



# GRANTLEA DOWNS SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

<b>Ministry Number:</b>	2111
<b>Principal:</b>	Beth Wills
<b>School Address:</b>	65 Grants Road, Timaru 7910
<b>School Phone:</b>	03-6847706
<b>School Email:</b>	office@grantleadowns.school.nz

**Accountant / Service Provider:**

89 Nazareth Avenue  
Christchurch  
Ph: 03 338 4444



# GRANTLEA DOWNS SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Grantlea Downs School

## Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Errol Johns	Presiding Member	Re-elected October 2023	Oct 2026
Andrea Brown	Parent Representative	Re-elected Aug 2022	Sept 2025
Amber Derrett-Rolton	Parent Representative	Elected Aug 2022	Feb 2024
Chris Greenfield	Parent Representative	Elected Aug 2022	Sept 2025
Alana Harper-Yerbury	Parent Representative	Elected Oct 2023	Oct 2026
Pip Reihana	Parent Representative	Selected Apr 2024	Sept 2025
Louise Hansen	Parent Representative	Selected Apr 2024	Oct 2026
Ange Hide	Staff Representative	Elected Aug 2022	Sept 2025
Richard Kidd	Principal Ex Officio	Appointed Jan 2023	Oct 2024
Sandra Annett	Acting Principal	Appointed Oct 2024	Dec 2024
Beth Wills	Principal - current	Appointed Jan 2025	

# Grantlea Downs School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Chris Greenfield

Full Name of Presiding Member

Beth Wills

Full Name of Principal



Signature of Presiding Member



Signature of Principal

Date:

20.5.25

Date:

20.5.2025

# Grantlea Downs School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	3,715,471	3,713,525	3,668,219
Locally Raised Funds	3	47,923	28,375	105,491
Interest		38,558	25,000	31,851
<b>Total Revenue</b>		<b>3,801,952</b>	<b>3,766,900</b>	<b>3,805,561</b>
<b>Expense</b>				
Locally Raised Funds	3	13,455	-	14,576
Learning Resources	4	2,289,704	2,406,145	2,330,978
Administration	5	563,803	594,929	495,916
Interest		1,313	1,400	1,362
Property	6	749,085	764,417	817,384
Loss on Disposal of Property, Plant and Equipment		(139)	-	1,201
<b>Total Expense</b>		<b>3,617,221</b>	<b>3,766,891</b>	<b>3,661,417</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>184,731</b>	<b>9</b>	<b>144,144</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>184,731</b>	<b>9</b>	<b>144,144</b>



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

# Grantlea Downs School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		993,891	849,747	849,747
Total comprehensive revenue and expense for the year		184,731	9	144,144
Contribution - Furniture and Equipment Grant		12,612	-	-
<b>Equity at 31 December</b>		1,191,234	849,756	993,891
Accumulated comprehensive revenue and expense		1,191,234	849,756	993,891
<b>Equity at 31 December</b>		1,191,234	849,756	993,891



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.

# Grantlea Downs School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	348,744	24,415	307,734
Accounts Receivable	8	152,335	4,988	174,599
GST Receivable		12,595	5,678	9,269
Prepayments		34,899	522	19,335
Inventories	9	194	205	89
Investments	10	461,960	420,944	215,144
Funds Receivable for Capital Works Projects	17	-	179,625	244,172
		1,010,727	636,377	970,342
<b>Current Liabilities</b>				
Accounts Payable	12	198,036	28,468	211,081
Revenue Received in Advance	13	7,332	1,922	7,105
Provision for Cyclical Maintenance	14	26,944	26,944	18,005
Finance Lease Liability	15	16,655	2,235	17,184
Funds held in Trust	16	-	2,815	-
Funds held for Capital Works Projects	17	17,300	-	-
Funds held on behalf of School Cluster	18	26,481	24,709	24,776
		292,748	87,093	278,151
<b>Working Capital Surplus/(Deficit)</b>		717,979	549,284	692,191
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	581,980	465,371	447,628
		581,980	465,371	447,628
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	97,329	97,329	119,244
Finance Lease Liability	15	11,396	46,162	26,679
		108,725	143,491	145,923
<b>Net Assets</b>		1,191,234	871,164	993,931
<b>Equity</b>		1,191,234	849,756	993,891



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

# Grantlea Downs School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,369,748	1,137,257	1,296,233
Locally Raised Funds		46,788	33,489	106,341
Goods and Services Tax (net)		(3,326)	3,591	6,333
Payments to Employees		(551,860)	(538,922)	(508,037)
Payments to Suppliers		(645,221)	(727,018)	(665,798)
Interest Paid		(1,313)	(1,400)	(1,362)
Interest Received		42,762	29,204	29,718
Net cash from/(to) Operating Activities		257,578	(63,799)	263,428
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		139	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(231,223)	(81,958)	(94,482)
Purchase of Investments		(246,816)	(205,800)	(115,095)
Net cash from/(to) Investing Activities		(477,900)	(287,758)	(209,577)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		12,612	-	-
Distributions to Ministry of Education		-	-	(17,248)
Finance Lease Payments		(14,457)	(20,466)	-
Funds Administered on Behalf of Other Parties		263,177	67,295	(182,270)
Net cash from/(to) Financing Activities		261,332	46,829	(199,518)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>41,010</b>	<b>(304,728)</b>	<b>(145,667)</b>
Cash and cash equivalents at the beginning of the year	7	307,734	307,734	453,401
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>348,744</b>	<b>3,006</b>	<b>307,734</b>

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





# Grantlea Downs School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

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

###### ***Basis of Preparation***

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

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

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

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

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

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

###### ***Cyclical maintenance***

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



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

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

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

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

#### *Classification of leases*

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

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

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

#### **Interest Revenue**

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



#### **d) Finance Lease Payments**

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

#### **e) Cash and Cash Equivalents**

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

#### **f) Accounts Receivable**

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

#### **g) Inventories**

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

#### **h) Investments**

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

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

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Board-owned Buildings	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



#### **j) 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 surplus or deficit.

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

#### **k) Accounts Payable**

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

#### **l) Employee Entitlements**

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

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

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

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

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

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

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

#### **n) 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 Comprehensive Revenue and Expense.

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

#### **o) Funds held for Capital works**

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

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



**p) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

Government Grants - Ministry of Education  
 Teachers' Salaries Grants  
 Use of Land and Buildings Grants  
 Ka Ora, Ka Ako - Healthy School Lunches Programme

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
997,330	947,491	944,864
1,803,328	1,915,048	1,865,163
538,989	504,928	512,134
375,824	346,058	346,058
<b>3,715,471</b>	<b>3,713,525</b>	<b>3,668,219</b>

## 3. Locally Raised Funds

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

### Revenue

Donations and Bequests  
 Fees for Extra Curricular Activities  
 Trading  
 Fundraising and Community Grants

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
10,757	15,000	64,823
16,283	6,375	24,772
6,208	-	7,993
14,675	7,000	7,903
<b>47,923</b>	<b>28,375</b>	<b>105,491</b>

### Expense

Extra Curricular Activities Costs  
 Trading

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
9,478	-	8,867
3,977	-	5,709
<b>13,455</b>	<b>-</b>	<b>14,576</b>

*Surplus/ (Deficit) for the year Locally Raised Funds*

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
<b>34,468</b>	<b>28,375</b>	<b>90,915</b>

