NORMANBY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2207
Principal:	Jude Sklenars
School Address:	3 Hunter Street, Normanby
School Postal Address:	3 Hunter Street, Normanby, Hawera, 4614
School Phone:	06 272 8023
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Accountant / Service Provider:

NORMANBY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Normanby 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.

Tash Campbell
Full Name of Presiding Member

Jude Sklenars
Full Name of Principal

Campbell
Signature of Presiding Member

[signature]
Signature of Principal

21-5-25
Date:

21.5.25
Date:

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

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants	2	1,893,168	1,591,731	1,841,867
Locally Raised Funds	3	82,879	14,750	81,504
Interest		23,973	12,000	20,333
Gain on Sale of Property, Plant and Equipment		6,217	-	-
Total Revenue		2,006,237	1,618,481	1,943,704
Expense				
Locally Raised Funds	3	16,206	8,500	64,744
Learning Resources	4	1,179,966	1,150,379	1,192,296
Administration	5	287,912	121,676	277,799
Interest		1,626	1,350	1,183
Property	6	395,935	343,438	396,934
Total Expense		1,881,645	1,625,343	1,932,956
Net Surplus / (Deficit) for the year		124,592	(6,862)	10,748
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		124,592	(6,862)	10,748

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

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Equity at 1 January		513,980	426,640	504,033
Total comprehensive revenue and expense for the year		124,592	(6,862)	10,748
Contributions from the Ministry of Education - Distribution to MOE		-	-	(801)
Contributions from the Ministry of Education - Furniture and Equipment Grant		5,603	-	-
Equity at 31 December		644,175	419,778	513,980
Accumulated comprehensive revenue and expense		644,175	419,778	513,980
Equity at 31 December		644,175	419,778	513,980

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.

Normanby School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	7	476,572	133,657	273,301
Accounts Receivable	8	94,836	78,685	97,373
GST Receivable		2,716	10,001	17,650
Prepayments		14,070	9,169	2,463
Inventories	9	4,661	3,699	3,733
Investments	10	86,000	86,000	86,000
Funds Receivable for Capital Works Projects	16	5,559	-	8,473
		684,414	321,211	488,993
Current Liabilities				
Accounts Payable	12	105,626	96,659	112,922
Revenue Received in Advance	13	16,248	4,690	4,765
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	5,155	5,816	6,711
Funds held for Capital Works Projects	16	9,422	-	6,914
		136,451	107,165	131,312
Working Capital Surplus/(Deficit)		547,963	214,046	357,681
Non-current Assets				
Property, Plant and Equipment	11	182,144	276,705	216,327
		182,144	276,705	216,327
Non-current Liabilities				
Provision for Cyclical Maintenance	14	78,116	65,730	49,598
Finance Lease Liability	15	7,816	5,243	10,430
		85,932	70,973	60,028
Net Assets		644,175	419,778	513,980
Equity		644,175	419,778	513,980

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

Normanby School
Statement of Cash Flows
For the year ended 31 December 2024

	Note	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash flows from Operating Activities				
Government Grants		580,886	496,823	553,960
Locally Raised Funds		82,817	14,750	77,961
Goods and Services Tax (net)		14,934	-	(7,649)
Payments to Employees		(311,148)	(289,593)	(408,470)
Payments to Suppliers		(184,709)	(343,172)	(164,921)
Interest Paid		(1,626)	(1,350)	(1,183)
Interest Received		22,212	12,000	11,934
Net cash from/(to) Operating Activities		203,366	(110,542)	61,632
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		6,217	7,000	-
Purchase of Property Plant & Equipment (and Intangibles)		(2,674)	(10,000)	(26,430)
Net cash from/(to) Investing Activities		3,543	(3,000)	(26,430)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,603	-	-
Contributions from Ministry of Education		-	-	(801)
Finance Lease Payments		(5,257)	(8,061)	(4,359)
Funds Administered on Behalf of Other Parties		(3,984)	-	(12,001)
Net cash from/(to) Financing Activities		(3,638)	(8,061)	(17,161)
Net increase/(decrease) in cash and cash equivalents		203,271	(121,603)	18,041
Cash and cash equivalents at the beginning of the year	7	273,301	255,260	255,260
Cash and cash equivalents at the end of the year	7	476,572	133,657	273,301

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

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

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 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants
The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests
Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue
Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Board-owned Buildings	50 years
Building Improvements	20 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

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

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

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

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

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

s) Financial Instruments

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

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	545,332	480,526	548,564
Teachers' Salaries Grants	868,738	862,124	832,963
Use of Land and Buildings Grants	283,944	230,086	270,979
Ka Ora, Ka Ako - Healthy School Lunches Programme	174,063	-	167,666
Other Government Grants	21,091	18,995	21,695
	1,893,168	1,591,731	1,841,867

3. Locally Raised Funds

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Donations and Bequests	36,239	5,000	7,358
Fees for Extra Curricular Activities	14,374	-	17,202
Trading	1,196	6,000	4,566
Fundraising and Community Grants	18,133	3,750	23,750
Other Revenue	12,937	-	-
Mini Van	-	-	28,628
	82,879	14,750	81,504
Expense			
Extra Curricular Activities Costs	7,289	2,500	20,313
Trading	357	6,000	4,185
Fundraising and Community Grant Costs	6,206	-	-
Mini Van	2,354	-	40,246
	16,206	8,500	64,744
Surplus for the year Locally Raised Funds	66,673	6,250	16,760

4. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	49,255	38,650	20,883
Employee Benefits - Salaries	1,078,694	1,049,727	1,113,980
Staff Development	9,870	22,000	7,784
Depreciation	40,518	36,602	47,846
Other Learning Resources	554	800	798
Extra Curricular Activities	1,075	2,600	1,005
	1,179,966	1,150,379	1,192,296

5. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	7,274	5,000	4,628
Board Fees and Expenses	11,569	11,250	11,099
Other Administration Expenses	16,592	22,850	18,035
Employee Benefits - Salaries	61,053	62,248	59,129
Insurance	6,861	8,388	6,532
Service Providers, Contractors and Consultancy	10,500	11,940	10,710
Ka Ora, Ka Ako - Healthy School Lunch Programme	174,063	-	167,666
	287,912	121,676	277,799

6. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cyclical Maintenance	28,518	21,910	27,688
Heat, Light and Water	13,751	15,500	15,513
Rates	730	700	675
Repairs and Maintenance	18,018	20,500	23,379
Use of Land and Buildings	283,944	230,086	270,979
Employee Benefits - Salaries	36,002	39,742	43,514
Other Property Expenses	14,972	15,000	15,186
	395,935	343,438	396,934

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 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	476,572	133,657	273,301
Cash and cash equivalents for Statement of Cash Flows	476,572	133,657	273,301

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

Of the $476,572 Cash and Cash Equivalents, $9,422 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the $476,572 Cash and Cash Equivalents, $16,248 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	60	110	163
Receivables from the Ministry of Education	2,530	-	8,050
Interest Receivable	15,268	5,108	13,507
Teacher Salaries Grant Receivable	76,978	73,467	75,653
	94,836	78,685	97,373
Receivables from Exchange Transactions	15,328	5,218	13,670
Receivables from Non-Exchange Transactions	79,508	73,467	83,703
	94,836	78,685	97,373

9. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	1,643	967	1,492
Uniform Account	3,018	2,732	2,241
	4,661	3,699	3,733

10. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	86,000	86,000	86,000
Total Investments	86,000	86,000	86,000

11. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Board-owned Buildings	11,549	-	-	-	(276)	**11,273**
Building Improvements	106,963	-	-	-	(9,410)	**97,553**
Furniture and Equipment	61,266	2,454	-	-	(17,179)	**46,541**
Information and Communication Technology	19,453	-	-	-	(5,209)	**14,244**
Leased Assets	15,829	3,661	-	-	(8,060)	**11,430**
Library Resources	1,267	220	-	-	(384)	**1,103**
	216,327	6,335	-	-	(40,518)	**182,144**

The net carrying value of equipment held under a finance lease is $11,430 (2023: $15,829)

Restrictions

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

	2024 Cost or Valuation $	2024 Accumulated Depreciation $	2024 Net Book Value $	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $
Board-owned Buildings	13,782	(2,509)	**11,273**	13,782	(2,233)	**11,549**
Building Improvements	342,080	(244,527)	**97,553**	342,080	(235,117)	**106,963**
Furniture and Equipment	412,133	(365,592)	**46,541**	415,337	(354,071)	**61,266**
Information and Communication Technology	65,664	(51,420)	**14,244**	65,664	(46,211)	**19,453**
Motor Vehicles	-	-	**-**	39,981	(39,981)	**-**
Leased Assets	31,016	(19,586)	**11,430**	27,356	(11,527)	**15,829**
Library Resources	30,063	(28,960)	**1,103**	29,843	(28,576)	**1,267**
	894,738	(712,594)	**182,144**	934,043	(717,716)	**216,327**

12. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	13,172	9,827	24,003
Accruals	7,274	2,995	4,628
Employee Entitlements - Salaries	76,978	73,467	75,653
Employee Entitlements - Leave Accrual	8,202	10,370	8,638
	105,626	96,659	112,922
Payables for Exchange Transactions	105,626	96,659	112,922
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	105,626	96,659	112,922

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Grants in Advance - MOE	16,231	4,690	4,663
Other Revenue In Advance	17	-	102
	16,248	4,690	4,765

14. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	49,598	43,820	21,910
Increase to the Provision During the Year	26,040	21,910	21,910
Use of the Provision During the Year	-	-	-
Other Adjustments	2,478	-	5,778
Provision at the End of the Year	78,116	65,730	49,598
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	78,116	65,730	49,598
	78,116	65,730	49,598

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2029. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	6,107	5,816	8,061
Later than One Year and no Later than Five Years	8,652	5,243	11,969
Future Finance Charges	(1,788)	-	(2,889)
	12,971	11,059	17,141
Represented by			
Finance lease liability - Current	5,155	5,816	6,711
Finance lease liability - Non current	7,816	5,243	10,430
	12,971	11,059	17,141

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
Rm 1 & 2 Refurbishment	230029	(8,473)	23,142	(14,669)	-	-
A,E,K Heating Upgrade	242673	3,317	-	(6,177)	-	(2,860)
LSC Space	220193	3,597	-	(6,296)	-	(2,699)
Jnr Outdoor Learning	230028	-	21,000	(11,578)	-	9,422
Totals		(1,559)	44,142	(38,720)	-	3,863

Represented by:

Funds Held on Behalf of the Ministry of Education	9,422
Funds Receivable from the Ministry of Education	(5,559)

2023	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
Rm 1 & 2 Refurbishment	230029	6,971	200,000	(215,444)	-	(8,473)
A E Floor&Wall Linings	230027	19,305	7,981	(27,286)	-	-
Site: Rekey School	242369	-	5,816	(5,816)	-	-
A,E,K Heating Upgrade	242673	-	67,259	(63,942)	-	3,317
LSC Space	220193	-	51,220	(47,623)	-	3,597
Totals		26,276	332,276	(360,111)	-	(1,559)

Represented by:

Funds Held on Behalf of the Ministry of Education	6,914
Funds Receivable from the Ministry of Education	(8,473)

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

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

18. Remuneration

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	4,165	4,975
Leadership Team		
Remuneration	357,755	366,792
Full-time equivalent members	3.30	3.00
Total key management personnel remuneration	361,920	371,767

There are 7 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1
The total value of remuneration paid or payable to the Principal was in the following bands:

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130 - 140
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-

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

Remuneration $000	2024 FTE Number	2023 FTE Number
110 - 120	1.00	0.00
120 - 130	0.00	1.00
	1.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	$0	$0
Number of People	0	0

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of $198,737 (2023: $68,273) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment $
Jnr Outdoor Learning	198,737
Total	**198,737**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

(b) Operating Commitments

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

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Cash and Cash Equivalents	476,572	133,657	273,301
Receivables	94,836	78,685	97,373
Investments - Term Deposits	86,000	86,000	86,000
Total financial assets measured at amortised cost	657,408	298,342	456,674

Financial liabilities measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Payables	105,626	96,659	112,922
Finance Leases	12,971	11,059	17,141
Total financial liabilities measured at amortised cost	118,597	107,718	130,063

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORMANBY SHOOL FINANCIAL STATEMENTS
FOR THE YEAR ENDED *31 DECEMBER 2024*

The Auditor-General is the auditor of Normanby School (the School). The Auditor-General has appointed me, Mark Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:

  o its financial position as at *31 December 2024*; and

  o its financial performance and cash flows for the year then ended; and

- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 21 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 information included on pages 1, 25 to 68, 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.

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

Normanby School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Marion Prince	Presiding Member	Elected	Nov 2026
Andrew Lodge	Principal	ex Officio	Jan 2024
Jude Sklenars	Principal	ex Officio	
Angelika Fowlie	Parent Representative	Elected	Sep 2025
Craig Clarke	Parent Representative	Appointed	Sep 2025
Carly Corrigan	Parent Representative	Elected	Nov 2026
Stephanie Vaitupu	Parent Representative	Elected	Sep 2025
Natasha Campbell	Staff Representative	Elected	Sep 2025

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of $2,154 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Normanby School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment

- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.

- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.

- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.

- Meets all Equal Employment Opportunities requirements.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	We have met our obligations to provide good and safe working conditions. The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.
How do you practise impartial selection of suitably qualified persons for appointment?	The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.

How are you recognising,
 	
   – The aims and aspirations of Maori,
   – The employment requirements of Maori, and
   – Greater involvement of Maori in the Education service?
	The Board, and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.
	
	The school has established a comprehensive Professional Growth Cycle for all members of staff. Through this and the schools professional development programme, individual staff members are given the opportunity to pursue individual and school based goals to support the aspirations for students as set out in our Strategic Plan.

How have you enhanced the abilities of individual employees?	The school has established a comprehensive Professional Growth Cycle for all members of staff. Through this and the school's professional development programme, individual staff members are given the opportunity to pursue individual and school-based goals to support the aspirations for students as set out in our Strategic Plan.
How are you recognising the employment requirements of women?	The school has established a comprehensive Professional Growth Cycle for all members of staff. Through this and the school's professional development programme, individual staff members are given the opportunity to pursue individual and school-based goals

| | to support the aspirations for students as set out in our Strategic Plan.

The school supported the 'Teacher Aide Pay Equity Claims.' The settlement corrected past undervaluation of the work mainly done by women and acknowledges the value of skills, responsibilities and demands of teacher aides who are supporting children who need the most help with their learning. |
|---|---|
| How are you recognising the employment requirements of persons with disabilities? | The Board, and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website. |

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

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

NORMANBY SCHOOL

TE KURA O MATARIKI

ANNUAL REPORT 2024

BOARD MEMBERS FOR THE YEAR ENDED 31 DECEMBER 2024

Name	Position Held	How Position was Gained	Term Expires
Marion Prince	Presiding Member	Elected	November 2026
Angelika Fowlie	Parent Representative	Elected	September 2025
Natasha Campbell	Staff Representative	Elected	September 2025
Craig Clarke	Parent Representative	Appointed	September 2025
Carly Corrigan	Parent Representative	Elected	November 2026
Andrew Lodge	Principal (Resigned)		
Jude Sklenars	Acting Principal Principal		
Jennifer Kemp	Parent Representative	Elected	September 2025
Stephanie Vaitupu	Parent Representative	Elected	September 2025

STATEMENT OF VARIANCE

STRATEGIC GOAL 1:

Our Students

To have access to a range of learning opportunities which develop key understandings, knowledge and skills needed to become lifelong learners:

1.1 Enhance wellbeing by developing our school culture so ākonga can successfully participate in learning and contribute to the community.

