



Dominion Road
School

He Maunga Teitei

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

| | |
|---------------------------------------|--|
| Ministry Number: | 1261 |
| Principal: | Lesley Mitchell |
| School Address: | 16 Quest Terrace, Mount Roskill, Auckland 1041 |
| School Phone: | 09 621 0155 |
| School Email: | lesleym@dominionrd.school.nz |
| Accountant / Service Provider: | Schooled Limited |

Dominion Road School

Members of the Board

For the year ended 31 December 2024

| Name | Position | How Position Gained | Term Expires |
|------------------|-----------------------|----------------------|---------------------|
| Natalie Wright | Presiding Member | Re-elected Sept 2022 | August 2025 |
| Lesley Mitchell | Ex-Officio | | |
| Celine Achermann | Parent Representative | Elected Sept 2022 | August 2025 |
| Laree Anderson | Parent Representative | Selected Aug 2023 | August 2025 |
| Kiri David | Parent Representative | Co-opted Dec 2023 | August 2025 |
| Ria Lavery | Parent Representative | Elected May 2024 | Resigned Jan 2025 |
| Maria Filipe | Parent Representative | Elected May 2024 | August 2025 |
| Anu Pollitt | Staff Representative | Re-elected Sept 2022 | August 2025 |
| Rasha Allawnah | Parent Representative | Elected Sept 2022 | Resigned March 2024 |

DOMINION ROAD SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Dominion Road 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.

Natalie Margaret Wright

Full Name of Presiding Member



Signature of Presiding Member

10 June 2025

Date:

Lesley Christine Mitchell

Full Name of Principal



Signature of Principal

10 June 2025

Date:

Dominion Road School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

| | | 2024 | 2024 | 2023 |
|---|-------|-----------|-------------|-----------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Revenue | | | | |
| Government Grants | 2 | 3,568,007 | 3,497,410 | 3,610,157 |
| Locally Raised Funds | 3 | 127,138 | 157,240 | 106,442 |
| Interest | | 54,603 | 35,000 | 35,720 |
| Total Revenue | | 3,749,748 | 3,689,650 | 3,752,319 |
| Expense | | | | |
| Locally Raised Funds | 3 | 47,091 | 52,912 | 17,109 |
| Learning Resources | 4 | 2,030,779 | 2,129,716 | 2,053,377 |
| Administration | 5 | 199,342 | 197,520 | 171,235 |
| Interest | | 2,550 | 2,500 | 2,582 |
| Property | 6 | 1,388,842 | 1,331,613 | 1,251,378 |
| Loss on Disposal of Property, Plant and Equipment | | - | - | 8,759 |
| Total Expense | | 3,668,604 | 3,714,261 | 3,504,440 |
| Net Surplus / (Deficit) for the year | | 81,144 | (24,611) | 247,878 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 81,144 | (24,611) | 247,878 |

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



Dominion Road School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Equity at 1 January | | 1,170,306 | 1,170,306 | 1,014,275 |
| Total comprehensive revenue and expense for the year | | 81,144 | (24,611) | 247,878 |
| Contributions from the Ministry of Education | | - | - | 20,647 |
| Distributions to the Ministry of Education | | - | - | (112,735) |
| Contribution - Furniture and Equipment Grant | | 21,574 | 21,574 | 241 |
| Equity at 31 December | | 1,273,024 | 1,167,269 | 1,170,306 |
| Accumulated comprehensive revenue and expense | | 1,273,024 | 1,167,269 | 1,170,306 |
| Equity at 31 December | | 1,273,024 | 1,167,269 | 1,170,306 |

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.



Dominion Road School

Statement of Financial Position

As at 31 December 2024

| | Notes | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 7 | 273,123 | 321,780 | 338,690 |
| Accounts Receivable | 8 | 156,077 | 161,848 | 161,848 |
| GST Receivable | | 6,121 | 4,631 | 4,631 |
| Prepayments | | 6,345 | 27,464 | 27,464 |
| Inventories | 9 | 728 | 1,970 | 1,970 |
| Investments | | 805,131 | 554,386 | 554,386 |
| Painting Contract | 13 | 10,870 | 10,870 | 10,870 |
| Funds Receivable for Capital Works Projects | 18 | 8,830 | - | - |
| | | 1,267,225 | 1,082,949 | 1,099,859 |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 216,599 | 178,098 | 178,098 |
| Revenue Received in Advance | 14 | 5,506 | 5,600 | 6,661 |
| Provision for Cyclical Maintenance | 15 | 1,698 | 1,737 | - |
| Finance Lease Liability | 16 | 11,634 | 10,000 | 13,506 |
| Funds held in Trust | 17 | 500 | 13,744 | 13,744 |
| | | 235,937 | 209,179 | 212,009 |
| Working Capital Surplus/(Deficit) | | 1,031,288 | 873,770 | 887,850 |
| Non-current Assets | | | | |
| Painting Contract | 13 | 32,608 | 32,608 | 43,478 |
| Property, Plant and Equipment | 11 | 350,957 | 409,794 | 337,771 |
| | | 383,565 | 442,402 | 381,249 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 130,889 | 137,132 | 81,822 |
| Finance Lease Liability | 16 | 10,940 | 11,771 | 16,971 |
| | | 141,829 | 148,903 | 98,793 |
| Net Assets | | 1,273,024 | 1,167,269 | 1,170,306 |
| Equity | | 1,273,024 | 1,167,269 | 1,170,306 |

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



Dominion Road School

Statement of Cash Flows

For the year ended 31 December 2024

| | Note | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 894,037 | 739,752 | 802,669 |
| Locally Raised Funds | | 131,453 | 128,579 | 106,008 |
| International Students | | 130 | 22,000 | - |
| Goods and Services Tax (net) | | (1,490) | - | 809 |
| Payments to Employees | | (458,521) | (436,040) | (385,485) |
| Payments to Suppliers | | (321,567) | (481,078) | (317,159) |
| Interest Paid | | (2,550) | (2,500) | (2,582) |
| Interest Received | | 51,908 | 160,718 | 33,573 |
| Net cash from/(to) Operating Activities | | 293,400 | 131,431 | 237,833 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (110,689) | (128,601) | (81,421) |
| Purchase of Investments | | (250,745) | - | (70,064) |
| Net cash from/(to) Investing Activities | | (361,434) | (128,601) | (151,485) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 21,574 | 21,574 | 241 |
| Contributions from Ministry of Education | | - | - | 20,648 |
| Finance Lease Payments | | (7,903) | (8,706) | (10,444) |
| Repayment of Loans | | 10,870 | (32,608) | - |
| Funds Administered on Behalf of Other Parties | | (22,074) | - | (6,578) |
| Net cash from/(to) Financing Activities | | 2,467 | (19,740) | 3,867 |
| Net increase/(decrease) in cash and cash equivalents | | (65,567) | (16,910) | 90,215 |
| Cash and cash equivalents at the beginning of the year | 7 | 338,690 | 338,690 | 248,475 |
| Cash and cash equivalents at the end of the year | 7 | 273,123 | 321,780 | 338,690 |

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

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



Dominion Road School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Dominion Road 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 15.

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 16. Future operating lease commitments are disclosed in note 23.

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 | 20 years |
| Furniture and Equipment | 5 - 10 years |
| Information and Communication Technology | 4 years |
| Leased Assets held under a Finance Lease | Term of Lease |
| Library Resources | 12.5% Diminishing value |

j) Accounts Payable

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



k) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

m) 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.

