



Walton School

2024 Annual Report

Statement of variance: progress against targets

Strategic Goal 1: Ākonga to have a strong sense of belonging, identity, and hauora which allows them to thrive emotionally, physically, academically, and socially at Walton School.				
Annual Target/Goal: Ākonga will use opportunities to share their ‘voice’, make academic progress and achievement, and feel proud of themselves and their identity.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? 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>
Action 1: Continue gathering student voice through the regular surveys conducted with our Y4-6 tamariki, the Akonga Hauora Survey. This translates the ‘intangible’ into data, especially on information on maori inclusiveness from our maori tamariki.	Gained a good insight into our students’ views on key issues that related to them.	Survey data.	Surveys sometimes were not completed when the term got super busy. Will have to be careful of this moving forwards.	Likely to continue with this, but survey questions may need to be reviewed.
Action 2: Data of students with high and complex needs will be monitored and will provide information for next steps. Five BoT funded Teacher Aides within classes to support Kaiako to implement core learning programmes that raise student achievement & progress.	This is something we’ve done here for many years and our Tas are a crucial cog in the wheel of education here. They play a significant role in supporting PLs in their efforts to make accelerated learning progress.	Termly OTJ data Classroom observations Teacher discussions Teacher planning	Funding is the main challenge. Most TA funding comes from the BoT (internal) and so this presents a difficulty when the running of a school continues to increase.	Will continue to five Tas for 2025.
Action 3: Teachers will value diversity and provide opportunities for expressing and celebrating differences.	Yes, our school is very inclusive and students are accepted well by their teachers and peers.	Akonga surveys Teacher comments Classroom observations Information observations, especially at break times.	NA	Will likely remain an area of focus in 2025.
Action 4: Kapa Haka uniforms for mana-enhancing and pride.	Did not achieve this.	NA.	Lack of funding.	Will apply for grants to hopefully cover this cost in 2025, otherwise can’t afford to get them.
Action 5: When and where possible, teachers utilise student’s prior knowledge and cultural experiences in their programmes.	Yes, our school is very inclusive and students are accepted well by their teachers and peers.	Akonga surveys Teacher comments Classroom observations Information observations, especially at break times.	NA	Will likely remain an area of focus in 2025.
Action 6: Students will clearly understand their next steps in their learning progressions for reading, writing and maths through the use of their Ko Au Books.	This is an area that may have slipped a little due to the limited observations and presence from leadership in 2024.	Classroom observations.	Greater focus in 2025b needed in this area.	SLT will make more visits to classrooms and also conduct formal obs each term, too.

Strategic Goal 2: To develop an exciting and engaging curriculum for all ākonga that reflects Te Ao Māori, removes barriers to learning, attains high expectations for tamariki, and incorporates the aspirations of our community & whānau.

Annual Target/Goal: To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? 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>
Action 1: Review and revise our Walton School Teacher Expectations to ensure we, as a teaching team, are aligned on what is expected of all teachers and what practices are non-negotiables (make a link to the doc)	Yes. We spent several staff meetings going over these previous Walton-made teacher expectations and agreed they were still relevant to our teaching situation.	Staff meeting notes. Classroom observations. Teacher discussions.	Consistency of its application is always the challenge and something we will continue to work on in 2025.	This remains a focus for 2025. The establishment of a SLT will allow for greater focus on this area.
Action 2: Review the current school-wide weekly timetable and redesign a new one to accommodate the new government policy of one hour per day for R,W,M. Communicate this with our community and implement new timetable by the start of Term Two.	Draft was created in term one. This was shared with staff in staff meeting. Teachers then used this to refine a weekly timetable for their individual classroom that met the requirements.	Documentation and planning. Classroom observations.	Some teachers will require closer watching to ensure they continue to implement the timetable they have created.	SLT will need to monitor this in 2025.
Action 3: A variety of resources will be used to implement a te reo programme aligned with levels 1 and 2 of Te Aho Arataki Marau mo te Ako I te Reo Maori – Kura Auraki, Curriculum Guidelines for Teaching and Learning te reo Maori in English – medium School.	This was inconsistent through the year. Not implemented to the degree desired.	Daily classroom interactions and lessons.	Our DP, who was leading this area, moved to a temporarily principal role for the year. This left a gap as we were unable to formally fill this vacancy until he handed his notice at the end of the year. As such, this area was left without the same level of focus/leadership as previous years.	Need to consider how we’ll teach this as our previous method of IpPits is no longer working. The new Assistant Principal for 2-25 will be given the responsibility of leading this area.
Action 4: Navigate and develop a deep understanding of the NZ Curriculum Refresh (Te Mataiaho) and the understand-know-do structure of teaching and learning. This will be assisted through the use of two Teacher Only Days (dates) where we’ll unpack Mathematics and Statistics and English curriculum areas.	We touched upon this but did not go too deep as it was signaled there was going to be some changes coming in. We didn’t want to do loads of work only to see it being pointless.	Daily classroom teaching.	As said, we didn’t fully commit to anything with the curriculum as there were many changes being signaled and loads of uncertainty.	Greater implementation for 2025 when Ministry gives clarity.
Action 5: Monitoring student attendance (termly) and identifying any tamariki with poor, irregular attendance. Contact made with whanau/parents and discussions held around how we can support the child’s attendance.	Our attendance in general appears relatively good. We didn’t make the 90% ministry goal but had overall good attendance. Conversations were held with parents of those with poor attendance and support given to try and improve this.	Termly attendance reports.	Trying to keep lines of communication open with parents of students with poor attendance. We’ve found the harsh, punitive approach has never worked for these types of families.	Continue as is.
Action 6: Professional Growth Cycle: Leadership Team conducting observations with follow-up discussions throughout the year to grow teacher capability. Peer observations used to support individual teacher next steps.	This was an area of little success. With DP suddenly changing schools, and Principal on study leave 50% of the time, it was hard to gain traction or momentum with this.	Pop ins and classroom observations, although these were not many.	This was an area of little success. With DP suddenly changing schools, and Principal on study leave 50% of the time, it was hard to gain traction or momentum with this.	With a new SLT next year, and principal back full time, we’ll be able to get much greater focus and traction in this area.

