

PARAPARAUMU BEACH SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



Principal:	Jess Ward
Ministry Number:	2948
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Accountant / Service Provider:	Accounting For Schools Limited

PARAPARAUMU BEACH SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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PARAPARAUMU BEACH SCHOOL

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

x MATTHEW ALEXANDER HUDSON
Full Name of Presiding Member

M.A. Hudson
Signature of Presiding Member

12-MAR-2025
Date:

Jessica Mary Ward
Full Name of Principal

J.M. Ward
Signature of Principal

12.3.25
Date:

PARAPARAUMU BEACH SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	4,758,662	4,550,545	4,315,556
Locally Raised Funds	3	177,266	145,200	202,518
Interest		27,385	2,500	8,469
		4,963,313	4,698,245	4,526,543
Expense				
Locally Raised Funds	3	26,920	18,249	37,069
Learning Resources	4	3,907,574	3,512,861	3,433,946
Administration	5	245,449	206,740	238,652
Interest		5,110	9,500	5,955
Property	6	817,541	766,750	702,643
Loss on Disposal of Property, Plant and Equipment		14,906	-	-
Total Expense		5,017,500	4,514,100	4,418,265
Net Surplus / (Deficit) for the year		(54,187)	184,145	108,278
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(54,187)	184,145	108,278

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

PARAPARAUMU BEACH SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2023

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Balance at 1 January	1,413,815	1,413,459	1,279,638
Total comprehensive revenue and expense for the year	(54,187)	184,145	108,278
Contribution - Furniture and Equipment Grant	3,307	-	25,899
Equity at 31 December	1,362,935	1,597,604	1,413,815
Accumulated comprehensive revenue and expense	1,362,935	1,597,604	1,413,815
Equity at 31 December	1,362,935	1,597,604	1,413,815

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.

PARAPARAUMU BEACH SCHOOL

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	494,074	704,204	404,722
Accounts Receivable	8	281,592	255,000	255,377
GST Receivable		26,181	10,000	2,680
Inventories	9	9,120	5,000	4,485
Investments	10	287,849	285,000	276,058
Prepayments		6,072	10,000	24,805
Funds Receivable for Capital Works Projects	17	-	-	40,661
		1,104,888	1,269,204	1,008,788
Current Liabilities				
Accounts Payable	12	348,265	290,000	264,677
Borrowings	13	8,117	8,100	8,117
Revenue Received in Advance	14	19,766	10,000	7,381
Provision for Cyclical Maintenance	15	24,413	83,300	75,163
Finance Lease Liability	16	25,141	20,000	21,668
Funds held for Capital Works Projects	17	85,611	100,000	75,240
		511,313	511,400	452,246
Working Capital Surplus/(Deficit)		593,575	757,804	556,542
Non-current Assets				
Property, Plant and Equipment	11	890,533	900,000	913,669
		890,533	900,000	913,669
Non-current Liabilities				
Borrowings	13	14,205	14,200	22,322
Provision for Cyclical Maintenance	15	81,374	26,000	21,950
Finance Lease Liability	16	25,594	20,000	12,124
		121,173	60,200	56,396
Net Assets		1,362,935	1,597,604	1,413,815
Equity		1,362,935	1,597,604	1,413,815

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

PARAPARAUMU BEACH SCHOOL

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,338,276	1,200,545	1,123,018
Locally Raised Funds		173,901	171,967	158,080
Goods and Services Tax (net)		(23,551)	(7,368)	16,499
Payments to Employees		(887,134)	(685,697)	(835,435)
Payments to Suppliers		(485,600)	(343,734)	(346,699)
Interest Paid		(5,110)	(9,500)	(5,955)
Interest Received		26,234	2,162	4,157
Net cash from Operating Activities		137,016	328,375	113,665
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(74,753)	(217,844)	(91,847)
Purchase of Investments		(11,791)	(8,942)	(2,362)
Net cash to the Investing Activities		(86,544)	(226,786)	(94,209)
Cash flows from Financing Activities				
Furniture & Equipment Grant		3,307	-	25,899
Finance Lease Payments		(7,342)	140,611	14,847
Repayment of Loans		(8,117)	(8,139)	(8,117)
Funds Administered on Behalf of Other Parties		51,032	65,421	(54,939)
Net cash to the Financing Activities		38,880	197,893	(22,310)
Net increase/(decrease) in cash and cash equivalents		89,352	299,482	(2,854)
Cash and cash equivalents at the beginning of the year	7	404,722	404,722	407,576
Cash and cash equivalents at the end of the year	7	494,074	704,204	404,722

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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 16. Future operating lease commitments are disclosed in note 21b.

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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10 - 75 years
Furniture and equipment	5 - 15 years
Information technology	3 - 5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value
Textbooks	3 years

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

n) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees and grants, should the School be unable to provide the services to which they relate.

o) Funds held for Capital works

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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.

r) Financial Instruments

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

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

t) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

u) Budget Figures

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

v) 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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

2. Government Grants

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,287,331	1,194,545	1,154,724
Teachers' Salaries Grants	2,835,074	2,800,000	2,630,204
Use of Land and Buildings Grants	609,000	550,000	486,779
Other Government Grants	27,257	6,000	43,849
	4,758,662	4,550,545	4,315,556

The School has opted in to the donations scheme for this year. Total amount received was \$89,485.

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Fees for Extra Curricular Activities	33,405	-	17,931
Donations & Bequests	98,458	121,200	136,673
Curriculum related Activities - Purchase of goods and services	6,991	7,000	7,267
Fundraising & Community Grants	30,714	14,000	29,435
Trading	1,896	-	3,768
Other Revenue	5,802	3,000	7,444
	177,266	145,200	202,518
Expenses			
Extra Curricular Activities Costs	26,521	600	17,669
Fundraising & Community Grant Costs	-	11,649	13,674
Trading	609	-	2,708
Other Expenses	(210)	6,000	3,018
	26,920	18,249	37,069
<i>Surplus for the year Locally raised funds</i>	150,346	126,951	165,449

4. Learning Resources

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	266,129	112,751	78,311
Employee Benefits - Salaries	3,487,297	3,250,050	3,211,047
Information and Communication Technology	31,402	30,000	29,114
Library Resources	2,046	1,800	2,790
Staff Development	13,431	21,150	7,931
Depreciation	107,269	97,110	104,753
	3,907,574	3,512,861	3,433,946

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,400	5,400	5,014
Board Fees	7,205	5,700	4,050
Board Expenses	3,022	4,000	6,482
Communication	6,414	6,000	5,608
Consumables	17,519	17,000	15,040
Employee Benefits - Salaries	147,174	122,000	150,976
Other	36,967	27,300	32,924
Insurance	11,072	9,200	8,968
Service Providers, Contractors and Consultancy	10,676	10,140	9,590
	245,449	206,740	238,652

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	23,366	15,000	16,516
Cyclical Maintenance	8,674	14,250	16,113
Employee Benefits - Salaries	129,885	110,000	119,423
Grounds	12,263	9,500	8,837
Heat, Light and Water	15,225	15,500	13,708
Rates	9,640	9,000	9,612
Repairs and Maintenance	(1,272)	35,000	24,526
Security	10,760	8,500	7,129
Use of Land and Buildings	609,000	550,000	486,779
	817,541	766,750	702,643

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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash on Hand	500	500	500
Bank Current Account	167,218	383,704	87,150
Bank Call Account	326,356	320,000	317,072
Cash and cash equivalents for Statement of Cash Flows	494,074	704,204	404,722

Of the \$494,074 Cash and Cash Equivalents, \$85,611 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2024 on Crown owned school buildings under the School's Five Year Property Plan.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	-	-	460
Receivables from the Ministry of Education	16,210	-	23,688
Interest Receivable	5,813	5,000	4,662
Teacher Salaries Grant Receivable	259,569	250,000	226,567
	281,592	255,000	255,377
Receivables from Exchange Transactions	22,023	5,000	5,122
Receivables from Non-Exchange Transactions	259,569	250,000	250,255
	281,592	255,000	255,377

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	9,120	5,000	4,485
	9,120	5,000	4,485

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	287,849	285,000	276,058
	287,849	285,000	276,058

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	566,804	45,321	-	-	(19,518)	592,607
Furniture and Equipment	263,248	30,471	(44,811)	-	(47,063)	201,845
Information Technology	1,351	-	-	-	(284)	1,067
Leased Assets	46,613	53,152	-	-	(35,947)	63,818
Library Resources	35,653	-	-	-	(4,457)	31,196
Balance at 31 December 2023	913,669	128,944	(44,811)	-	(107,269)	890,533

The net carrying value of equipment held under a finance lease is \$63,818 (2022: \$46,613).

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	808,316	(215,709)	592,607	765,504	(198,700)	566,804
Furniture and Equipment	543,095	(341,250)	201,845	595,990	(332,742)	263,248
Information Technology	2,419	(1,352)	1,067	2,418	(1,067)	1,351
Leased Assets	158,688	(94,870)	63,818	134,403	(87,790)	46,613
Library Resources	186,930	(155,734)	31,196	186,930	(151,277)	35,653
Balance at 31 December	1,699,448	(808,915)	890,533	1,685,245	(771,576)	913,669

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	13,858	10,000	4,338
Accruals	4,400	5,000	5,433
Banking staffing overuse	33,175	-	-
Employee Entitlements - Salaries	281,777	260,000	241,674
Employee Entitlements - Leave Accrual	15,055	15,000	13,232
	348,265	290,000	264,677
Payables for Exchange Transactions	348,265	290,000	264,677
	348,265	290,000	264,677

The carrying value of payables approximates their fair value.



PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

13. Borrowings

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Loans due in one year	8,117	8,100	8,117
Due Beyond One Year	14,205	14,200	22,322
	<u>22,322</u>	<u>22,300</u>	<u>30,439</u>

The school has borrowings at 31 December 2023 of \$22,322 (31 December 2022 \$30,439). This loan is from The Energy Efficiency and Conservation Authority for the purpose of upgrading lighting. The loan is unsecured and interest free.

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	12,608	-	-
Grants in Advance	4,000	-	-
Other Revenue in Advance	3,158	10,000	7,381
	<u>19,766</u>	<u>10,000</u>	<u>7,381</u>

15. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	97,113	97,113	81,000
Increase to the Provision During the Year	8,674	14,250	13,787
Other Adjustments	-	(2,063)	2,326
Provision at the End of the Year	<u>105,787</u>	<u>109,300</u>	<u>97,113</u>
Cyclical Maintenance - Current	24,413	83,300	75,163
Cyclical Maintenance - Non current	81,374	26,000	21,950
	<u>105,787</u>	<u>109,300</u>	<u>97,113</u>

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

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	27,567	20,000	23,098
Later than One Year and no Later than Five Years	26,676	20,000	12,479
Future Finance Charges	(3,508)	-	(1,785)
	<u>50,735</u>	<u>40,000</u>	<u>33,792</u>
Represented by			
Finance lease liability - Current	25,141	20,000	21,668
Finance lease liability - Non current	25,594	20,000	12,124
	<u>50,735</u>	<u>40,000</u>	<u>33,792</u>

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 7.

