

ENNER GLYNN SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Ministry Number:	3189
Principal:	John O'Regan
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ENNER GLYNN SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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ENNER GLYNN 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 Charles

Full Name of Presiding Member

John O'Regan

Full Name of Principal



Full Name of Presiding Member



Signature of Principal

30 May 2025

Date:

30 May 2025

Date:

ENNER GLYNN SCHOOL
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,311,777	3,124,770	3,286,875
Locally Raised Funds	3	68,555	35,900	9,422
Interest		28,979	10,000	31,138
		3,409,311	3,170,670	3,327,435
Expenses				
Locally Raised Funds	3	50,579	33,700	28,478
Learning Resources	4	2,507,407	2,293,996	2,490,029
Administration	5	204,484	178,350	187,766
Property	6	791,399	736,444	676,723
		3,553,869	3,242,490	3,382,996
Net Deficit for the year		(144,558)	(71,820)	(55,560)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(144,558)	(71,820)	(55,560)

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

ENNER GLYNN SCHOOL

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Balance at 1 January	949,983	949,983	991,752
Total comprehensive revenue and expense for the year	(144,558)	(71,820)	(55,560)
Contributions from / (Distributions to) the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	13,791
Distribution to the Ministry of Education	(14,675)	-	-
Equity at 31 December	790,743	878,163	949,983
Accumulated comprehensive revenue and expense	790,743	878,163	949,983
Equity at 31 December	790,743	878,163	949,983

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.

ENNER GLYNN SCHOOL
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	139,918	233,940	265,054
Accounts Receivable	8	152,673	145,000	137,491
GST Receivable		9,920	30,000	30,520
Prepayments		11,067	10,000	10,979
Inventories	9	155	160	155
Investments	10	328,370	310,000	307,000
Funds Receivable for Capital Works Projects	16	3,350	-	31,720
		645,453	729,100	782,919
Current Liabilities				
Accounts Payable	12	205,802	214,000	214,395
Revenue Received in Advance	13	-	5,000	4,093
Provision for Cyclical Maintenance	14	85,966	20,000	24,610
Finance Lease Liability	15	11,615	7,000	10,020
Funds held for Capital Works Projects	16	-	-	41,815
		303,383	246,000	294,933
Working Capital Surplus/(Deficit)		342,070	483,100	487,986
Non-current Assets				
Property, Plant and Equipment	11	490,076	480,063	564,914
		490,076	480,063	564,914
Non-current Liabilities				
Provision for Cyclical Maintenance	14	26,616	70,000	82,790
Finance Lease Liability	15	14,787	15,000	20,127
		41,403	85,000	102,917
Net Assets		790,743	878,163	949,983
Equity		790,743	878,163	949,983

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

ENNER GLYNN SCHOOL
Statement of Cash Flows
For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		792,280	667,300	918,855
Locally Raised Funds		68,439	35,900	49,272
Goods and Services Tax (net)		20,594	(27,500)	(18,281)
Payments to Employees		(592,561)	(75,747)	(589,922)
Payments to Suppliers		(354,677)	(498,130)	(269,169)
Interest Received		31,345	10,000	27,127
Net cash from Operating Activities		(34,580)	111,823	117,882
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(32,002)	(135,024)	(67,136)
Purchase of Investments		(21,370)	(10,000)	(6,256)
Net cash from Investing Activities		(53,372)	(145,024)	(73,392)
Cash flows from Financing Activities				
BOT contributions to MOE projects		(14,675)	-	-
Furniture and Equipment Grant		-	8,308	13,791
Finance Lease Payments		(9,066)	(3,000)	(15,230)
Funds on Behalf of Third Parties		-	-	(1,329)
Funds Held for Capital Works Projects	16	(13,446)	-	23,976
Net cash from Financing Activities		(37,187)	5,308	21,208
Net increase/(decrease) in cash and cash equivalents		(125,139)	(27,893)	65,698
Cash and cash equivalents at the beginning of the year		265,054	261,833	199,356
Cash and cash equivalents at the end of the year	7	139,918	233,940	265,054

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 and other notional items have been excluded.

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

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial 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 reports 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 expenditure 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 14.

Useful lives of property, plant and equipment

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

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	5-15 years
Information and communication technology	3-5 years
Other Equipment	5-20 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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.

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

l) Employee 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from families contribution 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 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 Statement of 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 School site in a state of good order and repair.

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

The schools 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.

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.

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

s) Services received in-kind

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

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	804,161	637,300	858,693
Teachers' Salaries Grants	1,875,426	1,875,426	1,866,726
Use of Land and Buildings Grants	582,044	582,044	505,387
Other Government Grants	50,146	30,000	56,069
	3,311,777	3,124,770	3,286,875

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	-	4,000	-
Fees for Extra Curricular Activities	59,210	20,500	9,187
Trading	3,126	2,500	235
Fundraising & Community Grants	6,219	8,900	-
	68,555	35,900	9,422
Expenses			
Extra Curricular Activities Costs	49,671	32,500	25,900
Trading	70	200	2,578
Fundraising	838	1,000	-
	50,579	33,700	28,478
Surplus/ (Deficit) for the year Locally raised funds	17,976	2,200	(19,056)

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	58,992	76,720	55,865
Information and Communication Technology	15,711	23,500	20,415
Employee Benefits - Salaries	2,296,826	2,076,926	2,286,821
Staff Development	23,722	25,000	20,288
Depreciation	112,156	91,850	106,640
	2,507,407	2,293,996	2,490,029

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,800	7,000	6,064
Board Fees and Expenses	16,729	7,200	12,755
Other Administration Expenses	29,843	38,950	29,409
Employee Benefits - Salaries	132,995	110,000	122,321
Insurance	8,114	6,500	7,074
Service Providers, Contractors and Consultancy	8,003	8,700	10,143
	204,484	178,350	187,766

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	35,983	33,000	34,728
Cyclical Maintenance Provision	30,859	14,000	14,400
Heat, Light and Water	20,777	16,800	18,477
Rates	1,603	1,000	999
Repairs and Maintenance	21,815	11,500	7,214
Use of Land and Buildings	582,044	582,044	505,387
Other Property Expenses	27,912	23,100	28,675
Employee Benefits - Salaries	70,406	55,000	66,843
	791,399	736,444	676,723

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	83,465	133,940	162,958
Bank Call Account	56,453	100,000	102,096
Cash equivalents and cash equivalents for Consolidated Statement of Cash	139,918	233,940	265,054

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

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	174	145,000	57
Receivables from the Ministry of Education	2,584	-	-
Interest Receivable	4,964	-	7,330
Teacher Salaries Grant Receivable	144,951	-	130,104
	152,673	145,000	137,491
Receivables from Exchange Transactions	5,138	145,000	7,387
Receivables from Non-Exchange Transactions	147,535	-	130,104
	152,673	145,000	137,491

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	155	160	155
	155	160	155

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	328,370	310,000	307,000

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	294,304	1,950	-	-	(39,757)	256,497
Furniture and Equipment	150,917	24,120	-	-	(34,647)	140,390
Information Technology	64,407	5,930	-	-	(15,708)	54,629
Leased Assets	40,619	5,320	-	-	(15,454)	30,485
Library Resources	9,224	-	-	-	(1,149)	8,075
Motor Vehicles	5,441	-	-	-	(5,441)	-
		-	-	-	-	
Balance at 31 December 2024	564,913	37,320	-	-	(112,156)	490,076

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

11. Property, Plant and Equipment (Cont.)

	2024	2024	2024	2023	2023	2023
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	567,923	(311,425)	256,497	565,973	(271,668)	294,304
Furniture and Equipment	358,186	(217,798)	140,390	334,065	(183,148)	150,917
Information Technology	249,385	(194,757)	54,629	243,454	(179,049)	64,407
Leased Assets	158,602	(128,116)	30,485	153,281	(112,662)	40,619
Library Resources	54,866	(46,790)	8,075	54,866	(45,641)	9,224
Motor Vehicles	36,269	(36,269)	-	36,269	(30,828)	5,441
Balance at 31 December	1,425,231	(935,155)	490,076	1,387,908	(822,996)	564,913

The net carrying value of furniture and equipment held under a finance lease is \$30,485 (2023: \$40,619).

Restrictions

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

12. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	14,865	19,000	16,847
Accruals	5,867	-	4,214
Employee Entitlements - Salaries	174,211	-	169,321
Employee Entitlements - Leave Accrual	10,859	195,000	24,012
	205,802	214,000	214,394
Payables for Exchange Transactions	205,802	214,000	214,394
	205,802	214,000	214,394

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	4,093
Other	-	5,000	-
	-	5,000	4,093

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	107,400	100,000	93,000
Increase/ (decrease) to the Provision During the Year	17,877	14,000	14,400
Use of the Provision During the Year	(25,677)	(24,000)	-
Other Adjustments	12,982	-	-
Provision at the End of the Year	112,582	90,000	107,400
Cyclical Maintenance - Current	85,966	20,000	24,610
Cyclical Maintenance - Non current	26,616	70,000	82,790
	112,582	90,000	107,400

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.

15. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	12,665	7,000	11,385
Later than One Year and no Later than Five Years	15,276	15,000	21,128
Future Finance Charges	(1,539)	-	(2,366)
	26,402	22,000	30,147
Represented by			
Finance Lease Liability - Current	11,615	7,000	10,020
Finance Lease Liability - Non current	14,787	15,000	20,127
	26,402	22,000	30,147

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. Funds Held for Capital Works Projects

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

2024	Opening Balances	Receipts from MoE	Payments	BOT Contributions/	Closing Balances
	\$	\$	\$	\$	\$
ILE Upgrade and Roofing Repairs	(31,720)	47,245	(44,047)	28,522	-
Pool Repair	41,816	6,443	(51,609)	-	(3,350)
Totals	10,096	53,688	(95,656)	28,522	(3,350)

Represented by:	
Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(3,350)
	(3,350)

2023	Opening Balances	Receipts from MoE	Payments	BOT Contributions/	Closing Balances
	\$	\$	\$	\$	\$
ILE Upgrade and Roofing Repairs	(13,880)	471,307	(489,148)	-	(31,720)
Pool Repair	-	52,556	(10,740)	-	41,816
Totals	(13,880)	523,863	(499,888)	-	10,096

Represented by:	
Funds Held on Behalf of the Ministry of Education	41,816
Funds Receivable from the Ministry of Education	(31,720)
	10,096

17. Funds Held on Behalf of Cluster

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	-	-	1,329
Funds Spent on Behalf of the Cluster	-	-	(1,328)
Funds Held at Year End	-	-	-

18. Related Party Transactions

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

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

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members Remuneration	2,780	3,350
Leadership Team Remuneration	257,237	385,862
Full-time equivalent members	2	3
Total key management personnel remuneration	260,017	389,212

There are six members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the year. The Board also has two Finance committee members that meet regularly. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	160 - 170
Benefits and Other Emoluments	3 - 4	4 - 5

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3	5
110 - 120	-	1
130 - 140	1	-
140 - 150	-	1
	4	7

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

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total Number of People	-	-

ENNER GLYNN SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) 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 the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board had no capital commitments (2023: \$537,929).

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024 the Board had no operating commitments (2023: nil).

23. 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)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	139,918	233,940	265,054
Receivables	152,673	145,000	137,491
Investments - Term Deposits	328,370	310,000	307,000
Total Financial assets measured at amortised cost	620,961	688,940	709,545
Financial liabilities measured at amortised cost			
Payables	205,802	214,000	214,394
Finance Leases	26,402	22,000	30,147
Total Financial Liabilities Measured at Amortised Cost	232,204	236,000	244,541

ENNER GLYNN SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

24. Events After Balance Date

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

ENNER GLYNN SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Lisa Charles	Presiding Member	Re-elected 2023	December 2026
John O'Regan	Principal	Appointed - Term 1 2025	
Jillian Porter	Acting Principal	Acting Principal - Term 4 2024	December 2024
Issac Day	Principal	Appointed	September 2024 (resigned)
Eva Lawrence	Parent Rep	Elected 2023	December 2026
Leallen Anderson	Staff Rep	Re-elected 2022	July 2025
Mitchell Wilson	Parent Rep	Elected 2022	July 2025
Belinda Koloamatangi	Parent Rep	Elected 2022	July 2025
Holly Warren	Parent Rep	Elected 2022	July 2025

ENNER GLYNN SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2024 the School received Kiwisport funding of \$5,370 (2023: \$5,289).

The funding in 2024 was spent on our contribution to funding for our sports coordinator whose job it is to support students into sport and to encourage participation in sporting activities. This funding was also used for coaching and instruction through the No Child Left Inside Programme.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Enner Glynn School Board:

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



Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Through policy compliance and attention to staff, student and whanau well being.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	- The Principal is the EEO officer - We are committed to ensuring equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
How do you practise impartial selection of suitably qualified persons for appointment?	- We select the person most suited to the position in terms of skills, experience, qualifications, and aptitude - We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups - We ensure that employment and personnel practices are fair and free of any bias.
How are you recognising, The aims and aspirations of Maori,	Through EEO policy



- The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	
How have you enhanced the abilities of individual employees?	• Through Professional development; coaching and providing leadership opportunities.
How are you recognising the employment requirements of women?	• Through EEO policy
How are you recognising the employment requirements of persons with disabilities?	- Through EEO policy

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	*	



Has this policy or programme been made available to staff?	*	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	*	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	*	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	*	
Does your EEO programme/policy set priorities and objectives?	*	

Kiwisport funding

Kiwisport is a Government funding initiative to support students' participation in organised sport.

The funding of \$5,370.20 (gst excl) in 2024 was spent on our contribution to funding for our sports coordinator, whose job it is to support students into sport and to encourage participation in sporting activities.

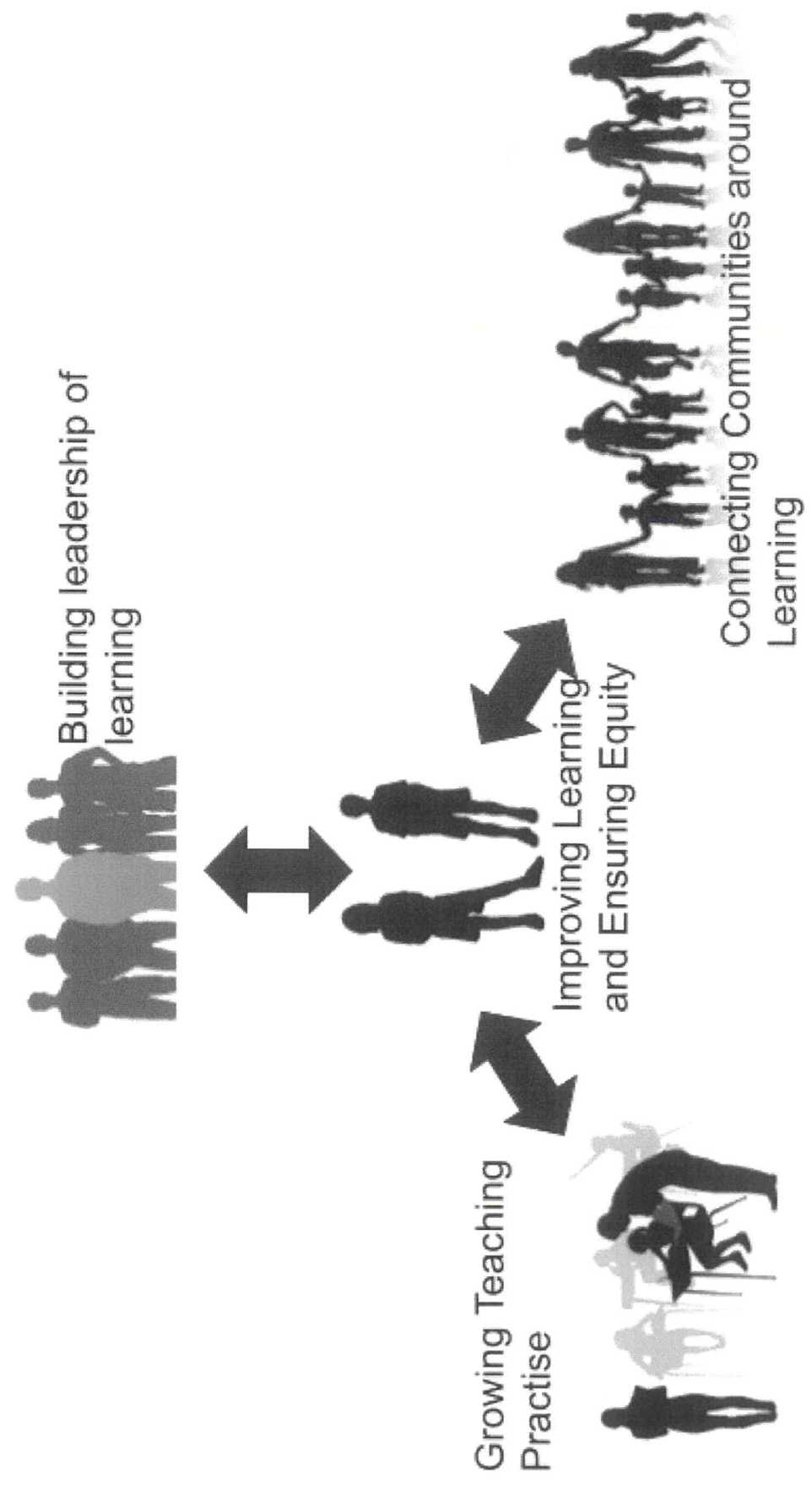
Report on how the school has given effect to Te Tiriti o Waitangi for the 2024 year

Building connections with Ngāti Apa ki te Rā tō

- Consultation with whanau regarding the strengths and future focus for our school
- Matariki celebrations
- Mihi whakatau to welcome our new principal
- Kapa haka – juniors and seniors
- Building staff capacity in teaching Te Reo

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:



Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

Strategic Section



Improving Learning
and Ensuring Equity



Connecting Communities around
Learning

Growing Teaching
Practise



Building leadership of
learning

2024	2025	2026
- Develop and implement Response to Intervention (RTI) system school-wide to support academic, social and behavioural learning. Collect data on referrals and IEPs to gather a baseline for support interventions at each tier. - Te Tiriti - ongoing learning, understanding and application of Te Tiriti principles	- Develop systems to monitor effectiveness of RTI in supporting students with needs and ensuring equity for students. Review and use information on IEPs and number of referrals. Compare achievement data to measure progress and success. - Implement plans for giving effect to Te Tiriti	Use data gathered to consider how referrals and IEPs have evolved and how we are managing the needs of students within the school. Compare this to achievement data to measure progress and success.
- Develop knowledge and understanding of the Curriculum Refresh. - Begin to develop systems for recording and reporting on these learning pathways which link with the progressions from the Curriculum Refresh.	- Reporting - Develop systems for recording and reporting on learning pathways in Social and Behavioural Learning - Reporting - Develop systems for recording and reporting on learning pathways in 2 other curriculum areas (e.g., Science, Te Reo Māori)	Reporting - Develop systems for recording and reporting on remaining learning pathways in other curriculum areas (e.g., Social Sciences etc.)
- Te Reo Māori - Formalise a Te Reo curriculum to be taught in Teams (in Professional Learning Communities - PLC groups). - Learn about and implement the common practice model	- Embed Te Reo Māori in classrooms and interaction and monitor its use. - Common practice model part of professional growth cycle	Embed Te Reo Māori in classrooms and interaction and monitor its use.
Continue to support staff to build a shared understanding of the purpose and process of Impact Coaching. Build a shared knowledge of Growth Coaching with the staff undertaking this coaching and evaluate the effectiveness of coaching in relation to student learning.	Ongoing evaluation of impact coaching by key staff. Embed Growth Coaching with the staff (EGS CoachingTeam) undertaking this coaching and evaluating the effectiveness of coaching in relation to student learning.	Ongoing evaluation of impact coaching by key staff. Embed Growth Coaching with the staff (leadership) undertaking this coaching and evaluate the effectiveness of coaching in relation to student learning.

