



Nukuhou
North School

Annual Report 2024

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Presiding member/principal’s report (optional)

Not provided.

List of all school board members

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member’s term finishes
Emma Bell - Tumuaki	
Laura Swan – Presiding Member	
Greet Peeters – staff representative	
Kelly Anthony - parent representative	
Davina Bassett - parent representative	
Owen Sidwell - parent representative	Resigned Aug/Sept 2024

BOT hui dates 2024

January	-
February	19/2/24
March	18/3/24
April	29/4/24
May	27/5/24
June	17/6/24
July	-
August	19/8/24
September	16/9/24
October	-
November	25/11/24
December	5/12/24

Board of Trustees 2024

Our Board, through effective governance, provides direction and coherence to the operational leadership and management of Nukuhou North School.

School policies are found on School Docs (<https://nukuhou.schooldocs.co.nz/>). We use the School Docs self-review frameworks for review of policies and procedures and ensuring compliance with legislative requirements. During 2024 we started using School Docs so many of the policies are still new to us as a board. We continue to follow the review cycle and also review policies as the need is presented.

Some of the school policies reviewed this year as part of the review cycle are:

- Staff leave
- Professional Development
- Media
- Risk Management
- Child protection
- Managing income
- Cell phones and Other Personal Digital Devices

Statement of variance: progress against targets

STRATEGIC GOAL ONE: LITERACY - WRITING - Raise student achievement in Literacy, with a specific focus on Writing using a targeted, structured approach.

Annual Target/Goal: Raise student achievement in Literacy, with a specific focus on Writing using a targeted, structured approach. Our structured approach to teaching Reading and Spelling will continue, and will provide a solid foundation for our students to achieve success in Writing.

In Term 4, 2023, 49% of ākonga were working at or above Writing expectations. Our goal is to raise this achievement level to 70% of all students working at or above the expected curriculum achievement levels in Writing, with a greater focus on shifting our target students, and increase hauora capability and confidence.

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>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.</i>
<i>Use Writer's Toolbox to support teacher knowledge and an explicit, structured approach to teaching writing.</i>	●Used an explicit, clear and structured programme to teach writing. ●PLD on Writer's Toolbox	●Achievement 55% - increased from 49% in Term 4, 2023. ●Use of new structured practices, strategies & resources in writing across whole school - use of Writer's Toolbox in all classes. ●Implementation of WT PLD by Kaiako.	●Need more time. ●New students this year - changes achievement data as these students have not had consistent use of WT.	●Continue on doing what we are doing. ●Introduce intervention programme using WT.
<i>Use e-asTTLe assessments to improve student achievement in Writing and teacher understanding of student goals and gaps in learning.</i>	●PLD with Janet McCarroll (Evaluation Associates) to learn how to more effectively use e-asTTLe reports (Writing), to analyse student data and identify next learning steps.	●Consistent use of e-asTTLe assessment and data (progress reports) in all years. ●Clarity for Kaiako about student ability and next learning steps - specific and measurable. ●PLD - using knowledge acquired.	●No variances - just need more time to consolidate the new learning.	●Continue to consolidate. ●Use to inform and increase achievement in other areas ie: writing.

<i>Develop school-wide Literacy Implementation Plan</i>	• Started	• Basic document and discussions started.	• Time to get underway and fewer interruptions.	• Continue with this action to develop further or wait until NZC refresh has occurred.
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Statement of variance: progress against targets

STRATEGIC GOAL TWO: TE REO/TIKANGA MĀORI & LOCAL CURRICULUM - Te reo and tikanga Māori, from a Tūhoe perspective will continue to be taught and auoraed consistently throughout our school. We will strengthen student understanding of the importance of our local places, landmarks and people - historically, in the present day, and into the future.

Annual Target/Goal: *Te Reo and tikanga Māori, from a Tūhoe perspective, will continue to be taught consistently in our school. We will strengthen student understanding of the importance of our local places, landmarks and people - historically, in the present day, and into the future. Students will contribute positively to our local environments and play an active role in the future sustainability of these spaces.*

