

Conifer Grove School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

Ministry Number:	1255
Principal:	Raj Dullabh
School Address:	19 Evanda Crescent, Conifer Grove, Takanini 2112
School Postal Address:	19 Evanda Crescent, Conifer Grove, Takanini 2112
School Phone:	09 299 7490 extn 203
School Email:	admin@cgschool.ac.nz
Accountant / Service Provider:	School Finance Hub

Conifer Grove School

Members of the Board of Trustees

For the year ended 31 December 2024

Name	Position	How Position Gained	Occupation	Term Expired/Expires
Raj Dullabh	Principal	Appointed Nov 2017	Principal	
Kirsty Rihari	Treasurer	Re elected September 2022	Accountant	2025
Warren Rakena	Presiding Member	Elected September 2022	Detective	2025
Lee-Anne Maxwell	Staff Rep	Elected September 2022	Assistant Principal	2025
Daena Colebrook	Parent Rep	Elected September 2022	Early Childhood Education	2025
Jordyn Johnston	Parent Rep	Elected September 2022	Health System	2025
Raewyn Winter	Parent Rep	Co-opted February 2022	Retail	2025
Gerald Peka	BOT Member	Co-opted Sept 2024	Driving Instructor	2025

Conifer Grove School

Annual Report - For the year ended 31 December 2024

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Conifer Grove School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Warren Rakena

Full Name of Presiding Member

Signed by:

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Signature of Presiding Member

12 May 2025

Date:

Raj Dullabh

Full Name of Principal

DocuSigned by:

931EDC03C0FE457...
Signature of Principal

12 May 2025

Date:

Conifer Grove School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	5,294,573	4,901,766	4,942,277
Locally Raised Funds	3	45,756	53,900	105,681
Interest		27,754	22,000	27,193
Gain on Sale of Property, Plant and Equipment		-	-	480
Total Revenue		5,368,083	4,977,666	5,075,631
Expense				
Locally Raised Funds	3	50,663	48,000	61,843
Learning Resources	4	3,967,650	3,569,875	3,647,770
Administration	5	298,162	266,048	332,348
Interest		2,497	3,000	3,413
Property	6	1,182,627	1,090,311	1,131,986
Loss on Disposal of Property, Plant and Equipment		1,636	-	1,346
Total Expense		5,503,235	4,977,234	5,178,706
Net Surplus / (Deficit) for the year		(135,152)	432	(103,075)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(135,152)	432	(103,075)

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

Conifer Grove School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,097,838	1,097,838	1,177,887
Total comprehensive revenue and expense for the year		(135,152)	432	(103,075)
Contribution - Furniture and Equipment Grant		-	-	23,026
Equity at 31 December		962,686	1,098,270	1,097,838
Accumulated comprehensive revenue and expense		962,686	1,098,270	1,097,838
Equity at 31 December		962,686	1,098,270	1,097,838

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.

Conifer Grove School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	157,038	200,016	434,670
Accounts Receivable	8	292,391	246,500	237,901
GST Receivable		9,439	5,000	26,823
Prepayments		26,231	20,000	26,140
Investments		278,061	350,000	262,649
Funds Receivable for Capital Works Projects	15	29,421	-	115,871
		792,581	821,516	1,104,054
Current Liabilities				
Accounts Payable	11	354,766	268,000	608,755
Revenue Received in Advance	12	-	-	19,192
Provision for Cyclical Maintenance	13	15,153	32,000	32,122
Finance Lease Liability	14	6,889	20,000	24,079
Funds held for Capital Works Projects	15	46,898	-	28,800
		423,706	320,000	712,948
Working Capital Surplus/(Deficit)		368,875	501,516	391,106
Non-current Assets				
Property, Plant and Equipment	10	694,724	732,297	800,497
		694,724	732,297	800,497
Non-current Liabilities				
Provision for Cyclical Maintenance	13	96,528	120,543	86,171
Finance Lease Liability	14	4,385	15,000	7,594
		100,913	135,543	93,765
Net Assets		962,686	1,098,270	1,097,838
Equity		962,686	1,098,270	1,097,838

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

Conifer Grove School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,311,880	1,252,074	1,282,788
Locally Raised Funds		59,034	67,329	97,377
Goods and Services Tax (net)		17,384	21,823	(20,462)
Payments to Employees		(801,001)	(534,955)	(666,639)
Payments to Suppliers		(883,552)	(938,740)	(599,865)
Interest Paid		(2,497)	(3,000)	(3,413)
Interest Received		27,611	22,794	26,519
Net cash from/(to) Operating Activities		(271,141)	(112,675)	116,305
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		80	-	(866)
Purchase of Property Plant & Equipment (and Intangibles)		(70,675)	(102,000)	(226,542)
Purchase of Investments		(15,412)	(87,351)	(1,239)
Net cash from/(to) Investing Activities		(86,007)	(189,351)	(228,647)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(23,026)	23,026
Finance Lease Payments		(16,072)	3,327	(22,298)
Funds Administered on Behalf of Other Parties		95,588	87,071	181,931
Net cash from/(to) Financing Activities		79,516	67,372	182,659
Net increase/(decrease) in cash and cash equivalents		(277,632)	(234,654)	70,317
Cash and cash equivalents at the beginning of the year	7	434,670	434,670	364,353
Cash and cash equivalents at the end of the year	7	157,038	200,016	434,670

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

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

Conifer Grove School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Conifer Grove 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 reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to 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 \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

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 13.

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 10.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

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.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. 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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	50 years
Furniture and equipment	3-18 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

k) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment 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 the valuer's approach to determining market value.

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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) 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.

p) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7-10 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.

Conifer Grove School
Notes to the Financial Statements (cont'd)
For the year ended 31 December 2024

q) Financial Instruments

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

The School's financial liabilities comprise accounts payable and finance lease 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 the surplus or deficit.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-Kind

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,297,201	1,204,263	1,241,744
Teachers' Salaries Grants	2,983,104	2,760,841	2,768,042
Use of Land and Buildings Grants	984,455	896,662	896,662
Other Government Grants	29,813	40,000	35,829
	5,294,573	4,901,766	4,942,277

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	14,409	2,000	55,268
Fees for Extra Curricular Activities	30,791	51,100	49,099
Trading	-	-	862
Fundraising and Community Grants	556	800	452
	45,756	53,900	105,681
Expense			
Extra Curricular Activities Costs	50,502	48,000	56,926
Trading	-	-	4,743
Fundraising and Community Grant Costs	161	-	174
	50,663	48,000	61,843
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	(4,907)	5,900	43,838

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	113,082	246,234	75,211
Information and Communication Technology	16,461	15,000	14,040
Employee Benefits - Salaries	3,539,852	3,078,941	3,300,373
Staff Development	105,897	50,500	90,811
Depreciation	179,754	170,200	147,845
Other Learning Resources	12,604	9,000	19,490
	3,967,650	3,569,875	3,647,770

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	13,520	8,330	8,330
Board Fees and Expenses	14,373	16,200	36,933
Other Administration Expenses	65,066	62,240	107,927
Employee Benefits - Salaries	189,099	164,300	164,697
Insurance	10,211	9,200	9,061
Service Providers, Contractors and Consultancy	5,893	5,778	5,400
	298,162	266,048	332,348

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	69,194	62,500	67,970
Cyclical Maintenance	1,138	34,250	39,093
Heat, Light and Water	39,252	24,400	30,527
Repairs and Maintenance	16,342	8,279	29,705
Use of Land and Buildings	984,455	896,662	896,662
Employee Benefits - Salaries	55,945	49,000	51,041
Other Property Expenses	16,301	15,220	16,988
	1,182,627	1,090,311	1,131,986

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

7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	157,038	200,016	434,670
Cash and cash equivalents for Statement of Cash Flows	157,038	200,016	434,670

Of the \$157,038 Cash and Cash Equivalents, \$46,898 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	5,151	5,000	22,406
Interest Receivable	2,437	1,500	2,294
Teacher Salaries Grant Receivable	284,803	240,000	213,201
	292,391	246,500	237,901
Receivables from Exchange Transactions	7,588	6,500	24,700
Receivables from Non-Exchange Transactions	284,803	240,000	213,201
	292,391	246,500	237,901

9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	278,061	350,000	262,649
Total Investments	278,061	350,000	262,649

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Buildings - School	285,088	-	-	-	(8,384)	276,704
Furniture and Equipment	366,986	61,366	(1,195)	-	(106,246)	320,911
Information and Communication Technology	96,913	7,625	-	-	(38,251)	66,287
Leased Assets	32,350	4,760	-	-	(23,808)	13,302
Library Resources	19,160	1,949	(524)	-	(3,065)	17,520
	800,497	75,700	(1,719)	-	(179,754)	694,724

The net carrying value of furniture and equipment held under a finance lease is \$13,302 (2023: \$32,350)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	419,203	(142,499)	276,704	419,203	(134,115)	285,088
Furniture and Equipment	952,565	(631,654)	320,911	871,706	(504,720)	366,986
Information and Communication Technology	427,626	(361,339)	66,287	420,001	(323,088)	96,913
Leased Assets	79,656	(66,354)	13,302	94,392	(62,042)	32,350
Library Resources	106,023	(88,503)	17,520	118,974	(99,814)	19,160
	1,985,073	(1,290,349)	694,724	1,924,276	(1,123,779)	800,497

11. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	21,600	10,000	320,048
Accruals	34,017	8,000	11,562
Banking Staffing Overuse	-	-	50,389
Employee Entitlements - Salaries	282,254	240,000	215,135
Employee Entitlements - Leave Accrual	16,895	10,000	11,621
	354,766	268,000	608,755
Payables for Exchange Transactions	354,766	268,000	608,755
	354,766	268,000	608,755

The carrying value of payables approximates their fair value.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	15,215
Other Revenue in Advance	-	-	3,977
	-	-	19,192

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	118,293	118,293	106,100
Increase to the Provision During the Year	1,138	34,250	39,093
Use of the Provision During the Year	(7,750)	-	(26,900)
Provision at the End of the Year	111,681	152,543	118,293
Cyclical Maintenance - Current	15,153	32,000	32,122
Cyclical Maintenance - Non current	96,528	120,543	86,171
	111,681	152,543	118,293

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 10 Year Property Plan.

