

TE PAEPAE O AOTEA

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 961

Principal: Rachel Williams

School Address: 61a Victoria Street, Hawera

School Postal Address: PO Box 135, Hawera, 4640

School Phone: 06 223 2806

School Email: jim.brown@tepaepaeoaotea.school.nz

Accountant / Service Provider:

Education  Services.
Dedicated to your school

TE PAEPAE O AOTEA

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
------	-----------

1	Statement of Responsibility
---	-----------------------------

2	Statement of Comprehensive Revenue and Expense
---	--

3	Statement of Changes in Net Assets/Equity
---	---

4	Statement of Financial Position
---	---------------------------------

5	Statement of Cash Flows
---	-------------------------

6 - 20	Notes to the Financial Statements
--------	-----------------------------------

Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Te Paepae o Aotea

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.

Will Edwards

Full Name of Presiding Member

William Edwards

Signature of Presiding Member

30 May 2025

Date:

Rachel Williams

Full Name of Principal

R Williams

Signature of Principal

30 May 2025

Date:

Te Paepae o Aotea

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	15,943,010	6,385,160	15,236,331
Locally Raised Funds	3	454,041	34,100	213,612
Interest		180,349	10,000	75,510
Gain on Sale of Property, Plant and Equipment		8,261	-	-
Other Revenue		7,284	9,000	-
Total Revenue		16,592,945	6,438,260	15,525,453
Expense				
Locally Raised Funds	3	529,973	207,557	350,383
Learning Resources	4	10,966,475	4,619,053	10,176,809
Administration	5	2,155,574	762,711	2,144,564
Interest		10,023	10,148	13,835
Property	6	1,967,908	795,816	1,709,156
Loss on Disposal of Property, Plant and Equipment		262	-	-
Total Expense		15,630,215	6,395,285	14,394,747
Net Surplus / (Deficit) for the year		962,730	42,975	1,130,706
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		962,730	42,975	1,130,706

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

Te Paepae o Aotea

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		4,206,225	1,577,637	1,167,281
Total comprehensive revenue and expense for the year		962,730	42,975	1,130,706
Contributions from the Ministry of Education - Introduced Assets Hawera High		-	-	1,039,452
Contributions from the Ministry of Education - Introduced Assets Hawera Intermed		-	-	292,271
Contributions from the Ministry of Education - Hawera High Dispersal		-	-	149,173
Contributions from the Ministry of Education - MOE Donated Assets		-	-	328,873
Contribution - Furniture and Equipment Grant		-	-	98,469
Equity at 31 December		5,168,955	1,620,612	4,206,225
Accumulated comprehensive revenue and expense		5,168,955	1,620,612	4,206,225
Equity at 31 December		5,168,955	1,620,612	4,206,225

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.

Te Paepae o Aotea Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	209,653	1,628,133	603,102
Accounts Receivable	8	813,523	380,180	764,417
GST Receivable		50,123	9,208	-
Prepayments		15,679	22,569	71,998
Investments	9	3,269,970	-	2,141,381
Funds Receivable for Capital Works Projects	15	74,634	-	49,829
		4,433,582	2,040,090	3,630,727
Current Liabilities				
GST Payable		-	-	105,815
Accounts Payable	11	977,652	402,932	813,191
Revenue Received in Advance	12	145,201	-	151,864
Provision for Cyclical Maintenance	13	49,834	-	-
Finance Lease Liability	14	180,283	14,158	200,847
		1,352,970	417,090	1,271,717
Working Capital Surplus/(Deficit)		3,080,612	1,623,000	2,359,010
Non-current Assets				
Property, Plant and Equipment	10	2,341,838	24,543	2,035,249
		2,341,838	24,543	2,035,249
Non-current Liabilities				
Provision for Cyclical Maintenance	13	229,500	-	-
Finance Lease Liability	14	23,995	26,931	188,034
		253,495	26,931	188,034
Net Assets		5,168,955	1,620,612	4,206,225
Equity		5,168,955	1,620,612	4,206,225

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

Te Paepae o Aotea

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		5,768,416	4,828,117	5,080,755
Locally Raised Funds		352,285	43,100	317,508
Goods and Services Tax (net)		(155,938)	-	115,023
Payments to Employees		(2,323,155)	(2,422,785)	(1,890,187)
Payments to Suppliers		(2,061,705)	(1,136,188)	(2,812,947)
Interest Paid		(10,023)	(10,148)	(13,835)
Interest Received		168,862	10,000	52,781
Net cash from/(to) Operating Activities		1,738,742	1,312,096	849,098
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		9,130	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(799,063)	(540,000)	(391,065)
Purchase of Investments		(1,128,588)	-	(2,141,382)
Net cash from/(to) Investing Activities		(1,918,521)	(540,000)	(2,532,447)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	98,469
Contributions from Ministry of Education		-	-	1,331,723
Finance Lease Payments		(188,865)	(218,825)	(168,774)
Funds Administered on Behalf of Other Parties		(24,805)	-	(49,829)
Net cash from/(to) Financing Activities		(213,670)	(218,825)	1,211,589
Net increase/(decrease) in cash and cash equivalents		(393,449)	553,271	(471,760)
Cash and cash equivalents at the beginning of the year	7	603,102	1,074,862	1,074,862
Cash and cash equivalents at the end of the year	7	209,653	1,628,133	603,102

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.

Te Paepae o Aotea

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Te Paepae o Aotea (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 13.

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 10.

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 14. Future operating lease commitments are disclosed in note 20b.

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) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are 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.

n) Revenue Received in Advance

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

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

o) 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.

p) 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.

q) Shared Funds

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

r) 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.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) 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.

v) Budget Figures

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

w) 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	5,402,447	4,709,952	4,885,506
Teachers' Salaries Grants	8,077,078	1,414,423	7,812,018
Use of Land and Buildings Grants	1,014,397	123,830	1,054,137
Ka Ora, Ka Ako - Healthy School Lunches Programme	1,276,345	-	1,293,089
Other Government Grants	172,743	136,955	191,581
	<u>15,943,010</u>	<u>6,385,160</u>	<u>15,236,331</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	6,253	-	1,994
Fees for Extra Curricular Activities	404,611	27,100	132,743
Trading	14,908	-	15,205
Fundraising and Community Grants	28,269	7,000	63,670
	<u>454,041</u>	<u>34,100</u>	<u>213,612</u>
Expense			
Extra Curricular Activities Costs	506,240	197,557	306,070
Trading	19,332	10,000	44,313
Fundraising and Community Grant Costs	4,401	-	-
	<u>529,973</u>	<u>207,557</u>	<u>350,383</u>
<i>Surplus/(Deficit) for the year Locally Raised Funds</i>	<u>(75,932)</u>	<u>(173,457)</u>	<u>(136,771)</u>

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	559,449	558,500	525,819
Employee Benefits - Salaries	9,677,623	3,291,511	9,005,346
Staff Development	56,727	65,000	65,598
Depreciation	512,900	466,542	364,131
Other Learning Resources	4,406	7,500	5,173
Ict	128,450	210,000	180,226
Extra-Curricular Activities	26,920	20,000	30,516
	<u>10,966,475</u>	<u>4,619,053</u>	<u>10,176,809</u>

5. Administration

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fees	13,430	10,000	8,700
Board Fees and Expenses	13,615	10,000	27,061
Legal Fees	950	20,000	-
Other Administration Expenses	199,952	230,000	266,537
Employee Benefits - Salaries	598,180	441,024	486,040
Insurance	21,482	26,687	33,137
Service Providers, Contractors and Consultancy	31,620	25,000	30,000
Ka Ora, Ka Ako - Healthy School Lunch Programme	1,276,345	-	1,293,089
	2,155,574	762,711	2,144,564

6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	279,334	-	-
Heat, Light and Water	128,170	150,000	132,674
Rates	5,234	20,000	3,660
Repairs and Maintenance	153,746	147,313	161,578
Use of Land and Buildings	1,014,397	123,830	1,054,137
Employee Benefits - Salaries	130,825	104,673	128,874
Other Property Expenses	256,202	250,000	228,233
	1,967,908	795,816	1,709,156

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	209,653	1,628,133	603,102
Cash and cash equivalents for Statement of Cash Flows	209,653	1,628,133	603,102

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

Of the \$209,653 Cash and Cash Equivalents, \$145,201 of Revenue Received in Advance is held by the school, as disclosed in note 12.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	6,675	-	1,637
Receivables from the Ministry of Education	342	-	342
Interest Receivable	36,122	26,680	24,635
Banking Staffing Underuse	-	-	125,941
Teacher Salaries Grant Receivable	770,384	353,500	611,862
	813,523	380,180	764,417
Receivables from Exchange Transactions	42,797	26,680	26,272
Receivables from Non-Exchange Transactions	770,726	353,500	738,145
	813,523	380,180	764,417

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	3,269,970	-	2,141,381
Total Investments	3,269,970	-	2,141,381

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	44,770	-	-	-	-	44,770
Board-owned Buildings	31,023	-	-	-	(795)	30,228
Building Improvements	417,987	25,085	-	-	(8,528)	434,544
Furniture and Equipment	814,438	250,972	(1,098)	-	(150,605)	913,707
Information and Communication Technology	263,007	387,243	-	-	(122,385)	527,865
Motor Vehicles	5,871	128,293	-	-	(14,327)	119,837
Textbooks	6,760	-	-	-	(963)	5,797
Leased Assets	401,263	21,009	(34)	-	(207,166)	215,072
Library Resources	50,130	8,019	-	-	(8,131)	50,018
	2,035,249	820,621	(1,132)	-	(512,900)	2,341,838