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>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.</i>
<i>Reinvigorate and revise our Marautanga Māori o Nukuhou North kura.</i>	• Revisited this document several times but focused more on Kapa Haka preparation and understanding, and building connections with our hāpori.	• Use of document. •	• Focus changed during the year - energy placed on Kapa Haka.	• Change focus to deeper development of the other two actions.
<i>Research and reinstate ways to effectively and equitably collaborate and connect with our other local kura, our hāpori, hapū, iwi and whenua.</i>	• Frequent connection with our whānau and hāpori - events and activities for whānau to be involved in at school or trips outside of school. • Koro Hori supporting the school (RTM) to connect with and	• Parent engagement and attendance at events and activities at school and outside of school. • Learnings from Koro Hori (staff and students).	• No variances - just need to build on this further.	• Continue to consolidate and build on - how can ākonga show their learnings from Koro Hori - publish pūrākau and hītori in their own words? Artwork? Digital learning?

	learn about Tūhoetanga and local histories.	●Sharing of local hāpori events in school newsletter and FB page.		
<i>Ākonga understand and are actively involved in their local environments.</i>	●Creation of a school wetland adjacent to kura (in farmland). ●School māra kai still utilized to support learning and Hauora. ●Koro Hori's teachings about Waimana/Nukuhou/Matahi - starting to develop Kaiako and ākonga understanding.	●School wetland with involvement from BOPRC, local farmers, Landcare Trust and other kura who have wetlands. ●Koro Hori lessons on the area (histories and whakapapa).	●At times it was difficult as we did not have the same staffing to 'lead' enviro learning in the taiao (staffing reduction). Teachers don't have a lot of time to focus on māra kai or wetland specifically.	●Continue with this to develop further. ●Consider providing additional staffing to lead enviro learning.

Statement of variance: progress against targets

STRATEGIC GOAL THREE: HAUORA & WELLBEING - Create a school culture and learning environment where student wellbeing, making healthy choices and positive self-management are at the forefront of all that we do.				
Annual Target/Goal: Continue to develop a school culture and learning environment where student wellbeing, making healthy choices, positive self-management and behaviour are at the forefront of all that we do. Equip our students, staff, and whānau with new knowledge, attitudes, skills and strategies that will enable us to all thrive and contribute positively to our school environment.				
Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>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.</i>
<i>Develop a school-wide collection of resources and strategies that are regularly modelled and by staff and</i>	●Review of our school resources - staff continue adding ideas and resources.	●Wall displays ●Folders of resources in T drive.	●Time and staffing - no one to lead this action.	●Continue on doing what we are doing. ●Revisit strategies that we have learnt (breathing, mindfulness, Whaea Suze ideas).

<i>tuakana, to support auora and emotional regulation.</i>	● Print and display of Hauora strategies in classrooms, staffroom and learning spaces. ● Some modelling of strategies - St John's Weaving Wellbeing Y7-8.			● Connect with outdoors.
<i>Share and promote the importance of regular attendance with ākonga & whānau.</i>	● Student attendance rewards (for regular attendance and progress). ● Sharing attendance with whānau. ● Sharing the importance of attendance with whānau. ● Increase break time activities to make school a place ākonga want to come.	● Student rewards termly ● More regular communication with whānau about attendance. ● Games and activities for breaktime fun and promoting physical activity.	● None	● Continue to consolidate and build on.
<i>Create vibrant, engaging and fun outdoor spaces that reflect the voices of our ākonga and encourage physical activity and pride in our kura.</i>	● Started to gather materials to invigorate our school outdoor spaces. ● Painted games and images around the school to increase physical activity and pride in the school (student lead).	● Timber posts for pou donated and paint. ● Funding from PB4L to display our school values and outdoor environment. ● Painted activities and games.	● Staffing to carry out ideas. ● Time.	● Continue with this if possible (may be limited by funding opportunities).

Evaluation and analysis of the school's students' progress and achievement

TOTAL NUMBER OF STUDENTS: 70

TOTAL COUNTED IN ACHIEVEMENT DATA: 67 or 68 - 1 male pākehā student was not present for all EOY assessments as he changed to home-schooling midway through EOY assessments.

2 more ākonga were not included in EOY assessments (1 high needs ORS student and 1 Y8 who enrolled in Week 7 and missed all the assessments).

Note: Year 0 ākonga have not yet been at school for one whole year so are considered 'on track' until this milestone.

'Achieving' = at or above expected level. 'On track' ākonga have not yet reached achievement.

