

NORMANBY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2207

Principal: Jude Sklenars

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Accountant / Service Provider:

Education  Services.
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NORMANBY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 20	Notes to the Financial Statements
	Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Normanby School Annual Report

Normanby School

Statement of Responsibility

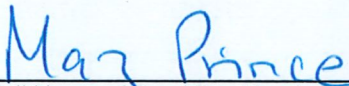
For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

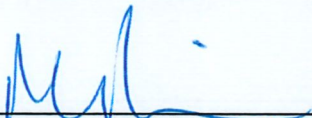
The School's 2023 financial statements are authorised for issue by the Board.



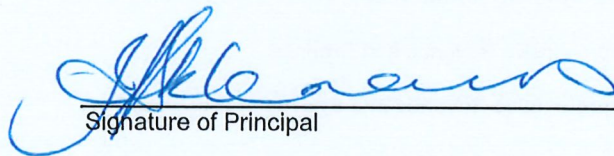
Full Name of Presiding Member



Full Name of Principal



Signature of Presiding Member



Signature of Principal

24 May 2024

Date:

24 May 2024

Date:

Normanby School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	1,841,867	1,506,638	1,774,121
Locally Raised Funds	3	81,504	62,450	76,370
Interest		20,333	2,000	7,193
Gain on Sale of Property, Plant and Equipment		-	-	358,623
Total Revenue		1,943,704	1,571,088	2,216,307
Expense				
Locally Raised Funds	3	64,744	41,964	60,747
Learning Resources	4	1,192,296	1,167,459	1,212,217
Administration	5	277,799	111,635	268,637
Interest		1,183	736	1,324
Property	6	396,934	268,859	347,703
Total Expense		1,932,956	1,590,653	1,890,628
Net Surplus / (Deficit) for the year		10,748	(19,565)	325,679
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		10,748	(19,565)	325,679

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

Normanby School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		504,033	520,415	608,380
Total comprehensive revenue and expense for the year		10,748	(19,565)	325,679
Contributions from / (Distributions to) the Ministry of Education		(801)	-	(430,026)
Equity at 31 December		513,980	500,850	504,033
Accumulated comprehensive revenue and expense		513,980	500,850	504,033
Equity at 31 December		513,980	500,850	504,033

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	273,301	90,558	255,260
Accounts Receivable	8	97,373	85,825	78,685
GST Receivable		17,650	5,920	10,001
Prepayments		2,463	8,722	9,169
Inventories	9	3,733	753	3,699
Investments	10	86,000	86,000	86,000
Funds Receivable for Capital Works Projects	16	8,473	-	-
		<u>488,993</u>	<u>277,778</u>	<u>442,814</u>
Current Liabilities				
Accounts Payable	12	112,922	110,069	96,659
Revenue Received in Advance	13	4,765	1,420	4,690
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability	15	6,711	4,846	5,816
Funds held for Capital Works Projects	16	6,914	-	26,276
		<u>131,312</u>	<u>116,335</u>	<u>133,441</u>
Working Capital Surplus/(Deficit)		357,681	161,443	309,373
Non-current Assets				
Property, Plant and Equipment	11	216,327	372,585	221,813
		<u>216,327</u>	<u>372,585</u>	<u>221,813</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	49,598	31,177	21,910
Finance Lease Liability	15	10,430	2,001	5,243
		<u>60,028</u>	<u>33,178</u>	<u>27,153</u>
Net Assets		<u>513,980</u>	<u>500,850</u>	<u>504,033</u>
Equity		<u>513,980</u>	<u>500,850</u>	<u>504,033</u>

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 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		553,960	541,394	546,560
Locally Raised Funds		77,961	62,450	74,263
Goods and Services Tax (net)		(7,649)	-	(4,081)
Payments to Employees		(408,470)	(368,668)	(385,837)
Payments to Suppliers		(164,921)	(235,851)	(215,892)
Interest Paid		(1,183)	(736)	(1,324)
Interest Received		11,934	2,000	3,396
Net cash from/(to) Operating Activities		61,632	589	17,085
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	430,243
Purchase of Property Plant & Equipment (and Intangibles)		(26,430)	(140,000)	(25,061)
Net cash from/(to) Investing Activities		(26,430)	(140,000)	405,182
Cash flows from Financing Activities				
Contributions from / (Distributions to) Ministry of Education		(801)	-	(430,026)
Finance Lease Payments		(4,359)	(8,080)	(5,245)
Funds Administered on Behalf of Other Parties		(12,001)	-	30,215
Net cash from/(to) Financing Activities		(17,161)	(8,080)	(405,056)
Net increase/(decrease) in cash and cash equivalents		18,041	(147,491)	17,211
Cash and cash equivalents at the beginning of the year	7	255,260	238,049	238,049
Cash and cash equivalents at the end of the year	7	273,301	90,558	255,260

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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.

Normanby School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Normanby School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

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 schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of 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:

Building Improvements	20 years
Buildings	50 years
Furniture and Equipment	5-10 years
Motor Vehicles	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets

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 the surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

m) 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.

n) 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, annual leave earned, by non teaching staff, to 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.

o) 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.

p) 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.

q) 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's 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.

r) 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.

s) 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 Schools 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.

t) 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.

u) 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.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	716,230	522,371	658,143
Teachers' Salaries Grants	832,963	803,276	862,124
Use of Land and Buildings Grants	270,979	158,991	230,086
Other Government Grants	21,695	22,000	23,768
	1,841,867	1,506,638	1,774,121

The school has opted in to the donations scheme for this year. Total amount received was \$22,810.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	7,358	-	6,543
Fees for Extra Curricular Activities	17,202	200	19,302
Trading	4,566	6,500	5,268
Fundraising & Community Grants	23,750	33,750	5,863
School House	-	-	17,711
Mini Van	28,628	22,000	21,683
	81,504	62,450	76,370
Expense			
Extra Curricular Activities Costs	20,313	5,000	17,754
Trading	4,185	6,500	3,725
School House	-	-	5,464
Mini Van	40,246	30,464	33,804
	64,744	41,964	60,747
<i>Surplus for the year Locally raised funds</i>	16,760	20,486	15,623