The net carrying value of equipment held under a finance lease is \$215,072 (2023: \$401,263)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	44,770	-	44,770	44,770	-	44,770
Board-owned Buildings	31,805	(1,577)	30,228	31,805	(782)	31,023
Building Improvements	451,460	(16,916)	434,544	426,374	(8,387)	417,987
Furniture and Equipment	1,178,693	(264,986)	913,707	929,213	(114,775)	814,438
Information and Communication Technology	714,477	(186,612)	527,865	327,233	(64,226)	263,007
Motor Vehicles	135,601	(15,764)	119,837	7,308	(1,437)	5,871
Textbooks	7,708	(1,911)	5,797	7,708	(948)	6,760
Leased Assets	580,157	(365,085)	215,072	577,669	(176,406)	401,263
Library Resources	65,176	(15,158)	50,018	57,157	(7,027)	50,130
	3,209,847	(868,009)	2,341,838	2,409,237	(373,988)	2,035,249

11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	160,119	32,536	151,159
Accruals	13,430	10,355	19,055
Employee Entitlements - Salaries	770,384	353,500	611,862
Employee Entitlements - Leave Accrual	33,719	6,541	31,115
	977,652	402,932	813,191
Payables for Exchange Transactions	977,652	402,932	813,191
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	977,652	402,932	813,191

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	139,035	-	46,343
Other Revenue In Advance	6,166	-	105,521
	145,201	-	151,864

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	-	-	-
Increase to the Provision During the Year	56,249	-	-
Use of the Provision During the Year	-	-	-
Other Adjustments	223,085	-	-
Provision at the End of the Year	279,334	-	-
Cyclical Maintenance - Current	49,834	-	-
Cyclical Maintenance - Non current	229,500	-	-
	279,334	-	-

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 / painting quotes.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	184,401	14,158	209,630
Later than One Year and no Later than Five Years	24,735	26,931	191,118
Future Finance Charges	(4,858)	-	(11,867)
	<u>204,278</u>	<u>41,089</u>	<u>388,881</u>
Represented by			
Finance lease liability - Current	180,283	14,158	200,847
Finance lease liability - Non current	23,995	26,931	188,034
	<u>204,278</u>	<u>41,089</u>	<u>388,881</u>

15. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
CCTV System		241876	(49,829)	-	(24,805)	-	(74,634)
Totals			<u>(49,829)</u>	<u>-</u>	<u>(24,805)</u>	<u>-</u>	<u>(74,634)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(74,634)

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
CCTV System		241876	-	84,000	(133,829)	-	(49,829)
Totals			<u>-</u>	<u>84,000</u>	<u>(133,829)</u>	<u>-</u>	<u>(49,829)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(49,829)

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

17. 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	4,260	8,870
<i>Leadership Team</i>		
Remuneration	806,196	767,225
Full-time equivalent members	5.11	5.00
Total key management personnel remuneration	<u>1,033,196</u>	<u>776,095</u>

There are 6 members of the Board excluding the Principal. The Board has held 12 full meetings of the Board in the year. The Board also has a Finance committee (3 members) that met 11 times. 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 1

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	220 - 230	200 - 210
Benefits and Other Emoluments	5 - 6	5 - 6
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	21.00	19.00
110 - 120	17.00	14.00
120 - 130	7.00	7.00
130 - 140	2.00	2.00
140 - 150	1.00	2.00
150 - 160	1.00	0.00
	<u>49.00</u>	<u>44.00</u>

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

18. 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	\$0	\$0
Number of People	0	0

19. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$6,564 (2023: \$31,369) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
CCTV System	6,564
Total	6,564

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).

21. 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	209,653	1,628,133	603,102
Receivables	813,523	380,180	764,417
Investments - Term Deposits	3,269,970	-	2,141,381
Total financial assets measured at amortised cost	<u>4,293,146</u>	<u>2,008,313</u>	<u>3,508,900</u>

Financial liabilities measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Payables	977,652	402,932	813,191
Finance Leases	204,278	41,089	388,881
Total financial liabilities measured at amortised cost	<u>1,181,930</u>	<u>444,021</u>	<u>1,202,072</u>

22. Events After Balance Date

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

23. 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 TE PAEPAE O AOTEA FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Te Paepae O Aotea (the School). The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 63, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink that reads 'Cameron Town'.

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

Te Paepae o Aotea

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Will Edwards	Presiding Member	Appointed	Jun 2025
Cheryl Luke-Maraki	Presiding Member	Appointed	Jun 2025
Rachel Williams	Principal	ex Officio	Jun 2025
Dinah King - Ngāruahine representative	Other	Elected	Jun 2025
Hauraki Erb - Ngāti Ruanui representative	Other	Elected	Jun 2025
Neryda Sullivan	Other	Appointed	Dec 2024
Ross Dunlop	Other	Co-opted	Dec 2024
Te Kiri King		Co-opted	Jun 2025
Diana Reid		Co-opted	Jun 2025

Te Paepae o Aotea

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$31,111 (excluding GST). The funding was spent on sporting endeavours.

Statement of compliance with employment policy

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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>yes</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Free Text Comment</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Free Text Comment</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>Free Text Comment</i>
How have you enhanced the abilities of individual employees?	<i>Free Text Comment</i>
How are you recognising the employment requirements of women?	<i>Free Text Comment</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Free Text Comment</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?		
Has this policy or programme been made available to staff?		
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		
Does your EEO programme/policy set priorities and objectives?		

Statement of variance

Strategic Goal 1: Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued. NELP 1 and 2.

Annual target review

Increase students who attend school regularly (more than 90%) to over 50%

This target was not met. In 2024 we had 31% of students at Te Paepae o Aotea attending school regularly (90% or more) up from 29% the previous year. For Māori students this dropped to 21% (up from 18% the previous year).

Decrease the number of stand downs and suspensions to the same level as our school equity index group

193 students were stood down or suspended in 2024; of these, 6 were suspended to the board. There were no excluded students in 2024. The number of stand downs increased from 2023, but the number of suspensions decreased. At this stage we are unable to compare our stand down and suspension rates to national and EQI group as this data is not available on education counts.

Elected board of trustees is in place.

This target was not met in 2024. Election will take place in June 2025. Currently we have an establishment board in place appointed by the Minister of Education in December 2021. On this board we have a representative from each of Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine. There are also three members who were co-opted on in January 2022.

Collect wellbeing data.

In 2024 we collected specific wellbeing data for the first time. This data was collected via five forms, one for senior and one for each of our four awa in the junior school. Students were given a 5-point scale for each of the indicators. The average for all groups was above 5 except Pātea juniors at 2.98. The percentage of students wanting a follow up conversation on their wellbeing ranged from 2 – 12 across the five groups.

Increase the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)

The Voice of Rangatahi data was collected in 2023, and the Te Paepae o Aotea data was then compared to Taranaki and national data. Our data shows that we had a lower percentage of students being satisfied, very satisfied or extremely satisfied than other schools in Taranaki and nationally. Our school data compares favourably with regard to the number of students who do 7 days a week of physical activity but we have a larger percentage of students doing no or 1 day of physical activity a week compared to the Taranaki and national data.

My Mahi points system embedded across the school.

PB4L implementation has been underpinned by our school values of Aotea, Taupaenui and Paepae. Rewards systems were in place within each awa in 2023 but it was not consistent across the school. The PB4L team was established late in 2023 and this meant that the school wide reward system was in place for 2024. Term 4, 2024 saw Te Paepae o Aotea sign up to Huakina Mai. An audit of the PB4L initiative under the Huakina Mai lens was completed and results were shared with staff. An action plan for Huakina Mai for 2025 and 2026 has been developed.

Increased number of opportunities for students to display and develop their leadership opportunities

Student leadership structure was developed in 2022 by the senior leadership team and middle leaders and this was implemented in 2023. A review of this structure was completed at the end of 2024 with amendments made for the following year.

Objective	Actions	Outcomes What did we achieve? What were the outcomes of our actions? What impact did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Use students, whānau and community voice to inform curriculum and pastoral support systems.	Collect whānau, student, staff voice using Relationship based Learning (RbL) methodology.	Procedures and practices throughout the school reflect the needs and aspirations of the community.	<p>Voice has been collected across the school to inform practice. One example was the collection of voice to review the junior kaupapa classes. This review led to the extension of the kaupapa class into the senior school. Purpose: We have had two Kaupapa classes operating from Kimihia te Rangimarie in 2024. One class is a Year 7/8 class, and the other is a Year 9/10 class. The purpose of this voice and data collection is to gauge the impact of the Kaupapa classes on student attendance, engagement, and achievement. This voice and data collection took place in Term 4, 2024 and will inform decision making for 2025.</p> <p>Voice and Data Provided Whānau voices from Kaupapa classes using the Relationship-based Learning Framework. Student voices from Kaupapa classes using the Relationship-based Learning Framework. Staff voices from Kaupapa classes using the Relationship-based Learning Framework. PAT results from Term 1 and 3. Attendance Data Stand down and Suspension Data Pastoral Data My Mahi Data CAA results Returned Kaupapa 2025 forms</p>	No variation, target met.	Collect whānau, student, staff voice using Relationship-based Learning (RbL) methodology to continue to refine practice.