14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	7,485	26,000	26,044
Later than One Year and no Later than Five Years	4,598	12,000	8,147
Future Finance Charges	(809)	(3,000)	(2,518)
	11,274	35,000	31,673
Represented by			
Finance lease liability - Current	6,889	20,000	24,079
Finance lease liability - Non current	4,385	15,000	7,594
	11,274	35,000	31,673

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

15. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts / Receivables from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Project Landscaping	-	3,980	(3,980)	-	-
ICT Suite	10,800	-	-	-	10,800
Block 2,4,9,ILE,& DQLS	(89,647)	362,078	(266,319)	-	6,112
Signage	18,000	-	(5,934)	-	12,066
Gates	(5,000)	-	-	-	(5,000)
Security System	(19,224)	7,600	(5,950)	17,574	-
Cesspit	(2,000)	2,000	-	-	-
Switchboard & Lighting	-	35,100	(39,000)	-	(3,900)
USB Toilet	-	139,632	(147,540)	-	(7,908)
Special Needs	-	26,213	(8,293)	-	17,920
Relocate 2 Existing	-	-	(12,613)	-	(12,613)
Totals	(87,071)	576,603	(489,629)	17,574	17,477

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

46,898

(29,421)

17,477

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Project Landscaping	35,998	-	(61,620)	25,622	-
ICT Suite	-	10,800	-	-	10,800
Block 2,4,9,ILE,& DQLS	-	250,000	(339,647)	-	(89,647)
Signage	-	18,000	-	-	18,000
Gates	-	-	(5,000)	-	(5,000)
Security System	-	68,400	(87,624)	-	(19,224)
Cesspit	-	18,000	(20,000)	-	(2,000)
Totals	35,998	365,200	(513,891)	25,622	(87,071)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

28,800

(115,871)

(87,071)

16. Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and 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.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

17. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,690	2,550
<i>Leadership Team</i>		
Remuneration	488,610	528,855
Full-time equivalent members	4	4
Total key management personnel remuneration	491,300	531,405

There are 7 members of the Board excluding the Principal. The Board has held 6 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:

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

Other Employees

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

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3.00	4.00
110 - 120	2.00	2.00
120 - 130	2.00	2.00
	7.00	8.00

18. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

20. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board has entered into no contract agreements for capital commitments. (2023: Nil)

(b) Operating Commitments

As at 31 December 2024, the Board has no operating commitments. (2023: Nil)

21. Financial Instruments

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	157,038	200,016	434,670
Receivables	292,391	246,500	237,901
Investments - Term Deposits	278,061	350,000	262,649
Total financial assets measured at amortised cost	727,490	796,516	935,220
Financial liabilities measured at amortised cost			
Payables	354,766	268,000	608,755
Finance Leases	11,274	35,000	31,673
Total financial liabilities measured at amortised cost	366,040	303,000	640,428

22. Events After Balance Date

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

Independent Auditor's Report To the readers of Conifer Grove School's Financial statements For the year ended 31 December 2024

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Conifer Grove School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, 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 1 to 18, that comprise the statement of responsibility, the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 12 May 2025. This is the date at which our opinion is expressed.

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

Basis of 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 of Trustees 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, in terms of the requirements 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 of Trustees is responsible for the other information. The other information includes Members of the Board of Trustees, Statement of Variance 2024 and Principal's Annual Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

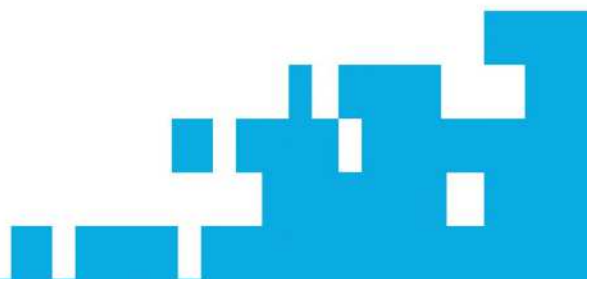
Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in Conifer Grove School.

A handwritten signature in black ink, appearing to read 'Brendan Lyon', is positioned above the printed name.

Brendan Lyon
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Statement of Variance 2024 - Tipu Daniel Wickman

Note: Please write using different coloured text for each term.

Strategic Evaluation

-related to our Vision, Values and Strategic Goals **(50-Day Action Plans)** - **2024** focus on the evaluation. What are we noticing? Are all our learners experiencing success? To what extent are the improvement initiatives making a difference to all our learners? Can we do better? Can we see the impact?

Pertinent to Students, SLT - ---initiative leaders, **Pedagogical Leaders**, CoL -Ka Hui Ako, and Teachers (these take time)

Regular Evaluation (planned)

-Business as usual evaluations (planned) **-Review timetable** data is collected, and progress towards goals is monitored, **Pedagogical leader Targets**. Programmes and/or interventions are assessed. How effective are our strategies for accelerating progress towards targeted students?

Feeds back into the strategic plan.  **TEMPLATE** Analysis-of-variance 2024

School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	<p>Curriculum Initiative Goal 4: -Team targets set in Reading, Writing, and Mathematics were monitored, and accelerated achievement was monitored.</p> <ul style="list-style-type: none"> School-wide focus on raising and accelerating progress in Writing. To ensure every learner gains sound foundation skills in Literacy and Numeracy. 		
Annual Aim:	Teams identify at-risk students to form baseline data and set Year-level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics, with a school-wide focus on Writing for 2024.		
Target:	<p>Literacy: 80% of students are achieving at or above standard.</p> <ul style="list-style-type: none"> Not all children are ready for assessment due to age. One class (19 students) have been >1 term. In one class, 53% are below while 47% are at/above. Delay in a second class with starting SL means they have not had enough meaningful direct assessment for achievement. Students appear to be following an approximate bell curve (18% Below, 66% At, 16% Above) across students who have been at school for greater than one term. Currently meeting target. For Structured Literacy levels, students are currently 36% Below, 66% Expected, and 2% Exceeding. Fallen slightly below the target as the later cohorts have become included in the overall target, although excluding these students still shows 70% at or above (a fall of 12%). <p>Mathematics: 80% of students are achieving at or above standard.</p> <ul style="list-style-type: none"> 84% are above/at in the established classroom (16% below). Early expectations are very low. Maths is following a similar pattern to Literacy, with less identified as exceeding expectations. 15% of students are currently identified as at risk of not meeting standard. 		

	<ul style="list-style-type: none"> Maths has 49% expected, 23% exceeding, and 27% below expectations. Assessment data recorded is comparatively broad at this stage which may not be currently showing. Compared to Literacy, this drop is driven by students who have now completed four terms and have not met the expectation at this point.
Baseline Data:	<p>NB: Year 0/1 students are new to CGS, so specific children cannot yet be identified as spotlight students. Data is compared to previous cohorts.</p> <p>Literacy: 47% of students at the end of Year 1 in 2023 were At or Above expectations based on their Structured Literacy levels. This is an increase from 30% at the end of 2022, but a decrease of 56% from 2019.</p> <p>Mathematics: 33% of students at the end of Year 1 in 2023 were At or Above expectations for Mathematics. This is a significant decrease from 76% in 2022 and 81% in 2019.</p>

<p>Noticing</p> <p><i>What are we seeing?</i></p> <p><i>What are our hunches?</i></p> <p><i>What are we going to investigate?</i></p>	<p>Recognising - investigating & collaborative sense-making</p> <p><i>Investigating</i></p> <p><i>What else do we need to find out?</i></p> <p><i>What is our data telling us what insight does it provide?</i></p> <p><i>What can we learn from research on what good looks like?</i></p>	<p>Responding - prioritising to take action & monitoring & evaluating impact</p> <p><i>What can we do to ensure better progress and outcomes for this group of learners?</i></p> <p><i>What strengths do we have and can draw on? Where do we need to build on our capabilities?</i></p> <p><i>Is what we are doing based on evidence/best practice?</i></p>
<ul style="list-style-type: none"> • Lack of school readiness - children disappearing from the classroom or refusing to come to groups or instruction with the teacher.. • Retrieving kids who aren't returning interfering with team timetabling. • Some settling, but still persistent challenges around school entry. • Relationships between some students - lack of pro-social skills and a 'cascade' where one poor behaviour impacts others. 	<ul style="list-style-type: none"> • Learning Support options or interventions for students who are struggling with school readiness. • Use of Play-based Learning pedagogy to support transition to school. • RTLB case open for transition to school and Pihinga. • Investigating connection with ECE centres - contact made, plan for greater visit involvement and sharing of information. • Clearer data around where children do attend ECE. • Are our programmes fit for purpose? Are we expecting 'school readiness' 	<ul style="list-style-type: none"> • Developing tracking systems to implement interventions earlier in the first year. • Discussions ongoing in team meetings. Identifying children from the first term as spotlight students. • Need to consider entry assessment and what the expected goals are for time in Pihinga (transition class). • Sending information to ECE centres about transition to school, encouraging whaanau to contact about potential challenges with

<ul style="list-style-type: none"> Managing smaller cohorts has been more successful - the initial cohort of the year has been the most challenging, but was also the largest. Information booklet delivered to local ECE centres, including seeking permission to share information around students from whaanau. Receiving increased information from at least one centre regarding students moving to our school. Local ECE have attended (or been invited) to several school or team events. Proactive contact with whaanau considering delayed starts to ascertain transition requirements for students with additional needs. <ul style="list-style-type: none"> Continued high levels of anti-social behaviour among new entrants causing significant disruption in the classroom. Cohorts continue to increase in size and complexity. Challenges with recruiting staff for roll growth positions and upskilling them into school programmes efficiently. 	<p>that isn't culturally responsive?</p> <ul style="list-style-type: none"> Later cohorts have been in smaller numbers. We have successfully kept numbers in the transition room lower or had another teacher. Identify other transition class/programmes at other schools to visit and collaborate with. Monitor students arriving from ECE centres that have had increased contact. <ul style="list-style-type: none"> Work with RTLB and MOE to explore specific goals for the transition class space and respond to increased complexity of students beginning school. Quicker identification of students at risk once they leave the transition class space. 	<p>children before arrival.</p> <ul style="list-style-type: none"> Consider estimated numbers for the start of the year and whether a second Year 1 class (or teacher) can be started earlier. Continue to develop relationships with ECE centres. Reintroduction of PMP (Perceptual Motor Programme) to support existing learners who have made transition to school. <ul style="list-style-type: none"> Consider the exceptionally large cohort due at the start of 2025 and how this will be staffed / managed from a transition perspective. Build on existing professional learning resources to provide a faster blueprint for roll growth staff to implement school programmes with fidelity and speed.
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<p>Literacy Specific</p> <ul style="list-style-type: none"> • Delayed progress - is there a lack of urgency in our scope/sequence for structured literacy or the implementation fidelity.. • Change of staff and lack of familiarity with existing processes. • Progress in SL is adequate but still somewhat slow. Challenges with blending skills in particular. • Teacher content knowledge has been improved. • Delay in progress in one classroom as part of induction to CGS. • Managing introducing structured literacy for new staff who are also new to the profession (PCT) or moving from ECE. • Video observations of staff show an increasing familiarity with SL processes and an associated 'feeling' of success in our aakonga. • Increased teacher knowledge, particularly regarding assessment practices for Structured Literacy 	<p>Literacy Specific</p> <ul style="list-style-type: none"> • Reviewing the updated scope and sequence for LLLL and associated research. • Research on acceleration and de-streaming. • LLLL scope has two stages to be covered in the first term - one has been done on average. • How to build blending skills / alter the structure of the lesson to focus on identified gaps. • Work across Tipu-Haemata on assessment practices for Structured Literacy; seeking consistency across classes and using standardised assessments to check assumptions and validity of data. Are our students truly confident at these stages before moving through. • Indicative success for students involved in the literacy support group 	<p>Literacy Specific</p> <ul style="list-style-type: none"> • Some existing teacher knowledge for Structured Literacy and established school. • Support new staff with developing teacher knowledge about structured literacy • SL Lesson structure becoming stronger in specific teachers. Needs the responsive element to be built - primarily based on scope and sequence. • Engaging in wider staff PLD around structured literacy. • Use assessment data to more accurately monitor impact of support groups on spotlight children, and how they are further supported in class.
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<p>leading to better identification of needs, students at risk, and higher validity in data.</p> <ul style="list-style-type: none"> ● Gains in the ‘mechanical’ aspects of Writing in line with Structured Literacy practices may be at the expense of traditional writing skills gained at this level, causing some misalignment between assessment tools. <p>Mathematics Specific</p> <ul style="list-style-type: none"> ● Uncertainty about the exact mathematical skills students need to know at each checkpoint. ● Making sure knowledge is firmly embedded and not taught just priorly to assessment. ● Still uncertainty around what next steps are needed in mathematics. ● Focus has been firmly on behaviour and the implementation of structured literacy. ● Uncertainty on upcoming curriculum changes from the new government. 	<p>in rejoining their cohort at an expected level. Suggests the effectiveness of intervention at the earliest ages.</p> <ul style="list-style-type: none"> ● Exploration of the curriculum refresh in terms of encoding/story writing and teacher knowledge to extend skills gained in structured literacy into the broader writing demands at the end of the first year. <p>Mathematics Specific</p> <ul style="list-style-type: none"> ● Examining Te Mataiaho (Refreshed Curriculum), with particular focus on the progress steps in Mathematics. ● What the immediate next steps are for our learners. ● How maths-ready are our students when they come to school? ● For students who are struggling, are there commonalities in the domain of mathematics they are struggling 	<ul style="list-style-type: none"> ● Mechanics of writing and understanding of encoding practices through structured literacy are becoming evident in student spelling and dictation (writing sentences). <p>Mathematics Specific</p> <ul style="list-style-type: none"> ● Creating or refining a list of learning intentions. ● Clarity on assessment processes and the curriculum levels. ● How do we split the expected achievement over smaller, more
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<ul style="list-style-type: none">● A drop in achievement level may suggest uncertain teacher knowledge around either assessment practices or benchmarks to identify students at risk earlier..● Uncertainty around assessment tools for the refreshed Phase 1 of the curriculum.● Larger school emphasis on Structured Literacy as a strategic focus, plus ‘low demands’ of early terms may have put Mathematics on the backfoot.	<p>with?</p> <ul style="list-style-type: none">● Current recorded data may lack granularity for identifying students at risk in time to implement interventions similar to literacy.● A need to unpack the breadth of the mathematics curriculum and better structure this across the first year.	<p>monitorable periods of ~10 weeks?</p> <ul style="list-style-type: none">● Reviewing current assessment practices and expectations.● Utilise elements of the model implemented for literacy to emphasise the gain of number knowledge.
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Statement of Variance 2024 - Rea Caroline McLeod

