

# RAWHITI SCHOOL

## Annual Financial Statements For the year ended 31 December 2024

Ministry Number: 696  
Principal: Liz Weir  
School Address: 150 Leaver Terrace, Christchurch  
School Phone: 03 3889519  
School Email: admin@rawhiti.school.nz

### Members of the Board of Trustees

Name	Ceased
Tim Scott	Dec-24
Cheryl Lineham	
Thomas Parata	
Jess Poff	
Briar Thompson	Dec-24
Jody Hohaia O'Sullivan	
Helen Hogarth	
Liz Weir - Principal	

The term finishes except for the principal in June 2025.

### Accountant / Service Provider:

Geoff Gillam Consultants

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# Rawhiti School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Cheryl Lineham

Full Name of Presiding Member

Signed by:  
  
73D3EC1D662020FEA

Signature of Presiding Member

30/05/2025

Date:

Liz Weir

Full Name of Principal

Signed by:  
  
4E57BC4E726D57AC

Signature of Principal

30/05/2025

Date:

**Rawhiti School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	6,640,679	5,881,554	6,288,787
Locally Raised Funds	3	123,234	2,000	93,592
Interest		116,097	60,000	83,222
		<hr/>	<hr/>	<hr/>
		6,880,010	5,943,554	6,465,601
<b>Expenses</b>				
Locally Raised Funds	3	145,006	70,000	119,078
Learning Resources	4	4,539,151	3,883,328	4,426,358
Administration	5	242,903	265,350	228,881
Interest		2,537	-	2,532
Property	6	1,896,547	1,766,059	1,629,503
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<hr/>	<hr/>	<hr/>
		6,826,144	5,984,737	6,406,352
<b>Net Surplus / (Deficit)</b>		53,866	(41,183)	59,249
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		53,866	(41,183)	59,249

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

# Rawhiti School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Actual <b>2024</b> \$	Budget (Unaudited) <b>2024</b> \$	Actual <b>2023</b> \$
<b>Balance at 1 January</b>	<u>3,300,277</u>	<u>3,300,277</u>	<u>3,241,028</u>
Total comprehensive revenue and expense for the year	53,866	(41,183)	59,249
Owner transactions			
Contribution - Furniture and Equipment Grant	4,056	-	-
<b>Equity at 31 December</b>	<u>3,358,199</u>	<u>3,259,094</u>	<u>3,300,277</u>
Accumulated comprehensive revenue and expense	3,358,199	3,259,094	3,300,277
Reserves	-	-	-
<b>Equity at 31 December 2024</b>	<u>3,358,199</u>	<u>3,259,094</u>	<u>3,300,277</u>

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.

# Rawhiti School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	107,348	52,091	102,313
Accounts Receivable	8	300,767	274,500	268,971
GST Receivable		22,207	10,000	12,983
Prepayments		4,837	12,000	23,170
Inventories		1,270	-	8,083
Investments	9	1,869,321	1,625,000	1,559,460
		<u>2,305,750</u>	<u>1,973,591</u>	<u>1,974,980</u>
<b>Current Liabilities</b>				
Accounts Payable	11	381,931	317,000	294,152
Revenue Received in Advance	12	12,402	25,000	47,000
Finance Lease Liability - Current Portion	14	22,908	20,000	20,610
Funds held on behalf of Te Ara Tuhuru Cluster	15	64,804	50,000	30,477
		<u>482,045</u>	<u>412,000</u>	<u>392,239</u>
<b>Working Capital Surplus or (Deficit)</b>		1,823,705	1,561,591	1,582,741
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,711,508	1,714,503	1,754,503
		<u>1,711,508</u>	<u>1,714,503</u>	<u>1,754,503</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	150,931	-	-
Finance Lease Liability	14	26,083	17,000	36,967
		<u>177,014</u>	<u>17,000</u>	<u>36,967</u>
<b>Net Assets</b>		<u>3,358,199</u>	<u>3,259,094</u>	<u>3,300,277</u>
<b>Equity</b>		<u>3,358,199</u>	<u>3,259,094</u>	<u>3,300,277</u>

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

# Rawhiti School

## Statement of Cash Flows

For the year ended 31 December 2024

	2024	2024	2023
Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	1,548,493	1,361,045	2,017,125
Locally Raised Funds	123,234	2,000	93,592
Goods and Services Tax (net)	(9,224)	2,983	(7,657)
Payments to Employees	(682,419)	(687,160)	(692,438)
Payments to Suppliers	(584,928)	(654,462)	(1,144,269)
Interest Received	122,709	83,966	69,594
Net cash from / (to) the Operating Activities	517,865	108,372	335,947
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(189,830)	(70,000)	(109,842)
Purchase of Investments	(309,861)	(65,540)	(202,767)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(499,691)	(135,540)	(312,609)
<b>Cash flows from Financing Activities</b>			
Contribution by the Ministry of Education - Furniture and Equipment Grants	4,056	-	-
Finance Lease Payments	(16,924)	(20,577)	(29,191)
Funds Administered on Behalf of Third Parties	(34,598)	(22,000)	23,594
Funds held for Cluster	34,327	19,523	(30,764)
Funds held for Capital Works Projects	-	-	-
Net cash from Financing Activities	(13,139)	(23,054)	(36,361)
<b>Net increase/(decrease) in cash and cash equivalents</b>	5,035	(50,222)	(13,023)
Cash and cash equivalents at the beginning of the year	8	102,313	115,336
<b>Cash and cash equivalents at the end of the year</b>	8	107,348	52,091
		102,313	

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

# Rawhiti School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2024

#### a) Reporting Entity

Rawhiti School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (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 reports 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 in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

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

The School qualifies for Tier 2 as the school is not publically accountable and is not considered large as it falls below the expenditure 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.

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

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

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

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19b.

### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based.

### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward 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.

### **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.

*Use of land and buildings grants* are recorded as revenue in the period the School uses the land and buildings. These 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.

### **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) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

## **e) 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.

## **f) 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.

## **g) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

## **h) Accounts Receivable**

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

### **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 not trivial.

### **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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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:	Years
Building improvements – Crown	20
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

### **k) Accounts Payable**

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

### **l) Employee Entitlements**

#### *Short-term employee entitlements*

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

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

Revenue received in advance relates to fees received from [international, hostel students and grants received] (*delete as appropriate*) where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

### **n) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **o) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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

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

#### **q) 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.

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### **s) Budget Figures**

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

#### **t) Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,559,056	1,356,554	1,479,838
Teachers' Salaries Grants	3,056,039	3,050,000	2,902,102
Use of Land and Buildings Grants	1,478,544	1,475,000	1,364,847
Ka Ora, Ka Ako - Healthy School Lunches Programme	547,040	-	542,000
Other Government Grants	-	-	-
	<u>6,640,679</u>	<u>5,881,554</u>	<u>6,288,787</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<i>Revenue</i>			
Donations & Bequests	5,565	-	4,782
Fees for Extra Curricular Activities	89,642	2,000	63,694
Trading	28,027	-	25,116
	<u>123,234</u>	<u>2,000</u>	<u>93,592</u>
<i>Expenses</i>			
Extra Curricular Activities Costs	112,822	70,000	89,996
Trading	28,725	-	24,643
Fundraising and Community Grant Costs	3,459	-	4,439
	<u>145,006</u>	<u>70,000</u>	<u>119,078</u>
<i>Surplus for the year Locally raised funds</i>	<u>(21,772)</u>	<u>(68,000)</u>	<u>(25,486)</u>

