan for and purchase more teaching support materials in mathematics.</p>
	English	Reading - Structured literacy: Roll out phase 1		*Main PD focus for 2024	
	English	Liz Kane structured literacy hardcopy and online resources	Purchased and ready for dissemination	Dec 2023	<p><b>May Hui 2024</b> Resources have been purchased and are ready for handing out. <b>Completed</b></p>
	English	Structured literacy (The Science of Reading)	At Teacher only days delivered by Science of Reading expert, Liz Kane	Week 8 T2, June 17, 18	<p><b>May Hui 2024</b> We have not started our PD yet. The first session is the TOD on June 17.</p> <p><b>June 2024</b></p>

	teacher professional development			<p>Teacher Only Day (Teacher Aides Included) – Liz Kane Literacy delivered two PD days. First day overview of structured literacy, specifically structured spelling. 2nd day included practical demonstrations of teaching in classrooms by provider. Resources delivered. Practical teaching resources made and time set aside in staff meeting for further production.</p> <p>Wk10 - 1st tranche implementation of teaching in classrooms (focus = teacher practice delivery).</p> <p><b>August 2024</b> Structured Literacy PD is ongoing - teachers are working in three weekly blocks, with planning supported by Elizabeth at the start of each block. Fem will return to work with the staff in November at which time we will consider what works well in the intermediate context and what we might need to do differently in 2025.</p> <p><b>October 2024</b> Most teachers have completed or nearly completed the y5-6 structured spelling lists (Liz Kane) and will be able to move onto the y7-8 lists. Note: the lists are at a lower level than ours students to 'catch up' for both students and for teachers to gain a better understanding of how to teach the code.</p> <p><b>November 2024</b> Fem here structured literacy (13-14 Nov). Greg and Fem observed most classrooms delivering structured spelling. Notes were taken and distributed and teachers were asked to reflect: <a href="#">Notes here</a> Take home: Structured spelling instruction emphasises gradual release, active student engagement, and retrieval practice. Teachers focus on a few spelling patterns, incorporate vocabulary meaning, and ensure resources are visible. Responsive support replaces extensive marking with formative checks- accountability and progress. Practical tools like templates and videos shared.</p>
English	Intervention structured literacy (Teachers & TA's)	Structured literacy is delivered both in class and for students who are most at risk - withdrawn from class	End of term 3	<p><b>May Hui 2024</b> No update</p> <p><b>June 2024</b> N/A</p> <p><b>August 2024</b> Structured literacy has been delivered in classes since mid-June. At this stage Fem has recommended that we do not withdraw students from class - this is something we'll consider for 2025. 2024 is as much about teachers learning the process as it is about students Greg has started a Reading Aloud Volunteers Programme - Reading Aloud Volunteers DNI.pdf</p> <p><b>October 2024</b> <a href="#">Summary</a></p> <p><b>November 2024</b> Two days of professional development delivered. Day 1 = small group workshops and a full staff meeting after school. Very successful - most notable regarding the pedagogical approach of structured literacy and how it can apply to other learning areas.</p>
English	Gather end-of-year assessment data to measure progress	Data entered into Markbook and baseline compared with the end of the year to measure the effectiveness of structured literacy phase 1.	By the middle of T4	<p><b>May Hui 2024</b> No update</p> <p><b>June 2024</b> N/A</p> <p><b>August 2024</b> Data collection will begin for reading at the end of Term 3 and writing in the first 4 weeks of Term 4. Given the way Fem has introduced the PD it's unlikely we'll be able to do any direct comparison of data in 2024, but this is something we'll be able to plan for in 2025.</p> <p><b>November 2024</b> Data of pre-spelling (pre-intervention of structured spelling) and after the spelling test has been analysed. Following the implementation of structured spelling teaching, data from classrooms showed an average increase of 11 percentage points in post-test spelling scores compared to pre-test results. This analysis excluded students with incomplete data and highlighted the positive impact of the intervention on overall spelling performance. Anecdotal insights from teachers indicate the positive impact on our ESOL students.</p>
General	Assessment Folders	Over the next 2 years, revise the assessment folders to ensure that students are more connected with their own	Ongoing over 2024	<p><b>May Hui 2024</b> Initial teacher only day time was used to explain the rationale and purpose of hardcopy assessment folders. Well received by staff (especially the understanding of trying to reduce screen dependency) and first tranche implementation going well. Student Assessment Folders are in their initial baseline gathering data stage and will begin to be able to share with parents progress. Next steps: share/moderate examples of practice in staff meeting, ascertain what is working, what we are noticing, and what needs changing.</p>

		<p>learning and next steps and that staff are collecting an evidence trail that clearly outlines progress.</p> <p>By the end of 2025 we'll have a model folder</p>	<p><b>June 2024</b> Teachers have started building up individual folders. They will be shared at parent interviews in the last week of July</p> <p><b>August 2024</b> Ongoing - no update</p> <p><b>November 2024</b> A random sample of writing assessment folders was reviewed for moderation, with positive feedback overall. The shift to hard copy folders has been well-received for easier sharing at meetings, smoother transitions between teachers or schools, and tracking progress over time. <b>Next steps:</b> Provide a cover page to formalise contents.</p>
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**Statement of Variance #1**

**Examine assessment and the purpose in relation to improved teaching and learning (esp in relation to structured literacy) - Analysis of Progress**

We engaged with Liz Kane Literacy to embark on our structured language learning, starting with spelling. There has been a heap of learning involved in this given that not only did many of us have no tuition at college, many of us also went through our own school during the period of whole word tuition. One of the unexpected by-products of this learning was the focus on explicit instruction and scope and sequence, and area we have now identified as a next step across the curriculum. Three of us attended a Literacy Symposium in Wellington and heard Anita Archer speak and this helped further to form the direction for our teaching, learning and assessment practice (also see the DNI Way). We did not see any huge positive (or negative) swing in progress and achievement data, but after 6 months (we did not start until June) I would not expect to.