1.2 Strengthen our Restorative Practices to maintain positive, respectful relationships within our school; staff to staff, staff to student and student to student, by using best-practice tools and techniques.

ANNUAL TARGETS:

- Data analysis and tracking across the year will indicate an improvement in student general wellbeing (Level 1), resilience, belonging and safety (Level 2), and the protective domains such as health, hobbies and sleep (Level 3).

- Students/whānau surveys and voice collection will show an improvement in understanding of how positive behaviour for learning and restorative practice helps students to maintain positive, respectful relationships with each other and with staff at Normanby School.
- Student achievement data in literacy and maths will illustrate that 75% (English) and 80% (Mathematics and Statistics) or more of our students are achieving within or above the expected curriculum phase which can, in part, be attributed to a strong sense of wellbeing at school.

ACTIONS	1.1a Collect baseline wellbeing data in the domains of safety, belonging, and resilience (15 questions). 1.1b Weekly wellbeing check-in (5 questions) and requests for check-ins with wellbeing staff at Normanby School. 1.1d Regular recognition across the school community of different opportunities to connect to students about their wellbeing including; Term 1 focus on whakapapa and belonging, Relationship-based Learning, PB4L, restorative practices, Healthy Active Learning, eSafety, bullying prevention, celebration of diversity, mental health awareness, whare tapa whā, student leadership initiatives, Pause Breathe Smile, etc. ➔ 1.1e Ensuring rigorous school policies and procedures are in place for student wellbeing, including detail about internal and external referral processes for students who may need support with their wellbeing. Whole staff understanding of mandatory reporting requirements. Targeted wellbeing training as it becomes available. 1.2a Collect baseline Restorative Practice data: ● Staff Refresh Survey ● School Leader ● Refresh Survey ● Year 4-8 Student Refresh Survey 1.2b Engage with Restorative Practice professional development providers 1.2c Restorative Essentials training for all staff - Teacher Only Day and regular PLM training sessions led by SLT using the *Restorative Practice Kete - Book 2 Restorative Essentials* module training guides.
WHAT DID WE ACHIEVE?	● Robust baseline and over-time data which informed improvement targets ● Ākonga have a better sense of belonging and connection to school, to whānau, to friends and the community. ● Ākonga experience achievement and success (in their learning, in their relationships with others) ● Ākonga are resilient and have the capacity to 'bounce back'. ● Ākonga are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers. ● Ākonga understand their place in the world, are confident in their identity and are optimistic about the future. ● Identified insights and trends will inform our decisions on future wellbeing target areas and foci, and to support wellbeing curriculum development. ● Related policies and procedures are robust and have been communicated with the school community who have an opportunity to provide feedback about our policies through the School Docs portal. All staff are aware of their responsibilities towards student wellbeing. ● Evaluation of current RP knowledge and understanding and tailored RP training to meet our needs. ● Needs-based RP workshops/PLD to support staff to build knowledge of the foundational aspects of RP ● A strengthened relational culture in

		our classrooms and in our school. ● Developed skills and a relational approach to effective communication and restorative conversations ● Staff equipped to de-escalate situations successfully, enabling all staff to 'keep the small things small'.
	EVIDENCE	The **collection of baseline wellbeing data** using the Pivot Wellbeing tool went smoothly, with students accessing it through their school IDs. Teachers provided explanations to ensure understanding, and student engagement was high due to the tool's visual appeal. Initial insights revealed that students: ★ felt safe ★ had a sense of belonging ★ trusted their friends However, areas needing improvement included: ☐ asking for help ☐ respecting personal boundaries ☐ maintaining a positive outlook. Pivot Baseline Pivot Check-in Cycle 1 Pivot Check-in Cycle 2 Pivot Check-in Cycle 3

Positive Vibe Tribe workshops, attended by identified students with low attendance/engagement, complemented this by empowering them to be confident through creative activities, enhancing their self-awareness and resilience. The Positive Vibe Tribe sessions focused on building confidence and addressing social anxiety, supporting these check-ins by providing students with strategies to articulate feelings and improve engagement. The workshops encouraged students to identify personal wins and strengths, fostering a more positive self-view.

Weekly check-ins were mostly consistent, though occasionally missed. Students' responses often highlighted areas needing attention, such as negative outlooks or being quite pessimistic, which were discussed in team meetings. Although staff promptly responded to the students who were seeking help, a future goal for next year will be to further increase staff engagement in determining what the Pivot Tool data is suggesting, and what steps need to be taken for addressing the specific needs indicated in this data.

Data analysis evidenced a gender disparity, with females scoring lower in wellbeing areas and experiencing more conflicts, often involving parental communication. The focus for 2025 will be on improving peer relationships and resilience. Students who participated in the Positive Vibe Tribe sessions were able to develop personal identity and interpersonal skills, aligning with the Health and PE curriculum. They engaged in activities that helped them identify strengths, manage emotions, and build resilience, which are crucial for addressing the disparities and enhancing overall student wellbeing. Having a greater number of children participate in the Positive Vibe Tribe sessions will be very beneficial.

Healthy Active Learning initiatives positively impacted student wellbeing by promoting inclusivity and supporting our efforts to reduce absenteeism. While community engagement needs more focus, opportunities exist through whānau hui and events. The Positive Vibe Tribe sessions further supported these efforts by fostering

a sense of community and belonging among students. The workshops encouraged students to express themselves, build friendships, and engage in school life actively. These initiatives, combined with the wellbeing workshops, aim to create a supportive environment that values diversity and inclusion, enhancing community engagement and student wellbeing.

School policies are open for review by all stakeholders of Normanby School through the SchoolDocs online portal. These are on a regular review cycle. Information on how parents can access and contribute their feedback is published in the fortnightly community newsletter as well as a list of the policies that are currently up for review.

The SENCo, Principal and staff work together to ensure that students of pastoral concern are identified and any referrals are submitted in a timely manner. Students with individual education/safety/behaviour plans are supported through regularly scheduled hui/IEP/IBP/ISP reviews throughout the year. Any support workers from outside agencies are invited to attend and contribute to these hui.

Well-being initiatives made available to our tamariki and whānau in 2024:

- ★ 'Seasons for Growth' an 8-week programme for children, young people or adults who have experienced grief or loss (3 target students)
- ★ PIVOT Wellbeing Tool (Year 4-6)
- ★ Mau Rakau training - a Kahui Ako initiative to improve attendance and engagement (1 target student)
- ★ 'Positive Vibe Tribe' The primary focus of the service is **attendance** and **engagement**. The service is data driven and we will be tracking both attendance and engagement/wellbeing over time. To participate in sessions children's attendance is either between 70-89% OR low engagement data as per PIVOT survey or wellbeing data (eg answering never or rarely consistently across the PIVOT domains). (18 target students)
- ★ Social Worker in schools service
- ★ Big Brothers Big Sisters engagement
- ★ IRF and Behaviour Support referral for targeted individual to support his transition into our kura and promote his well being.
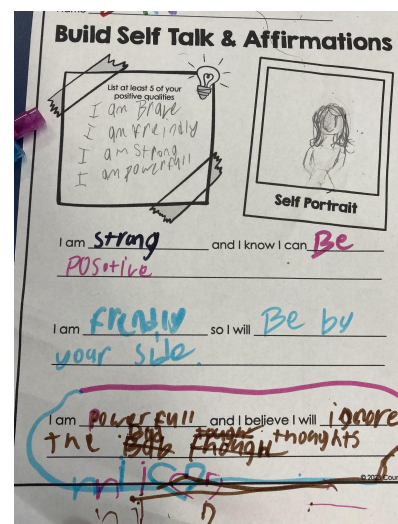
Teacher Only Day (June 4) - **Restorative Essentials** in-service training with Jo Chamberlin, Restorative Practice facilitator. Key learnings: human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than to them or for them, ways to build a relational learning culture, re-visited the restorative conversation process. This has supported a whole-school (staff and support staff) approach and consistency to strengthening restorative practices in our kura.

Other professional development undertaken by staff to continue supporting our tamariki with improving their wellbeing:

- ★ Professional Growth Cycles - Relationship-based Learning goals and actions (classroom teachers)
- ★ Physical Distress Webinar Wednesday 28 February (classroom teachers)
- ★ GRIP Student Leadership Conference Wednesday 13 March (20 Year 6 students)
- ★ Healthy Active Learning workshop Thursday 14 March (classroom teachers)
- ★ Incredible Years training (1 PCT)
- ★ Teacher Only Day - Restorative Practice training 'The Essentials' Tuesday 4 June (all staff)
- ★ Healthy Active Learning workshop Thursday 13 June (TIC)
- ★ Seasons for Growth sessions begin Tuesday 30 July (4 students)
- ★ Positive Vibe Tribe sessions begin Monday 12 August (18 students)

Mid-Year Literacy Data Analysis
End-Year Literacy Data Analysis

Mid-Year Maths Data Analysis
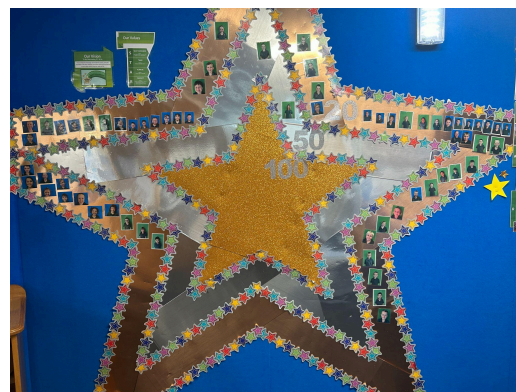End-Year Maths Data Analysis

| REASONS FOR VARIANCE | Restorative Practice
Initially RP surveys provided by the PB4L School-Wide team MoE were unable to provide us access to the surveys. These were not a tool used for collecting baseline data. Instead staff were asked |

about their understanding, knowledge, practices prior to refresh training in Restorative Practice. Regular check-ins with staff throughout the year to ensure RP is still thriving in classrooms and in the playground.

Student Achievement Data - Why the disparity between mid-year and end-year writing data?

There is no definitive answer to this question but several factors may have contributed:

1. If any Year 3 student is still sitting in Level 1 at the end of the year, they immediately fall into the *working towards* category. The benchmark shift for this year group catches many of our students out who haven't quite managed to tick off enough learning goals in the second half of the year to get them into Level 2. The same can be said of our Year 5 cohort who really do need to be at the end of Level 2 or into Level 3 by the end of the year - another major benchmark shift.

2. Current goal sets do not align well with the Writer's Toolbox progressions or even the learning objectives of the refreshed English Curriculum. If goals don't match up, they won't have been ticked off for a student. This results in several goal gaps for many students in the second half of the year.

3. We also were in a position where two new teachers came into classrooms and wanted to see for themselves that learning goals in writing had been retained over time. When this wasn't visible, some goals were then unticked for some students and those particular skills became repeated teaching points during lessons.

4. The Writer's Toolbox PLD has been very impactful in terms of extending teacher knowledge about what learners should be demonstrating at certain levels and this has had an influence on how many goals teachers have been willing to mark as achieved for students. We have become far more deliberate and conscientious about being absolutely certain that a child is demonstrating certain writing skills and wanting to see evidence of their level of mastery before ticking more goals off. There was more a sense of, "I'm actually not convinced about this goal for this student - I won't tick it off yet".

5. The Writer's Toolbox PLD has also given teachers a better understanding of the progression of skills we should be looking for in our young writers - at this level what should they be able to do independently in a piece of every day writing? If student's writing samples did not match these exemplars, teachers would look backwards to see what learning skills/goals were now considered to be gaps in knowledge.

6. In this, our first year of Writer's Toolbox, classes have spent a lot of time exploring mainly simple sentences and this has led to a drop off in the quantity of writing that has been produced. They are now working hard to write sentences of more than 12 words and being really deliberate about the choices they are making within those sentence structures. This has created a reduction in the amount of texts students have been creating this year. This in itself has a flow-on effect for ticking off a range of learning goals.

7. Another potential cause of the drop in data, particularly for our Year 4-6 cohorts is the fact that Term 4 is fraught with interruptions to learning programmes (school production, swimming lessons, camps). So much so that daily explicit teaching, the consistency, the routines and the time to practice new skills independently are all impacted by these interruptions.

Unfortunately, we have seen a small drop in maths data from mid-year to end of year. Of particular concern in this data is the achievement in mathematics for our year 5 group. We are aware that this particular cohort has had a lot of disruption to their learning during the year with changes of teachers, each who needed to learn each child's individual achievement and maintain tracking progress across the year. We also highlight once again that the shift into year 5 is made challenging as the mid and end of year expectations in year 4 are the same, before entering into a higher curriculum level in year 5.

Our year 4 cohort continues to produce extremely pleasing results. While we are aware that there are many students in this cohort who are very capable mathematically, we also know that there is a group of students in this year group who will need very targeted support from the beginning of 2025 to ensure they make accelerated progress to maintain pace with the curriculum and their peers.

It is also very pleasing to see that our female students have closed the gap that we have seen over the past few years, and are now slightly out performing our male students. The group now most in need of monitoring and targeting are our Māori male students who are slightly over represented in the working toward category.

Normanby School is well positioned and prepared to meet the demands of the curriculum refresh, having already implemented Maths-no problem as their mathematics programme for the previous two years. As a chosen provider by the Ministry of Education, this will allow Normanby to access further professional development and free access to resources that have been funded by the board in the past. Many of our teachers are already highly skilled in delivering mastery maths lessons and measuring the learning that happens within each lesson and over time.

WHAT NEXT?	➔ Further increase staff engagement in determining what the Pivot Tool data is suggesting, and what steps need to be taken for addressing the specific needs indicated in this data. ➔ Having a greater number of children participate in Positive Vibe Tribe sessions. ➔ Promote greater community engagement with Healthy Active Learning. ➔ Consider whole staff UBRS training. ➔ Re-establish PB4L team 　➔ ➔ Continue to identify students for Positive Vibe Tribe, Mau Rakau, Attendance Service, Seasons for Growth, Big Brothers Big Sisters, Social Worker interventions in 2025 ➔ Increase our focus on student achievement, particularly in Writing, and accelerative teaching strategies in 2025. How will we accelerate learning further for students who need to make extra progress? The aims of the curriculum refresh will also require some content to be taught at a different year level to when it is currently taught, with some concepts being required at a younger age and some moving out to be taught at a later year level. Teachers will need to engage heavily with the new curriculum documents and new Hero goal sets to familiarise themselves with the new outcomes required in learning. ➔ Increase our focus on student attendance and the national and our own attendance plan

STRATEGIC GOAL 2:

Our Staff

To develop professional capability, always aiming for equity, effectiveness and excellence.

2.1 Strengthen understanding of our common code of effective and culturally responsive teaching practice (Relationship-based Learning), including implementing change in how we engage in open, constructive conversations about the opportunities for sustained improvement.

2.2 Continue to implement *Te Mātaiaho*, the refreshed New Zealand Curriculum in order to strengthen what we do so that all ākonga excel and experience success in their learning.