## 4 Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	136,124	135,328	136,397
Employee Benefits - Salaries	3,568,803	3,580,000	3,448,725
Ka Ora, Ka Ako - Healthy School Lunches Programme	547,040	-	542,000
Staff Development	39,312	58,000	31,289
Depreciation	247,872	110,000	267,947
	<u>4,539,151</u>	<u>3,883,328</u>	<u>4,426,358</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	12,305	7,000	6,339
Board of Trustees Fees	3,410	4,000	3,495
Board of Trustees Expenses	11,841	15,600	19,263
Communication	4,625	4,250	3,830
Consumables	6,744	22,000	5,360
Operating Lease	706	1,000	539
Staff Expenses	11,569	21,900	14,578
Other	30,440	33,600	28,452
Employee Benefits - Salaries	161,263	156,000	147,025
	<u>242,903</u>	<u>265,350</u>	<u>228,881</u>

## 6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	2,950	-	4,551
Consultancy and Contract Services	175,347	210,000	196,000
Cyclical Maintenance Provision	150,931	-	-
Grounds	260	-	-
Heat, Light and Water	37,450	49,000	43,499
Rates	22,444	20,000	18,186
Repairs and Maintenance	19,939	12,059	2,420
Use of Land and Buildings - Non-Integrated	1,478,544	1,475,000	1,364,847
Employee Benefits - Salaries	8,682	-	-
	<u>1,896,547</u>	<u>1,766,059</u>	<u>1,629,503</u>

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

## 7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	107,348	52,091	102,313
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>107,348</u>	<u>52,091</u>	<u>102,313</u>

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

Of the \$107,348 Cash and Cash Equivalents, \$12,402 of Revenue Received in Advance is held by the School, as in note 12.

Of the \$107,348 Cash and Cash Equivalents, \$64,804 for the Te Ara Tuhura Cluster is held by the School, as in note 14.

## 8. Accounts Receivable

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Debtor Ministry of Education	5,808	-	4,491
Interest Accrued	21,854	4,500	28,466
Teacher Salaries Grant Receivable	273,105	270,000	236,014
	<u>300,767</u>	<u>274,500</u>	<u>268,971</u>
Receivables from Exchange Transactions	21,854	4,500	28,466
Receivables from Non-Exchange Transactions	278,913	270,000	240,505
	<u>300,767</u>	<u>274,500</u>	<u>268,971</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,869,321	1,625,000	1,559,460

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2024.

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	1,201,304	-	-	-	(65,335)	1,135,969
Furniture and Equipment	172,432	30,828	-	-	(49,485)	153,775
Information and Communication	166,616	62,921	-	-	(68,570)	160,967
Motor Vehicles	-	-	-	-	-	-
Plant	115,273	86,391	-	-	(32,465)	169,199
Leased Assets- Equipment	54,985	15,048	-	-	(24,316)	45,717
Library Resources	43,893	9,689	-	-	(7,701)	45,881
<b>Balance at 31 December 2024</b>	<b>1,754,503</b>	<b>204,877</b>	<b>-</b>	<b>-</b>	<b>(247,872)</b>	<b>1,711,508</b>
	<b>2024 Cost or Valuation \$</b>	<b>2024 Accumulated Depreciation \$</b>	<b>2024 Net Book Value \$</b>	<b>2023 Cost or Valuation \$</b>	<b>2023 Accumulated Depreciation \$</b>	<b>2023 Net Book Value \$</b>
Building Improvements	1,490,128	(354,159)	1,135,969	1,490,128	(288,824)	1,201,304
Furniture and Equipment	639,120	(485,345)	153,775	608,292	(435,860)	172,432
Information and Communication	580,544	(419,577)	160,967	571,800	(405,184)	166,616
Motor Vehicles	60,201	(60,201)	-	60,201	(60,201)	-
Plant	429,910	(260,711)	169,199	343,519	(228,246)	115,273
Leased Assets	86,828	(41,111)	45,717	85,453	(30,468)	54,985
Library Resources	115,787	(69,906)	45,881	112,530	(68,637)	43,893
<b>Balance at 31 December</b>	<b>3,402,518</b>	<b>(1,691,010)</b>	<b>1,711,508</b>	<b>3,271,923</b>	<b>(1,517,420)</b>	<b>1,754,503</b>

### 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.

## 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	95,071	45,000	54,978
Accruals	10,305	-	-
Employee Benefits Payable - Salaries	273,105	270,000	236,014
Employee Benefits Payable - Leave Accrual	3,450	2,000	3,160
	<b>381,931</b>	<b>317,000</b>	<b>294,152</b>
Payables for Exchange Transactions	381,931	317,000	294,152
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>381,931</b>	<b>317,000</b>	<b>294,152</b>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held on Behalf of Third Parties	12,402	25,000	47,000
	<b>12,402</b>	<b>25,000</b>	<b>47,000</b>

### 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	17,944	-	-
Adjustment to the Provision	132,987	-	-
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>150,931</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	150,931	-	-
	<u>150,931</u>	<u>-</u>	<u>-</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan prepared by a Ministry engaged consultant. 2023 comparative figures have not been restated, as they were deemed immaterial from both a quantitative and qualitative perspective.

### 14. Finance Lease Liability

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	22,908	20,000	20,610
Later than One Year and no Later than Five Years	26,083	17,000	36,967
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>48,991</u>	<u>37,000</u>	<u>57,577</u>

### 15. Funds Held on Te Ara Tuhura Cluster

Rawhiti School is the lead school and holds funds on behalf of the cluster, a group of schools and early childcare education centre's. The cluster will employ an education programme leader to support the Manaiakalani Outreach Programme.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	30,477	30,477	61,241
Funds Received from Cluster Members	88,361	90,000	94,317
Funds Spent on Behalf of the the Cluster	(54,034)	(70,477)	(125,081)
Funds Held at Year End	<u>64,804</u>	<u>50,000</u>	<u>30,477</u>

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

Mr Tim Scott a Board of Trustee member whose services have been used for landscaping. Because the total value of all transactions is less than \$25,000 for the year, the Board is not required Ministry conflict of interest approval under section 103 of the Education Act 1989.

## 17. Remuneration

### Key management personnel compensation

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

	<b>2024 Actual \$</b>	<b>2023 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,410	3,495
<i>Leadership Team</i>		
Remuneration	446,933	423,482
Full-time equivalent members	3	3
Total key management personnel remuneration	450,343	426,977

There are 7 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2024 Actual \$000</b>	<b>2023 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2024 FTE Number</b>	<b>2023 FTE Number</b>
100-110	3	5
110-120	6	1
120-130	-	3
130-140	2	-
	11	9

## 18. Compensation and Other Benefits Upon Leaving

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

	<b>2024 Actual \$0</b>	<b>2023 Actual \$0</b>
Total	-	-
Number of People	-	-

## 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 for specific individuals. As such, this is expected to resolve the liability for school boards.