## 4. Learning Resources

Curricular  
 Employee Benefits - Salaries  
 Staff Development  
 Depreciation

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
87,966	111,509	99,615
2,090,703	2,180,179	2,127,158
15,518	25,242	14,211
95,517	89,215	89,994
<b>2,289,704</b>	<b>2,406,145</b>	<b>2,330,978</b>

## 5. Administration

Audit Fees  
 Board Fees and Expenses  
 Other Administration Expenses  
 Employee Benefits - Salaries  
 Insurance  
 Ka Ora, Ka Ako - Healthy School Lunches Programme

2024 Actual	2024 Budget (Unaudited)	2023 Actual
\$	\$	\$
9,850	5,756	5,756
11,804	10,897	10,057
62,958	61,538	54,080
157,228	158,080	150,904
11,711	12,600	9,951
310,252	346,058	265,168
<b>563,803</b>	<b>594,929</b>	<b>495,916</b>

## 6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	16,033	19,200	15,183
Cyclical Maintenance	1,662	32,000	62,676
Heat, Light and Water	24,858	26,950	20,093
Rates	8,518	9,800	7,026
Repairs and Maintenance	29,386	30,159	59,799
Use of Land and Buildings	538,989	504,928	512,134
Employee Benefits - Salaries	108,504	110,880	112,182
Other Property Expenses	21,135	30,500	28,291
	<u>749,085</u>	<u>764,417</u>	<u>817,384</u>

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

## 7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	62,484	24,415	51,694
Short-term Bank Deposits	286,260	-	256,040
	<u>348,744</u>	<u>24,415</u>	<u>307,734</u>

Cash and cash equivalents for Statement of Cash Flows

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

Of the \$348,744 Cash and Cash Equivalents, \$17,300 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$348,744 Cash and Cash Equivalents, \$7,332 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$348,744 Cash and Cash Equivalents, \$26,481 is held by the School on behalf of the RT Lit Cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

## 8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	812	2,917	7,903
Receivables from the Ministry of Education	3,950	-	-
Interest Receivable	-	-	4,204
Teacher Salaries Grant Receivable	147,573	2,071	162,492
	<u>152,335</u>	<u>4,988</u>	<u>174,599</u>
Receivables from Exchange Transactions	812	2,917	12,107
Receivables from Non-Exchange Transactions	151,523	2,071	162,492
	<u>152,335</u>	<u>4,988</u>	<u>174,599</u>

## 9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	194	205	89
	<u>194</u>	<u>205</u>	<u>89</u>



## 10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits	461,960	420,944	215,144
Total Investments	461,960	420,944	215,144

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building improvements - Crown	186,782	153,750			(10,287)	330,245
Furniture and Equipment	142,896	27,129	(250)		(32,782)	136,993
Information and Communication Technology	66,098	44,849			(33,540)	77,407
Leased Assets	43,057	1,372			(17,431)	26,998
Library Resources	8,795	11,814	(8,795)		(1,477)	10,337
	447,628	238,914	(9,045)	-	(95,517)	581,980

### Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building improvements - Crown	429,429	(99,184)	330,245	275,679	(88,897)	186,782
Furniture and Equipment	456,284	(319,291)	136,993	440,384	(297,488)	142,896
Information and Communication Technology	285,059	(207,652)	77,407	246,400	(180,302)	66,098
Leased Assets	69,434	(42,436)	26,998	70,789	(27,732)	43,057
Library Resources	41,682	(31,345)	10,337	38,820	(30,025)	8,795
	1,281,888	(699,908)	581,980	1,072,072	(624,444)	447,628

## 12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	22,574	16,286	25,744
Accruals	11,700	-	-
Employee Entitlements - Salaries	147,573	6,380	170,956
Employee Entitlements - Leave Accrual	16,189	5,802	14,381
	198,036	28,468	211,081
Payables for Exchange Transactions	198,036	28,468	211,081
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	198,036	28,468	211,081

The carrying value of payables approximates their fair value.





### 13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	5,855	-	5,311
Other revenue in Advance	1,477	1,922	1,794
	<u>7,332</u>	<u>1,922</u>	<u>7,105</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Provision at the Start of the Year	137,249	119,244	95,717
Increase to the Provision During the Year	1,662	32,000	62,676
Use of the Provision During the Year	(14,638)	(5,563)	(21,144)
Provision at the End of the Year	<u>124,273</u>	<u>145,681</u>	<u>137,249</u>
Cyclical Maintenance - Current	26,944	26,944	18,005
Cyclical Maintenance - Non current	97,329	97,329	119,244
	<u>124,273</u>	<u>124,273</u>	<u>137,249</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2025 This plan is based on the schools 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

### 15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	17,384	2,330	18,497
Later than One Year and no Later than Five Years	11,658	48,131	27,410
Future Finance Charges	(991)	(2,065)	(2,044)
	<u>28,051</u>	<u>48,397</u>	<u>43,863</u>
<b>Represented by</b>			
Finance lease liability - Current	16,655	2,235	17,184
Finance lease liability - Non current	11,396	46,162	26,679
	<u>28,051</u>	<u>48,397</u>	<u>43,863</u>

### 16. Funds held in Trust

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	-	2,815	-
	<u>-</u>	<u>2,815</u>	<u>-</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Refurbish Block 21 Project number 232749	(244,172)	96,458	1,163	146,551	-
Removal Boiler Chimney Project number 250714	-	17,300	-	-	17,300
Totals	(244,172)	113,758	1,163	146,551	17,300

### Represented by:

Funds Held on Behalf of the Ministry of Education	17,300
Funds Receivable from the Ministry of Education	-

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Outdoor Learning Space Project number 232754	(32,548)	21,768	10,780	-	-
Refurbish Block 21 Project number 232749	(53,859)	328,124	(518,436)	-	(244,172)
Totals	(86,407)	349,892	(507,656)	-	(244,172)

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(244,172)

## 18. Funds Held on Behalf of RT Lit Cluster

Grantlea Downs School is the lead school funded by the Ministry of Education to provide RTLit services to its cluster of schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	24,776	24,776	24,438
Funds Received from MOE	17,211	17,211	16,596
Total funds received	41,987	41,987	41,034
Funds Spent on Behalf of the Cluster	15,506	17,278	16,258
Funds remaining	26,481	24,709	24,776
Funds Held at Year End	26,481	24,709	24,776

## 19. 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.

Bob Cross is an employee of the board. During the year the School paid Bob Cross \$7,346.65 for computers. The total value of all transactions for the year was \$7346.65 and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 (incl GST) for the year, the contract does not require Ministry approval under s10 of Schedule 23 of the Education and Training Act 2020.

## 20. Remuneration

### *Key management personnel compensation*

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

	<b>2024 Actual \$</b>	<b>2023 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,885	2,910
<i>Leadership Team</i>		
Remuneration	583,244	597,808
Full-time equivalent members	5	5
Total key management personnel remuneration	587,129	600,718

There are 8 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet once a month and Property Committee (2 members) that meet three times a year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal 1*

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

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	160-170
Benefits and Other Emoluments	0-5	0-5

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100-110	3.00	6.00
110-120	3.00	2.00
	6.00	8.00

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

## 21. Contingencies

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

### Holidays Act Compliance – Schools Payroll



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

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

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

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

## 22. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$17,300 (2023:\$0) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Removal Boiler Chimney	\$ 17,300
The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.	