2023	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contribution \$	Closing Balances \$
Admin/ SIP Entrance Way	235904	(12,444)	182,361	(112,925)	-	56,992
Classroom 28 & 29 Refurbishment	226269	(8,185)	262,421	(253,281)	-	955
Heating Upgrade	226263	55,170	-	(55,170)	-	-
New Library Carpet	226268	20,070	-	(11,496)	-	8,574
SIP Carpet & Vinyl Blocks 4 & 6	230332	(2,348)	2,348	-	-	-
SIP Block 1 Reconfiguration	223940	(17,684)	19,534	(1,850)	-	-
LSM Accessibility Improvement	240727	-	76,909	(57,819)	-	19,090
Totals		<u>34,579</u>	<u>543,573</u>	<u>(492,541)</u>	<u>-</u>	<u>85,611</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	85,611
Funds Receivable from the Ministry of Education	-
	<u>85,611</u>

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

17. Funds Held for Capital Works Projects cont.

2022	Project Number	Opening Balances	Receipts from MoE	Payments	Board Contribution	Closing Balances
		\$	\$	\$	\$	\$
Admin/ SIP Entrance Way	235904	(4,242)		(8,202)	-	(12,444)
Adventure Playground	223941	(5,626)	9,876	(4,250)	-	-
Classroom 28 & 29 Refurbishment	226269	(8,185)	-	-	-	(8,185)
Heating Upgrade	226263	55,170	-	-	-	55,170
New Library Carpet	226268	20,070	-	-	-	20,070
SIP Carpet & Vinyl Blocks 4 & 6	230332	32,331	1,250	(35,929)	-	(2,348)
SIP Block 1 Reconfiguration	223940	-	55,000	(72,684)	-	(17,684)
Totals		89,518	66,126	(121,065)	-	34,579

Represented by:

Funds Held on Behalf of the Ministry of Education

75,240

Funds Receivable from the Ministry of Education

(40,661)

34,579

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.

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	7,205	4,050
<i>Leadership Team</i>		
Remuneration	851,579	794,892
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	858,784	798,942

There are 6 members of the Board excluding the Principal. The Board held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	9 - 10	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	5	3
110 - 120	3	2
120 - 130	1	-
	9	5

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

In 2023 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. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment was received on 1 July 2024.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$170,950 (2022: \$541,993) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Admin/ SIP Entrance Way	250,000	(150,369)	99,631
Classroom 28 & 29 Refurb	291,579	(261,466)	30,113
New Library Carpet	20,070	(11,496)	8,574
SIP Carpet & Vinyl Blocks 4 & 6	37,354	(35,929)	1,425
SIP Block 1 Reconfiguration	76,316	(74,534)	1,782
LSM Accessibility Improvement	87,244	(57,819)	29,425
Total	762,563	(591,613)	170,950

(b) Operating Commitments

As at 31 December 2023 the Board has the following operating commitments:

(a) Norrcom Service Contract;

No later than One Year
Later than One Year and No Later than Five Years
Later than Five Years

	2023 Actual \$	2022 Actual \$
No later than One Year	20,900	-
Later than One Year and No Later than Five Years	8,708	-
Later than Five Years	-	-
	29,608	-

PARAPARAUMU BEACH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2023

23. Financial Instruments

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

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	494,074	704,204	404,722
Receivables	281,592	255,000	255,377
Investments - Term Deposits	287,849	285,000	276,058
Total Financial assets measured at amortised cost	1,063,515	1,244,204	936,157
Financial liabilities measured at amortised cost			
Payables	348,265	290,000	264,677
Borrowings - Loans	22,322	22,300	30,439
Finance Leases	50,735	40,000	33,792
Total Financial Liabilities Measured at Amortised Cost	421,322	352,300	328,908

24. Events After Balance Date

There were no significant events after balance date that have impacted 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.

26. Breach of Law - Failure to meet statutory reporting deadline

Under Section 137 of the Education and Training Act 2020, the Board of Trustees is required to forward audited financial statements to the Ministry of Education by 31 May 2024. This deadline was not met.

PARAPARAUMU BEACH SCHOOL

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term expired/expires
Zoe Pearson	Chairperson	Re- elected June 2022	Lawyer	May 2025
Jess Ward	Principal	Ex-Officio	Principal	
Kate Fiske	Parent Rep	Elected June 2022	Business Analyst	May 2025
Sam Direen	Parent Rep	Elected September 2022	Economist	May 2025
Rae Bolton	Parent Rep	Elected September 2022	Educator	May 2025
Matt Hudson	Parent Rep	Elected September 2022	Builder	May 2025
Rachel McDowell	Staff Rep	Elected September 2022	Head Teacher	May 2025

PARAPARAUMU BEACH SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$8424 (2022: 8,371).

During 2023 all of our students were offered a range of sporting and physical education opportunities.

Kiwisport funding enabled transport to venues to be free for all participants.

With our school pool being too shallow for our Year 7/8 students to really challenge their swimming skills, funding was used to transport students to Kapiti Aquatic Centre for lessons.

On the school site students in Year 1 – 8 enjoyed dance, weekly sports, swimming (Years 1-6), athletics and Touch Rugby coaching sessions in association with Kapiti/Horowhenua Rugby.

With Touch Rugby teams, netball teams and hockey teams representing the school, Kiwisport funding also enabled us to replace tired sports equipment, buy a variety of new balls and other essential sporting items.

We are fully committed to promoting physical activity at Paraparaumu Beach School and are very pleased with the high level of student participation that we see inside and outside of school hours.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023 the Paraparaumu Beach School Board:

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

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF PARAPARAUMU BEACH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Paraparaumu Beach School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Manawatu, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the Statement of Financial Position as at 31 December 2023, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 12 March 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.

Emphasis of matter – Failure to meet statutory reporting deadline

Without modifying our opinion, we draw attention to note 26 disclosing the fact that the Board did not comply with section 137(1) of the Education and Training Act 2020, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2024.

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 list of school board members, statement of variance, kiwisport statement, evaluation of the school's students' progress and achievement, report on how the school has given effect to Te Tiriti o Waitangi and, statement of compliance with employment policy, 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.



Glenn Fan-Robertson
BDO Manawatu
On behalf of the Auditor-General
Palmerston North, New Zealand

Analysis of Variance Reporting



School Name:	Paraparaumu Beach School	School Number:	2948
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2023 CURRICULUM TARGET

TARGET: Māori Student Achievement in Writing

To raise Māori achievement in writing.

Expected Outcomes:

Māori students will make progress against the learning outcomes for writing, increasing the number of students achieving 'at' and 'above' from 69% (at the end of 2022), to 75% by the end of 2023 (as measured against NZC expectations).

BASELINE DATA:

Assessment results at the end of 2022 highlighted low achievement levels in writing for a significant number of students. However, the results were lower still for our Māori students (Table 1.1). The data also demonstrated that our male students, Māori and Non-Māori, struggled with writing more than their female counterparts. Achievement grades were assigned using OJT/best-fit criteria based on the New Zealand Curriculum levels. Writing moderation, using exemplars, enabled teachers to make OJTs with a degree of consistency.

Closer analysis of this data revealed that our female Māori students were exceeding the performance of the full female cohort, and our male Māori students had the most significant level of need. After talking with our ERO Evaluative partner, we decided to focus on the full Māori cohort for this achievement target and track the progress made.

Table 1.1 Writing Achievement (using NZC levels) data for students in Years 1- 7 as at Term 4, 2022

NB: This data does not capture the achievement of Year 8 students as we need to be able to compare clean data at the end of 2023. Therefore 2022's Year 8s will have moved to college.

Student Cohort	Below expected Curriculum level	At or Above expected Curriculum level
All Māori students Years 1-7	31%	69%
Māori Females	15%	85%
Māori Males	46%	54%
All Students Years 1-7	26%	74%
All Females	20%	80%
All Males	33%	67%

ACTIONS: What actions did we take?

KEY STRATEGIES:

During 2023 our school wide focus was on Mathematics (delivered through MoE PLD funding), which left little room for a secondary focus on literacy. However, we put a lot of energy and resourcing into lifting Te Ao Māori to raise pride in 'being Māori' (identity) and lift engagement. Between February and December 2023 we:

- held 'Te Ahu o te reo Māori' night classes at our school for 20 weeks. Nine staff attended, two Board members and 18 parents from the school community. This class was over-subscribed which was a wonderful endorsement of the value our community places on te reo. All 29 participants completed the course and graduated.
- were supported by our Assistant Principal who returned from a year's study at Te Wananga o Raukawa. The AP helped embed aspects of tikanga and karakia, reviewed our school pepeha with iwi, and increased staff understanding of Te Ao Māori.
- sent staff to attend PD with Janelle Riki-Waaka "Māori achieving success as Māori" (Education Hub). A video of this PD session was later watched by other teachers; it proved to be inspiring, thought-provoking and challenging
- re-established our school's Whānau group. This rōpū strengthened through the year, engaging an external support person to help establish their kaupapa and ara. The Whānau group was invited to attend a Board meeting to share their plans and kaupapa. The Board showed great enthusiasm and support of this group and their desire to be involved in making our school a welcoming and comfortable learning space for Māori akonga and their whānau.

- organised a trip to Whakarongotai Marae for the Tātahi team, akonga and whānau. This was a well supported, successful event.
- established a Matariki team for the annual celebration: gathering, preparing and sharing kai together, an art exhibition of Māori art, shared purakau and a Ki-o-rahi tournament. Parents and whanau were welcomed throughout the day to celebrate with us.
- held writing moderation sessions at Admin Meetings (all teachers), led by our Literacy team. This also culminated in a school wide moderation resource for teachers.
- attended an MoE Planning and Reporting -Te Tiriti o Waitangi Workshop (AP and Principal)
- planned to address achievement and engagement with our newly formed Kahui Ako, however this didn't come to fruition as key staff took longer to appoint than expected
- worked with our local Attendance Awhina to support Māori akonga with engagement
- increased our Waiata Māori programme. The presence, wairua and mana of our Kaiako Māori strengthened and raised Māori profile. This kaiako also ran a session with our Year 7-8 Māori students to provide empowering kōrero to uplift their identity.
- promoted Growth Mindset/resilience for all students
- utilised Te Whare Tapa Whā and the Aotearoa Histories curriculum in inquiry learning
- sent 140 students in Years 5-8 to attend and perform at Takiri o te Ata hui in Ōtaki

OUTCOMES: What Happened?

Clearly, a number of factors affected progress and achievement, which was lower than desirable. Though we were only 2% off achieving our 75% target for our Māori cohort, we have not been able to fully meet this goal. Even with the 10% increase in progress for our Māori males, there are still obvious needs amongst this male cohort (and in fact for all male students).

Table 1.2 Writing Achievement (using NZC levels) data comparing achievement of Year 1-7 students in December 2022 with Year 2-8 students in December 2023. *NB: This is based on clean data ie. data tracking exactly the same students in both reporting periods*

Student Cohort	Percentage of students achieving <u>Below</u> expected Curriculum level at the end of 2022 ⇨ compared with the end of 2023	Percentage of students achieving <u>At or Above</u> expected Curriculum level at the end of 2022 ⇨ compared with the end of 2023
All Māori students Years 1-7	31% ⇨ 27%	69% ⇨ 73%
Māori Females	15% ⇨ 17%	85% ⇨ 83%
Māori Males	46% ⇨ 36%	54% ⇨ 64%

All Students Years 1-7	26% ⇨ 25%	74% ⇨ 75%
All Females	20% ⇨ 19%	80% ⇨ 81%
All Males	33% ⇨ 32%	67% ⇨ 68%

REASONS FOR THE VARIANCE: Why did it happen?

Whilst it was pleasing to see the Māori males' progress increase by 10%, we still hold concerns for these students. As a result, we will extend this target through 2024. Overall, whilst we got close to the target, we firmly believe a number of factors hampered the progress of students, including, but not limited to;

- the lack of whole-school professional development and/or consistency in our approach to teaching writing
- issues with attendance/punctuality
- socio-economic factors/changes in living environments
- changes in whānau dynamics during the year
- additional learning challenges i.e. *ADHD, ASD, physical needs*

However, what we cannot overlook is the incredible community growth that this data does not capture. Through our combined efforts, as invested in the strategies, the gains we have made in making Māori feel welcome, strengthening our engagement with whānau, raising the profile of te Ao Māori, and improving self-worth/pride for those who identify as Māori must be celebrated and built on.