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

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

## 20. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$129,867 (2023:\$Nil) as a result of entering the following contracts:

<b>Contract Name</b>	<b>Remaining Capital Commitment \$</b>
Plant Room Refurbishments for School Swimming Pool	129,967
<b>Total</b>	<b><u>129,967</u></b>

### (b) Operating Commitments

As at 31 December 2024 the Board has no operating contracts:

## 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

	<b>2024 Actual \$</b>	<b>2024 Budget (Unaudited) \$</b>	<b>2023 Actual \$</b>
Cash and Cash Equivalents	107,348	52,091	102,313
Receivables	300,767	274,500	268,971
Investments - Term Deposits	1,869,321	1,625,000	1,559,460
Total financial assets measured at amortised cost	<u>2,277,436</u>	<u>1,951,591</u>	<u>1,930,744</u>

### Financial liabilities measured at amortised cost

Payables	381,931	317,000	294,152
Finance leases	48,991	37,000	57,577
Total Financial Liabilities Measured at Amortised Cost	<u>430,922</u>	<u>354,000</u>	<u>351,729</u>

## 22. Comparatives

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

## 23. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RAWHITI SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Rawhiti School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit 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 15, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 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 arises from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Members of the Board listing, Rāwhiti School Student Achievement 2024 Target, End of Year Data Report, Report on how the school has given effect to Te Tiriti o Waitangi, Statement of Compliance with Employment Policy and the Kiwisport Report, 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.



Amy Goodman  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand

## Rāwhiti School Student Achievement 2024 Target #1 : Raising Student Achievement in Literacy - English Medium

Strategic Goal: **Our Learners**  
The RISE values and dispositions are the focus of our curriculum.

**Annual Target:** To increase the number of ākonga achieving at or above the expected curriculum levels in Literacy.

Strategic Objectives:  
Improve teacher effectiveness, pedagogy and practice.

**Student Target Groups: Year 4 (English Medium)** children who are still on a Decodable texts programme or the Colour Wheel.

Address the needs of students who are at risk of not meeting the expected level of achievement for the year.

There are 22 children in the target group.

- Year 4 Girls = 13
- Year 4 Boys = 9

### Cohort Information: Reading/Pānui

#### 2023 End of Year Data

#### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (ALL STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			6 (7.79%)		6 (10.17%)		1 (1.79%)		10 (16.13%)		3 (3.80%)		16 (20.00%)				6 (10.53%)	48
At	29 (100.00%)		71 (92.21%)		53 (89.83%)		42 (75.00%)		48 (77.42%)		61 (77.22%)		43 (53.75%)		40 (75.47%)		36 (63.16%)	423
Below							13 (23.21%)		4 (6.45%)		15 (18.99%)		21 (26.25%)		13 (24.53%)		15 (26.32%)	81
Well below																		0
<b>Totals</b>	<b>29</b>		<b>77</b>		<b>59</b>		<b>56</b>		<b>62</b>		<b>79</b>		<b>80</b>		<b>53</b>		<b>57</b>	<b>552</b>

At the end of 2023 85.3 % working At or Above the expected curriculum levels in Reading. This compares to 85% at the end of 2022 and 84% in 2021. The data once again shows that 100% of children who were Year 0, Year 1 and Year 2 were working at the expected curriculum level. It would be hard to improve on this! However, we are aware that it is impossible for children to be working at a curriculum level lower than Level 1, and so the data needs more interrogation.

We are focusing on our 2024 Year 4 cohort, who have transitioned from the junior school through to the middle school. This group was taught using the Better Start Literacy Approach in Years 1-3. However, BSLA does not carry on into Years 4+ and the teachers in the middle learning teams are not BSLA trained. We are particularly interested in the children who have not yet progressed to being assessed on the Colour Wheel (up to Level 21) or using Probe (Level 21 plus).

There are 22 children in the target group.

- Year 4 Girls = 13
- Year 4 Boys = 9
-

They represent 40% of the Year 4 children in our English Medium classes.

Of the 22:

- 3 only started at Rāwhiti at the beginning of 2024.
- 2 are ESOL students.

The selection of this particular group of learners came from conversations between the junior and middle school teachers at the start of the year. The BSLA data entered into the portal by the Year 3 teachers was not accessible to the Year 4 teachers, who were trying to determine the starting point for their teaching. We also found that the data was not particularly useful for teachers in the middle school who are not BSLA trained, and it did not give teachers an easily understood starting point for their 2024 reading programmes, where the teachers were looking for a current reading age as a guide.

The goal is to have these students make accelerated progress to be reading at their chronological age by the end of the year.

Actions for Raising Achievement in Reading - Pānui	Review	Responsibility
<p><b>Identification and Tracking</b></p> <ul style="list-style-type: none"> <li>• The Principal and Deputy Principal with responsibility for Curriculum and Assessment used the November 2023 data in Hero to identify Year 4 children who had not made expected progress in Reading.</li> <li>• Shared groups have been created in Hero and will be used to easily identify and track this cohort.</li> <li>• Students in these groups will be identified and tracked by the: kaiawhina, all studio teachers who take them for Literacy, the Learning Support Coordinator and the Literacy Leader for the school.</li> <li>• Identified students will receive support through targeted learning support where appropriate.</li> <li>• Identified students will benefit from more specific targeted teaching approaches to ensure accelerated progress.</li> </ul>	Data mining 3x per year	Junior Team Leader Literacy Leader Learning Support Coordinator/Better Start Literacy In-School Facilitator
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Teachers to use the Hero Goals for assessment that clearly identifies gaps and next steps.</li> <li>• Deputy Principal and Learning Support Coordinator will monitor reading performance regularly for the target groups (in addition to the existing assessment cycle).</li> <li>• Moderation of data completed across Learning Studios and curriculum levels.</li> </ul>	Ongoing	Principal DP - Curriculum Team Leaders Teachers
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Ensure that each Learning Studio in the Middle School has at least one teacher experienced at implementing a structured literacy programme.</li> <li>• Ensure adequate provision of Decodable Texts at middle school level.</li> <li>• Teachers to ensure target children receive instructional reading sessions four times per week.</li> <li>• Differentiation in the classroom programme.</li> <li>• Systems in place to motivate and encourage reading mileage.</li> <li>• Create a Within-School Lead teacher role for Reading - Improving Teacher Pedagogical Content and Knowledge (PCK). This person will work closely with Helen Parata (Curriculum Lead) and the Literacy Focus Group on the re-development of the Rāwhiti School Reading programme to ensure that:             <ul style="list-style-type: none"> <li>◦ Evidence based practice (RPI) is being consistently embedded;</li> </ul> </li> </ul>	Data mining 3x per year Observations Team Meetings	Principal