	Collect community, whānau, student, staff voice to review learning programmes.	Learning programmes that met the needs and aspirations of the community.	Learning programmes meet the needs and aspirations of the community. In 2024 we engaged in an independent review of our senior learning programmes. Amended Final TPOA Report Oct16.docx	Target met for the senior school; independent review booked for 2025 for the junior school during Term 3.	Allocation of time to collect voices across the school community. Engage HMW Lead to do an independent review of the junior curriculum space.
	Student voice built into review of learning modules.	Ensure that learning modules are relevant to the needs and interests of students.	Learning modules across the school are relevant to the needs and interests of students.	No variation, target met.	Collect student voice following the conclusion of each learning module to inform future learning programmes.
	Collect community, whānau, student, staff voice to review pastoral systems.	A pastoral system that is well resourced and meets the needs of the community.	Pastoral systems were reviewed and updated throughout 2024 as we gathered voice from all stakeholders. Each pastoral leader completes an annual department review which gets sent to the Board of Trustees. This template can be seen in Appendix A. All 8 pastoral leads have completed their 2024 review and presented to the board during Term 1, 2025. A new department template was produced for 2024 underpinned by the School Improvement Framework Synthesis Sheet from ERO.	No variation, target met.	Continue to collect stakeholder voice to inform practice.
	Complete Health curriculum survey.	Gain a greater understanding of what the school community would like in the Health curriculum delivery.	This has not been completed and needs to be a priority in 2025. It is on the 2025 annual plan to be actioned in Term 1.	Target not met due to staff changes.	This is in the annual plan for 2025 and allocated to the Social and Emotional Learning within school teacher to oversee.

Connect with our Kahui Ako to establish attendance initiatives.

Connect with other principals to gain a better understanding of the Kahui Ako wide need.	Principal attending meetings to discuss attendance strategies.	Principal attended meetings to discuss attendance strategies.	No variation, target met.	Principal continues to meet with the Kahui Ako to discuss attendance.
Establish a working party across the Kahui Ako to focus on attendance.	Select group of principals to progress attendance strategies.	Principal was part of the working party within the Kahui Ako that focused on attendance strategies.	No variation, target met.	No need for this to continue in 2025 as Barnardos has been engaged to have overall sight across the attendance initiatives.
Design new attendance initiatives Kahui Ako wide.	New initiatives designed for use in Term 3 and beyond.	Initiatives introduced in 2024 were. <ul style="list-style-type: none"> • Maurakau • Art Therapy • Barnardos referral system (ground work done in 2024 ready for use in 2025). 	No variation, target met.	This task has been completed so no need for it to be in the 2025 annual report.
Implement new attendance initiatives Kahui Ako wide.	New initiatives up and running across the Kahui Ako.	<p>Maurakau and Art Therapy were in operation from the start of Term 3.</p> <p>Art Therapy was funded by staffing for Te Paepae o Aotea. The focus was on small groups across the Kahui Ako, many of the students involved in this programme are transitioning to Te Paepae o Aotea in 2025.</p> <p>Maurakau group started strong with about 20 students, over the term we saw this number decrease to about 7 consistent students.</p>	No variation, target met.	Ensure that staff know how to refer to the appropriate agency to ensure students are getting the correct support for them.
Review new attendance initiatives Kahui Ako wide.	Improvement of student attendance 70 –89% to 90% plus.	<p>School wide we saw a slight improvement in attendance from 29% in 2023 to 31% in 2024 for students attending 90% plus of the time.</p> <p>Principals from across the Kahui Ako spent time in Term 4 looking at the support currently in place for students and whānau and finalising plans for 2025. This work was done in conjunction with Barnardos.</p>	No variation, target met.	Ongoing review of these initiatives to support students in the 70-80% attendance bracket strive to get 90%+.

Develop the capability of staff to use data to identify learners who are not	Develop the capability of staff to use PB4L data on KAMAR.	Identification of trends to inform practice allowing interventions to be put in place in a timely manner.	Trends were identified to inform practice allowing timely interventions. This was done consistently at board and senior leadership meetings but not in a consistent manner at other school meetings. Some staff have the capability to find and use this data but more capability and consistency needs to be developed in 2025. See Appendix B for an example of the data pulled on a monthly basis.	Target met across some leaders within the school but not in others.	Capacity building to access and analyse data school wide needs to be a priority in 2025. PB4L wording in 2025 needs to change to Huakina Mai as we have engaged with Te Mahau in this space.
	Collect and review data connected to the Pastoral Hub. 1. Referrals to guidance internally 2. Referrals to social workers internally 3. Referrals to external agencies.	Gather baseline data on the referrals being seen in the Pastoral Hub to inform next steps in this area of the school.	This data was collected in 2024 but not shared school wide so that trends could be analysed.	Target partially met.	Collection of data to remain a focus of the Pastoral Hub, senior leadership team to support the pastoral team to analyse this data to inform practice.
	Develop the capability of staff to use attendance data on KAMAR.	Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 29%.	Attendance was monitored closely by whānau teachers and pastoral leads. This monitoring was followed by certificates and rewards at awa (house) assemblies including the acknowledgement of students at 100%. The percentage of students attending school regularly increased from 29% to 31%.	No variation, target met.	All staff using attendance data and focused on improving the percentage of students attending regularly to 50%.
	Develop the capability of staff to use school wide junior school data on KAMAR. Eg PAT, eAsTTle, OTJs.	Whānau and subject teachers effectively monitoring student progress to enable accelerated progress.	Data was collected effectively throughout the year and entered on KAMAR (Student Management System). Most teachers used this data to inform their learning programmes. Data was also presented and analysed at board and senior leadership meetings. See Appendix C.	No variation, target met.	Continue to develop the capability of teachers throughout the school to use testing data. Make data available for parents on the parent portal.
	Develop the capability of staff to use NCEA data on KAMAR.	Whānau teachers effectively monitoring NCEA data to improve Level 1 – 54%, Level 2 – 67% and Level 3 52%.	Staff grew their capability in this area and consequently we have seen a massive increase in the Level 3 pass rate from 52% to 74% and a good increase in Year 12 from 67 to 74%. We have not seen the same increase in the Level 1 data, decreasing from 54% to 53%, however, this decrease is far	No variation, target met.	Continue to build capacity of staff to use data to inform their practice.

			smaller than the national decrease of 16%. We still have some staff inconsistencies in the tracking of NCEA data.		
	Investigate options for collection of wellbeing data.	An appropriate wellbeing tool selected for use.	Pastoral leaders explored various options before deciding on developing their own tool for use.	No variation, target met.	No action needed for 2025.
	Provide professional development for staff to collect wellbeing data.	Staff are confident to collect wellbeing data. Wellbeing data collected accurately so results are valid.	Staff successfully introduced the wellbeing tool to the students.	No variation, target met.	Provide professional development for staff who have not been whānau teachers in 2024 on how to collect wellbeing data.
	Collect school wide wellbeing data.	Collection of wellbeing data. Wellbeing data used to inform next steps within the school.	Wellbeing tool produced and trialled in Term 4. See Appendix D to see an example of data collected.	No variation, target met.	Collect wellbeing data twice a term to inform practice.

Ensure that Social and Emotional Learning programmes are robust and effective.	Development of the Social and Emotional Learning programmes school wide.	A consistent Social and Emotional Learning programme available for staff use across the school that is age appropriate for each year level.	The Social and Emotional Learning programme was developed and implemented school wide. The implementation was not done as consistently as desired.	No variation, target met.	Consistent implementation of the Social and Emotional Learning programme school wide.
	Professional development for staff to enable them to successfully deliver the Social and Emotional curriculum.	Staff capable of delivering the Social and Emotional curriculum effectively, this will be evidenced through student voice and lesson observations.	Staff attended professional development focused on the Social and Emotional curriculum and the delivery of it. Inconsistent adoption of this professional development was seen school wide.	No variation, target met.	Further professional development for staff to enable them to successfully deliver the Social and Emotional curriculum.
	Review of the Social and Emotional curriculum	Review of 2024 practices to inform planning for 2025.	Whānau hui powerpoint available on staff teams home page from the start of 2025 incorporating the refinements of the programme.	No variation, target met.	Implement the revised programme in 2025 to ensure consistency across the school.

Develop and maintain a strong school culture through the explicit teaching of Te Paepae o Aotearoa values	Explicit teaching in whānau hui and awa assemblies of school values.	All students know, understand and can demonstrate the school values.	School values have been evident in our teaching school wide. The whānau hui powerpoint guides students and staff on the meaning and the practical implications of our school values. School values are referred to in assemblies, newsletters and in prize givings.	No variation, target met	Consistent explicit teaching in whānau hui and awa assemblies of school values.
	Develop school wide opportunities to demonstrate school values eg haka competition	Successful school wide events led by students.	Tuakana Teina time on a Friday afternoon gave the school a perfect opportunity to display the school values. In 2024 the haka competition saw greater levels of participation. A school wide waiata competition was added which was a great success. Students were challenged to sing two songs in their awa groups, one in Te Reo Māori and the other in any other language than English.	No variation, target met	Develop more school wide opportunities to demonstrate school values and the concept of tuakana teina.
	Staff development to support the teaching of school values.	Staff know, understand and demonstrate the school values.	Staff attended professional development focused on the teaching of the school values. Inconsistent adoption of this professional development was seen school wide.	No variation, target met.	Further professional development for staff to enable them to successfully teach the school values in a consistent manner.
	Implement a PB4L school wide strategy.	PB4L strategy is evident throughout the school. PB4L indicators eg pastoral entries, stand downs, suspensions decrease in numbers.	School values can be seen visually throughout the school in every classroom. In Term 4 we did an audit of the school environment as part of the Huakina Mai initiative. This gave us some clear guidance as to next steps as a school in this space. TFI review complete, action plan for Huakina Mai developed for 2025.	No variation, target met.	Implement a Huakina Mai school wide strategy.