-related to our Vision, Values and Strategic Goals **(50-Day Action Plans)** - **2024** focus on the evaluation. What are we noticing? Are all our learners experiencing success? To what extent are the improvement initiatives making a difference to all our learners? Can we do better? Can we see the impact?

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Regular Evaluation (planned)

-Business as usual evaluations (planned) **-Review timetable** data is collected, and progress towards goals is monitored, **Pedagogical leader Targets**. Programmes and/or interventions are assessed. How effective are our strategies for accelerating progress towards targeted students?

Feeds back into the strategic plan.  **TEMPLATE** Analysis-of-variance 2024

School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	<p>Curriculum Initiative Goal 4:</p> <p>-Team targets set in Reading, Writing, and Mathematics were monitored, and accelerated achievement was monitored.</p> <ul style="list-style-type: none">• School-wide focus on raising and accelerating progress in Writing.• To ensure every learner gains sound foundation skills in Literacy and Numeracy.		

Annual Aim:	Teams identify at-risk students to form baseline data and set Year-level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics. With a school-wide focus on Writing for 2024			
Target:				
	2024 EOY data	Reading		Mathematics
	Above	9	15.7%	13 23%
	At	29	51%	26 45%
	Below	19	33.3%	19 32%
	Well Below	0	0	0 0
	TOTAL	57		58
Baseline Data:	N.B. This data set does not include 20 learners who are year 1 (Room 5) due to no available 2023 data. We will track our year 1 and year 2 data separately.			
	2023 EOY data	Reading		Mathematics

	Above	1	1.75%	5	9%
	At	28	49.12%	15	26%
	Below	26	45.61%	38	66%
	Well Below	2	3.51%	0	0%
	TOTAL	57	100.00%	58	100%

Noticing <i>What are we seeing?</i> <i>What are our hunches?</i> <i>What are we going to investigate?</i>	Recognising - investigating & collaborative sense-making <i>Investigating</i> <i>What else do we need to find out?</i> <i>What is our data telling us what insight does it provide?</i> <i>What can we learn from research on what good looks like?</i>	Responding - prioritising to take action & monitoring & evaluating impact <i>What can we do to ensure better progress and outcomes for this group of learners?</i> <i>What strengths do we have and can draw on? Where do we need to build on our capabilities</i> <i>Is what we are doing based on evidence/best practice?</i>
End of Term 2 TEACHER DEVELOPMENT	End of Term 2 TEACHER DEVELOPMENT	End of Term 2 TEACHER DEVELOPMENT

<p>Video observations and co-construction meetings in Term 2 showed a greater awareness of the teachers role in learning, rather than what the learners are not doing/understanding. Their reflections and discussions showed more emphasis on their own development in how they are teaching, as well as how they can implement 'different' strategies for disengaged or struggling learners. e.g. if a learner shows limited stamina or attention span, planning for a lesson to be broken into shorter lessons to maximise learning.</p> <p>We are beginning to see increased pace and responsive grouping as they begin to experiment with shifting children across groups when they are ready (instead of holding them in fixed groups)</p> <p>LITERACY</p> <p>All Rea teachers have engaged in PLD with Gemma and Annalise. They have all grown in confidence in understanding Structured Literacy. This confidence is beginning to help us develop our strategies for critical learners.</p> <p>Each class now has an identified group that a specialised Learning Assistant (LA) is teaching structured literacy daily. This is in</p>	<p>Sustaining our inquiry into our practice will be visible through our video observations and co-construction meetings. Are we building on our previous goals and setting new goals that deepen and embed new practice?</p> <p>Part of our next step will be to use another set of data alongside our video observations to recognise our own progress. As part of the video observations, we also collect student voice. Something we are yet to do is use the student voice as valuable feedback on our practice.</p> <p>LITERACY</p> <p>Gemma's structure has been especially effective through modelling and co-teaching in their own classroom with their own learners. Teacher voice has been full of 'light bulb' moments, applying what they have observed.</p> <p>Something I will look into this term is how our teachers are engaging with the specialised LA's to gain insight into their learners. This will provide us with another</p>	<p>Scaling up teacher inquiry will be supported through PLG groups in literacy and PB4L. As a team, we will work on looking across 'multiple' sources of information (e.g. our observations, learner progress data, engagement data, student voice) to reflect on our practice. This is something where we are all in an emerging phase.</p> <p>LITERACY</p> <p>Last term we were not consistent with our team discussions on learners who are moving in and out of spotlight and critical spaces and what strategies are working for them. With increased teacher confidence, we are now in a better position to consistently track spotlight learners, reviewing their progress regularly and reflecting on our practise in response to their progress.</p>
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<p>addition to the regular teacher session. Through our</p> <p>ENGAGEMENT</p> <p>Teachers are beginning to recognise different definitions of success. For some of our AWOL learners, setting goals and celebrating pro-social and ready for learning behaviours has seen a reduction in chronic absconding and problem behaviour in class. Previously, we have relied on class treaties devised at the beginning of the year to set out our behaviour expectations, and have largely 'enforced' these. We have begun to develop with our learners what our expectations look like, implementing systems in our classes that help us to promote positive behaviour outcomes. e.g. classroom matrices, reflecting on our classroom environment (layout, teacher placement, meeting sensory needs).</p>	<p>source of information to utilise when reflecting on our practice.</p> <p>ENGAGEMENT</p> <p>We began to track minor behaviours and it became apparent that our understanding of analysing behaviour was challenging for our teachers. While we have developed a set of classroom matrices and we revisit these, we are yet to develop skills to teach expected behaviours and respond to problem behaviour in an educative way.</p> <p>This is consistent across the school and the leadership team have responded with a PB4L reset. This will be a focus for staff PLD.</p>	<p>ENGAGEMENT</p> <p>As all staff will be engaging in the PB4L reset, we have the benefit of collective development. Our junior school leaders 50-Day action plan has a PB4L focus and the PB4L team will be identified to support all staff.</p>
<p>End of Term 1</p> <p>TEACHER DEVELOPMENT</p> <p>Through planning and discussions, noticed that teachers viewed instructional groups as fixed, resulting in students being held in a stage when they are ready to move as the rest of the group is not ready to move.</p>	<p>End of Term 1</p> <p>TEACHER DEVELOPMENT</p> <p>How to group and re-group learners in effective manageable ways. This also requires us to have a clear understanding of where individual learners are at and be responsive to learners (e.g. frontloading OR extending identified learners within a group).</p>	<p>End of Term 1</p> <p>TEACHER DEVELOPMENT</p> <p>Collaborate on ways we can 'track' students efficiently and develop our understanding of formative assessment (at the point of learning and noticings) to help us form effective next steps in learning.</p>

<p>LITERACY</p> <p>In term 1 we started to plot our learners on a Structured Literacy (SL) wedge graph. This gave us a clearer picture about expected stages and trajectory of progress (in time, at anniversary points and end of year). Through our additional plots we can see that our spotlight learners are beginning to shift. Our critical learners are not shifting.</p> <p>ENGAGEMENT</p> <p>Each of our classes have learners that have significant learning and behaviour needs with support. These learners are often AWOL inside and outside our classrooms. This has often resulted in these learners being left in prolonged disengagement or in the ultimate care of an LA.</p>	<p>LITERACY</p> <p>What does effective teaching and learning look like for our critical learners? What do we need to do differently for critical learners?</p> <p>ENGAGEMENT</p> <p>How do we engage our most at risk students? How do we effectively work with our LA's with a focus on learning outcomes for our at risk learners?</p>	<p>Discuss and evaluate our growth cycle goals regularly and collaborate on ways to progress these further.</p> <p>LITERACY</p> <p>Regular opportunities at team meetings to step back from the day-to-day literacy program and look at fortnight-to-fortnight and term-to-term progress, identify the students who are shifting in and out of the spotlight and critical space, and reflect on what is working and what we can do differently to optimise outcomes for spotlight and critical learners.</p> <p>Commencing 'Keys to beginning Reading' PLD, alongside in-school support (Annalise and Gemma) will help deepen our understanding of structured literacy.</p> <p>ENGAGEMENT</p> <p>Developing our responsive practise through the use of Te Ara Whakamana to understand the learners strengths, nature and interests. Developing individual learning plans that LAs and teachers can both use.</p>
<p>End of 2023</p> <p>READING</p>	<p>End of 2023</p> <ul style="list-style-type: none"> Teacher pace for individual learners - supporting teachers with feasible ways to cater to where learners are 	<p>End of 2023</p> <ul style="list-style-type: none"> Weekly team meetings - monitoring individual and team trends

<ul style="list-style-type: none"> • 20 learners spent 2 or more terms in stages 1 and 2. We will investigate pace and urgency of teachers • 13 learners made accelerated progress moving from below to at within 3 terms. We will discuss with those teachers, what made the difference for those learners. • 8 learners are 'top' of At. They can tip into Above. • Our 2 Well Below learners are brothers. In 2023 they attended reduced hours and spent significant time while at school, outside of the classroom. <p>MATHEMATICS</p> <ul style="list-style-type: none"> • All of our Below learners are yet to work <i>within</i> level 1. They have been working long term <i>toward</i> level 1 • 8 of our 'AT' learners have been working in Early Level 1 for 2 terms. 	<p>at in their day-to-day structured literacy program.</p> <ul style="list-style-type: none"> • Teachers creating a clear picture of progress for each learner, including what <i>accelerated</i> progress looks like • Ways to re-engage chronic non-attenders and chronic disengaged learners 	<ul style="list-style-type: none"> • Celebrating learner success at team assemblies • Looking for ways to maximise progress with integrated games and activities • Providing 'learning activation' for learners who need specific warm ups to optimise learning (e.g. havora moments, sensory integration) • <i>Has our use of learning through play been effective for learning?</i>
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Statement of Variance 2023- Haemata Year 2-3

Strategic Evaluation

-related to our Vision, Values and Strategic Goals **(50-Day Action Plans)** - **2023** focus on the evaluation. What are we noticing?
Are all our learners experiencing success ?To what extent are the improvement initiatives making a difference to all our learners?
Can we do better? Can we see the impact?