<ul style="list-style-type: none"> <li>Teachers understand the non-negotiables of teaching Reading at Rāwhiti;</li> <li>There is a focus on data;</li> <li>The requirements of Te Mātaiaho (the refreshed curriculum) are known and understood; and</li> <li>Effective transition between the junior and middle schools.</li> </ul>		
<b>Digital Literacy and Tools</b> <ul style="list-style-type: none"> <li>Support students with specific learning disabilities by prioritising the use of digital tools that support achievement.</li> <li>Actively source and acquire quality Apps or programmes that support in increasing engagement in reading e.g. Epic.</li> </ul>		Kaiako e-Learning Facilitator
<b>Home and School Partnership - Whānau Engagement</b> <ul style="list-style-type: none"> <li>Clear communication with whānau to clarify the importance of support from home. Strategies to be shared and the opportunity to get support from staff through parent education opportunities run by Literacy Leader and Junior Team Leaders e.g. Reading At Home.</li> <li>Promote the school Library and encourage families to come in to borrow texts. Ensure whānau know how to access e-books at home.</li> </ul>	Ongoing	Team Leaders Literacy Leader Learning Support Coordinator/Better Start Literacy In-School Facilitator

## End of Year Data

### 2024 End of Year Reading Data

#### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (END 2024)

##### All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			3 (5.08%)		6 (8.00%)				9 (14.52%)		3 (4.55%)		7 (8.64%)					28 (4.91%)
At	44 (100.00%)		56 (94.92%)		69 (92.00%)		62 (92.54%)		43 (69.35%)		55 (83.33%)		61 (75.31%)		55 (83.33%)		38 (76.00%)	483 (84.74%)
Below							5 (7.46%)		10 (16.13%)		8 (12.12%)		13 (16.05%)		11 (16.67%)		12 (24.00%)	59 (10.35%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

By the end of 2024, 89.66 % of students across the school were working At or Above the expected curriculum level in Reading. This compares with 85% at the end of both 2023 and 2022.

Of the 22 children in the target group:

- 18% (4) had left the school by the end of the year.
- 27% were reading at their chronological reading age.
- 18% had progressed to working on the Colour Wheel
- 37% remain on a decodables (structured literacy) programme.
- 9% of the target group were ESOL learners and had achieved their chronological reading age by the end of the year.
- 18% had been referred to the RTLB service for a Learning Intervention in 2025.

Looking at a gender breakdown:

- Female: 38.5% at chronological reading age, 15% on the Colour Wheel, and 38.5% remaining on Decodables.
- Male: 11% at chronological age, 23% on the Colour Wheel, and 33% remaining on Decodables.

The 37% (8 children) remaining on the Decodables/Structured Literacy programme

### **Follow up Actions:**

#### 1. Strengthen Support for Students on Decodables (Structured Literacy Programme)

- Conduct individual diagnostic assessments for the 8 students still on decodables to identify specific gaps.
- Provide targeted small-group interventions with structured literacy strategies.
- Engage with whānau to support literacy development at home.

#### 2. Address Gender Disparity in Reading Achievement

- Implement reading materials and approaches that may engage boys more (e.g., high-interest, low-level texts, audiobooks, interactive reading activities).
- Ensure culturally responsive teaching practices that reflect students' interests and backgrounds.

#### 3. Strengthen Transitions and Support for ESOL Learners

- Continue monitoring ESOL students who have reached their chronological reading age to ensure sustained progress.
- Provide additional vocabulary and comprehension support through rich oral language activities.
- Offer ongoing professional development for teachers in best practices for supporting ESOL learners in literacy.

#### 4. Enhance Learning Support

- Work closely with RTLB to implement interventions for the referred students in 2025.
- Regularly review progress for students on intervention plans and adjust strategies as needed.

## Rāwhiti School Student Achievement 2024 Target #2 : Raising Student Achievement in Literacy - Māori Medium

Strategic Goal: **Our Learners**  
The RISE values and dispositions are the focus of our curriculum.

**Annual Target:** To increase the number of ākonga achieving at or above the expected curriculum levels in Literacy.

Strategic Objectives:  
Improve teacher effectiveness, pedagogy and practice.  
  
Address the needs of students who are at risk of not meeting the expected level of achievement for the year.

**Student Target Group:**

19 ākonga in our Year 1-8 Māori Medium programme: x2 Yr1, x1 Yr2, x3 Yr3, x2 Yr 4, x1 Yr 5, x4 Yr6, x4 Yr7, x2 Yr 8.

### Cohort Information: Reading/Pānui

#### 2023 End of Year Data

#### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (EUROPEAN / PĀKEHĀ STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			4 (8.70%)		4 (12.90%)		1 (3.57%)		9 (23.68%)		2 (4.76%)		12 (27.91%)				4 (12.12%)	36
At	16 (100.00%)		42 (91.30%)		27 (87.10%)		18 (64.29%)		28 (73.68%)		34 (80.95%)		25 (58.14%)		29 (96.67%)		26 (78.79%)	245
Below							9 (32.14%)		1 (2.63%)		6 (14.29%)		6 (13.95%)		1 (3.33%)		3 (9.09%)	26
Well below																		0
<b>Totals</b>	<b>16</b>		<b>46</b>		<b>31</b>		<b>28</b>		<b>38</b>		<b>42</b>		<b>43</b>		<b>30</b>		<b>33</b>	<b>307</b>

#### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (MĀORI STUDENTS)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0
Above			1 (4.55%)		2 (8.00%)								2 (6.90%)				2 (10.00%)	7
At	11 (100.00%)		21 (95.45%)		23 (92.00%)		17 (80.95%)		16 (84.21%)		22 (75.86%)		12 (41.38%)		8 (47.06%)		9 (45.00%)	139
Below							4 (19.05%)		3 (15.79%)		7 (24.14%)		15 (51.72%)		9 (52.94%)		9 (45.00%)	47
Well below																		0
<b>Totals</b>	<b>11</b>		<b>22</b>		<b>25</b>		<b>21</b>		<b>19</b>		<b>29</b>		<b>29</b>		<b>17</b>		<b>20</b>	<b>193</b>

At the end of 2023 91.5 % of our Pakeha students were working within the expected curriculum levels in Reading. This compared to 75.6% of our Māori ākonga.

At the beginning of 2024, 36.5% of the school role identified as NZ Māori. The highest concentration of Māori students is in Ata Hapara, our Level 2 bilingual programme. Therefore, we worked with the Kaiwhakahaere to further analyse the data specific to Ata Hapara, with a particular focus on ākonga who could be expected to make usual progress but are not. These ākonga do not attract ORS or In-Class Support funding, and do not have a diagnosed learning disability.

We identified 19 ākonga: x2 Yr1, x1 Yr2, x3 Yr3, x2 Yr 4, x1 Yr 5, x4 Yr6, x4 Yr7, x2 Yr 8.

The goal is to have these ākonga make accelerated progress to be reading at the expected curriculum levels by the end of the year.