ANNUAL TARGETS:
- Student achievement data in literacy and maths will illustrate that 75%-80% or more of our students are achieving at or above the expected curriculum level which can, in part, be attributed to improved relationships and teacher capability through embedding the culturally responsive RbL pedagogy.
- Teachers' profile evidence collection will show growth over time, with movement towards the north-east becoming evident.
- Voice collection will illustrate improvement over time in how well ākonga UNDERSTAND what they are learning,

	KNOW how and why they are experiencing success in their own learning, and can demonstrate that learning through the relevant and cognitively challenging tasks designed for them (DO).
ACTIONS	2.1a Attended South Taranaki Kāhui Ako RbL Research workshop. 2.1b Attended South Taranaki Kāhui Ako RbL Cafe - 'Agentic Positioning' workshop 2.1c Formulation of school-wide PGC goal - RbL Profile Part 1.1: Agentic Positioning 2.1d Teacher observations with voice collection and Impact Coaching 2.1e North-East monitoring (co-construction) / Group Coaching / Moderation meetings 2.2a use of the NZC English Getting Started Guide to: ● explore the revised English learning area ● familiarise staff with the progression model and the three interwoven elements of Understand, Know, and Do ● work towards using the Understand, Know, and Do structure to design topics and tasks. 2.2b use of the NZC Mathematics and Statistics Getting Started Guide to: ● Learn about the key changes in mathematics and statistics ● Find starting points to explore and use the refreshed curriculum content ● Connect to resources, guidance material, supports and PLD 2.2c Embed and sustain the refreshed Te Ao Tangata/Social Sciences learning area.
WHAT DID WE ACHIEVE?	● Continued to develop school-wide knowledge of the research behind Relationship-based Learning. ● Continued to develop school-wide understanding of the Relationship-based Learning profile and pedagogy. ● Collective commitment to making a difference in the area of agentic positioning - rejecting deficit explanations for student learning. ● Impact coaching data will track change/improvement. Evidenced shift to the 'north-east' ● Continued to build teacher knowledge and understanding around being an effective 'North-East' teacher, and to engage in deliberate, systematic processes and reasoning, leading to improved outcomes for learners. ● Continued to build our collective awareness and grow our understanding of the refreshed English and Mathematics and Statistics learning areas within Te Mātaiaho. ● Teacher collaboration to design learning experiences that weave the three elements of *Understand, Know,* and *Do* together so that student learning is rich, deep and meaningful.
EVIDENCE	Relationship-based Learning/Wellbeing/Local Curriculum PLD: ● STKA T.O.D Wednesday 31 January 2024 (classroom teachers and support staff) ● RbL Research session Thursday 15 February 2024 (classroom teachers) ● RbL Profile 'Cafe' - Agentic Positioning workshop Wednesday 6 March 2024 (classroom teachers) ● RbL Group Coaching training Thursday 21 March (WsL) ● RbL WsL Hui Thursday 28 March (WsL) ● RbL Webinar (Education Hub) Tuesday 7 May 2024 ● RbL Group Coaching Hui Wednesday 8 May (classroom teachers) ● Voice Collection training Thursday 6 June (WsL) ● RbL Group Coaching Hui Monday 11 November 2024 (classroom teachers) Relationship-based Learning at Normanby School, End of Year Report, 2024 - this report from our Within School RbL Lead evidences the effective teaching practices in writing which was a school-wide focus in 2024 (based on previous data analysis). The evidence and data collected during observations was a valuable tool for measuring our success in this area of professional development. As always with RbL, regardless of what learning area we are teaching, our aims are to: ● *Part 1 - Create an extended family-like context for learning (Relationships scale)* ● *Part 2 - Interact within this family-like context in ways we know promotes learning (Discursive Strategies scale)* ● *Part 3 - Monitor and assess learners' engagement in their learning by asking the*

	following questions : What are you learning? How do you know how well you are going? What do you think your next steps will be? Te Mahau curriculum refresh workshop Thursday 23 May 2024 Curriculum Teacher Only Day Friday 31 May 2024 Draft Curriculum online workshop (Maths) Wednesday 4 September 2024 Te Mahau Zoom Hui Monday 9 September 2024 Draft Curriculum online workshop (English) Thursday 12 September 2024 Teacher Only Day - Curriculum Refresh Tuesday 29 October 2024 (classroom teachers) Mid-Year Literacy Data Analysis End-Year Literacy Data Analysis Mid-Year Maths Data Analysis End-Year Maths Data Analysis Term 1 SENCo Report Mid-Year SENCo Report End-Year SENCo Report
REASONS FOR VARIANCE	See above for variance related to student achievement data.
WHAT NEXT?	➔ Continue on our journey to becoming a self-sustaining RbL school. ➔ Although RBL is the driver of professional growth cycles in our school and at the heart of our school culture and learning expectations, there is still room for improvement. In order to meet the strategic goals set for our staff, professional growth is still needed. This includes ensuring that every teacher has a clear understanding of how to create a family-like context and how and when to use discursive strategies in an impactful way. ➔ Embed the Group Coaching/Co-Construction model ➔ Look to 'train' another impact coach to support the PGC process. ➔ Targeted professional development to the Curriculum Refresh, structured literacy and maths, student wellbeing, student attendance.

STRATEGIC GOAL 3:

Our Community

To engage our community to be actively involved in the life of our school and continue to build positive and meaningful community partnerships.

3.1 Connect with and work in partnership with whānau, hapu and iwi to foster reciprocal learning centred relationships.

3.2 Increase our understanding, expand our knowledge & use of te reo me ōna tikanga and mātauranga Māori.

ANNUAL TARGETS:

- Voice collection will illustrate changes over time in what the perceived enablers and barriers to student learning are at Normanby School.
- MAC Strategy: Building knowledge based on prioritised bodies of knowledge and needs identified through inquiry.
- MAC Strategy: Facilitating the understanding of key concepts, strategies and documents and developing tools and plans to confidently and competently implement them in school.

ACTIONS	3.1a Engage with parents and whanau through school events, hui, and surveys:
	  ● Term 1 Head Start Hui
	  ● Term 3 Learning Conferences
	  ● Parent Information Evenings
	  ● Real-time reporting on SMS Hero
	  ● Whanau days
	  ● Working Bees
	  ● PTA events
	  ● School Production and Prize Giving
	  ● Targeted surveys
	  ● Community Feed on SMS Hero
	  ● Caregiver Communication on SMS Hero
	  ● School Facebook page
	
	3.1b South Taranaki Kāhui Ako engagement and professional learning opportunities with local iwi
	3.1c Māori Achievement Collaborative engagement:
	  ● A series of facilitated cluster hui per year
	  ● A specified number of 1:1 facilitated hui with each school
	  ● A one day facilitated regional Wānanga
	  ● A 3-day National Wānanga - Marae based:Living by Māori values
	3.1d South Taranaki Kāhui Ako Voice collection
	3.2a Support staff who commit to additional professional development in learning te reo Māori me ōna tikanga (Te Ahu o Te Reo Māori)
	3.2b Scheduled Te Reo Māori me ōna tikanga lessons in daily timetabling, and provision of resourcing to enable teachers to provide language learning opportunities to all students.
	3.2c Welcome our new tutor and re-establishing our Kapa Haka
	3.2d Engage with MAC, STKA and Resource Teacher of Māori for professional learning opportunities to support staff to experience deep learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.

WHAT DID WE ACHIEVE?	 ● Strengthening meaningful, educationally significant connections, communications and relationships with Māori whānau, hapū, iwi and parents, families and our school community. ● School processes and practices for consultation are improving with Māori whānau, hapū iwi and parents, families and our school community ● Community collaboration is strengthening to enrich opportunities for students to become confident, connected, actively involved learners. ● Learner outcomes are well promoted and celebrated ● Identified perceived enablers and barriers to student learning at Normanby School ● Staff personal/professional growth and commitment to meeting the Standards for the Teaching Profession: *Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand* by practising and developing the use of te reo and tikanga Māori. ● Improved confidence by both students and staff to speak te reo Māori in school ● Improved knowledge of te reo Māori kupu and everyday phrases ● Giving effect to Te Tiriti of Waitangi ● High engagement levels ● Giving effect to Te Tiriti of Waitangi ● Māori learners are well-supported to achieve success with a strong sense of their cultural identity. ● Giving effect to Te Tiriti of Waitangi

EVIDENCE	Wānanga Rūmaki 1 Te Ahu o Te Reo Maori - (6 staff) 23-24 January 2024. 1 staff member beginning Level 3, 2 staff beginning Level 2 and 3 staff beginning Level 1. Six months of weekly lessons outside of school hours plus online self-directed learning.

Head Start Hui (Whānau Learning conferences) Wednesday 31 January 2024 - an opportunity for teachers, students and parents to connect and discuss the learning needs of each child, and set appropriate personal pathway goals. A very well attended event.

Parent Information Evening Monday 19 February 2024 - 6 parents in attendance which is an improvement on past years.

M.A.C Cluster Hui Wednesday 20 March 2024

Wānanga Rūmaki 2 Te Ahu o Te Reo Maori - (3 staff) 10-11 June 2024

Wānanga Rūmaki 2 Te Ahu o Te Reo Maori - (2 staff) 13-14 June 2024

Voice Collection (student group, parent group, teacher group, support staff group, leadership group) Tuesday 25 June 2024. Collecting our school narrative allows us to explore the dominant discourses and understand the perceived enablers and barriers for student progress, achievement and wellbeing.

Each group identified perceived enablers and barriers to our tamariki

M.A.C face-to-face with Damon Ritai Wednesday 3 July 2024

Mihi Whakatau Friday 5 July 2024

Wānanga Rūmaki 1 Te Ahu o Te Reo Maori - (3 staff) 18-19 July 2024

PLM with Damon Ritai (M.A.C) Monday 5 August (classroom teachers)

M.A.C webinar series begin Wednesday 21 August

Damon Ritai (M.A.C) to Board meeting Thursday 22 August 2024

M.A.C Cluster Hui Wednesday 28 August 2024

Whānau Learning conferences Monday 2 September 2024 +'2 Stars, 1 Wish' voice collection

Whānau Fun Day - incl playground presentations, art exhibit Friday 1 November 2024

Kapa Haka tutors reinstated this year.

We have enjoyed good attendance at our whānau events this year and received some useful feedback via our RbL Voice Collection round in June, as summarised in my November Principal's report to the Board, and again from our '2 Stars, 1 Wish' voice collection in September, as summarised in my September Principal's report to the Board.

The turnout to our community event days (cross-country, Whānau Fun Day, Prize Giving, etc) was excellent and these days were so successful for the students to showcase their learning, their strengths and their talents.

Our partnership with the Māori Achievement Collaborative has been very beneficial to the development of local knowledge of all our classroom teachers and Board members. Through our mahi with Damon Ritai we are learning so much about our area when it was first inhabited, the stories of our whenua and the people who first created a home here, we have started to develop a school pepeha and are linking our STAR Values to some of this local knowledge. We have plans to create a waharoa for the school as a gateway for any new-comers to be welcomed into our kura. We are also planning on representing some of this local knowledge into the designs for our new playground. Once our pepeha is formally adopted, we would like to create a permanent display in our school hall so all visitors to our kura can learn and understand our place and our connection with the whenua and tangata whenua.

REASONS FOR VARIANCE	We have been informed that Te Ahu o te Reo Māori are no longer receiving funding from the MoE to support kaiako to upskill in their knowledge and use of te reo Māori so this will have a significant impact on how teachers pursue this personal and professional development going forward. We were very disappointed to learn of this development but will endeavour to provide our staff with ongoing PLD in te reo Māori acquisition in 2025.
WHAT NEXT?	➔ Continue working alongside MAC to finalise our school pepeha. ➔ Use additional funding (bequeathed funds) to engage local artists/craftspeople to design and build/create a school waharoa (gateway) and an information board in the school hall on our 'story'. ➔ Add a target under Goal 3: Our Community of improving student attendance.

EVALUATION AND ANALYSIS OF THE SCHOOL'S STUDENTS' PROGRESS AND ACHIEVEMENT

Mid-Year Literacy Data Analysis
July, 2024

Year 0-6 Literacy Assessment Data

Our achievement target in Literacy (Reading and Writing) was reviewed and re-set for 2024 at 75% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. Mid-year data is simply a *snapshot in time* of how our students are progressing towards meeting the expected levels of the New Zealand Curriculum.

Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In writing these include:

- e-asTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals on Hero
- progress on spelling/structured literacy programmes i.e. The Code, BSLA

In reading these include:

- BSLA diagnostic testing
- regular 'Running Records' up to Level 20 (an assessment of fluency and decoding skills and strategies that a child can use independently)
- Regular 'Probe' reading assessments for students beyond Level 20 on the colour wheel (comprehension capabilities as well as fluency and decoding skills)
- PAT reading comprehension test
- Assessment Resource Bank (ARBs) from Level 21 onwards (an assessment of comprehension skills and strategies that a child can use independently) Optional
- conferencing and learning conversations
- observation of skills and strategies during guided/instructional reading sessions
- tracking of reading learning goals on Hero
- progress with sight word knowledge/structured literacy i.e. The Code, BSLA

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points, mid-year (1st July) and end of year (1st December). Teachers engage in termly moderation meetings where collaboratively we examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement level's and manually input this into the system.

The mid-year achievement levels are presented in this report.

Our Year 0-1 cohort data is excluded from this data set. **In Year 0-1 100% of students are either AT or ABOVE expected achievement levels in literacy (early Level 1- at Level 1+).**

Year 2-6 Analysis Group

- There are 135 students currently enrolled at Normanby School.

- 28 students are in the Year 0-1 cohort and are excluded from the analysis narrative below. They are all achieving AT the expected level in their first year at school.
- 2 other students are excluded as their learning goals sit outside the NZ Curriculum (ORS or Ministry funded for additional learning needs).
- **A total of 106 students are in the Year 2-6 analysis group.**
- **28 of the 106 Year 2-6 students (26%) are currently identified as requiring additional learning support.***
- **4 students in this data set currently have Individual Education/Behaviour/Safety Plans in place.**

Year 2-6 Reading Analysis

	All 106 students	Year 2 20 students	Year 3 22 students	Year 4 22 students	Year 5 22 students	Year 6 20 students	Male 49 students	Female 57 students	Maori 51 students	NZE 50 students	Other 5 students
Above	23 (22%)	3 (15%)	6 (27%)	5 (23%)	3 (14%)	6 (30%)	9 (18%)	14 (24%)	9 (18%)	13 (26%)	1 (20%)
At	55 (52%)	7 (35%)	12 (55%)	15 (68%)	13 (59%)	8 (40%)	25 (51%)	30 (53%)	29 (57%)	23 (46%)	3 (60%)
Towards	28 (26%)	10 (50%)	4 (18%)	2 (9%)	6 (27%)	6 (30%)	15 (31%)	13 (23%)	13 (25%)	14 (28%)	1 (20%)

In total:

Reading Achievement Year 2-6

Towards 26.4%

At/Above 73.6%
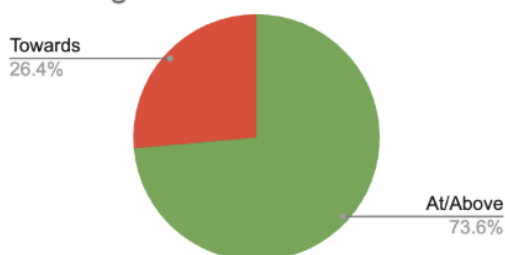
## What is the data telling us?

- 78 of the 106 students (74%) in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Reading. This is 1% off our end-of-year target which is very promising as we head into the second half of the year.
- 28 of the 106 students (26%) in Year 2-6 are currently working TOWARDS expected levels. We are hopeful that at least 1% will make the shift into the AT/ABOVE category to achieve our school-wide target of 75% by the end of the year.
- 34 of our male students (69% of all males) and 44 of our female students (60% of all females) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Reading.**
- 38 of our Maori students (75% of all Maori students) and 41 of our NZE/Other students (73% of all NZE/Other students) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Reading.**
- **Māori and students of Other Ethnicity have met our target.**
- Of the 38 Maori students who are achieving AT or ABOVE, 18 are male (78% of all male Māori) and 20 are female (71% of all female Māori).
- **Māori boys have met our target.**
- Of the 40 NZE/Other students who are achieving AT or ABOVE, 16 are male (62% of all NZE/Other male students) and 23 are female (79% of all NZE/Other females).
- **NZE/Other females have met our target.**
- Of all the students who are achieving AT or ABOVE, 34 of the 78 (44%) are male and 44 of the 78 (56%) are female.