Maintain and develop relationships with external agencies to support the wellbeing of our students.	Connect with external agencies in our area.	Have a school register of what external agencies are available to students and whānau.	Pastoral staff and senior leadership team have compiled a list of what external agencies are available to support students and staff.	No variation, target met.	Connect with external agencies in our area as their services and availability may have changed from previous years.
	Communicate to the school community resources that are available from external providers.	Use of social media platforms and newsletters to deliver key wellbeing messages to the school community.	Social media is well used by the school to celebrate success of our students. Newsletters continue to be sent home on a fortnightly basis to inform parents. Once a term two page spreads are written to inform our wider community of school related information. Newsletters Te Paepae O Aotea	No variation, target met.	Communicate to the school community resources that are available from external providers.
	Maintain relationships with external agencies in our area.	Seamless service in operation where students are supported effectively by TPOA and external services.	Pastoral staff and senior leadership have fostered good relationships with external providers. External providers make good use of the school facilities to carry out appointments etc with students and/or whānau.	No variation, target met.	Maintain the relationships formed with external agencies in our area as there are often personnel changes in these spaces.
	Review the external agency relationships and services.	Clear direction for 2025 as to what services will be used and for what purpose.	Pastoral and senior leadership meetings discussed external providers so that everyone gained an increased understanding of what service each provider offered.	No variation, target met.	Further develop the list of external agencies so it is clear to staff what agency they should connect with and for what purpose.

Continue to develop student leadership	Develop and review a formal leadership structure.	Structure in place and students appointed. Review of Leadership complete.	Leadership structure was put in place for 2024, student leaders were appointed. This structure was reviewed for use in 2025 and this was communicated to students and whānau.	No variation, target met.	Appoint student leaders.
	Provide multiple opportunities across the school environment eg Community Contribution, Tuakana Teina, Lunchtime Recreation Activities.	Students participating in school wide events. Friday afternoon attendance improves (Tuakana Teina time). Increased numbers of students being involved in physical activity for a longer period of time each week.	Students helped lead assemblies, LRA and a host of other activities school wide. The majority of the activities offered were during the lunch break, highlights included the sports games, the chase, shave athon. Students were also active in leading the kapa haka and waiata competitions during Tuakana Teina time.	No variation, target met.	Provide multiple opportunities across the school environment eg Community Contribution, Tuakana Teina, Lunchtime Recreation Activities.
	Investigate, develop and implement a leadership development programme.	Students attend internal and external leadership courses.	Head students met with Principal on a weekly basis to develop their leadership skills. Other student leaders met with staff on a more ad hoc basis during the year to develop their skills.	Target partially met, internal development provided to some students, no external development offered.	Investigate, develop and implement a leadership development programme. Alteration to the weekly meeting schedule for student leaders to enable greater staff support.

Strategic Goal 2: Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices. NELP 4,5 and 6.

Annual target review

Increase Numeracy and Literacy achievements of students so that 60% of students are at or above expected curriculum level for Year 7 – 10 students.

We have met this target for Year 7-9 Numeracy and Year 8 Reading. In 2024 we had the following data for Year 7 – 10 students in reading, writing and numeracy. This data is based on Overall Teacher Judgements, triangulated with PAT and eAsTTle data. At most year levels for reading, writing and maths we are below our 2024 target of 60%. The disparity seen between all students and Māori students is variable across reading, writing and maths, up to 15% for some indicators.

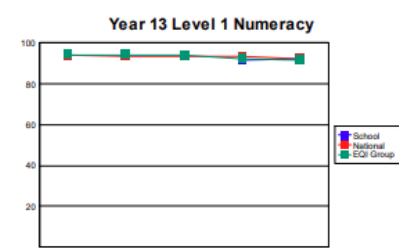
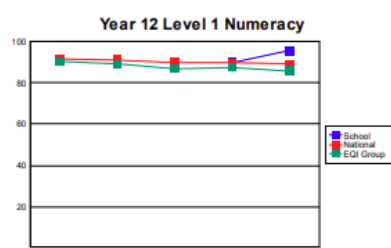
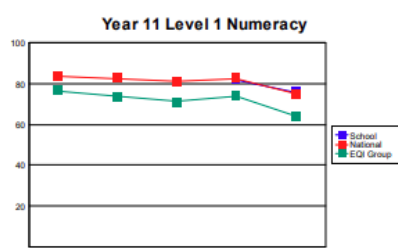
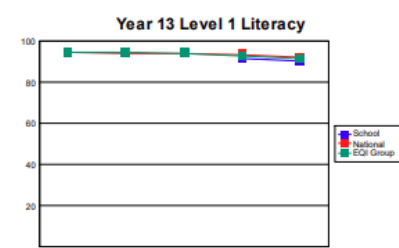
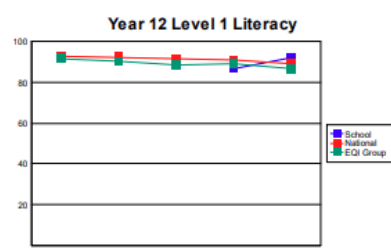
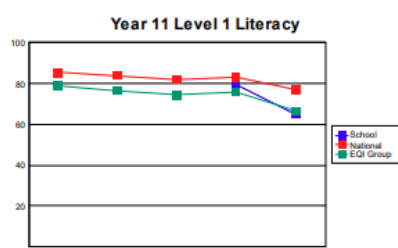
2024 Baseline – End of Year % of students at or above expected level	All students	Māori students
Reading	Year 7 58.2% Year 8 60.6% Year 9 46.8% Year 10 41.3%	Year 7 61.2% Year 8 65.2% Year 9 40% Year 10 34.3%
Writing	Year 7 58.3% Year 8 57.2% Year 9 34% Year 10 35%	Year 7 50% Year 8 52.3% Year 9 27.8% Year 10 24%
Numeracy	Year 7 62.2% Year 8 67.1% Year 9 62.5% Year 10 57.2%	Year 7 61.5% Year 8 65.6% Year 9 45.8% Year 10 56.9%

Increase Numeracy and Literacy achievements of students so that 90% of students gain Numeracy and Literacy co-requisites for Year 11 – 13 students.

This target has been met for Year 12 and 13 students for Literacy and Numeracy. The 2024 Literacy and Numeracy pass rates can be seen below, our Year 12 and 13 cohorts are both at our 2024 target of 90%. The disparity seen between all students and Māori students is between 0.5% - 13.2%. The biggest disparity can be seen in the Year 11 cohort.

% Pass Rate	All students	Māori students
Literacy	Year 11 64.9% Year 12 91.8% Year 13 90.4%	Year 11 56.3% Year 12 90.9% Year 13 87%
Numeracy	Year 11 75.7% Year 12 95.9% Year 13 91.8%	Year 11 62.5% Year 12 93.2% Year 13 91.3%

Te Paepae o Aotea is above the national average for Literacy and Numeracy pass rates for Year 12 Literacy Year 11 Numeracy and Year 12 Numeracy. Te Paepae o Aotea is below the national average for Literacy and Numeracy pass rates for Year 11 Literacy, Year 13 Numeracy and Year 13 Literacy. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas except Literacy for Year 11 and Year 13. The difference is 1.7% and 1.2% respectively.



Increase Level 1 NCEA pass rate to 70% for Year 11 students.

Did not met this target.

Increase Level 2 NCEA pass rate to 75% for Year 12 students.

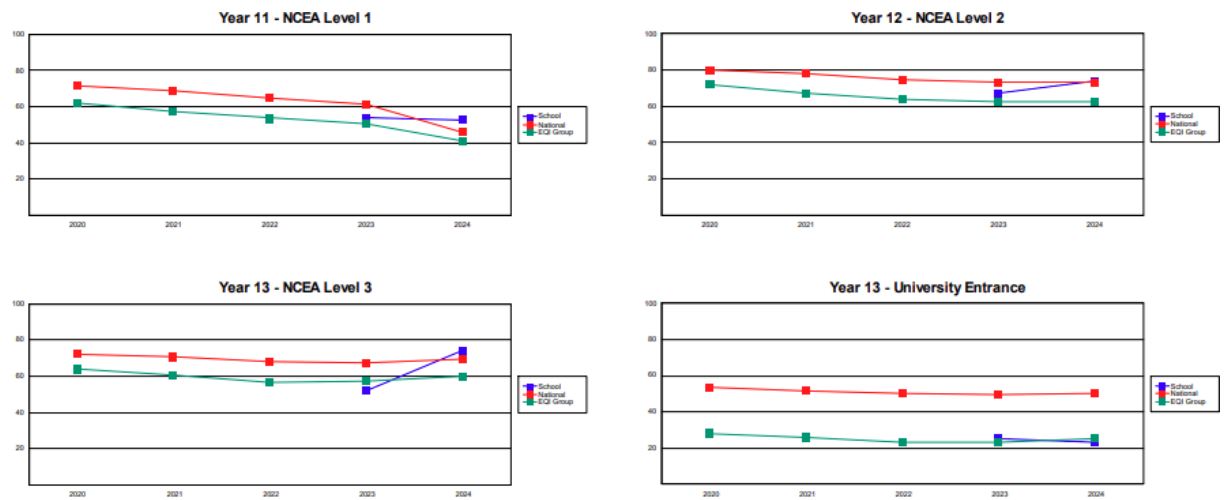
Did not met this target.