EVALUATION: Where to next?

The 36% of Māori male students still struggling with writing (at the end of 2023) represents 22 boys. The spread of these males struggling with writing are across all year levels, but predominantly in 2024's Year 6, 7 and 8 cohorts.

Of these 22 students 16 remain at our school in 2024 - as 3 have moved to college and 2 have moved to other schools. We will ensure the 2024 teachers of these 16 students know of their ongoing needs.

Furthermore, in 2024 we:

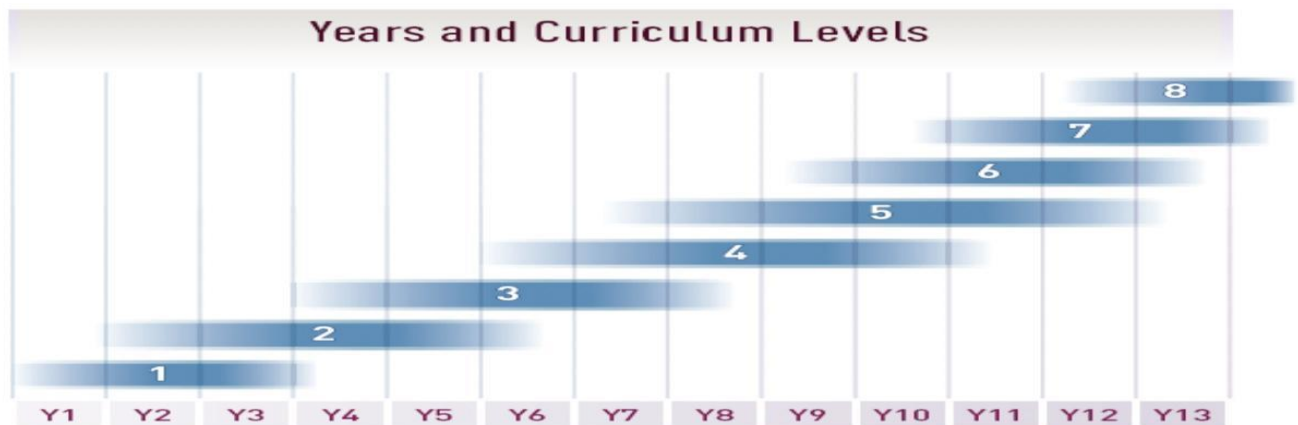
-
- embark on PLD in Structured Literacy as a full teaching staff (through Massey University)
 - will purchase a subscription for Murray Gadd's online PD portal (for all staff) and send some teachers to his face to face course
 - will use this pedagogical knowledge to inspire young writers and develop a schoolwide teaching approach based on best evidence practice
 - will engage our Māori parents and student for feedback on how we can work together to address this need
-



End-Year Report Data - 2023

The New Zealand Curriculum has 8 levels (see diagram below) which stretch from Year 1 to Year 13. Each level represents a learning stage in each curriculum area. Most students will progress through levels 1-4 while at Paraparaumu Beach School. The curriculum level that each student is learning at may vary compared to the other students in the same year. Once a student has mastered most of the skills, knowledge and understanding within a curriculum level, the next level will be incorporated into their learning.

The chart below shows how the curriculum levels typically relate to years at school. Not all students, however, fit this pattern. Students with special learning needs, those with special abilities, and those who come from non-English speaking backgrounds are examples of these exceptions.



Executive Summary

- This report is not based on clean data, however it does provide interesting trends as a snapshot for staff to unpack.
- At end-year PBS had 591 students in total. Data collection begins once a child has been at school for 12 months or more. Hence, why there are only 45 Year 1 students and 560 students in total.
- In reading, 473/560 (85%) of students are achieving 'at' or 'above' their expected curriculum level.
- In writing, 416/560 (78%) of students are achieving 'at' or 'above' their expected curriculum level.
- Mathematics 455/561 (81%) of students are achieving 'at or above' their expected curriculum level. This improved progress (in 2022 432/562, 77% and 2021 435/584, 74%) can likely be attributed to our Professional Learning and Development work with Cognition, which is aimed at both lifting teacher pedagogy and student achievement.
- The Year 2 cohort was identified at mid-year as a cohort of concern. At end of year their results were consistent with the rest of the school with 9/74 (12%) reading 'below' the expected curriculum level, 9/74 (12%) writing 'below' the expected curriculum level and in maths 10/74 (14%) 'below' the expected curriculum level. Although the results for this cohort improved at the end of the year we will continue to monitor and support the students as they move through the school to ensure this continues.
- The Year 3 cohort was identified at mid-year as a cohort of concern and by the end of year the data showed little difference. There are 11/50 (22%) reading 'below' the expected curriculum level, 12/50 (24%) writing 'below' the expected curriculum level and in maths 17/50 (34%) 'below' the expected curriculum level. This cohort will continue to need close monitoring and support moving through the school as a number of these students have additional needs.
- Māori students achieve at a similar level to our overall results with 100/122 (82%) 'at' or 'above' in reading, 84/122 (69%) 'at' or 'above' in writing and 93/122 (76%) 'at' or 'above' in maths.
- 22/560 (4%) of students at the end of 2023 had absenteeism rates that were concerning and for 16/22 (73%) of these students it directly related to how well they achieved. The more students attend school the

higher their achievement. Missing school leads to lost opportunities to learn which impacts on achievement which continues to build over time as they continue to fall behind their peers.

- According to an ERO report, attending school is also important for learners' wellbeing. The research shows that more frequent non-attendance is associated with worse wellbeing outcomes, including schoolwork-related anxiety, decreased sense of belonging, fewer friendships with peers, exposure to bullying, and feeling like teachers are being unfair. The relationship between attendance and wellbeing works both ways: poor wellbeing leads to poor attendance, and poor attendance leads to poor wellbeing. Missing school in primary school can create gaps in learning that set learners back in secondary school and contribute to increasing disengagement from school and learning.

Key to Data Tables

Yellow Boxes	Indicate the number of students who did not meet the appropriate curriculum expectations at end of year.
Blue Boxes	Indicate the number of students who met the appropriate curriculum expectations at end of year.
Green Boxes	Indicate the number of students who exceeded the appropriate curriculum expectations at end of year.

Reading Findings

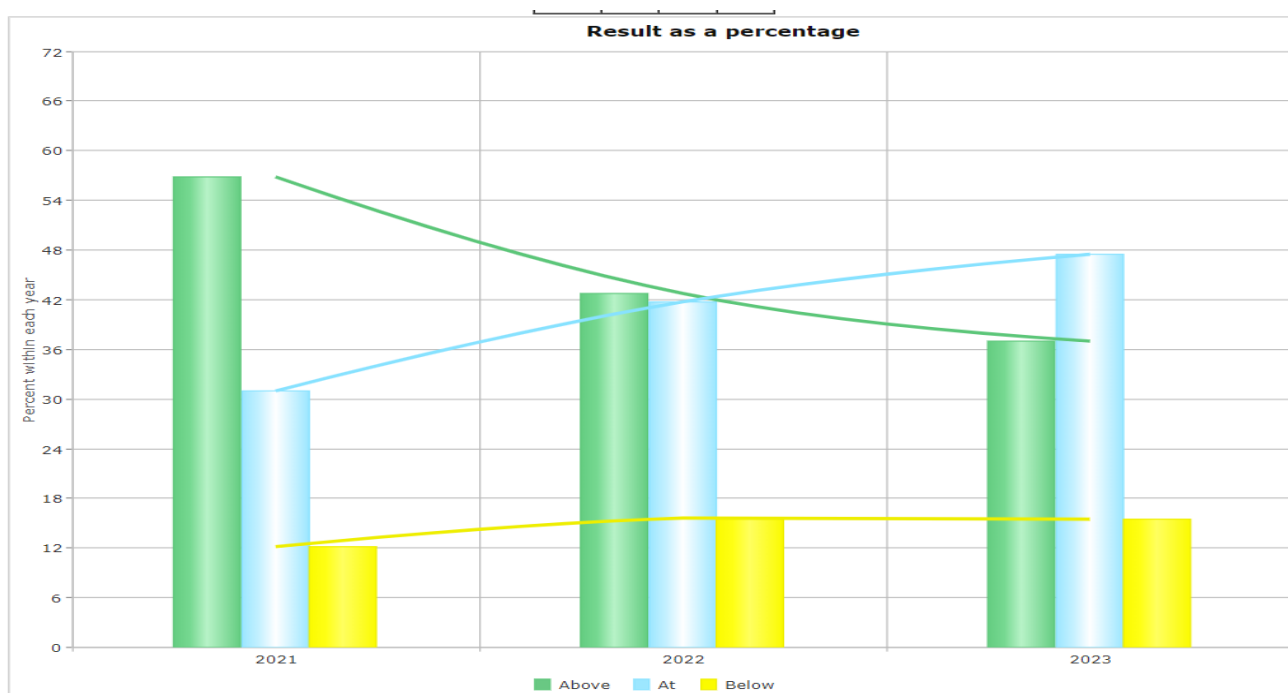
- 87/560 (16%) of students across the school are currently achieving 'below' their expected curriculum level.
- 260/560 (48%) of students across the school are currently achieving 'at' their expected curriculum level.
- 207/560 (37%) of students across the school are currently achieving 'above' their expected curriculum level.

End of Year Reading Data

	Beg L1 Magenta	Beg L1 Red	EL1 Yellow	EL1 Blue	EL1 Green	L1 Orange	L1 Turquoise	EL2 Purple	EL2 Gold	L2	EL3	L3	EL4	L4	EL5	L5	EL6	Total Below	Total At	Total Above	Total Pupils
Y1	4% (2)	18% (8)	16% (7)	22% (10)	24% (11)	4% (2)		7% (3)	4% (2)									38% (17)	47% (21)	16% (7)	8% (45)
Y2		1% (1)	3% (2)	8% (6)		9% (7)	14% (10)	23% (17)	19% (14)	23% (17)								12% (9)	23% (17)	65% (48)	13% (74)
Y3		2% (1)	4% (2)	4% (2)	4% (2)	6% (3)	2% (1)	14% (7)	22% (11)	32% (16)	10% (5)							22% (11)	36% (18)	42% (21)	9% (50)
Y4			3% (2)			1% (1)			4% (3)	28% (21)	63% (47)	1% (1)						8% (6)	28% (21)	64% (48)	13% (75)
Y5					1% (1)				1% (1)	10% (7)	59% (41)	22% (15)	6% (4)					13% (9)	59% (41)	28% (19)	12% (69)
Y6									1% (1)	1% (1)	10% (8)	53% (41)	29% (22)	5% (4)				13% (10)	53% (41)	34% (26)	14% (77)
Y7										1% (1)		6% (5)	63% (50)	25% (20)	4% (3)			8% (6)	63% (50)	29% (23)	14% (79)
Y8											1% (1)	4% (4)	15% (14)	63% (57)	13% (12)	3% (3)		21% (19)	63% (57)	16% (15)	16% (91)
Total pupils	0 % (2)	2 % (10)	2 % (13)	3 % (18)	3 % (14)	2 % (13)	2 % (11)	5 % (27)	6 % (32)	11 % (63)	18 % (102)	12 % (66)	16 % (90)	14 % (81)	3 % (15)	1 % (3)		16% (87)	48% (266)	37% (207)	(560)

*Percentages may not add up to 100% due to rounding.

by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above Expected Curriculum Level	2021	66	87	87	90	96	90	86	87
	2022	77	61	94	89	88	86	87	81
	2023	62	88	78	92	87	87	92	79
% Below Expected Curriculum Level	2021	34	13	13	10	4	10	14	13
	2022	23	39	6	11	13	14	13	19
	2023	38	12	22	8	13	13	8	21



Concerns	
Year 1	<ul style="list-style-type: none"> 17/45 (38%) Year 1 students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> None of these students were part of the data collection at end-year 2022. These 17 students have additional needs and are making progress in their learning, but their skills and growth are not reflected in the data. Although, they are making progress it is not at the expected progress of other students at this year level. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 4 of these 17 students have RTLB support. 4 of these 17 students have ESOL funding. 2 of these 17 students have High Health needs funding. 2 of these 17 students have communication (speech) assistance. 14 of these 17 students have school support, eg teacher aides, tier 2 literacy groups. 6 of these 17 students have SENCO support. 2 of these 17 students have attendance concerns.
Year 3	<ul style="list-style-type: none"> 11/50 (22%) of Year 3 students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> 10 of these 11 students were achieving 'below' the appropriate curriculum level at end of year 2022. All these 11 students were part of the data collection at end of year 2022. These 11 students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language and autism spectrum disorder (ASD). In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 5 of these 11 students have been referred to the RTLit for Tier 3 intervention and are on the waiting list. 2 of these 11 students have RTLB support. 1 of these 11 students has ESOL support. 1 of these 11 students has hearing support. 2 of these 11 students have communication (speech) support. 10 of these 11 students have school support, eg teacher aides, tier 2 literacy groups.