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	20,883	29,650	26,093
Library Resources	798	700	744
Employee Benefits - Salaries	1,113,980	1,079,808	1,126,458
Staff Development	7,784	13,000	12,777
Depreciation	47,846	41,701	44,037
Extra Curricular Activities	1,005	2,600	2,108
	1,192,296	1,167,459	1,212,217

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,628	4,628	4,493
Board Fees	4,975	4,455	4,070
Board Expenses	6,124	12,250	6,372
Communication	1,949	2,200	2,489
Consumables	7,020	7,000	7,907
Other	9,066	13,142	15,034
Employee Benefits - Salaries	59,129	50,328	60,445
Insurance	6,532	6,567	5,642
Service Providers, Contractors and Consultancy	10,710	11,065	10,850
Healthy School Lunch Programme	167,666	-	151,335
	<u>277,799</u>	<u>111,635</u>	<u>268,637</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	13,921	11,000	14,930
Cyclical Maintenance Provision	27,688	21,910	21,910
Grounds	5,712	6,500	3,850
Heat, Light and Water	15,513	14,000	14,267
Rates	675	650	648
Repairs and Maintenance	17,667	12,000	16,331
Use of Land and Buildings	270,979	158,991	230,086
Security	1,265	2,000	2,050
Employee Benefits - Salaries	43,514	41,808	43,631
	<u>396,934</u>	<u>268,859</u>	<u>347,703</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	273,301	90,558	255,260
Cash and cash equivalents for Statement of Cash Flows	<u>273,301</u>	<u>90,558</u>	<u>255,260</u>

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

Of the \$273,301 Cash and Cash Equivalents \$6,914 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. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	163	60	110
Receivables from the Ministry of Education	8,050	-	-
Interest Receivable	13,507	1,311	5,108
Banking Staffing Underuse	-	17,125	-
Teacher Salaries Grant Receivable	75,653	67,329	73,467
	<u>97,373</u>	<u>85,825</u>	<u>78,685</u>
Receivables from Exchange Transactions	13,670	1,371	5,218
Receivables from Non-Exchange Transactions	83,703	84,454	73,467
	<u>97,373</u>	<u>85,825</u>	<u>78,685</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	1,492	753	967
Uniform Account	2,241	-	2,732
	<u>3,733</u>	<u>753</u>	<u>3,699</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	86,000	86,000	86,000
Total Investments	<u>86,000</u>	<u>86,000</u>	<u>86,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	11,824	-	-	-	(275)	11,549
Building Improvements	116,403	-	-	-	(9,440)	106,963
Furniture and Equipment	70,470	9,219	-	-	(18,423)	61,266
Information and Communication Technology	11,904	20,195	-	-	(12,646)	19,453
Leased Assets	9,676	12,830	-	-	(6,677)	15,829
Library Resources	1,536	116	-	-	(385)	1,267
Balance at 31 December 2023	221,813	42,360	-	-	(47,846)	216,327

The net carrying value of equipment held under a finance lease is \$15,829 (2022: \$9,676)

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	13,782	(2,233)	11,549	13,782	(1,958)	11,824
Building Improvements	342,080	(235,117)	106,963	342,080	(225,677)	116,403
Furniture and Equipment	415,337	(354,071)	61,266	420,412	(349,942)	70,470
Information and Communication Technology	65,664	(46,211)	19,453	45,469	(33,565)	11,904
Motor Vehicles	39,981	(39,981)	-	39,981	(39,981)	-
Leased Assets	27,356	(11,527)	15,829	33,243	(23,567)	9,676
Library Resources	29,843	(28,576)	1,267	29,726	(28,190)	1,536
Balance at 31 December	934,043	(717,716)	216,327	924,693	(702,880)	221,813

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	24,003	31,782	9,827
Accruals	4,628	2,908	2,995
Employee Entitlements - Salaries	75,653	67,329	73,467
Employee Entitlements - Leave Accrual	8,638	8,050	10,370
	<u>112,922</u>	<u>110,069</u>	<u>96,659</u>
Payables for Exchange Transactions	112,922	110,069	96,659
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>112,922</u>	<u>110,069</u>	<u>96,659</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - MOE	4,663	-	4,198
Other Revenue In Advance	102	1,420	492
	<u>4,765</u>	<u>1,420</u>	<u>4,690</u>

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	21,910	9,267	-
Increase to the Provision During the Year	21,910	21,910	21,910
Other Adjustments	5,778	-	-
Provision at the End of the Year	<u>49,598</u>	<u>31,177</u>	<u>21,910</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Non current	49,598	31,177	21,910
	<u>49,598</u>	<u>31,177</u>	<u>21,910</u>

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	8,061	4,846	6,552
Later than One Year and no Later than Five Years	11,969	2,001	5,582
Future Finance Charges	(2,889)	-	(1,075)
	<u>17,141</u>	<u>6,847</u>	<u>11,059</u>
Represented by			
Finance lease liability - Current	6,711	4,846	5,816
Finance lease liability - Non current	10,430	2,001	5,243
	<u>17,141</u>	<u>6,847</u>	<u>11,059</u>

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 projects is included under cash and cash equivalents in note 7.

	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			<u>26,276</u>	<u>332,276</u>	<u>(360,111)</u>	<u>-</u>	<u>(1,559)</u>

Represented by:

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

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP New PE Shed		229065	(2,994)	2,994	-	-	-
Roofing Remediation		230025	(945)	27,776	(26,831)	-	-
Stormwater Remediation		230026	-	8,930	(8,930)	-	-
Rm 1 & 2 Refurbishment		230029	-	17,817	(10,846)	-	6,971
A E Floor&Wall Linings		230027	-	71,834	(52,529)	-	19,305
Totals			<u>(3,939)</u>	<u>129,351</u>	<u>(99,136)</u>	<u>-</u>	<u>26,276</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	26,276
Funds Receivable from the Ministry of Education	-

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.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,975	4,070
 <i>Leadership Team</i>		
Remuneration	366,792	339,083
Full-time equivalent members	3.00	3.00
 Total key management personnel remuneration	371,767	343,153

There are 5 members of the Board excluding the Principal. The Board has held 12 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	2 - 3	3 - 4
Termination Benefits	-	-

Other Employees

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

	2023	2022
Remuneration \$000	FTE Number	FTE Number
100 - 110	-	1.00
120 - 130	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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: the same).

In 2023 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. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

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.

21. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$68,273 (2022:\$195,687) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Rm 1 & 2 Refurbishment	245,748	226,290	19,458
A,E,K Heating Upgrade	77,759	63,942	13,817
LSC Space	82,621	47,623	34,998
Total	406,128	337,855	68,273

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	273,301	90,558	255,260
Receivables	97,373	85,825	78,685
Investments - Term Deposits	86,000	86,000	86,000
Total financial assets measured at amortised cost	456,674	262,383	419,945

Financial liabilities measured at amortised cost

Payables	112,922	110,069	96,659
Finance Leases	17,141	6,847	11,059
Total financial liabilities measured at amortised cost	130,063	116,916	107,718

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.

25. Credit Card Facility

The School operates a credit card facility with TSB Bank, the limit is \$5,000 and as at balance date \$374.45 was owing.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORMANBY SCHOOLS' FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 25 to 52, 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.



Cameron Town

Cameron Town
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
Janelle Jones	Principal	ex Officio	Jan 2023
Andrew Lodge (started 28/01/23)	Principal	ex Officio	Jan 2024
Jude Sklennar (started 6/11/23)	Acting Principal	ex Officio	
Vicki Roberts	Parent Representative	Elected	May 2023
Angelika Fowlie	Parent Representative	Elected	Sep 2025
Craig Clarke	Parent Representative	Appointed	Sep 2025
Renee Robinson	Parent Representative	Appointed	Feb 2023
Carly Corrigan	Parent Representative	Elected	Nov 2026
Natasha Campbell	Staff Representative	Elected	Sep 2025

Normanby School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$2,285 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 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.



Normanby School Titiro Ki Runga

Annual Report 2023



Strategic Goals

Goal One: Our Students

To provide our students with a range of learning opportunities to be lifelong learners.

Building Relationships

Goal Two: Our Staff

To develop professional capability always aiming for effectiveness and excellence.

Goal Three: Our Community

To engage our community to be actively involved in the life of our school and to have a positive home-school partnership.

Annual Plan 2023

Key Objectives:

- **Te Ao Maori**

Provide a culturally responsive school environment.

- **Positive Behaviour For Learning (PB4L)**

Create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

- **Maths**

To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.

- **Well Being**

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors.

- **Local Curriculum**

To provide a balanced curriculum that makes effective use of our local resources to enable our akonga to connect with and value their environment, heritage, language, identity and culture.

- **Digital Technology**

To ensure that all learners have the opportunity to become digitally capable individuals.

Te Ao Māori

Objective:

Provide a culturally responsive school environment.

Goals	Action Plan Who, What, How?	Evaluation
<p>Embracing Te Reo Māori, Tikanga, Wairua and Kawa across the school to be responsive to our students.</p>	<p>Designing Culturally Responsive learning Contexts:</p> <ul style="list-style-type: none"> - Establish and maintain classroom communication practices that include te reo Māori. - Embed te reo and tikanga Māori in daily classroom programmes and focus on improving teacher proficiency. - Māori terms and concepts to be woven through planning, lessons and displays. Identify how we can specifically include a Māori component into curriculum topics. - Engage with the Māori school community and whānau to bring their knowledge and expertise into the school. Connect with local iwi and build a relationship with our people at the marae (Aotea), arranging for visits and marae experiences. - Pronounce students' and place names correctly. Model the correct pronunciation of students' and place names to the class so that all students use the correct pronunciation. - Provide opportunities for ākonga Māori who speak te reo Māori to teach the class some basic vocabulary. - Opportunity for all students to join Kapa Haka, performances at school and in the wider community. 	<ul style="list-style-type: none"> ● Teacher planning, classroom observation evidence inclusion of explicit te reo teaching as part of the daily timetable. ● School-wide subscription to 'Wai Ako' and 'HīHā' to support the teaching of te reo me ōna tikanga. ● Collection of student and whānau voice. ● Very high attendance levels to Term 1 Headstart Hui and 3 Whānau Conferences 90%+ ● High participation rate in Kapa Haka ● Student leaders leading morning hui - whole school whakatauki/karakia and waiata
<p>Engaging parents, whānau, hapu and iwi to enhance the achievement of Māori students.</p>	<ul style="list-style-type: none"> - Tiriti o Waitangi will guide our relationships and the nature of our interactions with the community. - Regular reporting to whanau and community. <ul style="list-style-type: none"> ● Head Start Hui ● 3 way conferences ● Student Progress Reports (Hero) ● Regular reporting to the BOT - Engage with the Māori school community and whānau to bring their knowledge and expertise into the school. Connect with local iwi and build a relationship with our people at the marae (Aotea), arranging for visits and marae experiences. 	<ul style="list-style-type: none"> ● Collection of student and whānau voice. ● Monthly Principal Reporting to the Board ● Curriculum achievement Reports evidence achievement outcomes for Māori are very similar to outcomes attained by non-Māori. ● Ongoing assessment schedule.

Te Ao Maori

Objective:

Provide a culturally responsive school environment.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>A commitment to and understanding of Māori enjoying and achieving education success as Māori. Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.</p>	<ul style="list-style-type: none"> - Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Māori to achieve success as Māori (Relationship-based Learning pedagogy, Niho Taniwha by Melanie Riwai-Couch). - To ensure equitable outcomes for Māori, identify learners who are at risk of not achieving or have learning needs, so that programmes and resources can be targeted to cater for individual needs. - Evaluation of Māori cohort as part of regular assessment timetable, identification of priority groups for targeted teaching and reporting to all stakeholders. 	<ul style="list-style-type: none"> ● Teacher planning, classroom observation evidence inclusion of explicit te reo teaching as part of the daily timetable. ● Monthly Principal Reporting to the Board ● Curriculum achievement Reports evidence achievement outcomes for Māori are very similar to outcomes attained by non-Māori. ● Ongoing assessment schedule.
<p>Having teachers who continuously lift their levels of Te Reo proficiency</p>	<ul style="list-style-type: none"> - Continue to grow staff confidence and capability using Te Reo as part of daily teaching and learning. - Continue to grow staff knowledge about culturally responsive and relational pedagogy to enable Māori to achieve success as Maori (Relationship-based Learning pedagogy, Niho Taniwha by Melanie Riwai-Couch). - Grow staff and student knowledge of local Maori history and significant places/events/stories. - Te Reo me Tikanga Programme <ul style="list-style-type: none"> - Wai Ako - Hiha 	<ul style="list-style-type: none"> ● PLM Meetings ● Two teachers engaging in Level 1 Te Reo Māori immersion through 'Te Ahu o Te Reo Māori' ● Teacher Professional Growth Cycles. ● Teacher planning, classroom observations.