- ☰ Structured Spelling coaching feedback Nov 2024
- ☰ Progress Analysis 2016-2024

**Next Steps:**

We'll spend 2025 embedding the Spelling Code (and we've picked up handwriting too). We have not yet seen the English Curriculum so once it is available we can start planning to use it from 2026. We are hoping to engage with Liz Kane further, pending PLD application

The DNI Way

Develop and implement the refreshed curriculum	General	<p>Begin work towards a coherent 2-year curriculum that meets the needs of the intermediate age student</p>	<p>To balance the opportunities and challenges of teaching in the intermediate environment we need a 3-year rotational plan which both meets the needs of the intermediate learner, but does not require that we recreate the wheel each year. The revised curriculum requires us to develop a localised curriculum</p>	<p>Ongoing from Term 3</p>	<p><b>May Hui 2024</b> No update</p> <p><b>June 2024</b> N/A - this is due to start Term 3</p> <p><b>August 2024</b> Work has begun around compiling 'The DNI Way' in a more coherent form than the digital labyrinth that the google drive has turned into. There is some question that the Government has ceased to support the notion of a localised curriculum and we are investigating this. One way or another we'll have a print copy of the 2-year curriculum that meets the needs of the intermediate age student, but it may not be more prescriptive than we planned.</p> <p>Heidi, Greg and Elizabeth are attending a Literacy Symposia that we know the Minister is endorsing. We hope this will give us a good steer around the direction she's planning for English.</p> <p><b>November 2024</b></p>
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					<p>📅 2 Year Long Term Plan Draft 2025</p>
Maths	Attend, read and look for opportunities for Maths Lead Teacher engage with refreshed Maths Curriculum and CPM		Ongoing	<p><b>May Hui 2024</b> May 30, 2024, Andy attended Kāhui Āko Maths Collective A sharing of ideas with a focus on maths and assessment. It was heartening to see much of what we do being recommended.</p> <p>Some more PD specific to using materials and resources for students learning at levels 1-3 would likely be beneficial to many of our teachers.</p> <p>Andy plans to lead a discussion at staff meeting this term to discuss the <u>Understand, Know, Do aspects of the Y7-8 maths curriculum, (pg 20-23)</u></p> <p><b>August 2024</b> Andy, Heidi &amp; Greg attending Maths Curriculum Hui on 21st August</p> <p>Andy hosting Kāhui Āko meeting at DNI on 22nd August. The Maths Collaborative has asked DNI to present our thoughts on assessment data that is provided by primary schools. What might we like to see changed or improved?</p> <p>Andy to survey staff and take a stock take to see what maths resources are required in classrooms. Heidi and Andy to meet in October to discuss</p>	
Science	Engage in professional development to upskill teacher competence in teaching science (Sir Paul Callaghan Science Academy)	Two teachers to attend	April School Holidays	<p><b>May Hui 2024</b> In the April holidays Liz attended the Sir Paul Callaghan Science Academy course. Liz's feedback is as follows: This was a free, well resourced and well planned course. Up front of the programme was the New Zealand Science Curriculum, Nature of Science with its focus on teaching our learners to be science thinkers, in a wide range of contexts.</p> <p>This was very hands-on learning with a range of experiments, writing and then sharing plans. It was a great opportunity to work alongside other teachers from around Aotearoa and to gain knowledge from each other. There were also a lot of laughs and a lot of fun!</p> <p>Having completed the P.D I have gained great confidence in teaching Year 7 and 8 Science and know that I am on track with the most recent thinking in Science teaching and learning.</p> <p>Having had it recommended to me by a colleague as the best PD they have ever been to, I agree, and would definitely recommend this to others.</p> <p><b>June Hui 2024</b> No update</p> <p><b>August 2024</b> No update</p>	
Science	Staff Meetings led by a retired scientist to develop teacher	Homeroom Teachers to attend three 90 min PD sessions in April/May	End of Term 1 and start of Term 2	<p><b>May Hui 2024</b> No update</p> <p><b>June Hui 2024</b> In early term 2 we had a retired scientist lead two 90 minute PD sessions. The first one was modelling the cabbage indicator experiment for teachers and to field any questions relating to our Chemistry learning programme. This was a positive session as it was a hands-on engaging activity. It was positive to see all teachers implement this activity in their classroom programme and use it</p>	

		competence of teaching chemistry scientific concepts through the lens of food chemistry.		<p>in conjunction with the slideshow provided to ensure consistency of teaching.</p> <p>The second session was less connected to our topic of Food Chemistry but included 4 smaller experiments that teachers could easily implement into their classroom learning programme. It was great to see some students even included some of these ideas for their science fair projects.</p> <p><b>August 2024</b> No update</p>
TIK	Te Iti Kahuraki has a parallel curriculum document based on the two-year rotation but developed to best meet the needs of the learners in TIK	<p>Salote is to be released full-time in 2024 to work directly with Sherman, whānau and TIK to pull this together and produce the first draft</p> <p>TRM have offered support MAC work to guide this</p>	By the end of 2024	<p>Earlier on in the year we had the support from the MAC, by utilising Anaru's knowledge. The main point of this hui was to ensure we were sitting at the correct funding level.</p> <p>Held a hui with Parent Rep, Te Rōpū Manaaki Kaiako, Ana Pene, Fiona Matapo Lead Educator for Bilingual Units, Sherman and myself for purposes around planning. We want to ensure we build on the learning that has happened in our contributing schools with the support of Te Rōpū Manaaki. <u><a href="#">TIK Planning Hui</a></u></p> <p><b>May Hui 2024</b> <u><a href="#">2024 Yearly plan for Te Iti Kahuraki</a></u> using Te Whare Tapu o te Ngākau Māori (book directly relating to the Māori Achievement Collaborative) as inspiration. An overarching plan has been written to describe the essence of Te Iti Kahuraki. <u><a href="#">Kaupapa Statement</a></u></p> <p>Sherman and I have attended professional development, including a trip to Waitangi where our steps with Te Iti Kahuraki became clear. 1-3 May 2024 9, 16, 20th May 2024 20th June 2024 with more professional development planned for the year</p> <p>We gathered Whānau voices to assist with planning and ensure we are considering their aspirations. We also gathered feedback on how they felt since the ākomanga (classroom) start-up. <u><a href="#">Whānau aspirations documented</a></u></p> <p><b>June:</b> Te Iti Kahuraki are booked in for an overnight stay at Puketeraki in August details are to be confirmed Communication with Lashana Lewis (parent to a student in Te Iti Kahuraki) has gone out regarding a possible visit to the Waitati marae (potentially in the place of Puketeraki as the dates for Puketeraki are rather full). A whānau hui has been set for Thursday 4th of July Students are learning their pepeha to share at July's whānau hui as requested by whānau.</p> <p><b>August:</b> Sherman and I attended further professional development designed to connect multiple kaiako and agencies. Everyone in attendance shared the goal of uplifting Te Ao Māori in schools. It was great to hear about the different approaches to schools within the local area. A goal would be for Sherman and me to share the journey of DNI with others.</p> <p>A blessing of the new ākomanga for Te Iti Kahuraki was held on Friday, 26th July. Representatives from Te Puketeraki, Whānau, Ōtakou marae, MOE, MAC, and students who began the Reo Rua journey were all in attendance.</p> <p>A noho marae at Puketeraki is booked for the 28th-29th of August.</p> <p>Sherman and I are visiting schools in Christchurch to explore Ngā Mea Māori in both an Intermediate and an intermediate with a bilingual unit in August.</p>