	<ul style="list-style-type: none"> • 4 of these 11 students have SENCO support. • 1 of these 11 students has attendance concerns.
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Year 8	<ul style="list-style-type: none"> • 19/91 (21%) of Year 8 students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> • 9 of these 19 students were achieving 'below' the appropriate curriculum level at end of year 2022. • 4 of these 19 students were not part of the data collection at the end of 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 2 of these 19 students have behaviour support through KYS. • 1 of these 19 students has RTLit support. • 1 of these 19 students has CAMHS support. • 1 of these 19 students has school support, eg teacher aides. • 1 of these 19 students has SENCO support. • 3 of these 19 students have attendance concerns. • At this level teachers cater for student needs within classroom programmes as best as possible, with the resources available, eg Education Perfect.

Celebrations	
Year 2	<ul style="list-style-type: none"> • 48/74 (65%) of Year 2 students are achieving 'above' the appropriate curriculum level.
Year 3	<ul style="list-style-type: none"> • 21/50 (42%) are achieving 'above' the appropriate curriculum level.
Year 4	<ul style="list-style-type: none"> • 48/75 (64%) are achieving 'above' the appropriate curriculum level.

Gender Findings in Reading

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	46	17%	123	47%	95	36%	264
	Female	41	14%	143	48%	112	38%	296
	Total	87	16%	266	48%	207	37%	560

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above Expected Curriculum Level	2021	87	88	82	87	63	100	89	87
	2022	80	88	74	90	71	92	83	87
	2023	83	86	78	86	75	79	84	87
% Below Expected Curriculum Level	2021	13	12	18	13	38	0	11	13
	2022	20	12	26	10	29	8	17	13
	2023	17	14	22	14	25	21	16	13

Gender	Concerns <ul style="list-style-type: none"> • 46/264 (17%) of males are achieving 'below' their appropriate curriculum level. • This is a decrease from 2022 when there were 55/276 (20%) but an increase from 2021 when there were 39/295 (13%). • Whilst there is little disparity between male and female achievement in reading for 2023, the males are slightly lower than their female counterparts against all ethnicities.
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	<ul style="list-style-type: none"> Other than Pasifika females, all other female students have quite stable results year on year. The reason for this is unknown but may be due to them being less school ready.
	<ul style="list-style-type: none"> 24 of these 46 male students were achieving 'below' the appropriate curriculum level at end of year 2022. 14 of these 46 male students were not part of the data collection at end of year 2022. They were new to our school in 2023. These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 3 of these 46 students have MoE communication/speech support. 4 of these 46 students ESOL funding. 3 of these 46 students have RtLit support. 6 of these 46 students have RTLB support. 2 of these 46 students have MOE behaviour support. 25 of these 46 students have school support, eg teacher aides, tier 2 literacy groups. 14 of these 46 students have SENCO support. 7 of these 46 students have attendance concerns.

	Celebrations <ul style="list-style-type: none"> When considering percentages for all students the data suggests that overall our male and female students are achieving comparably in reading.
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Ethnicity Findings in Reading

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	46	17%	123	47%	95	36%	264
	Female	41	14%	143	48%	112	38%	296
	Total	87	16%	266	48%	207	37%	560
Maori	Male	14	22%	29	46%	20	32%	63
	Female	8	14%	26	44%	25	42%	59
	Total	22	18%	55	45%	45	37%	122
Pasifika	Male	2	25%	3	38%	3	38%	8
	Female	3	21%	8	57%	3	21%	14
	Total	5	23%	11	50%	6	27%	22
Asian	Male	4	20%	10	50%	6	30%	20
	Female	2	11%	9	50%	7	39%	18
	Total	6	16%	19	50%	13	34%	38

by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above Expected Curriculum Level	2021	87	84	85	88
	2022	84	81	84	85
	2023	84	82	77	86
% Below Expected Curriculum Level	2021	13	16	15	12
	2022	16	19	16	15
	2023	16	18	23	14

Ethnicity	Concerns <ul style="list-style-type: none"> 14/63 (22%) of Māori males are currently achieving 'below' the expected curriculum level. Although the Pasifika cohort is small (22/560), 5 students (23%) are achieving 'below' the expected curriculum level. Pasifika males (2/8, 25%) have the lowest achievement when compared to other males.
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	<ul style="list-style-type: none"> ● Pasifika females (3/14, 23%) have the lowest achievement when compared to other females.
	<ul style="list-style-type: none"> ● 9 of these 14 Māori males were achieving 'below' the appropriate curriculum level at end of year 2022. ● 4 of these 14 Māori males were not part of the data collection at end of year 2022. They were new to our school in 2023. ● These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> ● 1 of these 14 students has RTLB support. ● 1 of these 14 students has communication (speech) support. ● 7 of these 14 students have school support, eg teacher aides, tier 2 literacy groups. ● 6 of these 14 students have SENCO support. ● 1 of these 14 students has hearing assistance. ● 5 of these 14 students have attendance concerns. ● 2 of these 5 Pasifika students were achieving 'below' the appropriate curriculum level at end of year 2022. ● 2 of these 5 Pasifika students were not part of the data collection at the end of year 2022. They were new to our school in 2023. ● These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> ● 3 of these 5 students have RTLB support. ● 1 of these 5 students has RtLit support. ● 1 of these 5 students has ESOL support. ● 4 of these 5 students have school support, eg teacher aides, tier 2 literacy groups. ● 1 of these 5 students have SENCO support.

	Celebrations <ul style="list-style-type: none"> ● Māori students are achieving at a similar level to our overall school results with 45/122 (37%) achieving 'above' the expected curriculum level. ● 25/59 (42%) of Māori females were achieving 'above' their appropriate curriculum level.
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Syndicate Feedback	
Teams were asked to look at the data and feedback responses to these 3 questions.	<ol style="list-style-type: none"> 1. are there any students in your team who are consistently working below or above their curriculum level? 2. for your students who are achieving below their appropriate curriculum level is there any correlation between this and their attendance, behaviour, ESOL, hearing, speech etc. 3. what in-class support did you give the students who were working below or above their appropriate curriculum level, that is how did you differentiate their learning from the other students?
Tātahi	<p>11 of the 17 students have had Tier 2 intervention.</p> <p>When a child transitions to school we collect Baseline data. We then teach for an intensive 10 weeks, reassess and identify any children who have not made the expected progress. These children attend Tier 2 teaching for 10 weeks along with in class teaching. Students are reassessed at 30 weeks. Of the 17 students 'below', 11 students received intervention. 4/17 students could not attend intervention due to dysregulated behaviour or were Tier 3 (1-1) candidates. Across the Year 1 cohort 17 students received Tier 2 intervention. 6/17 students are now working within expectations.</p>

Ngaru	<p>There are a number of Year 3 and 4 students who have tracked below expectations since beginning at school.</p> <p>Many of these students have extra needs, health issues eg. speech or hearing, or issues outside the classroom, so a definite correlation of needs with reading success. Each year, most of the identified students have received extra help via Tier 2 support in school as well as TA time.</p> <p>What Ngaru have done to help identified student reading:</p> <ul style="list-style-type: none"> • Small group teaching • Structured Literacy based teaching and learning. • Daily reading with teacher and/or TA. • Steps Web to support spelling (to support students). • Ideal spelling programme which scaffolded students at their level. To increase spelling and word pattern knowledge. • Some have received Tier 2 support with Vicki Wilson. • For talented readers - following student interests - books chosen for individual interests, various types of books - assigned personal projects. • Develop love of reading through shared reading and teacher readings. • Chapter Chat - novel studies. • Reporting to parents on progress.
Te Moana	<p>Looking at the whole child is important.</p> <p>The class makeup can impact the quality of teaching. If you have a class full of really high needs, it sucks up much of our teaching time.</p> <p>Some teachers may well be in survival mode given the challenges in their rooms! Class sizes.</p> <p>Behaviours - causing other children to be worried/anxious about learning.</p> <p>Teacher Aides are being reallocated to high-needs students. They are not generally working with kids with learning needs anymore.</p>
Te Motu	<p>Supports provided</p> <ul style="list-style-type: none"> • Provide one on one and small group opportunities for reading. • We purchased sets of high interest decodable readers are suitable for older students. • We use online platforms such as Education Perfect through which we can provide interactive reading activities that are set at appropriate levels. • Teachers promote and model reading daily. • Encourage students to read a variety of books through trips to the library.

Follow Up Support

Reading Action	Action How will we do this?	What will success look like?	When will this be completed by	Who is involved	Costing
Strengthen teacher knowledge and practice in Year 3-8	<ul style="list-style-type: none"> Provide bursts of professional development from English Team Lead, Kāhui Ako inschool lead and others. 	<ul style="list-style-type: none"> Teachers will understand how the Science of Reading research informs teaching. 	<ul style="list-style-type: none"> End 2024 	<ul style="list-style-type: none"> Literacy team leader In school Kōtui Ako teacher 	<ul style="list-style-type: none">
Year 3-8 participate in Professional Learning Development	<ul style="list-style-type: none"> Apply through the Ministry of Education BSLA training, AP, Junior teachers, team leader. 	<ul style="list-style-type: none"> PBS children are accurate, capable and engaged readers and writers. Student achievement lifts, especially our 'tail'. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> PLD Provider Literacy team lead AP Rt Lit In school Kāhui Ako teacher 	<ul style="list-style-type: none"> PLD Costs Reliever costs Release costs
Engaging reading programme	<ul style="list-style-type: none"> Literacy Resource suppliers meeting with L T. Literacy Team promoting new resources to staff. Library Team- have themed weeks/terms, Book reviews by students, new books advertised to students & community. Gather students voice to promote lifelong 	<ul style="list-style-type: none"> Students opting to read voluntarily. Students sharing books and talking about them. Greater utilisation of the library. Students engaged in their learning programme. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Literacy Team Class teachers Library Team 	<ul style="list-style-type: none"> Annual library budget & English resource budget

	<p>readers.</p> <ul style="list-style-type: none"> • Opportunities to read across the curriculum through inquiry and rich tasks. 				
<p>Culturally responsive to Māori students by ensuring there are relevant books in the library.</p>	<ul style="list-style-type: none"> • A survey is written, and our identified Māori students are asked to complete. 	<ul style="list-style-type: none"> • Students respond to the survey. • A plan to purchase relevant library books is actioned. • The library displays books that reflect Māori student voice that entices them to read. 	<ul style="list-style-type: none"> • 2024 - 2026 	<ul style="list-style-type: none"> • AP/DP • Students 	<ul style="list-style-type: none"> • Library budget