Actions for Raising Achievement in Reading - Pānui	Review	Responsibility
<p><b>Identification and Tracking</b></p> <ul style="list-style-type: none"> <li>• The Kaiwhakahaere, Kaiako &amp; SAF used the November 2023 data in Hero to identify 19 children who had not made expected progress in Reading and could be expected to make that progress.</li> <li>• Shared groups have been created in Hero and will be used to easily identify and track this cohort.</li> <li>• Students in these groups will be identified and tracked by the Ata Hapara kaiako, the kaiwhakahaere, the DP and Principal.</li> <li>• Identified students will receive targeted learning support where appropriate.</li> <li>• Identified students will benefit from more specific targeted teaching approaches to ensure accelerated progress.</li> </ul>	<p>Team Meetings</p>	<p>Kaiwhakahaere DP Principal SAF Kaiakor</p>
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Support the Team Leader in growing teacher skills to accelerate reading progress. Team Leader and DP to work with SAF once every three weeks during leadership release.</li> <li>• Team Leader to work with the teaching team once every three weeks, with SAF and DP in support, to identify immediate next steps for each of the target learners.</li> <li>• Teachers to Identify what accelerated learning would look like by the end of 2024, for each of the students in the target group.</li> <li>• Teaching team to implement the use of three-weekly goal setting sheets to identify and reflect on the immediate goals for each student.</li> <li>• Team to gather student voice in regards to attitudes to reading, via Google Form, and use this information to help develop high-interest reading programmes.</li> <li>• Create a Within-School Lead teacher role for Reading - Improving Teacher Pedagogical Content and Knowledge (PCK). This person will work closely with Helen Parata (Curriculum Lead) and the Literacy Focus Group on the re-development of the Rāwhiti School Reading programme to ensure that: <ul style="list-style-type: none"> <li>○ Evidence based practice (RPI) is being consistently embedded;</li> <li>○ Teachers understand the non-negotiables of teaching Reading at Rāwhiti;</li> <li>○ There is a focus on data; and</li> <li>○ The requirements of Te Mātaiaho (the refreshed curriculum) are known and understood.</li> </ul> </li> </ul>	<p>Team Meetings</p>	<p>Principal DP Kaiwhakahaere.</p>
<p><b>Digital Literacy and Tools</b></p> <ul style="list-style-type: none"> <li>• Support students with specific learning disabilities by prioritising the use of digital tools that support</li> </ul>	<p>Ongoing</p>	<p>Kaiako</p>

<ul style="list-style-type: none"> <li>achievement.</li> <li>Actively source and acquire quality Apps or programmes that support in increasing engagement in reading e.g. Epic.</li> </ul>		e-Learning Facilitator
<b>Home and School Partnership - Whānau Engagement</b> <ul style="list-style-type: none"> <li>Clear communication with whānau to clarify the importance of support from home, including the importance of regular school attendance.</li> <li>Strategies to be shared and the opportunity to get support from staff through parent education opportunities.</li> <li>Promote the school Library and encourage families to come in to borrow texts. Ensure whānau know how to access e-books at home.</li> </ul>	Ongoing	Kaiwhakahaere Kaiako

## End of Year Data

### End of year reading data, 2024

#### Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above				1 (4.76%)				1 (4.00%)		1 (5.00%)		1 (3.23%)						4 (1.95%)
At	19 (100.00%)		20 (100.00%)		20 (95.24%)		24 (85.71%)		19 (76.00%)		16 (80.00%)		22 (70.97%)		21 (80.77%)		9 (60.00%)	170 (82.93%)
Below							4 (14.29%)		5 (20.00%)		3 (15.00%)		8 (25.81%)		5 (19.23%)		6 (40.00%)	31 (15.12%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>19</b>		<b>20</b>		<b>21</b>		<b>28</b>		<b>25</b>		<b>20</b>		<b>31</b>		<b>26</b>		<b>15</b>	<b>205</b>

84.88% of Māori ākonga across the school are achieving At or Above the expected curriculum levels, compared to 75.6% in 2023 and 74 % at the same time in 2023

Of the 19 ākonga in the target group (x2 Yr1, x1 Yr2, x3 Yr3, x2 Yr 4, x1 Yr 5, x4 Yr6, x4 Yr7, x2 Yr 8) 73.5% (14) are now achieving at the expected curriculum level. 5 ākonga remain below the expected level in reading = x1 Yr3, x2 Yr6, x1 Yr7, x1 Yr 8.

Attendance data for those five students is as follows:

Regular Attendance: Over 90% attendance, missing fewer than 5 days across a term	x1
Irregular Absence: More than 80% and up to 90%, attendance absent for	x1

between 5 and 9 days across a term	
Moderate Absence: More than 70% and up to 80% attendance, absent for between 10 and 14.5 days across a term	x2
Chronic Absence: 70% attendance or less, absent for 15 days or more across a school term	x1

The team leader and teachers attribute the progress that has been made to the work done with the MoE Student Achievement Function (SAF).

The team has learned to read and analyse data more effectively, using the following prompts:

- How are our students doing overall? By ethnicity? By gender? By target students?
- What can we celebrate?
- What are the surprises?
- Who do we need to look more closely at?
- Which cohorts or classes need extra support?
- What do we need to prioritise for our teaching and learning?
- How will we monitor progress?
- What support do we need? By individual teacher? As a team? From senior leadership? How can we help each other?
- Who are our target students now? What extra support are they receiving? What extra support do they need?
- How are we tracking towards meeting our school targets?

The team used Target Student Tracking Sheets to monitor the progress of identified students once every three weeks, with a focus on what the teacher was going to do in that three week period to help the child meet the achievement target that had been set.

The team will be able to replicate this approach in 2025.

## Reading 2024 End of Year Data Report for the Board of Trustees

### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (END 2024)

#### All students

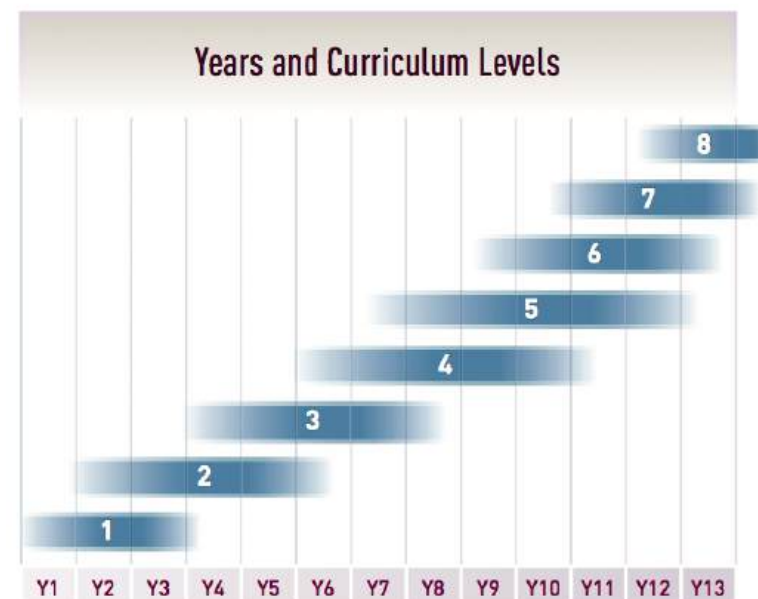
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			3 (5.08%)		6 (8.00%)				9 (14.52%)		3 (4.55%)		7 (8.64%)					28 (4.91%)
At	44 (100.00%)		56 (94.92%)		69 (92.00%)		62 (92.54%)		43 (69.35%)		55 (83.33%)		61 (75.31%)		55 (83.33%)		38 (76.00%)	483 (84.74%)
Below							5 (7.46%)		10 (16.13%)		8 (12.12%)		13 (16.05%)		11 (16.67%)		12 (24.00%)	59 (10.35%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

#### 89.66 % working at or above the expected curriculum level in Reading.

- This compares with 85% at the end of both 2023 and 2022.
- In previous years Overall Teacher Judgements (OTJs) were made and in 2020 we switched to goals based reporting in Linc-Ed Hero. The breakdown of the goals required to be met at each level of the curriculum has given teachers a more comprehensive understanding of the skills required to progress through the levels.
- The total number of students with end of year data was 570.