Increase Level 3 NCEA pass rate to 70% for Year 13 students.

Met this target.

% Pass Rate	All students	Māori students
NCEA	Year 11 52.7%	Year 11 39.1%
	Year 12 73.8%	Year 12 63.6%
	Year 13 74%	Year 13 69.6%
	UE 23.3%	UE 17.4%

Te Paepae o Aotea is above the national average pass rate for NCEA Level 1, 2 and 3 but below the national average pass rate for University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



Reduce disparity for Māori and Non-Māori to less than 5%.

Target met for Year 13 NCEA and UE. Target not met for Year 11 and 12. Te Paepae o Aotea Māori students are above the national average pass rate for NCEA Level 3 but are below the national average pass rate for Level 1, Level 2 and University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and 3.



Objective	Actions	Outcomes What did we achieve? What were the outcomes of our actions? What impact did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Connect with our Kahui Ako to develop our Within School Teachers to deliver	Goals set for Te Paepae o Aotea Within School Teachers.	Goals set that are aligned with the school's strategic plan and the Kahui Ako Achievement Challenge.	The Within School Teachers are due for appointment at the beginning of the 2025 school year. In preparation for this updated position descriptions have been updated. See Appendix E	No variation, target met	Goals set for Te Paepae o Aotea Within School Teachers.
	Goals monitored throughout the year.	Met the goals set around <ul style="list-style-type: none"> • Cultural competency • NCEA change • Social and Emotional Curriculum • Relationship based Learning • Digital competency 	The senior leader who oversaw each area met the WST on a regular basis and monitored their annual goals. In most areas the goals were not only met but exceeded expectation.	No variation, target met	Goals monitored throughout the year.
	Position descriptions reviewed and set for the year.	Clear job descriptions which allow Within School Teachers to be effective in their role.	See Appendix E.	No variation, target met	No action needed for 2025 as the roles do not renew until the start of 2027.

	Within School Teachers to provide professional development for staff	<p>Staff increase their capability across the following areas.</p> <ul style="list-style-type: none"> • Cultural competency • NCEA change • Social and Emotional Curriculum • Relationship based Learning • Digital competency 	All WST's provided professional learning for staff throughout the year on a regular basis during Monday, Tuesday or Friday staff meetings.	No variation, target met	Within school Teachers to provide professional development for staff
	Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities.	Te Paepae o Aotea staff involved in facilitating professional development across the Kahui Ako.	There was no opportunity for WSTs to engage in Kahui Ako wide professional development opportunities in 2024.	Target not met.	Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities.
	Engage at all levels within the Kahui Ako.	<p>Improved outcomes for students in our key indicators.</p> <ul style="list-style-type: none"> • Attendance • Literacy/Numeracy • NCEA • PB4L • Stand down/suspensions 	Principal engaged with the Kahui Ako on a regular basis. Other staff engaged on an adhoc informal basis only.	Target not met.	Engage at all levels within the Kahui Ako

Develop staff competency in Te Reo and Te Ao Māori	Te Reo Māori Professional Development offered to staff internally and externally.	Staff using Te Reo Māori authentically within the school inside and outside of the classroom environment.	Professional development opportunities were offered to staff every second Tuesday morning for both teachers and learning assistants. A few staff engaged in external professional development for Te Reo Māori.	No variation, target met	Te Reo Māori Professional Development offered to staff internally and externally.
	Te Ao Māori Professional Development offered to staff internally and externally	Staff gaining a deeper understanding of Te Ao Māori concepts and displaying appropriate tikanga across the school environment.	Throughout our regular meeting sessions staff developed their understanding of Te Ao Māori. Tuesday morning sessions also had a focus in this area. Staff also had the opportunity to attend marae throughout the year and were supported throughout.	No variation, target met	Te Ao Māori Professional Development offered to staff internally and externally
	Create a safe time and space for staff to learn and practise.	Staff increase confidence and capability with Te Reo Māori.	Staff were offered extra opportunities to develop their skills with reo, tikanga and haka. A number of staff took up this opportunity.	No variation, target met	Create a safe time and space for staff to learn and practise.
	Co-construction of taonga to be shared with staff through the guiding coalition.	Staff learn appropriate local dialect and tikanga.	The guiding coalition including Board, senior leaders and Ngā iwi representatives met throughout the year. This helped foster a greater understanding of local dialect and tikanga.	No variation, target met	Construction of taonga to be shared with staff through the guiding coalition.

Develop staff competency in teaching Literacy and Numeracy.	Literacy and Numeracy goals set and shared.	Baseline data collected and collated for 2023. Baseline data used to inform practice for 2024.	Goals were shared at the beginning of the year and on a regular basis throughout 2024 in staff meetings.	No variation, target met	Literacy and Numeracy goals set and shared across the whole staff.
	Literacy and Numeracy Professional Development offered to staff internally and externally	Staff increase their competency in teaching Literacy and Numeracy.	Literacy and Numeracy meetings for Year 7 – 10 students are held on a Thursday morning every fortnight. The curriculum WST and the Literacy/Numeracy leads were available to support teachers build their capabilities throughout the year.	No variation, target met	Literacy and Numeracy Professional Development offered to staff internally and externally
	Literacy and Numeracy goals monitored.	The number of students who are at or above the expected level increases throughout the year.	Whānau, subject teachers, curriculum and pastoral leads all monitored progress of students throughout the year and communicated with whānau when appropriate.	No variation, target met	Literacy and Numeracy goals monitored.
	Literacy and Numeracy goals reviewed.	The number of students that are at or above expected curriculum level for Year 7-10 students is over 60%. The number of students that have Numeracy and Literacy co-requisites is over 90% for Year 11-13 students.	Review of student Literacy and Numeracy data available for board and staff in November 2024. See Appendix C. PAT results were available for board and staff in Term 1 and 3, with a comparative report produced in Term 4 to see value added. Senior students were tracked throughout the year to monitor their completion of the Literacy and Numeracy corequisites.	No variation, target met	Literacy and Numeracy goals reviewed.

Develop staff capability through professional development that focuses on	Identify and train Relationship based Learning Champions	Champions of Relationship based Learning are identified and have appropriate training.	No progress was made in this area.	Target not met.	Identify and train Relationship based Learning Champions
	Provide professional development for staff on Relationship based Learning	Classroom observations show evidence of Relationship based Learning strategies.	RbL WST provided some professional development sessions that were relevant and meaningful for teaching staff.	No variation, target met	Provide professional development for staff on Relationship based Learning
	Classroom observations using the Relationship based Learning framework	Classroom observations show evidence of Relationship based Learning strategies.	Some teachers had observations done using this framework but there was no consistency across the school.	Target not met, some teachers had observations using this tool but this was not consistent across the school.	Classroom observations using the Relationship based Learning framework
	Review and implement the Individual Learning Plan Template	All students from Year 7 – 13 have an Individual Learning Plan in place for 2024 which includes SMART goals.	The majority of students in the school had individual learning plans put in place. Average attendance for start of the year student, whānau teacher meetings was 85% per class.	No variation, target met	Review and implement the Individual Learning Plan Template
	Monitoring of Individual Learning Plans	Teachers, students and whānau aware of the progress students are making throughout the year towards reaching their goals.	Whānau teachers monitored these plans throughout the year, including ensuring that Year 7 – 10 students had curriculum coverage throughout the year.	No variation, target met	Monitoring of Individual Learning Plans
	Review of Individual Learning Plans	95% of students school wide reach their Individual Learning Plan goals.	See comment in variance column.	Target not met that we are aware of, we still have not developed a system that would track this information for us.	Review of Individual Learning Plans

	Teachers use student achievement data to inform practice.	Teachers are aware of the areas of strength and the next steps for each learner.	Teachers grew their capacity throughout the year to access PAT, easTTle, OTJs and common assessment tasks to inform their teaching.	No variation, target met	Teachers use student achievement data to inform practice.
--	---	--	---	--------------------------	---

Develop staff capability to work in a flexible and digitally enabled learning environment.	Digital technology professional development offered to staff.	Staff improve their digital competency, this will be seen through appropriate use of digital technology in classrooms.	Staff were given a selection of whole staff professional development sessions or 1-1 sessions offered by an external provider. The WSTs were available on a regular basis to support staff as required.	No variation, target met	Digital technology professional development offered to staff.
	Staff engaged in the school's digital strategy.	Staff use technology appropriately and effectively in their role within the school. Staff use technology in their classroom in line with the school's digital strategy.	The majority of school staff use technology to enhance their role within the school. There are some staff who have been identified as needing further support in the future.	No variation, target met	Staff engaged in the school's digital strategy.
	Staff engage in professional development that allows students to use technology safely for their learning.	Students use technology safely for their learning.	Professional development was offered internally to help staff enable students to use devices safely, however, more work needs to be done in this area in 2025 and beyond.	Target partially met.	Staff engage in professional development that allows students to use technology safely for their learning.