<u>Action 7:</u> Teachers are provided PLD to engage and become familiar with the curriculum refresh in English and maths.	<i>In term four we began looking into the new draft curriculums.</i>	<i>Staff meeting.</i>	<i>Lack of clarity from government.</i>	<i>Main focus for 2025.</i>
<u>Action 8:</u> Exploring new maths approach in Rm7 with the intention of reviewing its effectiveness and potential for extending out to more classes for trial.	<i>Rm7 teacher trialed a structured Math approach to great success. However, was not part of the ones chosen by the Government moving forwards.</i>	<i>Rm7 teacher planning.</i>	<i>Not part of the ones chosen by the Government moving forwards.</i>	<i>Not continuing with this.</i>
<u>Action 9:</u> Seedlings Programme for transitioning our 4-year old enrolments into school & Rm7 ECE promotion visits.	<i>This was a great success, especially having our bus pick up children and parents from ECEs and bring them out to Rm7 for a visit.</i>	<i>Rm7 teacher planning. Facebook posts.</i>	<i>Will do more of this in 2025</i>	<i>Will do more of this in 2025</i>
<u>Action 10:</u> Structured Literacy (BSLA) continued within rooms 5 & 7, and also awaiting the opportunity to have BSLA training for Year 2 & 3 kaiako.	<i>Succeeded in this, and we now have four of our Teachers BSLA trained/Training.</i>	<i>Classroom lessons.</i>	<i>NA</i>	<i>Will aim for our remaining two Y5&6 teachers to get BSLA training when it becomes available to that level.</i>
<u>Action 11:</u> Student Led Conferences and written reports in Terms 2 & 4 to inform the community of progress and achievement against our Walton School Benchmarks.	<i>Two successful reporting periods and SLCs.</i>	<i>NA</i>	<i>NA</i>	<i>Continue with these next year.</i>
<u>Action 12:</u> Writing samples completed twice per term, with teachers moderating 2-4 examples using Asttle markers to continue to remain consistent across the school on our writing levelling.	<i>This was another area that was impacted by leadership changes and absence from school. We ended up only doing these in one term.</i>	<i>Staff meetings.</i>	<i>Leadership absence.</i>	<i>Will have these every term in 2025 as we will have a focus on the area of writing.</i>
<u>Action 13:</u> Moderations at staff meetings by having kaiako taking turns to share where they believe a selected child is based on the evidence they have accumulated through formative and summative assessments. This is to ensure we, as a staff, are consistent in our OTJ levelling across the school.	<i>This was another area that was impacted by leadership changes and absence from school. We ended up only doing these in one term.</i>	<i>Staff meetings.</i>	<i>Leadership absence.</i>	<i>May not be a part of next year.</i>
<u>Action 14:</u> Teachers to identify PLs within their class. Discussion at staff meetings of programmes being implemented and sharing of ideas on ways kaiako could improve their practice to address further identified PL needs.	<i>This was another area that was impacted by leadership changes and absence from school. We ended up only doing these in one term.</i>	<i>Staff meetings.</i>	<i>Leadership absence.</i>	<i>SLT to monitor this in 2025.</i>
<u>Action 15:</u> Detailed analysis of akonga working below and well below (Priority Learners) in Reading, Writing, and Maths and progress against sub-levels tracked through termly OTJs	<i>Data was analysed every term.</i>	<i>Reporting to board from principal's report.</i>	<i>This is an ongoing practice we do here.</i>	<i>This is an ongoing practice we do here.</i>

Strategic Goal 3: To continue enhancing the functionality and appearance of our school's physical environment, so that we feel proud of our place, inspired to learn, and motivated to show our school SPIRIT.

Annual Target/Goal 3: To further build kaiako/teacher capability, confidence and knowledge of NZ Curriculum and its implementation as our localised school-based curriculum.				
Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? 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>
Action 1: The school values and resilience will be taught through daily learning opportunities, and supported by Life Education. As well as looking into more new exterior signage to promote values and vision, with an emphasis on signage having a bi-cultural lens.	School SPIRIT values are well embedded and continue to be a driving force of behavior here. However, no further signage was added this year.	Akonga surveys. Community surveys Classroom observations Teacher discussions	Funding limited the ability to get more signage made.	Will hope to add further signage to inspire and strengthen school culture, but will be dependent on funding/budget.
Action 2: Establish an environment that supports and promotes quality play, sport and physical activity.	Great effort was made to use existing equipment, and new stuff too, to promote physical exercise and positive social interactions at breaks. This was a success.	Lack of behavior issues during the morning tea and lunch breaks.	NA	Will look to repair/replace the bikes so that students can reengage with our school bike track as this has being a tremendous asset in the past, but all our bikes are damaged, or have been taken apart by well-intending students who attempted to 'repair' them.
Action 3: Ensure the school is functional, safe and tidy through: -Purchasing and running of new school bus -Exterior painting plan begun -Developing sunshade areas - working as a collective (BoT, PTA, and seeking grants) - Commensing with 5YA projects (water and roof)	Only project completed on this list was the water, which ended up requiring a whole new bore to be done.	Bore completed.	Bus build has being nothing but a problem with the company.	Aim to get roofing completed at the end of 2025.
Action 4: Active promotion of school sporting and cultural events that bring our school community together in large numbers to further engage our whanau, parents, and friends.	This is always a strength of our school, and this year was no different. We had excellent turn outs to all schooling events and positive feedback from parents and whanau about them all.	FB posts. School newsletters Community survey	NA	Always is a focus, year to year.
Action 5: Kaahui Ako challenges (transition and writing) And also the Kapa Haka Festival, along with the Y5&6 Ki o Rahi tournament.	These two events were great, with our whole school participating in the kapa haka.	FB posts. School newsletters Community survey	NA	Remaining in the Kaahui Ako for 2025.
Action 6: At the Term Two SLC, the Board of Trustees will have the 2024 Annual Community Survey for whanau, parents, and community members to complete. This will provide feedback on our progress, as well as giving direction for 2025 annual plan.	This was completed and we received great feedback and support with where our school direction is going. Some excellent suggestions too,	Community survey	NA	Will be a part of term two SLCs again in 2025.