PB4L - Positive Behaviour for Learning

Objective:


To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>To continue to provide a positive school climate and create a supportive environment for personal, social and academic growth for staff and students.</p>	<ul style="list-style-type: none"> - All staff follow and implement school wide Tier 1 systems to support consistency of PB4L across the school. - Ensure new staff in 2023 have an opportunity to be informed and inducted to the Normanby S.T.A.Rs systems. <ul style="list-style-type: none"> ✓ Agenda item of fortnightly team meetings ✓ Regular PB4L meetings to be scheduled, including with Learning Assistants 	<ul style="list-style-type: none"> • Whole staff presentation (Teacher Only Week, January) and meeting minutes. • Hero, ongoing monitoring and analysis of behaviour profiles - looking at the Big 5 data sets and identifying areas for focus and improvement
<p>Continue to embed our STAR values in our teaching practice both in and out of the classroom.</p>	<ul style="list-style-type: none"> - Acknowledgements of positive behaviour - STAR Cards to be issued in all school settings outside the classroom. Implementation of class based acknowledgement systems such as Bucket Stickers, Dojo points, etc. - All staff to use consistent language of STAR values when teaching and acknowledging expected behaviours. Teachers have high expectations of students ability to demonstrate our STAR values. - Celebration and recognition of reaching milestones: e.g STAR wall, Reward menus. - STAR lesson plans accessible and teaching is timetabled in teacher planning: Circle Times, morning hui. - Teachers and Student Leaders to manage the Whanau House Points system and organise appropriate celebrations at school assemblies. 	<ul style="list-style-type: none"> • Teacher planning (PB4L & Circle Times), classroom observations • Classroom and Foyer STAR Walls • Hero, ongoing monitoring and analysis of behaviour profiles. • Assembly certificate presentations. • Daily morning hui reminders and pre-emptive strategies. • Prize-giving acknowledgements of Normanby STARs for class certificates.

PB4L - Positive Behaviour for Learning

Objective:

To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Provide ongoing support, engagement, participation and learning of PB4L across the school and to reflect on current classroom practice.</p>	<p>- PB4L team to use PB4L training resources to provide all staff with opportunities for professional learning and development. The focus being the four main pedagogical approaches from the NZC: * Creating a supportive learning environment * Encouraging Reflective thought and action * Facilitating shared learning * Providing sufficient opportunities to learn</p>	<ul style="list-style-type: none"> • Class Reflection documents (twice per year) • Sharing of best practice - PLMs and effectiveness - how do we know? Using the Big 5 data to measure change/improvement over time • Regular review of our STAR Values lesson plans and continuous review of What our STAR values look like across all settings?
<p>To develop our Tier 2 systems for the approximately 15% of students who exhibit Tier Two behaviours.</p>	<p>- Ensure all staff in 2023 are informed about what Tier 2 of PB4L is about. - Develop a shared understanding of Functional Behaviour Assessment.</p>  <p>- Develop capabilities to use assessment and evaluation data to design Tier 2 interventions and behaviour plans to suit individual students' needs. - Staff to know how to nominate students for Tier 2 interventions - Staff presentation for use at PLM.</p>	<ul style="list-style-type: none"> • PLM presentations and minutes. • Team meeting referrals for Tier 2 intervention • Hero (SMS) behaviour profiles • Whānau communication and engagement - records of this on Hero (SMS)

PB4L - Positive Behaviour for Learning

Objective:

To create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learners.

Goals	Action Plan Who, What, How?	Evaluation and Reflection
<p>Complete TFI (Tiered Fidelity Inventory) With Shelley Orme, Pb4L-SW Seconded Practitioner ✓</p>	<ul style="list-style-type: none"> - Reflect on our progress and further develop our action plan for PB4L-SW 2024. - Gain valid, reliable and efficient measures of the extent to which school staff are applying the core features of PB4L-SW with an action plan around where to next and any individual professional development for the school that may be useful. 	<ul style="list-style-type: none"> • End of year reflections, PMI etc. • PLM presentations and minutes. • Establishment of PD action plan i.e Restorative Practice training/refresh in 2024
<p>To continue to monitor and reflect on data.</p>	<ul style="list-style-type: none"> - Minor, moderate and major behavioural incidents are reported, tracked, analysed (Hero SMS) and shared with staff to collectively make decisions about teaching and learning programmes and systems.. - PB4L Team to analyse and report on data twice per year. 	<ul style="list-style-type: none"> • Hero (SMS), ongoing monitoring and analysis of behaviour profiles. • Monthly Principal's reports to the Board

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>To continue to use the RbL observation tool and impact coaching to provide teachers with evidence of effective teaching practice in Mathematics.</p>	<p>- Impact Coaches will complete a full observation of all staff in Terms 1 and 3 and code the evidence from the three parts of the RbL profile. This will allow teachers to set next learning steps and goals in relation to RbL discourses and interactions in the teaching of mathematics. Teachers can request observations and coaching at any stage.</p>	<ul style="list-style-type: none"> ● Coaching conversations between teacher and impact coach to determine an achievable goal ● Student voice collection ● Data collection through impact coaching and observations. ● Co-construction meetings to develop next steps for target students and to share effective maths pedagogy within the Maths no problem programme.
<p>Students to be able to articulate and explain their learning and thinking in Mathematics.</p>	<p>- Students to be working collaboratively with a buddy in all maths lessons. - Explicit teaching and modelling of how to explain and articulate thinking and problem solve together. - Further sharing and explaining opportunities to be provided in all lessons (ie to class or small group). - Journaling to be explicitly taught and incorporated into lessons at least twice per week.</p>	<ul style="list-style-type: none"> ● Student voice collection, observations, reflections ● Review aspect of daily lessons: what are you learning, how do you know you have been successful, what are your next steps? ● Journaling evidence
<p>To develop students self-efficacy and a growth mindset in mathematics</p>	<p>- Give opportunities and a clear message to students that they are mathematicians and that maths is all around us. Noticing and celebrating students achievements, teaching the students about how to develop a growth mindset, positive acknowledgements of students thinking and actions as they succeed in maths learning, encouraging students to take risks with their learning.</p>	<ul style="list-style-type: none"> ● Student voice collection, observations, Hero goals and progression through these