### (b) Operating Commitments

As at 31 December 2024, the Board has entered into no contracts (2023: nil)

## 23. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Cash and Cash Equivalents	348,744	24,415	307,734
Receivables	152,335	4,988	174,599
Investments - Term Deposits	461,960	420,944	215,144
Total financial assets measured at amortised cost	963,039	450,347	697,477

### Financial liabilities measured at amortised cost

	2024	2024	2023
	198,036	28,468	211,081
Payables	28,051	48,397	43,863
Finance Leases	226,087	76,865	254,944
Total financial liabilities measured at amortised cost			

## 24. Events After Balance Date

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

## 25. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF GRANTLEA DOWNS SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024**

The Auditor-General is the auditor of Grantlea Downs School (the School). The Auditor-General has appointed me, Sam Naylor, using the staff and resources of Nexia Audit Christchurch, 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 3 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 May 2025. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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.



### **Sam Naylor**

Nexia Audit Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

## 2024 Analysis of Variance

<b>School Name:</b>	Grantlea Downs School	<b>School Number:</b>	2111
<b>Strategic Aim:</b>	All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.		
<b>Annual Aim:</b>	<b>PR1ME Mathematics</b> All students will progress at least two sublevels per year.		
<b>Target:</b>	40% of target children will make accelerated progress (3 sublevels in a year) Target groups: Year 7 Boys, Year 7 Girls		
<b>Baseline Data:</b>	Target Group 2024 Year 7&8 Boys - End of 2023 data shows for Prime Maths 34% were below or well below 2024 Year 7 Girls - End of 2023 data shows for Prime Maths 35% were below or well below  Sublevel Shift 2024 Year 7 Boys End of 2023 data shows for Prime Maths 36% made either 0 or 1 sublevel shift 2024 Year 7 Girls End of 2023 data shows for Prime Maths 33% made either 0 or 1 sublevel shift		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<b><u>Year 7-8 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>Introduced extra materials into our teaching, e.g. PV equipment</li> <li>Increased their number knowledge</li> <li>Focused on Basic Facts</li> <li>Provided visual resources to remove a barrier, e.g Times Table chart</li> <li>Grouped according to needs. The most experienced teacher took the highest needs</li> <li>Flipped Learning - instructional videos before explicit teaching</li> <li>Part -whole teaching</li> <li>Regular rich tasks</li> </ul>	<b><u>Year 7-8 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>43.18% of year 7 and 8 boys are now working below or well below - this has been a negative shift 9.18%</li> <li>6.67% of year 7 girls are working below or well below - this is a positive shift of 28.33%</li> <li>53% year 7 girls have made accelerated progress ie. more than 2 sub level shifts.</li> <li>14% of year 7 boys have made accelerated progress ie. more than 2 sub level shifts</li> <li>25% of year 8 boys have made accelerated progress ie. more than 2 sub level shifts</li> </ul>	<b><u>Year 7-8 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>A very settled part of the day - correct groupings addressing specific needs</li> <li>Placement test showed specific needs. These were addressed through targeted teaching.</li> <li>Groupings were fluid - there was movement within groups according to needs</li> <li>Appropriate equipment supported the teaching</li> </ul>	<b><u>Year 7-8 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>Continue to monitor to ensure momentum is maintained</li> <li>Share knowledge of successful teaching strategies with other teachers</li> <li>Undertake consistent regular assessment of students and move levels accordingly</li> </ul>



<b>School Name:</b>	Grantlea Downs	<b>School Number:</b>	2111
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<b>Strategic Aim:</b>	All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.
<b>Annual Aim:</b>	<b>TUHI TUHI WRITING</b> All students will progress at least two sublevels per year.
<b>Target:</b>	40% of target children will make accelerated progress (3 sublevels in a year) Year 6 Girls, Year 6 Boys, Year 3 Boys
<b>Baseline Data:</b>	Writing End of 2023 2024 Year 6 Girls & Boys - Baseline end of 2023 40% were below or well below 2024 Year 7 Girls & Boys - Baseline end of 2023 33% were below or well below  Sublevels 2024 Year 6 Girls & Boys End of 2023 data shows for Writing 24% made either 0 or 1 sublevel shift 2024 Year 7 Girls & Boys End of 2023 data shows for Writing 21% made either 0 or 1 sublevel shift

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen</i>	<b>Evaluation</b> <i>Where to next?</i>
<b><u>Year 6 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>We did not focus enough on a targeted group within this cohort</li> </ul>	<b><u>Year 6 Girls:</u></b> <ul style="list-style-type: none"> <li>30% are now working below - this is a negative shift of 10%</li> <li>3% of the girls have made only 0 or 1 sublevel shift across the year</li> </ul> <b><u>Year 6 Boys:</u></b> <ul style="list-style-type: none"> <li>76% are now working below - This is a negative shift of 10%</li> <li>16% of the boys have made only 1 sublevel shift across the year</li> </ul> <p>2024 All Year 6 students 51 % were below this is a negative shift of 11% but an improvement as no students are well below</p> <p>Progress was slower than expected, and more children dropped from AT to BELOW. 85% of boys and girls did make some shift</p>	<b><u>Year 6 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>Room 11 - Teacher change part way through the year, e.g unsettled children</li> <li>Room 10 - Unexpected change of teacher at the start of the year</li> <li>Teacher capability</li> <li>Behaviour data reflects the high behavioural issues across the team</li> <li>A high intake of behavioural concerns</li> <li>Pastoral data reflects the unsettled nature of the group, e.g. home influences</li> <li>Social dynamics</li> <li>82% average attendance level across the cohort</li> </ul>	<b><u>Year 6 Girls &amp; Boys:</u></b> <ul style="list-style-type: none"> <li>Target group only the children who are below</li> <li>They are moving into a teacher team with more capability</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b><u>Year 7 Girls &amp; Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Focused on breaking writing down into manageable, teachable chunks</li> <li>● Teaching of specific skills</li> <li>● Group teaching and whole class teaching where needed</li> <li>● Used prompts, exemplars, success criteria and a variety of other models to front-load students with skills to succeed</li> </ul>	<p><b><u>Year 7 Girls &amp; Boys:</u></b></p> <ul style="list-style-type: none"> <li>● 2024 Year 7 Girls 27% below or well below</li> <li>● 2024 Year 7 Boys 52% below or well below</li> <li>● <u>2024</u> All Year 7 students 42 % were below and well below this is a negative shift of 9%</li> </ul>	<p><b><u>Year 7 Girls &amp; Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Students in year 7 were low writers, there were a lot of basic skills that needed to be addressed. This meant the focus was on Level 3 teaching.</li> <li>● Change of teacher in Term 2</li> <li>● Some neuro diverse learners</li> <li>● Many students were disengaged with writing</li> </ul>	<p><b><u>Year 7 Girls &amp; Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Intervention programmes with Teacher aides to be intensified</li> <li>● Focus on the basics and teach skills that can be interwoven into writing</li> <li>● Relieve pressure on students by allowing Chromebook writing rather than into book</li> <li>● In-class target groups</li> <li>● Team writing foci and a focus at meetings about writing levels and skills</li> </ul>

