

NEWTON CENTRAL SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1392
Principal:	Bryan Rehutai
School Address:	Monmouth St, Grey Lynn, Auckland 1021
School Postal Address:	Monmouth St, Grey Lynn, Auckland 1021
School Phone:	(09) 266-8268
School Email:	admin@newton.school.nz
Accountant / Service Provider:	Schooled Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Bryan Rehutai	Principal	Appointed	Indefinite
Chris Carrington	Treasurer	Co-opted	Sept-25
Elizabeth Elvy	Presiding Member	Appointed	Sept-25
Jeremy Greenbrook	Parent Representative	Elected	Sept-25
Ian Howard	Parent Representative	Elected	Resigned Oct 24
Margie Tukerangi	Presiding Member	Co-opted	Sept-25
Moa Haar-Simmonds	Parent Representative	Co-opted	Sept-25
Simon Farrell-Green	Parent Representative	Appointed	Sept-25
Trudi Kareko	Staff Rep	Elected	Sept-25
Manu Pihama	Parent Representative	Co-opted	Sept-25
Fa'amanu Akeripa	Parent Representative	Elected	Sept-25

NEWTON CENTRAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Newton Central 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.

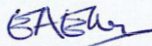
The School's 2024 financial statements are authorised for issue by the Board.

Elizabeth Elvy

Full Name of Presiding Member

Bryan Rehutai

Full Name of Principal



Signature of Presiding Member

B. Rehutai

Signature of Principal

24 July 2025

Date:

24 July 2025

Date:

Newton Central School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,420,300	4,281,445	4,297,560
Locally Raised Funds	3	181,652	167,917	212,693
Interest		39,442	30,000	34,418
Total Revenue		4,641,394	4,479,362	4,544,671
Expense				
Locally Raised Funds	3	60,633	103,300	85,386
Learning Resources	4	2,806,597	2,807,967	2,747,567
Administration	5	264,275	259,044	268,584
Interest		1,562	-	1,301
Property	6	1,502,200	1,402,774	1,304,850
Loss on Disposal of Property, Plant and Equipment		4,755	-	372
Total Expense		4,640,022	4,573,085	4,408,060
Net Surplus / (Deficit) for the year		1,372	(93,723)	136,611
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,372	(93,723)	136,611

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

Newton Central School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		762,951	762,953	605,725
Total comprehensive revenue and expense for the year		1,372	(93,723)	136,611
Contribution - Furniture and Equipment Grant		-	-	20,615
Equity at 31 December		764,323	669,230	762,951
Accumulated comprehensive revenue and expense		764,323	669,230	762,951
Equity at 31 December		764,323	669,230	762,951

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.

Newton Central School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	205,494	158,230	184,847
Accounts Receivable	8	245,466	213,500	212,755
GST Receivable		11,134	-	26,228
Prepayments		4,159	3,000	-
Inventories	9	3,295	3,000	1,661
Investments	10	450,000	400,000	504,461
Funds Receivable for Capital Works Projects	17	1,496	-	55,508
		921,044	777,730	985,460
Current Liabilities				
GST Payable		-	12,000	-
Accounts Payable	12	337,071	355,000	331,423
Revenue Received in Advance	13	24,476	-	34,008
Provision for Cyclical Maintenance	14	25,042	12,000	4,050
Finance Lease Liability	15	8,794	7,500	6,945
Funds held for Capital Works Projects	17	-	-	22,206
		395,383	386,500	398,632
Working Capital Surplus/(Deficit)		525,661	391,230	586,828
Non-current Assets				
Property, Plant and Equipment	11	299,496	315,000	224,139
		299,496	315,000	224,139
Non-current Liabilities				
Provision for Cyclical Maintenance	14	51,373	30,000	41,855
Finance Lease Liability	15	9,459	7,000	6,161
		60,832	37,000	48,016
Net Assets		764,323	669,230	762,951
Equity		764,323	669,230	762,951

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

Newton Central School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		935,772	947,835	1,072,640
Locally Raised Funds		162,270	124,777	226,898
International Students		-	-	9,953
Goods and Services Tax (net)		15,094	38,228	(28,073)
Payments to Employees		(641,522)	(602,549)	(748,489)
Payments to Suppliers		(443,256)	(548,313)	(404,487)
Interest Paid		(1,562)	-	(1,301)
Interest Received		41,876	32,637	32,114
Net cash from/(to) Operating Activities		68,672	(7,385)	159,255
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(145,584)	(151,389)	(52,668)
Purchase of Investments		-	-	(202,101)
Proceeds from Sale of Investments		54,461	104,461	-
Net cash from/(to) Investing Activities		(91,123)	(46,928)	(254,769)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	20,615
Finance Lease Payments		11,290	(5,606)	(5,193)
Funds Administered on Behalf of Other Parties		31,806	33,302	(33,302)
Net cash from/(to) Financing Activities		43,096	27,696	(17,880)
Net increase/(decrease) in cash and cash equivalents		20,645	(26,617)	(113,394)
Cash and cash equivalents at the beginning of the year	7	184,847	184,847	298,241
Cash and cash equivalents at the end of the year	7	205,492	158,230	184,847

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

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

Newton Central School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–33 years
Furniture and Equipment	5–10 years
Information and Communication Technology	3–10 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

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

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

o) Financial Instruments

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

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

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

p) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	949,894	947,833	1,075,252
Teachers' Salaries Grants	2,240,687	2,199,998	2,137,312
Use of Land and Buildings Grants	1,229,719	1,133,614	1,084,996
	<u>4,420,300</u>	<u>4,281,445</u>	<u>4,297,560</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Revenue	\$	\$	\$
Donations and Bequests	25,533	45,300	37,001
Fees for Extra Curricular Activities	36,972	42,410	60,902
Trading	67,505	60,007	58,140
Fundraising and Community Grants	39,543	12,000	25,653
Other Revenue	12,099	8,200	21,045
International Student Fees	-	-	9,952
	<u>181,652</u>	<u>167,917</u>	<u>212,693</u>
Expense			
Extra Curricular Activities Costs	23,055	55,900	64,120
Trading	2,165	2,100	108
Fundraising and Community Grant Costs	34,313	44,200	19,306
International Student - Employee Benefits - Salaries	-	-	257
International Student - Other Expenses	1,100	1,100	1,595
	<u>60,633</u>	<u>103,300</u>	<u>85,386</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>121,019</u>	<u>64,617</u>	<u>127,307</u>

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	85,647	151,773	51,704
Information and Communication Technology	18,210	25,281	16,323
Employee Benefits - Salaries	2,595,641	2,513,818	2,572,746
Staff Development	45,914	46,067	45,469
Depreciation	59,329	67,528	58,110
Other Learning Resources	1,856	3,500	3,215
	<u>2,806,597</u>	<u>2,807,967</u>	<u>2,747,567</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,761	8,500	8,034
Board Fees and Expenses	10,620	10,300	24,101
Legal Fees	20,167	500	339
Other Administration Expenses	48,376	49,250	40,574
Employee Benefits - Salaries	146,320	175,930	179,859
Insurance	9,486	4,564	5,616
Service Providers, Contractors and Consultancy	19,545	10,000	10,061
	264,275	259,044	268,584