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
For students to develop mathematical problem-solving skills and abilities.	- All lessons to incorporate ten minutes or "explore" where students are given the tools to actively engage with a mathematical problem. - Explicit teaching of vocabulary and 'making sense of the question.'	<ul style="list-style-type: none"> • Evidence of students who are able to solve problems successfully and accurately. • Maths buddy's employing co-construction and power-sharing strategies
For students to build their capability to work together and learn cooperatively.	- Give opportunities for, and explicitly teach the skills of cooperation and collaboration. Collaboration is the 'way of doing' in maths and is provided for in every lesson. - Teachers develop their own knowledge of what makes a good working/learning group, develop anchor charts about how we do this successfully.	<ul style="list-style-type: none"> • Observation, noticing improved practice of cooperative and collaborative learning, students can articulate their thinking confidently and respectfully to each other. • Students understand the value of working collaboratively and can appreciate the thinking of others.
Deliver an engaging and exciting mathematics curriculum	- Work together as a whole staff to develop our capabilities, support colleagues, share resources, target time to discuss Maths - No Problem and achievement in co-construction meetings. - Teachers to know the lesson well prior to teaching so they can foresee any difficulties or challenges that may crop up, find out student interests, relevant, authentic.	<ul style="list-style-type: none"> • They are engaged and excited about maths learning and look forward to doing maths, ongoing collation of student voice.

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 75% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Teachers to have pedagogical content knowledge, i.e understanding mathematical learning progressions, know what effective teaching looks like and sounds like, be effective question askers for facilitating mathematical discussions. i.e RbL, strategies.</p>	<ul style="list-style-type: none"> - Teachers know the curriculum well, knowing the learning progressions, staff PD (Maths - No Problem), Hero goals. - All staff invested in professional development and giving our students the best opportunities to achieve. - Develop consistency across all teachers and classes. Teachers regularly access the MNP hub for clear understanding of the learning and to develop differentiation strategies that work within the MNP programme for learners who need extra support or enrichment. 	<ul style="list-style-type: none"> • Staff PD (Maths - No Problem) • Achievement data • RbL/PGC documents • Teacher Planning
<p>For students to access learning at the level of their current year group.</p>	<ul style="list-style-type: none"> - Students will attend a specified maths classroom where the teacher is responsible for delivering the Maths - no problem programme, with students off all abilities within their year group level. - Teachers will be required to provide support for struggling students and enrichment for more capable learners within each lesson. Timetabled daily lessons at the same time across the school. - Learning Assistant support provided in classes with larger numbers. - Teachers will be familiar with the lesson, and the opportunities to scaffold or enrich learning prior to teaching. 	<ul style="list-style-type: none"> • Achievement levels of students. • Co-construction meetings, student and whanau voice.
<p>For whānau to have clear reporting about where their child is working in maths and how the Maths - No problem is working within our school.</p>	<ul style="list-style-type: none"> - To continue to communicate with our school community about Maths - No Problem! - Celebratory posts that show children engaging with materials to be shared once per term. Same post used for all children across the school. - The teacher of the MATHS class the student is in will be responsible for the students maths goals and posts. 	<ul style="list-style-type: none"> • Our whanau will know who teaches maths to their child/ren. Whānau will be familiar with how maths is structured in our school. Head start Hui, comments within Hero and at meetings the school holds for our community.

Mathematics

Objective: *To strengthen teachers' capability for effective pedagogical and content knowledge of the maths curriculum to improve achievement and engagement. This will result in accelerated progress for all students, with 80% achieving the benchmark for their age in Mathematics.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Embed Math No Problem as core learning pedagogy within classrooms across the school.</p>	<ul style="list-style-type: none"> - Support and PLD for new staff. - Ongoing individualised PLD for existing staff. - Timetabled modeling and observation on teacher practice (RbL). - Regular feedback and feed forward, teacher goal setting. - Promote and encourage personalisation of learning through pedagogical practices (MNP) that meet the individual and collective needs of learners, and create transparent learning goals and expectations in partnership with learners and their whanau. - Develop a local curriculum (with MNP at its core) that is responsive to the needs, identities, culture, interests, strengths and aspirations of learners and their whanau. - To promote valid and relevant assessment practices, which use a range of formative and summative tools and strategies, which enable the learner and their whanau to engage with the learning process. - To maintain ongoing systemic evaluation for improvement. 	<ul style="list-style-type: none"> • Coaching conversations between teacher and impact coach to determine an achievable goal. • Student voice collection, data collection through impact coaching and observations. • Staff PD (Maths - No Problem) • Achievement data • RbL/PGC documents.

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

● Well Being

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Continue to strengthen our ability to provide an inclusive school environment which supports learners.</p> <p><i>- To adopt the Pause, Breathe, Smile Programme across the school</i></p>	<ul style="list-style-type: none"> - To actively implement STAR values across the school and wider community to promote student well being. - To adopt the Pause, Breathe, Smile Programme across the school. - Leaders will keep up to date with educational research and using it to prioritise Health and Wellbeing and Equity goals. - To develop a well coordinated approach to Pastoral care of students. - All students well being is actively monitored by teachers, team leaders, SENCO and principal. - Appropriate measures and supports are put in place for students, who require additional well being support or monitoring. - Actively building relationships and strategies with whanau and caregivers of students who require additional support. - Further develop a safe supportive school environment to promote learning and wellbeing. - All teachers using PB4L strategies and plans and implement PB4L Normanby Primary School - Promote 5 areas of well being in the school (active links for teachers). <ul style="list-style-type: none"> ● Connect, me whakawhanaunga ● Give, tukua ● Take notice, me aro tonu ● Keep learning, me ako tonu ● Be active, me kori tonu 	<ul style="list-style-type: none"> ● Classroom planning and observations. ● SENCO profiles ● Student assessment and identification of needs. ● Intervention programmes. ● collection of student and whānau voice. ● Hero, ongoing monitoring and analysis of behaviour profiles.

Wellbeing

Objective:

To enhance wellbeing by developing a school culture so akonga can successfully participate in learning and contribute to the community.