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

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

p) Financial Instruments

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.



r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 658,472 | 584,152 | 653,433 |
| Teachers' Salaries Grants | 1,566,973 | 1,704,554 | 1,725,975 |
| Use of Land and Buildings Grants | 1,128,221 | 1,058,704 | 1,058,704 |
| Other Government Grants | 214,341 | 150,000 | 172,046 |
| | <u>3,568,007</u> | <u>3,497,410</u> | <u>3,610,157</u> |

3. Locally Raised Funds

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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Revenue | | | |
| Donations and Bequests | 908 | 4,000 | 3,097 |
| Fees for Extra Curricular Activities | 17,645 | 22,400 | 3,745 |
| Trading | 46,849 | 49,640 | 48,975 |
| Fundraising and Community Grants | 47,438 | 49,200 | 38,428 |
| Other Revenue | 14,168 | 10,000 | 12,197 |
| International Student Fees | 130 | 22,000 | - |
| | <u>127,138</u> | <u>157,240</u> | <u>106,442</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 35,282 | 40,850 | 7,086 |
| Trading | 11,484 | 10,112 | 8,514 |
| Fundraising and Community Grant Costs | 325 | 950 | 1,509 |
| International Student - Other Expenses | - | 1,000 | - |
| | <u>47,091</u> | <u>52,912</u> | <u>17,109</u> |
| <i>Surplus/ (Deficit) for the year Locally Raised Funds</i> | <u>80,047</u> | <u>104,328</u> | <u>89,333</u> |

4. Learning Resources

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 15,108 | 21,050 | 17,710 |
| Information and Communication Technology | 31,435 | 17,850 | 14,345 |
| Employee Benefits - Salaries | 1,844,673 | 1,965,010 | 1,915,259 |
| Staff Development | 39,114 | 23,500 | 16,168 |
| Depreciation | 97,503 | 100,056 | 88,633 |
| Other Learning Resources | 2,946 | 2,250 | 1,264 |
| | <u>2,030,779</u> | <u>2,129,716</u> | <u>2,053,377</u> |



5. Administration

| | 2024 | 2024 | 2023 |
|--|---------|-----------------------|---------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fees | 9,399 | 9,500 | 7,950 |
| Board Fees and Expenses | 7,814 | 8,400 | 8,151 |
| Other Administration Expenses | 25,174 | 32,860 | 17,991 |
| Employee Benefits - Salaries | 136,612 | 128,995 | 121,694 |
| Insurance | 8,278 | 6,590 | 5,662 |
| Service Providers, Contractors and Consultancy | 12,065 | 11,175 | 9,787 |
| | 199,342 | 197,520 | 171,235 |

6. Property

| | 2024 | 2024 | 2023 |
|-----------------------------------|-----------|-----------------------|-----------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Consultancy and Contract Services | 38,530 | 40,000 | 38,469 |
| Cyclical Maintenance | 61,635 | 57,047 | (17,917) |
| Heat, Light and Water | 33,953 | 39,000 | 36,643 |
| Rates | - | 300 | 136 |
| Repairs and Maintenance | 34,205 | 33,900 | 44,728 |
| Use of Land and Buildings | 1,128,221 | 1,058,704 | 1,058,704 |
| Employee Benefits - Salaries | 53,512 | 53,562 | 49,361 |
| Other Property Expenses | 38,786 | 49,100 | 41,254 |
| | 1,388,842 | 1,331,613 | 1,251,378 |

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 | 2024 | 2023 |
|---|---------|-----------------------|---------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Bank Accounts | 273,123 | 321,780 | 338,690 |
| Cash and cash equivalents for Statement of Cash Flows | 273,123 | 321,780 | 338,690 |

Of the \$273,123 Cash and Cash Equivalents, \$5,506 of Revenue Received in Advance is held by the School, as disclosed in note 14.



8. Accounts Receivable

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables from the Ministry of Education | 1,201 | - | 28,025 |
| Interest Receivable | 10,800 | 36,130 | 8,105 |
| Teacher Salaries Grant Receivable | 144,076 | 125,718 | 125,718 |
| | <u>156,077</u> | <u>161,848</u> | <u>161,848</u> |
| Receivables from Exchange Transactions | 10,800 | 36,130 | 8,105 |
| Receivables from Non-Exchange Transactions | 145,277 | 125,718 | 153,743 |
| | <u>156,077</u> | <u>161,848</u> | <u>161,848</u> |

9. Inventories

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| Stationery | 36 | 160 | 160 |
| School Uniforms | 692 | 1,810 | 1,810 |
| | <u>728</u> | <u>1,970</u> | <u>1,970</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 | 805,131 | 554,386 | 554,386 |
| Total Investments | <u>805,131</u> | <u>554,386</u> | <u>554,386</u> |



11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|--------------------------|-----------|-----------|------------|--------------|-------------|
| 2024 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 143,527 | 56,761 | - | - | (22,506) | 177,782 |
| Furniture and Equipment | 96,572 | 45,457 | - | - | (31,740) | 110,289 |
| Information and Communication Technology | 58,594 | 1,153 | - | - | (27,192) | 32,555 |
| Leased Assets | 28,814 | 6,432 | - | - | (14,671) | 20,575 |
| Library Resources | 10,264 | 1,917 | (1,031) | - | (1,394) | 9,756 |
| | 337,771 | 111,720 | (1,031) | - | (97,503) | 350,957 |

The net carrying value of furniture and equipment held under a finance lease is \$20,575 (2023: \$28,814)

Restrictions

| | 2024 Cost or Valuation | 2024 Accumulated Depreciation | 2024 Net Book Value | 2023 Cost or Valuation | 2023 Accumulated Depreciation | 2023 Net Book Value |
|---|---------------------------|-------------------------------------|---------------------------|------------------------------|-------------------------------------|---------------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 365,813 | (188,031) | 177,782 | 309,052 | (165,525) | 143,527 |
| Furniture and Equipment | 395,393 | (285,104) | 110,289 | 349,936 | (253,364) | 96,572 |
| Information and Communication Technology | 197,598 | (165,043) | 32,555 | 197,144 | (138,550) | 58,594 |
| Leased Assets | 55,310 | (34,735) | 20,575 | 69,881 | (41,067) | 28,814 |
| Library Resources | 31,639 | (21,883) | 9,756 | 33,040 | (22,776) | 10,264 |
| | 1,045,753 | (694,796) | 350,957 | 959,053 | (621,282) | 337,771 |

12. Accounts Payable

| | 2024 Actual | 2024 Budget (Unaudited) | 2023 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Creditors | 46,848 | 45,407 | 37,457 |
| Accruals | 9,399 | - | 7,950 |
| Employee Entitlements - Salaries | 154,803 | 126,140 | 126,140 |
| Employee Entitlements - Leave Accrual | 5,549 | 6,551 | 6,551 |
| | 216,599 | 178,098 | 178,098 |
| Payables for Exchange Transactions | 216,599 | 178,098 | 178,098 |
| | 216,599 | 178,098 | 178,098 |

The carrying value of payables approximates their fair value.



13. Painting Contract Prepayment

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Painting Contract due within one year | (10,870) | (10,870) | (10,870) |
| | <u>(10,870)</u> | <u>(10,870)</u> | <u>(10,870)</u> |
| Painting Contract due after one year | (32,608) | (32,608) | (43,478) |
| | <u>(32,608)</u> | <u>(32,608)</u> | <u>(43,478)</u> |

In 2021 the Board signed a new agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provided for exterior repaint of the Ministry owned buildings in 2022, with regular maintenance and interior painting in subsequent years. The agreement entered into was based on a fixed upfront cost including a prepayment by the school, in return for work scheduled in the following seven years, on the basis that there would be no extra costs and no index linking of costs being applied.

14. Revenue Received in Advance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Grants in Advance - Ministry of Education | - | 5,600 | 5,600 |
| Other revenue in Advance | 5,506 | - | 1,061 |
| | <u>5,506</u> | <u>5,600</u> | <u>6,661</u> |

15. Provision for Cyclical Maintenance

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 81,822 | 81,822 | 177,954 |
| Increase to the Provision During the Year | 61,635 | 57,047 | (17,917) |
| Use of the Provision During the Year | (10,870) | - | (86,475) |
| Other Adjustments | - | - | 8,260 |
| Provision at the End of the Year | <u>132,587</u> | <u>138,869</u> | <u>81,822</u> |
| Cyclical Maintenance - Current | 1,698 | 1,737 | - |
| Cyclical Maintenance - Non current | 130,889 | 137,132 | 81,822 |
| | <u>132,587</u> | <u>138,869</u> | <u>81,822</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.



16. Finance Lease Liability

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

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 13,345 | 10,000 | 15,934 |
| Later than One Year and no Later than Five Years | 11,810 | 11,771 | 18,712 |
| Future Finance Charges | (2,581) | | (4,169) |
| | <u>22,574</u> | <u>21,771</u> | <u>30,477</u> |

Represented by

Finance lease liability - Current
Finance lease liability - Non current

| | | |
|---------------|---------------|---------------|
| 11,634 | 10,000 | 13,506 |
| 10,940 | 11,771 | 16,971 |
| <u>22,574</u> | <u>21,771</u> | <u>30,477</u> |

17. Funds held in Trust

| | 2024 Actual \$ | 2024 Budget (Unaudited) \$ | 2023 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Funds Held in Trust on Behalf of Third Parties - Current | 500 | 13,744 | 13,744 |
| | <u>500</u> | <u>13,744</u> | <u>13,744</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.