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	-	15,750	15,599
Cyclical Maintenance	34,845	37,000	2,977
Heat, Light and Water	32,147	24,999	24,316
Repairs and Maintenance	44,429	30,500	28,049
Use of Land and Buildings	1,229,719	1,133,616	1,084,996
Employee Benefits - Salaries	114,155	143,909	133,803
Other Property Expenses	46,905	17,000	15,110
	1,502,200	1,402,774	1,304,850

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	205,494	158,230	184,847
Cash and cash equivalents for Statement of Cash Flows	205,494	158,230	184,847

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	12,718	12,000	2,868
Receivables from the Ministry of Education	20,125	-	-
Interest Receivable	1,703	1,500	4,137
Teacher Salaries Grant Receivable	210,920	200,000	205,750
	245,466	213,500	212,755
Receivables from Exchange Transactions	14,421	13,500	7,005
Receivables from Non-Exchange Transactions	231,045	200,000	205,750
	245,466	213,500	212,755

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	230	250	278
School Uniforms	3,065	2,750	1,383
	<u>3,295</u>	<u>3,000</u>	<u>1,661</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	450,000	400,000	504,461
Total Investments	<u>450,000</u>	<u>400,000</u>	<u>504,461</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	23,577	50,606	(3,068)	-	(1,820)	69,295
Furniture and Equipment	157,874	70,399	(1,687)	-	(35,418)	191,168
Information and Communication Technology	22,396	2,807	-	-	(12,288)	12,915
Leased Assets	12,993	14,623	-	-	(8,817)	18,799
Library Resources	7,299	1,006	-	-	(986)	7,319
	<u>224,139</u>	<u>139,441</u>	<u>(4,755)</u>	<u>-</u>	<u>(59,329)</u>	<u>299,496</u>

The net carrying value of ICT equipment held under a finance lease is \$18,799 (2023: \$12,993)

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.

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	72,217	(2,922)	69,295	25,519	(1,942)	23,577
Furniture and Equipment	515,077	(323,909)	191,168	464,769	(306,895)	157,874
Information and Communication Technology	147,068	(134,153)	12,915	183,087	(160,691)	22,396
Leased Assets	41,587	(22,788)	18,799	47,730	(34,737)	12,993
Library Resources	60,661	(53,342)	7,319	59,655	(52,356)	7,299
	<u>836,610</u>	<u>(537,114)</u>	<u>299,496</u>	<u>780,760</u>	<u>(556,621)</u>	<u>224,139</u>

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	68,648	50,000	42,043
Accruals	11,706	5,000	14,740
Employee Entitlements - Salaries	245,833	285,000	262,674
Employee Entitlements - Leave Accrual	10,884	15,000	11,966
	<u>337,071</u>	<u>355,000</u>	<u>331,423</u>
Payables for Exchange Transactions	337,071	355,000	331,423
	<u>337,071</u>	<u>355,000</u>	<u>331,423</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	24,476	-	34,008
	<u>24,476</u>	<u>-</u>	<u>34,008</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	45,905	45,905	69,293
Increase to the Provision During the Year	34,845	37,000	21,358
Other Adjustments	(4,335)	(40,905)	(44,746)
Provision at the End of the Year	<u>76,415</u>	<u>42,000</u>	<u>45,905</u>
Cyclical Maintenance - Current	25,042	12,000	4,050
Cyclical Maintenance - Non current	51,373	30,000	41,855
	<u>76,415</u>	<u>42,000</u>	<u>45,905</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025 . This plan is based on painting quotes.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	10,049	8,000	7,816
Later than One Year and no Later than Five Years	10,231	9,000	6,573
Future Finance Charges	(2,027)	(2,500)	(1,283)
	<u>18,253</u>	<u>14,500</u>	<u>13,106</u>

Represented by

Finance lease liability - Current

Finance lease liability - Non current

8,794	7,500	6,945
9,459	7,000	6,161
18,253	14,500	13,106

17. Funds Held for Capital Works Projects

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

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions /Adjustments \$	Closing Balances \$
Emergency Drainage Project	242527	(45,082)	59,027	(13,945)	-	-
Replace Carpet & Vinyl	244108	(901)	6,427	(5,526)	-	-
Heat Pump Installation		(2,400)	-	-	2,400	-
Toilet Upgrade	244105	15,069	-	(22,565)	6,000	(1,496)
Distribution & Subfloor Vent	244109	(7,125)	18,184	(11,059)	-	-
Pool Remedial	244106	7,137	-	(7,137)	-	-
Totals		(33,302)	83,638	(60,232)	8,400	(1,496)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-

(1,496)

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Emergency Drainage Project	242527	-	80,000	(125,082)	-	(45,082)
Replace Carpet & Vinyl	244108	-	18,000	(18,901)	-	(901)
Heat Pump Installation		-	-	(2,400)	-	(2,400)
Toilet Upgrade	244105	-	17,469	(2,400)	-	15,069
Distribution & Subfloor Vent	244109	-	-	(7,125)	-	(7,125)
Pool Remedial	244106	-	45,000	(37,863)	-	7,137
Totals		-	160,469	(193,771)	-	(33,302)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

22,206

(55,508)

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 school would have adopted if dealing with that entity at arm's length.

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

19. Remuneration*Key management personnel compensation*

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



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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,630	3,925
<i>Leadership Team</i>		
Remuneration	602,508	497,262
Full-time equivalent members	5	4
Total key management personnel remuneration	<u>607,138</u>	<u>501,187</u>

There are 9 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (3 members) committee that meet monthly. 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	150-160	150-160
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	1.00	4.00
110 - 120	4.00	4.00
120 - 130	3.00	2.00
130 - 140	1.00	0.00
	<u>9.00</u>	<u>10.00</u>

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2024 Actual	2023 Actual
Total	\$30,750	-
Number of People	2	-



21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$nil).

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any operating contracts (2023: \$nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	205,494	158,230	184,847
Receivables	245,466	213,500	212,755
Investments - Term Deposits	450,000	400,000	504,461
Total financial assets measured at amortised cost	900,960	771,730	902,063

Financial liabilities measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Payables	337,071	355,000	331,423
Finance Leases	18,253	14,500	13,106
Total financial liabilities measured at amortised cost	355,324	369,500	344,529

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NEWTON CENTRAL SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Newton Central School (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 02 to 18, that comprise the *statement of financial position as at 31 December 2024*, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity and statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at *31 December 2024*; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24 July 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included from page 23 onwards, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1)* issued by the New Zealand Auditing and Assurance Standards Board.

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Kiwisport funding

Kiwisport is a government funded initiative set up in 2009 to support school-age students' participation in organised sport. The initiative also aims at strengthening the partnerships between schools, clubs and community groups to promote sport. In 2024, the school received KiwiSport funding totalling \$5,218.00 (excluding GST). This figure is based on the number of students in the school.

At Te Uru Karaka Newton Central School in 2024, this funding contributed to the release of teachers including the Lead Teacher in P.E. (teacher release for the representative teams to be supported by their teacher-coach), professional development release (total release costs \$2422). The balance of the funding was used to upgrade the P.E. equipment.