● Well Being

Ensuring all aspects of our students' and staff wellbeing are supported so we can all be effective participants and contributors. To adopt the Pause, Breathe, Smile programme school wide. To be active and make healthy choices.

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>To promote a culture where students are active and have opportunities for physical activity.</p>	<p>- Healthy Active Learning - a more inclusive version of sport and PE in our School. We want all of our tamariki to feel included and inspire them to take risks and step up to challenges offered to them. We want our tamariki to feel proud of their effort and strive to succeed in sport and PE.</p>	<ul style="list-style-type: none"> ● Classroom planning and observations evidence ● Collection of student and whānau voice as evidence
<p>To develop a culture where student voice and agency is valued and school leader feedback is used to amplify student voice and agency.</p>	<ul style="list-style-type: none"> - To actively implement STAR values across the school and wider community to promote student well being. - Students actively involved in decisions that impact on their well being. - Further develop student leadership in the senior school. - Use agency support when required to access additional support for students and whanau. - Develop opportunities for leadership within the school for students of all ages. - Students actively involved in decisions that impact on their well being through the curriculum, PB4L, and identifying their priorities. - Implement a range of healthy activities for Year 5-6 to increase physical activity, leadership and mana. 	<ul style="list-style-type: none"> ● Classroom planning and observations evidence ● Collection of student and whānau voice as evidence ● Hero, ongoing monitoring and analysis of behaviour profiles.

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Continue to seek and use relevant, readily available resources/matauranga maori - people, cultural, heritage organisations, local venues, museums, etc.</p>	<ul style="list-style-type: none"> - Leaders of Te Ao to liaise with classroom teachers, Resource Teacher of Maori and other key people to ensure cultural appropriateness of teaching and learning decisions. - Consider when to re-use Community Survey (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Leader of Te Ao to reconnect with Resource Teacher of Maori, Ngaraina Brooks for ongoing guidance towards developing a reciprocal relationship with local iwi, and to strengthen our existing connection with Aotea Marae. 	<ul style="list-style-type: none"> ● Sought guidance on ways to reciprocate with Aotea Marae, ways to acknowledge their support of Normanby School. ● Use of experts to facilitate and plan - Resource Teacher of Māori ● Classroom planning and observations evidence
<p>Demonstrate our commitment to the teaching of the new ANZH Social Science curriculum.</p>	<ul style="list-style-type: none"> - PLM to review the curriculum refresh to date, and to develop understanding of the new 'Understand, Know, Do' framework and learning progressions. - Teachers to follow the curriculum delivery plan as set out in our Three-Year Inquiry Overview to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum. 	<ul style="list-style-type: none"> ● PLM planning, presentations and meeting minutes. ● Classroom planning and observations. ● Teacher professional growth cycles.
<p>Support the training of a fourth staff member in the 'Better Start Literacy Approach' in an effort to spread this effective teaching practice further.</p>	<ul style="list-style-type: none"> - Enroll our Year 1-2 teacher in the micro-credential through Canterbury University (Cohort 5) - Provide support in the form of two release days per year and discussions during regular team meetings (BSLA is an agenda item for every team meeting). 	<ul style="list-style-type: none"> ● Collection of BSLA Baseline, 10-week, 20-week, 30-week progress data. ● Teachers achieving the UC microcredential in BSLA teaching ● Student achievement data
<p>Sustain our Relationship-based Learning pedagogy.</p>	<ul style="list-style-type: none"> -transition our more experienced RbL teachers towards a group coaching model in 2023. -ensure our second impact coach is accredited in 2023. -provide RbL workshops for new staff and PCTs. 	<ul style="list-style-type: none"> ● STKA training sessions attended ● Co-construction meeting minutes

Local Curriculum

Objective: *To develop a balanced curriculum that makes effective use of our local resources to connect our children with their environment, heritage, and culture. To promote a school culture that values Maori students' identity, language and culture.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Reflect on our teaching and learning programmes regularly and collaboratively to ensure they continue to meet the needs and priorities of our community. We aim to be responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their whānau.</p>	<ul style="list-style-type: none"> - Headstart Hui held on Monday, 30th January using an online booking system. ✓ - During Headstart Hui, individual student Personal Learning Pathway goals set in discussion with student and whanau and recorded on Hero. PLP goals focus on our STAR values and the Key Competencies. ✓ PLP goals are reflected on by learners, their whanau and teachers twice yearly and reported on in a <i>General Comment</i> on each student's Hero Report page. - Consider when to re-use Community <u>Survey</u> (last whanau voice collection in 2022). Suggested bi-annually - schedule for 2024. - Regular collection of student voice during Professional Growth Cycle observations (using the <i>Relationship-based Learning</i> tools relevant to Part 3 of the profile). - Have a clear pedagogical focus on RbL strategies and practices that support the progress of all learners, and provide impact coaching to support teachers in their own inquiry around effective teaching practice in maths. - Help students understand Te Tiriti o Waitangi - its past, present, and future by following the curriculum delivery plan as set out in our Three-Year Inquiry Overview, to ensure that our learners have the opportunity to develop the key understandings or 'Big Ideas' of the ANZH curriculum. - Help students engage with local knowledge, school values, and key competencies, so they can go on to be confident and connected lifelong learners. 	<ul style="list-style-type: none"> • Whānau participation in student learning hui - PLP goals set and reviewed • Mid and End of Year General Comment scheduled on Planning, Assessment and Reporting Overview, 2023. • PLM planning, presentations and meeting minutes. • Classroom planning and observations. • Teacher professional growth cycles. • Class reflections • Survey data

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>Unpack the digital technologies document and understand what it will look like in practice and how we can integrate it in planning and add to our local curriculum document. Upskill our staff so they feel confident to plan/teach.</p>	<ul style="list-style-type: none"> - Team meetings - Workshops - Planning template (exemplars) - Investigate and examine exemplars from other local schools. - Establish a clear digital graduate profile from Y0-Y6. 	<ul style="list-style-type: none"> ● Evidence of student engagement in digital technology as a tool to engage and enhance their learning and create content. ● Staff are confident in planning, integrating and delivering digital technologies as part of their teaching programmes. ● Staff awareness is growing regarding what the Digital Graduate progressions are across all levels of the school.
<p>Integrate the digital technologies curriculum into other learning areas.</p>	<ul style="list-style-type: none"> - Write as part of our local curriculum a delivery statement of how we are going to teach digital integration into the curriculum. 	<ul style="list-style-type: none"> ● Establishment of Digital Technology curriculum statement.
<p>To help our students build their skills so they can be innovative creators of digital solutions, moving beyond solely being users and consumers of digital technologies.</p>	<ul style="list-style-type: none"> - Opportunities will be provided for students to develop Technological Knowledge particular to technological enterprises and environments and in relation to how and why things work. - Teachers will generally take a cross-curricular approach, with students learning in the technological areas as part of a topic or theme that encompasses several curriculum learning areas. - Students are given opportunities to develop the knowledge and skills they need as digital citizens and as users of digital technologies across the curriculum. This will also provide opportunities to further develop their key competencies. 	<ul style="list-style-type: none"> ● Classroom planning and observations. ● Establishment and student progression across Digital Graduate profile.