Reading Achievement End of Year 2024

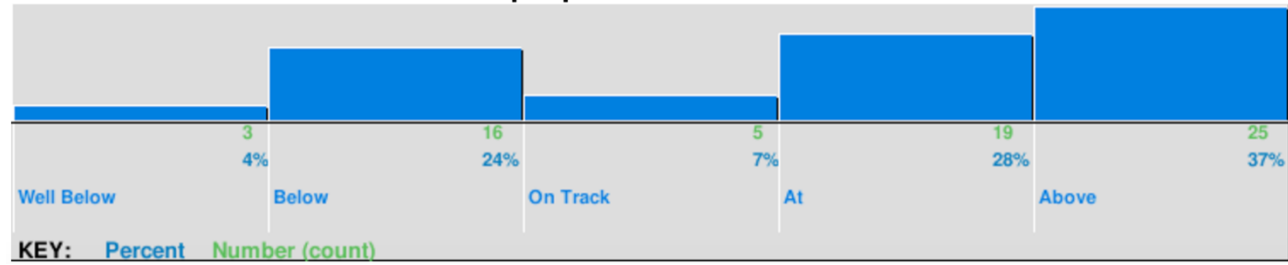
WHOLE SCHOOL ACHIEVEMENT - **65%** of all ākonga are at or above in **Reading**

In 2023 EOY data, achievement in Reading for the whole school was **63%**.

Reading Achievement Summary Points 2024

- Lowest achievement rates are in the Junior school (Y1-2) - 28%. By Year 3, 67% are succeeding in Writing (at or above). By Year 7 and 8, 100% of ākonga are at or above.
- Māori achievement rates are lower than pākehā ākonga - 87.7% pākehā ākonga are at or above compared with 62.3% Māori ākonga. Mid-year = 60% pākehā ākonga at or above (+27.7%); Māori ākonga at or above = 41.2% (+21.1%)
- 31.1% of Māori ākonga are below or well below.
- 55.5% of female ākonga are at or above in Reading - 30.6% are below or well below. Mid-year at/above = 40.7% (+14.8%).
- 75% of male ākonga are at or above in Reading - 25% are below or well below. Mid-year at/above = 40.7% (+30.2%)
- 28% of NNS ākonga are below or well below in Reading, the same as mid-year.
- 28% of all NNS ākonga are working below or well below, compared to 28% mid-year (no change).

Total pupils at each level



READING EOY ACHIEVEMENT DATA BY YEAR LEVEL:

	Well Below	Below	On Track	At	Above	Total Pupils
Y0			100% (5)			7% (5)
Y1		100% (7)				10% (7)
Y2		71% (5)		14% (1)	14% (1)	10% (7)
Y3		33% (3)		56% (5)	11% (1)	13% (9)
Y4	18% (2)	9% (1)			73% (8)	16% (11)
Y5					100% (4)	6% (4)
Y6	11% (1)			56% (5)	33% (3)	13% (9)
Y7				44% (4)	56% (5)	13% (9)
Y8				57% (4)	43% (3)	10% (7)
Total pupils	4 % (3)	24 % (16)	7 % (5)	28 % (19)	37 % (25)	(68)

READING - GENDER:

All students Years 1 - 8		Well Below		Below		On Track		At		Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	3	9.4%	5	15.6%	0	0%	11	34.4%	13	40.6%	32
	Female	0	0%	11	30.6%	5	13.9%	8	22.2%	12	33.3%	36
	Total	3	4.4%	16	23.5%	5	7.4%	19	27.9%	25	36.8%	68

READING - ETHNICITY & GENDER:

Maori	Male	3	9.7%	5	16.1%	0	0%	11	35.5%	12	38.7%	31
	Female	0	0%	11	36.7%	4	13.3%	7	23.3%	8	26.7%	30
	Total	3	4.9%	16	26.2%	4	6.6%	18	29.5%	20	32.8%	61
NZ/European	Male	0	0%	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	1	16.7%	1	16.7%	4	66.7%	6
	Total	0	0%	0	0%	1	14.3%	1	14.3%	5	71.4%	7

Writing Achievement End of Year 2024

WHOLE SCHOOL ACHIEVEMENT - **55%** of all students in T4 2024 are achieving at or above in **Writing**