18. 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

| 2024 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|-------------------------------|---------------------------|----------------------------|----------------|------------------------------|---------------------------|
| MOE 5YA Fire & Security | - | - | (6,630) | - | (6,630) |
| MOE 5YA Switchboard Upgrade | - | - | (500) | - | (500) |
| MOE 5YA Rear Door Replacement | - | - | (700) | - | (700) |
| MOE 5YA Roofing Works | - | - | (1,000) | - | (1,000) |
| Totals | <u>-</u> | <u>-</u> | <u>(8,830)</u> | <u>-</u> | <u>(8,830)</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

-
(8,830)

| 2023 | Opening Balances \$ | Receipts from MOE \$ | Payments \$ | Board Contributions \$ | Closing Balances \$ |
|----------------------|---------------------------|----------------------------|-----------------|------------------------------|---------------------------|
| ILE & Toilet Upgarde | 5,578 | - | (6,923) | 1,345 | - |
| Ashphalt/Fale | - | 18,387 | (18,748) | 361 | - |
| Misc Projects | - | 8,229 | (8,229) | - | - |
| Totals | <u>5,578</u> | <u>26,616</u> | <u>(33,900)</u> | <u>1,706</u> | <u>-</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

-
-



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.

20. Remuneration

Key management personnel compensation

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

| | 2024 Actual \$ | 2023 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,220 | 3,345 |
| <i>Leadership Team</i> | | |
| Remuneration | 377,228 | 380,620 |
| Full-time equivalent members | 3 | 3 |
| Total key management personnel remuneration | 380,448 | 383,965 |

There are seven members of the Board excluding the Principal. The Board has held eight full meetings of the Board in the year. The Board also has Finance and Property committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

| | 2024 Actual \$000 | 2023 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 150 - 160 | 150 - 160 |
| Benefits and Other Emoluments | 0 - 5 | 0 - 5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2024 FTE Number | 2023 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 4 | 8 |
| 110 - 120 | 4 | 1 |
| | 8 | 9 |

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



21. Compensation and Other Benefits Upon Leaving

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

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

22. 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.

23. Commitments

Capital Commitments

At 31 December 2024, the Board had capital commitments of \$Nil (2023:\$Nil):

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.



24. 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 | 273,123 | 321,780 | 338,690 |
| Receivables | 156,077 | 161,848 | 161,848 |
| Investments - Term Deposits | 805,131 | 554,386 | 554,386 |
| Total financial assets measured at amortised cost | <u>1,234,331</u> | <u>1,038,014</u> | <u>1,054,924</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 216,599 | 178,098 | 178,098 |
| Borrowings - Loans | 43,478 | 43,478 | 54,348 |
| Finance Leases | 22,574 | 21,771 | 30,477 |
| Total financial liabilities measured at amortised cost | <u>282,651</u> | <u>243,347</u> | <u>262,923</u> |

25. Events After Balance Date

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

26. 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 DOMINION ROAD SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Dominion Road School (the School). The Auditor-General has appointed me, Alexander Houghton, using the staff and resources of Blackmore, Virtue & Owens, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19 which 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 10 June 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 of Opinion

We carried out our audit in accordance with the Auditor General's Auditing Standards, which incorporate the Professional and Ethical 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 of Trustees 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.

BVO Audit

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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.

Auditor's Responsibilities 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 conducted 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 disclosure 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 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 findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on the statement of responsibility, board member list, statement of variance, kiwisport report, compliance with good employer requirements, Statement of Enacting Te Tiriti o Waitangi, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Alexander Houghton
Blackmore, Virtue and Owens
On behalf of the Auditor General
Auckland, New Zealand

Statement of Variance Reporting

Dominion Road School 2024



| | | | |
|---------------------|----------------------|-----------------------|------|
| School Name: | Dominion Road School | School Number: | 1261 |
|---------------------|----------------------|-----------------------|------|

| | |
|-----------------------|---|
| Strategic Aim: | Strive towards equitable outcomes that raise the achievement of all learners <ul style="list-style-type: none"> - Build teacher subject knowledge and capability to teach the revised English & Maths Curriculum - Be more deliberate in analysis and use of student assessment information to inform next steps - Embed a school wide evaluation system that uses data to address and reduce achievement disparity |
| Annual Aims: | <ol style="list-style-type: none"> 1. Provide professional development for teachers in the revised Reading, Writing & Maths Curriculums 2. Have an explicit focus on the teaching of writing school wide, including handwriting and spelling 3. Continue to work with the Kāhui Ako on strategies to lift the attendance of students who are not regularly attending school 4. Provide professional learning support to strengthen assessment literacy 5. Review & embed a school wide assessment/evaluation system in line with the refreshed curriculum 6. All junior and middle school teachers to receive training in BSLA structured literacy as well as two teacher aides with University of Canterbury |
| Target: | <p>Teachers will feel confident to teach the curriculum changes & these changes will be evident in planning and teaching programmes</p> <p>70% of our students will be writing at curriculum level</p> <p>There will be improved letter formation at each year level</p> <p>Attendance rates will have improved from the end of 2023</p> <p>Data will be used effectively to measure progress and inform next steps</p> <p>We will have 5 more trained BSLA structured literacy educators and two more teacher aides</p> |
| Baseline Data: | <p>Attendance rates end of 2023</p> <p>Handwriting samples - letter formation for individuals</p> |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|--|---|---|---|
| Worked on draft curriculums but we were unable to complete professional development for teachers in the revised Reading, Writing & Maths Curriculums (<i>Initiative 1</i>) | As the refreshed docs did not come out until the end of October we were unable to provide the professional development that we had hoped to deliver | Delayed arrival of the curriculum documents | This will remain an annual implementation goal for 2025 |

| | | | |
|---|---|---|--|
| <p>Started to look more explicitly at writing after attending Helen Walls PD and putting an emphasis on handwriting (<i>Initiative 1</i>)</p> | <p>Teachers were more explicit in focusing in on incorrect letter formation and teaching/reteaching correctly</p> <p>Despite some bad handwriting habits senior students enjoyed the emphasis on perfecting handwriting to enable more fluid letter formation during writing time</p> | <p>We narrowed down our focus due to the English curriculum not out until the end of the year</p> | <p>Continue to upskill all teachers in the refreshed English Curriculum</p> <p>Provide further PD with Helen Walls if the need arises, new staff etc</p> |
| <p>Started to look at ways to improve attendance (Item 3)</p> <p>There was an increase in attendance from 2023 end of year result to end of 2024 - both for whole school and individual regular attendance (<i>Initiative 2, 3</i>)</p> | <p>This became a Kāhui Ako focus as the year progressed and with it came the establishment of the Pacific Young Leaders Programme (PYL) with Global Hope Mission</p> <p>Banners and images were created for placing into school newsletters</p> <p>Some families were still travelling overseas for extended periods of time to reunite with family members</p> | <p>Kāhui received some extra money for an attendance initiative</p> <p>Families away for whole terms impacted on attendance data</p> | <p>Continue to work with GHM on getting into homes</p> <p>Kāhui Ako to continue to work on attendance as a priority for our group of schools</p> |
| <p>Introduced termly data meetings to discuss data and next steps for students and teachers (<i>Initiative 1, 2, 3</i>)</p> | <p>Data meetings provided opportunities to have more in depth conversations about students and teaching and learning</p> <p>More teachers are using maths information from testing to inform teaching steps and address misconceptions among students</p> | <p>N/A</p> | <p>Continue to refine data meeting structure next year</p> <p>Investigate assessments against the new curriculum documents</p> |
| <p>Began to embed a school wide assessment/evaluation system in line with the refreshed curriculum, including more visible use of formative assessment strategies in classrooms (<i>Initiative 1, 2, 3</i>)</p> | <p>Work on school wide system with refreshed curriculum delayed.</p> <p>PAT Maths was introduced twice a year - as a formative measure in term 1 to inform gaps and summative in term 4</p> | <p>We could not fully embed our evaluation system due to not having the refreshed curriculum released in time to unpack</p> <p>Formative assessment was used well with the PAT data from Y3-6</p> | <p>Continue to review and prioritise assessments in line with govt priorities and guidelines</p> |
| <p>Teachers in the junior and middle school trained in BSLA structured literacy as well as two paraprofessionals (<i>Initiative 1, 2</i>)</p> | <p>Yr 3 teachers used the structured literacy approach in their classrooms for those students who still needed the explicit instruction</p> <p>Teacher Aides trained and principal also trained as a facilitator</p> | <p>No variance - all people put down for training trained</p> | <p>Look into moving BSLA into Yr 5/6 in 2025</p> <p>Implement more Tier 2 teaching groups</p> |