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>To use iPads and chromebooks to facilitate learning in a host of different ways courtesy of interactive apps that allow instant input and feedback. This enables educators to support traditional learning with apps that further instill numeracy and literacy skills through gamified education.</p>	<ul style="list-style-type: none"> - Teachers will blend traditional teaching practices with digital technologies to meet the needs of their students. - Learning devices will cater for a variety of learning styles and create interactive classrooms: <ul style="list-style-type: none"> • provide an engaging learning environment that can hook in reluctant learners • are portable so students can move around the classroom and find a work setting that is suitable for them • feature large multi-touch screens that let students use their fingertips. This is particularly beneficial for younger children. 	<ul style="list-style-type: none"> • Classroom planning and observations. • Establishment and student progression across Digital Graduate profile. • Collection of student and whānau voice.

Digital Technology

Objective: *To ensure that all learners have the opportunity to become digitally capable individuals.*

Goals What do we want to achieve?	Action Plan How will we do it?	Evaluation How will we measure success?
<p>For all students at Normanby School to be Digital Citizens.</p>	<ul style="list-style-type: none"> - Educate our students on digital citizenship by teaching through role play, giving scenarios on situations they might come across. - Have high expectations of our students and their device usage. - Unpack our digital device agreement - put this into student language across the whole school. 	<ul style="list-style-type: none"> ● Students can demonstrate effective use of school devices. ● Students understand what is safe online and they will be quick to tell an adult if they feel unsafe or see something wrong.
<p>Integrate the new digital technologies curriculum across our school</p> <ol style="list-style-type: none"> 1. Computational thinking 2. Design and develop digital outcomes 	<ol style="list-style-type: none"> 1. Computational thinking <ul style="list-style-type: none"> - Developing confidence in coding - understanding digital algorithms and decode by problem solving. - Explore as a staff what we would like this to look like in our school. - Provide PD to staff around the basics of coding - Lead teacher to coplan and model lessons with teachers that suits each classroom environment. 2. Design and develop digital graduate profile. <ul style="list-style-type: none"> - Design and establish a digital graduate profile with achievable actions points. - Students to provide evidence of achieving action points. - Integrate all curriculum areas into digital graduate profile. 	<ul style="list-style-type: none"> ● Some students are growing in confidence when doing basic digital algorithms and decoding. ● Some students are able to explain basic digital terminology ● Some students are able to explain and justify the choices they make in coding. ● Students are building a 'toolbox' full of ideas on how to create digital outcomes

Other BOT Priorities for 2023

Priority	Who	Approx Cost
Te Reo me Tikanga Programmes - Wai Ako - Hiha	Teachers	\$700
Senco - Investigate funding for Senco, .3	BOT/Principal	.4 teacher salary
Kapa Haka and Mau Rakau Programme	Principal/Clive Tonga/Whaea Wharekuka	
House Funds Project	BOT/Principal	\$430 000
Enviro-School Project	Principal/Teachers	Postponed until further notice.
Improvements and bark for Senior Playground	BOT	
Improvement in STEM infrastructure and Professional Development. - Computational Thinking	Principal/BOT/Teachers	\$10,000
Commitment to External Swimming Lessons	Principal/BOT/PTA/Teachers/Hawera Aquatic Centre.	



Statement of Variance

Evaluation and Analysis of Student Progress and Achievement 2023

2023 Learning Interventions - Tracking Tracking the progress of students receiving additional learning support in the form of an intervention programme such as 'FivePlus' or 'SevenPlus'. Target students are in Y2-Y3 reading at **Yellow** (Level 6,7,8) to **Green** (Level 12,13, 14) or older students reading below **Orange** (L15-16).

Mid-2023 Maths Data Analysis Our achievement target in Mathematics is for 80% 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.

End-2023 Maths Data Analysis Summary: It is very pleasing to see that we have achieved accelerated progress for some of our target learners. These are students who were close to meeting the expectation at the last data point but needed a little bit more time and support to get there. We know that this has been achieved as our percentages have increased rather than staying the same.

While we continue to have students who are not meeting their expectations, this number is now much smaller than we have seen in some of our previous years. Our teachers are aware of the additional learning needs and support or adaptations that these children require to be successful to their full potential.

Overall, I feel that this data is very pleasing and appreciate the work our team has put in over the year to teach our children to be confident and capable mathematicians. I also thank our management team for the commitment to continue with maths no problem into 2024 and to the board for continuing to support the investment into maths learning and teaching at our school.

Mid-2023 Literacy Data Analysis Our achievement target in Literacy (Reading and Writing) is for 70% 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.



Evaluation and Analysis of Student Progress and Achievement 2023 cont.

End-2023 Literacy Data Analysis We are very pleased with the increase in achievement levels in both Reading and Writing for this second half of the year and can celebrate the fact that we have reached our achievement target in both these learning areas. This is indicative of the hard work and consistency in teaching and learning programmes this year. Our current Year 5 and 6 cohorts in particular have made significant gains in both Reading and Writing, bringing them much closer to that 70% target.

It seems that now would be an appropriate time to review that 70% achievement target in Literacy and might consider pushing it out to 75% for the 2024 academic year.

It is also a good time to signpost that the learning area of English in the refreshed New Zealand Curriculum (2023) is going to see a change in how achievement is measured and reported to parents and Boards by 2025. We will be starting to explore what this might look like in 2024.

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.