<b>School Name:</b>	Grantlea Downs	<b>School Number:</b>	2111
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<b>Strategic Aim:</b>	All students will be engaged in inclusive, positive, relevant and meaningful learning experiences that meet their diverse learning needs through our balanced School Curriculum that gives priority to Literacy and Numeracy.
<b>Annual Aim:</b>	<b>READING</b> All students will progress at least two sublevels per year.
<b>Target:</b>	40% of target children will make accelerate progress (3 sublevels in a year)
<b>Baseline Data:</b>	<p>Reading End of 2023</p> <p>2024 Year 4 Boys - Baseline end of 2023 51% were below or well below</p> <p>2024 Year 4 Girls - Baseline end of 2023 34% were below or well below</p> <p>2024 Year 8 Boys - Baseline end of 2023 52% were below or well below</p> <p>2024 Year 8 Girls - Baseline end of 2023 38% were below or well below</p> <p>Sublevels</p> <p>2024 Year 4 Boys End of 2023 data shows for Reading 65% made either 0 or 1 sublevel shift</p> <p>2024 Year 4 Girls End of 2023 data shows for Reading 22% made either 0 or 1 sublevel shift</p> <p>2024 Year 8 Boys End of 2023 data shows for Reading 37% made either 0 or 1 sublevel shift</p> <p>2024 Year 8 Girls End of 2023 data shows for Reading 44% made either 0 or 1 sublevel shift</p>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b><u>Year 4 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>• We started with an interchange programme, then changed back to taking our own classes to allow greater flexibility. Reading could integrate more with Writing, or go longer if required</li> <li>• Each teacher knew their learners</li> <li>• Major comprehension focus across the team during Olympic topic</li> <li>• A Teacher aide ran an intervention group 3 afternoons per week to target lower learners</li> </ul>	<p><b><u>Year 4 Girls and Boys:</u></b></p> <p>End of 2024 data shows</p> <ul style="list-style-type: none"> <li>• Year 4 Boys - 48% below or well below this has been an improvement by 3% from 2023</li> <li>• Year 4 Girls - 32% below or well below this has been an improvement by 2% from 2023</li> </ul>	<p><b><u>Year 4 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>• We put relationships first by taking our own classes, rather than the possibility of children having a change of teacher each term</li> <li>• Each teacher knew their learners</li> <li>• Structured Literacy programmes are making a difference</li> <li>• Our team continued to liaise informally with our RTLit for support. We also had one PD session with her as a team</li> </ul>	<p><b><u>Year 4 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>• Continue to provide an afternoon intervention group next year</li> <li>• Continue to purchase Structure Literacy to support our learners</li> <li>• PLD for teachers</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b><u>Year 8 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Integrated Literacy throughout the day. Students were learning to read independently</li> <li>● Structured guided reading groups with a comprehension focus</li> <li>● Teacher aide assistance to take groups for a double lesson</li> <li>● Novel study focus</li> </ul>	<p><b><u>Year 8 Girls and Boys:</u></b></p> <p>End of 20204 data shows</p> <ul style="list-style-type: none"> <li>● Year 48 Boys - 58% below or well below this is an increase by 6% from 2023</li> <li>● <u>Year 8 Girls</u> - 32% below or well below this has been an improvement by 6% from 2023</li> </ul>	<p><b><u>Year 8 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Students worked through novel studies that were solely focused on vocab and comprehension</li> <li>● Steps web data shows students were reading more complex words and able to break them down to spell, lifting reading ability at the same time</li> <li>● Students responded well to their teachers</li> <li>● They enjoyed novel studies and guided reading</li> <li>● Students are exposed to literature in a range of forms every day</li> </ul>	<p><b><u>Year 8 Girls and Boys:</u></b></p> <ul style="list-style-type: none"> <li>● Continue with Steps web</li> <li>● Look to implement the Ideal Structured Literacy programme</li> <li>● Continue to develop novel study skills</li> <li>● Continue tailored guided reading lessons</li> </ul>

Year 2	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	0%	0%	0%	21%	61%	27%	38%	51%
Writing	0%	0%	0%	3%	81%	78%	18%	18%
Maths	0%	0%	0%	0%	65%	87%	34%	12%

2024 Māori Year 2	Well Below		Below		At		Above	
Reading (11 Students)	0%		27%		18%		55%	
Writing	0		0		82%		18%	
Maths	0		0		91%		9%	

2024 Year 2	Well below		Below		At		Above	
	Boys 15	Girls 18	Boys	Girls	Boys	Girls	Boys	Girls
Reading	0%	0%	7%%	33%	33%	22%	60%	46%
Writing	0	0	0	6	80	78	20	17
Maths	0	0	0	0	20	6	20	6

2024 Overall - Year 2	Below and Well Below		At and Above	
Reading	22%		78%	
Writing	4%		96%	
Maths	0%		100%	

Year 3	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	3%	16%	14%	0%	10%	46%	71%	36%
Writing	0%	0%	3%	16%	68%	76%	27%	6%
Maths	0%	0%	1%	13%	92%	86%	3%	0%

2024 Māori Year 3	Well Below	Below	At	Above
Reading 6 students	16%	0%	67%	17%
Writing	0%	17%	83%	0%
Maths	0	17%	83%	0%

2024 Year 3	Well below		Below		At		Above	
Gender	Boys 8	Girls 22	Boys	Girls	Boys	Girls	Boys	Girls
Reading	37%	1%	0%	0%	50%	45%	13%	45%
Writing	0	0	37	9	63	82	0	9
Maths	0	0	25	9	75	91	0	0

2024 Overall - Year 3	Below and Well Below	At and Above
Reading	17%	83%
Writing	17%	81%
Maths	14%	86%

Year 4	Well Below		Below		At		Above	
Over Time	2023	2024	2023	2024	2023	2024	2023	2024
Reading	20%	19%	18%	19%	43%	46%	16%	15%
Writing	0%	1%	14%	48%	81%	48%	4%	1%
Maths	0%	1%	10%	28%	89%	63%	0%	5%

2024 Māori Year 4	Well Below		Below		At		Above	
Reading 16 students	25%		25%		31%		19%	
Writing	0%		56%		38%		6%	
Maths	0%		37%		63%		0%	

2024 Year 4	Well below		Below		At		Above	
Gender	Boys 21	Girls 31	Boys	Girls	Boys	Girls	Boys	Girls
Reading	29%	13%	19%	19%	48%	45%	5%	23%
Writing	0	3	67	35	33	58	0	3
Maths	0	3	38	26	57	65	0	6

2024 Overall - Year 4	Below and Well Below		At and Above	
Reading	39%		61%	
Writing	50%		50%	
Maths	30%		70%	

Year 5	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	0%	0%	16%	15%	68%	61%	16%	23%
Writing	0%	1%	16%	19%	84%	73%	0%	3%
Maths	0%	0%	12%	19%	84%	76%	4%	3%

2024 Māori Year 5	Well Below	Below	At	Above
Reading 8 students	0%	0%	63%	37%
Writing	0%	0%	100%	0%
Maths	0%	0%	100%	0%

2024 Year 5	Well below		Below		At		Above	
Gender	Boys 9	Girls 17	Boys	Girls	Boys	Girls	Boys	Girls
Reading	0	0	22	24	44	70	33	6
Writing	11	0	22	18	67	76	0	6
Maths	0	0	11	24	78	76	11	0

2024 Overall - Year 5	Below and Well Below		At and Above	
Reading	15%		85%	
Writing	22%		78%	
Maths	20%		80%	



Year 6	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	0%	5%	20%	29%	52%	45%	26%	18%
Writing	0%	0%	38%	51%	58%	48%	3%	0%
Maths	0%	0%	35%	40%	64%	51%	0%	8%

2024 Māori Year 6	Well Below		Below		At		Above	
Reading 15 students	0%		27%		53%		20%	
Writing	05		40%		6%		0%	
Maths	0%		33%		60%		7%	