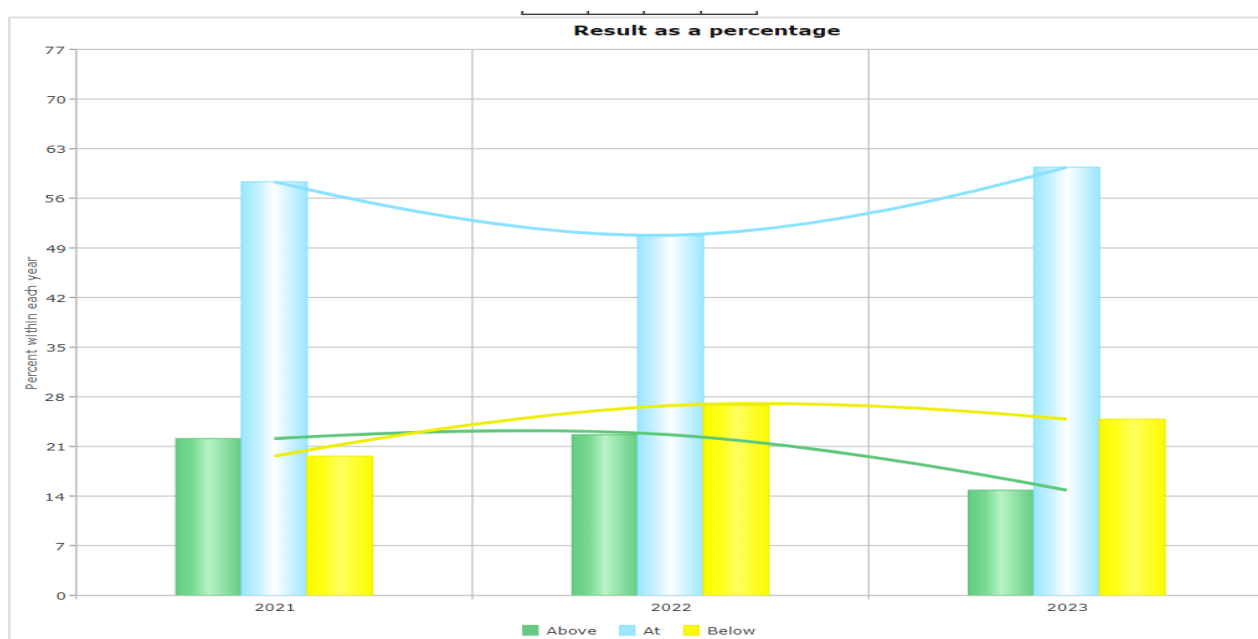
Writing Findings

- The assessment of writing can be subjective. Schoolwide moderation is key to enable a school-wide understanding of expectations at different curriculum levels to help to increase the reliability of results.
- Our Literacy Team ran a professional development afternoon on writing moderation for teaching staff to help with the analysing of students writing to ensure across school consistency in the end of the year results.
- Whole school PD in 2024 can hopefully enable us to review current tools as well as boost pedagogy.
- 139/560 (25%) of students across the school are currently achieving 'below' their expected curriculum level.
- 338/560 (60%) of students across the school are currently achieving 'at' their expected curriculum level.
- 83/560 (15%) of students across the school are currently achieving 'above' their expected curriculum level.

End of Year Writing Data

	Beg L1	EL1	L1	EL2	L2	EL3	L3	EL4	L4	EL5	L5	EL6	Total Below	Total At	Total Above	Total Pupils
Y1	22% (10)	64% (29)	13% (6)										22% (10)	64% (29)	13% (6)	8% (45)
Y2		12% (9)	73% (54)	15% (11)									12% (9)	73% (54)	15% (11)	13% (74)
Y3		2% (1)	32% (16)	44% (22)	22% (11)								34% (17)	44% (22)	22% (11)	9% (50)
Y4		1% (1)	4% (3)	16% (12)	51% (38)	28% (21)							21% (16)	51% (38)	28% (21)	13% (75)
Y5			1% (1)	3% (2)	23% (16)	62% (43)	10% (7)						28% (19)	62% (43)	10% (7)	12% (69)
Y6				3% (2)	4% (3)	31% (24)	58% (45)	4% (3)					38% (29)	58% (45)	4% (3)	14% (77)
Y7				1% (1)		3% (2)	11% (9)	66% (52)	18% (14)	1% (1)			15% (12)	66% (52)	19% (15)	14% (79)
Y8						1% (1)	11% (10)	18% (16)	60% (55)	10% (9)			30% (27)	60% (55)	10% (9)	16% (91)
Total pupils	2 % (10)	7 % (40)	14 % (80)	9 % (50)	12 % (68)	16 % (91)	13 % (71)	13 % (71)	12 % (69)	2 % (10)			25% (139)	60% (338)	15% (83)	(560)

by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above Expected Curriculum Level	2021	100	92	79	69	83	69	78	78
	2022	92	66	82	72	53	75	74	75
	2023	78	88	66	79	72	62	85	70
% Below Expected Curriculum Level	2021	0	8	21	31	17	31	22	22
	2022	8	34	18	28	47	25	26	25
	2023	22	12	34	21	28	38	15	30



Concerns	
Year 1	<ul style="list-style-type: none"> 10/45 (22%) of students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> None of these students were part of the data collection at end-of year 2022. These students were identified in 2023 as having a range of learning barriers which have impacted on their learning. They received a range of supports such as follows: <ul style="list-style-type: none"> 2 of these 10 students have RTLB support. 2 of these 10 students have ESOL assistance. 2 of these 10 students have HHNF. 9 of these 10 students have school support, eg teacher aides. 5 of these 10 students have SENCO support. 1 of these 10 students has attendance concerns.
Year 3	<ul style="list-style-type: none"> 17/50 (34%) of students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> 10 of these 17 students were achieving 'below' the appropriate curriculum level at end of year 2022. 3 of these 17 students were not part of the data collection at end of year 2022. They were new to our school in 2023. These students have been identified in previous years and have a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 2 of these 17 students have RTLB support. 1 of these 17 students has audiologist assistance. 2 of these 17 students have communication (speech) assistance. 13 of these 17 students have school support, eg teacher aides, tier 2 literacy groups. 6 of these 17 students have SENCO support. 1 of these 17 students has attendance concerns.
Year 5	<ul style="list-style-type: none"> 19/69 (28%) students are achieving 'below' the expected curriculum level.
	<ul style="list-style-type: none"> 13 of these 19 students were achieving 'below' the appropriate curriculum level at end of-year 2022. All these 19 students were part of the data collection at end of year 2022.

	<ul style="list-style-type: none"> • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: • 1 of these 19 students has RTLB support. • 1 of these 19 students has RT Lit support. • 1 of these 19 students has Ed Psych/SPELD reports. • 1 of these 19 students has ESOL funding. • 12 of these 19 students have school support, eg teacher aides. • 4 of these 19 students have SENCO support.
Year 6	<ul style="list-style-type: none"> • 29/77 (38%) students are achieving 'below' the expected curriculum level.
	<ul style="list-style-type: none"> • 24 of these 29 students were achieving 'below' the appropriate curriculum level at end of year 2022 and had been identified in previous years. • 2 of these 29 students were not part of the data collection at end of year 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: • 1 of these 29 students has RTLB support. • 1 of these 29 students has RT Lit support. • 2 of these 29 students have Ed Psych/SPELD reports. • 15 of these 29 students have school support, eg teacher aides. • 5 of these 29 students have SENCO support. • 3 of these 29 students have attendance concerns.
Year 8	<ul style="list-style-type: none"> • 27/91 (30%) of students are achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> • 16 of these 27 students were achieving 'below' the appropriate curriculum level at end of year 2022. • 4 of these 27 students were not part of the data collection at end of year 2023. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: • 1 of these 27 students has RT Lit support. • 2 of these 27 students have KYS support. • 3 of these 27 students have school support, eg teacher aides. • 2 of these 27 students have SENCO support. • 4 of these 27 students have attendance concerns. • At this level teachers cater for student needs within classroom programmes as best as possible, with the resources available, eg Education Perfect.

Celebrations	
Year 4	<ul style="list-style-type: none"> • 21/75 (28%) of students are achieving 'above' the expected curriculum level in writing.
Year 7	<ul style="list-style-type: none"> • 67/79 (85%) of students are achieving 'at' or 'above' the expected curriculum level in writing.

Gender Findings in Writing

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	84	32%	154	58%	26	10%	264
	Female	55	19%	184	62%	57	19%	296
	Total	139	25%	338	60%	83	15%	560

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above Expected Curriculum Level	2021	74	85	68	85	63	92	76	85
	2022	67	80	52	85	57	100	73	78
	2023	68	81	59	80	63	93	72	81
% Below Expected Curriculum Level	2021	26	15	32	15	38	8	24	15
	2022	33	20	48	15	43	0	27	22
	2023	32	19	41	20	38	7	28	19

Gender	Concerns
	<ul style="list-style-type: none"> 84/264 (32%) males are achieving 'below' the appropriate curriculum level. This is a slight decrease from 2022 when there were 90/276 (33%) but an increase from 2021 when there were 77/295 (26%). 26/264 (10%) of males are achieving 'above' their expected curriculum level. This is a decrease from 2022 when there were 50/276 (18%) and from 2021 when there were 60/295 (20%). Considerable drops in achievement in 2022 and only slight recovery in 2023. Male student achievement in writing is weaker than female achievement across all ethnicities.
	<ul style="list-style-type: none"> 51 of the 84 males were achieving 'below' the appropriate curriculum level at end of year 2022. 14 of these 84 students were not part of the data collection at end of year 2023. They were new to our school in 2023. The students who were achieving 'below' the appropriate curriculum level have been identified in previous years as having a range of learning barriers which have impacted on their learning. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 4 of these 84 students have RT Lit support. 3 of these 84 students have Ed Psych/SPELD reports. 5 of these 84 students have RTLB support. 4 of these 84 students have communication (speech) support. 2 of these 84 students have ESOL funding. 2 of these 84 students have MoE Behaviour funding. 32 of these 84 students have school support eg teacher aides, tier 2 literacy groups. 18 of these 84 students have SENCO support. 8 of these 84 students have attendance issues.