Year Level Cohorts

Legend: Above (green), At (blue), Towards (red)
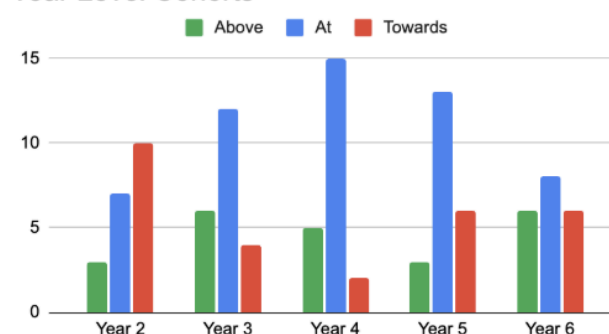
Key findings from this set of data:

★ Greater number of students are ABOVE compared with mid-year 2023.

★ Cohorts that have met our school-wide target:
Year 3 (**82% At/Above**)
Year 4 (**91% At/Above**)
Students of other ethnicity (**80% AT/Above**)
Female students (**77% At/Above**)
Māori (75% At/Above)

★ A greater percentage of males (69%) are At/Above than females (60%)

★ Year 2 cohort have a high number (50%) of students still working towards - will need to be tracked carefully towards the end of the year.

- This time last year we had 40 students working towards expected levels of achievement. This year this has decreased to 28 students. Several have been involved in individual or small group intervention programmes and teachers will consider new students for nomination for intervention programmes e.g 5+, 7+, Reading Rev
- 4 students in this group have Individualised Plans in place and are supported in other ways by classroom teachers, support staff and outside agencies.
- Teachers continue to consider scaffolding/frontloading/additional guided practice required e.g BSLA Tier 2
- Teachers continue to differentiate in explicit teaching/guided practice/independent practice to cater for diversity of needs.

Year 2-6 Reading - Ongoing Monitoring

At/Above Towards	Overall	Current Y2 cohort	Current Y3 cohort	Current Y4 cohort	Current Y5 cohort	Current Y6 cohort
2020 mid-year	40% 60%	100%	38% 62%	100%	38% 62%	47% 53%
2020 end-year	61% 39%	74% 26%	33% 67%	74% 26%	33% 67%	50% 50%
2021 mid-year	53% 47%	33% 67%	33% 67%	54% 46%	58% 42%	44% 56%
2021 end-year	61% 39%	48% 52%	48% 52%	65% 35%	73% 27%	41% 59%
2022 mid-year	53% 47%	38% 62%	52% 48%	71% 29%	67% 33%	34% 66%
2022 end-year	67% 33%	80% 20%	74% 26%	75% 25%	52% 48%	43% 57%
2023 mid-year	66% 34%	68% 32%	84% 16%	87% 13%	54% 46%	39% 61%

2023 **end-year**	**76%** **24%**	**72%** **28%**	**91%** **9%**	**78%** **22%**	**71%** **29%**	**68%** **32%**
2024 **mid-year**	**74%** **26%**	**50%** **50%**	**82%** **18%**	**91%** **9%**	**73%** **27%**	**70%** **30%**

Reading achievement trends over time...
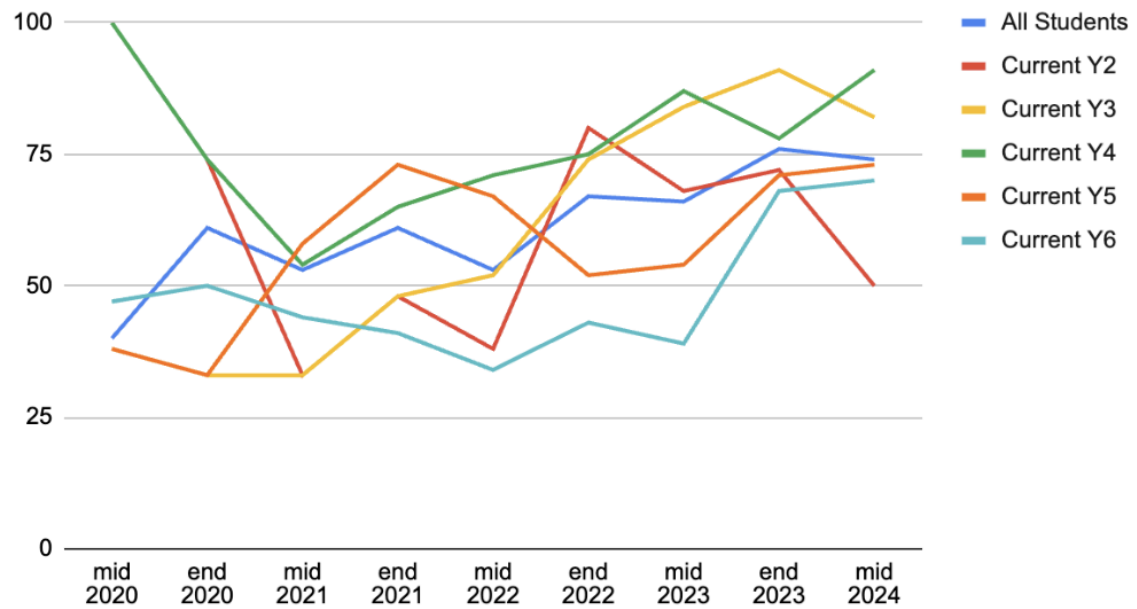
Legend: All Students, Current Y2, Current Y3, Current Y4, Current Y5, Current Y6

Year 2-6 Writing Analysis

	All 106 students	Year 2 20 students	Year 3 22 students	Year 4 22 students	Year 5 22 students	Year 6 20 students	Male 49 students	Female 57 students	Maori 51 students	NZE 50 students	Other 5 students
Above	25 (24%)	2 (10%)	3 (14%)	8 (36%)	3 (14%)	9 (45%)	8 (17%)	17 (30%)	11 (22%)	13 (26%)	1 (20%)
At	64 (60%)	18 (90%)	16 (72%)	13 (59%)	14 (64%)	3 (15%)	34 (68%)	30 (53%)	31 (61%)	30 (60%)	3 (60%)
Towards	17 (16%)		3 (14%)	1 (5%)	5 (22%)	8 (40%)	7 (15%)	10 (17%)	9 (17%)	7 (14%)	1 (20%)

Writing Achievement Year 2-6

Towards 16.0%

At/Above 84.0%
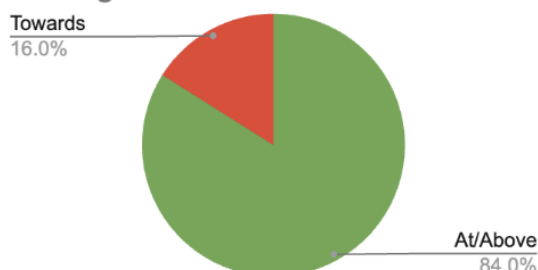
What is the data telling us?

- **89 students (84%) in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Writing, leaving 17 students (16%) currently working towards expected levels. This has far exceeded our current end of year target of 75%.**
- 42 of our male students (83% of all males) and 43 of our female students (83% of all females) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Writing. Both groups have met the target.**
- 42 of our Maori students (83% of all Maori students) and 47 of our NZE/Other students (85% of all NZE/Other students) are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in **Writing. Both groups have met the target.**
- Of the 42 Maori students who are achieving AT or ABOVE, 20 are male (87% of all male Māori) and 22 are female (79% of all female Māori).
- Of the 47 NZE/Other students who are achieving AT or ABOVE, 22 are male (85% of all male NZE/Other) and 25 are female (86% of all female NZE/Other).
- Of all the students who are achieving AT or ABOVE, 42 of the 89 (47%) are male and 47of the 89 (53%) are female.

Year Level Cohorts
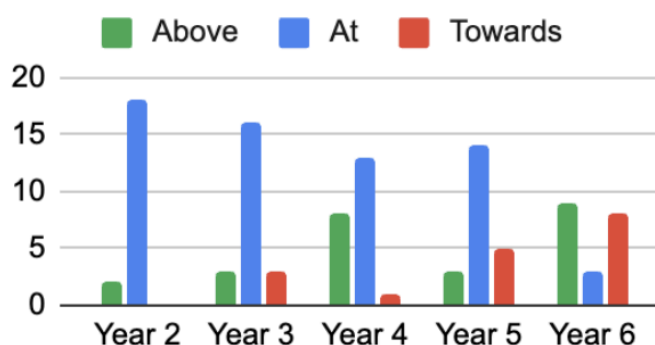
Key findings from this set of data:

★ Greater number of students moving into the ABOVE category compared with mid-year 2023.

★ Cohorts that have met (and in many instances have well exceeded) our school-wide target of 75%:
Year 2 (**100% At/Above**)
Year 3 (**86% At/Above**)
Year 4 (**95% At/Above**)
Year 5 (**78% At/Above**)
Males (**85% At/Above**)
Females (**83% At/Above**)
Māori (**83% At/Above**)
NZE (**86% At/Above**)
Other ethnicity (**80% AT/Above**)

★ Females and males are performing equally well with 83% of both groups achieving the expected levels in Writing.

★ In order to meet the target, our Year 6 cohort will need to shift 15% (2 students) of the 40% of students still working **Towards** into the **AT/Above** category. These students will need to be tracked carefully towards the end of the year. Interventions will need to be considered.

● This time last year 35 students were working **Towards** expected levels of achievement in Writing. This year, this has decreased to 17 students.

To support these students teachers may:

★ Consider nomination for individual or small group intervention programmes e.g 5+, Reading Rev
★ Consider scaffolding/frontloading/additional guided practice required e.g BSLA Tier 2
★ Differentiate explicit teaching/guided practice/independent practice

● 4 students in this group have Individualised Plans (either Education/Safety or Behaviour) in place and are supported in other ways by classroom teachers, support staff and outside agencies.

Year 2-6 Writing - Ongoing Monitoring

At/Above Towards	Overall	Current Y2 cohort	Current Y3 cohort	Current Y4 cohort	Current Y5 cohort	Current Y6 cohort
2020 mid-year	49% 51%	100%	39% 61%	100%	39% 61%	6% 94%
2020 end-year	40% 60%	70% 30%	13% 88%	70% 30%	13% 87%	6% 94%
2021 mid-year	61% 39%	33% 28%	100%	69% 31%	37% 63%	13% 88%
2021 end-year	61% 39%	89% 11%	89% 11%	54% 46%	59% 41%	25% 75%
2022 mid-year	59% 41%	100%	72% 28%	58% 42%	29% 71%	23% 77%
2022 end-year	61% 39%	100%	61% 39%	88% 12%	35% 65%	43% 57%
2023 mid-year	71% 29%	100%	83% 17%	78% 22%	38% 62%	52% 48%
2023 end-year	70% 30%	80% 20%	83% 17%	74% 26%	56% 44%	60% 40%
2024 mid-year	84% 16%	100%	86% 14%	95% 5%	78% 22%	60% 40%

Cohort trends over time - Writing

Legend: All Students, Current Y2, Current Y3, Current Y4, Current Y5, Current Y6
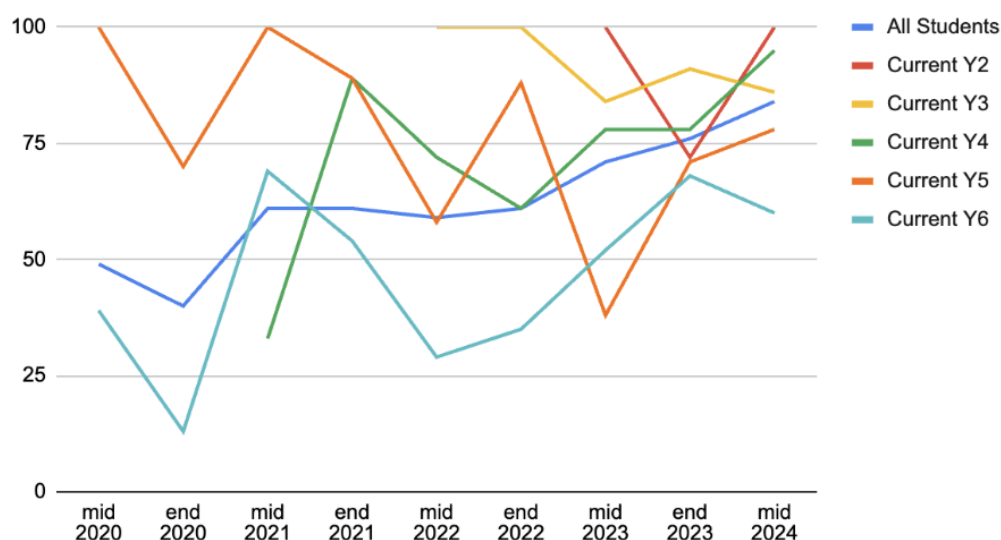
Comments

Teachers will continue to use assessment data to evaluate student progress across Reading and Writing and target those students who are currently *working TOWARDS* as well as those who are considered to be 'at risk' of falling into the *working TOWARDS* category. These are the students who we monitor closely during team and co-construction monitoring meetings. Planning will cater for the needs of all students by differentiating learning tasks and utilising any LA support effectively.

Teachers in our Y0-3 Matariki Hub are using a structured literacy approach to teaching reading and writing, to ensure that essential literacy knowledge and skills are developed steadily over the first three years at school. New teachers to our Matariki Hub have been approved by the Ministry for structured literacy PLD in Terms 3 and 4.

Teachers will continue to monitor all students' progress closely and work with other staff to meet the needs of those students who require differentiation.

We want to celebrate the progress that is being made, particularly in Writing. What a fantastic result this has turned out to be. I think the work (led by Tash Campbell and Donna Katene) to introduce **Writer's Toolbox** to all teachers has contributed greatly to this improvement. We are hopeful that we will be able to access more PLD from the Writer's Toolbox as an approved MOE provider and will continue to support 'in-house' workshops, led by Tash Campbell. Many workshops are now available to staff through an online workshop subscription. Tash is also investigating other Writer's Toolbox teacher support resources and materials that are available e.g sentence types, word banks.

Changing the focus of our PGC observations and co-construction meetings to the *Teaching of Writing* has also contributed to this really positive result in our Writing data. In terms 1 and 2, teachers were observed and evidence of their RbL practice was collected. Once analysed, this data is discussed with an impact coach in a co-construction meeting and the teacher sets goals for improving their teaching of writing. As part of these observations, students are interviewed about how well they are able to monitor their own learning, progress and achievement. We will continue to have conversations with individual students about their learning goals and next steps helps them to see where they are currently at with their learning, where they have come from (progress) and what their next learning steps will be.

We continue to trust in our Relationship-based Learning approach and we continue to strive to create family-like contexts within our classrooms where students feel supported to take ownership of their learning, and where teachers are interacting with students in a way that promotes positive learning outcomes. Interactions such as drawing on students' prior learning, power-sharing, co-construction, and giving effective feedback and feed-forward, all impact on learning.

It is important to highlight the results that are emerging for our Māori learners. Nationally Māori continue to make up a large portion of students who are not succeeding at school. Here at Normanby School, In relation to achievement in Reading and Writing, our Māori students are achieving well and have met/exceeded our literacy targets. Maori boys in particular are a highlight!