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



2024

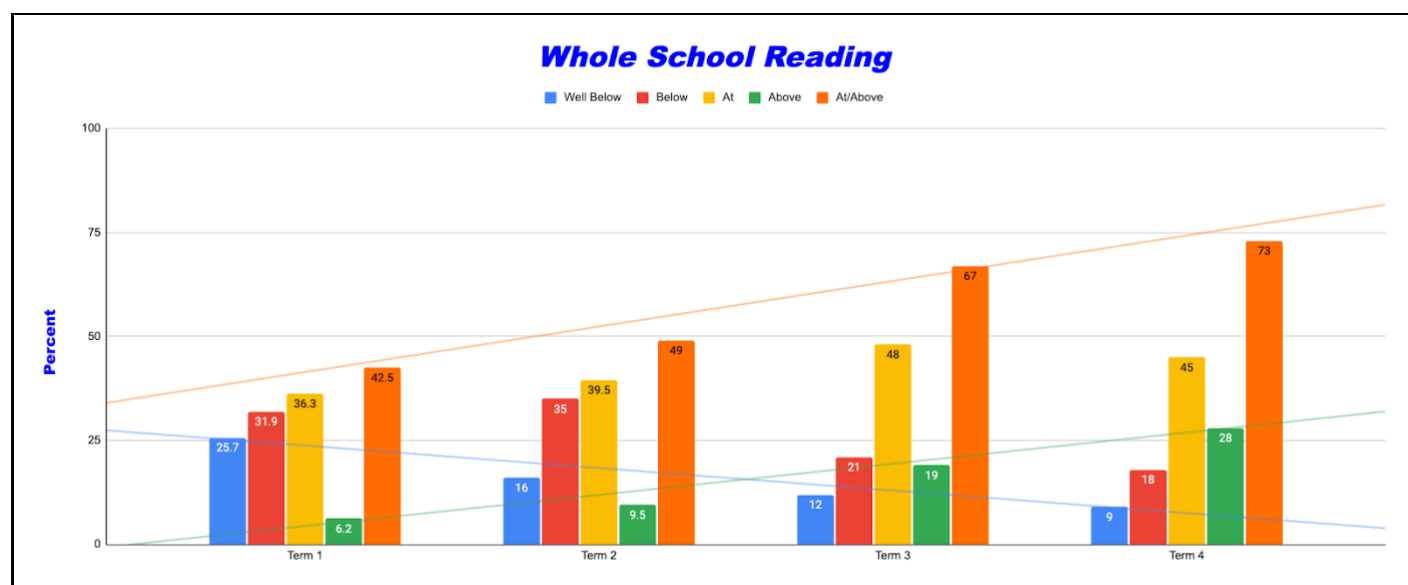
TERM FOUR

OTJ ANALYSIS

Reading

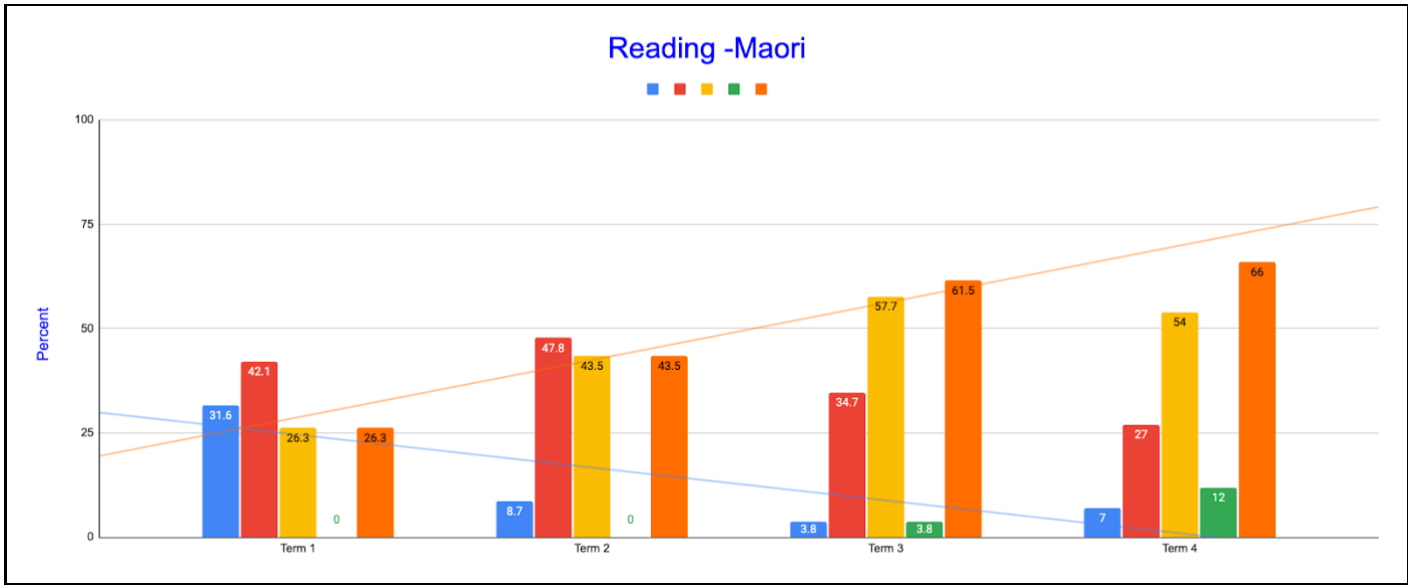
Whole school

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
27% (39) - 14/56 Male 25% - 25/86 Female 29% <u>Gender Disparity</u> 4 + Males	45% (64)	28% (39)	(142)