Planning for next year:

- Provide professional development in Maths and English
- Start teaching the refreshed English & Maths curriculum
- Continue to develop robust assessment and evaluation systems as new information comes to hand from government and ministry priorities
- Provide structured literacy training for Y 5/6 teachers
- Begin structured maths practice using 'Maths No Problem' as a resource

| | |
|-------------------------|--|
| Strategic Aim: 2 | Provide Learning Conditions that enable all tamariki to be successful, self-managing learners <ul style="list-style-type: none"> - Develop Assessment Capable Learners - Embed an integrated curriculum to ensure rich coverage of content, skills and dispositions - Increase whānau involvement to understand and support their child's progress against learning goals |
| Annual Aims: | <ol style="list-style-type: none"> 1. Review school use of Assessment for Learning language and ensure consistency throughout the school 2. Teachers to explicitly set learning goals with students and their families and give specific feedback and next steps including use of fast forward feedback 3. Develop a more integrated approach to the teaching of the concept plan, which also incorporates an hour a day of reading, writing and maths 4. Host more events that invite family involvement 5. Hold parent Education sessions in the new Maths and English Curriculum 6. Hold individual NE meetings with parents to share baseline and 10 week BSLA data 7. Provide more specific communication for parents on the support that their child may be receiving |
| Target: | Parent workshops held for the new curriculum Individual meetings held with majority of NE parents after baseline and 10 week testing One hour a day explicitly planned for and taught in Reading, Writing and Maths as per legislation Integrated curriculum developing Increased assessment capability in learners |
| Baseline Data: | Student Voice data from end of 2023 Timetabling pre- mandated one hour a day Teacher capability in structured literacy and analysis of assessment data prior to commencing training - BSLA pretest for training staff |

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|--|---|---|---|
| Review school use of Assessment for Learning language and ensure consistency throughout the school (Initiative 1) | We continued to look at different AFL strategies with an emphasis on student self and peer feedback Student responses when asked questions around their learning were not as consistent or as articulate as we thought they might be | Seeking student voice on what they have learnt did not occur close to a lesson and could have been out of context | Review how formative assessment is used in new Maths texts and embed as required Seek student voice after lessons have taken place |
| Teachers to explicitly set learning goals with students and their families and give specific feedback and next | Fast forward technique was tried by some teaches but was not as successful as hoped | Students not referring to fast forward goals Time factors | As above review how student and parent voice is collected around learning goals |

| | | | |
|--|--|---|---|
| steps including use of fast forward feedback (Initiative 1) | Families who attended parent teacher meetings and individual IEPs were aware of their child's learning goals | Family attendance at parent meetings inconsistent - not seeing families that we would like to have seen | |
| Worked to incorporate a more integrated approach to the teaching of the concept plan, which also incorporates an hour a day of reading, writing and maths (Initiative 2) | Teachers ensured they had an hour a day in their planning and Mitey continued with as much integration as practical, , but it was harder to integrate for all curriculum topics | Science topics did not lend themselves very well to Mitey which was the main body of work that we were trying to integrate | Create a special integrated curriculum team to do more work in this area in 2025 |
| Hosted some events that invited family involvement/unable to hold parent Education sessions in the new Maths and English Curriculum (Initiative 3) | We were able to continue with our language week, shared lunches and other special dates at school but the school hall was out of action for T3 & 4 so we could only hold events outside New curriculum were not out in time for parent workshops to be held | Hall Weather Defects Work prevented out of school and evening meetings Curriculum not out until almost the end of term 4 | Hall will be back in action from beginning of 2025 and new curriculum are now out so parent workshops can be held |
| Invited parents to individual NE meetings with parents to discuss baseline and 10 week assessments (Initiative 3) | Worked well with term 1 starters but not so successful in term 3 & 4 | Parents not able to come and meet during school hours made it hard to make times to meet | Try again! |
| Provided more specific communication for parents on the support that their child may be receiving (Initiative 3) | Parents who attended parent teacher meetings & IEPs received information. | As more CRT days were introduced we were able to provide in school sessions for IEPs and specific meetings. | Check letters have been sent out for students receiving support |
| Planning for next year: | | | |
| <ul style="list-style-type: none"> • Hold parent workshops in the new curriculum areas • Plan out school events for parent involvement • Create an integrated curriculum team | | | |
| Strategic Aim: 3 | Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice <ul style="list-style-type: none"> - Move towards Silver Enviro School Status - Continue to create a physical school environment that reflects a safe, healthy and culturally rich community - Ensure inclusion, diversity and cultural responsiveness is evident in all programmes and decision making | | |
| Annual Aim | <ol style="list-style-type: none"> 1. Set actions in place that will help achieve EnviroSchools Silver status 2. Design & create a rongoa garden 3. Create further art projects around the school, including installation of art panels 4. Continue with initiatives in Mitey & Healthy Active Learning 5. Continue to work with our three satellite classes to further integrate into mainstream events and programmes 6. Work through ERO's Poutama Reo document 7. Strengthen our relationship with tangata whenua through our staff only day visit to Orakei Marae at the end of term 1 | | |

| | | | |
|---|---|--|--|
| Target: | Art panels installed Creative in Schools Murals completed PAL leadership team set up and trained Continue to strengthen language week opportunities Rongoa garden concept started Silver Enviro status | | |
| Baseline data | NZCER te reo testing Mitey surveys on progress so far Existing satellite class integration Bronze Enviro school status | | |
| Actions | Outcomes | Reasons for the variance | Evaluation |
| <i>What did we do?</i> | <i>What happened?</i> | <i>Why did it happen?</i> | <i>Where to next?</i> |
| Set actions in place to achieve Enviroschools Silver status (<i>Initiative 1</i>) | A variety of actions were put in place to work towards silver status | No variance - plan proceeded as expected - Silver status was achieved | Start working towards Green-Gold |
| Started the concept for a rongoa garden (<i>Initiative 2</i>) | We attended rongoa sessions and started a concept plan but stopped as advice from experts made us change our way of thinking and direction | We took on board advice from respected advisors in this area | Continue to explore redevelopment of our māra but incorporating a variety of plants including rongoa into one area |
| Created further art projects around the school, including installation of art panels (<i>Initiative 2</i>) | Art panels were installed on our exterior boundaries Creative in Schools Murals were completed in the junior school | N/A | Continue to add artworks around the school to reflect our diversity and culture |
| Continue with initiatives in Mitey & Healthy Active Learning (<i>Initiative 2, 3</i>) | We completed these initiatives In Mitey we are moving to become a graduate school | The two initiatives came to an end | Build sustainability for our school in these two areas now that we do not have facilitators in school |
| Continued to work with our three satellite classes to further integrate into mainstream events and programmes (<i>Initiative 3</i>) | Had our first Rock your socks Day for Down Syndrome awareness Continued with integration wherever possible Termly meetings with CASS staff | N/A | Keep looking at ways to integrate |
| Made a start on ERO's Poutama Reo document (<i>Initiative 3</i>) | Did not progress as intended but a start was made | Due to principal on sabbatical in term 3 this work did not progress as hoped | Will be a focus for 2025 to complete the work started |
| Planning for next year: | | | |
| <ul style="list-style-type: none"> • Work through Poutama Reo and start to implement • Work towards Green Gold Enviro Status • Continue to add artworks and revamp other areas of school and start redevelopment of enviro trail and our gardens | | | |