				<p><b>October:</b> Christchurch visits were well worth the trip. We saw schools earlier than DNI in their journey, at a stage similar to ours, and further ahead. This was very beneficial for us in further direction on where we are going with Te Iti Kahuraki.</p> <p>Sherman and I have made significant progress with the planning and programme for Te Iti Kahuraki. It was great having the release time at the end of term 3 to work together to confirm some details and develop our plan for the future.</p> <p>Sherman and I have put together the following documents regarding the enrolment, planning, and promotion of Te Iti Kahuraki. We have captured what Te Iti Kahuraki, bilingual learning, looks and feels like at DNI.</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to our initial ideas for the pamphlet</a></li> <li>• <a href="#">Link to 2 year plan with LTP's</a></li> <li>• <a href="#">Link to Lesson Progressions and resources</a></li> </ul> <p>A successful whānau hui was held in the first week of term 4. This was better attended by more families coming. It was very positive. Minutes are currently being written and sent out to whānau.</p> <p><b>November/December</b> <b>Whānau Hui</b> Whānau hui has had a range of numbers in attendance from as low as 2 whānau to 30 whānau in attendance. To address this, I have selected dates early. From 2025 and beyond, we will ensure the dates for whānau hui are locked in at the beginning of the year and shared with whānau then. Reminders are emailed, and Sherman follows up with a reminder in class. These strategies are helping.</p> <p>We have a whānau hui scheduled for December. The new students joining Te Iti Kahuraki and their whānau have been invited. This is a casual hui, and so far, 66 people intend to attend. <a href="#">Link to the invitation</a> <a href="#">Link to Runsheet for Te Iti Kahuraki</a></p> <p><b>Planning</b> The current curriculum for TIK was written in term three without the School's 2025 draft plan. Although Sherman and I had the time, it's irrelevant now and must be reworked due to the new-look timetable and curriculum changes. We look forward to adapting what we have. The following documents were created when Sherman and I were given at the end of term 3.</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to our initial ideas for the pamphlet</a></li> <li>• <a href="#">Link to 2 year plan with LTP's</a></li> <li>• <a href="#">Link to Lesson Progressions and resources</a></li> <li>• <a href="#">Link to Enrolment Letter</a></li> </ul> <p>Sherman, Heidi and I have met to discuss Te Iti Kahuraki. Minutes to our hui are linked <a href="#">here</a>.</p>
TIK	Learn Kai Tahu narratives, whakataukī, waiata, karakia, te reo/dialect	Developing resources to support Kai Tahu narratives, whakataukī, waiata, karakia, te reo/dialect Link in with contributing schools in our surrounding areas	Over 2024  Over 2024	<p><b>May Hui 2024</b></p> <ul style="list-style-type: none"> <li>• Taking a deep dive into the resources on the Rūnaka o Otākou's website</li> <li>• Gain knowledge and share knowledge with Kahui Ako participation e.g. Our Harbour project</li> </ul> <p><b>June:</b> I have conversed with the CEO of Rūnaka o Otākou regarding education programmes and what this might look like. Currently, the Rūnaka are looking at employing a person whose sole responsibility will be Education.</p> <p><b>August:</b></p>

				<p>I have connected with a kaiako from Logan Park who has shared their cultural narrative with me. This is very useful as it has many of the same connections to the whenua as we do at DNI. I am looking for ways to integrate this into our curriculum programme. It would make sense for it to be an adaptation to term 1 planning in the future.</p> <p><b>October:</b> The Iki Kahuraki students have brought Kai Tahu into the classroom themselves. One student taught his peers a waiata from his marae, Otākou, and taught them the pūrakau that goes with it. This waiata and pūrakau have now been shared with the rest of the school. This is a very proud moment for us. It is beautiful and uplifting to hear waiata from our local area sung by all students. Local pūrakau resources purchased from Puketeraki to ensure authenticity, accuracy and strengthen relationship.</p> <p><b>December</b> Kai Tahu waiata have been taught to the whole school and sung for school singing. This was led by a student initially and then followed through with by Salote. It is wonderful to hear Kai Tahu waiata being sung at the school, and also the pūrakau that go with it.</p>
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## Statement of Variance #2

### Develop and implement the refreshed curriculum

When this strategic aim was written, we thought we were on the cusp of receiving a refreshed curriculum for English and Maths, and we would start to embed this in 2024. Of course with the change of government, the curriculum refresh started anew. This meant that writing our planned curriculum document was not possible, however, we felt it was essential to create a 'DNI Pedagogy guide' that spelled out how we planned to embed the new science of learning expectation into our daily practice, while also being general enough to encompass what the research considers to be best practice (Hattie, Bishop), but not so specific that a new curriculum would require a rewrite in future.