	73%		



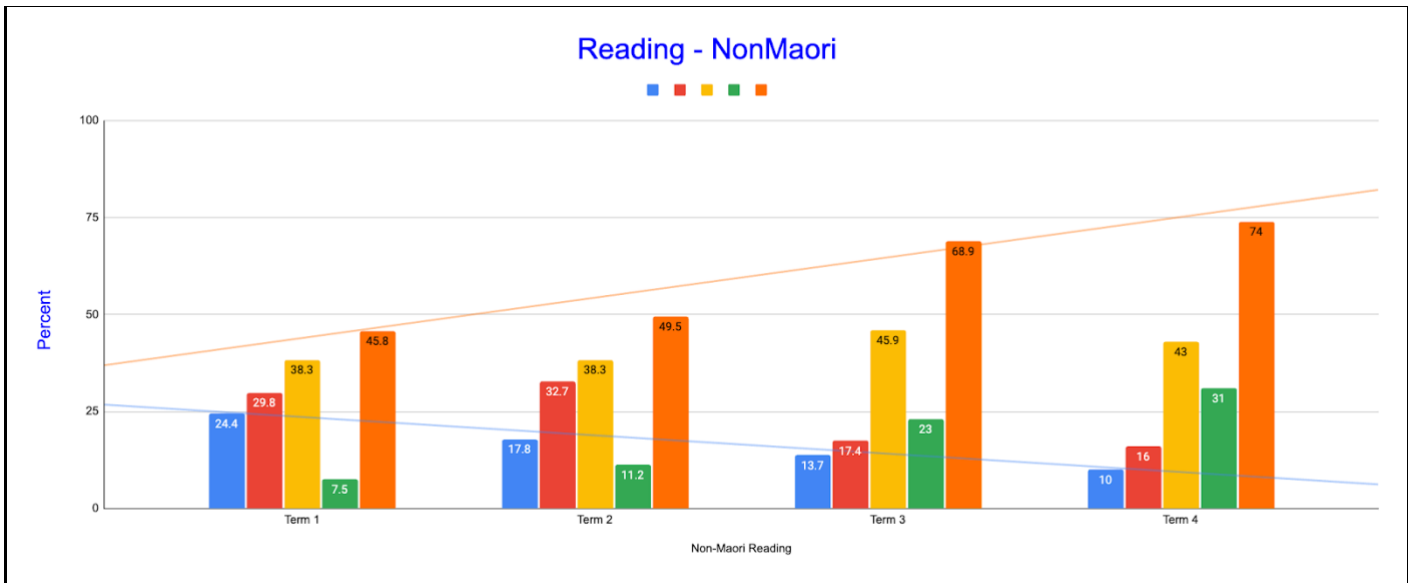
Maori

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
<div>34% (9)</div> <div>- 2/10 Male 20%</div> <div>- 7/16 Female 44%</div> <div><u>Gender Disparity</u></div> <div>24 +Males</div>	<div>54%</div> <div>(14)</div>	<div>12%</div> <div>(3)</div>	<div>(26)</div>
66%			