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

Annual Section

Key EGS strategic Areas	Building leadership of learning		
	Improving Learning and Ensuring Equity	Connecting Communities around Learning	Growing Teaching Practise
Associated NELP Objectives	Ob. 1 - Learners at the centre (Learners and their whanau are at the centre of education) Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Priority 2: Have high aspirations for every ākonga, supported by partnering with whanau to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Ob. 2 - Barrier free access (Great education opportunities and outcomes are within reach of every learner) Priority 3: Reduce barriers to education for all, including for Māori and Pacific ākonga and those with learning support needs. Priority 4: Ensure every ākonga gains sound foundational skills, including language, literacy and numeracy. Ob. 3 - Quality Teaching and Leadership (Quality Teaching and Leadership make the difference for ākonga and their whanau) Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Priority 6: Develop staff to strengthen teaching, leadership and ākonga support capability (in our school, and) across the education workforce.	Ob. 1 - Learners at the centre (Learners and their whanau are at the centre of education) Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Priority 2: Have high aspirations for every ākonga, supported by partnering with whanau to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Ob. 2 - Barrier free access (Great education opportunities and outcomes are within reach of every learner) Priority 3: Reduce barriers to education for all, including for Māori and Pacific ākonga and those with learning support needs. Priority 4: Ensure every ākonga gains sound foundational skills, including language, literacy and numeracy. Ob. 3 - Quality Teaching and Leadership (Quality Teaching and Leadership make the difference for ākonga and their whanau) Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Priority 6: Develop staff to strengthen teaching, leadership and ākonga support capability (in our school, and) across the education workforce.	Ob. 1 - Learners at the centre (Learners and their whanau are at the centre of education) Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Priority 2: Have high aspirations for every ākonga, supported by partnering with whanau to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Ob. 2 - Barrier free access (Great education opportunities and outcomes are within reach of every learner) Priority 3: Reduce barriers to education for all, including for Māori and Pacific ākonga and those with learning support needs. Priority 4: Ensure every ākonga gains sound foundational skills, including language, literacy and numeracy. Ob. 3 - Quality Teaching and Leadership (Quality Teaching and Leadership make the difference for ākonga and their whanau) Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Priority 6: Develop staff to strengthen teaching, leadership and ākonga support capability (in our school, and) across the education workforce.
Goal (s)	- Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning. - Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths. - All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths	- Enner Glynn School will have introduced (new staff), refined and embedded our PLC work within each learning team. - Enner Glynn School has built a shared knowledge of the NZ Histories (Te Mataiāhā - Curriculum Refresh Framework), AND the common practice model aligning this to our PLC local Curriculum.	- Enner Glynn School (Awaawa iti) will have begun to build a shared knowledge of Te Ao Māori for all of our Enner Glynn whānau. We will keep Te Tiriti to the fore and build knowledge about how we can effectively implement the principles of Te Tiriti for our students and whanau (partnership, active protection, reciprocity) - Enner Glynn School staff have developed a Maori Curriculum, and are teaching and assessing this within our PLC teams.
	- All Enner Glynn staff have been through at least one cycle of impact coaching which has been reviewed for effectiveness and fidelity to the RBL profile and PLC work. - Additional staff have been trained in Impact Coaching.		

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

Goal ONE - 2024				
Targeted students:	Year 3 - 6 Māori Students (and other minoritised students)		Curriculum Area:	Reading and Writing
Associated School Goal:	1. Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning. 2. Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths. 3. All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths			
School-Wide SMART GOAL	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality In 2023 43% of our Y3-6 Maori students in Writing are achieving at expected levels of the NZ curriculum. In reading 64% are achieving at expected levels of the NZ curriculum.	Curriculum To support our Reading and Writing program, we will use The Code across Te Ara, and Manaaki Teams (Years 3 - 6) Tier 1: - 4 all students will receive explicit instruction beginning at Year 3 of The Code In Years 5 - 6 all students will receive explicit instruction beginning at Year 4 of The Code To support the teaching of The Code our PLC teams processes will ensure consistency in delivery and assessment. Our RBL pedagogical approach will underpin this work.	Tier 1: Classroom teachers Tier 2: Classroom teachers working in conjunction with LSA's and SenCo to support the learning. Teach - Assess. Reteach - Assess. Two cycles prior to referring for Tier 3 interventions Tier 3: Intensive intervention and reteaching of the skills. The RTI team will support by monitoring what assistance is provided.	Termly: Monitoring Mid-Year: Progress Report and update End-Year: final assessment and reflection on achievement toward the goal and next steps.	Evidence of students making connections and applying this learning from The Code to their reading and writing. We have lists of essential learning that will be guaranteed and viable across our team - using The Code as a basis for planning and teaching. Assessments show improved results toward our goal Practice and contexts for learning are shared and refined. A proficiency scale is developed so EVERYONE (including students and whanau) can see what is required to be working at the lower, mid, and top end of the NZC Levels We use this alongside GPLSEO to monitor, moderate and ensure consistency and equity.
Our Goal Reading/Writing: By the end of 2024 we have accelerated at least 80% of our Maori students who are working below expectation (need clarification on what acceleration looks like?). We will accelerate these students so that they are achieving at expected curriculum level.	Assessment The Code - Baseline Assessment Develop, implement and collaboratively score (using our proficiency scale) formative assessments using The Code to: 1. Monitor each students essential learning frequently 2. Provide students with opportunities to show progress in meeting the learning targets 3. Look at areas of our practice we can develop and improve using The Code	Tier 1: Classroom Teachers - Year 3 - 4 (Year 3) List Classroom Teachers - Years 5 - 6 (Year 4) List Tier 2: SenCo/ LSA's - Year 1 (Spelling) All teachers will reassess on completion of the level scope and sequence for each year level.		Common Assessment results show improvement Regular reviews of progress toward goals
	Parent learning and support Provide materials and support ideas to help them learn strategies to help their children succeed	All of us	Learning goal conference meetings - twice a year IEP's for students of concern Share learning success with families regularly	



Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

via SeeSaw or in person
Weekly Team meetings
Release Days as Team for planning

End year evaluation and sharing results of inquiry

Our Own Team Learning
Inquire into our practice as a team to improve our teaching of **The Code**, and support our students to learn at high levels using our RBL practices with fidelity.
Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in **The Code**

Our Goal	What Happened and Reasons for Variance	Where to Next?
Reading/Writing: By the end of 2024 we have accelerated at least 80% of our Maori students who are working below expectation (need clarification on what acceleration looks like?). We will accelerate these students so that they are achieving at expected curriculum level.	Reading - Year 3 - 6 In 2023 - 64% of our Māori students in Years 3 - 6 were achieving at expected levels of the NZ Curriculum in Reading. In 2024 - 50 % of our Māori students in Year 3 - 6 are achieving at expected levels of the NZ Curriculum in Reading. Whilst this is disappointing with the regard to the percentage of students who are achieving below expectations, all are well known to us, are Tier 3 students, and have varying and specific support in place on a case by case basis. Progress Progress is measured against curriculum levels e.g., a shift from NZ Curriculum Level 1a to 1b. Accelerated progress - (more than a step progress) • 8 (24%) of our Māori students have made accelerated progress in Reading over the year. Sufficient Progress (a step progress) • 20 (61%) of our Māori students have made sufficient progress in Reading over the year. Insufficient Progress (less than a step progress) • 5 (15%) of our Māori students have made insufficient progress in Reading over the year. The 15% of students who made insufficient progress are Tier 3 students who we include in the data, however their needs are significant and their progress is measured against their IEP goals.	- Using BSLA in our Te Rito and Tu Atea team has had a significant impact on our students' results in reading and we will continue to use this structured literacy approach in our junior team. Resourcing the heavy assessment load is to be considered for sustainability of this programme. - In 2025 Te Ara our Year 3 & 4 team are training in BSLA completing the Y0-3 course. Manaaki will train once the Y4-6 course has been released. In the meantime they will continue to use " the Code". - All teams will begin using the new NZ Curriculum and have PL to develop their understanding and knowledge of expectations within this curriculum. This will in turn inform our pathways, moderation, and EGS local curriculum frameworks. - Ensure an "hour a day" is quality teaching and learning according to guidelines from the Ministry. - Assessment and reporting frameworks will be developed once we have confirmed expectations and guidance from the MOE. - We will continue to work on supporting all of our learners, with a focus on our priority learners, and those who are working within the working towards, and below across the different year levels. Our GPILSEO monitoring framework, RBL and RTI work will be refined to ensure we have an unrelenting focus on lifting student achievement. - PLC teams will consider culturally responsive contexts and engagement (gather voice) when planning for each term.