Hopefully, parents notice and celebrate student success in achieving learning goals and enjoy tracking any upwards inclines on their achievement graphs. For those students that haven't quite made progress at the same rate as others, teachers are considerate of their individual needs and make decisions about teaching and learning programmes to meet these diverse needs.

Teachers regularly collaborate to moderate achievement data using set guidelines. We draw on mastery of learning goals, assessment data and other learning evidence to support our decision-making and we are very focused on identifying those students who need to make shifts in order to accelerate, maintain or excel the progress they have already made. Target groups need to be flexible and fluid and teachers know that they need to adapt and be responsive to individual needs.

It is pleasing to see that the amount of students (28 compared with 40 this time last year) needing additional learning support in our school has decreased significantly. It is likely that this has a direct correlation to the improved achievement rates this year compared with last year.

Our Learning Assistants continue to provide daily 1:1, small group and roaming support of independent learners in all classes as well as delivering learning support programmes to students who struggle to reach expected levels of achievement (Early Words, sight words, 5+, 7+, Reading Rev, Talk to Learn). The teachers of students on these programmes are noticing a positive impact on their confidence, fluency and progress - our LAs are such a valuable resource and our teaching staff greatly appreciate their support and appreciate the board's contribution to maintaining their presence in classrooms.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLB), In-class Support Funding (ICS), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Five*Plus*, Seven*Plus,* Talk to Learn, Early Words, Colourful Semantics, Audio Text, Reading Rev.

End-Year Literacy Data Analysis
December, 2024

Year 0-6 Literacy Assessment Data
Our achievement target in Literacy (Reading and Writing) in 2024 is for 75% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. End-year data is evidence of achievement of expected levels of the New Zealand Curriculum.

Teachers use a range of information and assessments to track the progress and achievement of all students in their class. In writing these include:

- e-asTTle writing samples (two per year)
- unassisted writing samples (two per year)
- conferencing and learning conversations
- observation of skills and strategies
- tracking of writing learning goals on Hero
- progress on spelling/structured literacy programmes i.e. The Code, BSLA

In reading these include:

- BSLA diagnostic testing
- regular 'Running Records' up to Level 20 (an assessment of fluency and decoding skills and strategies that a child can use independently)
- Regular 'Probe' reading assessments for students beyond Level 20 on the colour wheel (comprehension capabilities as well as fluency and decoding skills)
- PAT reading comprehension test
- Assessment Resource Bank (ARBs) from Level 21 onwards (an assessment of comprehension skills and strategies that a child can use independently) Optional
- conferencing and learning conversations
- observation of skills and strategies during guided/instructional reading sessions
- tracking of reading learning goals on Hero
- progress with sight word knowledge/structured literacy i.e. The Code, BSLA

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points, mid-year (1st July) and end of year (1st December). Teachers engage in termly moderation meetings where collaboratively we examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement level's and manually input this into the system.
The mid-year achievement levels are presented in this report.
Our Year 0-1 cohort data is excluded from this data set. **In Year 0-1 100% of students are AT or ABOVE expected achievement levels in literacy (early Level 1- at Level 1+).**

Year 2-6 Analysis Group

- There are 150 students currently enrolled at Normanby School.
- 36 students are in the Year 0-1 cohort and are excluded from the analysis narrative below. They are all achieving AT the expected level in their first year at school.
- 2 other students are excluded as their learning goals sit outside the NZ Curriculum (ORS or Ministry funded for additional learning needs).
- Students in Year 2-6 who were new enrolments after the mid-year data date have also been excluded from this data set. We had eight new enrolments after July 1st this year.
- **A total of 104 students are in this Year 2-6 analysis group.**
- **43 of the 106 Year 2-6 students (41%) are currently identified as requiring additional learning support.***
- **7 students in this data set currently have Individual Education/Behaviour/Safety Plans in place.**

Year 2-6 Reading Analysis

	All 104 students	Year 2 19 students	Year 3 22 students	Year 4 21 students	Year 5 22 students	Year 6 20 students	Male 48 students	Female 56 students	Maori 49 students	NZE 50 students	Other 5 students
Above	17 (16%)	3 (16%)	1 (4%)	3 (14%)	3 (14%)	7 (35%)	7 (15%)	10 (18%)	5 (10%)	11 (22%)	1 (20%)
At	64 (62%)	10 (53%)	14 (64%)	16 (76%)	14 (64%)	10 (50%)	27 (56%)	37 (66%)	32 (65%)	29 (58%)	3 (60%)
Towards	23 (22%)	6 (31%)	7 (32%)	2 (10%)	5 (22%)	3 (15%)	14 (29%)	9 (16%)	12 (25%)	10 (20%)	1 (20%)

In total:

Reading Achievement Year 2-6

Towards
22.1%

At/Above
77.9%

Year Level Cohorts

Above   At   Towards
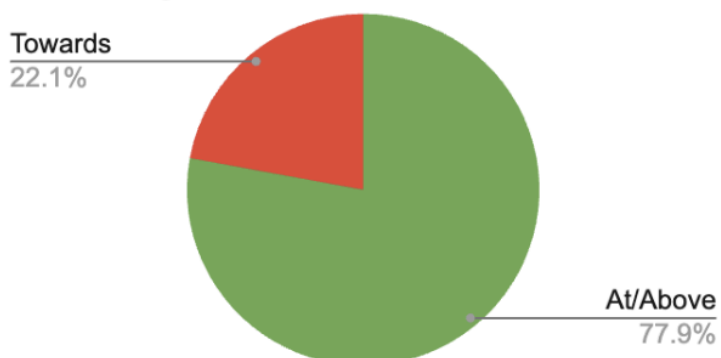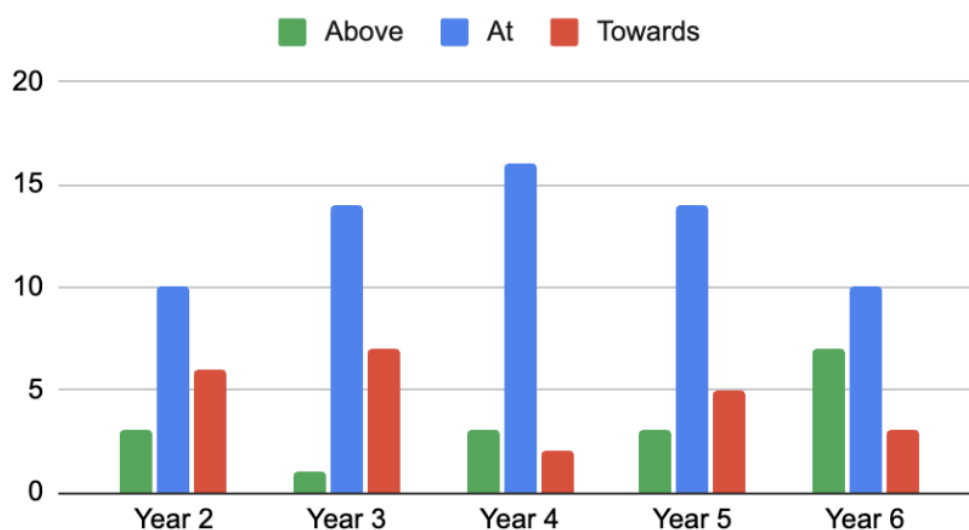
What is the data telling us?

- 78% of students in Year 2-6 are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Reading, compared to 74% mid year. **We have met our end of year target in Reading achievement.**
- The number of students working towards expectation has decreased from 26% mid year to 22% now.
- 71% of males and 84% of female students are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Reading. **Our females have met the target.**
- Of all 81 students who are achieving At/Above, 47 (58%) are female and 34 (42%) are male. Overall our female students are achieving better than our male students.
- Our **Māori students** have maintained their achievement levels and have once again **met the 75% target.**
- Of all 38 Māori students who are achieving At/Above, 17 (46%) are female and 13 (34%) are male. Again, our female Māori students are performing better than our male Māori.
- 80% of **NZE students** are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Reading and have also **met the target.**
- 80% of students of **other ethnicity** have also **met the target.**
- **Year group summary:**
  Year 2: 69% At/Above, 31% Working Towards (Did not meet the target)
  Year 3: 68% At/Above, 32% Working Towards (Did not meet the target)
  Year 4: 90% At/Above, 10% Working Towards **(Have met the target)**
  Year 5: 78% At/Above, 22% Working Towards **(Have met the target)**
  Year 6: 85% At/Above, 15% Working Towards **(Have met the target)**

Year 2-6 Reading - Ongoing Monitoring

At/Above Towards	Overall	Current Y2 cohort	Current Y3 cohort	Current Y4 cohort	Current Y5 cohort	Current Y6 cohort
2020 mid-year	40% 60%	100%	38% 62%	100%	38% 62%	47% 53%
2020 end-year	61% 39%	74% 26%	33% 67%	74% 26%	33% 67%	50% 50%
2021 mid-year	53% 47%	33% 67%	33% 67%	54% 46%	58% 42%	44% 56%
2021 end-year	61% 39%	48% 52%	48% 52%	65% 35%	73% 27%	41% 59%
2022 mid-year	53% 47%	38% 62%	52% 48%	71% 29%	67% 33%	34% 66%
2022 end-year	67% 33%	80% 20%	74% 26%	75% 25%	52% 48%	43% 57%
2023 mid-year	66% 34%	68% 32%	84% 16%	87% 13%	54% 46%	39% 61%

2023 **end-year**	**76%** **24%**	**72%** **28%**	**91%** **9%**	**78%** **22%**	**71%** **29%**	**68%** **32%**
2024 **mid-year**	**74%** **26%**	**50%** **50%**	**82%** **18%**	**91%** **9%**	**73%** **27%**	**70%** **30%**
2024 **end-year**	**78%** **22%**	**69%** **31%**	**68%** **32%**	**90%** **10%**	**78%** **22%**	**85%** **15%**

Reading achievement trends over time...
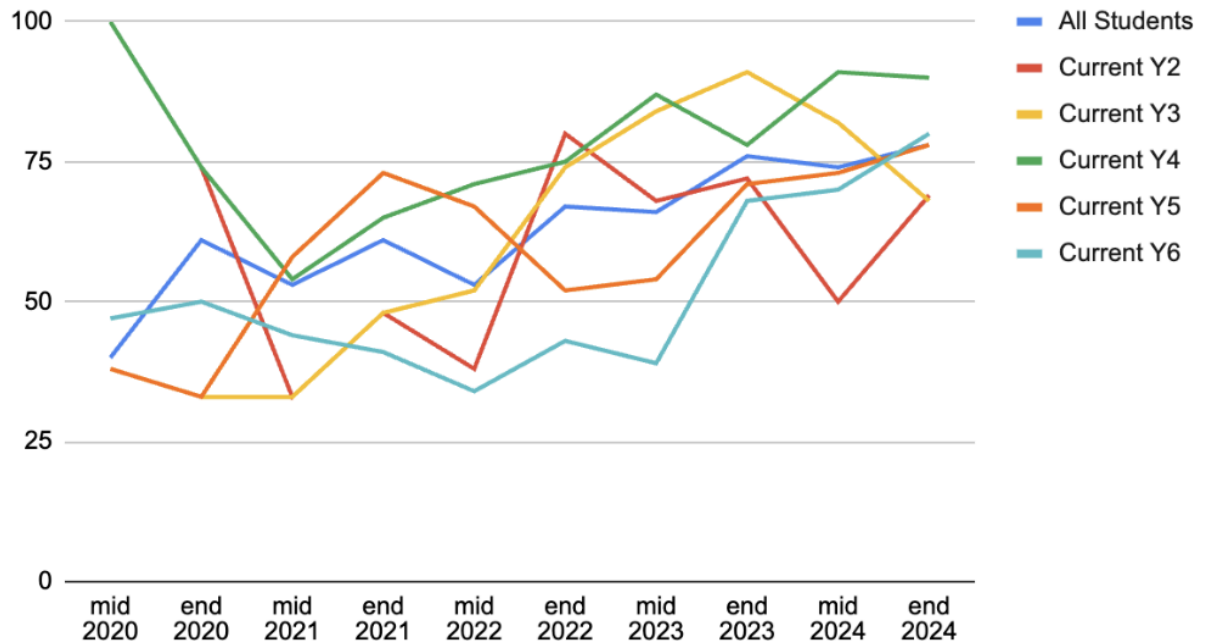
Year 2-6 Writing Analysis

	All 104 students	Year 2 19 students	Year 3 22 students	Year 4 21 students	Year 5 22 students	Year 6 20 students	Male 48 students	Female 56 students	Maori 49 students	NZE 50 students	Other 5 students
Above	14 (14%)	2 (11%)		5 (24%)	2 (9%)	5 (25%)	4 (8%)	10 (18%)	5 (10%)	8 (16%)	1 (20%)
At	49 (47%)	8 (42%)	8 (36%)	10 (48%)	14 (64%)	9 (45%)	22 (46%)	27 (48%)	20 (41%	26 (52%)	3 (60%)
Towards	41 (39%)	9 (47%)	14 (64%)	6 (28%)	6 (27%)	6 (30%)	22 (46%)	10 (34%)	24 (49%)	16 (32%)	1 (20%0

Writing Achievement Year 2-6

Towards 39.4%

At/Above 60.6%

Year Level Cohorts

■ Above ■ At ■ Towards
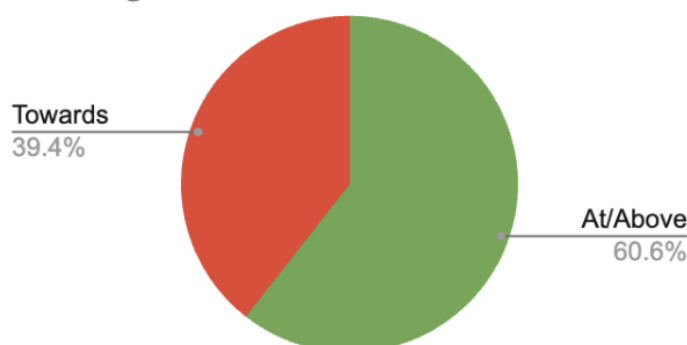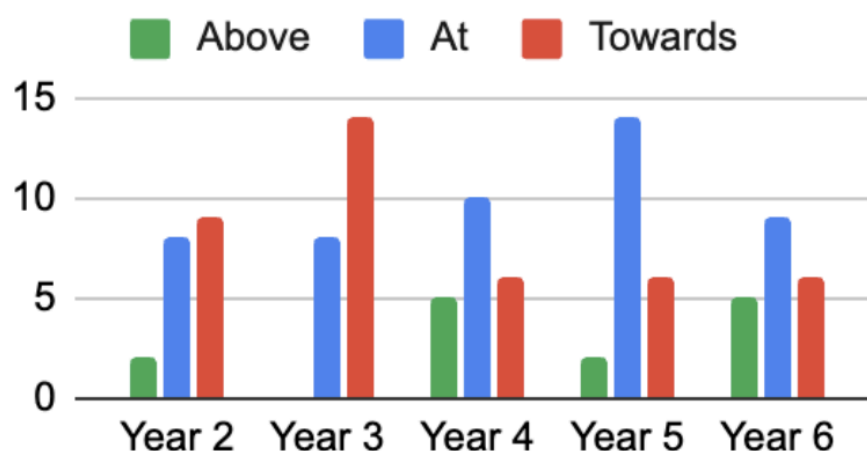
What is the data telling us?