Curriculum Targets

Maths Achievement Targets 2024

| Strategic Goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------|-----------------|-----------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|------------|------------|------------|---------|----|----|-------------|----|----|-------------|----|----|-------------|----|----|-------------|----|----|-------------|----|----|
| <ul style="list-style-type: none">• Strive for equitable outcomes that raise the achievement of all learners (NELP 1, 2)• Provide learning conditions that enable all tamariki to be successful, self-managing learners (NELP 1, 2, 3, 4)• Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice (NELP 1, 2,3,4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baseline Data | End of Year Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Maths: Number by Year Level 2023</p> <table><tr><th>Year Level</th><th>Mid Year (%)</th><th>End of Year (%)</th></tr><tr><td>All</td><td>44</td><td>72</td></tr><tr><td>Y2</td><td>41</td><td>62</td></tr><tr><td>Y3</td><td>39</td><td>64</td></tr><tr><td>Y4</td><td>53</td><td>73</td></tr><tr><td>Y5</td><td>30</td><td>63</td></tr><tr><td>Y6</td><td>28</td><td>66</td></tr></table> | Year Level | Mid Year (%) | End of Year (%) | All | 44 | 72 | Y2 | 41 | 62 | Y3 | 39 | 64 | Y4 | 53 | 73 | Y5 | 30 | 63 | Y6 | 28 | 66 | <p>Maths: Number by Year Level 2024</p> <table><tr><th>Year Level</th><th>Term 2 (%)</th><th>Term 4 (%)</th></tr><tr><td>Overall</td><td>54</td><td>71</td></tr><tr><td>Year 2 (27)</td><td>68</td><td>77</td></tr><tr><td>Year 3 (35)</td><td>44</td><td>67</td></tr><tr><td>Year 4 (46)</td><td>52</td><td>74</td></tr><tr><td>Year 5 (45)</td><td>40</td><td>54</td></tr><tr><td>Year 6 (49)</td><td>40</td><td>53</td></tr></table> | Year Level | Term 2 (%) | Term 4 (%) | Overall | 54 | 71 | Year 2 (27) | 68 | 77 | Year 3 (35) | 44 | 67 | Year 4 (46) | 52 | 74 | Year 5 (45) | 40 | 54 | Year 6 (49) | 40 | 53 |
| Year Level | Mid Year (%) | End of Year (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 44 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 41 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 39 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 53 | 73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 30 | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 28 | 66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year Level | Term 2 (%) | Term 4 (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 5 (45) | 40 | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 (49) | 40 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Shift over Time | | Students who have been at DRS since age of 5 | | | | | | | | | | | | | | | | | | | | | |
|---|------------|---|------------|------|----|------|----|------|----|------|----|------|----|------|----|--|--|-------|------------|--------|----|--------|----|
| <div>Number/Maths Shifts Over Time</div> <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2019</td><td>71</td></tr><tr><td>2020</td><td>64</td></tr><tr><td>2021</td><td>53</td></tr><tr><td>2022</td><td>54</td></tr><tr><td>2023</td><td>72</td></tr><tr><td>2024</td><td>71</td></tr></tbody></table> | | Year | Percentage | 2019 | 71 | 2020 | 64 | 2021 | 53 | 2022 | 54 | 2023 | 72 | 2024 | 71 | <div>Maths: Number - Students Who Started at 5</div> <table><thead><tr><th>Terms</th><th>Percentage</th></tr></thead><tbody><tr><td>Term 1</td><td>51</td></tr><tr><td>Term 2</td><td>66</td></tr></tbody></table> | | Terms | Percentage | Term 1 | 51 | Term 2 | 66 |
| Year | Percentage | | | | | | | | | | | | | | | | | | | | | | |
| 2019 | 71 | | | | | | | | | | | | | | | | | | | | | | |
| 2020 | 64 | | | | | | | | | | | | | | | | | | | | | | |
| 2021 | 53 | | | | | | | | | | | | | | | | | | | | | | |
| 2022 | 54 | | | | | | | | | | | | | | | | | | | | | | |
| 2023 | 72 | | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 71 | | | | | | | | | | | | | | | | | | | | | | |
| Terms | Percentage | | | | | | | | | | | | | | | | | | | | | | |
| Term 1 | 51 | | | | | | | | | | | | | | | | | | | | | | |
| Term 2 | 66 | | | | | | | | | | | | | | | | | | | | | | |
| Annual Goals 2024 - Maths Focus | | | | | | | | | | | | | | | | | | | | | | | |
| Strategic Goal 1 | | Strategic Goal 2 | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">● Provide professional development for teachers in the revised Maths curriculum (NELP 1)● Provide support/professional learning to further strengthen assessment literacy, including regular professional meetings to discuss data and next steps (NELP 2 & 3)● Review and embed a school-wide assessment/evaluation system in line with the refreshed curriculum, including more visible use of formative assessment strategies in classrooms (NELP 1-3) | | <ul style="list-style-type: none">● Develop a more integrated approach to the teaching of ‘concept’/other curriculum areas which also incorporate the hour a day of literacy and maths (as per government guidelines)● Hold parent education sessions in the new Maths and Statistics Curriculum● Have individual meetings with NE parents to share their child’s learning at baseline and after 10 weeks | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategies | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |

| | Who | Time | Progress Indicators | Evaluation | Next Steps |
|---|---------------------------------|-------------|---|--|---|
| Shift overall level in Number and Fractions to be over 75%. | All staff | 2024 | We will track students throughout the year, during leadership, team and individual data meetings. | There has been some progress in Number as end of year data has shown that 71% of students are working where they are expected to be. Some work to still do in Fractions as 62% of students are where they need to be. | Continue to develop Fractions professional development for teachers in line with the refreshed curriculum |
| Teachers are aware of student levels - both those that need to be shifted and those who need enrichment. | Teachers TLs SLT | From Term 2 | Teachers will begin termly data meetings with SLT this year that will keep a focus on target students in each class. Progress will be evident in the discussion during team meetings. | There has been some progress in this area. Based on review, expectations for tracking students and data meetings need to be clearer. Teams are using information from PAT testing in Term 1 to inform teaching | Continue to address gaps More focus on multiplication Use refreshed maths curriculum to explicitly teach key concepts |
| Leadership team to develop their data literacy in maths to be able to identify trends and next steps so as to improve student outcomes | Leadership SLT | 2024 | Team leaders will be supported by SLT to develop their data literacy. This will be evident in team meeting minutes when they lead student progress discussions with their teams. | Data literacy is developing but still need to look at this in more depth and what we do with the information | Relook at team meeting discussions and data meetings |
| Use PAT testing in Years 3-6 to act as a reference point for progress and achievement as well as a tool to determine gaps that need to be taught. | Takahē Kākāpō AP (Curric) | T1 & T4 | Teachers will be able to use PAT data to inform the next steps for teaching and learning in their classes. | PAT assessments took place in Terms 1 and 4 and the data was used to identify next steps and trends. Using T1 PAT assessments in a formative way is going well as teachers become more familiar of the information available to them on the NZCER site and how to best use it | Continue to look at misconceptions and types of errors students are making and explicitly address these |

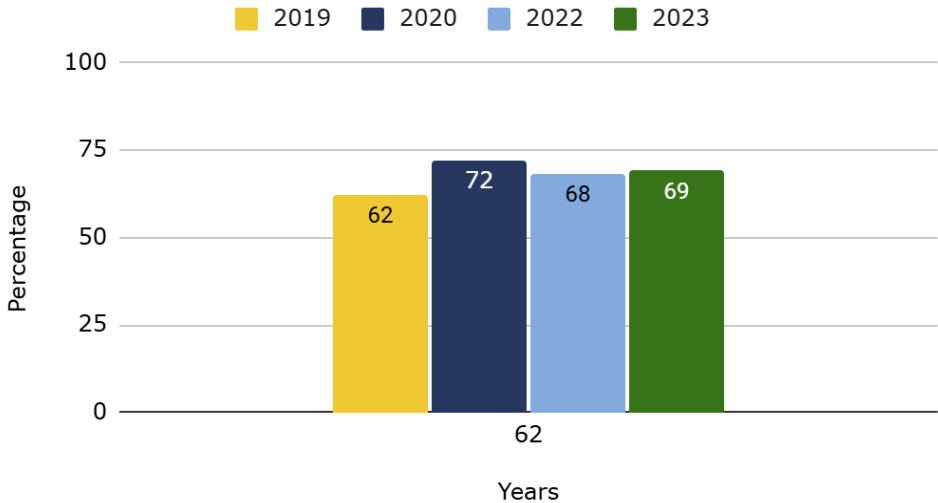
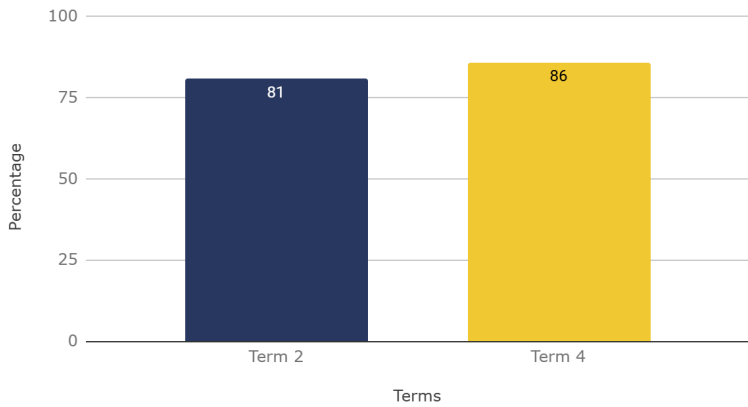
| | | | | | |
|---|------------|---------|---|---|--|
| Use NumPa testing in Years 0-2 to inform gaps in foundation maths learning that will inform teaching next steps. | Tūi | T1 & T3 | Next steps will be evident in planning following NumPa testing. Evidence of student progress will be evident with target students. | NumPa assessments were used to identify gaps for students - less experienced teachers have appreciated support with the data information available to them | This will be an area for development with the new curriculum and types of assessment required from 2025 for younger students |
| Maths teaching will balance strand (DMIC pedagogy) and explicit Number/Fractions/Dec, Perc & Rat. teaching each week. | Teachers | 2024 | Students will continue to build both number and strand knowledge throughout the year with a balanced maths programme. Evidence will be in class planning. | Keeping the best of DMIC (misconceptions, maths talk etc) and adding more explicit teaching of fundamental concepts is starting to have some impact and has been evident across the school. However, this again will change somewhat with the new curriculum and workbooks that are coming. | Unpack new curriculum further to ensure coverage Identify students who need accelerated support |
| Provide professional development for teachers in the revised Maths and Statistics curriculum | SLT MoE | 2024 | Teachers will feel confident to teach the curriculum changes. Changes in the curriculum will be evident in planning and teaching. | The staff has had one teacher only day with Lucie Cheeseman in Term 4 to unpack the new maths curriculum which only came out as a final version in October. | Continue with PD in 2025 with a focus on Maths No Problem Resource |