The co-ordinators carried out the following responsibilities which enabled increased opportunities in Sports and P.E. for our students:

- Weekly participation in basketball and netball competitions; an additional 6-10 teams per term.
- administration, management and coaching of organised sports teams.
- coordination of sports groups to provide activities in our school.
- communication to students and families on opportunities available
- professional development for teachers to enable them to run effective P.E. programmes for their students.

Statement of compliance with employment policy

Te Uru Karaka Board of Trustees is committed to encouraging the development of a diverse and talented learning community. We aim to establish a staff profile that mirrors that of the wider community, and to provide specific development and support for staff from currently underrepresented groups, including ethnic minorities and staff with disabilities. In order to do this, we gather statistics on gender, ethnicity and disability regularly. These statistics will be used to monitor our progress towards equity and diversity.

In 2020 the school complied with the principles for being a good employer. Through the year the Board of Trustees ensured that the school had good and safe working conditions for all staff. When recruiting staff during the year the Board impartially selected suitably qualified persons through a rigorous recruitment process.

All employees were given opportunities for professional learning to enhance their abilities throughout the year. All employees were encouraged to seek promotion and take advantage of career development opportunities.

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?	x	
Has this policy or programme been made available to staff?	x	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	x	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	x	

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



2024

Annual Implementation Plan

Te Uru Karaka Newton Central School

Strategic Target: Te Ako - Learning

Me tōtika pū rawa atu te whai wāhi o ngā tamariki katoa te ako matawhānui kia tino pūrangiaho ai ngā pūkenga pānui, tuhituhi me te pāngarau

Ensure all tamariki have access to a holistic learning approach with explicit teaching of reading, writing and maths.

Goals in 2024	Actions	Who	Actioned
To lift all educational outcomes for all students and mokopuna in Aotearoa New Zealand.	<p>Te Aka Pūkāea (Māori-Medium Level 1 and 2)</p> <ul style="list-style-type: none"> Ako Framework: An indigenous framework centred around two whāinga: revitalization of te reo Māori, tikanga and mātauranga Māori and education success for all mokopuna. Kaiako will participate in school PLD to reflect on their current teaching practice and then unpack what the ako framework is and how it helps us improve our tikanga ako (teaching and learning practices). Te Puāwaitanga Harakeke - Rautaki Aromatawai (Aromatawai Strategy): This rautaki consolidates the position of mātauranga Māori by calling for Māori ways of knowing to be validated. This will call for a decoupling of aromatawai from assessment. Kaiako will engage in wānanga to develop their understanding of aromatawai. 	Manu Tāiko Leaders of Learning Kaiako	

	<ul style="list-style-type: none"> Kaiako will review our current assessment practices and tools using Rautaki Aromatawai. <p>Te Puāwaitanga (English-Medium Level 4a)</p> <ul style="list-style-type: none"> Common Practice Model: English Medium Teachers participate in school PLD on unpacking what this document means and how it can improve our current teaching practice, 		
<p>Te Aka Pūkāea</p> <p>Recognise that reo ā waha is the foundation of all areas of te reo matatini and that its importance and connection to bilingual and biliterate tamariki mokopuna requires a dedicated space, programme and focus. We will build the oral language capacity of all tamariki in Te Aka Pūkāea with the implementation of Te Ipu Kōrero, an oral language programme designed by Haemata that has been trialled already across 3 classes in Te Aka Pūkāea in 2023.</p>	<ul style="list-style-type: none"> Introduction of the programme, Te Ipu Kōrero at 2 x TAP team hui in 2023 with an opportunities to engage with some of the activities Team will choose two strategies or skills to trial in class Introduce the team to the Mahere a Tau for Te Ipu Kōrero implementation and the monitoring programme. Team will practise skill and strategy delivery in team hui before implementation Team will carry out baseline and OTJ data gathering in first 3 weeks of Term 1 and as a team (TUK + Awahou) select the target children Week 3 – Begin teaching first two lessons – Tuku Tohutohu – across the team. 1 kaiako taking the target group, and the other two taking the rest of the whānau. 	<p>Manu Tāiko Te Aka Pūkāea Leaders of Learning Kaiako</p>	
<p>All students will make progress in Literacy achievement in the end of year data. Target groups will show accelerated progress.</p>	<ul style="list-style-type: none"> Literacy Professional Learning Development with Claire Knight, Mahina Selby-Law, Justine Driver and Rebecca Thomas. Mahina Selby-Law (Māori-Medium Level 1) dates: <ul style="list-style-type: none"> Wahanga 1 - (Visit 1) - 20/21 February Wahanga 2 - (Visit 2) - 13/14 May - Wiki 3 Wahanga 3 - (Visit 3) - 18/19 September - Wiki 9 Wahanga 4 - (Visit 4) - 30/31 October - Wiki 3 Claire Knight (English-Medium/Reo Rua) dates: 	<p>Manu Tāiko Leaders of Learning Kaiako Kaiawhina</p> <p>Claire Knight - Massey University</p> <p>Mahina Selby-Law - Mahi by Mahi</p>	

	<ul style="list-style-type: none"> Monday 13th November TOD Thursday 25th January TOD Term 1: Team demonstration lessons (TBC) Term 3: Observations (TBC) <ul style="list-style-type: none"> Justin Driver Sunnyhills School visits dates: <ul style="list-style-type: none"> Dates TBC Rebecca Thomas Cognition - English Curriculum Refresh <ul style="list-style-type: none"> Dates TBC Structured Literacy: The Code PLD for staff who are new to this approach and need additional support. <ul style="list-style-type: none"> Joined waitlist (TBC) (In school) Literacy Team - Staff PLD/Workshops School visits to Structured Literacy Schools in our Kahui Ako (Grey Lynn School - AST/WST) Ministry of Education PLD from Curriculum Advisors - Mathematics and Statistic Curriculum Refresh Ministry of Education PLD from Curriculum Advisors - Mathematics and Statistic Curriculum Refresh Math Matters PLD - Friday 26th January 2024 Professional Growth Cycle - Teaching Sprints. Working with Tafa Ed to strengthen our current PGC model. 	Justin Driver - Principal at Sunnyhills School Rebecca Thomas - Cognition Liz Kane - Structured Literacy Kahui Ako Ministry of Education - Curriculum Refresh Team Dr Jo Knox - Math Matters Tafa Ed - Cultural Competencies	
ERO Target The development and implementation of consistent long-term curriculum planning that	<ul style="list-style-type: none"> Term 1: Kaimahi work to create a set of criteria that each team will need to have in their long term planning. <ul style="list-style-type: none"> Look at different long-term planning examples Vision Statement, Pou Values, Graduate Profile 	Leaders of Learning Kaiako Manu Tāiko	