As a result we have developed the first draft of the DNI way, and we will begin to embed and develop this during 2025. part B of the Dni Way will be a review of the curriculum statements and specific expectations, but we can really only do this as each new curriculum comes online. At the moment we have only maths, so our focus will be around reviewing this curriculum statement, and the guidelines for teaching maths at DNI

At the same time we opened our bilingual class. It feels a little bit like flying the plane while we are building it, but we wanted to strike while the iron was hot and not lose the momentum that contributing primary schools, in particular TRM, have developed. Over 2024 we developed a parallel curriculum draft, and the main focus in 2025 will be to develop this into a solid working document, alongside a clearer understanding of what success looks like in this class.

### How the school has given effect to Te Tiriti o Waitangi

Our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We are taking reasonable steps to ensure that all students are receiving regular tuition in te reo Maori, and additionally that whanau who wish for instruction to be available in tikanga Māori and te reo Māori are able to continue their bilingual learning at DNI through Te Iti Kahuraki (our new bilingual class).

Refine PB4L in relation to teaching and learning relationships.	Students who identify their own strengths and next steps	Term 1 unit revised to target how to set and work towards a goal, and <i>knowing thyself</i>	<p><b>May Hui 2024</b> Survey sent out to Staff regarding PB4L, included a question on the Term 1 unit - 'Know Thyself'. PB4L team to analyse staff responses at next PB4L meeting.</p> <p><b>June Hui 2024:</b> Read through results and made notes/suggestions moving forward. Next step is to survey pupils early term 3. During</p>
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		<p>A coherent three-year rotation is developed by the end of 2025 (Year 1 was developed in 2023), that is clearly targeting to the specific needs of the intermediate-aged student. (This is not for the PB4L team in isolation, but will be part of a bigger picture as above)</p>		<p>NZ Gifted Week, we made the Wero o te Wiki focus looking at our individual strengths and talents. In class focus and pupils recognised in assembly.</p> <p><b>August</b> Have contacted PB4L Dunedin leadership to see what PLD is available, suggestions from other schools, and catch-up on any new thinking. We haven't heard anything since Max Gold left. Ongoing</p> <p><b>October</b> New procedure for house captain developed for students to nominate themselves for leadership  <input checked="" type="checkbox"/> Updated House Leaders Procedure 2024  Procedure started in week 1 of term 4.</p> <p><b>December</b> Staff meeting, regarding students being recognised in mana showed the mana system was mostly robust. We cannot compare class to class as it does come down to the individual students. We will look into showing how classes are tracking, but withholding names from teachers.</p> <p>The Pb4L team deliberated on the Year 8's who are on gold and which ones are likely to make it to prepare for the EOY prizegiving</p>
Students who have found their tribe and as such have the comfort that comes from having close connections, that allow for learning (socially anxious students don't learn)	<p>PB4L work to consider the colours system in relation to individualised goals and not generic goals (such as playing a full season of a sport)</p> <p>Revised colours system is drafted by the end of 2024</p>	By the end of 2024	<p><b>May Hui 2024</b> PB4L team discussed the current system and we view it as a fair system. We agree that Mana certificates could be given out for individual goals alongside the colours nomination form that PB4L team introduced at the start of the year and currently monitor. We will revise after analysing Staff Responses from PB4L survey</p> <p><b>June Hui 2024:</b> Continuing with Colours system and nominations form is making sure we are up to date with all nominations. Colours are an on-going award at Friday assemblies.</p> <p><b>August</b> Regular reminder to students about the colours nomination form linked in the daily notices.</p> <p><b>October</b> Teacher discussion around fairness of SPORTS Colours. Currently a pupil can do two different Summer sports and not receive a Colour, while a Winter sport receives a Colour. Summer sports are 8 weeks while Winter are 10 weeks. We will even this up in 2025.</p> <p><b>December</b> After consulting with staff, Summer sports colours will be awarded per team. This will recognize pupils who try different sports in term 4 to term 1 (Kia Maia and Dream Big) and acknowledge that. House leaders for 2025 have been selected and will be announced at prize-giving. The new leadership criteria (Citizenship, Sports, Academic, Kaitiaki) will help pupils find their tribe within their House.</p>	
Staff that understand the specific needs of intermediate-age	Work continues with staff around ensuring DNI is a physically		<p><b>May Hui 2024</b> Create a PB4L survey to go out to pupils. To be made in the next meeting after analysing Staff Responses. Perhaps putting staff ideas to the students</p>	

	students, and tailor learning and classroom environments accordingly	and emotionally safe place for people This will include looking at the work the leadership team is doing on "what does quality teaching and learning look like at DNI" (once decided) and Annual Me and My School Survey and subsequent analysis	<p><b>June Hui 2024:</b> Finish Mana survey for pupils, along the lines of the one staff did in term 2. Will be sent out early term 3 to pupils. We have introduced a Wero o te Wiki system based on specific NZ wide weeks (Samoan language week, Enviro week, Volunteer week...). This has allowed for the school to have a positive collective focus and has allowed greater consistency when awarded the patu at each assembly.</p> <p><b>August</b> Wero o te wiki is ongoing and happening each week. PB4L survey to go out to pupils gathering feedback on house games, house points, assemblies etc. Craig has gone on leave for the rest of 2024. We are continuing and will talk with Heidi about a replacement as three staff enables a spread through the syndicates.</p> <p><b>October</b> A few staffing changes have occurred in term three and the PB4L team is aware of updating new staff. Olivia has joined the PB4L team and organised a staff function for the end of term 3. It was a great initiative and the team will look at other events.</p> <p><b>November/December</b> The Me and My School survey found the following: 86% enjoy school 89% feel safe at school 90% feel relationships are positive 87% believe they are getting a good education 89% feel engaged at school and care about their learning Further analysis is scheduled for our PB4L meeting in week 8.</p>
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**Statement of Variance #3**

**Refine PB4L in relation to teaching and learning relationships.**

The PB4L team set about refining a number of aspects of the positive behaviour for learning program at Dni this has resulted in a new way of electing house leaders, and new systems around gathering information to inform colours.