Resourcing

- Time prioritised in planning to balance number and strand learning each week
- Time prioritised to meet with teachers individually regarding data and target students
- Time prioritised in team meetings to focus on maths teaching and learning
- Time provided during staff meeting time for moderation
- Time as a leadership team to unpack and evaluate data
- Maths resources as requested, e.g. fraction tiles
- PAT online tests and support as required for students with additional needs

Reading Achievement Targets 2024

| Strategic Goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------|-------------|-------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|-------------|--------|--------|-----|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|
| <ul style="list-style-type: none">● Strive for equitable outcomes that raise the achievement of all learners (NELP 1, 2)● Provide learning conditions that enable all tamariki to be successful, self-managing learners (NELP 1, 2, 3, 4)● Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice (NELP 1, 2,3,4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baseline Data | End of Year Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading (excl. BSLA) by Year Level 2023</p> <table><tr><th>Year levels</th><th>Mid Year</th><th>End of Year</th></tr><tr><td>All</td><td>61</td><td>69</td></tr><tr><td>Y3</td><td>37</td><td>44</td></tr><tr><td>Y4</td><td>62</td><td>69</td></tr><tr><td>Y5</td><td>72</td><td>78</td></tr><tr><td>Y6</td><td>74</td><td>74</td></tr></table> | Year levels | Mid Year | End of Year | All | 61 | 69 | Y3 | 37 | 44 | Y4 | 62 | 69 | Y5 | 72 | 78 | Y6 | 74 | 74 | <p>Reading by Year Level (excl. BSLA) 2024</p> <table><tr><th>Year Levels</th><th>Term 2</th><th>Term 4</th></tr><tr><td>All</td><td>62</td><td>74</td></tr><tr><td>Y3 (22)</td><td>65</td><td>72</td></tr><tr><td>Y4 (46)</td><td>59</td><td>68</td></tr><tr><td>Y5 (46)</td><td>64</td><td>65</td></tr><tr><td>Y6 (49)</td><td>78</td><td>82</td></tr></table> | Year Levels | Term 2 | Term 4 | All | 62 | 74 | Y3 (22) | 65 | 72 | Y4 (46) | 59 | 68 | Y5 (46) | 64 | 65 | Y6 (49) | 78 | 82 |
| Year levels | Mid Year | End of Year | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 61 | 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 37 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 62 | 69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 72 | 78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 74 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year Levels | Term 2 | Term 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Y3 (22) | 65 | 72 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 (46) | 59 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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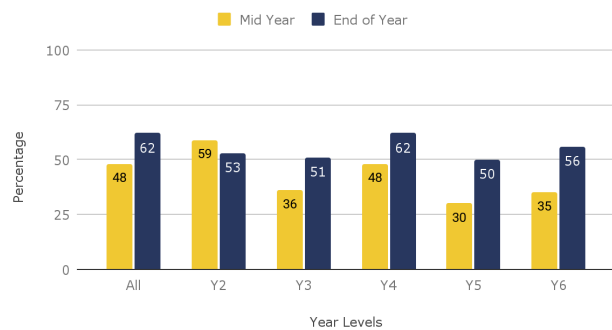
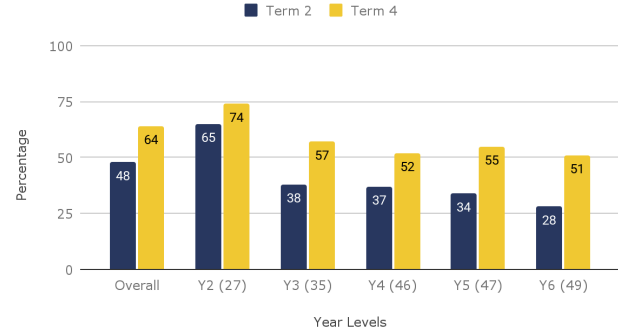
| Shift Over Time | Students who have been at DRS since age of 5 | | | | | | | | | | | | | | | | |
|--|--|------------|------|----|------|----|------|----|------|----|--|-------|------------|--------|----|--------|----|
| <p data-bbox="248 217 730 256">Reading Shifts Over Time</p>  <table border="1"> <thead> <tr> <th>Years</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>62</td> </tr> <tr> <td>2020</td> <td>72</td> </tr> <tr> <td>2022</td> <td>68</td> </tr> <tr> <td>2023</td> <td>69</td> </tr> </tbody> </table> | Years | Percentage | 2019 | 62 | 2020 | 72 | 2022 | 68 | 2023 | 69 | <p data-bbox="1294 280 1809 312">Reading for Students Who Started at 5</p>  <table border="1"> <thead> <tr> <th>Terms</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Term 2</td> <td>81</td> </tr> <tr> <td>Term 4</td> <td>86</td> </tr> </tbody> </table> | Terms | Percentage | Term 2 | 81 | Term 4 | 86 |
| Years | Percentage | | | | | | | | | | | | | | | | |
| 2019 | 62 | | | | | | | | | | | | | | | | |
| 2020 | 72 | | | | | | | | | | | | | | | | |
| 2022 | 68 | | | | | | | | | | | | | | | | |
| 2023 | 69 | | | | | | | | | | | | | | | | |
| Terms | Percentage | | | | | | | | | | | | | | | | |
| Term 2 | 81 | | | | | | | | | | | | | | | | |
| Term 4 | 86 | | | | | | | | | | | | | | | | |
| Annual Goals 2024 – Reading Focus | | | | | | | | | | | | | | | | | |
| Strategic Goal 1 | Strategic Goal 2 | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> ● Provide professional development for teachers in the revised Reading curriculum (NELP 1) ● Provide support/professional learning to further strengthen assessment literacy, including regular professional meetings to discuss data and next steps (NELP 2 & 3) ● Review and embed a school-wide assessment/evaluation system in line with the refreshed curriculum, including more visible use of formative assessment strategies in classrooms (NELP 1-3) ● All junior and middle school teachers to receive training in BSLA structured literacy (University of Canterbury) (NELP 1 & 2) | <p>Teachers to explicitly set learning goals with students and their families and give specific feedback and next steps including use of fast feedback conferencing</p> <p>Hold parent education sessions in the new English Curriculum</p> <p>Have individual meetings with NE parents to share their child’s learning at baseline and after 10 weeks</p> | | | | | | | | | | | | | | | | |