<p>guides all kaiako and learning programmes.</p>	<ul style="list-style-type: none"> ○ Curriculum coverage - Literacy, Math, Science, Social Studies, The Arts, Te Ao Māori ○ Linked into the inquiry focus for each term ● Term 2: In first staff hui, teams bring completed long term plan to share and talk through with staff. <ul style="list-style-type: none"> ○ Look at content covered in each team ○ Feedback on plans ○ Look across the school - Analyse and reflect on consistency and building on top of the teaching and learning (vertically and horizontally) ○ Create next steps to edit and improve long-term planning ● Term 4: Layout, structure, content, consistency <ul style="list-style-type: none"> ○ Reflect on what things went well and what areas need to be strengthened ○ Create an essential agreement on how we as a staff complete, share and use our long-term planning (embedding practice) 		
<p>ERO Target Develop specific and relevant learning outcomes to meet the needs of all ākonga</p>	<ul style="list-style-type: none"> ● In school processes to evaluate assessment data and how it will inform teaching and learning ● In school processes to look at how teams connect their long-term planning to their weekly planning (in core curriculum areas and curriculum areas that relate to the termly unit of inquiry) ● In teams, looking at teams weekly planning and creating a common purpose and criteria for teams planning. ● As a school, look at weekly planning in teams and discuss consistency across the school and how one teams leads into the next team. 	<p>Leaders of Learning Kaiako Manu Tāiko</p>	

Strategic Target: Te Marau Mātauranga ā-Rohe – Local Curriculum

Te waihanga tahi me te mana whenua i te marau mātauranga ā-rohe e whai wāhi nei ngā ara reo, ngā ahurea matahuhua me ngā ritenga pū o Te Tiriti i NCS.

Co-construct a Localised Curriculum with Mana Whenua that captures the different language pathways, diverse culture and Tiriti-based practice at NCS.

Goals in 2024	Actions	Who	Actioned
<p>Kaimahi have a working understanding of the documents:</p> <ul style="list-style-type: none"> • Ka Hikitia • Tau Mai Te Reo • Te Marautanga Māori • Te Tamaiti Hei Raukura • Poutama Reo 	<p>Te Uru Karaka Newton Central School will engage with our MAC facilitator on unpacking the following documents across our kura:</p> <ul style="list-style-type: none"> • Term 1: MAC Goals and Level 4a in English-Medium • Term 2: Poutama Reo • Term 3: Ka Hikitia • Term 4: Te Tirewa Marautanga (Te Marautanga o Aotearoa) 	Phil Gordon - MAC	
Implementation of the Aotearoa Histories Curriculum.	<p>NZ Histories will be included in the curriculum delivery overview and will be taught using the three elements of 'Understand, Know, Do'.</p> <p>Aotearoa NZ Histories in the NZ Curriculum and CRT/Tamsin Hanley resources.</p>	Leaders of Learning Kaiako	
Kia Māori Te Reo Māori - Normalising the intentional use of Te Reo Māori and Tikanga in our English-Medium Pathway in an authentic, sustainable way by raising kaimahi cultural competence.	<p>Developing the use of Te Aho Arataki Marau mō te ako Reo Māori - Teaching and Learning Te Reo Māori in English-Medium by:</p> <ul style="list-style-type: none"> • The above PLD from MAC • The creation of Te Reo Māori and Tikanga Māori of progressions for Te Uru Karaka Newton Central School (ongoing goal for the 2024 school year) 	<p>Manu Tāiko Leaders of Learning Kaiako Kaiawhina Kaimahi</p> <p>Phil Gordon - MAC Anaru Morgan - MAC</p>	

Strategic Target: Mahi Tahī – Partnership

Kia whakatupu āheinga kaimahi hei arataki akoranga whakapakari rangapū tamariki, kaimahi, whānau.

Grow kaimahi capacity to lead learning that strengthens partnerships with tamariki, kaimahi and whānau.

Goals in 2024	Actions	Who	Actioned
Kaiako are using assessment data to inform their teaching and reporting practice.	<ul style="list-style-type: none"> Structured Literacy PLD will sort teachers assessment practice. Leaders of Learnings for Āhuru Mōwai, Nohinohi, Mārama, Te Aka Pūkāea analyse team data to identify trends in learning and early interventions. SENCO and Leaders of Learnings for Āhuru Mōwai, Nohinohi, Mārama and Te Aka Pūkāea work with teachers to highlight and track priority learners in kaiako weekly planning and data analysis, 	Manu Tāiko Leaders of Learning Kaiako Kaiawhina Claire Knight - Massey University Mahina Selby-Law - Mahi by Mahi Justin Driver - Principal at Sunnyhills School Rebecca Thomas - Cognition	
Te Pou Reo Align the literacy progressions with Te Aka Pūkāea values that can be effectively monitored, tracked, and reported on by kaiako and tamariki through the live reporting assessment tool.	Te Uru Karaka o Te Aka Pūkāea (Māori-Medium Level 1) + Awahou o Te Aka Pūkāea (Māori-Medium Level 2) <ul style="list-style-type: none"> To review the HERO reporting system to better reflect the 2 learning pathways in Te Aka Pūkāea . Revisit the initial discussions (Pauline, Cass and Erina) about the current systems capacity and inadequacies. Employ a reliever to release Pauline to work with Erina to compile the whaingā or paearu angitu that reflect the pathway eg te reo Māori to english/biliterate/bilingual, English to Māori 	Manu Tāiko Leaders of Learning Kaiako Kahui Ako WST/AST	

<p>Review the current reporting system on HERO across the school as the current system is not fit for purpose. A large proportion of our whānau do not understand how we assess and would like more detail.</p>	<ul style="list-style-type: none"> Review current assessment tools and use the AROMATAWAI strategy to inform decisions and changes. <p>Te Puāwaitanga (English-Medium Level 4a)</p> <ul style="list-style-type: none"> Review current assessment tools Look at formative assessment practices in school Look at how OTJs are triangulated in school Look at other schools in our Kahui Ako who use Structured Literacy and HERO Platform to report Linking our HERO report to our Graduate Profile, vision statement and values. 	<p>Te Rae O Kawharu (Grey Lynn School)</p>	
<p>Embedding the Graduate Profile across the curriculum and in our daily practice through the explicit teaching and unpacking of the school value statement: Aroha mai, Aroha atu, Mana, mai, Mana atu and our Pou Values: Whanaungatanga, Kaitiakitanga, Rangatiratanga, Manaakitanga.</p>	<ul style="list-style-type: none"> PB4I and Restorative Practice. <ul style="list-style-type: none"> Phasing out reference to TERA and leading with our Pou. Looking at what our Pou looks like in different contexts of the school. Term 3: Working on rubric for what the Graduate profile looks like in different contexts of the school. Teaching and planning. <ul style="list-style-type: none"> Long-term plans are connected to our Graduate Profile, vision statement and values. Award systems linked to our GP, value statement and values. Teaching opportunity gives opportunity for ākonga to live out the statements in our GP. Tohu and school name <ul style="list-style-type: none"> We will lead with our new kura name, Te Uru Karaka Newton Central School, which acknowledges Mana Whenua, Ngāti Whātua Ōrākei, land on which our school stands while maintaining the school name: Newton Central School. 	<p>Manu Tāiko Leaders of Learning Kaimahi</p>	

Strategic Target: Te Kaitiakitanga - Te Ao Tūroa, te Ao Taiao (Physical Environment)

Hei whakahaumako i te tūmahi me te āhua o te taiao ā kura, kia rarata ai kia toitoi manawa ai kia ngākaunui ai tātou ki te ako

To enhance the functionality and appearance of our school's physical environment, so that we feel welcomed, connected, proud and inspired to learn.