2024 Year 6	Well below		Below		At		Above	
Gender	Boys 17	Girls 20	Boys	Girls	Boys	Girls	Boys	Girls
Reading	12	0	29	30	47	45	12	25
Writing	0	0	76	30	24	70	0	0
Maths	0	0	53	30	41	60	5	10

2024 Overall - Year 6	Below and Well Below				At and Above			
Reading	35%				65%			
Writing	51%				49%			
Maths	40%				60%			

Year 7	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	3%	5%	15%	19%	60%	69%	21%	5%
Writing	6%	11%	27%	30%	63%	58%	3%	0%
Maths	3%	8%	33%	22%	51%	66%	6%	2%

2024 Māori Year 7	Well Below	Below	At	Above
Reading 7 Students	0	29%	57%	14%
Writing	0	29%	71%	0%
Maths	0	29%	57%	14%

2024 Year 7	Well below		Below		At		Above	
Gender	Boys 21	Girls 15	Boys	Girls	Boys	Girls	Boys	Girls
Reading	5	7	33	0	62	80	0	13
Writing	14	7	38	20	48	73	0	0
Maths	10	7	19	27	67	66	5	0

2024 Overall - Year 7	Below and Well Below	At and Above
Reading	25%	75%
Writing	41%	59%
Maths	31%	69%

Year 8	Well Below		Below		At		Above	
	2023	2024	2023	2024	2023	2024	2023	2024
Reading	10%	7%	33%	40%	43%	47%	14%	7%
Writing	7%	7%	33%	40%	52%	44%	7%	9%
Maths	5%	5%	33%	53%	57%	37%	5%	5%

2024 Māori Year 8	Well Below		Below		At		Above	
Reading 5 students	0		60%		40%		0	
Writing	0		60%		40%		0	
Maths	0%		0%		60%		40%	

2024 Year 8	Well below		Below		At		Above	
Gender	Boys 24	Girls 19	Boys	Girls	Boys	Girls	Boys	Girls
Reading	8	5	50	26	33	63	8	5
Writing	8	5	50	26	33	58	8	11
Maths	4	5	50	58	37	37	8	0

2024 Overall - Year 8	Below and Well Below		At and Above	
Reading	43%		54%	
Writing	47%		54%	
Maths	58%		42%	

<p align="center"><b>Strategic Goal:</b></p> <p align="center"><b>Skilled and Capable Staff-</b> Our staff have the skills and capabilities to lead learning and to excel as practitioners</p>	
<p><b>Starting point:</b>  <b>The school will continue with professional development initiatives including Structured literacy, Learner First maths, Relationship Based Learning, PBL, and Trauma Informed Practice. (Major Focus) Baseline Data: Student achievement data 2023.</b>  Staff discussions will be used to analyse where our strengths and weaknesses are - with Team Leader (Co-create a PGC Goal)</p>	
<ul style="list-style-type: none"> <li>● <b>Annual Target One</b> Staff have engaged in professional development and leadership opportunities and this evidence in classroom practice and student achievement outcomes.</li> <li>● <b>What will success look like?</b></li> <li>● All staff have actively participated in professional development, both school-wide and personally and have actioned changes to their practice.</li> </ul>	<p><b>Annual Target Two</b> Staff have been encouraged and supported through the Professional Growth Cycle to become better practitioners.</p> <p><b>What would success look like?</b> Staff having improved pedagogical knowledge leading to enhanced student outcomes.</p>
<p><b>Giving Effect to Te Tiriti o Waitangi</b>  <b>Annual targets and actions support student progress by:</b>  Promoting Inclusive practice; Addressing the needs of students not well met; Developing collaboration and partnerships and investing in professional development.</p>	

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
Engage in Professional Development both within and from outside providers on improving staff practices.	<p>Throughout the year, we participated in various professional development opportunities, both in school and with external providers. We focused on several key areas, including trauma-informed practices, led by Jase Williams offered by the Kahu Ako and in Napier at the Trauma Informed Conferences which some of the staff attended.</p> <p>We were supported by the RTLB and implemented Paul Dix's <i>When Adults Change</i>, which emphasised improving behaviour in our school and aligning with PB4L (Positive Behaviour for Learning) strategies. There was a common language used by staff that followed through the school environment e.g. assembly mode.</p> <p>Our PB4L focus included completing the UBRS as part of a teacher-only day with support from</p>	<p><b>Professional Development Summary</b>  <b>Trauma-Informed Practice</b>  11 staff attended Jase Williams course on Trauma-Informed Practice.  Trauma-Informed Conference: Speakers included Jase Williams and others.  Attended by Sandra, Linda, and Rachel.</p> <p><b>Behaviour Flowchart &amp; PB4L</b>  Revised Behaviour Flowchart shared with staff and Board.  In-depth discussion on the Behaviour Flowchart.  PB4L PD sessions (including with RTLB) on various aspects such as consistency, kindness, and behaviour management.  PB4L cluster meetings attended by staff.  Monthly behavioural data analysis by</p>	<p>We were going to have all staff complete the professional development in Trauma informed practices but because of the unavailability of external providers to take this we did not complete this.</p> <p>We had some professional development with HAL - Sport South Canterbury when we completed the Māori games and the tikanga</p>	<p>End of 2024 Baseline Data:  As of 2024, the new English and Mathematics Curriculums have been introduced These curriculums have officially become the primary teaching frameworks for both English and Mathematics starting in 2025. This transition aims to ensure a consistent and up-to-date approach to literacy and numeracy instruction, aligning with national educational expectations.</p> <p><b>Goal: Implement the New Zealand English and Mathematics Curriculums Effectively</b>  <b>Objective:</b> To upskill staff in the delivery of the new New Zealand English and Mathematics Curriculums, fostering</p>