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

- All teams will begin using the new NZ Curriculum and have PL to develop their understanding and knowledge of expectations within this curriculum. This will in turn inform our pathways, moderation and EGS local curriculum frameworks.
- Ensure an "hour a day" is quality teaching and learning according to guidelines from the Ministry.
- Assessment and reporting frameworks will be developed once we have confirmed expectations and guidance from the MOE.
- We will continue to work on supporting all of our learners, with a focus on our priority learners, boys, and those who are working within the working towards, and below across the different year levels. Our GPILSEO monitoring framework, RBL and RTI work will be refined to ensure we have an unrelenting focus on lifting student achievement.
- PLC teams will consider culturally responsive contexts and engagement (gather voice) when planning for each term. Manaaki and Te Ara will unpack and use key learnings from Murray Gadd's "Struggling writers". Years 1 - 3 will continue to use BSLA and will review the writing programs at this level. Year 3 teachers will begin their BSLA training.
- Continue to use the Code across Manaaki and BSLA in the rest of the school. Structured literacy support will continue for our at risk students.

Writing - Year 3 - 6
In 2023 - 43% of our Māori students in Years 3 - 6 were achieving at expected levels of the NZ Curriculum in Writing.
In 2024 - 62% of our Māori students in Year 3 - 6 are achieving at expected levels of the NZ Curriculum in Writing.

There has been a significant shift, which is positive. However, there is still work to be done. This is consistent with our school data in Writing being a concern.

Progress
Progress is measured against curriculum levels e.g., a shift from NZ Curriculum Level 1a to 1b.

Accelerated progress - (more than a step progress)
• 3 (9%) of our Māori students have made accelerated progress in Writing over the year.

Sufficient Progress (a step progress)
• 16 (48%) of our Māori students have made sufficient progress in Writing over the year.

Insufficient Progress (less than a step progress)
• 7 (12%) of our Māori students have made insufficient progress in Writing over the year.

The 12% of students who made insufficient progress are Tier 3 students who we include in the data, however their needs are significant, and their progress is measured against their IEP goals.

Goal TWO - 2024				
Targeted students:	Year 0 - 2 Maori Students (and other minoritised students)		Curriculum Area:	Reading and Writing
Associated School Goal:	1. Enner Glynn School will have started to implement a school-wide Response to Intervention (RTI) which links academic and social/ behavioural learning. 2. Students who require additional support (Tier 3) will demonstrate 'accelerated' progress in reading, writing and maths. 3. All targeted Tier 2 and 3 Māori (and other minoritised) students will have demonstrated 'accelerated' progress in reading, writing and maths			
Team SMART GOAL	Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality	Curriculum	Tier 1: Classroom teachers	Baseline: On entry	Evidence of students making connections and applying this learning from The Better Start Literacy Approach to their reading
	PLC Teams to determine essential learning, common formative assessments and use	Tier 2: Classroom teachers working in conjunction with LSA's and SenCo to support	At 10 weeks	

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

In 2023 29% of our YO-2 Maori students in Writing are achieving at expected levels of the NZ curriculum. In reading 15% are achieving at expected levels of the NZ curriculum.	Our Goal	Reading/Writing: By the end of 2024 we have accelerated at least 80% of our Maori students who are working below expectation. We will accelerate these students so that they are achieving at expected curriculum level.	feedback/feedforward with students	the learning. Teach - Assess. Reteach - Assess. Two cycles prior to referring for Tier 3 interventions	At 30 weeks	and writing. Assessments show improved results toward our goal
			Data collection		Tier 2:	
	Our Goal		Tier 1: In Years 0 - 2 all students will receive explicit instruction using the BSLA.	Tier 3: Intensive intervention and reteaching of the skills. The RTI team will support by monitoring what assistance is provided.	At 20 weeks	Practice and contexts for learning are shared and refined.
					Mid-Year: Progress Report and update	
	Our Goal		To support the teaching of The Better Start Literacy Approach our PLC teams processes will ensure consistency in delivery and assessment. Our RBL pedagogical approach will underpin this work.	Baseline Assessments:	End-Year: final assessment and reflection on achievement toward the goal and next steps.	A proficiency scale is developed so EVERYONE (including students and whanau) can see what is required to be working at the lower, mid, and top end of the NZC Levels.
				Tier 1: Classroom Teachers		
	Our Goal		Assessment	Tier 2:		We use this alongside GPLSEO to monitor, moderate and ensure consistency and equity.
			The Better Start Literacy Approach - Baseline Assessment for students beginning school in Years 0 - 1.	Classroom teachers & SenCo/ LSA's		
	Our Goal		Year 2 students will begin using the 30 week data information.	All teachers will reassess according to the scope and sequence of the Better Start Literacy Approach.		
			For new Year 2 students who have not participated in the BSLA the Year 2 Spelling Screener will be used to place students at the appropriate level.			
	Our Goal		Develop, implement and collaboratively score (using our proficiency scale) formative assessments using The Better Start Literacy Approach to:			
	Our Goal		4. Monitor each students essential learning frequently			
			5. Provide students with opportunities to show progress in meeting the learning targets			
	Our Goal		6. Look at areas of our practice we can develop and improve using The Better Start Literacy Approach			
	Our Goal		Parent learning and support	All of us		Common Assessment results show improvement
			Provide materials and support ideas to help them learn strategies to help their children succeed			Learning goal conference meetings - twice a year
	Our Goal		Our Own Team Learning			End year evaluation and sharing results of inquiry
						IEP's for students of concern
	Our Goal					
						Share learning success with families regularly via SeeSaw or in person

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

Literacy Approach and support our students to learn at high levels using our RBL practices with fidelity.

Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in **The Better Staff Literacy Approach**

Weekly Team meetings

Release Days as Team for planning

Our Goal	What Happened	Where to Next?
Reading/Writing: By the end of 2024 we have accelerated at least 80% of our Māori students who are working below expectation (need clarification on what acceleration looks like?). We will accelerate these students so that they are achieving at expected curriculum level.	Reading - Year 0 - 2 In 2023 - 15% of our Māori students in Years 0 - 2 were achieving at expected levels of the NZ Curriculum in Reading. In 2024 - 80% of our Māori students in Year 0 - 2 are achieving at expected levels of the NZ Curriculum in Reading. See Structured Literacy Report Progress Accelerated progress - (more than a step progress) • 6 (%) of our Māori students have made accelerated progress in Reading over the year. Sufficient Progress (a step progress) • (61%) of our Māori students have made sufficient progress in Reading over the year. Insufficient Progress (less than a step progress) • 1 (15%) of our Māori student have made insufficient progress in Reading over the year. The 1% student who made insufficient progress is a Tier 3 student who we include in the data, however their needs are significant and their progress is measured against their IEP goals.	See Year 3 - 6 notes above
	Writing - Year 0 / 2 In 2023 - 29% of our Māori students in Years 0 - 2 were achieving at expected levels of the NZ Curriculum in Writing. In 2024 - 62.5% of our Māori students in Year 0 - 2 are achieving at expected levels of the NZ Curriculum in Writing.	

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

See Structured Literacy Report.

Progress

Accelerated progress - (more than a step progress)

- 3 (43%) of our Māori students have made accelerated progress in Writing over the year.

Sufficient Progress (a step progress)

- 3 (43%) of our Māori students have made sufficient progress in Writing over the year.

Insufficient Progress (less than a step progress)

- 1 (12%) of our Māori students have made insufficient progress in Writing over the year.

The student who made insufficient progress is a Tier 3 student who we include in the data, however their needs are significant and their progress is measured against their IEP goals.

Goal THREE - 2024

Targeted students:	All minoritised students			Curriculum Area:	Student Engagement and Well Being
Associated School Goal:	4. Enner Glynn School will have introduced (new staff), refined and embedded our PLC work within each learning team 5. Enner Glynn School has built a shared knowledge of the NZ Histories (Te Mataiata - Curriculum Refresh Framework), AND the common practice model aligning this to our PLC local Curriculum. 6. Enner Glynn School (Awaawa iti) will have begun to build a shared knowledge of Te Ao Māori for all of our Enner Glynn whānau. We will keep Te Tiriti to the fore and build knowledge about how we can effectively implement the principles of Te Tiriti for our students and whanau (partnership, active protection, reciprocity)				
Team SMART GOAL	Strategies and Action Steps		Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Our Reality	Curriculum		Principal and PLC teams with data analysis	Baseline: End Term 1	Evidence of students knowing what it is that they are learning.
In 2022 during engagement interviews with students after a lesson containing direct instruction, 74% of all students could explain what they were learning. This percentage was lower for minoritised students. We also asked them how they knew they were learning it and what their next steps were and used this tool to analyse responses. We did not collect data on this for 2023	Data Collection			Mid-Year: Start Term 3	Assessments show improved results toward our goal
	Data collected with 4 students per class/group after an instructional session			End-Year: End Term 4	We use this alongside GPILSEO to monitor, moderate and ensure consistency and equity.
	(1 Minoritised boy/ 1 girl and two control [b-g])				
Our Goal	Same group to have interviews each term to				

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

Student engagement:

By the end of 2024 75% of minoritised student responses during interviews indicate high engagement in the question "What are you learning?". Boys will be above 70%.

track progress and development.