Goals in 2024	Actions	Who	Actioned
<p>Working on strengthening the school Health and Safety procedures:</p> <ul style="list-style-type: none"> EOTC Forms SchoolDocs Evacuation Plan Lock down Plan 	<ul style="list-style-type: none"> Drowning Prevention Auckland - Tuesday 30th January, Tuesday 13th February. First-Aid Training (all staff) - Wednesday 24th April Manu Tāiko and Leaders of Learning - Attend EOTC & Effective Safety Management Systems PLD - (Dates TBC) Board of Trustees, Principal, Manu Tāiko and Leaders of Learning review School Policies on SchoolDocs. All About People: Continue to strengthen Evacuation and Lockdown plan - At least 4 drills through 2024 Review and update school hazard register 	<p>EONZ Principal Manu Tāiko</p>	
<p>School Property and Maintenance - Caretaker is working from a year planner to ensure areas of the school are maintained and eliminate potential hazards.</p>	<ul style="list-style-type: none"> Create a 2024 work plan based for maintenance in the school. <ul style="list-style-type: none"> Check gutters and cesspits Water blasting surfaces around the school Keeping staircase and lower court free of debris Painting touch ups around the school Weed regularly Mowing lawns regularly around the school Removal of green waste from Ngāhere to reduce homes for the rats Working with Enviro-team to restore the greenspaces 	<p>Caretaker Board member on Property Principal</p>	

	<p>in our school</p> <ul style="list-style-type: none"> ○ Keeping the pool area clean, tidy and free from trash ○ Trimming and pruning ○ Removing the leaves from the Leaf blower from flower beds regularly. ○ Other duties to keep the school grounds clean, tidy and neat. 		
Ngāhere Restoration Plan - Te Uru Karaka Newton Central School is working on developing sustainable practices in the Ngāhere.	<ul style="list-style-type: none"> ● Working with external agencies to develop a sustainable plan for the Ngāhere. <ul style="list-style-type: none"> ○ Work with Robert Palmer to find someone who can create a planting programme for the ngāhere ○ Continue with community working bees to weed areas of the ngāhere ○ Look to community grants to help fund restoration of the Ngāhere (Whānau Rōpū/Christine Hertzog) ○ Continue to work with Ngāti Whātua Ōrākei on planting for their nursery in our ngāhere. 	Ngāti Whātua Ōrākei Robert Palmer Caretaker Kaimahi Community	

How we have given effect to Te Tiriti o Waitangi

Nau mai, haere mai ki a Te Uru Karaka Newton Central School. We are a proudly Te Tiriti o Waitangi based, inclusive and diverse primary school in the inner city community of Newton, Tāmaki Makaurau.

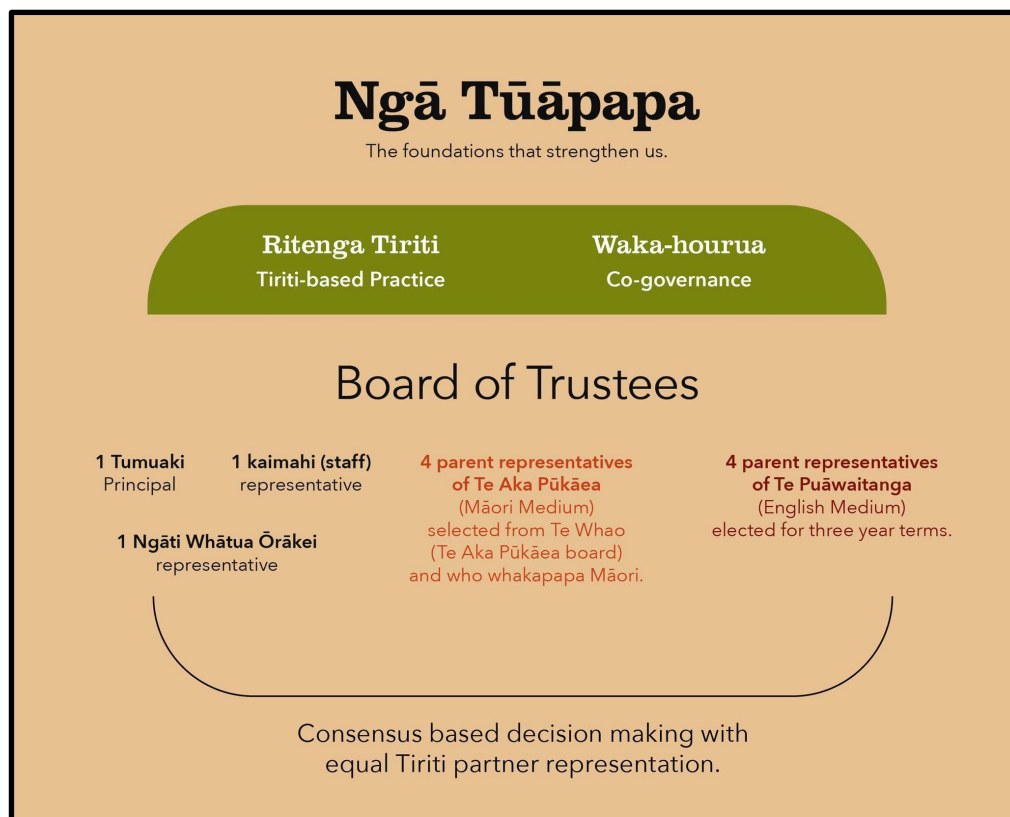
Te Aka Pūkāea today, is the culmination and celebration of a 30 year journey and legacy valuing reo māori and tikanga māori. It is also a cultural, spiritual, social, economic and educational investment in succession planning with our most precious gift and bounty at the heart of it all, our tamariki mokopuna.

Te Aka Pūkāea, is like a surrogate 'marae' for those who live far from their own marae or for those who may have lost their tribal connections or engagement with their own tribal communities.

The inception of Te Aka Pūkāea sees our Tiriti o Waitangi promises and values of Rangatiratanga (responsibility to protect, preserve and nurture) Rongo (peace and prosperity) and Āta Noho (thriving safely) in action. For 25 years our Māori medium pathways, Te Uru Karaka and Te Whānau Awahou sat alongside one another, coming together when the time or space allowed. The creation of Te Aka Pūkāea, the whare ako and two whānau together, was an obvious step in continuing to grow, to evolve and to strengthen the solid foundation carved out in previous years.