Our annual me and my school survey reflected the safe and positive environment we strive to achieve at Dunedin North Intermediate, with 86 to 90% agreement with all of the questions we asked.

**Kiwi Sport Funding**

DNI received \$4460 in Kiwisport Funding in 2024. This was used to support our Health and PE programmes.

**Personnel Policy/Good Employer**

We have met compliance requirements around our personnel policy on being a good employer (including the equal employment opportunities programme) (s77A State Sector Act 1988)

# Progress Analysis 2017-2024

## Writing Progress - Start of year to end of year

Writing	Accelerated	Expected	Less than expected
Total 2017	86 or 34%	117 or 47%	48 or 19%
Total 2018	75 or 33%	138 or 61%	12 or 6% <small>Includes 3 x ORS/HUNS</small>
Total 2019	86 or 36%	147 or 61%	8 or 3%
Total 2020 (264)	27 or 10%	198 or 75%	39 or 15%
Total 2021 (291) <small>Due to Covid this is the only analysis we did in 21</small>	95 students (33%)	177 students (61%)	17 students (6%)
Total 2022 (300)	94 students or 31%	162 or 54%	44 or 15% (significant illness)
Total 2023 (300) 8 Excluded from data	81 students or 28%	178 students or 61%	33 or 11% (significant illness)
Total 2024 (283) <small>16 Excluded from data</small>	61 students or 22%	199 students or 70%	23 or 8%
Māori 2017	21 or 42%	16 or 32%	13 or 26%
Māori 2018	13/30 or 43%	13/30 or 43%	4/30 or 14%
Māori 2019	14/39 or 36%	21/39 or 54%	4/39 or 10%
Māori 2020 (28)	1 or 4%	24 or 86%	3 or 11%
Māori 2021 (38)	11 or 29%	21 or 55%	6 or 16%
Māori 2022 (26)	11 or 42%	9 or 35%	6 or 23%
Māori 2023 (37)	11 or 30%	16 or 43%	10 or 27%
Māori 2024 (36) 3 excluded from data	9 or 25%	23 or 64%	4 or 11%
Pacific Peoples 2018	1/16 or 6%	15/16 or 94%	0%
Pacific Peoples 2019	5/11 or 45%	6/11 or 55%	0%
Pacific Peoples 2020 (9)	1 or 11%	7 or 78%	1 or 11%
Pacific Peoples 2021 (6)		6 or 100%	
Pacific Peoples 2022 (12)	6 or 50%	1 or 8%	5 or 42%
Pacific Peoples 2023 (11)	4 or 36%	6 or 55%	1 or 9%
Pacific Peoples (9) 2 excluded from data	2 or 22%	7 or 78%	
Boys 2017	47 or 31%	67 or 45%	36 or 24%
Boys 2018	43 or 35%	69 or 56%	11 or 9%
Boys 2019	45 or 33%	88 or 64%	3 or 3%
Boys 2020	14 or 9%	114 to 76%	23 or 15%
Boys 2021 (156)	49 (31%)	98 or 63%	9 or 6%
Boys 2022 (157)	53 or 34%	83 or 53%	21 or 13%
Boys 2023 (152) <small>excludes 4</small>	36 or 24%	93 or 61%	23 or 15%
Boys 2024 (142) <small>excludes 12</small>	29 or 20%	99 or 70%	14 or 10%
Girls 2017	39 or 39%	50 or 50%	12 or 12%

Girls 2018	32 or 31%	69 or 68%	1 or 1%
Girls 2019	41 or 39%	59 or 57%	4 or 4%
Girls 2020	13 or 12%	84 or 74%	16 or 14%
Girls 2021 (133)	46 or 35%	79 or 59%	8 or 6%
Girls 2022 (143)	41 or 29%	79 or 55%	23 or 16%
Girls 2023 (140) 3 excluded from data	45 or 32%	85 or 61%	10 or 7%
Girls 2024 (141) 4 excluded from data	32 or 23%	100 or 71%	9 or 6%
Year 7 2017	32 or 26%	65 or 54%	23 or 20%
Year 7 2018	23 or 23%	72 or 72%	6 or 6%
Year 7 2019	47 or 35%	82 or 60%	7 or 5%
Year 7 2020	11 or 8%	102 or 79%	17 or 13%
Year 7 2021 (155)	50 or 32%	95 or 61%	10 or 7%
Year 7 2022 (147)	46 or 31%	78 or 53%	23 or 16%
Year 7 2023 (136) 5 excluded	28 or 21%	91 or 67%	17 or 12%
Year 7 2024 (146) 11 excluded from data	19 or 13%	114 or 78%	13 or 9%
Year 8 2017	54 or 42%	52 or 40%	23 or 18%
Year 8 2018	52 or 42%	66 or 53%	6 or 5% Includes 3 x ORS/HLNS
Year 8 2019	39 or 37%	65 or 62%	1 or 1%
Year 8 2020	16 or 12%	96 or 72%	22 or 16%
Year 8 2021 (134)	45 or 34%	82 or 61%	7 or 5%
Year 8 2022 (153)	48 or 31%	84 or 55%	21 or 14%
Year 8 2023 (156) 3 excluded	53 or 35%	87 or 55%	16 or 10%
Year 8 2024 (137) 5 excluded	42 or 31%	85 or 62%	10 or 7%