Parent learning and support

All of us

Provide materials and support ideas to help them learn strategies to encourage discussion about engagement in learning. Moving beyond behaviour, and focussing on becoming self-determining in learning (Principal's Vlog - Team seesaws etc

Our Own Team Learning

Inquire into our practice as a team to improve our approaches to increasing **engagement in learning** with our students and support our students to learn at high levels using our PLC and RBL practices with fidelity.

Use results of our common formative assessments to identify staff development needs AND engage in ongoing, job-embedded professional learning in **engagement in learning**.

Learning goal conference meetings - twice a year

IEP's for students of concern

Whanau of all students experience with engagement in learning success with families regularly via Seesaw or in person

Weekly Team meetings

Release Days as Team for planning

Termly seesaw samples

Common Assessment results show improvement in engagement - infrastructure supports ongoing monitoring of engagement with students through RBL particularly with 2.2 & 2.3 feedback/feedforward. Students encouraged to review for themselves how engaged in their learning they are (all ages). This needs to be developed.

Regular reviews of progress toward goals

End year evaluation and sharing results of inquiry

Review of See saw samples demonstrates engagement in learning (team develop self-review tool for effectiveness of seesaw samples).

Our Goal

Student Engagement:

By the end of 2024 75% of minoritised student responses during interviews indicate high engagement in the question "What are you learning?". Boys will be above 70%.

What Happened

- Due to changes in personnel, this goal has not been achieved.

Where to Next?

- This goal will be reviewed in 2025 in order to ascertain whether it is to be a focus.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

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

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and

Through policy compliance and attention to staff, student and whanau well being.

Enner Glynn School - Statement of Variance - 2024

The staff, students and school community will become self determining in each of our strategic areas:

safe working conditions?	
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	- The Principal is the EEO officer - We are committed to ensuring equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development
How do you practise impartial selection of suitably qualified persons for appointment?	- We select the person most suited to the position in terms of skills, experience, qualifications, and aptitude - We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups - We ensure that employment and personnel practices are fair and free of any bias.
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	Through EEO policy
How have you enhanced the abilities of individual employees?	Through Professional development: coaching and providing leadership opportunities.
How are you recognising the employment requirements of women?	Through EEO policy
How are you recognising the employment requirements of persons with disabilities?	Through EEO policy

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

Enner Glynn School - Statement of Variance - 2024

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

Kiwisport is a Government funding initiative to support students' participation in organised sport.



2024 Report - End year reporting data and Statement of Variance

Prepared by Jillian Porter (Acting Principal) & Leallen Anderson (Deputy Principal)

Preamble

This report shares the teacher judgements made in the end year reporting period of 2024. All judgements are made using the New Zealand Curriculum levels of achievement. The data is collected against an end year point for expected achievement as per the table below:

Curriculum Level and Sub Level												
	Pre 1			1			2			3		
	Pre	Begin	At	Adv	Begin	At	Adv	Begin	At	Adv	Begin	At
Pre Y1												
Year 1												
Year 2												
Year 3												
Year 4												
Year 5												
Year 6												



Key

Below expected level



Working towards expected level



At expected level



Above expected level

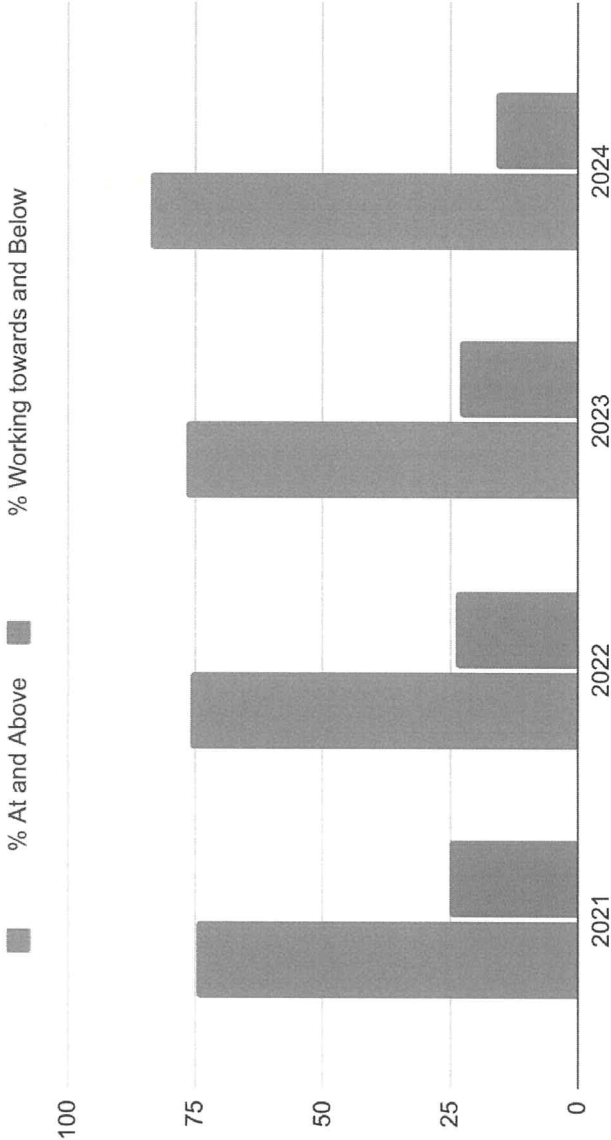
Please note that this system for recording and reporting information is going to change as we move to the new NZ curriculum format of phases and year level expectations.

Reading - Trends - Whole School

Achievement patterns in the last 4 years



Reading data 2021 to 2024



The data tells us

- The percentage of students across the school working at or above expected levels of achievement has increased from 75% in 2021, to 84% in 2024.
- Achievement in reading across the whole school has had a significant shift this year.



What do we KNOW about this data

- Our year 1 and 2 groups have made significant progress with Y1 89% and Y2 86% working at expected levels.
- Our year 4-6 year groups have over 81% (or more) of students working at or above in Reading in 2024.
- Our year 0 data is concerning as the results show year 0 - 45 % working towards level 1, year 1, however these students have yet to complete a full year at school.
- Our Year 3 data has 77% at expected levels.

What do we SUSPECT about this data

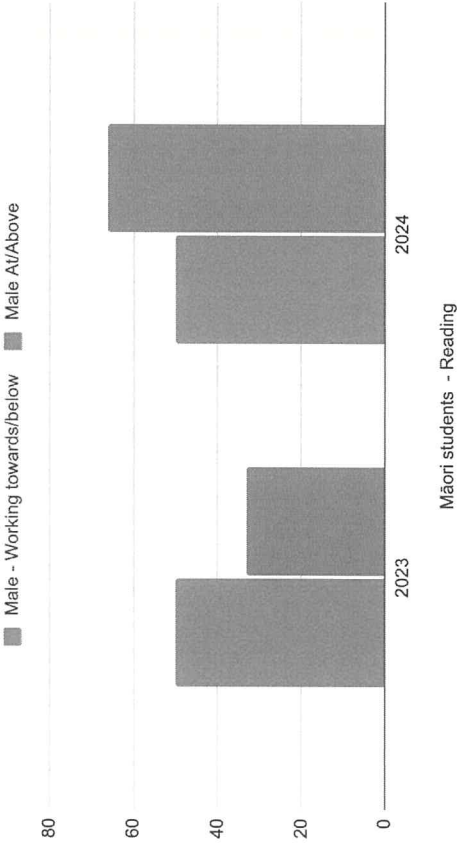
- This is a significant shift in results for 2024.
- All year 0 - 2 teachers are teaching literacy in the structured approach (Better Start Literacy Approach). Teachers intervene early and monitor closely to ensure student success at expected levels - this is having a positive impact on our data.
- The remainder of the year groups are using the Code. Students at risk are being supported by their class teacher and where possible either a Specialist teacher or LSA. Decoding is the focus for students at risk.

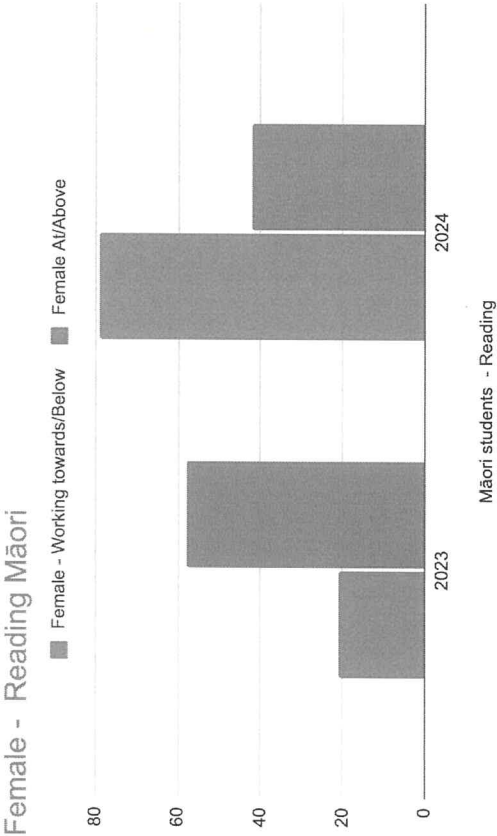
Reading - Māori (41 students)

The graphs below show Māori achievement % in reading comparing 2023 to 2024.