Non-Maori

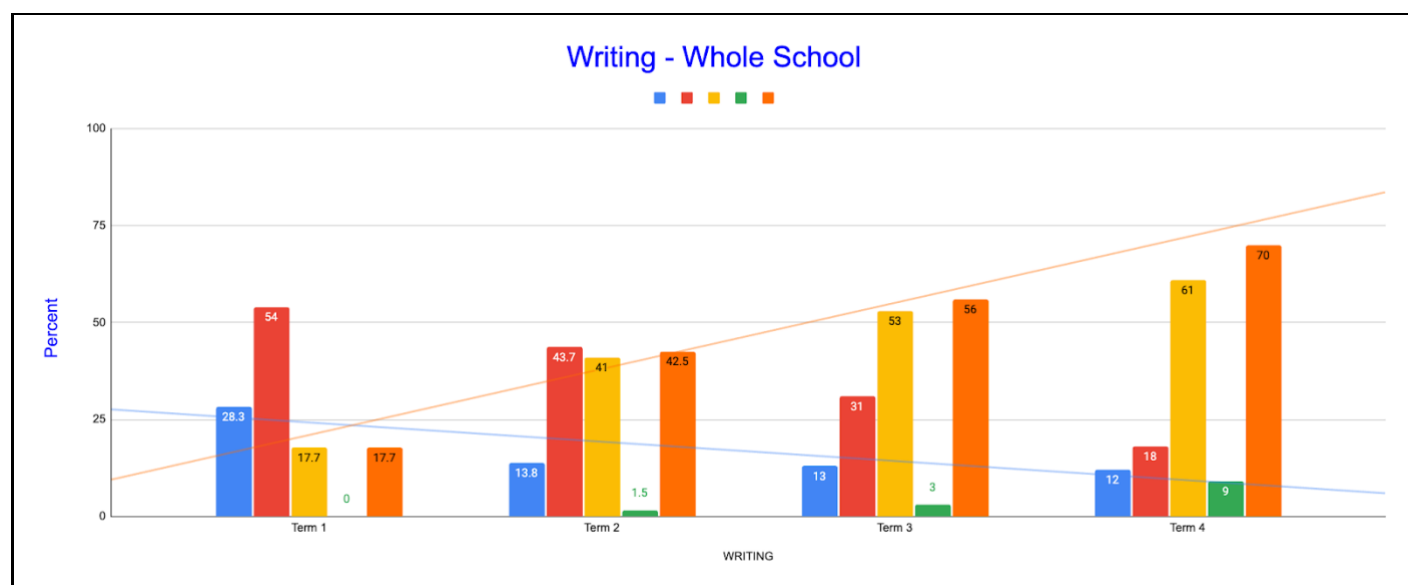
Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
<div>26% (30)</div> <div>- 12/46 Male 26%</div> <div>- 18/70 Female 26%</div> <div><u>Gender Disparity</u></div> <div>0 difference</div>	43% (50)	31% (36)	(116)
74%			



Writing

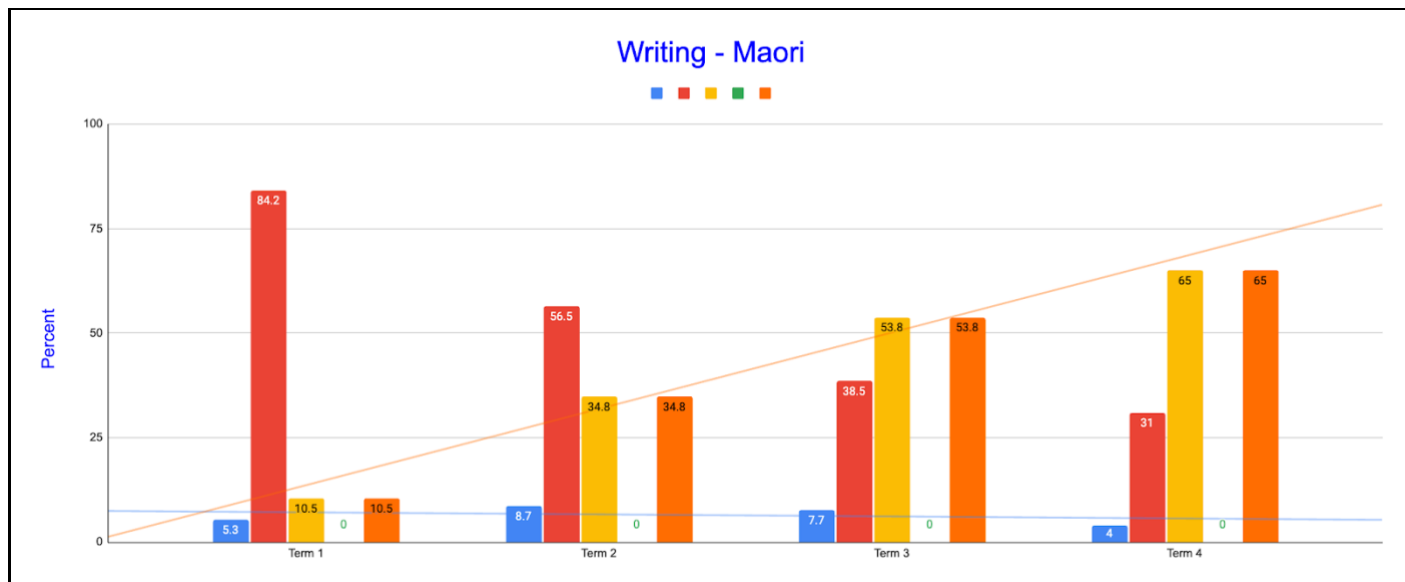
Whole school

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
30% (42) - 21/56 Male 38% - 21/86 Female 25% <u>Gender Disparity</u> 13 +Females	61% (87)	9% (13)	(142)
	70%		