- Our students have struggled to maintain the high achievement rates from the mid-year point with 39% now not meeting the end of year expectation for Writing, At mid-year only 16% were in this category.
- 61% of students in Year 2-6 are achieving AT or ABOVE in Writing, leaving us well short of our target of 75%. This is a significant reduction compared to our mid-year progress data.
- 54% of males and 66% of females are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Writing. **Neither cohort have met the target.**
- Of all 63 students who are achieving At/Above, 26 (41%) are male and 37 (59%) are female. Overall our female students are achieving better than our male students. **Neither cohort have met the target.**
- 54% of all Maori students, 68% of our NZE students and 80% of students of other ethnicity are achieving AT or ABOVE the expected New Zealand Curriculum achievement levels in Writing. **Our students of other ethnicity have met the target.**
- Of all 25 Māori students who are achieving At/Above, 14 (56%) are female and 11 (44%) are male. Our female Māori students are performing slightly better than our male Māori.

- Of all 34 NZE students who are achieving At/Above, 21 (62%) are female and 13 (38%) are male. Our female students are performing significantly better than our male students in Writing.
- **Year group summary:**
  Year 2: 53% At/Above, 47% Working Towards (Did not meet the target)
  Year 3: 36% At/Above, 64% Working Towards (Did not meet the target)
  Year 4: 72% At/Above, 22% Working Towards (Did not meet the target)
  Year 5: 73% At/Above, 27% Working Towards (Did not meet the target)
  Year 6: 70% At/Above, 30% Working Towards (Did not meet the target)

Why the huge disparity between mid-year and end-year data?

There is no definitive answer to this question but several factors may have contributed:

1. If any Year 3 student is still sitting in Level 1 at the end of the year, they immediately fall into the *working towards* category. The benchmark shift for this year group catches many of our students out who haven't quite managed to tick off enough learning goals in the second half of the year to get them into Level 2. The same can be said of our Year 5 cohort who really do need to be at the end of Level 2 or into Level 3 by the end of the year - another major benchmark shift.
2. Current goal sets do not align well with the Writer's Toolbox progressions or even the learning objectives of the refreshed English Curriculum. If goals don't match up, they won't have been ticked off for a student. This results in several goal gaps for many students in the second half of the year.
3. We also were in a position where two new teachers came into classrooms and wanted to see for themselves that learning goals in writing had been retained over time. When this wasn't visible, some goals were then unticked for some students and those particular skills became repeated teaching points during lessons.
4. The Writer's Toolbox PLD has been very impactful in terms of extending teacher knowledge about what learners should be demonstrating at certain levels and this has had an influence on how many goals teachers have been willing to mark as achieved for students. We have become far more deliberate and conscientious about being absolutely certain that a child is demonstrating certain writing skills and wanting to see evidence of their level of mastery before ticking more goals off. There was more a sense of, "I'm actually not convinced about this goal for this student - I won't tick it off yet".
5. The Writer's Toolbox PLD has also given teachers a better understanding of the progression of skills we should be looking for in our young writers - at this level what should they be able to do independently in a piece of every day writing? If student's writing samples did not match these exemplars, teachers would look backwards to see what learning skills/goals were now considered to be gaps in knowledge.
6. In this, our first year of Writer's Toolbox, classes have spent a lot of time exploring mainly simple sentences and this has led to a drop off in the quantity of writing that has been produced. They are working hard to write sentences of now more than 12 words and being really deliberate about the choices they are making within those sentence structures. This has created a reduction in the amount of texts students have been creating this year. This in itself has a flow-on effect for ticking off a range of learning goals.
7. Another potential cause of the drop in data, particularly for our Year 4-6 cohorts is the fact that Term 4 is fraught with interruptions to learning programmes. That daily explicit teaching, the consistency, the routines and the time to practice new skills independently are all impacted by these interruptions.

Year 2-6 Writing - Ongoing Monitoring

At/Above ▼ Towards	Overall	Current Y2 cohort	Current Y3 cohort	Current Y4 cohort	Current Y5 cohort	Current Y6 cohort
2020 mid-year	49% / 51%	100%	39% / 61%	100%	39% / 61%	6% / 94%
2020 end-year	40% / 60%	70% / 30%	13% / 88%	70% / 30%	13% / 87%	6% / 94%
2021 mid-year	61% / 39%	33% / 28%	100%	69% / 31%	37% / 63%	13% / 88%
2021 end-year	61% / 39%	89% / 11%	89% / 11%	54% / 46%	59% / 41%	25% / 75%
2022 mid-year	59% / 41%	100%	72% / 28%	58% / 42%	29% / 71%	23% / 77%
2022 end-year	61% / 39%	100%	61% / 39%	88% / 12%	35% / 65%	43% / 57%
2023 mid-year	71% / 29%	100%	83% / 17%	78% / 22%	38% / 62%	52% / 48%
2023 end-year	70% / 30%	80% / 20%	83% / 17%	74% / 26%	56% / 44%	60% / 40%
2024 mid-year	84% / 16%	100%	86% / 14%	95% / 5%	78% / 22%	60% / 40%
2024 end-year	61% / 39%	53% / 47%	36% / 64%	72% / 28%	73% / 27%	70% / 30%

Cohort trends over time - Writing
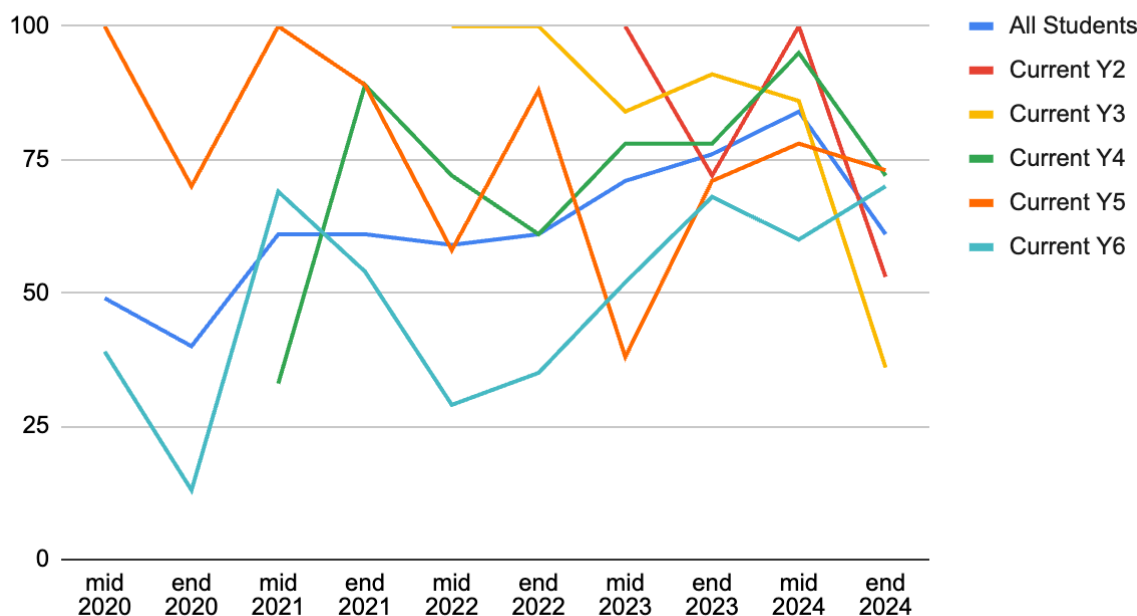
Comments

From the beginning of next year all schools in Aotearoa New Zealand must be implementing the refreshed English Curriculum. This is a considerable amount of new learning for our teachers and we have already begun unpacking and exploring the document during our Teacher Only Days this year. We have another PLD session during Teacher Only Week at the start of next term as well. The team at Hero have done a great job of preparing a whole new set of learning goals to align with the new curriculum. The old goal sets will be 'wiped' and teachers will be 'back-filling' the new set of goals to match current achievement levels. Goal dials and learning graphs will still be visible to parents, but we are not yet certain how what they will

say! The language and achievement levels of the new curriculum are very different than what we are currently using i.e At, Above, Working Towards. The new curriculum contains very broad bands of achievement levels, now called 'Phases of Learning' with our Year 0-3 students all expected to be working somewhere within Phase 1, and our Year 4-6 learners within Phase 2. Across both phases, the Understand, Know, Do framework outlines a series of progress steps and outcomes for all learners. In Phase 1 these are split into:

- Literacy and communication steps **during the first six months**
- Literacy and communication steps **during the first year**
- Literacy and communication steps **during the second year**
- Literacy and communication steps **during the third year**

In Phase 2 these are split into:

- Literacy and communication steps **during year 4**
- Literacy and communication steps **during years 5 and 6**

As with the implementation of all new initiatives or frameworks, it is going to take some time to have our teachers fully engaging with the new document but the work of the Hero team will be a great support in helping us become really familiar with all the newly worded goals and indicators.

Teachers will be using assessment tools that align with Government's push towards the 'Science of Learning' approach to generate progress and achievement data. The new curriculum comes with a lot more planning guidance for teachers as well as examples of effective teaching methods and other practices to consider.

Teachers in our Y0-2 classrooms will continue embedding the BSLA structured literacy approach to teaching reading and writing, to ensure that essential literacy knowledge and skills are developed steadily over the first three years at school.

Teachers will continue to monitor all students' progress closely and work with other staff to meet the needs of those students who require differentiation.

Despite the drop in achievement in this second half of the year, we do still believe i the potential of **Writer's Toolbox** to support both our teachers and students in becoming more effective crafters and composers of text.

Our Professional Growth Cycles will continue to focus on our relationship-based learning approach to the teaching of writing in 2025. We will continue to strive to create family-like contexts within our classrooms where students feel supported to take ownership of their learning, and where teachers are interacting with students ways that promotes positive learning outcomes. Interactions such as drawing on students' prior learning, power-sharing, co-construction, and giving effective feedback and feed-forward, can all impact positively on learning.

In 2025 we are employing a structured literacy specialist teacher, funded by the MOE and our school board to work solely with our students who are not making expected progress in Year 0-2. This will free up some of our Learning Assistants' time to be supporting the whole class teaching in classrooms next year. Students in the Year 3 cohort next year will be our priorities for intervention programmes that will continue to be taught by our LAs which have proven to be very effective in accelerating student learning in the past.

*Additional learning support may include outside agency involvement such as Speech Language Therapists, Resource Teacher of Learning and Behaviour (RTLB), In-class Support Funding (ICS), Resource Teacher of Literacy (RTLit), Ongoing Resourcing Support (ORS), or Public Health Nurse care. Learning support programmes provided in school may include Five*Plus*, Seven*Plus,* Talk to Learn, Early Words, Colourful Semantics, Audio Text, Reading Rev.

Mid-Year Maths Data Analysis
July, 2024

Our achievement target in Maths is for 80% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class.

In maths these include:

- Maths no problem ongoing assessment
- Hero goals
- PAT maths assessment (years 3-6)

- Jam and Gloss for students up to year 3 or up to Early level 2 of the curriculum

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points, mid-year (1st July) and end of year (1st December). Teachers engage in twice-termly moderation meetings where collaboratively we examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement level's and manually input this into the system.

Our Year 0-1 cohort is excluded from this data set. **In Year 0-1 100% of students are AT expected achievement levels in maths (early Level 1- at Level 1+).**

Year 2-6 Analysis Group (as at 1/7/2024)

- There are 135 students currently enrolled at Normanby School.
- 27 students are in the Year 0-1 cohort and are excluded from this data set.
- 2 other students are excluded from this data analysis as their learning goals sit outside the NZ Curriculum.
- This gives us a total of 106 students in the Year 2-6 analysis group.
- 28 of the 106 Year 2-6 students (26%) are currently identified as requiring additional learning support.
- 4 students in this data set currently have Individual Education/Behaviour/Safety Plans in place.

1. A significant proportion of our Māori students (79%) are achieving at or above the expected curriculum level. This is slightly above the overall school average of 77%, indicating strong performance in this group.
2. The achievement levels of NZE students are slightly lower than those of Māori students, with 74% achieving at or above the expected levels. Among the students working towards expectations, 44% identify as Māori and 52% as NZE. This shows that a slightly higher proportion of NZE students are in need of additional support compared to Māori students.
3. The data indicates that nearly half (49%) of the students achieving at or above expectations identify as Māori, demonstrating the effectiveness of our current teaching strategies for this group. Similarly, 46% of the high-achieving students are NZE, showing balanced performance across these ethnic groups.

Gender Summary, all students, Years 2-6

Mid-year achievement of Boys, 2024

■ AT ■ TOWARDS

Mid year achievement of girls
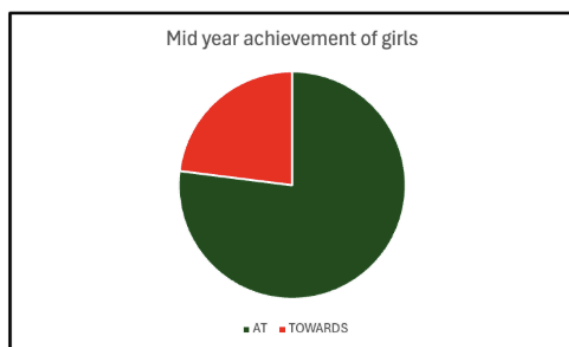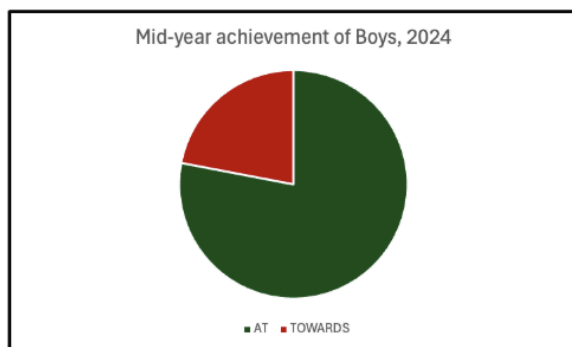
■ AT ■ TOWARDS

- 38 of our 49 male students (78%) are achieving at or above their expected curriculum level.
- 11 of our 49 male students (22%) are working towards their expected curriculum level.
- Of all 81 students achieving at or above, 38 (47%) are male.
- Of all 25 students working towards expectation 11 (44%) are male.

- 43 of our 57 female students (75%) are achieving at or above their expected curriculum level.
- 14 of our 56 female students (25%) are working towards their expected curriculum level.
- Of all 81 students achieving at or above, 43 (53%) are female.
- Of all 25 students working towards expectation 14 (56%) are female.

Conclusions from Mathematics Achievement Data by Gender: Year 2-6

1. There is a slight difference in achievement levels, with male students (78%) performing marginally better than female students (75%). This is further evidence that we are closing the achievement gap between males and females in maths.
2. A slightly higher percentage of female students (25%) are working towards their expected levels compared to male students (22%). This suggests that while female students are achieving at high levels, there is still a slightly larger group of females than males needing additional support.
3. Of the 81 students achieving at or above expectations, 47% are male and 53% are female. This balanced representation indicates that both genders are well-represented among the high achievers.