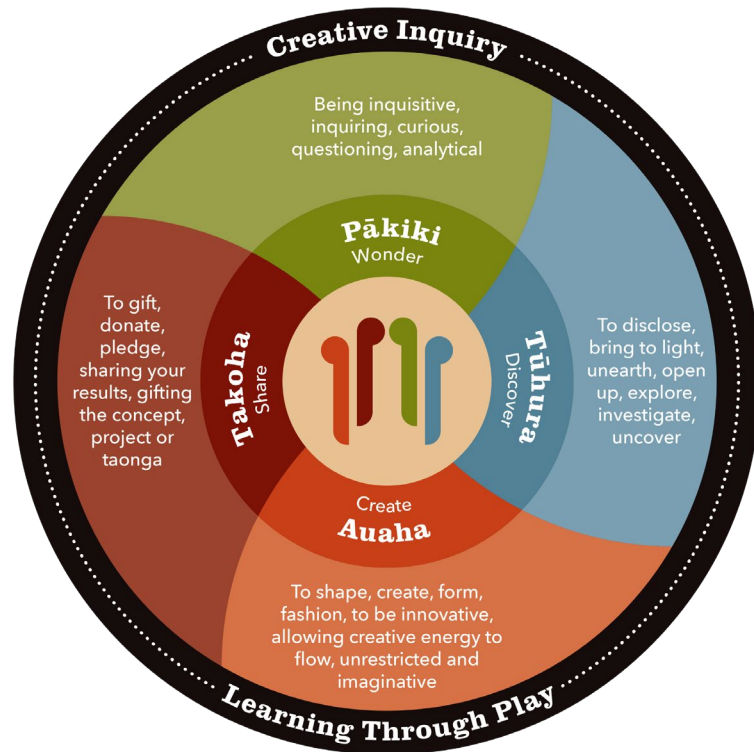
1. Working toward 'achieving equitable outcomes for Māori [Education and Training Act 2020] Treaty Article: Oritetanga [Participation]

- Implementing pedagogical approaches and assessment that does not uphold existing bias toward dominant societal groups, allowing Māori students to have power over their educational outcomes.
- Working with an outside agency [Māori Achievement Collaborative, Huia Kaimanawa and Ministry of Education] will help us analyse more objectively where these biases may be for Māori learners.
- Creating a Graduate Profile that outlines what we value as a learning community. This includes valuing cultural knowledge and using it to leverage learning opportunities.
- Co-governance governance model as outlined in this diagram:



2. 'Working to ensure our plans reflect matauranga Māori and te reo Māori' [E and T Act 2020] Tino Rangatiratanga [Protection]

- By inquiry into pedagogical practices that are culturally sustaining and appropriate for all learners through our Te Aro Ako framework, particularly in our Māori medium pathway.



- Making sure our Māori medium pathway has a curriculum that is appropriate for their context by developing a strong localised curriculum that aligns with educational goals for Māori.
- Developing a Strategic and Annual Plan where our vision and pou are woven into the fabric of our kura.



Statement of Variance 2024

Presiding member/principal's report

2024 saw many huge successes for our kura. We are so proud of our tamariki who demonstrated our school pou through their classroom learning, through their sports engagements, through the various day trips, through kapa haka performances, through the 3 incredible Noho Marae and of course through our magnificent production and so much more. Te Aka Pūkāea and Nohinohi went on Noho Marae. Our teaching staff worked hard to develop consistent practice throughout the kura, reducing teacher variability and ensuring our tamariki have a learning experience that ensures the best learning outcomes for their successes throughout all aspects of our marautanga (curriculum).

In 2024, we implemented several new pedagogical approaches to teaching and learning across all three language pathways: Structured Literacy/Reo Matatini (LLLL/The Code) and Te Ipu Kōrero. Teacher professional growth cycle was strengthened through our SPRINTs process, using evidence-based research to inform a practice improvement. A stronger emphasis was placed on consistent planning tools used by teachers to ensure consistency in teaching and learning programmes.

2025 will see the embedding of new practice and refinement of current assessment collection methods to ensure our teachers are using robust data to inform teaching practice. The Leadership team and Syndicate leaders will focus on reducing teacher variability and coaching their teams for equity.

Statement of variance: progress against targets

Strategic Goal 1: Te Ako - Learning

Me tōtika pu rawa atu te whai wāhi o ngā tamariki katoa te ako matawhānui kia tino pūrangiaho ai ngā pūkenga pānui, tuhituhi me te pāngarau
Ensure all tamariki have access to a holistic learning approach with explicit teaching of reading, writing and maths.

Annual Target/Goal: To lift all educational outcomes for all students and mokopuna in Aotearoa New Zealand.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Use an evidence-informed oral language capacity of all tamariki in Te Aka Pūkāea with the implementation of Te Ipu Kōrero, an oral language programme designed by Haemata	<p>Introduction of the programme, Te Ipu Kōrero at 2 x TAP team hui in 2023 with opportunities to engage with some of the activities.</p> <p>Team will choose two strategies or skills to trial in class.</p> <p>Introduce the team to the Mahere a Tau for Te Ipu Kōrero implementation and the monitoring programme.</p> <p>Team will practise skill and strategy delivery in team hui before implementation Team will carry out baseline and OTJ data gathering in first 3 weeks of Term 1 and as a team (TUK + Awahou) select the target children.</p> <p>Week 3 – Begin teaching first two lessons – Tuku Tohutohu – across the team. 1 kaiako taking the target group, and the other two taking the rest of the whānau.</p>	<p>Teachers used the professional growth cycle (SPRINTS) over 3 terms to assist in the implementation of this programme.</p>	<ul style="list-style-type: none"> Strong leadership in the implementation of this programme. Clear expectations for the team to collect data so see impact on student learning outcomes. 	<p>To develop a clear protocol with data that can be collected to measure student progress.</p> <ul style="list-style-type: none"> Assessment collection methods. Consistent dates for data collection. Progress data collection on the impact on student learning outcomes.
Action 2 Implement an evidence-informed, pedagogical approach to teaching literacy through Liz Kane Structured Literacy and Mahi by Mahi	<p>Literacy Professional Learning Development with Claire Knight, Mahina Selby-Law, Justine Driver and Rebecca Thomas.</p> <p>Mahina Selby-Law (Māori-Medium Level 1) -Mahi by Mahi Term 1 to Term 4 in school workshops.</p> <p>Claire Knight (English-Medium/Reo Rua): Massey University Term 1</p>	<p>Year 0-3 Reading - 76% of year 0-3 are either at or above their expected age in reading. In 2023, we had 78% at or above (years 0-6). In 2022, we had 75% at or above (years 0-6). Writing - 81% of year 0-3 are either at or above their expected age in writing.</p> <p>Year 4-6 Reading - 84% of year 4-6 are either at or above their expected age in reading.</p>	<ul style="list-style-type: none"> School-wide consistent approach to Liz Kane Structured Literacy - Planning, monitoring and assessment Correct implementation of support materials to explicitly teach literacy Developing a school-wide approach to teaching writing Developing handwriting programme for the school Teacher understanding of how to use assessment data to inform practice 	<p>To develop a protocol on how Structured Literacy is implemented across the school.</p> <ul style="list-style-type: none"> Clear expectations of how SL is implemented in Phase 1 and Phase 2. <p>Developing a clear reporting system through the school SMS/HERO platform.</p>