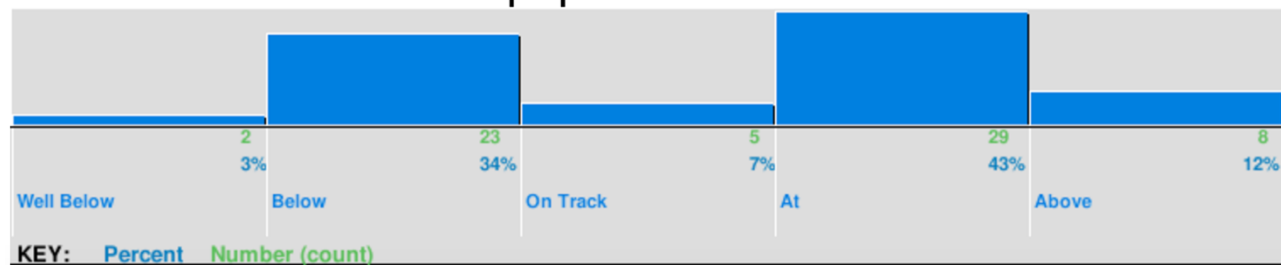
In 2023 EOY data, achievement in Writing for the whole school was **49%**.

Writing Achievement Summary Points 2024

- Lowest achievement rates are in the Junior school (Y1-2) - 21%. By Year 3 and 4, 63% are succeeding in Writing (at or above). By Year 7, 78% of ākonga are at or above and by Year 8, 71%.
- Highest achievement rates are in the Senior school (Y6-8), with 69% of Kāhu are at or above in Writing.
- Māori achievement rates are still lower than pākehā ākonga - 85.8% of pākehā ākonga are at or above, while 51.6% of Māori ākonga are at or above. Mid-year: Māori ākonga = 17.6% (+50%); pākehā ākonga = 60% (+25.8%).
- 55.6% of females are at or above in Writing, compared to 29.6% mid-year (+26%).

- 54.9% of males are at or above in Writing, compared to 13.7% males mid-year (+41.2%).
- 37% of all NNS ākonga are working below or well below, compared to 30% mid-year (+7%).

Total pupils at each level



WRITING EOY ACHIEVEMENT DATA BY YEAR LEVEL:

	Well Below	Below	On Track	At	Above	Total Pupils
Y0			100% (5)			7% (5)
Y1		86% (6)			14% (1)	10% (7)
Y2		57% (4)		43% (3)		10% (7)
Y3		38% (3)		38% (3)	25% (2)	12% (8)
Y4	9% (1)	27% (3)		45% (5)	18% (2)	16% (11)
Y5		25% (1)		75% (3)		6% (4)
Y6	11% (1)	22% (2)		44% (4)	22% (2)	13% (9)
Y7		22% (2)		67% (6)	11% (1)	13% (9)
Y8		29% (2)		71% (5)		10% (7)
Total pupils	3 % (2)	34 % (23)	7 % (5)	43 % (29)	12 % (8)	(67)

WRITING EOY ACHIEVEMENT DATA

WRITING EOY - GENDER:

All students Years 1 - 8		Well Below		Below		On Track		At		Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	2	6.5%	12	38.7%	0	0%	15	48.4%	2	6.5%	31
	Female	0	0%	11	30.6%	5	13.9%	14	38.9%	6	16.7%	36
	Total	2	3.0%	23	34.3%	5	7.5%	29	43.3%	8	11.9%	67

WRITING EOY - ETHNICITY & GENDER:

Maori	Male	2	6.7%	12	40.0%	0	0%	14	46.7%	2	6.7%	30
	Female	0	0%	11	36.7%	4	13.3%	12	40.0%	3	10.0%	30
	Total	2	3.3%	23	38.3%	4	6.7%	26	43.3%	5	8.3%	60
NZ/European	Male	0	0%	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	16.7%	2	33.3%	3	50.0%	6
	Total	0	0%	0	0%	1	14.3%	3	42.9%	3	42.9%	7

Maths Achievement End of Year 2024

WHOLE SCHOOL ACHIEVEMENT - **55%** of all students in T4 2024 are achieving at or above in **Maths**

In 2023 EOY data, achievement in Math for the whole school was **43%**.