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
	<p>Nikki Vincent and constructing a Behaviour Flowchart. Monthly analysis of behavioural data has allowed us to refine our teaching practices, reward systems, and common language around expectations. This development was supported by the PB4L lead and Principal attending the cluster huis.</p> <p>Additionally, some staff attended Ross Greene's <i>Collaborative and Proactive Solutions</i> PLD, with plans to continue in 2025.</p> <p>Professional development with Jason Gunn on confident and sensitive communication further enhanced our skills.</p> <p>Our lead teacher for Learners First Maths provided training on available resources for staff. These initiatives have strengthened our practices and promoted consistency across the school.</p> <p>As part of our Staff professional development sessions our in school Kahu Ako teacher worked with us on the Russell Bishop RBL and in the last professional development with have begun to align the effective teaching strategies from RBL, Paul Dix and P.B.4.L so that we can see to strong correlation between the 3 pedagogies.</p> <p><b>The Impact of these actions</b></p> <p>We now have a good understanding of how the Paul Dix strategies can support our learners and knowing the importance of the adult making the changes needed to support them, this is evident in the routines and systems in place and the language that is used within the staff. This knowledge and the developing understanding of PB4L has allowed explicit teaching of behaviour, routines and expectations. This was reflected in the PB4L review and the review undertaken by the RTLB at the end of our professional development with Paul Dix.</p>	<p>senior staff.</p> <p><b>Paul Dix</b> Multiple PD sessions on Paul Dix's principles, including "When the Adult's Change Everything Changes," "Deliberate Botheredness," "Certainty in Adult Behaviour," and other behaviour management strategies.</p> <p><b>Neurodivergent Children</b> PD for staff and parents on neurodivergent children.</p> <p><b>Curriculum &amp; Effective Teaching</b> Curriculum Refresh PD sessions (Impact Ed). "What is Effective Teaching?" Professional development sessions</p> <p><b>Ross Greene</b> Introduction to Ross Greene PD by Nicola Vincent.</p> <p>Ross Greene Conference attended by staff.</p> <p><b>Confident and Sensitive Communication</b> Jason Gunn PD session on Confident and Sensitive Communication.</p> <p><b>Maths &amp; Structured Literacy</b> Maths PD session with Learners First Maths.</p> <p>Tier 2 &amp; 3 Structured Literacy PD by Marianne Brown.</p> <p><b>Sport &amp; Cultural PD</b> Whole staff PD with Sport South Canterbury on Kemu (traditional Māori games).</p> <p><b>Digital Safety</b> Digital Safety evening held for staff and parents.</p>	<p>associated with this, our focus this year was more around behaviour systems and strategies to support our learners. Next year there is an opportunity to align games with HAL and PB4L being offered and this will be taken up by our staff.</p> <p>Some staff are more invested in professional development than others with mindsets and skill sets being challenged. As with any professional development, some staff will be early adopters and implement new ideas/strategies while others will need further support and guidance.</p>	<p>improved teaching strategies and greater capacity in literacy and numeracy instruction.</p> <p><b>Actions:</b></p> <ol style="list-style-type: none"> <li><b>Curriculum Familiarisation:</b> Teachers will work collaboratively to unpack and thoroughly understand the new English and Mathematics curriculum documents.</li> <li><b>Professional Development:</b> Organise professional development sessions to upskill teachers in the key principles, content, and pedagogical approaches outlined in the updated curriculums.</li> <li><b>Collaborative Planning:</b> Teachers will meet regularly in teams to share best practices, plan cross-curricular units, and discuss strategies for effective implementation.</li> <li><b>Effective Teaching Strategies:</b> Emphasise the use of research-based and evidence-driven teaching strategies tailored to the needs of our learners, ensuring both literacy and numeracy are taught effectively.</li> <li><b>Ongoing Reflection and Feedback:</b> Teachers will engage in ongoing reflection, peer observations, and feedback sessions to refine teaching practices and assess the impact of the new curriculum on student learning.</li> </ol> <p><b>Expected Outcome:</b> Teachers will demonstrate an increased capacity in delivering high-quality literacy and numeracy instruction, and students will experience a more engaging and effective learning environment in line with the new curriculum requirements.</p>

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
Staff are supported and encouraged through the Professional Growth Cycle process to improve their practice.	<p>Leadership team attended the PGC workshop to ensure we were up to date and meeting requirements. Staff meeting around PGC process at the beginning of the year.</p> <p>Devised a template to support the recording of the PCG and supporting information - this gave a consistent approach across the school and ensured teachers reflected on the learning that they completed throughout the year.</p> <p>Staff goals were aligned to the school focus - this ensured that we were working smarter and could remain focused on these goals.</p> <p>Each learning team had goals, and it filtered down to individual learning goals. These goals are part of the Learning Team's agenda and are reflected on during greetings. They also become part of each individual teachers PCG tracking.</p> <p>Our systems have ensured that we are all consistent with our PGC and everyone can review this with the principal in a timely manner.</p> <p><b>Teacher Aides</b></p> <p>Teacher aides were all part of the Paul Dix PLD and had the opportunity to attend other Staff meetings.</p> <p>They were all part of the UBS training which was delivered by an MOE representative and support by our school liaison RTLB.</p> <p>TA were all part of the PB4L PLD which was delivered by Nikki Vincent from the MOE - this supported their understanding of PB4L and how this fitted in with our school.</p>	<p><b>Professional Growth Cycle (PGC) Summary</b></p> <p>The <b>Staff Meeting</b> outlined the PGC process, aligning staff goals with the school's focus on Trauma-Informed Practice and Behaviour.</p> <p>In <b>Waipopo Team Meetings</b>, staff take turns sharing progress towards their individual PGC goals.</p> <p>The <b>PB4L MoE Lead Visit</b> involved a discussion on PB4L with Teacher Aides, who are also accessing MoE professional development.</p> <p>During <b>Term 2</b>, the principal met with individual teachers to discuss their professional growth cycle goals for the year.</p> <p>In <b>Term 3</b>, PGC meetings were held with the Opihi, Waipopo, and Kereta teams.</p> <p><b>Senior Management attended a Professional Growth Cycle workshop</b>, which further developed their understanding of the process.</p> <p><b>Nicole Solomon's presentation on Koia te Matauraka</b> provided a cultural scan, contributing to the ongoing development of staff cultural awareness.</p> <p><b>Term 4</b> saw PGC meetings held with Acacia, Administrative Staff, Kitchen Staff, and Cleaners to review and align goals.</p>	<p>PGC requirements have been met.</p> <p>The school has 3 PRT's currently and they participated in an Induction and Mentoring process.</p> <p>The school has 1 PRT who has completed her Induction and guidance and is now fully registered.</p>	<p>The implementation of the new curriculum will make up the strategic goals which will filter down to the Learning team goals and individual teachers will be able to use this learning as part of their PCG learning.</p>

<b>Strategic Goal:</b> We will develop strong and safe working relationships with our community encompassing a strong cultural link	
<b>Starting point:</b> Baseline Data- developing stronger links with our community was a goal in 2023 and it will continue to be in 2024. Our community consultation was carried out towards the end of 2023.	
<b>Annual Target One:</b> <ul style="list-style-type: none"> <li>Continue to ascertain and give effect to the viewpoints and aspirations of our school community through regular consultation. What will success look like?</li> <li>Whanau are actively engaged in school events and programmes.</li> <li>Our cultural identity is evident across the school and school is a safe and secure environment.</li> </ul>	<b>Annual Target Two:</b> Develop whanau/community links in a range of events and specific learning programmes. Introduce one whole community formal event and three smaller less formal events.  <b>Annual Target Three:</b> Ensure that our school systems and processes are meeting the social and emotional needs of our students.
<b>Giving Effect to Te Tiriti o Waitangi</b> <b>Annual targets and actions support student progress by:</b> Promoting Inclusive practice; Addressing the needs of students not well met; Developing collaboration and partnerships and investing in professional development.	

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
Develop whanau/community links in a range of events.	<p>We have had a variety of school events throughout the year and this variety and times the events have been held have enabled many whanau to attend our events. We start each year with the school picnic that is attended by many of our community.</p> <p>As part of the community engagement the focus has been on academic, sporting, cultural and social. The academic opportunities have sometimes been linked with our other strategic initiatives. Some examples of this were the school open hours where whanau could observe literacy and maths happening in the classrooms, we had a structured literacy afternoon where whanau had the opportunity to hear that changes that have been made to teaching</p>	<p><b>School Events Summary</b></p> <p><b>School Picnic:</b> Providing kai was a success, with plans to continue next year.</p> <p><b>Parent Participation:</b> Good attendance at events such as Goal Setting Interviews, Top Teams, Triathlon, and Assemblies.</p> <p><b>Open Hour:</b> Rich Maths session</p> <p><b>Digital Safety Evening:</b> Well-attended by parents.</p> <p><b>Educational Psychologist Presentation:</b> Strong parent turnout.</p> <p><b>Wheelathon Fundraiser:</b> Successful event</p> <p><b>Book Night:</b> Well attended.</p>		<p>Attendance and Engagement with School</p> <p>Baseline data</p> <p>End of 2024</p> <p>6% of our students are between 80% and 90% attendance rate</p> <p>2% of our students are below 80% attendance rate</p> <p>Goal: Improve Student Attendance and Engagement</p> <p>Objective: To ensure consistent monitoring and improvement of student attendance, fostering positive interactions between teachers, whanau, and students.</p> <p>Actions:</p>