Year 2-6 Maths Analysis - mid year, 2024

|	All 106 students	Year 2 20 students	Year 3 22 students	Year 4 22 students	Year 5 22 students	Year 6 20 students	Male 49 students	Female 57 students	Maori 51 students	NZE 50 students	Other 5 students
Above	6 (6%)					6 (30%)	4 (8%)	2 (4%)	2 (4%)	4 (8%)	
At	75 (71%)	15 (75%)	19 (86%)	20 (91%)	14 (63%)	7 (35%)	34 (70%)	41 (72%)	38 (75%)	33 (66%)	4 (80%)
Towards	25 (23%)	5 (25%)	3 (14%)	2 (9%)	8 (37%)	7 (35%)	11 (22%)	14 (24%)	11 (21%)	13 (26%)	1 (20%)

Summary of all students, Years 2-6

All students, years 2-6, Mid 2024 Maths
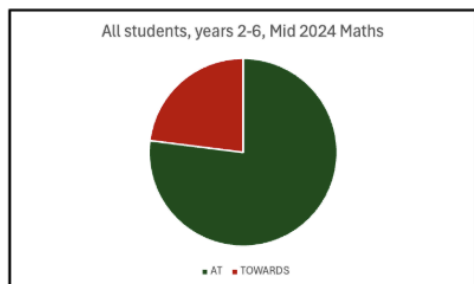
As of the mid-year data snapshot, 81 students (77%) in Years 2-6 are achieving at or above the expected New Zealand Curriculum achievement levels in Mathematics. This leaves 25 students (23%) currently working towards the expected levels.

Although we have not yet reached our goal of 80% achievement, we are pleased to report that we have not experienced the mid-year data dip observed in previous years. This indicates that our mathematical learning progressions are effectively supporting students in retaining and building on their knowledge and strategies.

Ethnicity Summary, all students, Years 2-6

All Māori students, years 2-6

All NZE students, year 2-6


All students of other ethnicity, Years 2-6
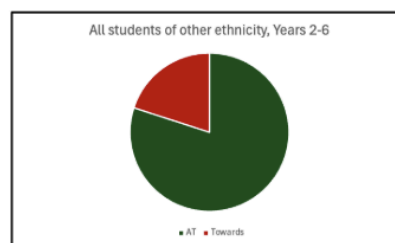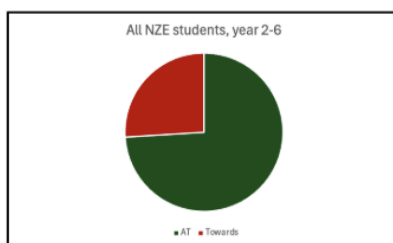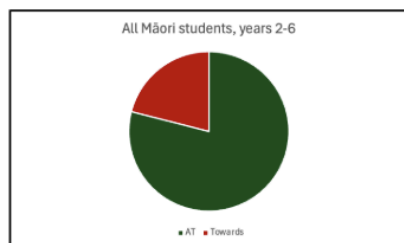
- 40 of our 51 Maori students (79%) are achieving at or above their expected curriculum level.
- 11 of our 51 Maori students (21%) are working towards their expected curriculum level.
- Of all 81 students achieving at or above, 40 (49%) identify as Maori.
- Of all 25 students working towards expectation 11 (44%) identify as Maori.

- 37 of our 50 NZE students (74%) are achieving at or above their expected curriculum level.
- 13 of our 50 NZE students (26%) are working towards their expected curriculum level.
- Of all 81 students achieving at or above, 37 (46%) identify as NZE.
- Of all 25 students working towards expectation 13 (52%) identify as NZE.

- 4 of our 5 students of other ethnicity (80%) are achieving at or above their expected curriculum level.
- 1 of our 5 students of other ethnicity (20%) is working towards their expected curriculum level.
- Of all 81 students achieving at or above, 4 (5%) identify with another ethnicity.
- Of all 25 students working towards expectation 1 (4%) identify with another ethnicity.

Summary, by year level Year 2
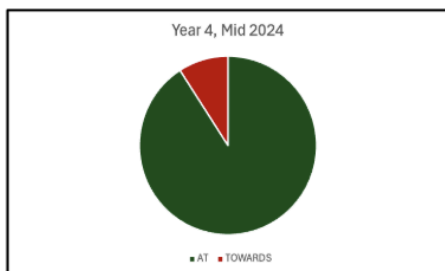

Year 2 Mid Year, 2024
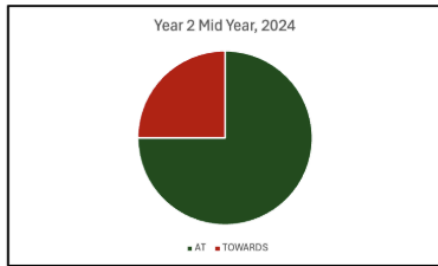
- 15 of our 20 year 2 students (75%) are achieving at or above their expected curriculum level.
- 5 of our 20 year 2 students (25%) are working towards their expected curriculum level.
- Of the 15 students achieving at or above 8 (53%) identify as Maori and 7 (47%) identify as NZE.
- Of the 15 students achieving at or above 10 (67%) are male and 5 (33%) are female.

### Summary, by year level Year 3

Year 3, Mid 2024
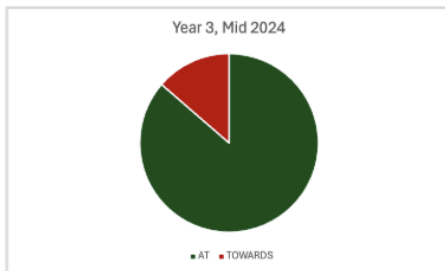
- 19 of our 22 year 3 students (86%) are achieving at or above their expected curriculum level.
- 3 of our 22 year 3 students (14%) are working towards their expected curriculum level.
- Of the 19 students achieving at or above 10 (53%) identify as Maori and 9 (47%) identify as NZE.
- Of the 19 students achieving at or above 10 (53%) are male and 5 (47%) are female.

Summary, by year level Year 4

Year 4, Mid 2024

- 20 of our 22 year 4 students (91%) are achieving at or above their expected curriculum level.
- 2 of our 22 year 3 students (9%) are working towards their expected curriculum level.
- Of the 20 students achieving at or above 11 (55%) identify as Maori and 9 (45%) identify as NZE or other ethnicity
- Of the 20 students achieving at or above 7 (35%) are male and 13 (65%) are female.

Summary, by year level Year 5

Year 5, Mid 2024
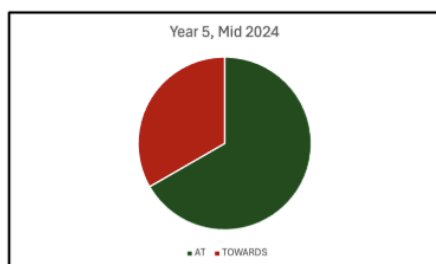
- 14 of our 22 year 5 students (63%) are achieving at or above their expected curriculum level.
- 8 of our 22 year 5 students (37%) are working towards their expected curriculum level.
- Of the 14 students achieving at or above 6 (43%) identify as Maori and 9 (57%) identify as NZE or other ethnicity
- Of the 14 students achieving at or above 7 (50%) are male and 7 (50%) are female.

(It is important to note here, for both year 5 and year 6 learners, updated hero goals were added to the level 3 goal set earlier this year and a large number of these goals have not been covered in content so far this year, or measured at this level previously. This has an impact on the % of goals achieved)

Year 6, Mid 2024
■ AT   ■ TOWARDS
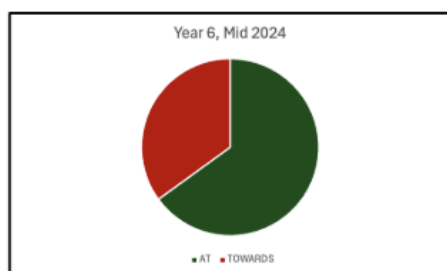
- 13 of our 20 year 6 students (65%) are achieving at or above their expected curriculum level.
- 7 of our 20 year 6 students (35%) are working towards their expected curriculum level.
- Of the 13 students achieving at or above 5 (38%) identify as Maori and 8 (63%) identify as NZE or other ethnicity
- Of the 14 students achieving at or above 4 (29%) are male and 8 (57%) are female.
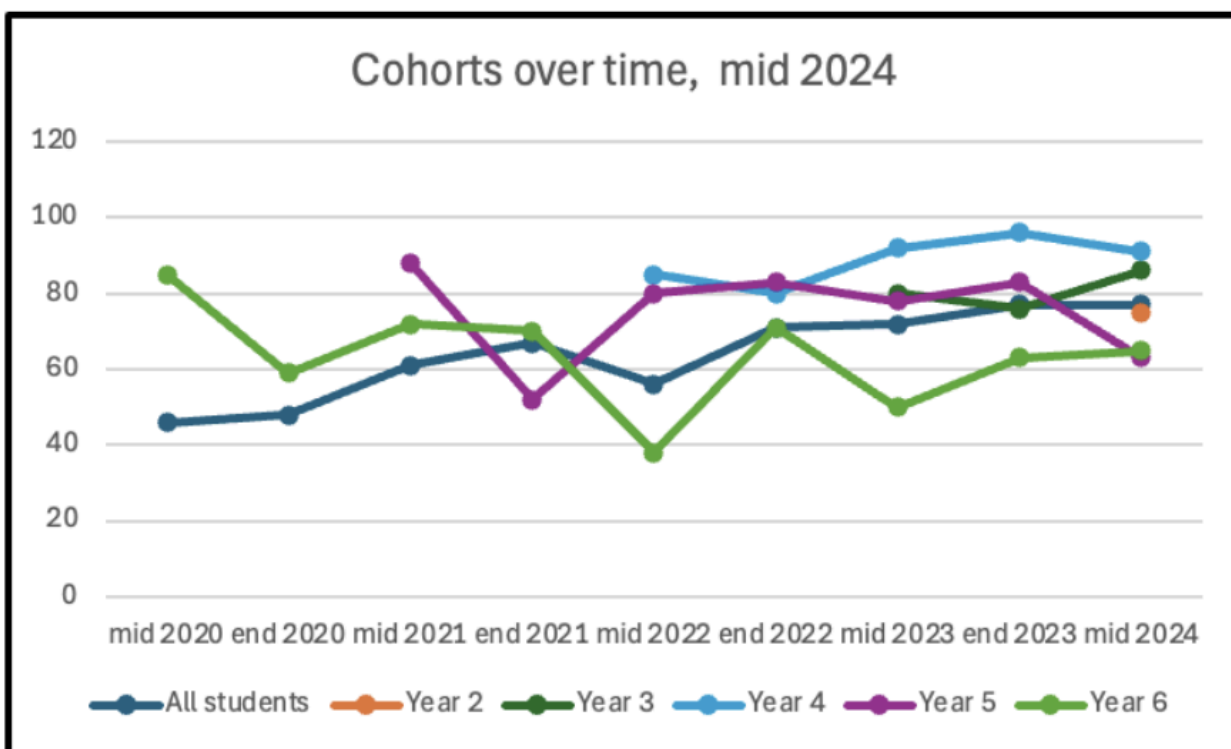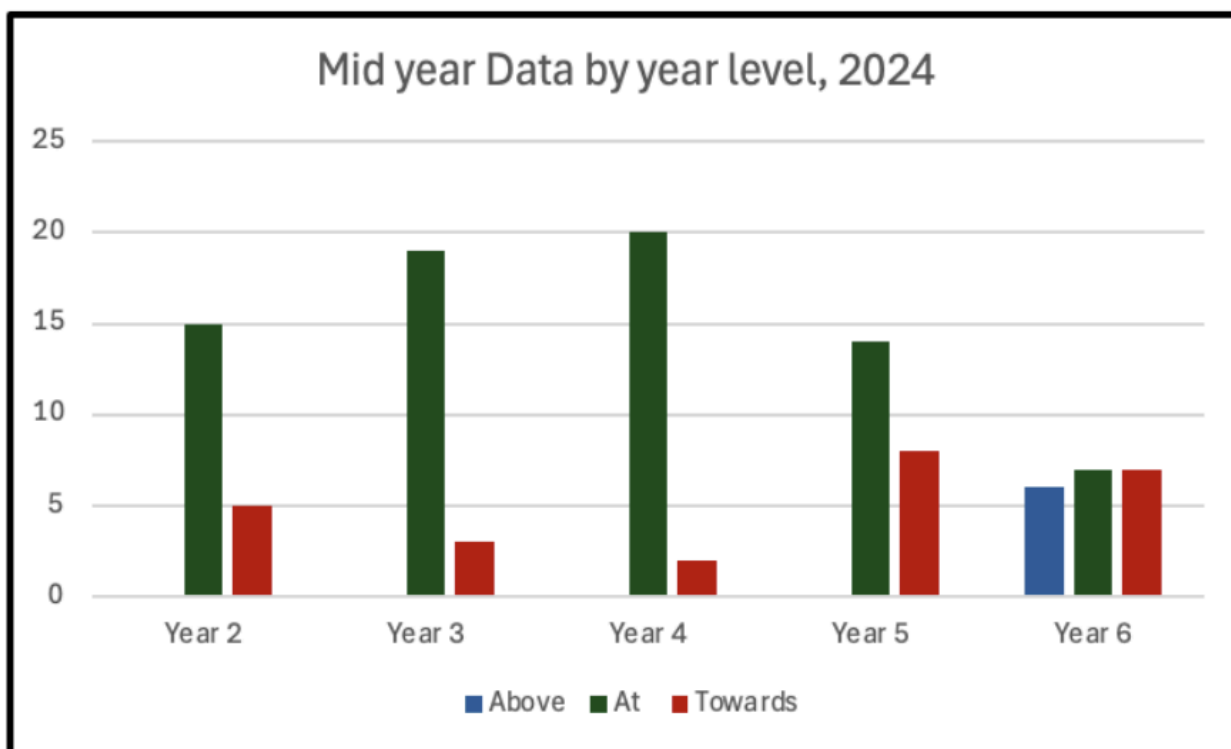
General Conclusions from Mathematics Achievement Data by Year Level

1. Year 3 and Year 4 students are performing exceptionally well, with 86% and 91% respectively achieving at or above their expected curriculum levels, exceeding the school's goal of 80%. Meanwhile, students in years 2, 5 and 6 have not yet made the target.
2. Across all year levels, Māori students are well-represented among high achievers. For example, in Year 4, 55% of high achievers identify as Māori, and in Year 3, 53% identify as Māori. This suggests effective engagement and support for Māori students.
3. There are notable gender disparities in Year 2 and Year 4. In Year 2, 67% of high achievers are male, while in Year 4, 65% are female. This suggests that male students in Year 2 and female students in Year 4 are outperforming their counterparts. In year 4, this discrepancy is significant, however there are more girls in year 4 than boys.
4. Overall, gender and ethnic disparities have been minimised.

Year 2-6 - Maths Ongoing Monitoring

At/Above Towards	Overall achievement	Current year 2 cohort	Current year 3 cohort	Current year 4 cohort	Current year 5 cohort	Current year 6 cohort
2020 mid-year	46% / 64%	85% / 15%	10% / 90%	81% / 19%	12% / 88%	12% / 88%
2020 end-year	48 / 52%	59% / 41%	33% / 67%	52% / 48%	31% / 69%	31% / 69%
2021 mid-year	61% / 39%	88% / 12%	72% / 28%	33% / 67%	31% / 69%	31% / 69%
2021 end-year	67% / 33%	52% / 48%	70% / 30%	68% / 32%	38% / 62%	38% / 62%
2022 mid-year	56% / 44%	85% / 15%	80% / 20%	38% / 62%	42% / 58%	28% / 72%
2022 end-year	71% / 29%	80% / 20%	83% / 17%	71% / 29%	70% / 30%	36% / 64%
2023 mid-year	72% / 28%	80% / 20%	92% / 8%	78% / 22%	50% / 50%	61% / 39%
2023	77%	76%	96%	83%	63%	69%

End year	23%	24%	4%	17%	37%	31%
2024 mid-year	77% / 23%	75% / 25%	86% / 14%	91% / 9%	63% / 37%	65% / 35%

Mid year Data by year level, 2024

Legend: Above, At, Towards (Year 2, Year 3, Year 4, Year 5, Year 6)

Cohorts over time, mid 2024

Legend: All students, Year 2, Year 3, Year 4, Year 5, Year 6
(mid 2020, end 2020, mid 2021, end 2021, mid 2022, end 2022, mid 2023, end 2023, mid 2024)

Conclusion:

This data analysis highlights several key achievements and areas for continued focus. Year 3 and Year 4 students are achieving highly, with 86% and 91% respectively achieving at or above their expected curriculum levels, they have achieved our school's target of 80%. Across all year levels, Māori students are well-represented among high achievers.