	Adrienne Klnder (In school) - Staff PLD/Workshops and coaching Term 2 - 4	<p>In 2023, we had 78% at or above (years 0-6).</p> <p>In 2022, we had 75% at or above (years 0-6).</p> <p>Writing - 60% of year 4-6 are either at or above their expected age in writing.</p> <p>Target Group for 2025 - Writing Year 4-6</p> <p>In 2023, we had 73% at or above (years 0-6).</p> <p>In 2022, we had 76% at or above (years 0-6).</p>	<ul style="list-style-type: none"> • Lifting teacher expectations on students learning outcomes • Following the Llz Kane SL Scope and Sequence 	
Action 3 The development and implementation of consistent long-term curriculum planning that guides all kaiako and learning programmes and student learning outcomes	<p>Term 1: Kaimahi work to create a set of criteria that each team will need to have in their long term planning.</p> <ul style="list-style-type: none"> • Look at different long-term planning examples • Vision Statement, Pou Values, Graduate Profile • Curriculum coverage - Literacy, Math, Science, Social Studies, The Arts, Te Ao Māori • Linked into the inquiry focus for each term <p>Term 2: Teams bring completed long term plan to share and talk through with staff.</p> <ul style="list-style-type: none"> • Look at content covered in each team • Feedback on plans • Look across the school - Analyse and reflect on consistency and building on top of the teaching and learning (vertically and horizontally) • Create next steps to edit and improve long-term planning <p>Term 4: Layout, structure, content, consistency</p> <ul style="list-style-type: none"> • Reflect on what things went well and what areas need to be strengthened • Create an essential agreement on how we as a staff complete, share and use our long-term planning (embedding practice) 	<p>Each team in the school has a long term plan that links to the overarching learning theme for the term.</p> <p>The long term plans are in each teams folder on google drive and linked into the Yearly Overview. All these documents are easily accessible and transparent.</p> <p>Teachers are looking at how our school vision and values are embedded and explicitly taught throughout the NZC and TMOA.</p> <p>Tumuaki prepared a planning protocol to reduce teacher variability and create more consistency within teams and across teams.</p> <p>Teachers use the teams long term plan to pull into their day to day teaching and learning programme in their classes.</p> <p>Manu Tāiko (Leadership team) checks planning Term 3 and Team Leaders in Term 4 to ensure consistency across the team.</p>	<ul style="list-style-type: none"> • Working through teachers perceptions around what an “experienced” teacher is and how much planning they would need to do • Encouraging teachers to talk about teaching and learning then finding a long-term plan that meets the needs across the school • Protocol, checklists and feed forward on planning for teams and teachers. 	To develop the long term planning for teachers to start looking at how we can use “Understand, Know, Do.”

Te waihanga tahi me te mana whenua i te marau mātauranga ā-rohe e whai wāhi nei ngā ara reo, ngā ahurea matahuhua me ngā ritenga pū o Te Tiriti i NCS.
Co-construct a Localised Curriculum with Mana Whenua that captures the different language pathways, diverse culture and Tiriti-based practice at NCS.

Annual Target/Goal: To create a positive, culturally inclusive learning community that promotes Tiriti-centric practice				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Action 1 Kia Māori Te Reo Māori - Normalising the intentional use of Te Reo Māori and Tikanga in our English-Medium Pathway in an authentic, sustainable way by raising kaimahi cultural competence	Teachers used the professional text: Niho Taniwha to underpin their PCG inquiry over the school year. Te Reo Observations across the school: Level 4b, Level 2 and Level 1. Te Aho Arataki Marau mō te ako i Te Reo Māori - A scope and sequence for the use of te reo/phrases and resources to support our learning through the school values/pou. The use of our school resource CPR - Bicultural Histories through Aotearoa New Zealand History Curriculum.	The teams ran two SPRINTs centred on improving te reo and pronunciation. Observations showed where we are across the kura and areas of improvement for our kura. Clear scope and sequence for teachers to use to inform their teaching practice directly linked to our term inquiry and values. Using the Aotearoa Histories Curriculum and CRP documents consistently throughout the kura.	<ul style="list-style-type: none"> Teachers are improving the use of te reo in their classrooms. Pronunciation for staff is improving. Observations start the beginning of teachers' growth in their development of te reo. Teacher understanding of CPR and Aotearoa Histories needs some further unpacking by staff to grow understanding of best using these resources. 	Continue the conduct observations for Te reo across the school. Teachers go away and do some personal reading of CRP and Aotearoa Histories Curriculum to grow their own understanding. A clear scope and sequence that sits across all language pathways at Te Uru Karaka Newton Central School.
Action 2 Strengthen TUKNCS professional growth cycle through our SPRINTS cycle	Coaching for team leaders to grow understanding of finding the stretch in setting a collaborative teacher inquiry. Protocol to explain the SPRINT process and supporting tools for teachers to critique to improve the collaborative inquiry. Adapting the SPRINT template throughout the year. The Mahi Tahi tool used for teachers to check inquiry statements has stretch.	Clear expectations for teachers to be reflecting on their teaching practice using evidence-based practice. All teachers are uploading evidence of impact to their HERO Professional Growth Cycle page. Shift of teacher thinking to teaching and learning. Teachers engaging with professional text.	<ul style="list-style-type: none"> Variability in the levels of collaboration - contribution in the presentation (possibility both in the construction of it as well). The positive shift (3 out of 4) from what we ākonga can do or not do to what kaiako are doing and the impact on ākonga engagement, progress and attainment. 	Induction and training - consider some video tutorials. Infrastructural support - regular scheduled time for coaching team leaders. SPRINT Recording - More visual and collaborative - providing some choice for people e.g. padlet.com/google classroom. Creating a format for both individual and collective case studies.
Action 3 Grow our kaimahi understanding of co-governance and Tiriti-centric practice	Scope and sequence for teaching Te Reo in the classroom through our term inquiry and school values. Regular PLD in staff hui for te reo across the kura.	Te Uru Karaka Newton Central School will engage with our MAC facilitator on unpacking the following documents across our kura: Term 1: MAC Goals and Level 4a in English-Medium W10 – 4/4 Term 2: Poutama Reo W3 – 14/5 Term 3: Ka Hikitia W3 – 6/7	Develop collective understanding of what Tiriti-centric practice and co-governance means at our school.	Continue with MAC and unpacking Tiriti-centric practices. Scope and sequence for te reo needs to be refined for the 2025 school year.

	Working with Phil Gordon from MAC on unpacking what tiriti-centric means in school settings.	<p>Term 4: Te Tirewa Marautanga (Te Marautanga o Aotearoa) W4 – 29/10</p> <p>Developing the use of Te Aho Arataki Marau mō te ako Reo Māori - Teaching and Learning Te Reo Māori in English-Medium by:</p> <ul style="list-style-type: none"> • The above PLD from MAC • The creation of Te Reo Māori and Tikanga Māori of progressions for Te Uru Karaka Newton Central School (ongoing goal for the 2024 school year) 		
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Strategic Goal 3: Mahi Tahi – Partnership

Kia whakatupu āheinga kaimahi hei arataki akoranga whakapakari rangapū tamariki, kaimahi, whānau.

Grow kaimahi capacity to lead learning that strengthens partnerships with tamariki, kaimahi and whānau.