Male - Reading Māori





The data tells us

- Māori males have made a significant shift into At/Above now 66% in 2024.
- Māori females have remained static proportionally.

What do we KNOW about this data

- 5 girls and 7 boys are all known and receiving extra support such as Structured literacy. Most have IEPs, and some have outside agencies involved.
- See strategic goals 1 and 2 for more analysis. See also the Structured Literacy Report.

Strategic Goal 1

Reading - Year 3 - 6

In 2023 - 64% or our Māori students in Years 3 - 6 were achieving at expected levels of the NZ Curriculum in Reading.



In 2024 - 50 % of our Māori students in Year 3 - 6 are achieving at expected levels of the NZ Curriculum in Reading.

Whilst this is disappointing with the regard to the percentage of students who are achieving below expectations, all are well known to us, are Tier 3 students, and have varying and specific support in place on a case by case basis.

Progress

Progress is measured against curriculum levels e.g., a shift from NZ Curriculum Level 1a to 1b.

Accelerated progress - (more than a step progress)

- **8 (24%)** of our Māori students have made accelerated progress in Reading over the year.

Sufficient Progress (a step progress)

- **20 (61%)** of our Māori students have made sufficient progress in Reading over the year.

Insufficient Progress (less than a step progress)

- **5 (15%)** of our Māori students have made insufficient progress in Reading over the year.

The 15% of students who made insufficient progress are Tier 3 students who we include in the data, however their needs are significant and their progress is measured against their IEP goals.

Strategic Goal 2

Reading - Year 0 - 2

In 2023 - 15% of our Māori students in Years 0 - 2 were achieving at expected levels of the NZ Curriculum in Reading.

In 2024 - 80% of our Māori students in Year 0 - 2 are achieving at expected levels of the NZ Curriculum in Reading.

See Structured Literacy Report

Progress

Accelerated progress - (more than a step progress)

- **6 (%)** of our Māori students have made accelerated progress in Reading over the year.

Sufficient Progress (a step progress)

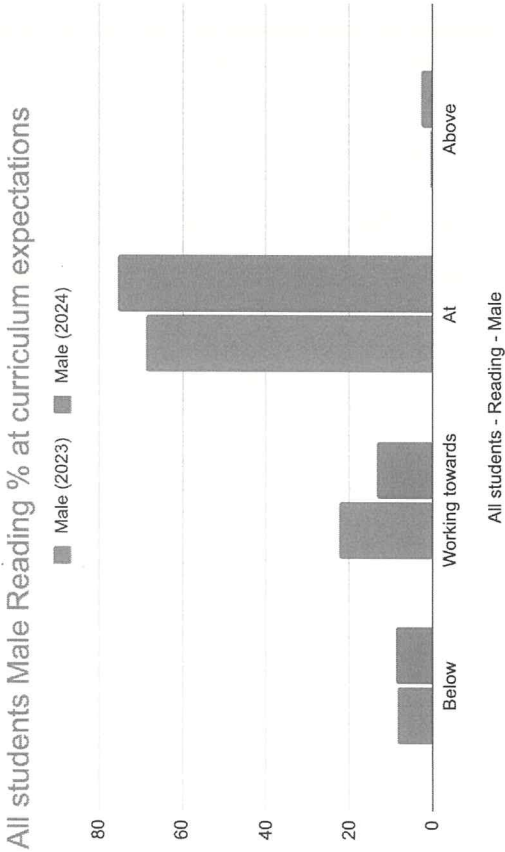


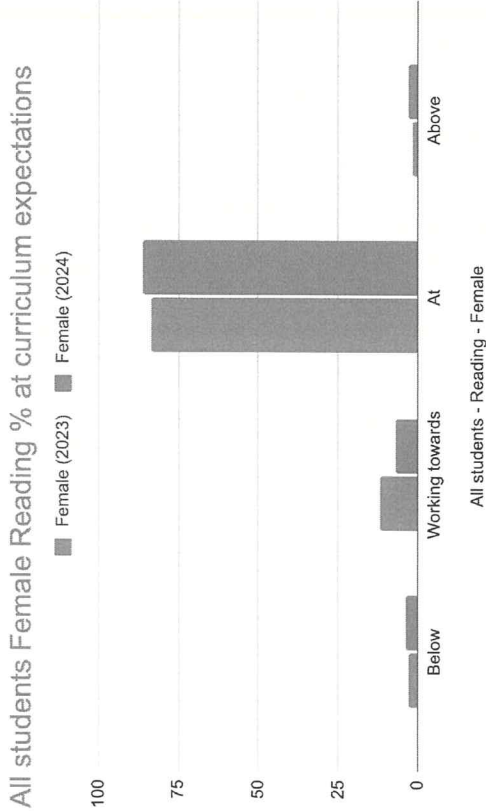
- (61%) of our Māori students have made sufficient progress in Reading over the year.
- Insufficient Progress** (less than a step progress)
- 1 (15%) of our Māori student have made insufficient progress in Reading over the year.

The 1% student who made insufficient progress is a Tier 3 student who we include in the data, however their needs are significant and their progress is measured against their IEP goals.

Reading - Males and Females

The graph below shows the gender breakdown of achievement in reading comparing 2023 with 2024.





The data tells us

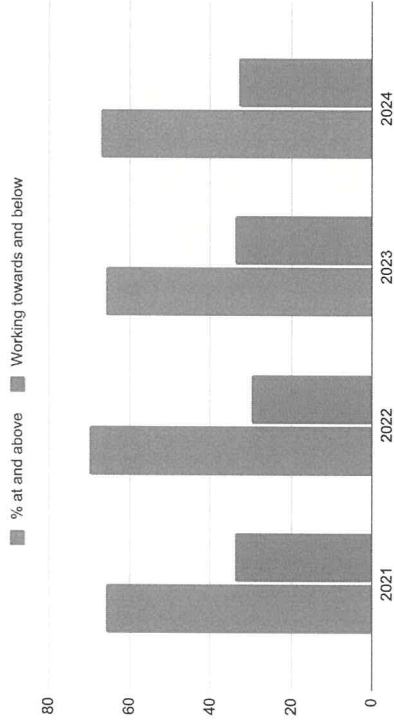
- Proportionally girls outperform the boys in achieving at/above expectations.
- Our 2024 data shows a positive shift in percentages achieving at or above expectations
- Our 2024 data shows less students are achieving below expectations.

What do we KNOW about this data

- Our students who are below are known and on IEPs are receiving interventions/support and/or outside agencies are involved.
- We have had a 7% shift with our Year 4 boys to 73% at or above (noted as concern in 2023 report). No change with our year 6 data but there are significant challenges we are working to overcome with these boys.
- Of note our Y3 & 4 boys in 2024 sit below our school average.



Writing 2021-2024



The data tells us

- The percentage of students across the school working at or above expected levels of 67% of achievement has made a slight improvement across the school in 2024.
- Writing results continue to be of concern.

What do we KNOW about this data

- Our Year 4 (last year's Y3) continues to be of concern with only 60% achieving at/above expectation - this was 67% last year.
- Our Year 5 group (last Year Y4 concern) have made a positive shift from 2023, with 56% at/above to 2024 69% at/above.
- Our Year 1 also needs to be monitored with only 65% at/above.

What do we SUSPECT about this data

- Writing development takes time to show impact in relation to Reading data. Anecdotal evidence is teachers are observing an improvement in writing (encoding) as a result of our BSLA and Code training. Encoding is however only one aspect of writing



and, as the cognitive load of spelling is reduced, the students will be able to focus on other aspects such as structure and vocabulary, and the actual process involved to improve their writing.

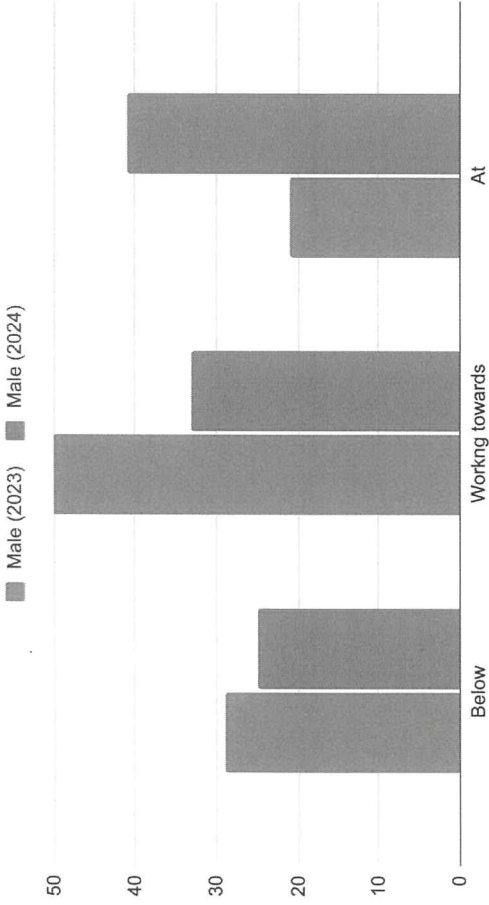
- Manaaki GPILSEO PLC focus was in writing which has shown to have a positive impact on results.

Writing - Māori

The graphs below show Māori achievement in Writing comparing 2023 to 2024.