A strong emphasis is now placed on the teaching of structured literacy to ensure that essential literacy knowledge and skills are embedded, right from entering school as a new entrant. Teachers regularly assess students in their structured literacy journey and identify those who would benefit from extra explicit teaching as part of a Tier 2 intervention group through the BSLA approach in the junior school.

We want to continue to focus on the progress that is being made and celebrate student success in achieving learning goals. Conversations with individual students about their learning goals and next steps help 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.

Twice per term teachers come together to moderate achievement data using set guidelines. We draw on 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 continue or to maintain 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.

We need to highlight the number of students (26%) needing additional learning support in our school as these numbers continue to have an impact on our overall achievement data.

Teachers believe in the power of Relationship-based Learning and we continue to create family-like contexts within our classrooms where students feel supported to have 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.

We will continue to use our Learning Assistants to provide daily 1:1 or small group intervention programmes for students who are identified as requiring additional learning support. (Early Words, sight words, 5+, 7+, Quick 60, Talk to Learn). The teachers of students on such programmes continue to notice a positive impact on their confidence, fluency and progress - our LAs are such a valuable resource and our teaching staff greatly appreciate their support.



Evaluation and Analysis of Student Progress and Achievement 2023 cont.

SENCO Report 2023 The Learning Support Register holds information for students that have any additional learning or behaviour requirements and/or interventions. Our Learning Support Register on HERO is populating a group based on information added by the classroom teacher, leadership and/or the SENCO. Once identified as needing additional support, we closely monitor these students for a minimum of 18 months. Every time we take an action such as a new intervention or we identify different needs, this 18 month period resets.

Students requiring additional support are categorised:

- Tier 1:

Students identified as needing extra support by classroom teachers and curriculum leads. The SENCO coordinates and supports intervention programmes for these students if appropriate.

- Tier 2:

Students have received previous in-school interventions and have been identified as requiring further intervention support from outside agencies (RTLb, counsellors) or requiring an Individual Education Plan, Behaviour Plan or Safety Plan (IEP/IBP/ISP) and/ or have high health needs. The SENCO supports and coordinates support alongside our Lead Team and outside agencies.

- Tier 3:

Students are identified as Tier 3 when support is in place from the Ministry of Education or Ongoing Resourcing Scheme (ORS). Support systems will also include elements of Tier 2 support and are supported by the Principal and SENCO.

Structured Literacy - 'Better Start Literacy' Data Analysis This analysis set is based on students entering school who were not proficient at the three assessment tasks; Phoneme Identity, Letter-Sound Knowledge and Phoneme Blending. These students were tracked over ten weeks of teaching and then re-assessed.

E-Asttle Writing Achievement summary 2022-2023 A summary of achievement levels based on e-asttle assessment over time.

Honouring Te Tiriti o Waitangi

Normanby School recognise our role and responsibility to honour and give effect to Te Tiriti o Waitangi. We acknowledge the descendants of the Ngāruahine and Ngāti Ruanui iwi, on whose whenua we are positioned. Under the Education and Training Act 2020, a primary objective of the board of Normanby School is to give effect to Te Tiriti o Waitangi. In 2023 providing a culturally responsive school environment was a key goal of our School Charter. Our aims were to:

- Embrace Te Reo Māori, Tikanga, Wairua and Kawa across the school to be responsive to our students.
- Engage parents, whānau, hapu and iwi to enhance the achievement of Māori students.
- A commitment to and understanding of Māori enjoying and achieving education success as Māori. Lifting the achievement of Māori learners to higher levels of proficiency across the curriculum.
- Having teachers who continuously lift their levels of Te Reo proficiency.

We are committed to working more closely with and strengthening our connections with whānau, hapū, iwi and community in ways that are effective within school and across the wider Kāhui Ako:

...our dynamic, dialogic (conversation or shared dialogue) and relational pedagogy of practice continues to be Russell Bishop's 'Relationship-based Learning' (RbL), a culturally responsive pedagogy that enables currently marginalised students to bring their cultural knowledge, understanding and sense-making processes to the forefront in an agentic way, i.e Māori achieving success as Māori.

We have worked to ensure our planning, policies and local curriculum celebrate and reflect local tikanga Māori, mātauranga Māori and te ao Māori. In 2023, our local curriculum was refreshed to begin the process of aligning with the whakapapa and intent of Te Mātaiaho, the refreshed New Zealand Curriculum.

In 2024, part of our strategic plan is to continue this mahi in order to strengthen what we do so that all ākonga excel and experience success in their learning.

Targeted curriculum initiatives and school systems that support our commitment to giving effect to Te Tiriti o Waitangi include:

- Whole school morning hui - we begin every day with whakatauki/karakia and waiata, karakia kai before eating times.
- Use of *Te Whare Tapa Wha* model of hauora when learning about wellbeing
- Subscription to 'Wai Ako' and 'HiHā' to support teachers in the delivery of explicit te reo Māori teaching which is scheduled daily school-wide.
- Common practice model- Relationship-based Learning, a culturally responsive pedagogy which forms the basis of teachers' professional growth cycles
- Ongoing commitment to building teacher knowledge and capabilities in te reo Māori, tikanga and mātauranga Māori e.g teacher registration in Te Ahu o Te Reo Māori (2 staff in 2023), whole school Kapa Haka every week, expanding bank of known waiata, increased use of Māori kupu and phrases
- Kapa Haka performance group (Punga Festival, school events e.g prizegiving, whanau days, concert
- Destreaming in Mathematics instruction
- Tuakana - Teina opportunities
- Staff PLD on Te Tiriti o Waitangi and Aotearoa New Zealand Histories
- Emphasis on use of pūrākau integrated across the curriculum

Kiwi Sport Funding

Kiwi Sport is a Government funding initiative to support student participation in organised sport. In 2023, Normanby School received \$2,285.40 (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.



Employment and EEO Policy

Normanby School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board meets reporting and administrative requirements by:

- referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer
- ensuring that systems are in place for keeping employee files safe and secure.

In 2023 the board employed 4 new staff members, one in the Principal role, two full time, permanent teaching roles and one support staff role. The school policy for appointments was followed.

As required by the Education and Training Act 2020 (s 597), Normanby School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Normanby School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

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

Refer to our **Employer Responsibilities and **Equal Employment Opportunities** policies for more detail.*