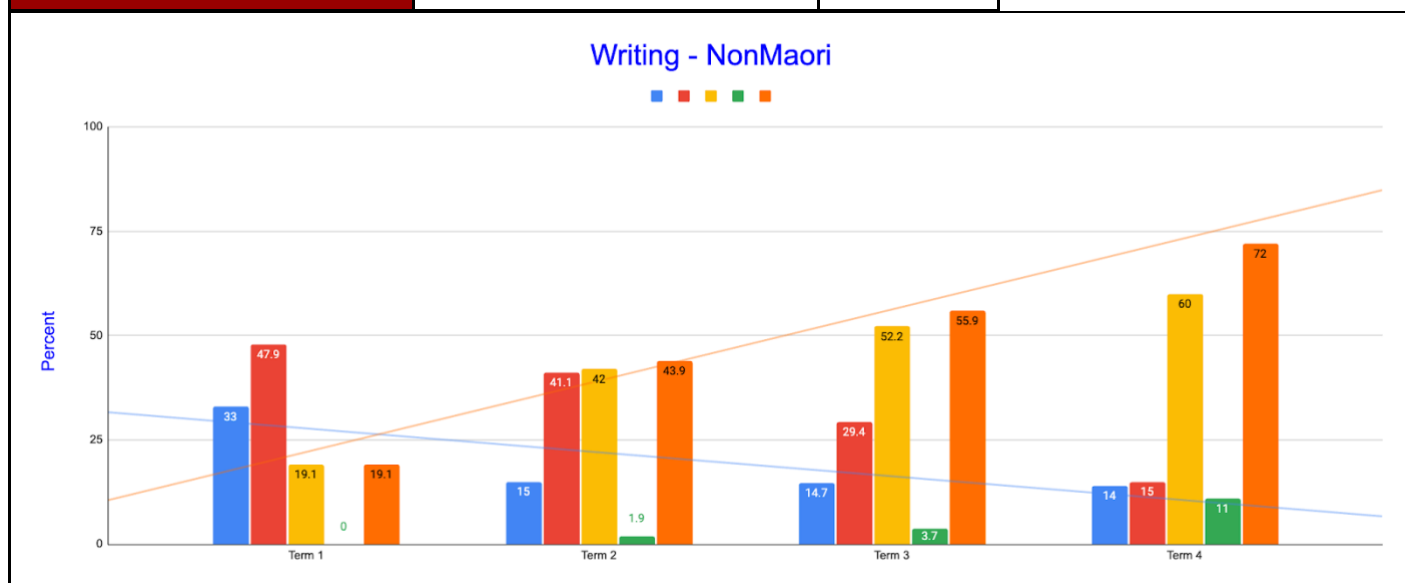
Maori

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
<div>35% (9)</div> <div>- 6/10 Male 60%</div> <div>- 3/16 Female 19%</div> <div><u>Gender Disparity</u></div> <div>41 +Females</div>	65% (17)	0% (0)	(26)
65%			



Non-Maori

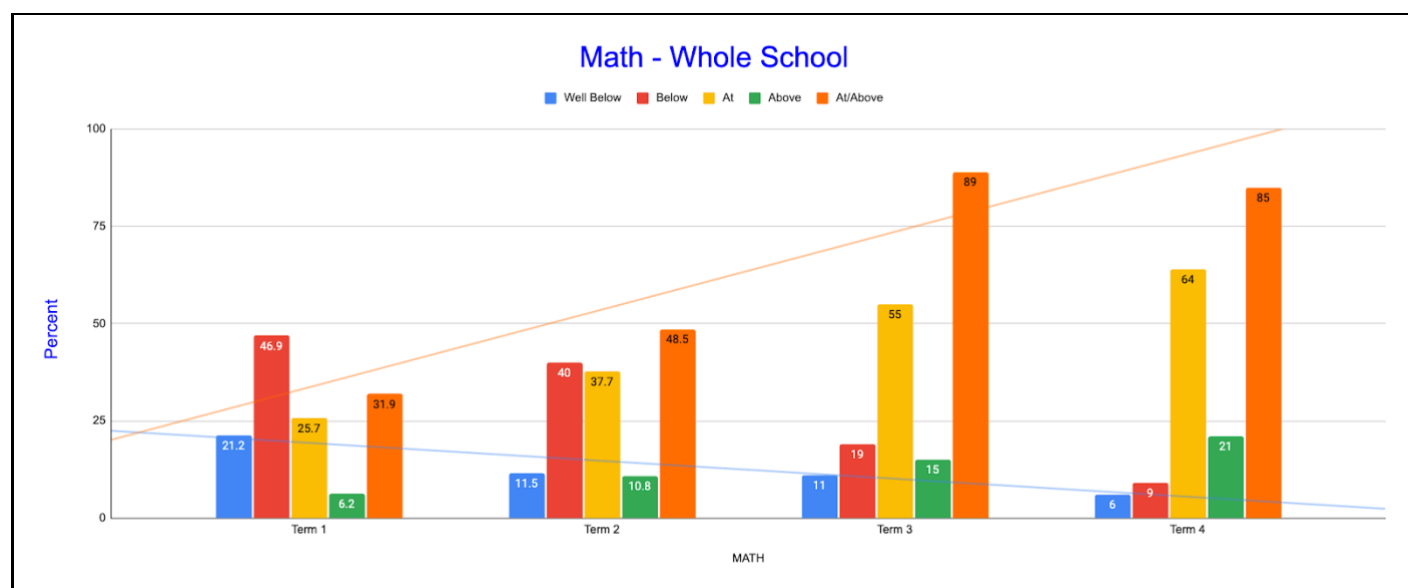
Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
29% (33) - 15/46 Male 33% - 18/70 Female 28% <u>Gender Disparity</u> 5 +Females	60% (70)	11% (13)	(116)
	71%		