	Celebration <ul style="list-style-type: none"> 241/296 (81%) of females are achieving 'at' or 'above' their appropriate curriculum level.
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Ethnicity Findings in Writing

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	84	32%	154	58%	26	10%	264
	Female	55	19%	184	62%	57	19%	296
	Total	139	25%	338	60%	83	15%	560
Maori	Male	26	41%	34	54%	3	5%	63
	Female	12	20%	33	56%	14	24%	59
	Total	38	31%	67	55%	17	14%	122
Pasifika	Male	3	38%	5	63%	0	0%	8
	Female	1	7%	12	86%	1	7%	14
	Total	4	18%	17	77%	1	5%	22
Asian	Male	6	30%	9	45%	5	25%	20
	Female	5	28%	10	56%	3	17%	18
	Total	11	29%	19	50%	8	21%	38

by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above Expected Curriculum Level	2021	79	75	80	81
	2022	74	66	84	75
	2023	75	69	82	77
% Below Expected Curriculum Level	2021	21	25	20	19
	2022	26	34	16	25
	2023	25	31	18	23

Ethnicity	Concern
	<ul style="list-style-type: none"> 38/122 (31%) of Māori students are achieving 'below' the appropriate curriculum level. 26/63 (41%) of Māori males are achieving 'below' the appropriate curriculum level. This is a decrease from 2022 when there were 30/64 (47%) but an increase from 2021 when there were 22/67 (33%). 3/63 (5%) of Māori males are achieving 'above' the appropriate curriculum level. This is a decrease from 2022 when there were 10/64 (16%) and from 2021 when there were 8/67 (12%). 3/8 (38%) Pasifika males are achieving 'below' the appropriate curriculum level. There were no Pasifika males achieving 'above' the appropriate curriculum level. Although the Pasifika cohort is small (22/560), 4 students (18%) are currently achieving 'below' the expected curriculum level. This is consistent with results from 2022 when there were 3/18 (17%) and from 2021 when there were 4/17 (24%). Asian females have the greatest needs compared with other females with 5/18 (28%) achieving 'below' the appropriate curriculum level.
	<ul style="list-style-type: none"> 27 of these 38 Māori students were achieving 'below' the appropriate curriculum level at end of year 2022. 7 of these 38 Māori students were not part of the data collection at end of year 2022. They were new to our school in 2023. 21 of the 26 Māori males were achieving 'below' the appropriate curriculum level at end of year 2022. 4 of these 26 Māori males were not part of the data collection at end of year 2022. These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> 1 of these 38 Māori students who is male has hearing support. 2 of these 38 Māori students who are male have Rt Lit support.

	<ul style="list-style-type: none"> • 1 of these 38 Māori students has RTLB support. • 1 of these 38 Māori students and 1 of these 26 Māori male students has communication (speech) support. • 18 of these 38 Māori students and 12 of these 26 male Māori students have school support, eg teacher aides, tier 2 literacy groups. • 8 of these 38 Māori students and 6 of these 26 male Māori students have SENCO support. • 10 of these 38 Māori students have attendance concerns. • All 4 Pasifika students were achieving 'below' the appropriate curriculum level at end of year 2022. • All 3 Pasifika males were achieving 'below' the appropriate curriculum level at end of year 2022. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 1 of these 3 Pasifika males has Rt Lit support. • 2 of these 3 Pasifika males have RTLB support. • 2 of these 3 Pasifika males have school support, eg teacher aides, tier 2 literacy groups. • 1 of these 3 Pasifika males has SENCO support.
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	<p>Celebration</p> <ul style="list-style-type: none"> • 14/59 (24%) of Māori females were achieving 'above' the appropriate curriculum level. • Māori females are the highest achievers in this bracket compared with other females and second highest when compared with all genders/ethnicities. Only Asian males were higher. • 47/59 (80%) of Māori females were achieving 'at' or 'above' the appropriate curriculum level. • 13/14 (95%) of Pasifika females were achieving 'at' or 'above' the appropriate curriculum level.
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Syndicate Feedback	
Teams were asked to look at the data and feedback responses to these 3 questions.	<ol style="list-style-type: none"> 1. are there any students in your team who are consistently working below or above their curriculum level? 2. for your students who are achieving below their appropriate curriculum level is there any correlation between this and their attendance, behaviour, ESOL, hearing, speech etc. 3. what in-class support did you give the students who were working below or above their appropriate curriculum level, that is how did you differentiate their learning from the other students?
Tātahi	<p>11 of the 17 students have had Tier 2 invention.</p> <p>At this level, the explicit teaching of reading and writing are reciprocal. This data is not a true reflection of where our students are at as the margins are too broad. The very same students who are 'below' in reading will be 'below' in writing. See above (Reading) for Tier 2 support and in class support comments. As a team, we have turned our focus to the explicit teaching of writing and ensuring our more able writers are extended.</p>
Ngaru	<p>There are a number of Year 3 and 4 students identified as writing below expectations who are also identified below where we would expect in reading.</p>

	<p>Many of these students have extra needs, health issues eg. speech or hearing, or issues outside the classroom, so a definite correlation of needs with writing success. Each year, some of these students have received TA support for writing. Some of these children are also new to PBS, so have had school changes which impacts on a child's progress.</p> <p>What Ngaru have done to help identified student writing:</p> <ul style="list-style-type: none"> • Small group teaching to support early writers. • Daily writing opportunities across the curriculum. • Modelling to whole class and bringing early writers to work with teacher. • Regularly practice brainstorming, grouping and writing from ideas. • Have high expectations. • Ideal spelling programme which scaffolded students at their level. To increase spelling and word pattern knowledge. • Varied writing programme for interest. • Structured Literacy Dictation. • TA to support ESOL students. • Regular opportunities to share their work with classmates. • Publishing their work - eg. teacher types up or shares their writing for them - both gifted and struggling students. • Sharing writing with parents via digital medium - both gifted and struggling. • Display writing around the classroom. Displays with word walls and surface features of writing, as well as deeper features of different types of writing either displayed or in modelling book. • Gifted students - choice in subject material, audience or writing type. • Reporting to parents on progress. • Four times a week handwriting
Te Moana	<p>Looking at the whole child is important.</p> <p>The class makeup can impact the quality of teaching. If you have a class full of really high needs, it sucks up much of our teaching time.</p> <p>Some teachers may well be in survival mode given the challenges in their rooms!</p> <p>Class size</p> <p>Behaviours - causing other children to be worried/anxious about learning.</p> <p>Teacher Aides are being reallocated to high-needs students. They are not generally working with kids with learning needs anymore.</p>
Te Motu	<p>Support provided</p> <ul style="list-style-type: none"> • Daily opportunities to write. • Provide regular opportunities to write independently • Use visual aids to support the writing process • Provide regular feedback to students about their writing and continually assess their progress • We use The Code to provide structured spelling programmes which are aimed at individuals needs using deliberate teaching strategies to teach words • Specific grammar and structured literacy activities are provided through Education Perfect and Steps web, and are set to the specific needs and levels of each student. • Teacher Aides, teacher conferencing, peer writing and sharing of writing.

Follow Up Support

Writing Action	Action How will we do this?	What will success look like?	When will this be completed by	Who is involved	Costing
Raise achievement of Māori male writers as per ERO recommended target	<ul style="list-style-type: none"> Discuss with literacy team and staff to brainstorm ideas for group teaching Needs in-depth assessment to ascertain gaps 	<ul style="list-style-type: none"> Māori male writing improves, narrowing the achievement gap with other male students 	<ul style="list-style-type: none"> Check achievement at end of 2024 	<ul style="list-style-type: none"> AP Literacy team Team leaders All teachers 	<ul style="list-style-type: none"> Teacher Aide funding
Moderation of writing between syndicates and across the school	<ul style="list-style-type: none"> Time is made available for teachers to meet to moderate samples of PBS students work. This will take place two times a year and is timetabled into our assessment timetable. 	<ul style="list-style-type: none"> Teachers have a shared understanding of what writing at each curriculum level looks like. Teachers feel more confident in levelling students work. A school wide moderation process is in place. Moderation folders with PBS students annotated samples of writing available for teachers to access. 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Literacy team Team leaders All teachers 	
School wide scope and sequence	<ul style="list-style-type: none"> Teachers provided with PLD to enable them to investigate the science of reading. Develop a shared understanding of how 	<ul style="list-style-type: none"> Teachers have an increased understanding of the science of reading which should also positively impact 	<ul style="list-style-type: none"> 2024 - 2026 	<ul style="list-style-type: none"> Literacy team AP MoE PLD providers RtLit SLT In school Kāhui Ako teacher 	<ul style="list-style-type: none"> PLD Costs Reliever costs Release costs

	<p>‘Structured Literacy’ looks at PBS.</p> <ul style="list-style-type: none"> • Develop a school wide phonics scope and sequence. 	<p>achievement in writing.</p> <ul style="list-style-type: none"> • Student achievement reflects the shift in new learning and practice. 			
Targeted writing group for students identified in data as needing more support.	<ul style="list-style-type: none"> • Students are identified from achievement data. • Discuss with literacy team and staff to brainstorm ideas 	<ul style="list-style-type: none"> • Lessons are targeted to student’s needs. • Students’ achievement reflects the targeted teaching that has taken place. 	<ul style="list-style-type: none"> • 2024 and ongoing if required 	<ul style="list-style-type: none"> • Literacy Team • Syndicate teams. • Teacher/Teacher aide 	<ul style="list-style-type: none"> • Teacher Aide funding
Gather student voice from boys who are finding writing challenging to find out what would hook them into writing.	<ul style="list-style-type: none"> • A survey is written, and our identified male students are asked to complete. 	<ul style="list-style-type: none"> • Students articulate (in survey) what they see as topics that interest them to write about. • Increased teacher confidence on what to provide as hooks for struggling male writers. 	<ul style="list-style-type: none"> • 2024 then on a 3-year cycle 	<ul style="list-style-type: none"> • Literacy team • AP/DP • Students 	

Maths Findings

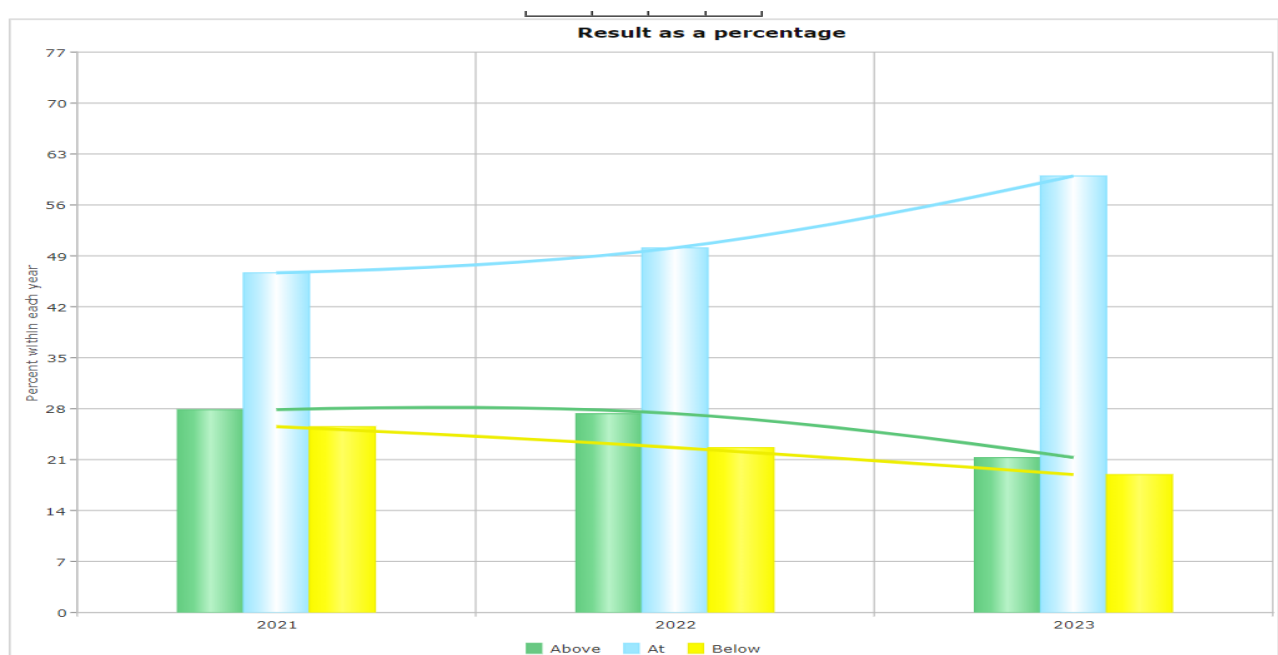
- 455/561 (81%) of students across the school are achieving 'at' or 'above' their expected curriculum level this is a growth of 11% from the 2022 end of year results.
- 106/561 (19%) are achieving 'below' the appropriate curriculum level.
- 336/561 (60%) are achieving 'at' the appropriate curriculum level.
- 119/561 (21%) are achieving 'above' the appropriate curriculum level.
- End of year results reflect a positive outlook for mathematics, this may be attributed to our PLD work with Cognition.