	Staff engage in the master planning phase of the building redevelopment.	Master planning completed that is informed by staff voice.	See comment in variance column.	Target not met as the master planning is starting in 2025.	Staff engage in the master planning phase of the building redevelopment.
--	--	--	---------------------------------	--	--

Ensure learners have equitable access to the New Zealand Curriculum.	Use of baseline data from 2023 to determine appropriate learning programmes for all students.	All students have an appropriate learning programme that meets their needs, abilities and interests.	Access via KAMAR (SMS) to data enabled teaching staff to use this data to effectively plan according to the needs of the students in their classes. This data included PAT results in Term 1. Baseline data from feeder schools also was vital to inform learning programmes.	No variation, target met	Use of baseline data from 2024 to determine appropriate learning programmes for all students.
	Monitor learning programmes of students with additional needs including gifted and talented.	All students in the school able to access the New Zealand Curriculum at the appropriate level for their developmental stage.	<p>The school ENCO maintained a register of all students who required learning support. This was shared with staff with flags used on KAMAR to ensure that all staff were aware including relievers.</p> <p>The school ENCO and ORS funded leader worked closely in conjunction with one another to ensure that all students had appropriate learning programmes.</p> <p>Students were assigned to specialist learning programmes where appropriate eg Alternative Education, Endeavour Centre and supported learning class.</p> <p>As the year progressed an increased number of learning assistants were needed and employed. Junior students have the opportunity to do Taupaenui homework badges across the curriculum. These are extension tasks designed to extend our more capable learners.</p> <p>Students are also extended within their curriculum areas as well in areas like debating,</p>	No variation, target met	Monitor learning programmes of students with additional needs including gifted and talented.

			United Nations, and other spoken word challenges.		
	Special assessment conditions applied for.	Specialist assessment applications completed for students who need them.	Students who were eligible for special conditions applied for them and the majority of our applications were successful.	No variation, target met	Special assessment conditions applied for.
	Special assessment conditions used for assessments.	Students are supported to make the most of the special assessment conditions allocated.	Not all students who gained specialist assessment conditions used them for assessments, this was a personal choice.	No variation, target met	Special assessment conditions used for assessments.

Strategic Goal 3: Ensure that ākonga have rich and coherent pathways. NELP 3 and 7.

Annual target review

Students transition successfully to Te Paepae o Aotea from feeder schools at Year 6 and 8.

Students transition successfully from the Junior School to the Senior School.

Our junior school programmes (Year 7 – 10) are designed to prepare our students to be successful in the senior school. The junior school has a massive focus on teaching literacy and numeracy foundational skills to enable students to be successful in the senior school. Students are tracked in the junior school to ensure that they have covered the breadth of the New Zealand Curriculum. Currently the alignment between the senior and junior learning programmes is fairly cohesive but we have identified some specific areas that need further alignment in 2024. Transitioning students from the junior school to the senior school can be challenging and we observed students in 2023 that struggled with this transition. In Term 1 2023 we observed that a large percentage of our students struggled with the transition into the new school. Modifications were made at the end of 2023 to the transition process and the 2024 data should inform us as to whether our transition programme was successful or still in need of modification.

90% of school leavers enrol in further study or gain employment.

As a school that has only completed two years of operation, retention statistics and leavers data is not yet wholly available on education counts. Available data on education counts is related to student population only. The age data indicates that only 8% of the school's population is 17 years or above. What is also evident in the population data is that the retention rate of students in Year 12 and 13 is lower than in earlier years.

Destination known for 90% of school leavers.

School leaver information is recorded on our school student management system (KAMAR). Leaver information is taken from a student's leaving form and often this information can be limited. The leaving destination is currently unknown for the majority of our students.

Improve retention rate of students staying until they complete their Level 2 qualification.

Education counts data in this area is still incomplete for us as a school due to the fact that we opened at the start of 2023. The number of students who left Te Paepae o Aotea in 2023 with Level 2 or above was 61.3% and in 2024 was 66.7%. The number leaving with Level 3 or above in 2023 was 29.6% and in 2024 was 45.7%.

Objective	Actions	Outcomes What did we achieve? What were the outcomes of our actions? What impact did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes. Think about both where you have exceeded your targets or not yet met them.	Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.
Develop and refine coherent and meaningful learning programmes for Year 7 - 10 students	Use data from feeder schools and 2023 baseline data to inform each student's individual learning plan.	Students have appropriate Individual Learning Plans set for 2024 which are informed by data.	All available information was shared with staff mostly via KAMAR (SMS) as well as the ENCO register so that this could inform their planning. This information was also available to whānau teachers at the start of the year, so they were able to set their goals for 2024 accordingly.	No variation, target met	Use data from feeder schools and 2024 baseline data to inform each student's individual learning plan.
	Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> Localised curriculum Aotearoa NZ histories Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum refresh NCEA refresh Literacy and Numeracy 	Learning programmes in Year 7 – 10 that are relevant and meaningful for students. <ul style="list-style-type: none"> Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively. 	Professional development was offered to staff across all of the following areas. <ul style="list-style-type: none"> Localised curriculum Aotearoa NZ histories Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum refresh NCEA refresh Literacy and Numeracy <p>Areas with the greatest focus were Literacy and Numeracy to ensure that our junior programmes were complying with the national directive of 1 hour a day each of reading, writing and maths.</p>	No variation, target met	Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> Localised curriculum Aotearoa NZ histories Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum refresh Literacy and Numeracy

	Review of Year 7 – 10 learning programmes.	Learning programmes reviewed thoroughly using accurate, reliable data.	All junior modules throughout the school were reviewed at the completion of the programme prior to the next time it was delivered. Staff have developed a good system of review with our learning programmes.	No variation, target met	Review of Year 7 – 10 learning programmes.
	Transition programme developed for Year 10 students into the senior school.	Transition programme developed that supports Year 10 students to experience life in the senior school in a safe environment.	Transition programme developed for Year 10 students into the senior school.	No variation, target met	Transition programme developed for Year 10 students into the senior school.
	Transition programme delivered for students heading into the senior school.	Year 10 students heading into Year 11 being able to engage successfully in the transition programme in Term 4 and then engage in Year 11 programmes in Term 1 2025.	A four week transition programme was delivered to Year 10 students, this involved Year 10 students learning for the majority of the day in the senior village and working alongside senior teachers. Students were also given a taste of NCEA assessment.	No variation, target met	Transition programme delivered for students heading into the senior school.
	Deliver career education throughout the Year 7 – 10 learning programmes.	Students are aware of school pathways that lead to further study and work opportunities.	This was done in 2024 on an adhoc basis, a greater focus needs to be in this area in 2025 and beyond.	Target partially met.	Deliver career education throughout the Year 7 – 10 learning programmes.

Develop and refine coherent and meaningful learning programmes for Year 11-13	Use 2023 baseline data to inform each student's individual learning plan.	Students have appropriate Individual Learning Plans set for 2024 which are informed by data.	All available information from 2023 was shared with staff mostly via KAMAR (SMS) as well as the ENCO register so that this could inform their planning. This information was also available to whānau teachers at the start of the year, so they were able to set their goals for 2024 accordingly. New students to the school had their latest report and assessment data requested from their previous school.	No variation, target met	Use 2024 baseline data to inform each students individual learning plan.
	Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> • Localised curriculum • Aotearoa NZ histories • Mātauranga Māori • Integrated Curriculum Planner • New Zealand Curriculum refresh • NCEA refresh • Literacy and numeracy 	Learning programmes in Year 11 – 13 that are relevant and meaningful for students. Teachers planning is underpinned by this professional development and teachers use the school wide planners effectively.	Professional development was offered to staff across all of the following areas. <ul style="list-style-type: none"> • Localised curriculum • Aotearoa NZ histories • Mātauranga Māori • Integrated Curriculum Planner • New Zealand Curriculum refresh • NCEA refresh • Literacy and numeracy Area with the greatest focus was on the NCEA refresh.	No variation, target met	Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> • Localised curriculum • Aotearoa NZ histories • Mātauranga Māori • Integrated Curriculum Planner • New Zealand Curriculum refresh • Literacy and numeracy
	Review of Year 11 – 13 learning programmes.	Learning programmes reviewed thoroughly using accurate, reliable data.	All senior modules throughout the school were reviewed at the completion of the programme either mid year or end of the year. All learning programmes have been reviewed ready for use in 2025.	No variation, target met	Review of Year 11 – 13 learning programmes.

	Deliver career education throughout the Year 11 – 13 learning programmes.	Students are aware of school pathways that lead to further study and work opportunities.	Whānau teachers played a key role in ensuring that all students understood the different learning pathways within the school. Numerous whānau meetings were held throughout the year with whānau teachers to ensure clear communication in this space.	No variation, target met	Transition programme for Year 11 – 13 students into the senior school.
	Provide Year 11-13 specific careers guidance.	Students transition from school to further study and work successfully.	This was done in 2024 on an adhoc basis, a greater focus needs to be in this area in 2025 and beyond.	Target partially met.	Provide Year 11-13 students with specific careers guidance.
	Develop a survey for all school leavers to fill in.	Accurate information about why students are leaving and what the school could do to improve.	A leavers satisfaction survey was developed and implemented but a survey focused on students destination was not developed.	Target not met, see comment in the evidence section.	Develop a survey for all school leavers to fill in.
	Connect with all 2023 Year 12 and 13 leavers to determine where they have transitioned to.	Accurate destination information.	This was not achieved due to lack of available support staff resourcing in this area.	Target not met, see comment in the evidence section.	Connect with all 2024 Year 12 and 13 leavers to determine where they have transitioned to.