Mathematics

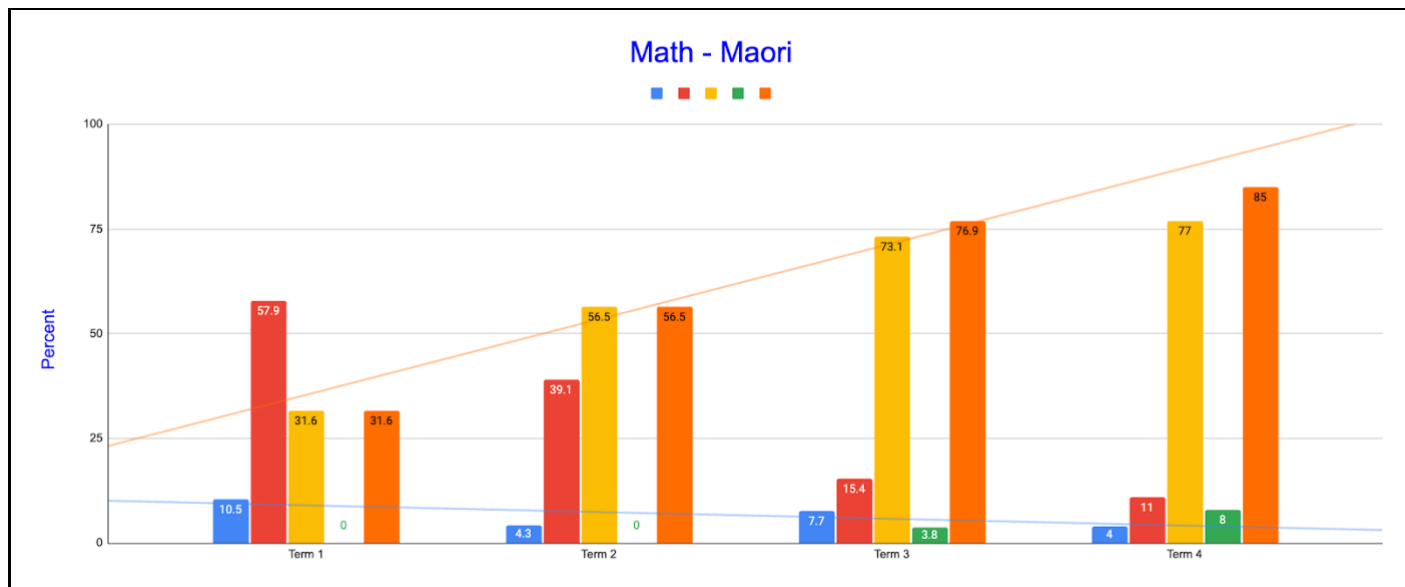
Whole school

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
15% (21) - 6/56 Male 11% - 15/86 Female 18% <u>Gender Disparity</u> 7 +Males	64% (91)	21% (30)	(142)
	85%		



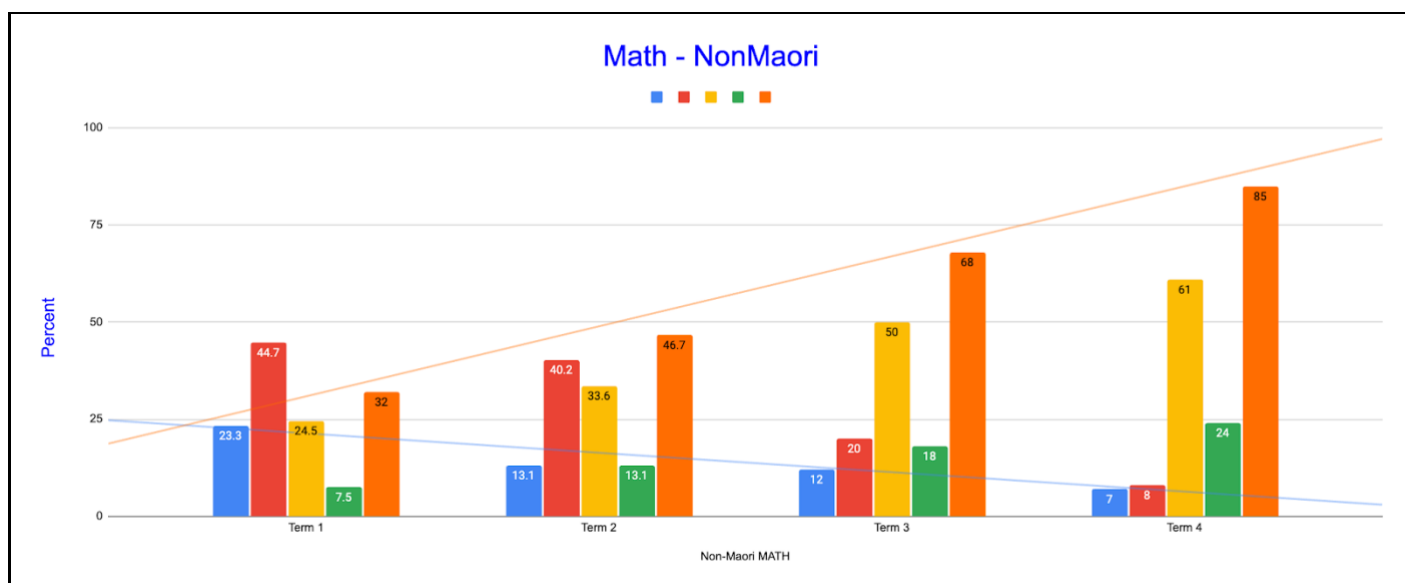
Maori

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
<div>15% (4)</div> <div>- 2/10 Male 20%</div> <div>- 2/16 Female 13%</div> <div><u>Gender Disparity</u> 7 +Females</div>	77% (20)	8% (2)	(26)
85%			



Non-Maori

Priority learners	<u>At</u> expectation	<u>Higher</u> than expectation	Overall Total
<div>15% (17)</div> <div>- 4/46 Male 9%</div> <div>- 13/70 Female 19%</div> <div><u>Gender Disparity</u> 10 +Males</div>	61% (71)	24% (28)	(116)
85%			



EOY PROGRESS REPORT

This progress report is on those students who begun the year Well Below or Below (Priority Learners)

READING

*3 ākonga progressed THREE sublevels
13 ākonga progressed TWO sublevels
31 ākonga progressed ONE sublevel
7 ākonga progressed zero sublevels.*

WRITING

*4 ākonga progressed THREE sublevels
21 ākonga progressed TWO sublevels
37 ākonga progressed ONE sublevel
18 ākonga progressed zero sublevels.*