End of Year Mathematics Findings

	Beg L1	EL1	L1	EL2	L2	EL3	L3	EL4	L4	EL5	L5	EL6	Total Below	Total At	Total Above	Total Pupils
Y1	4% (2)	78% (35)	13% (6)	2% (1)	2% (1)								4% (2)	78% (35)	18% (8)	8% (45)
Y2		14% (10)	57% (42)	30% (22)									14% (10)	57% (42)	30% (22)	13% (74)
Y3		2% (1)	22% (11)	48% (24)	28% (14)								24% (12)	48% (24)	28% (14)	9% (50)
Y4			4% (3)	13% (10)	56% (42)	25% (19)	1% (1)						17% (13)	56% (42)	27% (20)	13% (75)
Y5				1% (1)	19% (13)	67% (46)	12% (8)	1% (1)					20% (14)	67% (46)	13% (9)	12% (69)
Y6			1% (1)	1% (1)	4% (3)	23% (18)	51% (40)	18% (14)		1% (1)			29% (23)	51% (40)	19% (15)	14% (78)
Y7					1% (1)	1% (1)	6% (5)	66% (52)	25% (20)				9% (7)	66% (52)	25% (20)	14% (79)
Y8					1% (1)	1% (1)	9% (8)	16% (15)	60% (55)	10% (9)	2% (2)		27% (25)	60% (55)	12% (11)	16% (91)
Total pupils	0 % (2)	8 % (46)	11 % (63)	11 % (59)	13 % (75)	15 % (85)	11 % (62)	15 % (82)	13 % (75)	2 % (10)	0 % (2)		19% (106)	60% (336)	21% (119)	(561)

*Percentages may not add up to 100% due to rounding.

by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
% At and Above Expected Curriculum Level	2021	100	95	88	80	86	73	84	85
	2022	74	100	95	89	90	85	87	87
	2023	96	97	76	89	77	86	96	86
% Below Expected Curriculum Level	2021	0	5	12	20	14	27	16	15
	2022	26	0	5	11	10	15	13	13
	2023	4	3	24	11	23	14	4	14



Concerns	
Year 3	<ul style="list-style-type: none"> • 12/50 (24%) students are achieving 'below' the appropriate curriculum level in mathematics.
	<ul style="list-style-type: none"> • 9 of these 12 students were achieving 'below' the appropriate curriculum level at end of year 2022. • 11 of these 12 students were part of the data collection at end of year 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language and autism spectrum disorder (ASD). In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 1 of these 12 students have RTLB support. • 1 of these 12 students has ESOL support. • 1 of these 12 students has hearing support. • 11 of these 12 students have school support, eg teacher aides. • 3 of these 12 students have SENCO support. • 1 of these 12 students has attendance concerns.
Year 5	<ul style="list-style-type: none"> • 14/69 (20%) students are achieving 'below' the appropriate curriculum level in mathematics.
	<ul style="list-style-type: none"> • 9 of these 14 students were achieving 'below' the appropriate curriculum level at end of-year 2022. • All these 14 students were part of the data collection at end of year 2022. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 1 of these 14 students have RTLB support. • 1 of these 14 students has ESOL support. • 10 of these 14 students have school support, eg teacher aides. • 4 of these 14 students have SENCO support. • 1 of these 14 students has attendance concerns.
Year 6	<ul style="list-style-type: none"> • 23/78 (29%) students are achieving 'below' the appropriate curriculum level in mathematics.
	<ul style="list-style-type: none"> • 13 of these 23 students were achieving 'below' the appropriate curriculum level at end of year 2022. • 3 of these 23 students were not part of the data collection at end of year 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 2 of these 23 students have technology assistance. • 8 of these 23 students have school support, eg teacher aides. • 3 of these 23 students have SENCO support. • 3 of these 23 students have attendance concerns.
Year 8	<ul style="list-style-type: none"> • 25/91 (27%) students are achieving 'below' the appropriate curriculum level in mathematics.

	<ul style="list-style-type: none"> • 17 of these 25 students were achieving 'below' the appropriate curriculum level at end of year 2022. • 5 of these 25 students were not part of the data collection at end of year 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 2 of these 25 students have KYS assistance. • 2 of these 25 students have school support, eg teacher aides. • 2 of these 25 students have SENCO support. • 4 of these 25 students have attendance concerns. • At this level teachers cater for student needs within classroom programmes as best as possible, with the resources available, eg Education Perfect.
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Celebrations	
Year 1	<ul style="list-style-type: none"> • 43/45 (96%) of students are achieving 'at' or 'above' their appropriate curriculum level.
Year 2	<ul style="list-style-type: none"> • 22/74 (30%) of students are achieving 'above' their appropriate curriculum level.
Year 3	<ul style="list-style-type: none"> • 14/50 (28%) of students are achieving 'above' their expected curriculum level.
Year 4	<ul style="list-style-type: none"> • 20/75 (27%) of students are achieving 'above' their expected curriculum level.
Year 7	<ul style="list-style-type: none"> • 20/79 (25%) of students are achieving 'above' their expected curriculum level. • 72/79 (91%) of students are achieving 'at' or 'above' their expected curriculum level.

Gender Findings in Maths

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	41	15%	151	57%	73	28%	265
	Female	65	22%	185	63%	46	16%	296
	Total	106	19%	336	60%	119	21%	561

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above Expected Curriculum Level	2021	77	72	65	69	88	75	81	72
	2022	80	74	75	67	86	83	82	75
	2023	85	78	75	76	88	86	88	78
% Below Expected Curriculum Level	2021	23	28	35	31	13	25	19	28
	2022	20	26	25	33	14	17	18	25
	2023	15	22	25	24	13	14	12	22

Gender	Concerns <ul style="list-style-type: none"> • 65/296 (22%) of females are achieving 'below' their appropriate curriculum level. This is a decrease from 2022 when there were 75/284 (26%) and from 2021 when there were 182/289 (28%). • 46/296 (16%) of females are achieving 'above' their appropriate curriculum level. This is a decrease from 2022 when there were 55/284 (19%) and from 2021 when there were 53/289 (18%).
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	<ul style="list-style-type: none"> • 38 of the 65 females were achieving 'below' the appropriate curriculum level at end of year 2022. • 9 of these 65 females were not part of the data collection at end of year 2022. They were new to our school in 2023. • These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> • 3 of these 65 students have ESOL funding. • 3 of these 65 students have communication (speech) support. • 1 of these 65 students has hearing support. • 3 of these 65 students have RTLB support. • 31 of these 65 students have school support, eg teacher aides. • 12 of these 65 students have SENCO support. • 6 of these 65 students have attendance concerns. • 30 of the 46 females were achieving 'above' the appropriate curriculum level at end of year 2022. • 5 of these 46 females were not part of the data collection at end of year 2022. They were new to our school in 2023.
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	Celebration <ul style="list-style-type: none"> • 73/265 (28%) of males are achieving 'above' expectation at end of 2023. Whilst there are individual boys achieving well in each year level, there are strengths showing in Years 2 (15/37, 41%) 4 (12/32, 38%) and 7(10/29, 34%).
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Ethnicity Findings in Maths

All students Years 1 - 8		Below		At		Above		Total
		No	%	No	%	No	%	No
All	Male	41	15%	151	57%	73	28%	265
	Female	65	22%	185	63%	46	16%	296
	Total	106	19%	336	60%	119	21%	561
Maori	Male	16	25%	31	48%	17	27%	64
	Female	14	24%	34	58%	11	19%	59
	Total	30	24%	65	53%	28	23%	123
Pasifika	Male	1	13%	4	50%	3	38%	8
	Female	2	14%	11	79%	1	7%	14
	Total	3	14%	15	68%	4	18%	22
Asian	Male	2	10%	10	50%	8	40%	20
	Female	3	17%	11	61%	4	22%	18
	Total	5	13%	21	55%	12	32%	38

by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above Expected Curriculum Level	2021	75	66	80	77
	2022	77	71	84	78
	2023	81	76	86	82
% Below Expected Curriculum Level	2021	25	34	20	23
	2022	23	29	16	22
	2023	19	24	14	18

Ethnicity	Concerns <ul style="list-style-type: none"> • 16/64 (25%) of Māori males are achieving 'below' their appropriate curriculum level. This is the same as 2022 when there were 16/65 (25%) but a decrease from 2021 when there were 24/67 (36%).
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	<ul style="list-style-type: none"> ● 14/59 (24%) of Māori females are achieving 'below' their appropriate curriculum level. This is a decrease from 2022 when there were 17/51 (33%) and from 2021 when there were 16/53 (30%). ● 30/123 (24%) Māori students are achieving 'below' their appropriate curriculum level. This is a decrease from 2022 when there were 33/116 (28%) and 2021 when there were 40/120 (33%). We hope we continue to see these decreases. ● 1/14 (7%) Pasifika females are achieving 'above' the appropriate curriculum level. This is a decrease from 2022 when there were 2/12 (17%) and from 2021 when there were 3/11 (27%). ● Although the Pasifika cohort is small (22/560), 4 students (18%) are currently achieving 'above' the expected curriculum level. This is consistent with results from 2022 when there were 3/18 (17%) and from 2021 when there were 4/17 (24%).
	<ul style="list-style-type: none"> ● 10 of the 16 Māori males were achieving 'below' the appropriate curriculum level at end of year 2022. ● 10 of the 14 Māori females were achieving 'below' the appropriate curriculum level at end of year 2022. ● 2 of these 16 males were not part of the data collection at end of year 2022. They were new to our school in 2023. ● 2 of these 14 females were not part of the data collection at end of year 2022. They were new to our school in 2023. ● These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> ● 1 of these 30 Māori students has hearing support. ● 2 of these 30 Māori students have RTLB support. ● 13 of these 30 Māori students have school support, eg teacher aides. ● 8 of these 30 Māori students have SENCO support. ● 8 of these 30 Māori students have attendance concerns, 4 male and 4 female. ● The 1 Pasifika male was achieving 'below' the appropriate curriculum level at end of year 2022. ● 1 of the 2 Pasifika females were achieving 'below' the appropriate curriculum level at end of year 2022. ● All males were part of the data collection at end of year 2022. ● 1 of the 2 females were not part of the data collection at end of year 2022. They were new to our school in 2023. ● These students have been identified in previous years as having a range of learning barriers which have impacted on their learning, such as severe speech and language, trauma, anxiety, English as a second language, autism spectrum disorder (ASD) and MoE behaviour support. In 2023 they received a range of supports such as follows: <ul style="list-style-type: none"> ● 1 of these 3 Pasifika students has ESOL funding. ● 1 of these 3 Pasifika students has RTLB support. ● 2 of these 3 Pasifika students have school support, eg teacher aides.
Ethnicity	Celebration <ul style="list-style-type: none"> ● 28/123 (23%) of Māori students are achieving 'above' their appropriate curriculum level. This is a decrease from 2022 when there were 31/116 (27%) and the same as 2021 when there were 27/120 (23%). ● 3/8 (38%) of Pasifika males are achieving 'above' their appropriate curriculum level.

- 18/20 (90%) of Asian males are achieving 'at' or 'above' their appropriate curriculum level. With 8/20 (40%) 'above' their appropriate curriculum level.