Use assessment data to monitor student outcomes and provide next steps for learning.

Implement the use of PAT and eASttle assessment tools to track student progress for Year 7 -10 students.	PAT and eAStTtle data is used to inform next steps for students learning.	PAT data collected for all Year 7 – 10 students in Term 1 and 3. E-asTTle data collected in Term 3 to inform entries for CAA’s.	No variation, target met	Implement the use of PAT and eASttle assessment tools to track student progress for Year 7 -10 students.																
Monitor student progress using Overall Teacher Judgements, PAT and eAStTtle data for Year 7 – 10 students.	Accelerated progress is seen in student achievement.	Evidence can be seen in Appendix C. The following table is the collation of the percentage of students who have made accelerated progress. A high percentage of students have made accelerated progress. <table><tr><th>Year</th><th>Maths</th><th>Reading comprehe</th><th>Reading Vocab</th></tr><tr><td>8</td><td>48.7%</td><td>35.7%</td><td>45.4%</td></tr><tr><td>9</td><td>57.9%</td><td>47.3%</td><td>51.7%</td></tr><tr><td>10</td><td>47.8%</td><td>34.1%</td><td>20.3%</td></tr></table>	Year	Maths	Reading comprehe	Reading Vocab	8	48.7%	35.7%	45.4%	9	57.9%	47.3%	51.7%	10	47.8%	34.1%	20.3%	No variation, target met	Monitor student progress using Overall Teacher Judgements, PAT and eAStTtle data for Year 7 – 10 students.
Year	Maths	Reading comprehe	Reading Vocab																	
8	48.7%	35.7%	45.4%																	
9	57.9%	47.3%	51.7%																	
10	47.8%	34.1%	20.3%																	
Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.	NCEA and milestone assessment data is used to inform next steps for students learning.	KAMAR (SMS) has been set up to include milestones to help students, teachers and whānau track their progress. These milestone grades were reported on formal reports as well as reporting live on parent portal. The milestone grades came complete with comments individualised for each student.	No variation, target met	Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.																
Monitor student progress using NCEA assessments data for Year 11 – 13 students.	Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.	KAMAR was used as the tool to aid the tracking of NCEA data. Both whānau teachers and pastoral leaders had tracking documents and engaged in ongoing discussions with students and whānau on progress towards their qualfications. School wide monitoring was conducted by the Deputy Principal with responsibility for curriculum. Principal reported to the board and wider staff on a monthly basis. Fortnightly updates for each cohort were shared in the school newsletter.	No variation, target met	Monitor student progress using NCEA assessments data for Year 11 – 13 students.																

Promote academic achievement across the school.	Set the school calendar to allow for school wide and awa celebrations.	School calendar has three whole school assembly times set each term. Awa assemblies are on the calendar for all weeks that we do not have whole school assemblies during whānau time.	School wide calendar was set at the beginning of 2024 and reviewed termly. Three whole school assemblies were held each term to celebrate success. Awa assemblies were held on a fortnightly basis. The school calendar is available on the website and school app. Upcoming events are shared on social media platforms. Calendar Te Paepae O Aotea	No variation, target met	Set the school calendar to allow for school wide and awa celebrations.
	School wide events are planned and delivered.	Students are rewarded for the success they have both within the school and outside of school.	Most school wide events were planned and delivered during Tuakana Teina time on Friday afternoon. Page 4 of this newsletter is the schedule for Term 1 and 2. TPOA-Newsletter-23-Feb-24.pdf	No variation, target met	School wide events are planned and delivered.
	Social media/newspaper/website platforms are all used to celebrate success.	Student success is shared with the wider community.	Student success was shared in assemblies, socials, newsletters and newspaper adverts and articles. The following two newsletters show some examples of our showcasing our student success. TPOA-Newsletter-22-Mar-24.pdf TPOA-Newsletter-12-Apr-24-1.pdf An example of a showcase article written once a term and published in the newspaper. STAR-ad-11-July-2024.pdf	No variation, target met	Social media/newspaper/website platforms are all used to celebrate success
	Open days are made available for the wider community.	Community feels welcomed into the school and can share the success students are having.	Open days were held every Wednesday during November with extra sessions offered if needed for students who required extra support with the transition. These days were publicised through the usual channels and also followed visits to every feeder school.	No variation, target met	Open days are made available for the wider community.

	Transition days are made available for students looking to transition into Te Paepae o Aotea.	Students starting at Te Paepae o Aotea in 2025 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1 2025.	Every feeder school had two transition days for their students during Term 4. These days were designed for the students to gain a greater understanding of our school culture, our school values and the way things are done at Te Paepae o Aotea. Feedback from these sessions was incredibly positive.	No variation, target met	Transition days are made available for students looking to transition into Te Paepae o Aotea.
	Prizegiving and honours badge systems need to be reviewed.	Improve on the delivery of prizegivings from our baseline of 2023 practices.	Student prizegivings were held in November (seniors) and December (2 x juniors), all three of these events were great celebrations. TPOA-Newsletter-8-November-24.pdf TPOA-Newsletter-13-December-24.pdf In October students received honours badges. The criteria can be seen via this link. Senior Honour Badges Te Paepae O Aotea We have refined this system over the past 2 years and we will continue to refine to ensure we capture the success of our students.	No variation, target met	Prizegiving and honours badge systems need further refinement from the 2024 system.

Ensure learning programmes are connected to the local	Develop connections with external organisations eg BA5, Gateway, Careers, CATE, community contribution providers.	Staff are aware of the connections to outside organisations to help transition our students successfully. Staff are able to use the relationships formed with outside organisations to help transition our students successfully.	Key personnel attended professional development courses in careers and transition (eg CATE conference). Staff have continued to form connections with local businesses through the Gateway placement scheme and transition process. Staff also attended BA5 and NOTS events.	No variation, target met	Develop connections with external organisations eg BA5, Gateway, Careers, CATE, community contribution providers.
	Develop connections with WITT, Feats and other education providers.	Staff are aware of the connections to other education providers to help transition our students successfully. Staff are able to use the relationships formed with other education providers to help transition our students successfully.	Connections have been made with external providers, throughout 2024 we saw the diminishing impact that WITT had in South Taranaki due to the changes in the tertiary landscape.	No variation, target met	Develop connections with WITT, Feats and other education providers.
	Develop connections with local business/industry to develop a strong Gateway/work placement programme	Staff are aware of the connections to local businesses to help transition our students successfully. Staff are able to use the relationships formed with local businesses to help transition our students successfully.	Staff have done a good job of maintaining and extending the connections that we have with local businesses and community groups. In 2024 we had 39 Gateway work experience placements, 15 other placements and 12 courses. A number of students also attended short courses through a variety of providers. We continue to have some younger students who benefit from work placement experience as part of their learning programme.	No variation, target met	Develop connections with local business/industry to develop a strong Gateway/work placement programme

Ensure learning programmes focus on identity, belonging and	Review and refine learning programmes that promote social, physical and emotional curriculum.	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui time.	The social and emotional curriculum is delivered from 9 – 9.30am each morning. Pastoral leads alongside the Within School Teacher for social and emotional learning continue to take a lead in this space to ensure materials are sourced and used that are age appropriate. Awa meetings on a Wednesday morning continue to be a place that staff can build their capacity with the social and emotional curriculum.	No variation, target met	Review and refine learning programmes that promote social, physical and emotional curriculum.
	Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity.	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui and Tuakana Teina time.	Whānau hui each morning from 9 – 9.30 continues to be a place that staff and students can explore our school identity and unpack together.	No variation, target met	Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity.
	Review and refine community contribution and Taupaenui programmes that connect with our local community.	Learning programmes delivered during community contribution and Taupaenui time set for students that are meaningful and connected to our local community.	Feedback from students, teachers and whānau would suggest that the double block on a Wednesday for Community Contribution and Taupaenui courses is too long for students to maintain focus during the day. Whānau have also expressed concerns about the impact of missing a large piece of course work if they are absent on this one particular day.	No variation, target met	Review and refine community contribution and Taupaenui programmes that connect with our local community.

How we have given effect to Te Tiriti o Waitangi

Te Paepae o Aotea gives effect to Te Tiriti o Waitangi as its primary objective.

Background Information

Te Paepae o Aotea is a school of approximately 1100 students and opened at the start of the 2023 school year. We are a co-educational state school catering for students for Year 7-15. Te Paepae o Aotea was formed in response to the closure of Hāwera High School and Hāwera Intermediate at the end of the 2022 school year.

The Ministry of Education, at the beginning of 2020, received the education building briefs from Hāwera High School and Hāwera Intermediate. They recognised that they both needed major building works. A period of community consultation led by the Ministry of Education started in 2020 and continued into 2021. This consultation focused on the community having their say on the future schooling provisions for Hāwera. The Minister of Education, Hon Chris Hipkins announced in November 2021 that both Hāwera High School and Hāwera Intermediate would be closed and a new Year 7-15 school opened.