MATHS

*2 ākonga progressed THREE sublevels
26 ākonga progressed TWO sublevels
36 ākonga progressed ONE sublevel
6 ākonga progressed zero sublevels.*

**Accelerated learning at Walton School is considered two sub-levels within one year.*

END OF YEAR OTJ RESULTS SUMMARY

Key points from the data breakdown below are;

READING

- *Our current Y1 & Y5 groups are most underperforming groups with 11 chn (50%) in Y1 remaining 'below' and 9 Y5's (34%) in well below to below.*
- *Nearly half (5/12) Maori Males have ended up well below to below*

WRITING

- *This has been our worst writing result for some time, with only 64% achieving AT/ABOVE.*
- *Our upper school has needs, with the following year levels well below & below results; Y3 47% (10/21), Y4 40% (8/20), Y5 58% (15/26), and Y6 50% (10/20) **Are we seeing the impact from three years of covid implications on the foundational learning time of these kids?***
- *Male maori well below to below are overrepresented at 75% (9/12)*
- *Males over represented with 21% well below to below (29/57)*

MATHS

- *Our Y5 group stand out here with 46% well below to below (12/26)*
- *Male maori well below to below are overrepresented again at 50% (6/12)*

General Comment

Overall impression from these results is that we were not able to move as many students from 'Below' to 'At' as needed. Writing, we shifted many but because of such a low starting point, it still reflects poorly at EOY. Moving forward, it is positive that our Y5&6 classes will have low numbers (23) to begin the year with. Along with having a TA between them to support their programmes.

However, we need to reflect upon how many interruptions we have to our weekly programmes. It is great to have fun activities and events, but we need to begin limiting or eliminating the amounts of disruptions so that teachers can have plenty of consistent teaching time for the core areas. For example, we have already cancelled the Zero Waste programme from being annually to biannual, so this will not be until 2026 now.

We may need to look at other ways we can create more uninterrupted learning time/days so that we can achieve far greater consistency and continuity of teaching, especially with the new curriculum being so fresh and us all needing to grow our knowledge of this and its implementation into our daily teaching programmes.

How we have given effect to Te Tiriti o Waitangi

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.
- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
 - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - achieving equitable outcomes for Māori students.
- You must include progress that your school has made towards making instruction available in tikanga and te reo Māori.
- If you haven't already covered all parts of 127(1)(d) in your statement of variance, then you should report on them here.
- If your statement of variance doesn't cover all you have done to give effect to Te Tiriti o Waitangi then you should report on it here.

Actions Taken	Effectiveness	Next Steps
<i>Whole-school Kapa Haka group</i>	<i>Excellent progress being made again this year, thanks to our wonderful tutor, Whaea Lena. We gave a number of performances that were a major successes, such as to our community on Matariki, wider Matamata community at our Kapa Haka Festival, and then as the opening of our End of Year Prizegiving. These are opportunities for our tamariki to perform in front of hundreds of people.</i>	<i>It would be brilliant to design and purchase a Walton School Kapa Haka uniform that represents our school and identity. This was aimed for in 2024 but funds were not available. In 2025 we will aim to do this by seeking grants.</i>
<i>Classroom instruction</i>	<i>Medium. We have found that our approach to teaching this using the IpPit model is not working as well as when we first trained in it. This is due to the fact a number of our teachers who initially were given the PD have now moved on. Our original training was many years ago, so it's not well known to our current staff. This has led to confusion</i>	<i>Our Dp led this area, but they have moved on. As such, our new AP for next year, will take over this area of leadership. AS a SLT, we will need to decide if we're going to cancel the IpPit approach, and if so, what will we do in its place.</i>

	<i>and a lack of ability to teach this approach.</i>	
<i>Environment 'normalisation'</i>	<i>We've used our environment signage to bring in cultural aspects to our school. This helps to normalize Maori customs/art within our school. Further artwork and signage would be good to do as we didn't end up getting to it this year due to a lack of funds.</i>	<i>By the end of 2025, it would be great to have more culture artifacts within our schooling environment to promote and normalize this wonderful culture.</i>
<i>Kaahui Ako</i>	<i>As a school involved in the Matamata Kaahui Ako, we have been inquiring into culturally responsive practices and how our teaching environments promote inclusiveness and honours Te Tiriti o Waitangi.</i>	<i>For 2025, we will continue to be a part of the Kaahui Ako and remain on our pathway for greater inclusiveness and recognition of Te Tiriti o Waitangi.</i>



Statement of compliance with employment policy

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

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

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

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes.
How do you practise impartial selection of suitably qualified persons for appointment?	<i>We have appointed selection panel for vacant positions and, when possible, these are made from members that cover a range of backgrounds, ethnicity and gender.</i>
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Māori, – The employment requirements of Māori, and – Greater involvement of Māori in the Education service? 	<i>Maori applicants are given equal opportunity to fulfil positions. As an example, our advertised Assistant Principal position that came up near the end of the 2024 year was won by a female applicant who acknowledges her Maori whakapapa.</i>
How have you enhanced the abilities of individual employees?	<i>Promoting and encouraging all staff to pursue any available opportunities that would improve their workplace abilities and satisfaction.</i>
How are you recognising the employment requirements of women?	<i>We have 16 staff, of which only two are male, so women are well represented here.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We've had no applicants with disabilities apply for any vacancies, and have no employees with disabilities.</i>

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

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

Financial statements

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport funding

Due to the amount of funding from Kiwisport being relatively little, during the 2024 school year, we used the funding in the following two ways:

- Purchasing some new sporting equipment
- Supporting students to participate in EOTC events