Pertinent to- Students, SLT - Initiative leaders, **Team Leaders**, CoL -Ka Hui Ako, Teachers (these take time)

Regular Evaluation (planned)

-Business as usual evaluations (planned) **-Review timetable** data is collected and progress towards goals is monitored, **Team leader Targets**, Programmes and/or interventions are assessed. How effective are our strategies for accelerating progress towards targeted students ? [Analysis of Variance Doc Template](#)
Feeds back into the strategic plan.

School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	Curriculum Initiative Goal 4: -Team Targets set Reading, Writing & Mathematics monitored, accelerated achievement monitored <ul style="list-style-type: none"> School-wide focus on raising and accelerating progress in Writing. To ensure every learner gains sound foundation skills in Literacy and Numeracy. 		
Annual Aim:	Teams identify at risk students to form baseline data and set Year level targets. Teams develop an action plan accelerate student achievement in Reading, Writing and Mathematics		

Target:	<p><u>Structured Literacy:</u> 75% At and Exceeding the appropriate level by the end of 2023 86% At and Exceeding the appropriate level by the end of 2023 60% At and Exceeding the appropriate level by the end of 2023 <u>Ethnicity:</u> 2 out of the 4 Year 2 Māori students should be at or exceeding at the end of 2023 4 out of the 6 Year 2 Pasifika students should be at or exceeding at the end of 2023 <u>Gender:</u> 82% Year 2 male students should be at or exceeding at the end of 2023</p>
	<p><u>Maths:</u> 80% At and Exceeding by the end of their 1st Year Anniversary. 92% At and Exceeding by the end of their 2nd Year Anniversary. 93% At and Exceeding by the end of their 3rd Year Anniversary.</p>
	<p><u>Writing:</u> 75% At and Exceeding by the end of their 1st Year Anniversary. 80% At and Exceeding by the end of their 2nd Year Anniversary. 55% At and Exceeding by the end of their 3rd Year Anniversary.</p>
Baseline Data:	<p><u>Structured Literacy</u> <u>Year 2:</u> At and Exceeding 30% <u>Year 3:</u> At and Exceeding 22%</p>
	<p><u>Maths:</u> <u>Year 2:</u> At and Exceeding 83% <u>Year 3:</u></p>

	At and Exceeding 79%
	<u>Writing</u> <u>Year 2:</u> At and Exceeding 30% <u>Year 3:</u> At and exceeding 22%

Noticing <i>What are we seeing?</i> <i>What are our hunches?</i> <i>What are we going to investigate?</i>	Recognising - investigating & collaborative sense making <i>Investigating</i> <i>What else do we need to find out?</i> <i>What is our data telling us what insight does it provide?</i> <i>What can we learn from research on what good looks like?</i>	Responding - prioritising to take action & monitoring & evaluating impact <i>What can we do to ensure better progress and outcomes for this group of learners?</i> <i>What strengths do we have and can draw on? Where do we need to build on our capabilities</i> <i>Is what we are doing based on evidence/best practice?</i>
<ul style="list-style-type: none"> We have identified Spotlight (target) students in Reading, Writing and Mathematics. We have looked at the ethnicities that our Spotlight students represent and with the help of the Mana Whakatipu Wheel will be able to make 	<ul style="list-style-type: none"> We will look at any inequitable outcomes in our data and identify how we can respond to what the data is showing us. Monitor in Team Meetings the Maori/Pasifika students: <ul style="list-style-type: none"> -Where are they at? -Where do they need to be? 	<ul style="list-style-type: none"> Explicit planning for these students every day with many opportunities to read, write, practise number knowledge activities and problem-solving. Teachers must lead the way in transforming relationships with

<p>connections with them and their cultures.</p> <ul style="list-style-type: none"> • Using the BOY survey and whanau voice gathered at Family Fun Night to include the needs and interests of the students in our practice. • We have noticed that in the Year 2 cohort, there are discrepancies between the male and female students with females performing better in Structured Literacy.. • Content knowledge of the elements in Writing is still developing in some staff. • Teaching Structured Literacy is new to some members of the Haemata Team. • Our PLD during the holidays gave us some new insights and ideas to restructure our Structured Literacy lessons. • As a Team we will use Gemma Maddox's lesson plan to do our Structured Literacy lessons this term. • We will reassess this at the end of the term. • We will focus on explicitly teaching the vocab in each book by using vocab strips. 	<p>- Are they tracking to reach At and Exceed by their anniversary?</p> <ul style="list-style-type: none"> • In Team Meetings discuss culturally responsive pedagogies- this will support acceleration in student learning. • Monitor the Year 2 male students and make changes to our planning to incorporate their needs and interests. • SLT and TLs videoing teacher lessons in Writing looking at the effectiveness and clarity of WALTs and WILFs. • Collecting student voices to inform teaching practice. • Collaborative sharing of ideas to accelerate student learning in Team meetings-Writing is a focus on the agenda. • The video of the teacher's lessons and the co-construction meeting gave the teacher an opportunity to reflex on their own practice. This helped them recognise an N+1 goal to focus on going forward. • WALF and WILF should be regularly repeated for students to be able to remember them. • Research shows that students should write daily, especially spotlight students. 	<p>students and give them a sense of belonging in class.</p> <ul style="list-style-type: none"> • Allow students to provide input into their learning design. • PLD in Structured Literacy is planned for teachers during the Easter break holidays. Teacher to identify their N+1 in response to this PLD. • Build strong relationships with whanau and communication between whanau and teacher. • Provide book choices to students, especially male students, that pique their interest. • N + 1 goals in Writing to be co-constructed with teachers and TLs collaboratively. • Writing PD in staff meetings for teachers to gain a deeper understanding of the E-asTTle rubric level for the elements in Writing. • Moderating Writing in teams and across teams. • Teachers to increase the pace of learning, moving students on when they have achieved their current learning, 'as fast as we can and as slow as we must'.
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<ul style="list-style-type: none"> WALTs and WILFs are more consistent over the team's practice and planning. The PLD on the e-asTTLe Rubric gave Haemata a shared understanding of how to mark a piece of writing. There is definitely an improvement in Structured Literacy, looking at Term 2 data. Students Exceeding/At is 49% now compared with 34% in Term 1. There has been a decrease in the number of students Working Towards/Requiring ongoing Support. Term 2: 51% compared with Term 1: 61%. <p>A combination of improved teacher knowledge and experience/practise in teaching Structured Literacy and PLD with Gemma has had a positive impact on our tamariki's achievement. This is the highest percentage of students achieving 'at' and 'above' we've had for over 4 years proving that our investment in this area is paying off.</p> <ul style="list-style-type: none"> In Mathematics this term, we have reported on data for those students who have had an anniversary, (e.g. 1 year, 2 years or 3 years at school). 	<ul style="list-style-type: none"> During Team meetings sharing ideas helped create coherence and consistency in our team. Data will be collected at the end of Term 2 for us to evaluate and track the student's progress and this will inform our teaching. <ul style="list-style-type: none"> The following are things we have recognised that have supported the increase in achievement: Increased amount of resources from the Structured Literacy website that teachers have made to enhance their teaching and student engagement. Teacher knowledge that has been gained through their own research and refining their practice. Ongoing PLD with Gemma and teachers sharing ideas at Team Meetings and informal discussions- a great supportive network. Our relievers are generally becoming more familiar with Structured Literacy which is a help when teachers are absent or on release. Our Mathematics programme is working for the majority of our students, but we need to investigate how we can help the other 30%. To engage our more reluctant students 	<ul style="list-style-type: none"> Increase opportunities for Reading and Writing during the day with their teacher and/or buddies. Gemma Maddox will be working with the Haemata and Timata students as a follow-up from the PDL during the Holidays. This will happen during Weeks 2,5 and 8. Moderating writing pieces during Team meetings has helped with consistency in the Haemata Team. Teachers had the opportunity to build relationships and with the students their whanau at the Fun Day and the school's Gala. This helps to give students a sense of belonging that increase participation in class. <ul style="list-style-type: none"> Our continued Structured Literacy PLD is based on evidence/ best practice... To ensure better progress and outcomes we will focus on: <ul style="list-style-type: none"> -consistency with teacher-led sequenced lessons to include all the components of an effective literacy lesson, e.g. phonological awareness, encoding and decoding, Heart words, dictation.
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<p>The percentage of students who have had their 1-year anniversary in Term 2 and are 'exceeding' or 'at' is 67% compared with 33% who are 'working towards'</p> <p>The percentage of students who have had their 2-year anniversary in Term 2 and are 'exceeding' or 'at' is 59% compared with 41% who are 'working towards'.</p> <p>The percentage of students who have had their 3-year anniversary in Term 2 and are 'exceeding' or 'at' is 70% compared with 30% who are 'working towards'.</p> <p>For comparison, 58% of our 2022 Year 3 cohort were achieving 'at' or 'above' at the end of the year and our Year 2 cohort 79%.</p>	<p>we will have interactive activities for them, reinforcing their number knowledge and strategies. Tailor our teaching approach to meet students' needs.</p>	<p>-explicit teaching of vocabulary, continuing the use of 'vocab strips', ensuring that students are reading decodable texts every day and the repetition/multiple exposure to learning new sounds.</p>
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Statement of Variance 2024 - Whanake Louise Turner

Strategic Evaluation

-related to our Vision, Values and Strategic Goals **(50-Day Action Plans)** - **2024** focus on the evaluation. What are we noticing? Are all our learners experiencing success? To what extent are the improvement initiatives making a difference to all our learners? Can we do better? Can we see the impact?

Pertinent to Students, SLT - ---initiative leaders, **Pedagogical Leaders**, CoL -Ka Hui Ako, and Teachers (these take time)

Regular Evaluation (planned)

-Business as usual evaluations (planned) **-Review timetable** data is collected, and progress towards goals is monitored, **Pedagogical leader Targets**. Programmes and/or interventions are assessed. How effective are our strategies for accelerating progress towards targeted students?