#### 10.34% working below the expected curriculum level in Reading.

2023 Cohort	End 2022	End 2023	End 2024
Year 4	21.74%	6.45%	16.13%
Year 5	21.33%	18.99%	12.12%
Year 6	35.90%	26.25%	16.05%
Year 7	15.28%	24.53%	16.67%
Year 8	13.11%	26.32%	24%



**Table #2A****STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (ALL STUDENTS)**

Counts	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Well below	0	0	0	0	0	0
Above	15	13	26	32	29	28
Below	42	53	45	56	46	59
At	272	306	335	358	434	483
Total At or above	287 out of 329	319 out of 372	361 out of 406	390 out of 446	463 out of 509	511 out of 570
Percentage At or above	87%	86%	89%	87%	91%	90%

**Table #2B****STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - READING/PĀNUI (STUDENTS WHO STARTED AT THIS SCHOOL)**

Counts	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Well below	0	0	0	0	0	0
Above	12	11	21	25	23	23
Below	25	31	26	33	17	27
At	225	256	277	292	337	368
Total At or above	237 out of 262	267 out of 298	298 out of 324	317 out of 350	360 out of 377	391 out of 418
Percentage At or above	90%	90%	92%	91%	95%	94%

The bottom table shows the data for children who have only ever attended Rāwhiti School, while the top table shows the data for all children currently on our roll.

Of our current whole school roll, 75% started here as New Entrants.

94% of those students are achieving At or Above the expected levels, compared with 90% of all students at the school..

**Table #3 - Male students**

**Male students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			3 (9.38%)		4 (9.09%)				3 (13.64%)		2 (5.13%)		3 (7.69%)					15 (5.21%)
At	18 (100.00%)		29 (90.63%)		40 (90.91%)		30 (93.75%)		16 (72.73%)		34 (87.18%)		29 (74.36%)		27 (72.97%)		18 (72.00%)	241 (83.68%)
Below							2 (6.25%)		3 (13.64%)		3 (7.69%)		7 (17.95%)		10 (27.03%)		7 (28.00%)	32 (11.11%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>18</b>		<b>32</b>		<b>44</b>		<b>32</b>		<b>22</b>		<b>39</b>		<b>39</b>		<b>37</b>		<b>25</b>	<b>288</b>

**Table #4 - Female students**

**Female students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					2 (6.45%)				6 (15.00%)		1 (3.70%)		4 (9.52%)					13 (4.61%)
At	26 (100.00%)		27 (100.00%)		29 (93.55%)		32 (91.43%)		27 (67.50%)		21 (77.78%)		32 (76.19%)		28 (96.55%)		20 (80.00%)	242 (85.82%)
Below							3 (8.57%)		7 (17.50%)		5 (18.52%)		6 (14.29%)		1 (3.45%)		5 (20.00%)	27 (9.57%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>26</b>		<b>27</b>		<b>31</b>		<b>35</b>		<b>40</b>		<b>27</b>		<b>42</b>		<b>29</b>		<b>25</b>	<b>282</b>

- 88.89% of boys are achieving At or Above the expected curriculum levels, compared to 83.5% in 2023 and 81% at the same time in 2022
- 90.43% of girls are achieving At or Above the expected levels, compared to 87.2% in 2023 and 88.5% at the same time in 2022.

**Table #5**

**European / Pākehā students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			3 (9.09%)		4 (8.89%)				6 (22.22%)		2 (4.88%)		5 (11.90%)					20 (6.62%)
At	18 (100.00%)		30 (90.91%)		41 (91.11%)		34 (97.14%)		16 (59.26%)		34 (82.93%)		32 (76.19%)		28 (87.50%)		26 (89.66%)	259 (85.76%)
Below							1 (2.86%)		5 (18.52%)		5 (12.20%)		5 (11.90%)		4 (12.50%)		3 (10.34%)	23 (7.62%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>18</b>		<b>33</b>		<b>45</b>		<b>35</b>		<b>27</b>		<b>41</b>		<b>42</b>		<b>32</b>		<b>29</b>	<b>302</b>

**Table #6**

**Māori students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					1 (4.76%)				1 (4.00%)		1 (5.00%)		1 (3.23%)					4 (1.95%)
At	19 (100.00%)		20 (100.00%)		20 (95.24%)		24 (85.71%)		19 (76.00%)		16 (80.00%)		22 (70.97%)		21 (80.77%)		9 (60.00%)	170 (82.93%)
Below							4 (14.29%)		5 (20.00%)		3 (15.00%)		8 (25.81%)		5 (19.23%)		6 (40.00%)	31 (15.12%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>19</b>		<b>20</b>		<b>21</b>		<b>28</b>		<b>25</b>		<b>20</b>		<b>31</b>		<b>26</b>		<b>15</b>	<b>205</b>

- 92.38% of Pākehā students are achieving At or Above the expected curriculum levels, compared to 91.5% in 2023 and 90.5% at the same time in 2022.
- 84.88% of Māori students are achieving At or Above the expected curriculum levels, compared to 75.6% in 2023 and 74 % at the same time in 2022.

**Table#7 -**

**Pasifika students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above									1 (20.00%)									1 (3.13%)
At	2 (100.00%)		5 (100.00%)		2 (100.00%)		1 (100.00%)		4 (80.00%)		4 (100.00%)		4 (100.00%)		3 (75.00%)		3 (60.00%)	28 (87.50%)
Below															1 (25.00%)		2 (40.00%)	3 (9.38%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>2</b>		<b>5</b>		<b>2</b>		<b>1</b>		<b>5</b>		<b>4</b>		<b>4</b>		<b>4</b>		<b>5</b>	<b>32</b>

- 90.64% achieved At or Above the expected curriculum levels, compared to 75.8% in 2023 and 83% at the same time in 2022.

**Table #8 -**

**Asian students**

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					1 (16.67%)				1 (25.00%)				1 (25.00%)					3 (10.71%)
At	4 (100.00%)		1 (100.00%)		5 (83.33%)		3 (100.00%)		3 (75.00%)		1 (100.00%)		3 (75.00%)		3 (75.00%)			23 (82.14%)
Below															1 (25.00%)		1 (100.00%)	2 (7.14%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>4</b>		<b>1</b>		<b>6</b>		<b>3</b>		<b>4</b>		<b>1</b>		<b>4</b>		<b>4</b>		<b>1</b>	<b>28</b>

- 92.85% of Asian students are achieving At or Above the expected curriculum levels, compared with 95.2% in 2023 and 95.5% at the same time in 2022.