Māori Writing - male





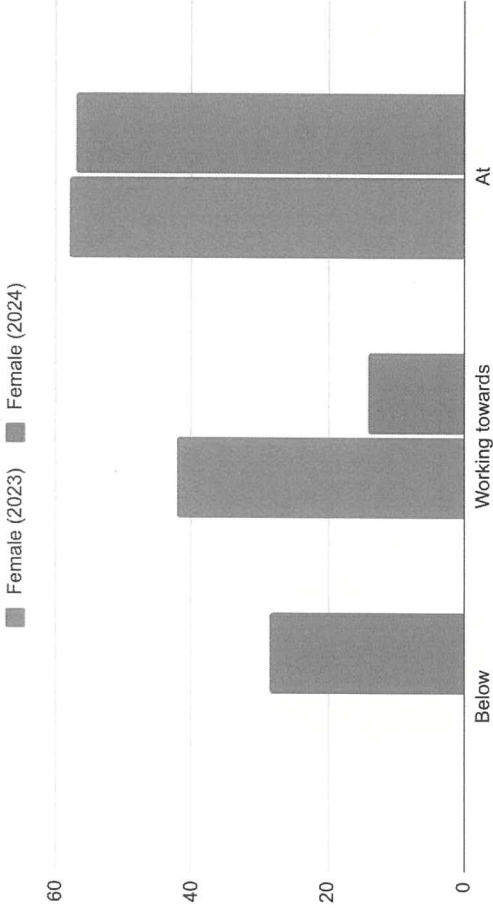
What will we do about it (Whole School and Māori Learners)

- Using BSLA in our Te Rito and Tu Atea team has had a significant impact on our students' results in reading and we will continue to use this structured literacy approach in our junior team. Resourcing the heavy assessment load is to be considered for sustainability of this programme.
- In 2025 Te Ara our Year 3 & 4 team are training in BSLA completing the Y0-3 course. Manaaki will train once the Y4-6 course has been released. In the meantime they will continue to use "the Code".
- All teams will begin using the new NZ Curriculum and have PL to develop their understanding and knowledge of expectations within this curriculum. This will in turn inform our pathways, moderation, and EGS local curriculum frameworks.
- Ensure an "hour a day" is quality teaching and learning according to guidelines from the Ministry.
- Assessment and reporting frameworks will be developed once we have confirmed expectations and guidance from the MOE.
- We will continue to work on supporting all of our learners, with a focus on our priority learners, and those who are working within the working towards, and below across the different year levels. Our GPILSEO monitoring framework, RBL and RTI work will be refined to ensure we have an unrelenting focus on lifting student achievement.
- PLC teams will consider culturally responsive contexts and engagement (gather voice) when planning for each term.

Writing - Trends - Whole School

Achievement patterns in the last 4 years:

Māori Writing - female



The data tells us

- Māori boys have made a positive shift comparing 2023 to 2024 with 41% now at expectation compared with 21% in 2023.
- Māori girls have fallen in achievement with 43% achieving below expectations.

What do we KNOW about this data

- Māori students who are working below expectations are all closely monitored.
- All boys are receiving extra support, have IEPs and have outside agency involvement
- Māori girls below are in the Year 3 & 4 cohort. Most are receiving extra support /IEP or are now flagged for 2025.



Strategic Goal 1

Writing - Year 3 - 6

In 2023 - 43% of our Māori students in Years 3 - 6 were achieving at expected levels of the NZ Curriculum in Writing.

In 2024 - 62% of our Māori students in Year 3 - 6 are achieving at expected levels of the NZ Curriculum in Writing.

There has been a significant shift, which is positive. However, there is still work to be done. This is consistent with our school data in Writing being a concern.

Progress

Progress is measured against curriculum levels e.g., a shift from NZ Curriculum Level 1a to 1b.

Accelerated progress - (more than a step progress)

- **3 (9%)** of our Māori students have made accelerated progress in Writing over the year.

Sufficient Progress (a step progress)

- **16 (48%)** of our Māori students have made sufficient progress in Writing over the year.

Insufficient Progress (less than a step progress)

- **7 (12%)** of our Māori students have made insufficient progress in Writing over the year.

The 12% of students who made insufficient progress are Tier 3 students who we include in the data, however their needs are significant, and their progress is measured against their IEP goals.

Strategic Goal 2

Writing- Year 0 - 2

In 2023 - 29% of our Māori students in Years 0 - 2 were achieving at expected levels of the NZ Curriculum in Writing.

In 2024 - 62.5% of our Māori students in Year 0 - 2 are achieving at expected levels of the NZ Curriculum in Writing.

See Structured Literacy Report.



Progress

Accelerated progress - (more than a step progress)

- 3 (43%) of our Māori students have made accelerated progress in Writing over the year.

Sufficient Progress (a step progress)

- 3 (43%) of our Māori students have made sufficient progress in Writing over the year.

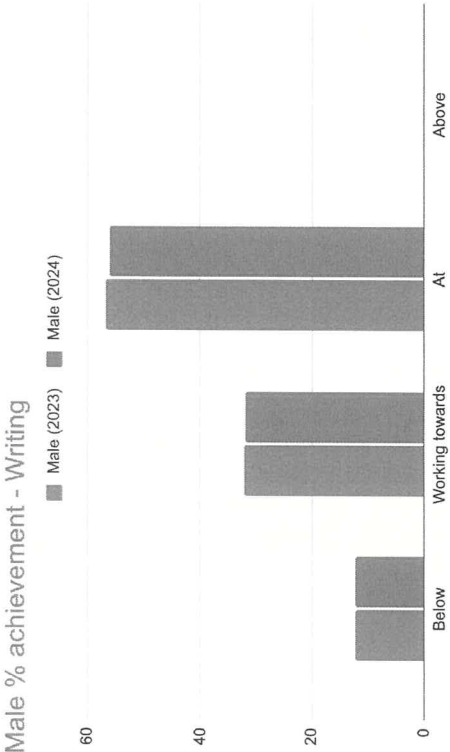
Insufficient Progress (less than a step progress)

- 1 (12%) of our Māori students have made insufficient progress in Writing over the year.

The student who made insufficient progress is a Tier 3 student who we include in the data, however their needs are significant and their progress is measured against their IEP goals.

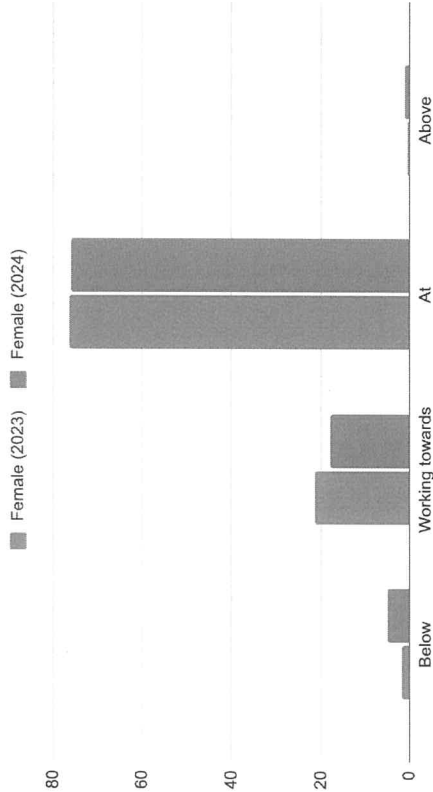
Writing - Gender

The graph below shows the gender breakdown of achievement in Writing comparing 2023 with 2024.





Female % achievement - Writing



The data tells us

- Girls continue to outperform the boys in achieving 'at' in Writing.
- Boys data remains static.

What do we KNOW about this data

- While the boys are making similar progress to last year, we are not having enough of an accelerated impact across the school.
- Our Year 4 cohort is of particular concern for both Boys and Girls. Our Year 1,5 & 6 boys are also of concern. At Year 5/6 we have seen accelerated progress for many, however they are not yet at curriculum expectation.



What will we do about it (Whole School and Māori Learners)

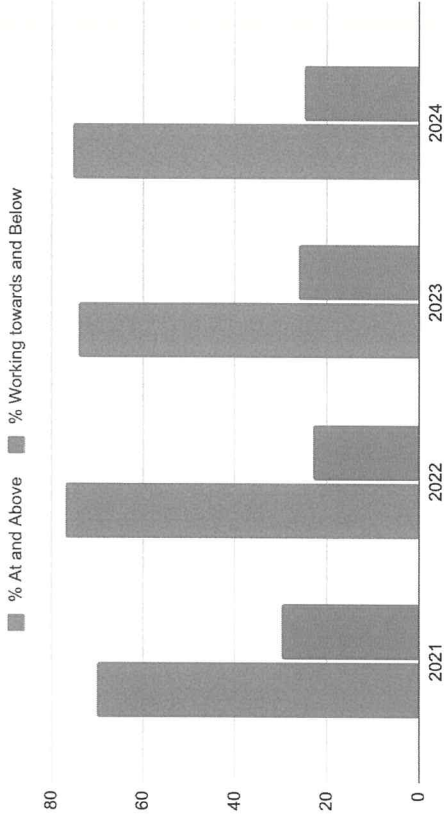
- All teams will begin using the new NZ Curriculum and have PL to develop their understanding and knowledge of expectations within this curriculum. This will in turn inform our pathways, moderation and EGS local curriculum frameworks.
- Ensure an "hour a day" is quality teaching and learning according to guidelines from the Ministry.
- Assessment and reporting frameworks will be developed once we have confirmed expectations and guidance from the MOE.
- We will continue to work on supporting all of our learners, with a focus on our priority learners, boys, and those who are working within the working towards, and below across the different year levels. Our GPLSEO monitoring framework, RBL and RTI work will be refined to ensure we have an unrelenting focus on lifting student achievement.
- PLC teams will consider culturally responsive contexts and engagement (gather voice) when planning for each term. Manaaki and Te Ara will unpack and use key learnings from Murray Gadd's "Struggling writers". Years 1 - 3 will continue to use BSLA and will review the writing programs at this level. Year 3 teachers will begin their BSLA training.
- Continue to use the Code across Manaaki and BSLA in the rest of the school. Structured literacy support will continue for our at risk students.