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
	<p>reading, why these changes have occurred and observe how it is taught and how they could support their learner at home.</p> <p>Sporting events included the triathlon, colour run, athletics, wheelathon, swimming and cross country.</p> <p>Cultural events included the school hangi and the Matariki breakfasts.</p> <p>Because we had a large variety of opportunities for engagement, we had a successful amount of whanau engagement. This also had a big impact on relationship building as we could interact with the whanau in a relaxed environment - this relationship building was a big part of our trauma informed professional development learning.</p>	<p><b>Opihi Team Parent Afternoon:</b> Explained Structured Literacy teaching methods and how parents can support reading.</p> <p><b>Waipopo Recreational Games Afternoon:</b> Families participated in traditional games.</p> <p><b>Matariki Breakfasts:</b> Held for the whole school and well-supported by students and families.</p> <p><b>School Reports:</b> Released through Hero reporting programme.</p> <p><b>Parent-Student Conferences: Ski/Skate Day:</b> For Year 3-8 students.</p> <p><b>School Hangi:</b> Provided lunch and taught students about tikanga.</p> <p><b>School Disco:</b> Junior and senior discos.</p> <p><b>Opihi Tabloid Sports:</b> Well-attended by parents.</p> <p><b>Grantlea Downs School Olympics:</b> Successful day with excellent whanau support.</p> <p><b>Whole School Sprints</b></p> <p><b>Athletics Day:</b> For Years 4-8.</p> <p><b>Waipopo EOTC Trip:</b> To the Waimate Event Centre.</p> <p><b>Opihi Farmyard Visit &amp; Temuka Domain Trip:</b> Excellent parent support.</p> <p><b>South Canterbury Athletics:</b></p> <p><b>Acacia Reward Day:</b> Held on the school farm.</p> <p><b>Kereta EOTC Week:</b></p>		<ol style="list-style-type: none"> <li>1. Monitor Attendance: Teachers will track and monitor student attendance on a fortnightly basis.</li> <li>2. Learning Team Discussions: Attendance data will be discussed regularly at learning team meetings to identify students requiring intervention and support.</li> <li>3. Whanau Engagement: When student attendance drops below 90%, teachers will initiate a face-to-face meeting with parents/whanau to discuss the situation and collaboratively develop an action plan for improvement.</li> <li>4. Positive Reinforcement: Teachers will maintain a focus on positive interactions with whanau when there is an improvement in attendance, acknowledging efforts made to improve.</li> <li>5. Clear Guidelines: Establish clear and accessible guidelines for both whanau and teachers to follow in relation to attendance expectations, communication, and intervention processes.</li> </ol> <p>Expected Outcome: To improve overall student attendance and foster stronger partnerships with whanau, resulting in better engagement and academic progress for all students.</p>



Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
Acknowledge the essential links to our wider community and develop teaching and learning programmes to support this.	<p>When planning our trips and learning experiences we have had a major focus on our local community. This has allowed the children to experience places that they may not necessarily have had the opportunity to visit and learn about.</p> <p>The Karakia is spoken at appropriate school events, and it is done daily by every class. The impact of this is that our students are confident to speak this.</p> <p>Our artwork around the school reflects our community and local culture. Some artwork won a prize at the local gallery. The children had the opportunity to go and view it at the local gallery.</p>	<ul style="list-style-type: none"> <li>● <b>Opihi Team Field Trip:</b> Museum, Aigantighe Art Gallery, Library, and C-Play visit with strong parent support.</li> </ul> <p>Visited the Farmyard Holiday Park</p> <ul style="list-style-type: none"> <li>● <b>Acacia Field Trips:</b> To Te Ana Rock Art Centre and Totara Valley Taniwha Cave site on 21-22 October.</li> </ul> <p>Worked with Te Aitakihi Marae-a-iwi.</p> <ul style="list-style-type: none"> <li>● Matariki breakfasts</li> <li>● <b>Waipopo Team Field Trip</b> Waimate Events Centre</li> <li>● <b>Kereta Team</b></li> </ul>		
Ensure that our school systems meet the social and emotional needs of our students.	<p>To meet the goal of ensuring our school systems address the social and emotional needs of our students, the DP and Senior Leadership Team have been actively reviewing and refining the school's behavioural systems and processes. These have been shared with staff to ensure a consistent approach across the school. As part of this effort, RTLB attended Waipopo's team meeting to introduce a resource called <i>Grow Our Minds</i>, which explores the science behind behaviour. The team has decided to trial this resource before purchasing a subscription.</p> <p>Professional development sessions have been a key component in refining our approach. A staff PD session focused on behaviour management, particularly addressing low-level behaviours, to ensure consistency in how we respond to these behaviours across the school. Ongoing PB4L professional development continues to strengthen the school-wide behaviour process, aiming to meet the needs of 85% of students. Senior staff also attended a Solution-Focused workshop to further enhance their strategies for</p>	<ul style="list-style-type: none"> <li>● DP and Senior Leadership Team reviewed and shared updated behavioural systems and processes with staff.</li> <li>● RTLB introduced <i>Grow Our Minds</i> resource to Waipopo's team, which explores the science behind behaviour; trial planned before purchasing a subscription.</li> <li>● Staff PD session focused on refining behaviour management of low-level behaviours to ensure consistency across the school.</li> <li>● Ongoing PD sessions to refine PB4L practices and ensure consistency in school-wide behaviour processes.</li> <li>● Senior staff attended a Solution-Focused workshop.</li> <li>● continued professional development on behaviour and CPS.</li> <li>● Sensory resources purchased, and</li> </ul>		<p>To continue to refine these systems.</p> <p>To ensure all new staff are inducted to the Grantlea Downs systems.</p>

Strategic Initiative	<p>What did we Achieve</p> <p>What were the outcomes of our actions?</p> <p>What impact did our actions have?</p>	Evidence	Reasons for any differences	Planning for next year-where to next
	<p>addressing students' social and emotional needs.</p> <p>Additionally, sensory resources have been purchased to support students who require a calm space. A sensory space is in the process of being developed, where students can go to calm down when needed. Senior staff visited Bluestone School to view their sensory space as part of this initiative. Throughout the year, staff meetings and staff-only days have continued to focus on refining our approaches to meeting the diverse needs of our students. PB4L practices, data sharing, and ongoing discussions ensure that we are continuously improving our systems to support students' social and emotional well-being.</p>	<p>sensory space being developed for students to calm down.</p> <ul style="list-style-type: none"> <li>• Senior staff planned to visit Bluestone School to view their sensory space.</li> <li>• Staff meetings and staff-only days focused on meeting students' social and emotional needs.</li> <li>• PB4L Tier 1 meeting data and topics shared with the BOT.</li> <li>• Senior staff visited Bluestone School's sensory space.</li> </ul>		

## Evaluation and analysis of the school's student's progress and achievement

<b>Strategic Goal:</b> Our learning is explicitly tailored for the students at Grantlea Downs School	
<b>Starting point:</b> Baseline Data- 2023 End of Year achievement data	
<b>Annual Target One:</b> Continue to develop our local school curriculum (which reflects the expected national curriculum changes.) What will success look like? Local curriculum design is complete and visible throughout the school. All students are achieving to their potential.	<b>Annual Target Two:</b> All students to make expected progress Maths: Yr 7-15/35- (42% below or well below at the end of 2023) Reading: Yr 4- 22/52- (42% below or well below at the end of 2023) Yr 8- 21/46 (44% below or well below at the end of 2023) Writing: Yr 6 boys-10/16 (62% below at the end of 2023)
<b>Giving Effect to Te Tiriti o Waitangi</b> <b>Annual targets and actions support student progress by:</b> Promoting Inclusive practice; Addressing the needs of students not well met; Developing collaboration and partnerships and investing in professional development.	