#### Noteworthy:

- The number of children not making progress has been significantly decreasing over the last few years (19% to 6% to 3% in 2019) but has been on the rise over the 'Covid years' and in 2022 was up to 15%. Last year there was a slight decrease to 11%, which has dropped further to 8% this year, an upturn and the number of students making expected progress, however this needs to be balanced against a slight decrease in the number making accelerated progress.
- Notwithstanding this, the measure we have used for 'not making expected progress' is the norm (of a third of a level per year). Many of the children in the 'not making expected progress' area have not followed the normal trajectory to date and so their progress measure is lower than the norm. It could therefore be argued that some of them have made progress against their own trajectory.
- In 2019 for the first time in three years boys 'not progressing' was about the same as girls. This counters the nationwide gender comparison of achievement (see ERO, May 2019) and continued in 2020, 2021 and 2022. However in 2023 the gap widened again, but has come back into alignment in 2024
- Y7 and Y8 progress remains relatively consistent, although there continues to be more Y8's making accelerated progress, and there was a significant dip in Y7 acceleration in 2024
- In 2022 we saw a significant rise in Māori students in 'less than expected progress' but also a significant upturn in accelerated progress. Māori whanau were particularly negatively affected in terms of attendance and we wondered if there was a direct correlation here. In 2023 the 'less than expected progress' was further significantly out of whack with all other data however, in 2024 the Māori student and PP data is comparable to whole school.

## Achievement against age

📅 Data Crunch 2022 EOY 📅 Heidi Copy2023 Whole School Markbook for Data Crunch\_Sat Dec 09 2023

### 📅 Data Crunch 2024 EOY

- Children working at age expectation (not progress) remains relatively consistent across 2021 and 2022 (47-50 Y7 and 63-63-% Y8) but both year levels have shown an upturn in 2023 58% in Year 8 and 75% in Year 8. In 2024 this remains consistent 61% Year 7 and 70% Year 8. This however remains lower than reading (at both year levels) by about 10-20%. This was the case in 2019-2023
- A direct comparison of 2023 year 7's to 2024 Year 8's shows minimal gain, despite 92% of students progressing

## Reading Progress - Start of year to end of year

Reading	Accelerated (3 shifts in 2019)	Expected (1-2 shifts in 2019)	Less than expected
Total 2017	73 or 29%	145 or 57%	36 or 14%
Total 2018 (225 +6 new not counted)	51 or 23%	162 or 72%	12 or 5%
Total 2019 (241 total) 7 too new	45 or 19%	182 or 75%	14 or 6%
Total 2020 (262)	10 or 4%	229 or 87%	23 or 9%
Total 2021 (290) <small>Due to Covid this is the only analysis we did in 21</small>	63 students (22%)	207 students (71%)	20 students (7%)
Total 2022 (300)	83 or 28%	183 or 61%	34 or 11% (significant illness)
Total 2023 (291) 9 excluded from data	58 or 20%	204 or 70%	29 or 10% (significant illness)
Total 2024 (284) 15 excluded from data	74 or 26%	193 or 68%	17 or 6%
Māori 2017	14 or 28%	28 or 56%	8 or 16%
Māori 2018	9/30 or 30%	20/30 or 67%	1/30 or 3%
Māori 2019	9/39 or 23%	29/39 or 74%	1/39 or 3%
Māori 2020 (28)	1 or 4%	24 or 86%	3 or 10%
Māori 2021 (39)	11 or 28%	22 or 56%	6 or 15%
Māori 2022 (26)	8 or 31%	16 or 61%	2 or 8%
Māori 2023 (37)	7 or 19%	24 or 65%	6 or 16%
Māori 2024 (38) 1 excluded from data	10 or 26%	26 or 68%	2 or 5%
Pacific Peoples 2018	5/16 or 31%	9/16 or 56%	2/16 or 13%
Pacific Peoples 2019	0/11 or %	11/11 or 100%	0/11 or 9%
Pacific Peoples 2020 (9)	0	7 or 78%	2 or 22%
Pacific Peoples 2021 (6)	2 or 33%	4 or 67%	
Pacific Peoples 2022 (13)	3 or 23%	8 or 62%	2 or 15%
Pacific Peoples 2023 (11)	2 or 12%	9 or 82%	0
Pacific Peoples 2024 (7) 1 excluded from data	1 or 14%	4 or 57%	2 or 29%
Boys 2017	50 or 33%	81 or 54%	20 or 13%
Boys 2018	27/123 or 22%	86/123 or 70%	10/123 or 8%
Boys 2019	30/137 or 22%	99/137 or 72%	8/137 or 6%

Boys 2020	6 or 4%	132 or 88%	12 or 8%
Boys 2021 (156)	36 or 23 %	109 or 70%	11 or 7%
Boys 2022 (156)	46 or 30%	91 or 58%	19 or 12%
Boys 2023 (150) 6 excluded	35 or 23%	95 or 64%	20 or 13%
Boys 2024 (143) 11 excluded	39 or 27%	94 or 66%	10 or 7%
Girls 2017	24 or 23%	63 or 60%	17 or 17%
Girls 2018	24/102 or 24%	76/102 or 75%	2/102 or 1%
Girls 2019	15/104 or 14%	83/104 or 80%	6/104 or 6%
Girls 2020	4 or 3%	97 or 87%	11 or 10%
Girls 2021 (134)	27 or 20%	98 or 73%	9 or 7%
Girls 2022 (144)	37 or 26%	92 or 64%	15 or 10%
Girls 2023 (141) 3 excluded	23 or 16%	109 or 78%	9 or 6%
Girls 2024 (141) 4 excluded	35 or 25%	99 or 70%	7 or 5%
Year 7 2017	26 or 20%	79 or 63%	20 or 17%
Year 7 2018	15/101 or 15%	83/101 or 80%	3/101 or 5%
Year 7 2019	28/136 or 20%	99/136 or 73%	9/136 or 7%
Year 7 2020	3 or 2%	111 or 86%	16 or 12%
Year 7 2021 (156)	38 or 24%	109 or 70%	9 or 6%
Year 7 2022 (146)	33 or 23%	98 or 67%	15 or 10%
Year 7 2023 (136) 5 excluded	17 or 12.5%	102 or 75%	17 or 12.5%
Year 7 2024 (146) 11 excluded	22 or 15%	113 or 77%	11 or 8%
Year 8 2017	51 or 38%	67 or 50%	17 or 12%
Year 8 2018	36/124 or 29%	79/124 or 64%	9/124 or 7%
Year 8 2019	17/105 or 16%	83/105 or 79%	5/105 or 5%
Year 8 2020	7 or 5%	118 or 90%	7 or 5%
Year 8 2021 (134)	25 or 19%	98 or 73%	11 or 8%
Year 8 2022 (154)	50 or 33%	85 or 55%	19 or 12%
Year 8 2023 (155) 4 excluded	41 or 26%	102 or 66%	12 or 8%
Year 8 2024 (138) 4 excluded	52 or 38%	80 or 58%	6 or 4%