Key Improvement Strategies

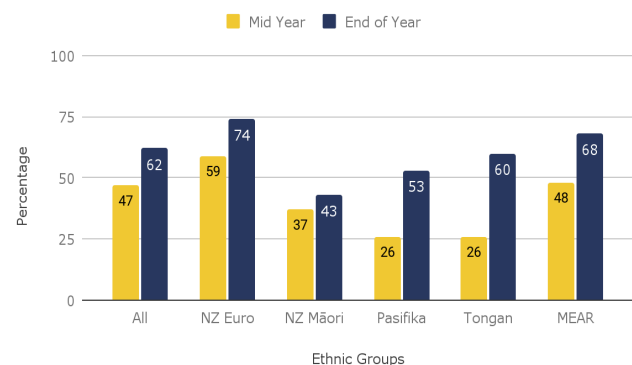
| What | Who | Time | Progress Indicators | Evaluation | Next Steps |
|---|---|--------|--|--|---|
| Shift the number of students working at the expected NZC level to 75% | All staff | 2024 | Unpacking data to address gaps and ensure teaching of reading strategies Revisiting common understanding of comprehension | There has been some progress in Reading (excl BSLA) as end of year data has shown that 74% of students are working where they are expected to be. | Unpack structured literacy approach for Yr 4-6 as information becomes available |
| Track Year 5/6 reading levels with a particular shift for Year 5 students who have moved from Yr 4 | Kākāpō AP (Curric) | 2024 | Identifying any students who are at risk of the 'Year 5 drop' and targeting reading strategies for those learners. Students will be identified in Term 1 data breakdown. | Students who needed extra support received this through the school's Steps to Literacy programme, Agility with Sound programme and group/individual support | Use 2024 results to identify more targeted support for students who require it. This will particularly apply to the Yr 5 & 6 students who have not had structured literacy teaching |
| Teachers are noticing students reading ability in the class setting and adapting their teaching accordingly - without the need for assessments - that they are trusting their hunches | Teachers Team Leaders SLT | 2024 | Students are reading at the correct level & getting extra support depending on level of need. Evidence will be during data and assessment discussions led by team leaders in team meetings. | This has been helped through implementing data meetings but believe there is still work to be done in this area. | Continue to look at how integration is being used in reading Unpack comprehension gaps and BSLA assessment gaps to explicitly teach |
| Increase the number of staff teaching the University of Canterbury <i>Better Start Literacy Approach (BSLA)</i> | Tūi Takahē AP (SENCO) Principal Teacher aides | 2024 | Benchmark assessments have been completed Lessons are being taught as part of a 10 week cycle Data is analysed after 10 weeks and used to inform next steps Tier 2 students are identified and supported by teacher aides and A.P | All benchmark assessments were tracked and completed Tier 2 teaching occurred for some students who had not made expected progress with Tier 1 teaching. The Reading Recovery teacher also assisted with this | New teachers and Reading Recovery teacher will train in 2025 |
| Run parent education sessions in the new English Curriculum | WSL literacy | Term 1 | Parents will understand our reading approach in the first year of school | As the English curriculum only became available at the end of | Parent workshops will be held in 2025 |

| | | | | | |
|--|--------------------------------|--|---|---|--|
| | ASL Maths AP (Curric) | | | October this has not been able to take place this year. Junior school parents had an overview of BSLA at the beginning of the year. | |
| New Entrant teachers to meet with parents after BSLA benchmark assessments to go through next learning steps | NE Teacher AP (SENCO) | Term 1 - Talanoa & baseline Term 2-4 ongoing | Parents will be informed about their child's literacy entry level and ways they can support their child at home There will be a 10 week check after that | This was trialled and was successful with the first intake of students but got harder to keep up with as new students started. | Look at this again for 2025 and work more explicitly with NE teachers to support getting these meetings underway |
| Track progress of students on the BSLA approach over time | SLT | 2024 | Progress over time will be seen in students phonemic awareness and ability to decode words | Tracking is still only occurring for baseline to 10 week testing Several students have moved straight onto Level 15 and above after some time on Phonics Plus readers but there are still a small group of students as expected, who are not progressing with the structured literacy approach | Work with Etap on the best way to report data Begin using Phonics checks from MOE for reporting and teaching purposes |
| Resourcing | | | | | |
| <ul style="list-style-type: none"> ● Picture books for BSLA ● Time prioritised to meet with teachers individually regarding data and target students ● BSLA resources made up for classroom use ● Two days per BSLA training teacher for assessment (funded by UoC) - 4 teachers in training ● Time - parent meetings, BSLA training sessions | | | | | |

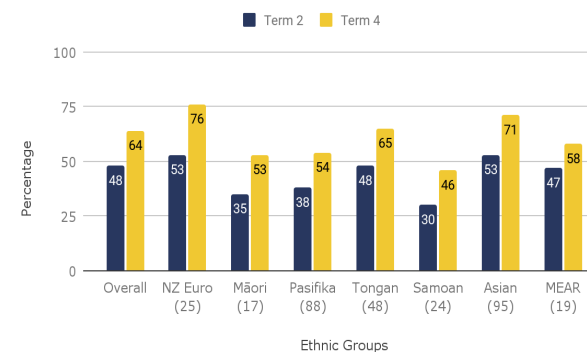
Writing Achievement Targets 2024

| Strategic Goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------|-----------------|-----------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|------------|------------|------------|---------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|---------|----|----|
| <ul style="list-style-type: none">● Strive for equitable outcomes that raise the achievement of all learners (NELP 1, 2)● Provide learning conditions that enable all tamariki to be successful, self-managing learners (NELP 1, 2, 3, 4)● Be a school that is a model for our community in inclusiveness, sustainability and culturally responsive practice (NELP 1, 2,3,4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baseline Data | End of Year Data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Writing by Year Level 2023</p>  <table><tr><th>Year Level</th><th>Mid Year (%)</th><th>End of Year (%)</th></tr><tr><td>All</td><td>48</td><td>62</td></tr><tr><td>Y2</td><td>59</td><td>53</td></tr><tr><td>Y3</td><td>36</td><td>51</td></tr><tr><td>Y4</td><td>48</td><td>62</td></tr><tr><td>Y5</td><td>30</td><td>50</td></tr><tr><td>Y6</td><td>35</td><td>56</td></tr></table> | Year Level | Mid Year (%) | End of Year (%) | All | 48 | 62 | Y2 | 59 | 53 | Y3 | 36 | 51 | Y4 | 48 | 62 | Y5 | 30 | 50 | Y6 | 35 | 56 | <p>Writing by Year Level 2024</p>  <table><tr><th>Year Level</th><th>Term 2 (%)</th><th>Term 4 (%)</th></tr><tr><td>Overall</td><td>48</td><td>64</td></tr><tr><td>Y2 (27)</td><td>65</td><td>74</td></tr><tr><td>Y3 (35)</td><td>38</td><td>57</td></tr><tr><td>Y4 (46)</td><td>37</td><td>52</td></tr><tr><td>Y5 (47)</td><td>34</td><td>55</td></tr><tr><td>Y6 (49)</td><td>28</td><td>51</td></tr></table> | Year Level | Term 2 (%) | Term 4 (%) | Overall | 48 | 64 | Y2 (27) | 65 | 74 | Y3 (35) | 38 | 57 | Y4 (46) | 37 | 52 | Y5 (47) | 34 | 55 | Y6 (49) | 28 | 51 |
| Year Level | Mid Year (%) | End of Year (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All | 48 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 59 | 53 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 36 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 48 | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 30 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 35 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year Level | Term 2 (%) | Term 4 (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 48 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 (27) | 65 | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 (35) | 38 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 (46) | 37 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 (47) | 34 | 55 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 (49) | 28 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Writing by Ethnicity 2023