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
Develop a Grantlea Downs Local Curriculum, which is specifically designed for our students.	Senior staff collaborated with an ImpactEd facilitator to continue developing the curriculum. Throughout the year, they modified and refined the school curriculum, making it more meaningful and user-friendly. Guidance from the government provided certainty regarding the timeline for implementing the NZ curriculum.  Senior staff met to discuss Maths and developed a two-year curriculum overview for the school. Team leaders shared this information with their teams for further discussion. Team leaders met to progress the Maths Curriculum overview for the teams.  A Curriculum Refresh was conducted with ImpactEd, involving staff members, followed by another session with them. The Analysis of	<ul style="list-style-type: none"> <li>Met with ImpactEd facilitator for curriculum development.</li> <li>Modified and refined school curriculum.</li> <li>Received government guidance on NZ curriculum implementation timeline.</li> <li>Developed a two-year Maths curriculum overview.</li> <li>Shared curriculum overview with teams for discussion.</li> <li>Progressed Maths Curriculum overview.</li> <li>Conducted Curriculum Refresh with ImpactEd.</li> </ul>		End of 2024 Baseline data <ul style="list-style-type: none"> <li>Year 4 Boys 67% are working below or well below the expected level (they will be in Year 5 in 2025)</li> <li>Year 4 Girls 38% are working below or well below the expected level (they will be in Year 5 in 2025)</li> <li>Year 7 Boys 52% are working below or well below the expected level (they will be in Year 8 in 2025)</li> </ul> <b>Goal:</b> By the end of 2025, improve writing outcomes for the target groups of Year 4 boys and girls, and Year 7 boys, through targeted teaching strategies aligned with the new English Curriculum.

Strategic Initiative	What did we Achieve What were the outcomes of our actions? What impact did our actions have?	Evidence	Reasons for any differences	Planning for next year-where to next
	Variance was completed.			
Explicit teaching and learning that cater for the needs and interests of our students.	<p>Achievement targets were discussed and set for 2024. Teachers regularly assessed students' progress through formative and summative means. The Opihi Team refined and developed a new system to track student progress in Structured Literacy.</p> <p>Student voice was gathered to understand students' perceptions of literacy. Mid-year student achievement data was collected. A student well-being survey was sent out to Year 4-8 students. The Gender Diversity Survey and Health Consultation Survey were completed. Additionally, a Bystanders survey was completed in Term 4, Week 5, to inform the next steps for PB4L.</p>	<ul style="list-style-type: none"> <li>● Set achievement targets for 2024.</li> <li>● Assessed students' progress regularly through formative and summative means.</li> <li>● Developed a new system to track student progress in Structured Literacy.</li> <li>● Gathered student voice on literacy perceptions.</li> <li>● Collected mid-year student achievement data.</li> <li>● Sent a student well-being survey to Year 4-8 students.</li> <li>● Completed Gender Diversity Survey.</li> <li>● Completed Health Consultation Survey.</li> <li>● Completed Bystanders survey for PB4L next steps</li> </ul>		



*Growing a community of learners  
He whakatipu hapori akonga*

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

During 2024, the school received \$5021.28 (excluding GST).

The funding was spent on:

- Buses to school sports events
- Pool hire for school swimming sports
- Purchase of sports equipment
- Funding team building activities for students.

Beth Wills  
Principal



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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>We have a Health and Safety Committee that meets regularly to ensure we are providing good and safe working conditions.</p> <p>The Board will pay for three Counselling sessions that are available to all staff members if required – the reasons requiring the sessions does not have to be work related.</p> <p>The Board support the principal by providing supervision sessions.</p> <p>We provide all staff, the opportunity to have a flu vaccination prior to the winter months.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>As per our School Docs policy</p> <p>To show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</p> <p>We select the person most suited to the position in terms of skills, experience, qualifications, and aptitude.</p> <p>We recognise the value of diversity in staffing (e.g. ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>We ensure that employment and personnel practices are fair and free of any bias.</p> <p>A report is given to the full Board after each appointment is made regarding: the number of applicants, declaration of prior knowledge of any applicants, successful applicant and any other relevant information.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>As per our school docs policy, our panel of interviewees are made up according to the type of tenure being advertised.</p> <p>Declaration of prior knowledge of applicants is declared by the Appointments Committee on the EEO report. The EEO report is presented to the Grantlea Downs School Board.</p>
<p>How are you recognising,</p> <p>– The aims and aspirations of Maori,</p>	<p>Follow Te Tiriti o Waitangi</p> <p>We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.</p>

<ul style="list-style-type: none"> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<p>We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that considers ākonga contexts (NELP Priority 6).</p> <p>EEO – school practice.</p>
How have you enhanced the abilities of individual employees?	<p>We offer Professional Development to all staff and encourage staff to take on leadership roles within the school and the Kahui Ako.</p> <p>We have a PRT programme to support any provisionally registered teachers.</p> <p>Professional Growth Cycle for teachers and principal.</p> <p>Principal Appraisal with an external appraiser.</p> <p>Provide professional development for all staff members.</p>
How are you recognising the employment requirements of women?	<p>EEO – school practice.</p> <p>Maternity leave where appropriate. Recognising their family needs and support them around this. Support any pay equity claims.</p> <p>Support all staff members equally.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>We ensure our school is accessible for all staff and any requirements for staff to carry out their duties are being met e.g. making equipment available if required.</p>

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

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



Beth Wills  
Principal



*Ki uta ki tai (from the mountains to the sea)*

## **Giving effect to Te Tiriti O Waitangi at Grantlea Downs School**

Grantlea Downs School is deeply committed to the integration of Māori culture, language and values.

As part of our journey to give effect to Te Tiriti O Waitangi, our Board are working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. The Board have updated school policies to incorporate te reo Māori and begin each meeting with the school karakia.

Daily karakia is an integral part of Grantlea Downs School culture, with te reo Māori a priority. Grantlea Downs School is committed to build leadership in te reo Māori and te ao Māori across the school. Use of Māori imagery and language are incorporated into the school environment, such as the use of Pukeko in affirmations (reflecting positive qualities such as alertness), the pou and the sensory path modelled after a river with symbolic creatures like tuna (eels), paua (shellfish) and taniwha (mythical creatures). Connection to our local creek and native bush area reflect the local iwi and Māori worldview.

Grantlea Downs School engages with our whanau and the wider community encouraging involvement in our cultural events: Matariki Breakfast and Hangi, fostering a sense of belonging and celebrating our Māori culture.

We celebrate our cultural diversity and ensure our educational programmes recognise the dual and diverse heritage of all our students.

At Grantlea Downs School we strive to ensure all students have access to high-quality education and opportunities, regardless of their socio-economic background, race, gender, disability status, or other factors.

E Johns (Feb 13, 2025 12:56 GMT+13)

E Johns  
Presiding Board Member