**Noteworthy:**

- The percentage for students 'not making expected progress' has decreased and we've seen higher rates of acceleration. This is mirrored for Maori students, but not PP
- Accelerated progress was significantly up (28%) in 2022, but returned to 20% which is closer to average over time. It's up again in 2024
- The measure we have used for 'not making expected progress' is the norm. Many of these children have not followed the normal trajectory to date and so their progress measure is lower than the norm. It could therefore be argued that some of these students have progressed against their own trajectory.
- Gender remains reasonable well balanced, and Year 8's continue to make more progress than Year 7s

- Children working at age expectation (not progress) remains consistent across 2021 and 2022 (Year 7's 68% -74% and year 8's 74%-80%) but this reduced a little from 2019-2020 (77-73% Y7 and 86-85% Y8). In 2023 this improved further with 77% of Year 7's and 88% of Year 8's working at age expectation. 2024 remains consistent with 74% year 7 and 84% Year 8
- A direct comparison of 2023 Year 7's to 2024 Year 8's illustrates a very positive swing

### Maths Progress - Start of year to end of year

Maths	Accelerated	Expected	Less than expected
Total 2017	45 or 18%	156 or 63%	48 or 19%
Total 2018 (225 +6 new not counted)	63 or 28%	136 or 60%	26 or 12 %
Total 2019 (241 +7 new not counted)	56 or 23%	176 or 73%	9 or 4%
Total 2020 (262)	78 or 30%	162 or 62%	22 or 8%
Total 2021 (291)	101 students (35%)	169 students (58%)	21 students (7%)
Total 2022 (306)	115 or 38%	165 or 54%	26 or 8% (significant illness)
Total 2023 (290) excluded 10	62 or 22%	188 or 65%	37 or 13% (significant illness)
Total 2024 (299)	82 or 29%	188 or 66%	16 or 5%
Māori 2017	12 or 24%	25 or 50%	13 or 26%
Māori 2018	2 or 7%	21 or 70%	7 or 23%
Māori 2019	5 or 12%	31 or 80%	3 or 8%
Maori 2022 (26)	9 or 32%	17 or 61%	2 or 7%
Maori 2021(39)	10 or 26%	25 or 64%	4 or 10%
Maori 2022 (26)	13 or 50%	12 or 46%	1 or 4%
Maori 2023 (37)	8 or 22%	21 or 56%	8 or 22%
Maori 2024 (30)	16 or 46%	18 or 51%	1 or 3%
Pacific Peoples 2018	3 or 6%	8 or 50%	5 or 44%
Pacific Peoples 2019	4 or 36%	7 or 64%	0 or 0%
Pacific Peoples 2020 (9)	2 or 23%	6 or 66%	1 or 11%
Pacific Peoples 2021 (6)	3 or 50%	3 or 50%	
Pacific Peoples 2022 (12)	3 or 25%	6 or 50%	3 or 25%
Pacific Peoples 2023 (11)	4 or 36%	6 or 55%	1 or 9%
Pacific Peoples 2024 (8)	1 or 12.5%	6 or 75%	1 or 12.5%
Boys 2017	22 or 15%	96 or 66%	28 or 19%
Boys 2018	36 or 29%	68 or 55%	19 or 16%
Boys 2019 (137)	30 or 22%	102 or 74%	5 or 4%
Boys 2020	47 or 31%	90 or 60%	13 or 9%
Boys 2021 (157)	52 or 33%	93 or 59%	12 or 8%
Boys 2022 (159)	59 or 37%	87 or 55%	13 or 8%
Boys 2023 (150) 6 excl	34 or 23%	95 or 63%	21 or 14%
Boys 2024 (151)	49 or 32%	90 or 60%	12 or 8%

Girls 2017	23 or 22%	60 or 58%	20 or 20%
Girls 2018	27 or 27%	67 or 66%	7 or 7%
Girls 2019	25 or 24%	74 or 72%	4 or 4%
Girls 2020	31 or 28%	72 or 64%	9 or 8%
Girls 2021 (134)	49 or 37%	76 or 57%	9 or 7%
Girls 2022 (146)	56 or 38%	78 or 54%	12 or 8%
Girls 2023 (140) 4 exc	31 or 22%	93 or 67%	16 or 11%
Girls 2024 (135)	33 or 24%	98 or 73%	4 or 3%
Year 7 2017	18 or 15%	78 or 66%	23 or 19%
Year 7 2018	21 or 21%	63 or 63%	16 or 16%
Year 7 2019 (136)	32 or 24%	98 or 72%	6 or 4%
Year 7 2020	33 or 25%	81 or 63%	16 or 12%
Year 7 2021 (156)	53 or 34%	96 or 62%	7 or 4%
Year 7 2022 (150)	52 or 35%	84 or 56%	14 or 9%
Year 7 2023 (134) excluded 7	16 or 12%	99 or 74%	19 or 14%
Year 7 2024 (146)	32 or 23%	110 or 75%	4 or 2%
Year 8 2017	26 or 20%	79 or 61%	25 or 19%
Year 8 2018	42 or 34%	72 or 58%	10 or 8%
Year 8 2019 (105)	23 or 23%	79 or 75%	3 or 2%
Year 8 2020	45 or 34%	81 or 61%	6 or 5%
Year 8 2021 (135)	48 or 36%	73 or 54%	14 or 10%
Year 8 2022 (155)	63 or 41%	81 or 52%	11 or 7%
Year 8 2023 (156) 3 exc	49 or 31%	89 or 57%	18 or 12%
Year 8 2024 (138)	49 or 36%	78 or 56%	11 or 8%