Feeds back into the strategic plan.  **TEMPLATE** Analysis-of-variance 2024

School Name:

Conifer Grove School

School Number:

1255

Strategic Aim:	Curriculum Initiative Goal 4: -Team targets set in Reading, Writing, and Mathematics were monitored, and accelerated achievement was monitored. <ul style="list-style-type: none">School-wide focus on raising and accelerating progress in Writing.To ensure every learner gains sound foundation skills in Literacy and Numeracy.																																																								
Annual Aim:	Teams identify at-risk students to form baseline data and set Year-level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics. With a school-wide focus on Writing for 2024																																																								
Target:	<table><tr><td></td><td colspan="2">Reading</td><td colspan="2">Writing</td><td colspan="2">Mathematics</td></tr><tr><td>Critical</td><td>5</td><td>7%</td><td>3</td><td>10%</td><td>4</td><td>5%</td></tr><tr><td>Not Yet</td><td>13</td><td>15%</td><td>6</td><td>20 %</td><td>17</td><td>23%</td></tr><tr><td>At</td><td>46</td><td>52%</td><td>15</td><td>50%</td><td>34</td><td>45%</td></tr><tr><td>Above</td><td>23</td><td>26%</td><td>6</td><td>20%</td><td>20</td><td>27%</td></tr><tr><td>Total:</td><td>87</td><td>100%</td><td>30</td><td>100%</td><td>75</td><td>100%</td></tr><tr><td>Breakdown:</td><td>Critical/Below</td><td>22%</td><td>Critical/Below</td><td>30%</td><td>21</td><td>28%</td></tr><tr><td></td><td>At/Above</td><td>78%</td><td>At/Above</td><td>70%</td><td>54</td><td>72%</td></tr></table>		Reading		Writing		Mathematics		Critical	5	7%	3	10%	4	5%	Not Yet	13	15%	6	20 %	17	23%	At	46	52%	15	50%	34	45%	Above	23	26%	6	20%	20	27%	Total:	87	100%	30	100%	75	100%	Breakdown:	Critical/Below	22%	Critical/Below	30%	21	28%		At/Above	78%	At/Above	70%	54	72%
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End of Term Four

OTJ Data:

EOT4 2024 Data	Reading by Gender			Writing by Gender			Mathematics by Gender		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Ongoing Support	10%	19%	2%	13%	23%	4%	9%	16%	2%
Not Yet	23%	26%	20%	24%	26%	22%	27%	28%	27%
Expected	47%	42%	51%	51%	42%	59%	43%	40%	47%
Exceeding	21%	14%	27%	12%	9%	14%	21%	16%	24%
At & Above	68%	56%	78%	63%	51%	73%	64%	56%	71%

EOT4 2024 Data	Reading by Ethnicity					
	Total	Maaori	Pacific	Asian	Indian	NZE
Ongoing Support	10%	9%	25%	0%	0%	16%
Not Yet	23%	23%	19%	14%	30%	21%
Expected	47%	64%	44%	0%	59%	26%
Exceeding	21%	5%	13%	86%	11%	37%
At & Above	68%	69%	57%	86%	70%	63%

	At & Above	64%	68%	44%	85%	75%	58%
End of Term Three OTJ Data:							
		Reading		Writing		Mathematics	
	Critical	10	10.9%	14	15.2%	12	13%
	Not Yet	27	29.3%	31	34%	34	37.0%
	At	39	42.4%	38	41.3%	38	35.9%
	Above	16	17.4%	9	9.8%	13	14.1%
	Total:	91	100%	91	100%	91	100%
	Breakdown	Critical/Below	40.2%	Critical/Below	49%	Critical/Below	50%
		At/Above	59.8%	At/Above	51%	At/Above	50%
End of Term Two OTJ Data:							
		Reading		Writing		Mathematics	
	Critical	25	27.2%	34	36.6%	27	29%
	Not Yet	36	39.1%	40	43%	36	38.7%
	At	22	23.9%	16	17.2%	22	23.7%

Above	9	9.8%	3	3.2%	8	8.6%
Total:	92	100%	93	100%	93	100%
Breakdown	Critical/Below	66.3%	Critical/Below	79.6%	Critical/Below	67.7%
	At/Above	33.7%	At/Above	20.4%	At/Above	32.3%

Baseline Data:

	Reading		Writing		Mathematics	
Critical	14	16%	5	17%	9	12%
Not Yet	17	20%	9	30%	21	28%
At	42	48%	15	50%	36	48%
Above	14	16%	1	3%	9	12%
Total:	87	100%	30	100%	75	100%
Breakdown	Critical/Below	36%	Critical/Below	47%	30	40%
	At/Above	64%	At/Above	53%	45	60%

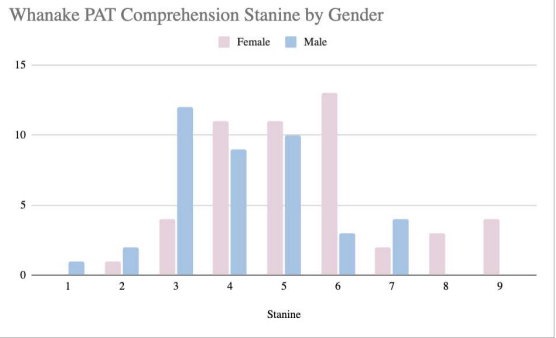
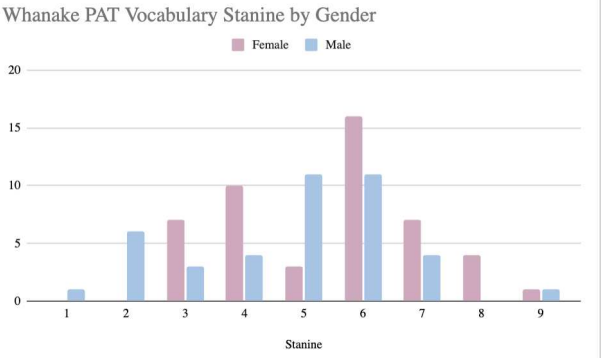
<p>Noticing</p> <p><i>What are we seeing?</i></p> <p><i>What are our hunches?</i></p> <p><i>What are we going to investigate?</i></p>	<p>Recognising - investigating & collaborative sense-making</p> <p><i>Investigating</i></p> <p><i>What else do we need to find out?</i></p> <p><i>What is our data telling us what insight does it provide?</i></p> <p><i>What can we learn from research on what good looks like?</i></p>	<p>Responding - prioritising to take action & monitoring & evaluating impact</p> <p><i>What can we do to ensure better progress and outcomes for this group of learners?</i></p> <p><i>What strengths do we have and can draw on? Where do we need to build on our capabilities</i></p> <p><i>Is what we are doing based on evidence/best practice?</i></p>
<p>Term Four (End of Term Three Data)</p> <p>What are we seeing?</p> <p>We have seen an increase in enrollments in Whanake since Term Two.</p> <p>Outcomes for students are on the increase, getting closer to our targets.</p> <p>What are our hunches?</p>	<p>What else do we need to find out?</p> <p>Specifically of those who are spotlight students, how much progress have they made and why/why not?</p> <p>Is there space, with the short time we have left, to support those that we feel are on the cusp of moving to the 'At' band? and if so, who are these students and what can we change in our practise to support them reach that goal?</p> <p>Why is our Maths data poorer than Reading and Writing? Who are the students who have not moved and why?</p> <p>Attendance:</p>	<p>What strengths do we have and can draw on?</p> <p>Our team has strengths in SL. These strengths have been utilised to support others.</p> <p>Where do we need to build on our capabilities?</p> <p>The introduction of a new Mathematics curriculum will be a significant learning curve for a number of our teachers, and one that</p>

<p>The team believe that the reason for the greater increase in Reading and Writing is due to the Structured Literacy support they have been having. We have also made changes to our Reading and Writing program, by ensuring that what students need at an age appropriate level is taught and introduced to students, while filling gaps for those that are needing to make accelerated progress.</p> <p>We have also noticed that for some spotlight students who have less movement, these students have poorer attendance or lateness concerns</p> <p>We wonder whether our Maths data is making less progress because the Teir 2 support is not available in this curriculum area currently.</p> <p>We also believe that having an explicit connection between Reading and Writing learning is</p>	<p>How can we continue to support students to get to school every day and on time? What are we providing that is engaging for students?</p> <ul style="list-style-type: none"> - Teachers may need to start making phone calls again regarding late/attendance concerns, discussing with whaanau what we can do to help or if there is a reason why their child is missing school. 	<p>is needed. Currently mathematics doesn't seem to follow any real scope and sequence, but what we know from what has worked in SL is that this is necessary along with the explicit teaching of mathematical concepts.</p> <p>Concrete materials also appear to be used much less to support mathematical development. What ever upskilling we look to will need to not only upskill teachers with regard to their content, but also how to use equipment to support that learning.</p>
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<p>helping (front loading through Reading, prior to learning the skill in Writing)</p> <p>What are we going to investigate?</p> <p>Next we need to re-evaluate where we are at with regard to our selected spotlight students and what progress we can realistically make in the final 7 weeks of the school year.</p>		
<p>Term Three (End of Term Two Data)</p> <p>Whanake have had 7 students leave Conifer Grove School and 8 students arrive since the beginning of the year. New students are included in the above data, meaning the data is not 100% matched with the beginning of the year.</p> <p>The End of Term Two OTJ data provided, measures student achievement based on their end of year targets.</p>	<p>Term Three (End of Term Two Data)</p> <p>As the data provided is scored against end of year targets, and gathered half way through the year, I was interested to compare this with PAT/Easttle data, which is more closely aligned with where students should have been at at the End of Term Two.</p> <p>In comparison the PAT data shows a more encouraging picture, however one that still shows that girls are outperforming boys in Year 4 and 5, vocabulary and comprehension of texts.</p>	<p>Term Three (End of Term Two Data)</p> <p>Reviewing the data from a range of sources (OTJ, PAT and Easttle), the standardised testing appears to consistently show a number of groups are performing better than our OTJ's suggest.</p> <p>This leads me to wonder how accurate our OTJ data is, and what we can do as a team to work on this. I have scheduled a team meeting to unpack this data together, looking to identify any trends and dig into why these might be.</p>

From the data provided it appears that females are outperforming males 39.6% vs 27.3% at or above in Reading, 24.5% vs 15.9% in Writing (also note, for approx 60 students in Year 4 this is their first piece of Writing data, as there was no collection of Writing Data at the end of Year 3) with girls still out performing boys in Mathematics 36.7% vs 27.3%

Considering the End of Term Two OTJ data, there is a long way to go before if we are to achieve our end of year targets. However, I suspect some of our data may be inaccurate and that there may be some unconscious bias influencing the assessment of students by both gender and ethnicity. As a team, this is something we will need to investigate further.



Looking at the EastTtle reading, it appears that more students are achieving better than the OTJ's would indicate, with over 50% of girls at or above expected levels, and around 35% of boys.

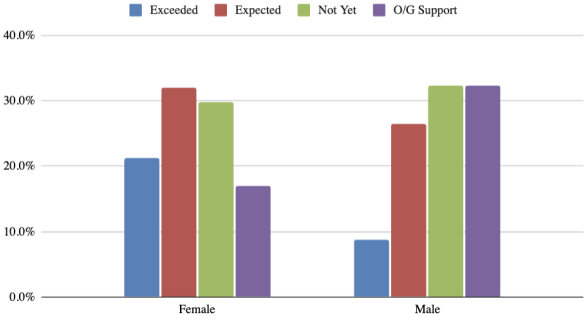
I'm also curious to get student voice. If our boys are doing poorly in comparison to girls, what can we do to improve this? What do our boys want to learn about, what are their interests and how can we better engage them in their learning?

Writing in Whanake continues to be a focus of our team learning. We have worked together to deepen our understanding of several skill areas, and applied this to the teaching in classrooms. This term, we are continuing with this, however also looking at the connection between Reading and Writing, and the importance to teach these skills through both contexts (vocabulary).

Reading by ethnicity:

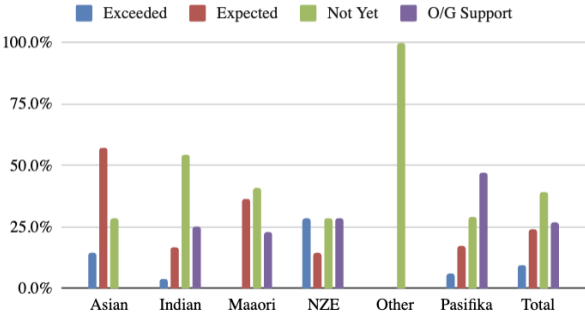
After looking at this data, I also wonder if there is some bias present in the assessment of students. As a team, I believe this needs to be discussed, again through looking at this data together.

Whanake EasTTle Reading Term 2



In addition to breaking the data down by gender, I was also curious to see the data by ethnicity. Interestingly, the OTJ's and the PAT data show some significant differences.