Annual Target/Goal: Review, refine and develop reporting and assessment practices across the kura				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Kaiako are using assessment data to inform their teaching and reporting practice.	<p>Protocol for planning shared with teachers and implemented by Deputy Principal and team leaders.</p> <p>We began planning and talking about assessment data and reporting in our staff meetings for the first 2 terms. We decided to put the process on pause as the Ministry of Education started to release the assessment tools and Structured Literacy/Numeracy for 2025 to 2027.</p>	<p>In school processes to evaluate assessment data and how it will inform teaching and learning</p> <p>In school processes to look at how teams connect their long-term planning to their weekly planning (in core curriculum areas and curriculum areas that relate to the termly unit of inquiry)</p> <p>In teams, looking at teams weekly planning and creating a common purpose and criteria for teams planning.</p> <p>As a school, look at weekly planning in teams and discuss consistency across the school and how one team's leads into the next team.</p>	<ul style="list-style-type: none"> • Implementation of protocol for planning. • Put on pause as the ministry of education started to implement structured literacy, numeracy and assessment tools we have to use. 	<p>To continue to streamline assessment tools, link to planning, link to reporting.</p>
Action 2 Review the current reporting system on HERO across the school as the current system is not fit for purpose. A large proportion of our whānau do not	<p>Reviewed and changed the reporting cycle in 2025 to:</p> <ul style="list-style-type: none"> • Term 2 and Term 4 	<p>Te Puāwaitanga (English-Medium Level 4b)</p> <p>Review current assessment tools</p> <p>Look at formative assessment practices in school</p>	<ul style="list-style-type: none"> • Our first direct English-medium changed once the Ministry released their intentions for assessment tools which meant we needed to relook at what we were doing. 	<p>Reporting is about what the students are able to do in the core curriculum areas - reading, writing and maths.</p>

understand how we assess and would like more detail.	<ul style="list-style-type: none"> Report comments on writing, reading and maths for english-medium 	<p>Look at how OTJs are triangulated in school</p> <p>Look at other schools in our Kahui Ako who use Structured Literacy and HERO Platform to report</p> <p>Linking our HERO report to our Graduate Profile, vision statement and values.</p>		Streamline the assessment and reporting system so teachers are able to use PAT and e-asttle data.
<p>Action 3</p> <p>Embedding the Graduate Profile across the curriculum and in our daily practice through the explicit teaching and unpacking of the school vision statement: Aroha mai, Aroha atu, Mana mai, Mana atu and our Pou Values: Whanaungatanga, Kaitiakitanga, Rangatiratanga, Manaakitanga.</p>	<p>PB4L and Restorative Practice</p> <p>Phasing out reference to TERA and leading with our Pou.</p> <p>Looking at what our Pou looks like in different contexts of the school.</p> <p>Teaching and planning</p> <p>Long-term plans are connected to our Graduate Profile, vision statement and values.</p> <p>Award systems linked to our GP, value statement and values.</p> <p>Teaching opportunity gives opportunity for ākonga to live out the statements in our GP.</p> <p>Tohu and school name</p> <p>We will lead with our new kura name, Te Uru Karaka Newton Central School, which acknowledges Mana Whenua, Ngāti Whātua Ōrākei, the land on which our school stands while maintaining the school name: Newton Central School.</p>	<ul style="list-style-type: none"> Community know the name for the name for the school and values Students and staff know and understand the school vision and pou - it is embedded into everything we do. 	Develop a PB4L team to implement a plan for matrix and tighten up our current process.	<p>PB4L and Restorative Practice</p> <p>Working on rubric for what the Graduate Profile looks like in different contexts of the school.</p> <p>Share the meaning behind the school name to remind parents.</p> <p>Connection PB4L to capture a mana-enhancing model.</p>

Strategic Goal 4: Te Kaitiakitanga - Te Ao Tūroa, te Ao Taiao (Physical Environment)

Hei whakahaumako i te tūmahi me te āhua o te taiao ā kura, kia rarata ai kia toitoi manawa ai kia ngākaunui ai tātou ki te ako

To enhance the functionality and appearance of our school's physical environment, so that we feel welcomed, connected, proud and inspired to learn.

Annual Target/Goal:

Create a clean, tidy and safe learning environment for tamariki, kaimahi and whānau

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Working on strengthening the school Health and Safety procedures:	1. EOTC Forms - consistent use of documents for events in and out of the school. Clear system for what documents are required for events *see website	Drowning Prevention Auckland - Tuesday 30th January, Tuesday 13th February Clear health and safety procedures for using school pool	Targets for 2024 have been meet.	Manu Tāiko and Leaders of Learning - Attend EOTC & Effective Safety Management Systems PLD Development of clear school-wide

	<ol style="list-style-type: none"> 2. SchoolDocs - implementation of review process for Governance policies and procedures at a Board level. 3. Evacuation Plan - regular drills at school with All About People. Procedure complaint with DEANZ. 4. Lock down Plan - regular drills at school with All About People. Procedure complaint with DEANZ. 	<p>First-Aid Training (all staff) - Wednesday 24th April</p> <p>Manu Tāiko and Leaders of Learning - Attend EOTC & Effective Safety Management Systems PLD</p> <p>Board of Trustees, Principal, Manu Tāiko and Leaders of Learning review School Policies on SchoolDocs</p> <p>All About People: Continue to strengthen Evacuation and Lockdown plan - At least 4 drills through 2024</p> <p>Review and update school hazard register</p>		systems for medication administration that is inline with the Board Policies and is mana-enhancing for taurira
<p>Action 2</p> <p>School Property and Maintenance - Caretaker is working from a year planner to ensure areas of the school are maintained and eliminate potential hazards.</p>	<ul style="list-style-type: none"> ● Check gutters and cesspits. ● Water blasting surfaces around the school ● Keeping the staircase and lower court free of debris. ● Painting touch ups around the school ● Weed regularly. ● Mowing lawns regularly around the school ● Removal of green waste from Ngāhere to reduce homes for the rats. ● Working with Enviro-team to restore the greenspaces in our school. ● Keeping the pool area clean, tidy and free from trash. ● Trimming and pruning. ● Removing the leaves from the leaf blower from flower beds regularly. ● Other duties to keep the school grounds clean, tidy and neat. 	<p>Create a 2024 work plan based for maintenance in the school - weekly, monthly, termly and annually.</p>	<p>New property manager started at the end of Term 1, 2024 - training required to understand the layout and demand of school and legal requirements schools must meet.</p>	<p>Ongoing planning with property manager to improve 2024 plan.</p> <p>10 year property maintenance plan.</p> <p>Review of Cyclical maintenance.</p> <p>Review of the projects in the second phase of the 10YPP to reflect the scrapped re-build for the kura.</p> <p>A clear plan to address the pou outside of Te Aka Pūkāea.</p>
<p>Action 3</p> <p>Ngahere Restoration Plan - Te Uru Karaka Newton Central School is working on developing sustainable practices in the Ngāhere.</p>	<p>Working with Wendy Watts from Ngāti Whātua Pourewa on planting plan for ngāhere.</p> <p>Envirotech regular weeding in the ngāhere.</p>	<p>Working with external agencies to develop a sustainable plan for the Ngāhere</p> <p>Continue with community working bees to weed areas of the ngahere.</p> <p>Look to community grants to help fund restoration of the ngahere (Whānau Rōpū/Christine Hertzog).</p>	<p>Leader of learning: Science and Sustainability will work alongside property manager to continue to develop and work on grounds maintenance plan.</p>	<p>Look to create a work plan for weekly duties, monthly duties and holiday duties so we have a clear work plan for the 2025 school year.</p>

		Continue to work with Ngāti Whātua Ōrākei on planting for their nursery in our ngahere.		
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