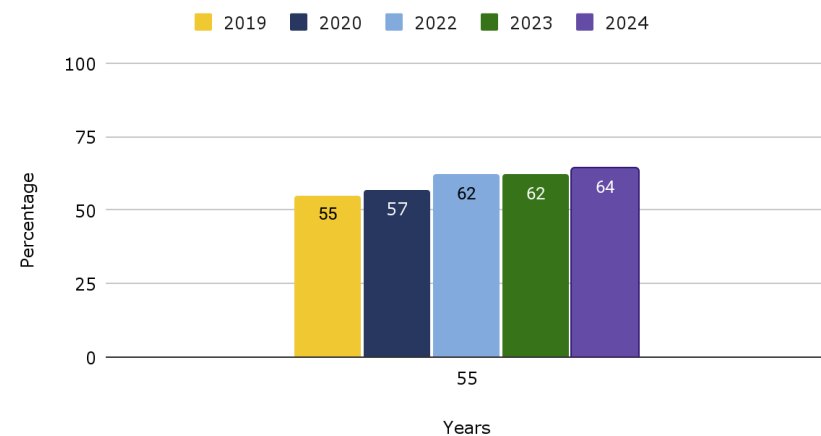


Writing by Ethnicity 2024



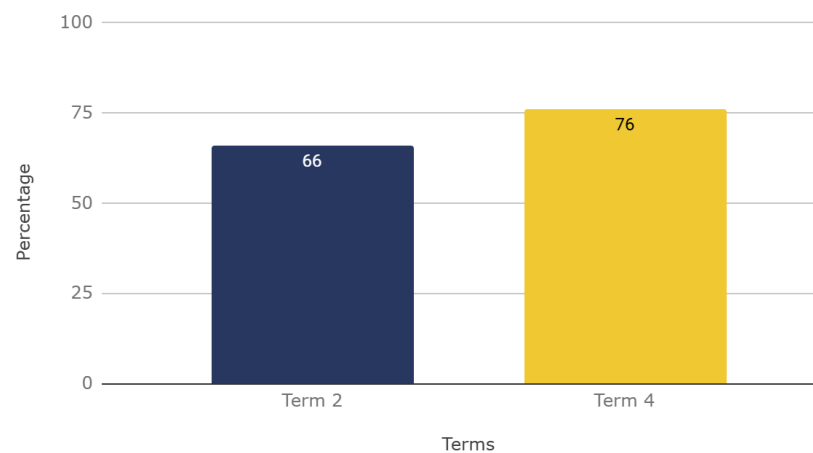
Shift Over Time

Writing Shifts Over Time



Students who have been at DRS since age of 5

Writing for Students Who Started at 5



Annual Goals 2024 - Writing Focus

Strategic Goal 1

Strategic Goal 2

- Provide professional development for teachers in the revised English curriculum (NELP 1)
- Have an explicit focus on the teaching of writing school-wide, including handwriting and spelling (NELP 1)
- Provide support/professional learning to further strengthen assessment literacy, including regular professional meetings to discuss data and next steps (NELP 2 & 3)
- Review and embed a school-wide assessment/evaluation system in line with the refreshed curriculum, including more visible use of formative assessment strategies in classrooms (NELP 1-3)

- Develop a more integrated approach to the teaching of 'concept'/other curriculum areas which also incorporate the hour a day of literacy and maths (as per government guidelines)
- Hold parent education sessions in the new English Curriculum
- Have individual meetings with NE parents to share their child's learning at baseline and after 10 weeks
- Teachers to explicitly set learning goals with students and their families and give specific feedback and next steps including use of fast feedback conferencing

Key Improvement Strategies

| What | Who | Time | Progress Indicators | Evaluation | Next Steps |
|---|-----------------------------------|------|---|--|---|
| Shift the number of students working at the expected NZC level to 70% | All staff | 2024 | We will track students throughout the year, during leadership, team and individual data meetings. This will identify target students who need an extra 'push'. | We have made some progress but not quite there. Our end of year data shows that 64% of students are working at the expected level. | Write a local curriculum statement for what writing looks like at DRS |
| Teachers are aware of student levels - both those that need to be shifted and those who need enrichment | Teachers TLs SLT | 2024 | Teachers will begin termly data meetings with SLT this year that will keep a focus on target students in each class. Target students are inclusive of those who need extending. Progress will be evident in the discussion. | There has been some progress in this area. Based on review, expectations for tracking students and data meetings need to be clearer. | Review the rubric that we use in line with the new English curriculum in 2025 |
| Leadership team to develop their data literacy to be able to identify trends and next steps so as to improve student outcomes | Team leaders Leadership SLT | 2024 | Team leaders will be supported by SLT to develop their data literacy. This will be evident in team meeting minutes when they lead student progress | Data literacy is developing but still need to work on getting teams to focus on this with rigorous discussion during team meetings. | Unpack with team leaders how this can be done more effectively in team meetings |

| | | | | | |
|--|-----------------------|----------|---|---|---|
| | | | discussions with their teams. Evidence of discussion will be seen in the team minutes. | | |
| Ensure across school writing moderation in Term 2 and Term 4 | AP (Curric) Teachers | T2 | Moderation will have taken place mid year and end of year as a whole staff and within teams at other times so that as a staff we are making judgements that are consistent. A specific writing sample template will be used in Term 2. | Adapted the way we ran moderation meetings this year and they were successful and more students were moderated. | Review moderation in line with E-Asttle writing next year - attend PD |
| Implementation of daily handwriting school-wide | Teachers Team leaders | T1 start | Improvement in writing progress and increase in correct letter formation at each year level. | Very positive results, anecdotally, through implementing this. Next step is to work on the sustainability of it when the year gets busy. | Continue to strengthen explicit handwriting instruction school wide, use refreshed curriculum guidelines |
| Implementation of a classroom spelling programme school-wide | Teachers Team leaders | 2024 | Formative evidence of improvement in students' spelling in writing. | This will be a focus for 2025. | Y5/6 team will start structured literacy Get baseline data on what teachers are doing for Spelling in their programmes |
| Appointment of a Kāhui Within School Leader with a Writing focus | WSL Literacy lead SLT | 2024 | Ensuring we have representation on the Literacy Project Group. Focus on raising teacher capability in teaching of writing, specifically explicit teaching of sentence structure and recrafting. | This has had some impact this year as the WSL has led staff meetings on sentence structure and the use of ARMS (Add, Remove, Move, Substitute). | Continue in 2025 |
| Resourcing | | | | | |
| <ul style="list-style-type: none"> Time in Term 2 and Term 4 staff meeting for moderation | | | | | |

- Time prioritised to meet with teachers individually regarding data and target students
- Support to implement handwriting and spelling
- Review and support to review the teaching of writing and implementation of Helen Walls PLD throughout the year
- Time as a leadership team to unpack and evaluate data
- Writing resources as requested, e.g. handwriting modelling board, magic caterpillar



Dominion Road School

He Maunga Teitei

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Mt Roskill, Auckland 1041

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WEBSITE: dominionrd.school.nz

23 January 2025

Dominion Road School belongs to the Mt Roskill Cluster of schools. This cluster works with Sport Auckland to provide a range of sporting activities for our students throughout the year.

In 2023 Dominion Road School received a total Kiwisport funding of \$3743.

The money received from the Kiwisport Government funded initiative was used to support students' participation in organised sport and contributed towards the cost of a Community Sport Coordinator for the Roskill cluster.

Yours sincerely

Lesley Mitchell
Principal
Dominion Road School



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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? | <i>By adhering to relevant School Docs policy along with obligations for the board to ensure their school is a physically and emotionally safe place for students and staff as required by the Education and Training Act 2020</i> |
| What is in your equal employment opportunities programme? How have you been fulfilling this programme? | <i>Please refer to our Equal Opportunities Policy on School Docs As above especially when employing new staff</i> |
| How do you practise impartial selection of suitably qualified persons for appointment? | <i>At least 3 people are on the selection and interviewing panel to select the most suitable candidate for a position The selection is made based on skills, experience, qualifications and aptitude for the advertised position/job description and the panel needs to reach a consensus on the successful candidate. Senior leadership positions must have board representation</i> |
| How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? | <i>As per our EEO & Inclusive School Culture policies on School Docs</i> |
| How have you enhanced the abilities of individual employees? | <i>Having a culture of strong trust and collaboration. Providing opportunities for leadership, professional development and growth, coaching and mentoring, regular meetings & check ins, school wide professional development in line with our strategic plan, open door policy for all staff to ask for further professional development, mentoring or coaching</i> |
| How are you recognising the employment requirements of women? | <i>As above</i> |

| | |
|---|-----------------|
| How are you recognising the employment requirements of persons with disabilities? | <i>As above</i> |
|---|-----------------|

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

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



Giving Effect to Te Tiriti o Waitangi at Dominion Road School

Board Level

- Understand the school's position as crown agents & affirm Māori as tangata whenua
- Ensure the school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, & te Ao Māori & consult on this
- Support the growth of te reo and tikanga capability of its employees
- Achieve equitable outcomes for Māori akonga
- Seek Māori representation on the board & engage in a shared decision making process
- Ensure Māori have the same rights & opportunities as non-māori

School Level

- Ensure the curriculum reflects local tikanga Māori, te Ao Māori & mātauranga Māori
- Identify and remove educational barriers for Māori learners
- Ensure that all ākonga (Māori and non-Māori) achieve the same level of success in their learning.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- Ensure Māori have the same rights & opportunities as non-māori
- Ensure teachers are upskilling in their use & understanding of te reo & tikanga Māori

Teacher level

- Have a comprehensive knowledge of te Tiriti o Waitangi & make it part of one's teaching practice, teaching the Aotearoa NZ histories curriculum correctly and often
- Use and pronounce te reo Māori accurately every day
- Affirm Māori learners as tangata whenua and support their educational aspirations
- Ensure Māori have the same rights & opportunities as non-māori
- Protect the tikanga, language, identity & culture of all Māori students

Section 127, Education & Training Act, 2020