Reading OTJ Ethnicity



Moderating as a team may also support more consistent assessment.

	<div><div>Whanake PAT Comp Ethnicity</div><div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div>Asian</div><div>Indian</div><div>Maaori</div><div>NZE</div><div>Other</div><div>Pasifika</div><div>Total</div></div></div> <table><tr><th></th><th>Exceeded</th><th>Expected</th><th>Not Yet</th><th>O/G Support</th></tr><tr><td>Asian</td><td>45%</td><td>58%</td><td>0%</td><td>0%</td></tr><tr><td>Indian</td><td>0%</td><td>76%</td><td>12%</td><td>12%</td></tr><tr><td>Maaori</td><td>5%</td><td>45%</td><td>50%</td><td>0%</td></tr><tr><td>NZE</td><td>38%</td><td>23%</td><td>33%</td><td>5%</td></tr><tr><td>Other</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td></tr><tr><td>Pasifika</td><td>8%</td><td>58%</td><td>35%</td><td>0%</td></tr><tr><td>Total</td><td>15%</td><td>51%</td><td>28%</td><td>5%</td></tr></table> <p>Firstly, it shows a discrepancy between assessment of Indian students, with an OTJ at or above of 20.8% in comparison to the PAT data showing 76% at or above. Additionally, the Pasifika data for at and above has an OTJ of 23.5% in comparison to PAT data of 64.3%, Maori OTJ of 36.4% at and above, compared with PAT of 50% at or above. The Easttle data, provides a very similar picture when compared with the PAT data.</p> <p>Having identified these trends myself, team wide learning will be aimed at identifying these in our team data and discussing our thoughts around this. Ongoing moderation will also need to be more consistent and robust</p>		Exceeded	Expected	Not Yet	O/G Support	Asian	45%	58%	0%	0%	Indian	0%	76%	12%	12%	Maaori	5%	45%	50%	0%	NZE	38%	23%	33%	5%	Other	0%	100%	0%	0%	Pasifika	8%	58%	35%	0%	Total	15%	51%	28%	5%	
	Exceeded	Expected	Not Yet	O/G Support																																						
Asian	45%	58%	0%	0%																																						
Indian	0%	76%	12%	12%																																						
Maaori	5%	45%	50%	0%																																						
NZE	38%	23%	33%	5%																																						
Other	0%	100%	0%	0%																																						
Pasifika	8%	58%	35%	0%																																						
Total	15%	51%	28%	5%																																						
Term Two: <u>Attendance:</u>	Term Two: <u>Attendance:</u>	Term Two: <u>Attendance:</u>																																								

<p>A number of students with low attendance (>90% as at the end of Term One), have either justified absences (e.g., sick), or have taken a holiday either at the start of the term or during the term.</p> <p>For the six who have regular, unjustified absences, how can we best support these students to attend school more regularly? For some, there is a pattern of certain days of the week, while the others don't appear to have a pattern.</p> <p><u>Assessment Point:</u></p> <p>In Term One we noticed that a number of students (57), had no end of year data in Writing. During Term One, most students completed an e-asTTle Writing sample. Our team will use this during team meetings, early in Term Two to analyse where students are at now in Writing and what we can do to push students forward over the following terms</p>	<p>Is there something that is preventing these students from attending school? Could this be addressed at school? (e.g., no food, transport etc?)</p> <p>What team/school systems can be developed/implemented as a way to support improved attendance (prior to parents receiving an attendance letter)</p> <p>Of those who have poor attendance, how many of these students are classified as Critical/Spotlight? Is late arrivals also having an impact on accelerated learning?</p> <p><u>Assessment Point:</u></p> <p>For those who had previous data, how does this new data set compare?</p> <p>What areas can we work on immediately to life the levels of our students, especially spotlight/critical?</p> <p><u>Developing Teacher Practise:</u></p> <p>How can we change our approach to teaching Writing so students are exposed to what they need to learn at the level they should be, while also gap filling and extending those who need it?</p> <p>How do teachers feel about teaching the different areas of Writing? What PLD/upskilling do teachers need?</p>	<p>Teachers have worked hard to build strong relationships with students and continually work on the home school partnership. Continuing this, may support an improvement in attendance, through timely conversations with whaanau.</p> <p>As a team, teachers are willing to follow school guidelines - team protocols could be strengthened with regular discussion/set some actions about what we have done/will do as a team to support those with low attendance (e.g., phone calls home, including activities the students are eager to engage in)</p> <p><u>Assessment Point:</u></p> <p>Use e-asTTle data to identify next learning steps in the areas of Writing, Reading and Mathematics.</p> <p>Use this to plan effectively as a team, including term overview/s</p> <p><u>Developing Teacher Practise:</u></p> <p>Utilise the expertise of Annalise to support development of Structured</p>
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<p><u>Developing Teacher Practise:</u></p> <p>Teachers in Whanake expressed concern around student attainment in this area. Many also expressed feeling uncertain about the teaching of Writing, particularly groups.</p>		<p>Literacy for those who need it, Code and literacy warm ups.</p> <p>Begin working on The Writing Revolution to look at the steps to changing our Writing program</p>
<p>Term One:</p> <p>Significant differences in the number of students who have data across the three core areas. Reading 87 students, Writing 30 students and Mathematics 75 students.</p> <p>Some students who joined end of year (during Term 4), have no data</p> <p>A number of students within the Not Yet/Critical range have poor attendance between 55%- 89%), could this be contributing to poorer outcomes for some of our</p>	<p>Term One:</p> <p>Why the difference in the data gathered, particularly Mathematics (Writing - Year 3 no e-asTTle data, this begins Year 4)</p> <p>How can we ensure students who join in the first part of Term Four are assessed so this data can be utilised in Term One of the following year?</p> <p>Why do these students have poor attendance? Is there a pattern to this? Setting up team wide systems to begin monitoring and tracking this information.</p>	<p>Term One:</p> <p>Monitoring data in an ongoing manner throughout each term. Where are our spotlight students at now, where do we need to have them by the end of the term</p> <p>Pedagogical Leader to ensure assessment timeframes are adhered to and completed by team members.</p> <p>Utilise knowledge around Structured Literacy to assess new students (growing Annalise and Sophia to support wider team)</p> <p>Prioritise in Team Meetings the monitoring of attendance and lates, particularly for spotlight students. Being responsive to lates to ensure programmes are being run to include</p>

<p>students? How can we improve attendance to remove this barrier to learning?</p> <p>A number of students are also new (within the last year) to the country and to speaking English. How can we best support these students to make accelerated progress in a new language?</p>	<p>Investigating whether students are receiving ESOL. Ensure practice is science based. Provide multiple opportunities for oral language development</p> <p>evidence/examples backs this up as being good/best practice</p>	<p>those spotlight students who may be late</p> <p>Finding out what gets the students to school and ensuring we provide for this as an incentive to increase attendance</p> <p>Teachers making contact with home, finding out about student attendance concerns</p> <p>Investigating the research - what changes can we make to our programmes to improve student outcomes? What</p>
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Statement of Variance 2024 - Ashna Nathman Matomato

Strategic Evaluation

-related to our Vision, Values and Strategic Goals **(50-Day Action Plans)** - **2024** focus on the evaluation. What are we noticing? Are all our learners experiencing success? To what extent are the improvement initiatives making a difference to all our learners? Can we do better? Can we see the impact?

Pertinent to Students, SLT - ---initiative leaders, **Pedagogical Leaders**, CoL -Ka Hui Ako, and Teachers (these take time)

Regular Evaluation (planned)

-Business as usual evaluations (planned) **-Review timetable** data is collected, and progress towards goals is monitored, **Pedagogical leader Targets**. Programmes and/or interventions are assessed. How effective are our strategies for accelerating progress towards targeted students?

Feeds back into the strategic plan.  **TEMPLATE** Analysis-of-variance 2024

School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	Curriculum Initiative Goal 4: -Team targets set in Reading, Writing, and Mathematics were monitored, and accelerated achievement was monitored. <ul style="list-style-type: none">School-wide focus on raising and accelerating progress in Writing.To ensure every learner gains sound foundation skills in Literacy and Numeracy.		
Annual Aim:	Teams identify at-risk students to form baseline data and set Year-level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics. With a school-wide focus on Writing for 2024		

Target:	To be classified 'at' at the end of 2024, we would like Matomato students in Year 5 to be At Early Level 3 and Year 6 students to be At Level 3 in Reading, Writing and Maths.			
	Targets EOY 2024	Reading	Writing	Maths
	Well below	6%	9%	7%
	Below	11%	11%	12%
	At	60%	57%	52%
	Above	23%	23%	29%
	Percentage At & Above	83%	80%	81%
Baseline Data:	Based on 2023 EOY data. This has been cleaned and matched with students remaining at CGS for 2024.			
	EOY 2023 Data	Reading	Writing	Maths
	Well below	8%	13%	10%
	Below	16%	17%	15%
	At	54%	51%	48%
	Above	22%	19%	28%
	Percentage At & Above	76%	70%	75%
	End of Term 2 data for Year 5 & 6 of Matomato team			
	End of Term 2 Data	Reading	Writing	Maths
	Ongoing Support	33%	38%	30%
	Working Toward	31%	31%	35%

	Expected	21%	23%	25%
	Exceeding	15%	8%	10%
	Percentage Expected & Exceeding	36%	31%	35%
	End of Term 3 data for Year 5 & 6 for Matomato team			
	End of Term 3 Data	Reading	Writing	Maths
	Ongoing Support	16%	25%	14%
	Working Toward	26%	28%	27%
	Expected	37%	36%	35%
	Exceeding	21%	11%	14%
	Percentage Expected & Exceeding	58%	47%	49%

Noticing <i>What are we seeing?</i> <i>What are our hunches?</i> <i>What are we going to investigate?</i>	Recognising - investigating & collaborative sense-making <i>Investigating</i> <i>What else do we need to find out?</i> <i>What is our data telling us what insight does it provide?</i> <i>What can we learn from research on what good looks like?</i>	Responding - prioritising to take action & monitoring & evaluating impact <i>What can we do to ensure better progress and outcomes for this group of learners?</i> <i>What strengths do we have and can draw on?</i> <i>Where do we need to build on our capabilities</i> <i>Is what we are doing based on evidence/best practice?</i>
Term 1		
Reading <p>Majority of students (54%) are at the expected level in reading. A significant portion (22%) is performing above the expected level. A smaller percentage is in the "Well Below" (8%) and "Below" (16%) categories.</p> Writing <p>A substantial percentage (51%) of students are at the expected level in writing. There's a notable percentage (19%) performing above expectations. A larger percentage is in the "Well Below" (13%) and "Below" (17%) categories compared to reading.</p> Maths <p>The majority of students (48%) are at the expected level in math. A significant portion (28%) is performing above the expected level.</p>	<p>Gather insights from teachers to understand their observations and experiences about the students in the classroom, including challenges and successes to accelerate student progress.</p> <p>Effective use of Code to support our student learning, professional development for teachers.</p> <p>Effective monitoring through: (testing, tracking performance, observations, feedback and consistent teaching methods used across the team) of student progress across different learning areas.</p> <p>Recognize the specific challenges students encounter in their writing skills and support them with these. Identify areas where we can help students who are not doing well, especially by looking at those in "Well Below" and "Below".</p>	<ul style="list-style-type: none"> • Ensure that the teachers are aware of the spotlight students and what their specific learning needs are and provide assistance accordingly. • Ensure that students are grouped according to their learning needs. • Develop effective teaching plans that focus on improving skills and understanding in reading, writing, and math for critical students. • Regularly tracking student progress and monitor improvements and adjust plans as needed. <ul style="list-style-type: none"> • Proper use of modelling books, student books that reflect student learning. • Effective use of class Reading, Writing and Maths tumbles to promote literacy and numeracy skills, encouraging independent