Maths - Trends - Whole School

Achievement patterns in the last 4 years:



Maths Whole School Achievement - Curriculum expectation



The data tells us

- The percentage of students across the school working at or above expected levels of achievement in Maths has improved from last year's data.
- However, 75% achieving at or above expectation is a concern for us.

What do we KNOW about this data

- Of particular concern are Year 0 (68% working towards) and Year 5 (26% WT & B).
- A highlight is 86% of our Year 2's are at expectations.
- 78% of our Year 4's are at expectations.

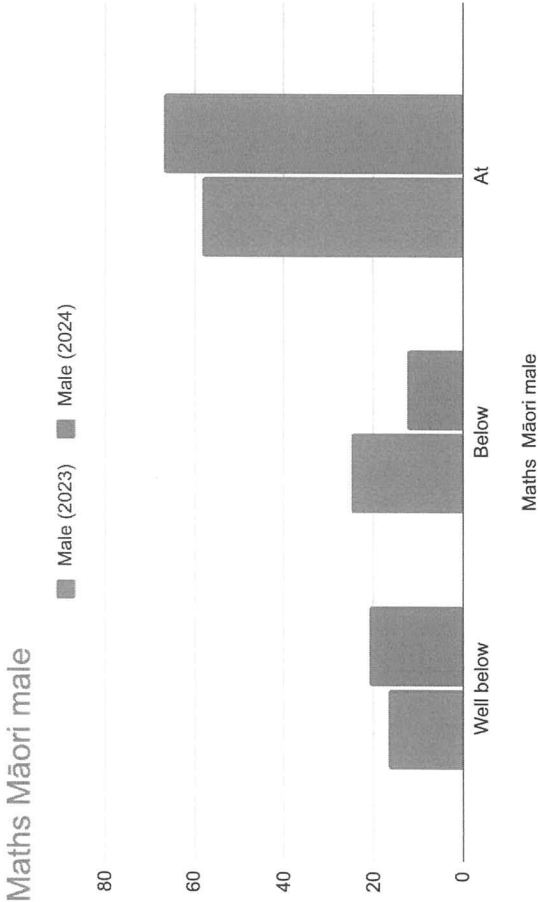


What do we SUSPECT about this data

- We have not had a focus in Maths for the last 2 years and this is being reflected in the data with the school wide results. In 2022 a PL focus was only in 2 Te Ara classes and ALLM in Manaaki.

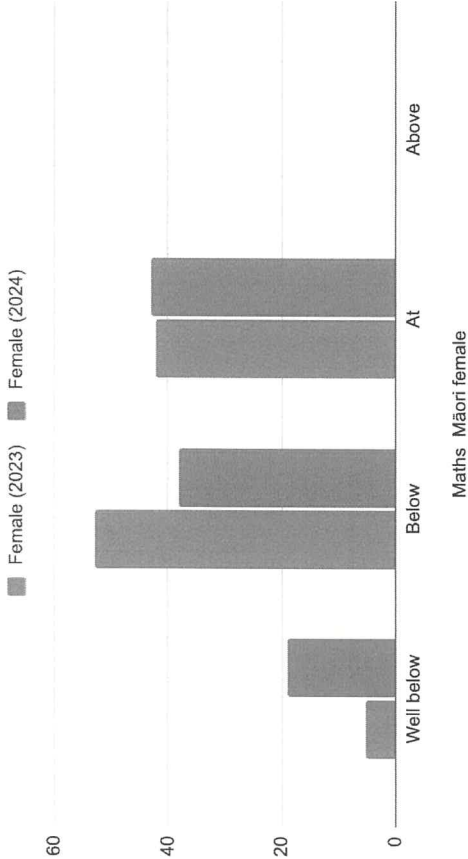
Maths - Māori

The graphs below show Māori achievement in maths comparing 2023 to 2024:





Maths Māori female



The data tells us

- 66% of our Māori males are working 'at' expectation.
- Māori males outperform Māori females in achieving 'at' expectation.
- Females outnumber the males who are working 'below' expectation with a negative trend emerging.

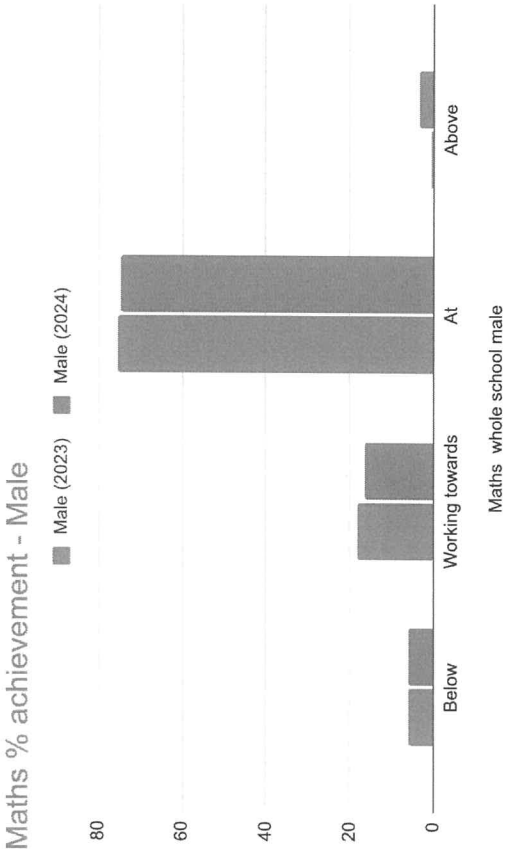
What do we KNOW about this data

- Of concern in 2024, 57.1% of Māori girls are achieving below expectation as compared to 33.3 % of Māori boys working below in Maths.
- Of concern also is that only 56% of all our Māori students are achieving at the expectation.



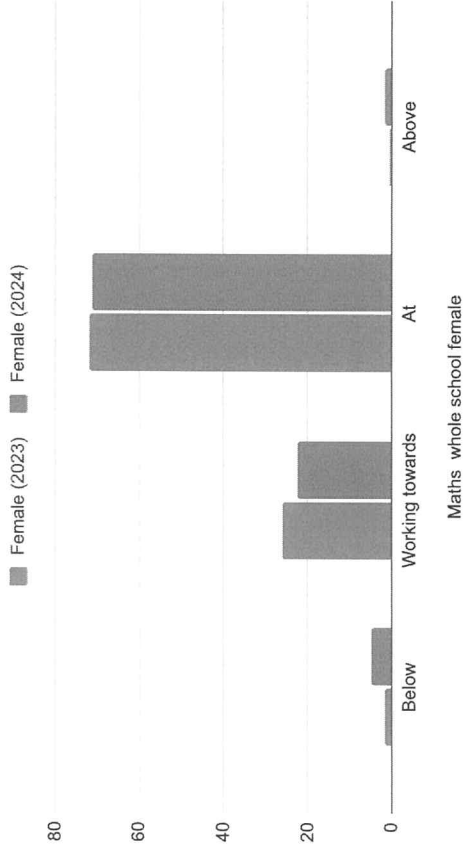
Maths - Gender

The graph below shows the gender breakdown of achievement in maths.





Maths % achievement female



The data tells us

- Males continue to outperform females in achieving 'at' expectations by 3.5 % in 2024.
- We have less students 'working towards' in 2024.
- 75.3% of all students are working 'at' or 'above' expectations.

What do we KNOW about this data

- Of concern is that 27.3% of girls are working towards /below in Maths, as compared to 22% of boys.
- Our Year 3 girls are a concern with only 61% achieving at expectation.
- Alim (Accelerating learning in Mathematics) for a group of students in two classrooms has had a positive impact on their achievement. Year 4 - 6 students have been the focus rather than the Year 3 students.



What will we do about it (Whole School and Māori Learners)

- All teams will begin using the new NZ Curriculum Maths and have PL to develop their understanding and knowledge of expectations within this curriculum. This will in turn inform our pathways, moderation and EGS local curriculum frameworks.
- Ensure an "hour a day" is quality teaching and learning according to guidelines from the Ministry.
- Assessment and reporting frameworks will be developed once we have confirmed expectations and guidance from the MOE.
- We will continue to work on supporting all of our learners, with a focus on our girls and priority learners, and those who are working within the working towards, and below across the different year levels. Our GPILSEO monitoring framework, RBL and RTI work will be refined to ensure we have an unrelenting focus on lifting student achievement.
- PLC teams will consider culturally responsive contexts and engagement (gather voice) when planning for each term
- We have applied for ALiM for the Tu Atea team and Manaaki will implement it across all 4 classes as 3 out 4 teachers have participated in ALiM previously.
- We will apply for MOE PL for 2025 and source appropriate ministry funded resources for our learners. Leallen will also share her knowledge gained from working with Cognition in ALiM and Maths.
- We will continue building capacity with a key Learning Support assistant to provide extra support in maths. We have had some students receive support in 2024 with RTLb providing guidance and funding.

Strategic Goal 3:
Deferred to 2025