**Table #9** This table would represent students who are identified as Middle Eastern, Latin American or African by the Ministry of Education. It has not been included here as there are only four students in this category and therefore they could be identifiable. 100% of these students are achieving At or Above the expected levels in Reading.

## Maths 2024 End of Year Data Report for the Board of Trustees

### All students

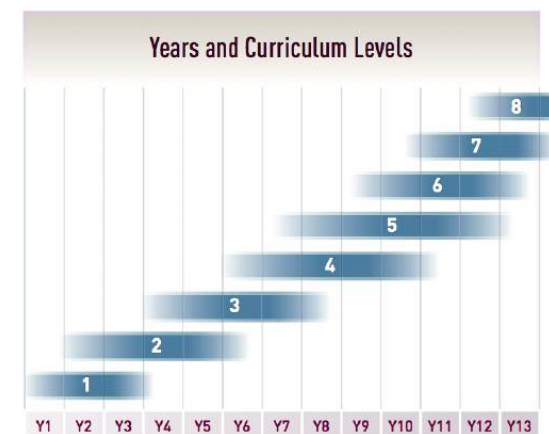
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			1 (1.69%)		6 (8.00%)				1 (1.61%)		2 (3.03%)		1 (1.23%)		1 (1.52%)		1 (2.00%)	13 (2.28%)
At	44 (100.00%)		58 (98.31%)		69 (92.00%)		62 (92.54%)		51 (82.26%)		52 (78.79%)		56 (69.14%)		36 (54.55%)		40 (80.00%)	468 (82.11%)
Below							5 (7.46%)		10 (16.13%)		12 (18.18%)		24 (29.63%)		29 (43.94%)		9 (18.00%)	89 (15.61%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>44</b>		<b>59</b>		<b>75</b>		<b>67</b>		<b>62</b>		<b>66</b>		<b>81</b>		<b>66</b>		<b>50</b>	<b>570</b>

### 84.39% working At or Above the expected curriculum level in Maths.

- This compares with 82.7% at the end of 2023 and 86% at the end of 2022.
- Prior to 2020, Overall Teacher Judgements (OTJs) were made based predominantly on student achievement in the Number strand of the Maths Curriculum and against the strategy stages of the Numeracy Project. In 2020 we switched to goals based reporting in Linc-Ed Hero and included all of the maths strands: Number & Algebra, Measurement & Geometry, Statistics.

### 15.07% working below the expected curriculum level in Maths

2023 Cohort	End 2022	End 2023	End 2024
Year 4	11.59%	6.25%	16.13%
Year 5	17.33%	29.11%	18.8%
Year 6	29.49%	25%	29.64%
Year 7	9.72%	41.51%	43.95%
Year 8	22.95%	22.81%	18%



### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS/PANGARAU (ALL STUDENTS)

Counts	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Above	3	4	6	5	9	13
At	302	329	364	366	432	468
Below	22	39	37	75	68	89
Well below	0	0	0	0	0	0
Total At or above	305 out of 327	333 out of 372	370 out of 407	371 out of 446	441 out of 509	481 out of 570
Percentage At or above	93%	90%	91%	83%	87%	84%

### STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - MATHEMATICS/PANGARAU (STUDENTS WHO STARTED AT THIS SCHOOL)

Counts	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well above	0	0	0	0	0	0
Above	3	4	5	5	9	13
At	248	267	301	306	344	365
Below	9	27	19	39	24	40
Well below	0	0	0	0	0	0
Total At or above	251 out of 260	271 out of 298	306 out of 325	311 out of 350	353 out of 377	378 out of 418
Percentage At or above	97%	91%	94%	89%	94%	90%

This table shows the data for children who have only ever attended Rāwhiti School, while the top table shows the data for all children currently on our roll.

75% of our current whole school roll started here as New Entrants. 90% of those students are achieving At or Above the expected levels.

## Students who are current - Progress Overview- Mathematics/Pangaru (Male Students)

### Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			1 (3.13%)		6 (13.64%)				1 (4.55%)		2 (5.13%)		1 (2.56%)		1 (2.70%)		1 (4.00%)	13 (4.51%)
At	18 (100.00%)		31 (96.88%)		38 (86.36%)		30 (93.75%)		19 (86.36%)		31 (79.49%)		29 (74.36%)		19 (51.35%)		19 (76.00%)	234 (81.25%)
Below							2 (6.25%)		2 (9.09%)		6 (15.38%)		9 (23.08%)		17 (45.95%)		5 (20.00%)	41 (14.24%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>18</b>		<b>32</b>		<b>44</b>		<b>32</b>		<b>22</b>		<b>39</b>		<b>39</b>		<b>37</b>		<b>25</b>	<b>288</b>

## Students who are current - Progress Overview- Mathematics/Pangaru (Male Students)

### Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At	26 (100.00%)		27 (100.00%)		31 (100.00%)		32 (91.43%)		32 (80.00%)		21 (77.78%)		27 (64.29%)		17 (58.62%)		21 (84.00%)	234 (82.98%)
Below							3 (8.57%)		8 (20.00%)		6 (22.22%)		15 (35.71%)		12 (41.38%)		4 (16.00%)	48 (17.02%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>26</b>		<b>27</b>		<b>31</b>		<b>35</b>		<b>40</b>		<b>27</b>		<b>42</b>		<b>29</b>		<b>25</b>	<b>282</b>

- 85.76% of boys are achieving At or Above the expected curriculum levels. This compares with 84.3% in 2023 86% in 2022.
- 83% of girls are achieving At or Above the expected curriculum levels. This compares with 85% in both 2023 and 2022.

## Students who are current - Progress Overview- Mathematics/Pangaru (Māori Students)

### Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					3 (14.29%)				1 (4.00%)									4 (1.95%)
At	19 (100.00%)		20 (100.00%)		18 (85.71%)		25 (89.29%)		21 (84.00%)		14 (70.00%)		17 (54.84%)		10 (38.46%)		11 (73.33%)	155 (75.61%)
Below							3 (10.71%)		3 (12.00%)		6 (30.00%)		14 (45.16%)		16 (61.54%)		4 (26.67%)	46 (22.44%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>19</b>		<b>20</b>		<b>21</b>		<b>28</b>		<b>25</b>		<b>20</b>		<b>31</b>		<b>26</b>		<b>15</b>	<b>205</b>

## Students who are current - Progress Overview- Mathematics/Pangaru (European/Pākehā Students)

### European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above			1 (3.03%)		2 (4.44%)						2 (4.88%)				1 (3.13%)		1 (3.45%)	7 (2.32%)
At	18 (100.00%)		32 (96.97%)		43 (95.56%)		34 (97.14%)		21 (77.78%)		33 (80.49%)		34 (80.95%)		21 (65.63%)		26 (89.66%)	262 (86.75%)
Below							1 (2.86%)		6 (22.22%)		6 (14.63%)		8 (19.05%)		10 (31.25%)		2 (6.90%)	33 (10.93%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>18</b>		<b>33</b>		<b>45</b>		<b>35</b>		<b>27</b>		<b>41</b>		<b>42</b>		<b>32</b>		<b>29</b>	<b>302</b>

- 77.5% of Māori students are achieving At or Above the expected curriculum levels, compared with 70.7% in 2023 and 77% in 2022.
- 89% of Pākehā students are achieving At or Above the expected curriculum levels. This compares with 89.9% in 2023 and 90% in 2022.