Once again I would like to thank our team and the Board for their ongoing support of the Maths - No Problem programme and their continued commitment to providing learning assistance in our classrooms. This support is so important for our students' mathematical abilities and overall academic success.

Our focus on Relationship-Based Learning and creating a whānau like context within our classrooms is key to helping our students reach their full potential. This work enables us to create classrooms that are supportive and inclusive. The ongoing commitment of our teaching staff to participate in professional development in both RBL and the MNP programme is a high part of why are seeing these positive trends emerging and staying in our data.I am very thankful to work with a team who

values this learning and am proud to acknowledge that we have highly skilled and capable teachers of mathematics at all levels of our school.

Teachers will continue to identify, monitor, and support learners who are working towards their expected curriculum levels. With team support and a group coaching approach, we are dedicated to accelerating learning for these students in the upcoming term. We are also pleased to report a reduction in gender and ethnicity disparities in our achievement data. This is particularly significant as it bucks the trends observed in many New Zealand schools, highlighting our effective and inclusive teaching practices.

End of Year Maths Data Analysis
December, 2024

Our achievement target in Maths is for 80% of all students to be AT or ABOVE the expected curriculum level. Collection of evidence is ongoing. Teachers use a range of information and assessments to track the progress and achievement of all students in their class.

In maths these include:

- Maths no problem ongoing assessment
- Hero goals
- PAT maths assessment (years 3-6)
- Jam and Gloss for students up to year 3 or up to Early level 2 of the curriculum

Our student management system, Hero, allows teachers to enter data and evidence into the system continuously throughout the year. There are two data time-points, mid-year (1st July) and end of year (1st December). Teachers engage in twice-termly moderation meetings where collaboratively we examine evidence of progress and achievement of every individual student in the school. Using this evidence, teachers are able to form an 'Overall Teacher Judgement' of achievement level's and manually input this into the system.

Our Year 0-1 cohort is excluded from this data set. **In Year 0-1 100% of students are AT expected achievement levels in maths (early Level 1- at Level 1+).**

Year 2-6 Analysis Group (as at 1/12/2024)

- There are 150 students currently enrolled at Normanby School.
- 36 students are in the Year 0-1 cohort and are excluded from the analysis narrative below. They are all achieving AT the expected level in their first year at school.
- 2 other students are excluded as their learning goals sit outside the NZ Curriculum (ORS or Ministry funded for additional learning needs).
- Students in Year 2-6 who were new enrolments after the mid-year data date have also been excluded from this data set. We had eight new enrolments after July 1st this year.
- A total of 103 students are in this Year 2-6 analysis group.
- 43 of the 106 Year 2-6 students (41%) are currently identified as requiring additional learning support.*
- 7 students in this data set currently have Individual Education/Behaviour/Safety Plans in place.

Year 2-6 Maths Analysis - December, 2024

	All 103 students	Year 2 19 students	Year 3 21 students	Year 4 21 students	Year 5 22 students	Year 6 20 students	Male 47 students	Female 56 students	Maori 48 students	NZE 50 students	Other 5 students
Above	4 (4%)					4 (20%)	2 (4%)	2 (4%)	1 (2%)	3 (6%)	
At	72 (70%)	14 (74%)	16 (76%)	19 (90%)	12 (55%)	11 (55%)	32 (68%)	39 (70%)	38 (69%)	35 (70%)	3 (60%)
Towards	27 (26%)	5 (26%)	5 (24%)	2 (10%)	10 (45%)	5 (25%)	13 (28%)	15 (26%)	14 (28%)	12 (24%)	2 (40%)

Summary of all students, Years 2-6

All students, Years 2-6, end of 2024

Year level cohorts
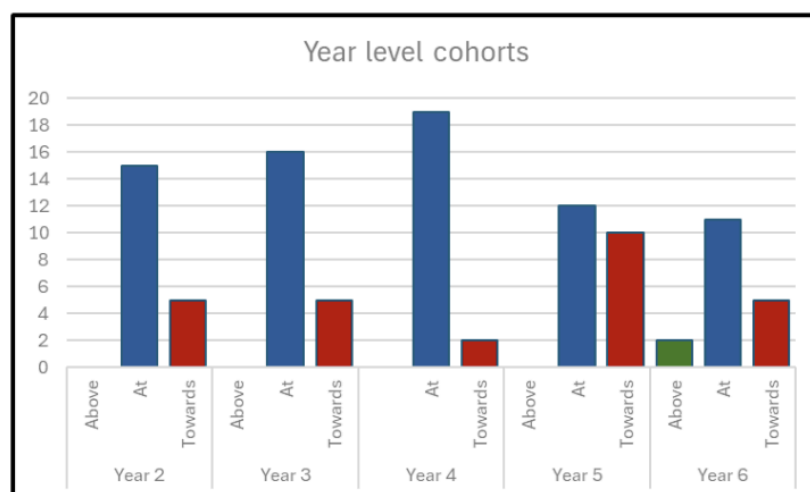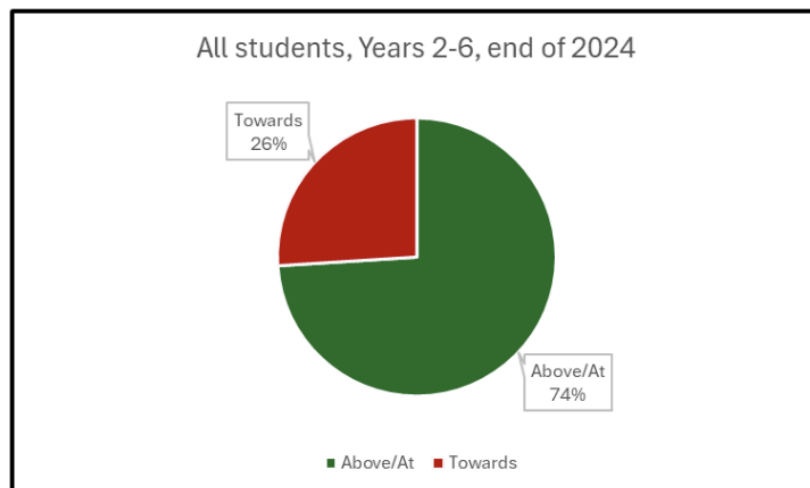
As at the end of year data date, 1st December, 75 students (73%) in Years 2-6 are achieving at or above the expected New Zealand Curriculum achievement levels in Mathematics. This leaves 28 students (27%) currently working towards the expected levels. Our target of 80% has not been met.

What is the data telling us?

Math

Year 2-6 - Maths Ongoing Monitoring

At/Above Towards	Overall achievement	Current year 2 cohort	Current year 3 cohort	Current year 4 cohort	Current year 5 cohort	Current year 6 cohort
2020 mid-year	46% 64%	85% 15%	10% 90%	81% 19%	12% 88%	12% 88%
2020 end-year	48 52%	59% 41%	33% 67%	52% 48%	31% 69%	31% 69%
2021 mid-year	61% 39%	88% 12%	72% 28%	33% 67%	31% 69%	31% 69%
2021 end-year	67% 33%	52% 48%	70% 30%	68% 32%	38% 62%	38% 62%
2022 mid-year	56% 44%	85% 15%	80% 20%	38% 62%	42% 58%	28% 72%
2022 end-year	71% 29%	80% 20%	83% 17%	71% 29%	70% 30%	36% 64%
2023 mid-year	72% 28%	80% 20%	92% 8%	78% 22%	50% 50%	61% 39%
2023 End year	77% 23%	76% 24%	96% 4%	83% 17%	63% 37%	69% 31%
2024 mid-year	77% 23%	75% 25%	86% 14%	91% 9%	63% 37%	65% 35%
2024 End of year	73% 27%	74% 26%	76% 24%	90% 10%	55% 45%	75% 25%
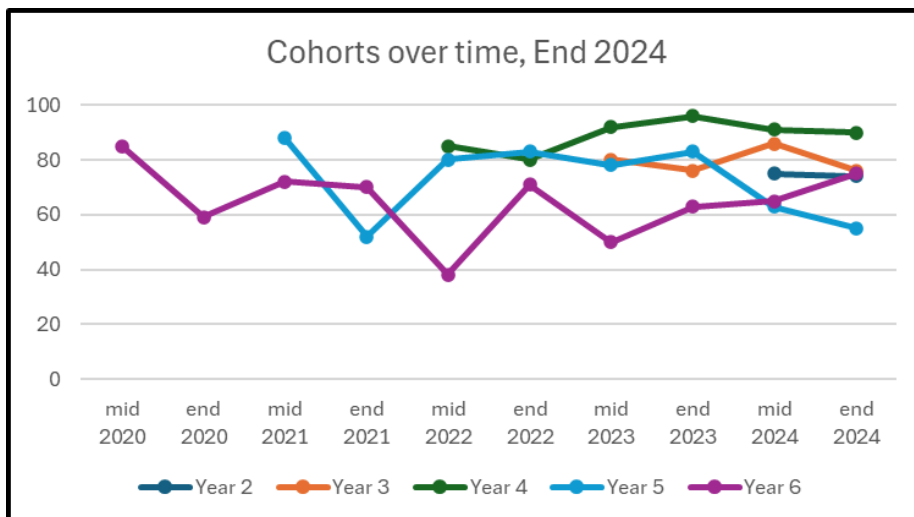
End-Year Maths Data Analysis

Conclusions:

Unfortunately, we have seen a small drop in data from mid-year to end of year. Of particular concern in this data is the achievement in mathematics for our year 5 group. We are aware that this particular cohort has had a lot of disruption to their learning during the year with changes of teachers, each who needed to learn each child's individual achievement and maintain tracking progress across the year. We also highlight once again that the shift into year 5 is made challenging as the mid and end of year expectations in year 4 are the same, before entering into a higher curriculum level in year 5.

Our year 4 cohort continues to produce extremely pleasing results. While we are aware that there are many students in this cohort who are very capable mathematically, we also know that there is a group of students in this year group who will need very targeted support from the beginning of 2025 to ensure they make accelerated progress to maintain pace with the curriculum and their peers.

It is also very pleasing to see that our female students have closed the gap that we have seen over the past few years, and are now slightly out performing our male students. I would recommend that the group now most in need of monitoring and targeting are our Māori male students who are slightly over represented in the working toward category.

I believe that Normanby School is well positioned and prepared to meet the demands of the curriculum refresh, having already implemented Maths-no problem as their mathematics programme. As a chosen provider by the NZ government this will allow Normanby to access further professional development and free access to resources that have been funded by the board in the past. Many of our teachers are already highly skilled in delivering mastery maths lessons and measuring the learning that happens within each lesson and over time.

The next step will be to now consider how to accelerate learning further for students who need to make extra progress. The aims of the curriculum refresh will also require some content to be taught at a different year level to when it is currently taught, with some concepts being required at a younger age and some moving out to be taught at a later year level. Teachers will need to engage heavily with the new curriculum documents and new Hero goal sets to familiarise themselves with the new outcomes required in learning.

Term 1 SENCo Report
Mid-Year SENCo Report
End-Year SENCo Report

GIVING EFFECT TO TE TIRITI O WAITANGI

- Supporting Māori ākonga to achieve success with a strong, secure sense of their cultural identity.
- Strengthening our use of tikanga Māori, applying learning progressions in te reo Māori, and broader mātauranga Māori and te ao Māori learning for all learners.
- Promoting learner outcomes through Māori whānau, hapu and iwi partnerships, and developing a strategic and planned approach which enhances trust and nurtures respectful interactions between home and school to meet our whānau aspirations.
- Through *Relationship-based Learning* practices, build relationships to support learners' language, culture and identity to enhance learner outcomes.
- We have high expectations for the achievement, attendance and behaviour of all students.
- Programmes incorporate aspects of te ao Māori and the Treaty of Waitangi principles.
- Staff use appropriate/relevant documents to reflect on their culturally responsive practices (RbL).
- Tikanga Māori and mātauranga māori are valued and promoted.
- Our school vision - 'Titiro Ki Runga' is embedded in our planning and our practice - we want our students to aim high and achieve their very best.
- Opportunities for all students to hear, learn and use te reo Maori.
- School song 'Ngā Tamariki o Matariki'
- All students have the opportunity to participate in kapa haka and powhiri/mihi whakatau
- Targets are set for student achievement and these are reported to the BOT. The achievement of Māori ākonga are highlighted in our data analysis.
- Staff are fully involved in the Kahui Ako focus on Relationship-Based Learning.
- We have an open-door policy where whānau are welcomed into the classroom.
- Our community have their 'voice' collected to inform future strategic goals and aims.
- Building teacher capability in the use of te reo me ōna tikanga and mātauranga Māori is ongoing
- Students have the opportunity to access resources in te reo and to express their cultural connections through the curriculum

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

How have you met your obligations to provide good and safe working conditions?	We have met our obligations to provide good and safe working conditions. The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.

How do you practise impartial selection of suitably qualified persons for appointment?	The Board and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy which is available on our School Docs Website.

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 Board, and Leadership Team follow and adhere to the guidelines set out in the schools EEO policy and our Te Tiriti o Waitangi policy which are available on our School Docs Website.
	
	The school has established a comprehensive Professional Growth Cycle for all members of staff. Through this and the schools professional development programme, individual staff members are given the opportunity to pursue individual and school based goals to support the aspirations for our staff and our students as set out in our Strategic Plan.

How have you enhanced the abilities of individual employees?	The school has established a comprehensive Professional Growth Cycle for all members of staff and a robust programme of advice and guidance in place for all beginning teachers (teachers in the first two years of teaching) Through this and the school's professional development programme, individual staff members are given the opportunity to pursue individual and school-based goals to support the aspirations for students as set out in our Strategic Plan.
How are you recognising the employment requirements of women?	The school has established a comprehensive Professional Growth Cycle for all members of staff and a robust programme of advice and guidance in place for all beginning teachers (teachers in the first two years of teaching). Through this and the school's professional development programme, individual staff members are given the opportunity to pursue individual and school-based goals to support the aspirations for students as set out in our Strategic Plan. The school supported the 'Teacher Aide Pay Equity Claims.' The settlement corrected past undervaluation of the work mainly done by women and acknowledges the value of skills, responsibilities and demands of teacher aides who are supporting children who need the most help with their learning.
How are you recognising the employment requirements of persons with disabilities?	We have met our obligations to provide good and safe working conditions. The Board and Leadership Team follow and adhere to the guidelines set out in the schools Employment policy, School Staffing policy and EEO policy which are available on our School Docs Website.

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?	YES
Does your EEO programme/policy set priorities and objectives?	YES

FINANCIAL STATEMENTS - ARE PROVIDED BY EDUCATION SERVICES ON BEHALF OF THE NORMANBY SCHOOL BOARD

REPORT ON OTHER SPECIAL AND CONTESTABLE FUNDING

In December 2024, $20,000 was bequeathed to the school by a previous staff member who passed away in April 2024.

KIWISPORT FUNDING

KiwiSport is a Government funding initiative to support student participation in organised sport. In 2024, Normanby School received $2,154.16 (excl GST). This funding was spent on a range of sporting endeavors, with the majority of the money going towards transport costs to sporting events, equipment and sports kit