<p>Smaller percentages are in the "Well Below" (10%) and "Below" (15%) categories.</p> <p>Find out why fewer students are doing better than expected in writing compared to reading and math. Look into the methods teachers are using that have helped many students do well or exceed expectations in reading and math. See if there are common problems or specific things students in the "Well Below" and "Below" groups are struggling with. Check if these challenges are the same or different in each subject. Check if there are any differences between what is taught and what students are expected to know, especially in writing. See if these differences are causing the pattern we see in the results.</p> <p>Figure out the triggers that help students do well in reading and maths, and find ways to use those things to improve writing performance. Create specific teaching plans to help students in the "Well Below" and "Below" groups in all learning areas. Set up a way to monitor and check how well things are going. This will help see if the plans are working and if changes are needed.</p>	<p>Use of effective teaching strategies for writing such as (explicit instruction, modeling, WALT's to be skill based with supported WILF 's which are process based, feedback and feedforward, writing for authentic audiences to get students excited to write) that have been successful in improving student performance in writing.</p>	<p>learning and supporting classroom management and structure.</p> <ul style="list-style-type: none"> • Collaboration through professional development, CRT use for observations of other teachers in classrooms, sharing resources. • Practicing deliberate acts of teaching in the classrooms when delivering lessons such as: modeling, prompting, questioning, giving feedback, telling, explaining and directing. • Regularly monitoring for sustained student progress • Drawing on the student strength such as interest based writing, gathering student voice on what's working well for them, allowing students to take ownership for their education. • Ongoing monitoring, evaluation and feedback to enhance the impact of student learning.
<p>Term 2</p>		
<p>Reading/ Mathematics</p> <p>In Term One, Matomato teachers asked for support to better understand WALT and WILF's.</p>	<p>Analyzing easTTle learning pathways as a team to identify or gather more information about the spotlight learners in Reading, Writing and Maths Specifically looking at the strengths, achieved</p>	<ul style="list-style-type: none"> • Collecting Reading, Writing, and Math data through easTTle/ PAT assessments.. Analyze this data to identify strengths and areas for improvement. Looking for

<p>As a team, we looked into professional development around this and now plan collaboratively to better support our teachers.</p> <p>Working with the identified spotlight students for Reading in term 1, we are looking at tracking their performance in this curriculum area. This term, we are going to investigate the barriers we have that come with attendance/ lateness issues and how we can better support this group of learners in Reading.</p> <p>Writing</p> <p>In Writing, Matomato is currently in the process of selecting new Spotlight students based on the easTTle administered at the end of last term. As a team, we will be looking at our writing data this term and comparing it with that of last term. We have developed and will carry out an in depth analysis of the easTTle writing data to:</p> <ul style="list-style-type: none"> • identify what is going on for the learner • any progress noted from last term • learning needs or gaps that the student may have? • what we as teachers will do differently • use high impact teaching strategies that will better suit the learner's needs <p>This will support us with improving writing performance for our learners and accelerating learning which will be regularly monitored during team meetings.</p>	<p>elements and the gaps that will need to be addressed through various high impact teaching strategies.</p> <p>Looking at different ways of running an effective writing lesson ((Introduction of whole class teaching as well as a small group) - Teaching sprint.</p> <p>Explore the Syntax project to teach writing with support from Lee-Anne and Louise. Lessons begin as a whole class at the desired level for students year level, preloading spotlight students prior to whole class learning, followed by small group learning at appropriate level for students.</p> <p>Working with the teams n+1 goals co constructed from the writing video observations. Recap on WALT/WILF's and turn into skill/ process-based. Ongoing professional development/ collaborative planning to allow for high quality understanding in this.</p> <p>Effective use of modelling books in class as a record of the teaching completed with a specific group of learners; also as a way to monitor the children's learning and thinking, a record of teaching and a creative outlet.</p>	<p>patterns to understand where the spotlight learners excel and where they may need additional support.</p> <ul style="list-style-type: none"> • Ensure that teachers adjust their learning groups accordingly after completing assessments to allow learners to explore different types of teaching strategies. What may work for one group may not work for the other. • Collaboration with the Senior school for Writing focusing on the Syntax project as professional development • Use of CRT for observations/ reading reflections to grow self. • Deliberate acts of teaching and high impact teaching strategies evident in teacher planning in line with developing effective teaching plans that focus on improving skills and understanding in Reading, Writing, and Maths for critical students.
<p>Term 3</p>		

<p>Reading</p> <p>Year 5: Exceeded (5) Expected (8) Not Yet (13) On Going Support (7)</p> <p>Year 6: Exceeded (13) Expected (19) Not Yet (25) On Going Support (14)</p> <p>In Year 5, approximately 15.15% of students have exceeded expectations. About 24.24% are meeting the expected level. 39.39% of students are still at the "Not Yet" stage. 21.21% require ongoing support.</p> <p>For Year 6 students, around 18.31% of students have exceeded expectations. 26.76% are performing at the expected level. 35.21% are at the "Not Yet" stage. 19.72% need ongoing support.</p> <p>Writing</p> <p>Year 5: Exceeded (3) Expected (7) Not Yet (14) On Going Support (9)</p> <p>Year 6: Exceeded (8) Expected (20) Not Yet (27) On Going Support (16)</p> <p>The majority of Year 5 students (48.28%) are not yet meeting the expected writing standards. A significant portion of students (31.03%) require ongoing support. Only a small fraction (10.34%) have exceeded the expectations, indicating room for improvement in helping more students reach higher proficiency levels.</p> <p>Similar to Year 5, a large number of Year 6 students (43.55%) are not yet meeting the expected standards. Ongoing support is required for 25.81% of the students. A slightly higher</p>	<p>Deeply investigating the Spiral of inquiry model to improve student outcomes:</p> <ul style="list-style-type: none"> • Analysis/Scanning: What's going on for the learner? • Developing a hunch?: How are YOU as a teacher/team contributing to the situation? • Focusing: What will concentrating our energies make the most difference • Taking Action / Strategies: What will I do differently to make a difference? <p>Analyse and contribute to the Matomato data as a team. Discuss to:</p> <ul style="list-style-type: none"> • Identify if the existing intervention programs have had an impact on student performance. • Determine what additional support or resources students showing accelerated progress have received such as Structured Literacy, Code, • Look at various assessment data and explore if there are specific areas within Reading, Writing, or Maths where students are struggling. <p>Team PD on modeling books to effectively get the most out of every session with the students. Modeling books to be used as a powerful tool in direct teaching, and will assist students in their understanding of the learning.</p> <p>OTT (Optimising Teacher Time) What are we doing that is making a difference and what may we do differently?</p>	<p>Reading</p> <ul style="list-style-type: none"> • Setting targets for Spotlight students using the eAsTTle, OTJ and PAT data • Specific focus on using e-asTTle to set targets in the element of Vocabulary (area of focus for T3). • Unpack readings from Education Hub in PLG groups (Education Hub) • Co-constructing the Why of teaching Vocabulary • Unpack PAT vocab/LLP's/ E-asTTle • Upleveling Vocab in general teaching in learning • Beginning with novel study for Exceeding and Expected groups to further develop their comprehension and thinking skills. • Effective use of time during library sessions develop and encourage a passion for reading. • Reading To students at least 2 times a day to improve literacy skills. • Incorporating the teaching of Structured literacy in our classrooms. <p>Writing</p> <ul style="list-style-type: none"> • Team professional development on effective use of modelling books in the classroom. Teachers use their CRT observing other teachers. • Display child speak writing rubrics to allow students to track their learning and determine next steps.
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<p>percentage of students (12.90%) have exceeded the expectations compared to Year 5, showing some improvement as students progress to Year 6.</p> <p>Mathematics</p> <p>Year 5: Exceeded (5) Expected (13) Not Yet (8) On Going Support (7)</p> <p>Year 6: Exceeded (10) Expected (22) Not Yet (23) On Going Support (16)</p> <p>Out of 33 Year 5 students in Matomato, 5 students (15.2%) have exceeded expectations in mathematics. Thirteen students (39.4%) have met the expected standards. Eight students (24.2%) have not yet met the expectations, and 7 students (21.2%) require ongoing support.</p> <p>Among the 71 Year 6 students in Matomato, 10 students (14.1%) have exceeded expectations in mathematics. Twenty-two students (31.0%) have met the expected standards. Twenty-three students (32.4%) have not yet met the expectations, and 16 students (22.5%) need ongoing support.</p> <p>Identify if the existing intervention programs have had an impact on student performance.</p> <p>Determine what additional support or resources students showing accelerated progress have received such as Structured Literacy, Code,</p>	<p>Monitoring students with additional needs to provide support and track data.</p> <p>Use research based strategies and best practices to raise achievement through effective teaching and planning of Vocabulary in Reading (T3) and Writing (T4).</p> <p>Building on the teacher and students' clarity around WALT and WILF's in line with the n+1 goals with evidence of achieving goals from T1 and T2.</p>	<ul style="list-style-type: none"> ● Unpack the elements of Structure and Language with the purpose of persuading together as a team. ● Providing writing exemplars for the learners to see what 'good' looks like. ● Begin with Writing as a whole class, checking in with spotlight students on a daily basis and then seeing the groups planned for that day. <p>Mathematics</p> <ul style="list-style-type: none"> ● Effectively using modeling books in small groups to set a routine for students, show evidence of the students engaging with the learning through a demonstration of step by step the learning that is happening. ● Ensures that all students in the group have access of the modelling books to help if required after the session. ● Looking at Dragon Maths for Level 4 students ● Using the learning pit to ask students where in the pout they are. Depending on their confidence and ability they should be able to explain their position in the pit.
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<p>Look at various assessment data and explore if there are specific areas within Reading, Writing, or Maths where students are struggling.</p>		
<p>Term 4</p>		
<p>Reading EOT3</p> <p>Exceeding (21%) Expected (37%) Working Toward (26%) On Going Support (16%)</p> <p>The current programs/ plans that we have in place for Reading show that students in Matomato are more engaged and are developing the skills needed as a result more students are exceeding and are at the level expected.</p> <p>Identify strategies that are leading to success for the Exceeding and Expected groups. Novels and shared reading focused on Vocabulary seem to be engaging our students.</p> <p>Writing EOT3</p> <p>Exceeding (11%) Expected (36%) Working Toward (28%) On Going Support (25%)</p> <p>Writing may require more structured support such as Vocabulary and Sentence structure as well as strong focus on language features. Students may also need support with creativity and generating ideas about writing. As a team, we need to make sure that we are writing everyday.</p>	<p>Reading</p> <p>Find out what specific element in Reading is driving our students to success. Our focus last term has been on reciprocal reading through novel study and a lot of emphasis has been placed on Vocabulary through shared reading.</p> <p>With 58% of students meeting or exceeding the expected reading level, our current approach using vocabulary-rich novel studies and shared reading is working well. However, the 42% of students who are still "Working Toward" or need "Ongoing Support" suggest that some need more targeted support.</p> <p>Research shows that reading comprehension improves when students learn new vocabulary and have chances to discuss and analyse texts. Reading strategies like questioning, summarizing, and making connections help move students from "Working Toward" to "Expected."</p> <p>Writing</p> <p>Investigate which elements of Writing students find most challenging (e.g., vocabulary, sentence structure, ideas etc) for our Working toward and Ongoing support learners.</p>	<p>Analysing Matomato data for Term 3 as a team to find out:</p> <ul style="list-style-type: none"> - What do we notice? - What surprises us? - Where are we at in comparison to our targets? <p>Reflect on spotlight students:</p> <ul style="list-style-type: none"> - What progress has been made? - Who are our students that we can push this term to make it to the expected level? - What are we going to do to specifically help these students? - Select / change spotlight students for remainder of Term 4, 2024. <p>Maintaining momentum with Vocabulary teaching through Reading:</p> <ul style="list-style-type: none"> - Where are we at with planning for explicit instruction in vocabulary through read alouds? - What texts do we have planned for the remainder of this term? - What activities are used as follow ups?