#### Noteworthy:

- 2022 data for whole school is very consistent with 2021. 2023 saw a shift downwards with less students in general accelerating and more students making less than expected progress, however this has reversed in 2024
- A significant drop noted in Māori students not making expected progress was maintained in 2022 and got down to half when compared with 'whole school'. In 2023 this too has taken a negative swing, but is significantly more positive in 2024
- Girls and boys is usually consistent, however we can see a swing up in the number of boys with accelerated progress, however also more boys who have not made expected progress than girls
- Comparison with Year 7 and 8 continues to show more year eight making progress
- The measure we have used for 'not making expected progress' is the norm. Many of these children have not followed the normal trajectory to date and so their progress measure is lower than the norm. It could therefore be argued that they have made progress against their own trajectory.
- Pacific Peoples data has been out of whack for a few years, but it's also often the difference between one student

#### Achievement against age -

📊 Data Crunch 2022 EOY 📊 Heidi Copy 2023 Whole School Markbook for Data Crunch\_Sat Dec 09 2023

- Children working at or above expectation (both Year 7 and year 8) has remained pretty consistent since 2019 generally 50- 60% for Year 7 and 55-65% for Year 8. In 2023 we saw a 10% swing up for both year groups, with 69% of Y7's and 79% of Y8's ending the year at or above expectation. Does his mind relatively stable in 2024 with 69% Y7 and 72% Year 8

- While the total number of students working at or above expectation remains concerning this is well above the NMSSA reported national average of 42% in 2022

### Data Crunch 2109- 2020

### Data Crunch 2022 EOY

## Curriculum Achievement Comparisons 2016-2021

	2016 At or Above EOY	2017 At or Above SOY	2017 At or Above EOY	2018 At or Above SOY	2018 at or above EOY	2019 at or above EOY	2020 at or above EOY	2021 at or above EOY
Reading	73%	68%	72%	71%	81%	88%	86%	77%
Reading Maori	65%		62%		60%	82%	68%	60%
Writing	55%	40%	52%	50%	67%	87%	73%	68%
Writing Maori	45%		41%		40%	77%	62%	45%
Maths	59%	50%	54%	50%	50%	52%	74%	71%
Maths Maori	40%		52%		30%	57%	47%	53%

## Achievement Analysis 2018

(this method is no longer relevant and so has not been repeated in 2019 - see above tables instead)

### 2018 Analysis of Achievement against the expectation of the curriculum (NOT progress)

SOY #7 - needs to be Late 3 or above  
EOY #7 and SOY #8 - needs to be E4 or above  
EOY #8 - need to be L4 or above

	2018 At or above SOY	2018 At or Above EOY	Maori EOY	Pacific Peoples EOY 2018	Female 102	Male 123	Y7	Y8
Reading	Y7 - 27 below Y8 - 39 below	Y7 - 9 below Y8 - 35 below	1 - Y7 below 11 Y8 below	1- Y7 Below	3 - Y7 Below	6 - Y7 Below	9 Below	35 below

	So 165 total at or above or 71 %	187 at or above total or 81 %	60% at or above	4 - Y8 below 69% at or above	12 - Y8 below 85% at or above	23 - Y8 below 76% at or above	92% at or above	72% at or above
Writing	Y7 - 49 below Y8 - 67 below  So 115 total at or above or 50%	Y7 - 21 below Y8 - 56 below  154 at or above total or 67%	4 - Y7 Below 14 below Y8  40% at or above	3 - Y7 Below  7 Year 8 below  38% at or above	8 - Y7 Below 21 year 8 below 72% at or above	13 - Y7 Below 35 year 8 below 61% at or above	21 Below  80% at or above	56  55% at or above
Maths	Y7 - 49/103 below Y8 - 65/126 below  So 115/229 total at or above or 50%	Y7 - 48/106 below Y8 - 66/124 below  116/230 total at or above or 50%	8- Y7 Below 13 - Y8 Below  9 total at or above or 30%	6 - Y7 Below 7 - Y8 Below  3 total at or above or 19%	18 - Y7 below  31 - Y8 Below  52% at or above	31 - Y7 below 35 - Y8 Below  46 % at or above	48 below  55% at or above	66 below  48% at or above

**Noteworthy:**

- Both reading and writing statistics have improved from SOY to EOY
- Maths achievement statistics have not improved despite 81% of all students making expected progress
- Despite good progress, Māori and Pacifica students still have significant numbers below expectation, especially in maths and writing.

## Achievement Comparisons 2016-2018

	2016 At or Above EOY	2017 At or Above SOY	2017 At or Above EOY	2018 At or Above SOY	2018 at or above EOY
Reading	73%	68%	72%	71%	81%
Reading Maori	65%		62%		60%
Writing	55%	40%	52%	50%	67%
Writing Maori	45%		41%		40%
Maths	59%	50%	54%	50%	50%

Maths Maori	40%		52%		30%
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Year to Year comparisons	Yr 7 EOY 2016 at or above	Yr 8 EOY 2017 at or above	Yr 7 EOY 2017 at or above	Yr 8 EOY 2018 at or above
	Same Cohort		Same Cohort	
Reading	76%	74%	69%	72%
Writing	56%	50%	53 %	55%
Maths	53%	54%	54 %	48%

These two graphs largely back up the theory that where you start is where you finish. Despite showing real growth in "progress made" our overall achievement stays pretty stagnant over three years when you compare the same cohort. The information in the first table illustrates more positive growth, however is not statistically useful given that there are 50% new children each year. This said, there is still growth from SOY to EOY in reading and writing, but maths is not moving.