### Students who are current - Progress Overview- Mathematics/Pangaru (Pasifika Students)

#### Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At	2 (100.00%)		5 (100.00%)		2 (100.00%)		1 (100.00%)		4 (80.00%)		4 (100.00%)		2 (50.00%)		2 (50.00%)		2 (40.00%)	24 (75.00%)
Below									1 (20.00%)				2 (50.00%)		2 (50.00%)		3 (60.00%)	8 (25.00%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>2</b>		<b>5</b>		<b>2</b>		<b>1</b>		<b>5</b>		<b>4</b>		<b>4</b>		<b>4</b>		<b>5</b>	<b>32</b>

- 75% achieving At or Above the expected curriculum levels, compared to 79.3% in 2023 83% in 2022..

### Students who are current - Progress Overview- Mathematics/Pangaru (Asian Students)

#### Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Well above																		0 (0.00%)
Above					1 (16.67%)								1 (25.00%)					2 (7.14%)
At	4 (100.00%)		1 (100.00%)		5 (83.33%)		2 (66.67%)		4 (100.00%)		1 (100.00%)		3 (75.00%)		3 (75.00%)		1 (100.00%)	24 (85.71%)
Below							1 (33.33%)								1 (25.00%)			2 (7.14%)
Well below																		0 (0.00%)
<b>Totals</b>	<b>4</b>		<b>1</b>		<b>6</b>		<b>3</b>		<b>4</b>		<b>1</b>		<b>4</b>		<b>4</b>		<b>1</b>	<b>28</b>

- 93 % of Asian students are achieving At or Above the expected curriculum levels, compared to 90.4% in 2023 and 100% in 2022.

The final table would represent students who are identified as Middle Eastern, Latin American or African by the Ministry of Education. It has not been included here as only two students in this category had mid-year data entered and therefore would be identifiable. 100% of these children are achieving At the expected levels.

## How Rāwhiti School has given effect to Te Tiriti o Waitangi?

Our school is deeply committed to honouring *Te Tiriti o Waitangi* and embedding its principles—**Partnership, Protection, and Participation**—through meaningful, everyday practices. We ensure that *te reo Māori*, *tikanga Māori*, and *mātauranga Māori* are visible and valued across our school.

### Partnership

- We worked with our local Māori community, holding **whānau hui** to strengthen relationships, gather feedback, and co-design improvements.
- These partnerships guide decisions that support Māori student success and help maintain strong connections between home and school.
- Leaders from across our school cluster meet fortnightly to share best practices and strengthen the delivery of Māori content across schools.

### Protection

- Rāwhiti School operates a **Level 2 Bilingual Programme** which always operates at capacity. Enrolments are currently closed and a waiting list for 2026 is already oversubscribed.
- **Te reo Māori** and **tikanga Māori** are woven throughout our curriculum. Teachers have access to resources to support the teaching of Phase One of our Rāwhiti School structured te reo programme across all junior classes. We use waiata, karakia, and Māori values daily across the school.
- We celebrate **Māori language week**, hold **Mihi Whakatau** at the beginning of each term, and participate in **cultural celebrations**, including cluster-wide **Kapa Haka festival**.
- Our **Kapa Haka groups** are strongly supported and provide students with opportunities to perform, connect with culture, and build confidence.
- We have a **Kaiwhakahaere** for our bilingual programme, along with two staff who receive the **Cultural Lead Allowance**, and a **Within-School Lead** with responsibility for Te Reo Māori in the English Medium classes. These people work collaboratively to promote, lead, and support Māori perspectives in teaching and school life.



## Participation

- All staff and students take part in **te reo Māori assessments**, and our leadership team analyses this data to guide professional development and teaching focus areas.
- Teachers use student data in **reading, writing, and maths** to identify trends, especially for Māori students. This informs targeted teaching to improve outcomes.
- Ongoing professional development in te reo Māori and culturally responsive practice is provided regularly, including during staff meetings. It is treated as a school-wide priority.
- We are committed to ensuring every learner's identity, language, and culture is respected and reflected in their education.

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p>Robust policies and procedures in place, which are followed.</p> <p>The Board has a strategic goal to Enhance Hauora for Staff, so that our staff are well equipped to respond positively to workplace challenges and opportunities in ways that maintain and promote wellbeing.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	We have an EEO Policy, not a programme.
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias.</p> <p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>Our employment process is carried out by a panel, that includes board members, and ends with the appointment of the person who best matches the job requirements.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>We currently employ 8 staff who identify as NZ Maori.</p> <p>We offer the opportunity to teach in a Level 2 bilingual programme.</p> <p>We offer opportunities for bilingual staff to lead across the school and across our cluster.</p> <p>Cluster focus on Te Ao Maori.</p> <p>Support for participation in Te Reo classes, and also for programmes such as Ka Pou Pou Reo, which require a terms leave from the school. (x6 staff have benefitted from this opportunity over the past 5 years).</p> <p>Strong Maori representation on the Board of Trustees.</p> <p>Strong in-school tikanga protocols.</p>
How have you enhanced the abilities of individual employees?	Based on our knowledge of individual staff, we offer professional development opportunities, cross-cluster professional learning groups, coaching and mentoring, Strengths coaching etc.
How are you recognising the employment requirements of women?	<p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>We offer workplace flexibility and support reduced working hours for those wishing to utilise this.</p>
How are you recognising the employment requirements of persons with disabilities?	We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure,

	<p>hours of work, etc.) and the employment requirements of diverse individuals/groups.</p> <p>Our employment process ends with the appointment of the person who best matches the job requirements.</p> <p>Our EEO survey asks employees what, if any, supports they need and we are able to make adjustments based on the information that is provided.</p> <p>Staff have access to EAP services, and also the services of a counsellor employed directly by the school.</p>
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<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/ <b>policy</b> ?	✓	
Has this <b>policy</b> or programme been made available to staff?	✓	
Does your EEO programme/ <b>policy</b> include training to raise awareness of issues which may impact EEO?		✓
Has your EEO programme/ <b>policy</b> 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?		✓



## **Kiwi Sport Statement 2024**

The Kiwisport Funding initiative allows schools to access resources through a targeted income stream allocated as part of the school's operating grant.

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 Rāwhiti School received \$8754.64 (excluding GST).

In 2024 the Kiwisport Funding has been spent on paying additional hours to one of our part-time teachers for physical activity coordination.

She has worked across the school encouraging lunchtime sporting events, training student Physical Activity Leaders, coordinating school sports and zone activities, and getting outside providers into the school so students can have a greater range of sporting experiences e.g:

- Canterbury Cricket
- Mainland football
- Canterbury Softball
- Eastern Sports
- Basketball coaching

Lunchtime activities support school programmes as well as providing activities that encourage students who are not usually involved with physical activity.

Kiwisport funding also supplemented sports competition and tournament entry fees, and funded sports equipment for an increased number of sports teams.

**Liz Weir**  
**Principal**