Maths Achievement Summary Points 2024

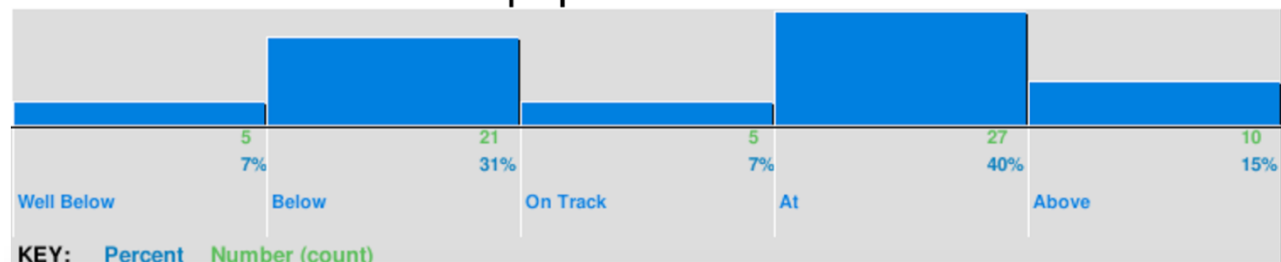
- Lowest achievement rates are in the Junior school (Y1-2) - 0% at or above. By Year 3, 55% are achieving at or above in Maths and by Year 4, 82% are achieving at or above in Maths. By Year 7, 89% are achieving at or above in Maths.

- Highest achievement rates are in the Middle school (Y3-5), with 78.2% of Whio working At or Above in Maths.
- Māori achievement rates are still lower than pākehā ākonga - 85.7% of pākehā ākonga are at or above, while 50.8% of Māori ākonga are at or above. Mid-year: pākehā ākonga = 40% (+45.7%); Māori ākonga = 25.4% (+25.4%).
- 50% of females are at or above in Maths, compared to 29.6%% mid-year (+20.4%).
- 59.4% of males are at or above in Maths, compared to 24.1% mid-year (+35.3%).
38% of all NNS ākonga are working below or well below, compared to 28% mid-year (-10%).

MATH EOY ACHIEVEMENT DATA BY YEAR LEVEL:

	Well Below	Below	On Track	At	Above	Total Pupils
Y0			100% (5)			7% (5)
Y1		100% (7)				10% (7)
Y2		71% (5)		14% (1)	14% (1)	10% (7)
Y3		44% (4)		22% (2)	33% (3)	13% (9)
Y4	18% (2)			55% (6)	27% (3)	16% (11)
Y5				75% (3)	25% (1)	6% (4)
Y6	22% (2)	11% (1)		56% (5)	11% (1)	13% (9)
Y7	11% (1)			78% (7)	11% (1)	13% (9)
Y8		57% (4)		43% (3)		10% (7)
Total pupils	7 % (5)	31 % (21)	7 % (5)	40 % (27)	15 % (10)	(68)

Total pupils at each level



MATH EOY - GENDER:

All students Years 1 - 8		Well Below		Below		On Track		At		Above		Total
		No	%	No	%	No	%	No	%	No	%	No
All	Male	5	15.6%	8	25.0%	0	0%	13	40.6%	6	18.8%	32
	Female	0	0%	13	36.1%	5	13.9%	14	38.9%	4	11.1%	36
	Total	5	7.4%	21	30.9%	5	7.4%	27	39.7%	10	14.7%	68

MATH EOY - ETHNICITY & GENDER:

Maori	Male	5	16.1%	8	25.8%	0	0%	12	38.7%	6	19.4%	31
	Female	0	0%	13	43.3%	4	13.3%	11	36.7%	2	6.7%	30
	Total	5	8.2%	21	34.4%	4	6.6%	23	37.7%	8	13.1%	61
NZ/European	Male	0	0%	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	16.7%	3	50.0%	2	33.3%	6
	Total	0	0%	0	0%	1	14.3%	4	57.1%	2	28.6%	7

Statement of compliance with employment policy

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Nukuhou North School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Nukuhou North School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Nukuhou North School staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives
- appointing an EEO representative
- consulting with staff to hear any concerns
- creating an employee database (with informed consent for any EEO data collected)
- encouraging staff to participate in training and career development
- programme monitoring through staff meetings and board reports
- reviewing employment and personnel policies and processes.

Nukuhou North School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

Definition of 'Good Employer'

In the context of section 597 of the Education and Training Act 2020, a good employer means:

"An employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring:

- (a) good and safe working conditions; and
- (b) an equal employment opportunities programme; and
- (c) the impartial selection of suitably qualified persons for appointment; and
- (d) recognition of—
 - (i) the aims and aspirations of Māori; and
 - (ii) the employment requirements of Māori; and
 - (iii) the need for greater involvement of Māori in the education service; and
 - (e) opportunities for the enhancement of the abilities of individual employees; and
 - (f) recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and
 - (g) recognition of the employment requirements of women; and
 - (h) recognition of the employment requirements of persons with disabilities."