Syndicate Feedback

Teams were asked to look at the data and feedback responses to these 3 questions.	<ol style="list-style-type: none"> 1. are there any students in your team who are consistently working below or above their curriculum level? 2. for your students who are achieving below their appropriate curriculum level is there any correlation between this and their attendance, behaviour, ESOL, hearing, speech etc. 3. what in-class support did you give the students who were working below or above their appropriate curriculum level, that is how did you differentiate their learning from the other students?
Tātahi	<p>11 of the 17 students have had Tier 2 invention.</p> <p>This data is not a true reflection of where our students are at as the margins are too broad. We are working collaboratively to plan and implement our maths programmes. This helps us to identify students who are struggling with the foundation concepts. We also discuss how to extend students who have exceptional maths abilities.</p>
Ngaru	<p>Many of the Year 3 and 4 students identified as working below in mathematics are also identified as working below expectations in literacy.</p> <p>What Ngaru have done to help identified student mathematics:</p> <ul style="list-style-type: none"> • A mixture of whole class and mixed, small group mathematic lessons. • Daily opportunity to develop student knowledge, understanding and skills in mathematics and numeracy. • Maths talks - to encourage discussion, reasoning and problem-solving math problems. Develop interconnectedness of mathematics through concepts. • Opportunities for collaboration when problem solving. • Formulating engaging, hands-on lessons with equipment. • Provide many, regular opportunities to use math language in class. • Display maths work on maths walls. • Rich tasks - to engage students at different levels. • Modelling to whole class and bringing struggling mathematicians to work with teacher. • Having high expectations in classrooms. • Some classes are using app-based lessons eg. with studyladder to support mathematic topics. • Maths Adventure across classrooms - eg. groups of students to extend gifted mathematicians. • Revisiting lessons so to consolidate and extend math understanding. • Regular monitoring of student progress. • Reporting to parents on progress.
Te Moana	<p>Looking at the whole child is important.</p> <p>The class makeup can impact the quality of teaching. If you have a class full of really high needs, it sucks up much of our teaching time.</p> <p>Some teachers may well be in survival mode given the challenges in their rooms!</p> <p>Class sizes.</p> <p>Behaviours - causing other children to be worried/anxious about learning.</p>

	Teacher Aides are being reallocated to high-needs students. They are not generally working with kids with learning needs anymore.
Te Motu	<p>Support provided</p> <ul style="list-style-type: none"> • Explicit teaching of facts and strategies • Small group and one on one learning when needed. • Rich tasks and whole class maths talks to encourage rich maths discussions and discovery • Teacher Aides • Use visual aids and equipment to support learning • Use websites such as Youcubed, Khan academy, TKI etc • Syndicate Meeting discussions and collaborative planning. • Teachers attending our school Maths PD for the past 2 years • Teachers attending Maths PD through Kapiti College throughout the year

Follow Up Support

Maths Action	Action How will we do this?	What will success look like?	When will this be completed by	Who is involved	
MoE funded PLD with Cognition	<ul style="list-style-type: none"> Teachers involved in school wide facilitated PLD. Teachers have an understand of current maths pedagogy and teaching. Teachers use a variety of teaching approaches based on current pedagogy such as, 'low-floor, high-ceiling' activities, 'open ended' maths questions, 'mathematical discussion and discourse'. Develop a shared understanding of the Learning Progression Framework' and how it will look across every level at PBS. Increase teachers' confidence in assessing/monitoring students 	<ul style="list-style-type: none"> Teachers have an increased understanding of the Learning Progression Framework which enables them to know, what learning at previous years looks like, what this year looks like and what is required for the following years. Teachers using different teaching approaches based on current pedagogy. Student achievement reflects the shift in new learning and practice. 	<ul style="list-style-type: none"> 2023 and on-going 	<ul style="list-style-type: none"> Cognition Math Leads AP Maths Lead Maths team Team leaders Teachers 	<ul style="list-style-type: none"> PLD Costs Reliever costs Release costs
Teacher Aides give support to students	<ul style="list-style-type: none"> Students' progress is monitored and those 	<ul style="list-style-type: none"> Students will over time show a shift in their 	<ul style="list-style-type: none"> 2023 and ongoing 	<ul style="list-style-type: none"> Class teacher SENCO 	<ul style="list-style-type: none"> Teacher aide funding

	of need identified. <ul style="list-style-type: none"> • Appropriate supports put in place through time allocated in teacher aide timetables. 	levels.			
Build confidence and resilience in maths for girls	<ul style="list-style-type: none"> • Gather insight from other schools through our Kāhui Ako discussions and PLD/workshop opportunities. • School wide maths survey. 	<ul style="list-style-type: none"> • Through the school survey information is gathered from our female students. 	<ul style="list-style-type: none"> • 2024 	<ul style="list-style-type: none"> • Maths Team leader • Maths Team • AP/DP • Kāhui Ako in school lead 	

Preparing our tamariki
with the skills to shape their world



RAISING MĀORI SUCCESS AT PARAPARAUMU BEACH SCHOOL

Nga Whakatutukitanga - 2023 Achievements

- Our strategic plan (2021-2023) includes goals and initiatives for increasing the use of te reo Māori and tikanga Māori including:
 - 1.1 Our school works in close partnership with whānau on all matters that affect student wellbeing and learning
 - 1.2 Te Ao Māori is acknowledged, celebrated and integrated into learning programmes, school processes and practice
 - 1.3 Our school is a diverse and inclusive community
- Our ERO partner suggested we undertake further community consultation regarding our Māori Education plan as it was explained we had little response in 2022. The suggestion to send a paper copy home with every Maori student for parents to write on was proposed. Completed.
- Staff Professional Development:
- Nine staff members and 20 PBS parents attended Te Ahu o te reo Māori this year - run at PBS. All 29 graduated.
- Teachers attended Janelle Riki-Waaka's session "Māori achieving success as Māori".
- Senior Leadership attended a MoE workshop exploring guidance and best practice regarding "Giving Effect to Tiriti o Waitangi"
- Practising Tikanga:
 - Senior leaders and some teaching staff attended the pōwhiri for Year 9s at Paraparaumu College
 - Karakia used at the start and end of every Board meeting, staff PD and Senior Staff meetings
 - Whānau group re-established by parent rep on the Board who is local iwi. Staff are supporting the kaupapa and attend meeting as invited. Additionally, the whānau group were invited to a Board hui to discuss their vision and see what support they need from the Board and staff.
- Normalising Te Reo:
 - Te reo is included in every newsletter to help keep this growing in our community. One weekly section promotes the growth of te reo for all
 - Office staff answer the school phone with a Māori greeting
 - Posts on the school facebook page often incorporate te reo

- o Karakia is used at the start and end of every Board meeting, staff PD and senior staff meetings
- o Student Council role-modelled the use of the school pepeha in speeches and assemblies.
- Curriculum:
 - o Our Senior Kapa Haka group was led by Cath Franks, Colin Siversen and Kathryn Siversen. Our group attended the local Kapa Haka festival “Takiri o te Ata”.
 - o Matenga Baker was re-employed to run a ‘waiata Māori’ programme with all syndicates. His hours were doubled for 2023 due to the success of this programme.
 - o Matenga accompanied Tātahi syndicate’s visit to Whakarongotai marae
 - o Pōwhiri Extension group was offered to senior students by Cath Franks
 - o Whānau fun events were held throughout the year and enjoyed by students.
 - o Our Whānau group leaderboard continues to positively reinforced our school values.
 - o Pepeha, te reo and purakau development are part of learning programmes
 - o Matariki was celebrated with an open day event for parents and whānau to participate in.
 - o Senior students took on kaiāwhina responsibilities in the playground
 - o Te Motu “Tiki Tour” of local historic and important geographical sites was held
 - o Education Perfect Programme is supporting te reo programmes in Years 7-8
 - o Māori Language Week was celebrated
 - o Ki o Rahi sessions were run by Tu Matua ora who specialise in teaching traditional Māori games. This was followed by our school’s participation in an interschool competition.
 - o School-wide inquiry learning explored the Aotearoa Histories curriculum through the Arts.

Current Practice at Paraparaumu Beach School:

Reflecting on Ka Hikitia – Guiding Principles

Treaty of Waitangi: *Ensuring Māori students enjoy and achieve education success as Māori is a joint responsibility of the Crown, iwi, hapū and whānau. Accelerating success emphasises the power of collaboration and the value of working closely with iwi and Māori organisations to lift the performance of the education system*

At Paraparaumu Beach School we make ongoing efforts to be inclusive, respectful and culturally responsive. We strive hard to get this right and as a staff show an openness to learning more. Staff members who are Māori are proactive with their support of non-Māori staff – to give things a go and try new aspects of te reo and tikanga. The leadership team stays up-to-date with readings and development in te Ao Māori. Incrementally we have made positive changes over time which are easier to build on year to year.

Relationships are paramount at PBS. We show we value people by greeting them warmly, making time for them to discuss issues, and making them feel included and comfortable. Māori tikanga, te reo and the place of te Ao Māori are evident in events and learning.

Our termly school pōwhiri, karakia and Board/staff PD and senior staff meetings reflect our commitment to act on Te Tiriti principles increasingly over time. We want all of our actions to be viewed as genuine and never tokenistic. We use our school waiata, pepeha, syndicate names and greetings to unify the school and to show all students te Ao Māori is valued at PBS. Our carving of Te Aka Matua is prominent and is a wonderful place to sit and korero (especially when the sun is out).

The Principal and other members of the school staff keep in contact with local iwi for advice and guidance. We continue to acknowledge the place of Te Atiawa ki Whakarongotai and value the support iwi give our school and community.

Māori Potential: *Every Māori student has the potential to make a valuable social, cultural and economic contribution to the wellbeing of their whānau, their community and Aotearoa New Zealand as a whole. We must all have high expectations for Māori students to achieve*

At Paraparaumu Beach School we have high but realistic expectations for all Tamariki, in their learning and in their behaviour. We call out deficit thinking if it surfaces in action or conversation. We aim to promote Māori role models within learning and provide opportunities to show Māori leadership on display. Our pōwhiri group, kaiāwhina roles and whaikorero leaders are all examples of this.

Ako: *is a dynamic form of learning where the educator and the students learn from each other in an interactive way. Ako is grounded in the principle of reciprocity and recognises that student and whānau cannot be separated*

Ako, in the form of reciprocal teaching, is regarded as valuable at Paraparaumu Beach School. Ako can be seen throughout the school, but in some classes more than others, which we hope to address. Whānau leaders provide opportunities for additional student leadership and provide Tamariki with the opportunity to plan activities with staff in their whānau group.

Identity, language and culture count: *Māori students are more likely to achieve when they see themselves, and their experiences and knowledge reflected in teaching and learning*

Kapa Haka and pōwhiri have a high status at Paraparaumu Beach School. Whānau groups have further strengthened opportunities for interacting with other whānau (siblings and extended family members at school) and across multiple age groups. When speaking at school assemblies, school staff make a concerted effort to use some te reo and/or reference tikanga or te Ao Māori.

The school's pepeha is displayed around the school and is always used by the Student Council when addressing the whole school to reference our place. Regular mention is made of the pepeha, syndicate names etc in the school newsletter to keep parents aware of the importance too, which in turn develops their understanding.

Pōwhiri, which is taught via an extension programme, continued and is now fully embedded at PBS.

Māori Language Week and Matariki are celebrated annually school-wide.

Productive Partnerships: *An ongoing exchange of knowledge and information is needed for success; everybody contributes to achieving goals. Parents and whānau must be involved in conversations about their children and their learning*

We ensured opportunities to meet with teachers throughout the year, formally and informally, to discuss their child's progress and needs. Māori students on an IEP or with other special learning needs are also invited in to plan together with staff (including the SENCO). Parents are welcome to bring whānau support to any meeting and these parties are included fully in conversations. Restorative meetings held with Māori students and their whānau members have been very well received by parents and have had a wide degree of success.