The Establishment Board of Trustees were appointed on 21 December 2021 and were given eleven months to get the 'Hāwera New School' ready for students and staff for the beginning of 2023.

Establishment Board of Trustee members were:

Will Edwards (Presiding Member)

Cheryl Luke-Maraki (Deputy Presiding Member)

Dinah King (Ngāruahine Representative)

Hauraki Erb (Ngāti Ruanui Representative)

Neryda Sullivan

Ross Dunlop (co-opted)

Te Kiri King (co-opted)

Diana Reid (co-opted)

Design of our school

The design of our school by the Establishment Board of Trustees and the Foundational Leadership Team was done to explicitly give effect to the Tiriti o Waitangi.

Our school name, Te Paepae o Aotea, was gifted to us by Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine on 24 June 2022 as part of Matariki celebrations. Alongside our name, we were also gifted a whakataukāki and logo. There are two major components to our name, **Paepae** and **Aotea** and the condensed meaning is as follows: *We are all on the learning journey of Aotea, as the people of South Taranaki, realising our full potential.*

Our whakataukāki: **'Kia eke atu ki Taupaenui o te tangata'** challenges us to instill in our students the tools to help them achieve their full potential, in the pursuits they and their whānau deem important. Our cultural narrative is the foundation that we use to unpack elements of Mātauranga Māori. Te Ao Māori is prioritised across the curriculum.

The following values are the way we do things at Te Paepae o Aotea



AOTEA

Our value of Aotea represents a caring environment for all students, staff, whānau and community to explore identity.

We create safe and caring learning environments.

We value and celebrate individual mana.

We develop authentic relationships.



TAUPAENUI

Our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.

We uphold a learning culture that is inclusive and diverse.

We strive for personal excellence.

We have a positive attitude and a growth mindset.



PAEPAE

Our value of Paepae supports the courage, adventure, strength, persistence and the pursuit of knowledge in the learning environment.

We are courageous and visionary.

We challenge with confidence, where appropriate.

We support each other to overcome obstacles and build resilience.

From the establishment phase of the school, we have had representation from local nga iwi. This relationship continues to this day at the governance level.

Te Paepae o Aotea has a guiding coalition made up of representatives from senior and middle leadership within the school, the establishment board and representatives from Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine including the education part of each organisation.

Te Paepae o Aotea Guiding Coalition

Iwi are Treaty of Waitangi partners as well as part of a local community. Their involvement in an educational institute can help accelerate the progression and achievement of Māori learners by strengthening the cultural responsiveness of teachers and leaders. Schools who build enduring, reciprocal relationships with mana whenua understand the importance of Māori tamariki, knowing who they are and where they are from.

Sweeney (2011) collaboration within and between schools –

Suggests two broad and interconnected purposes for effective collaboration in education for teachers and students to learn and improve and for those working together to reach a common goal.

Collaborative groups that have been successful in raising student achievement are characterised by particular practices: building skills and knowledge, and building relationships. Even though this research project focuses on collaboration between schools, the indicators support effective collaboration between Whānau, Iwi and Community.

These characteristics provide the basis to build Te Paepae o Aotea Guiding Coalition Protocol:

Characteristics of Effective Collaboration to Build Skills and Knowledge:

- The group develops shared understandings, goals and a joint enterprise that is agreed upon by members.
- Continuous monitoring of group members ensures that people are being held to account.
- School leaders share control, show vulnerability and seek ways to involve all stakeholders.
- Members shift from positions of authority to learners who investigate, experiment and participate in mutual sense-making.

Characteristics of Effective Collaboration to Build Relationships:

- Relational trust, mutual respect and good relationships are important features of effective collaboration.
- Participants need to demonstrate commitment to common goals and be willing to extend themselves beyond formal requirements contained within a professional job description.
- There is clarity about the accountability of participants which is complemented by task focused challenges.
- Participants share expertise effectively by engaging in challenging dialogue.
- School leaders acknowledge the vulnerabilities of others and actively listen to concerns.
- It is important to manage tensions that arise as a result of collaboration to ensure that debate leads to knowledge growth, learning conversations enable recognition of differences and that guidelines allow participants to discuss these differences and possibly find common ground.

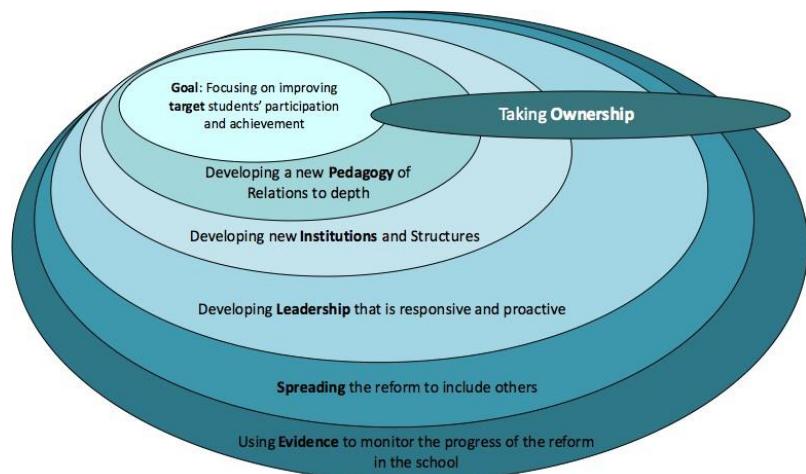
Addressing Educational Disparities:

Russell Bishop (2010) Scaling up education reform – Russell’s research in changing outcomes and experiences of indigenous and minoritized peoples in New Zealand. Russell suggests that focusing on student achievement in order to reduce disparities is actually a moral imperative that needs to be addressed at all levels of education: the classroom, the school and the wider education system. Schooling needs to have an overall moral purpose which is to directly reduce educational disparities through improving student outcomes; a system where all students learn and where the gap between high and low performance is greatly reduced. It recommends addressing disparities through setting long-term goals accompanied by short-term targets that can be used to evaluate success towards those goals.

GPILSEO at the school level:

“GPILSEO is a good self-review tool. It ensures that we are looking at every element in terms of bringing about change and improvement around our goals...”

- **Goal:** A focus on improving the achievement of all targeted students across the school.
- **Pedagogy:** A culturally responsive pedagogy of relations developed across all classrooms, that is then able to be used to inform relations and interactions at all levels within the school and community
- **Institutions:** In order to support this reform, time, resourcing and space must be reprioritised for the development of any new institutions at the school required to support the goals and new pedagogy within classrooms. Organisational structures, such as timetables, staffing, meetings, curriculum implementation and student management systems, may all need to be considered.
- **Leadership:** Leadership that understands and is responsive to the wider social implications of a reform of this kind. Leadership that is also proactive and distributed to ensure GPILSEO is understood and applied across the school’s leadership teams.
- **Spread:** A means whereby the reform can be spread to include all staff, and where parents and community can also participate.
- **Evidence:** Specific tools, to monitor the implementation of the reform and provide data for formative and summative purposes, must be developed/accessed and able to be used smartly.
- **Ownership:** The whole school, including the board of trustees, must take ownership of all aspects of the reform.



Guiding Coalition Membership Criteria: (Te Paepae o Aotea Representatives)

- People who are champions and committed to the change agenda (reducing disparity in education outcomes).
- People with position authority to make decisions (not delegate onto another person).
- People who are committed to developing their own instructional leadership and mentoring others (ability to be vulnerable, humble and determined).
- Impact coaches and other internal people leading priority areas within the school.
- People who represent the wider learning community – power-sharing eg teacher aides, BoT/ whanau / Iwi/ Kahui Ako members.

Te Paepae o Aotea Representatives: Guiding Coalition Structure		
Pastoral Representative: <i>Senior and Junior Pastoral Lead</i>	Within School Teacher (WST): 2x Cultural Coaches: <i>Day to day support, guidance for all staff around tikanga and protocol/ Cultural capabilities mentor</i>	Te Reo Māori Junior Leader Senior Languages Designer <i>Upholding commitment to revitalisation of Te Reo Māori schoolwide/ maintaining local dialect/ supporting and celebrating total immersion</i>
Curriculum Representative: <i>True and authentic representation of local history and other content throughout the curriculum</i>		
Pastoral Leader of Learning & Curriculum Leader of Learning (Tumuaki – where necessary) <i>Decision makers within the school with the authority to implement changes school wide. Supporting members initiatives and interventions</i>		
Board of Trustees Representative <i>Governance and Reporting</i>		

Guiding Coalition Membership Criteria: (Iwi Representatives)

Ngā iwi selects who their representatives are for the Guiding Coalition.

Scope of Commitment:

- Guiding Coalition Hui will be held termly, dates and time to be confirmed at the end of each meeting.
- Attending members to be decided based on the focus/ actions outlined by the Agenda. This means that not all members need to be present at all hui if the focus is not within the scope of their responsibilities. However, it is important that all members review minutes and agenda adding further where required.
- Guiding Coalition will be focused into three key areas of focus or workstreams:
 - 1) Commitment to Te tiriti o Waitangi
 - 2) Cultural Capabilities
 - 3) Local Curriculum

Our analysis of variance gives further evidence as to what Te Paepae o Aotea is practically doing to give effect to Te Tiriti o Waitangi.