Education and Training Act 2020, section 597(2)

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?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	- All permanent teaching jobs are advertised in the Education Gazette - All fixed-term teaching jobs for a full year are advertised Education Gazette - All permanent staff have the opportunity to share their work preferences for the following year eg: year level - All leadership opportunities are shared with staff with clear information on how to apply. - Fixed-term letters state clearly why the position is fixed term and the tenure of this (utilise up-to-date NZSTA letters) - Opportunity for all staff to seek additional PLD linked to inquiry/professional growth
How do you practise impartial selection of suitably qualified persons for appointment?	- Minimising any conflict of interest in the appointment panel. Recruitment panel members swapped out if any concern of conflict of interest which might affect the outcome. - Conversations with referees to confirm best candidate abilities, strengths and needs. - OS Ensures all employees and applicants for employment are treated according to their skills, qualifications, and abilities, without bias or discrimination.
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	- The aims and aspirations of Māori and Te Tiriti are identified and available in our 2025 Nukuhou North School Strategic and Annual Plans. - Appointment criteria for staff include a focus on Te Reo Maori, Te Ao Māori and Te Tiriti. - Staff are welcome to bring whānau-support should they wish, to an interview. - Karakia held at the start/end of interview days. - A strategic focus on the appointment of staff to provide a balance to meet the needs of our ākonga

	<i>and community. This includes the strategic appointment of Māori staff.</i> <i>- Mid-year staff survey to collect valued voices which informs adaptations to policy and/or procedure and staffing priorities.</i>
How have you enhanced the abilities of individual employees?	<i>- Professional Growth Cycles/Inquiry leading to annual endorsement.</i> <i>- PLD for staff linked to PGC/inquiry and/or other strategic areas.</i> <i>- Leadership opportunities: internal and external.</i> <i>- Mentor teachers for Beginning Teachers.</i>
How are you recognising the employment requirements of women?	<i>- Opportunities open for all staff to apply regardless of ethnicity, gender, age, disability etc</i> <i>- Equal pay rates based on the respective collective agreements.</i> <i>- Maternity/parent leave available for all staff.</i> <i>- Weekly staff check-ins to collect valued voice which informs adaptations to policy and/or procedure</i> <i>- Open-door to leadership to share concerns & ideas.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>- Opportunities open for all staff to apply regardless of ethnicity, gender, age, disability etc.</i> <i>- Work environment/resources provided to make workspaces enabling for employees with a disability.</i> <i>- A strategic focus on the appointment of staff to provide a balance to meet the needs of our ākonga and community.</i> <i>- Mid-year staff survey to collect valued voice which informs adaptations to policy and/or procedure.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes on School Docs	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes - Shared with staff at staff meetings, opportunities for individual support, a focus on staff well-being, policy/procedure shared with staff, etc	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes - The Principal	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes - Termly employment updates reported to the Board by the Principal in BOT Principal report	
Does your EEO programme/policy set priorities and objectives?	Yes - A focus on a board and balanced staff, eg: age, gender, and ethnicity, to meet the needs of our learners as well as equity and fairness for all staff.	

Kiwisport funding

As a rural school and located 25km from our nearest centres, Whakatāne or Ōpōtiki, it can be a struggle to transport our students to sports events and tournaments in those two areas.

We continue to participate in a range of sports events across the Eastern Bay of Plenty, with the aim to give every student the opportunity to represent our school in some form of sport or at least have a go at a range of sports. This participation means we can spend a significant amount on bus hireage, however, we try to apply for grants where possible. Our Kiwisport grant was used to contribute to the cost of transporting our students to such sporting events, thus helping our school to remove the potential transport/access barrier for our students.

We also invest in new sports gear every year. This is to ensure we have a range of equipment to not only teach various sports, but to also provide our ākonga with equipment to practice and refine their skills and enable them to be active during break times.

As members of both the Ōpōtiki and Eastern Bay of Plenty sports associations, we also used our Kiwisport grant to pay our levies for the year.

Report on other special and contestable funding

Any contestable funding received provided the needed support for students. This funding was used for the specific purpose aligned with the learner/s needs invalid TA support, resources, release time for IEP hui with families, whanau, PLD for staff. The impact of this funding has been analysed and has informed future learning and support for ākonga.

Financial statements

All required financial statements are accessible via this link - [2024 Annual Financial Statements](#)

Statement of responsibility signed and dated

For the period 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.

Laura Swan

Full name of chairperson



Signature of presiding member

31/3/2026

Date

Emma Bell

Full name of Principal



Signature of Principal

31/3/26

Date