<p>Find out what specific area of Writing needs maintenance. Making sure our targeted group learners (Spotlight) are seen everyday. How are we getting our students engaged in Writing through various writing tasks that appeal to different interests?</p> <p>Maths EOT3</p> <p>Exceeding (14%) Expected (35%) Working Toward (27%) On Going Support (14%)</p> <p>Students may be using different strategies for solving Math problems. Overall, more students are exceeding and at expected level.</p> <p>Explore which math concepts students need more support with. Is there a need for more hands-on or visual learning strategies in maths to aid understanding? Explore Tuakana teina for those who are working towards expectations.</p>	<p>More students (53%) are finding writing difficult compared to reading, with 25% needing extra support. This means we should focus on daily writing practice that builds vocabulary, improves sentence flow, and encourages creativity.</p> <p>Effective writing involves breaking tasks into smaller steps, modeling, and providing regular practice. Giving structured feedback and creative prompts helps students become more confident and skilled.</p> <p>Maths</p> <p>Investigate which concepts in Maths students find more challenging.</p> <p>The data shows that 49% of students are meeting or exceeding expectations, while 51% need extra help. This means that while many students are doing well, there's a chance to improve understanding through more hands-on activities and peer support like Tuakana teina.</p> <p>Hands-on learning, using visual aids, and working together on problem-solving are key to understanding math concepts. These methods help students who are working toward expectations.</p> <p>Gather student voices about their strengths and challenges in Reading, Writing and Math. Survey created using forms for all Matomato classes to complete by Friday, Week 2. Data will then be</p>	<ul style="list-style-type: none"> - How can these be used to support our teaching in Writing (with vocabulary focus for T4)? <p>Relooking at T4 data as a team:</p> <ul style="list-style-type: none"> - Where are our selected spotlight students at now? - Have they progressed? - What comments will we want to pass on to next year's teacher about these students? - OTJ's due end of Week 6 - Do our OTJ's reflect report comments?
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	analysed to design learning programs best suited for our students' learning needs.	
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Planning for next year:

Community and Collaboration

Goal 1: Continue to build on the foundations of whanaungatanga with Te Akitai to elevate the mana of the manawhenua of our local area.

This goal has been part of the school's strategic plan since 2021 and will continue to be a priority of the school - A significant moment in the school's connection with Te Aakitai was gifting the names of our school's whaanau by Kai Matua - Brownie **Tonganui, Rua Kaiwaka, Kiwi Tamaki, Te Mahia**. We were honoured and humbled by this gesture, as the names of prominent Tangata Whenua were gifted. This priority to build whanaunatanga to elevate the mana of the mana whenua of this area remains a focus in 2025. As a school, we want to continue reaching new horizons and improving further as we continue our journey in this ever-changing educational landscape. Our vision, 'He Waka Eke Noa Ki Te Pae Tawhiti, ' reflects Conifer Grove's surroundings, and we use the natural Pahurehure Inlet as an inspiration. This stronger connection with our local Hapu continues with whanaungatanga as we build further on the mahi being done this year. 2025 see the Board of Trustees engaging in a big change process with the community. This process involves collaboration with the Kapa Haka group of Reremoana School and our community.

Goal2: Community events related to Conceptual Curriculum/Responding to Cultures/Being Inclusive - 4 events one per term- The school had planned more specific work on culturally responsive practices with the introduction of the Te Ara Mana Whakatipu Wheel - using Papa Tuanuku and Ranginui has the basis to have a deeper understanding of our students at a more personal level, solidifying more positive relationships to support student learning and achievement. This was evident in the collaboration between Conceptual Curriculum and Responding to Cultures, our two school initiatives, through a community-engaging Art exhibition. The traditional family fun night saw an excellent turnout from the community. Community events like the cultural parade solidified our big understanding that "Our identity is shaped by relationships and/or the environment" The parade was an excellent display of building a sense of belonging for our students, the feeling of safety in my own culture and the culture iof the school. There were also Dance Expo performance where students were able to further show their identity through dance, we used Footsteps Dance Compony to support us through this process. The school engaged in informing community events;

- Conceptual Curriculum community event

- Structured Literacy /CODE
- Te Ara Whakamana Wheel / Cultural Events
- PB4L - whanau groups

Consistency and collaboration

Goal 3: Consistency in Writing pedagogy - Writing Revolution, Moderation, Teacher Clarity - Growth Cycle. This goal led us to work and develop a growth cycle that support greater consistency in teacher practice using the focus of writing. The process involved teacher video observations and an analysis of the the videos from the teachers (specifically around the explicit teaching of writing in a group setting - the “Spotlight Students” - target students). Leaders also collected student voice in relation to teacher clarity to also support the goal making process. Teacher would develop a goal through a coaching and used a clarity rubric to support there discussion making - primarily on either the WALT or WILFS from evolving - empowering. Teachers continued their work on greater consistency in thinking through e-asTTle writing moderation with robust meets to challenge thinking in relation to assessment of a piece of writing. Staff continued there Professional Development in writing with the Writing Revolution as part of the Pedagogical Leader meetings and team meetings.

Goal 4: Embedding Science of Reading (Structured Literacy and CODE) The school engaged with a Minisry of Education approved provider in GEM Literacy - we used an instructional coaching model where the provider would model to our kaiako and then work alongside to develop greater consistency through our the school in Structured Literacy practice. This model was also used in the CODE from Years 4-8, in 2025 we will adopt an ASL lead to support the CODE in the senior school.

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Principal's Annual Report 2025 March

In 2024, we began the year with a focus on the school's Pepeha as a part of the school's commitment to elevating the mana whenua of our local area and learning about the whakapapa of our Hapū Te Aakitai. Our vision, 'He Waka Eke Noa Ki Te Pae Tawhiti,' reflects Conifer Grove's surroundings, and we use the natural Pahurehure Inlet as an inspiration. This stronger connection with our local Hapu continues with whanaungatanga as we build further on the mahi being done this year. A significant moment in the school's connection with Te Aakitai was gifting the names of our school's whaanau by Kai Matua - Brownie **Tonganui**, **Rua Kaiwaka**, **Kiwi Tamaki**, **Te Mahia**. We were honoured and humbled by this gesture, as the names of prominent Tangata Whenua were gifted. This priority to build whanaunatanga to elevate the mana of the mana whenua of this area remains a focus in 2025. As a school, we want to continue reaching new horizons and improving further as we continue our journey in this ever-changing educational landscape.

In 2024, the school experienced steady roll growth as we did in the second half of 2023. The Ministry of Education anticipated this role growth, but unfortunately, the building project for this growth was halted in December 2022. This has put pressure on the site as we had no room for further growth. The procurement to move rooms 24 and 25 in early 2025 was accepted, and these rooms will move during the summer break to create space for a new build project where rooms 24 and 25 were originally. The Ministry infrastructure team have indicated that this project could commence in June 2025.

The Board of Trustees continues to work, strengthening its position in driving change in the school. We are very fortunate to have a high calibre of community members on the Board: Warren Rakena, Presiding Member; Jordyn Eylse, Deputy Presiding Member; Kirsty Rihari, Finance; Daena Colebrook, Health and Safety; and Raewyn Winter, Property. The Board co-opted a new member, Woodie Peka. This has been significant as Woodie works in the space of local iwi, and at the Papakura Marae. These members have sought to serve the community and continually improve our school.

I thank Warren Rakena and the Board for their continued support. 2025 will bring a new perspective, focusing more on the school's connection with Te Ākitai and the community, with a significant change project. We will engage in the Science of Learning and the new curriculum implementation. The school will adopt Numicon in Years 0-3 and Maths No Problem in Years 4-8. Having experienced two curriculum changes in my time, there will be a large emphasis on a deeper understanding of the Science of Learning.

The strategic plan saw the focus on the development of our local curriculum (Conceptual Curriculum). This has been the primary catalyst for bringing coherence through the school, particularly Timata, Haemata, Whanake, and Kotahitanga, working more closely together. The school enhanced its Structured Literacy journey with classes from Years 0-4 working on the Science of Reading. This was supplemented by introducing the CODE spelling programme, a systematic approach to spelling across the school.

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Our professional learning development (PLD) for 2024 saw all staff continue to engage in the development of our local curriculum. The school received its second PLD funding through the Ministry's centralised PLD in March; this funding supported the change and development of our curriculum to a local Conifer Grove School Curriculum with an emphasis on learning conceptually to deepen students' understanding of the world around them. This PLD continued with all staff and teams planning their contexts more collaboratively. PLD also involved Gemma Maddox, who supported the school's Structured Literacy journey with heavy investment in PLD and resourcing. This PLD will continue in 2025. This PLD has begun to embed these curriculum practices in the school, giving our curriculum more breadth and evidence-based practices.

The school had planned more specific work on culturally responsive practices with the introduction of the Te Ara Mana Whakatipu Wheel - using Papa Tuanuku and Ranginui as the basis to have a deeper understanding of our students at a more personal level, solidifying more positive relationships to support student learning and achievement. This was evident in the collaboration between Conceptual Curriculum and Responding to Cultures, our two school initiatives, through a community-engaging Art exhibition.

PB4L

The school continued to review its behaviour management processes and re-branded and redeveloped PB4L practices in 2024. The initiative, Being Inclusive Team, was part of the strategic plan and worked on redeveloping our behaviour monitoring flowchart. This work is alongside the classroom rubrics re-development. Further development in this area is needed as we head towards 2025, student behaviours have become more inconsistent, and dysregulation among our junior students is rising from the 2024 data.

Teaching and Learning

The overall goal of 'seeing' the child as a whole is to focus on developing a more active and engaged learner through the conceptual understanding that identity is shaped by relationships, connections, and/or the environment. This context opened a whole new world for our students, including a cultural parade about how our students identified themselves culturally. This was evident in our community events, including a Movie night and an Art Exhibition where students innovated by making movies linked to a broader understanding.

Teams targeted student achievement in writing, and this saw some favourable results. With a more strategic approach to Andragogy, we focused on teacher clarity in writing, resulting from a review of teacher planning. Research-informed practice (John Hattie HIT's High Impact Teaching Strategies), focusing on writing PLD on the clarity of teachers and building teacher capability, was developed in the second part of the year. This included the development of a universal language across the school for greater consistency and coherence.

2024 has seen some excellent individual and personal academic achievements. The less measurable achievements of Personal Growth – confidence, leadership and pride in achievements have been outstanding throughout the school. However, a real focus on engaging with our community in 2024 through our conceptual curriculum, movie night, art exhibition, and school events, cross country, and athletics will continue to be a priority as we move into 2025

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Special Education Needs

In 2024, the SENCo was assigned to a Deputy Principal's role utilised for our Special Education Needs students, and we employed an additional five teaching assistants. The school extended this role, and we funded an LSC role, which the SENCo developed throughout the year. This was beneficial in that more students received the necessary support as required. The school also funded through its operational funding to support students who did not receive funding support from the Ministry of Education. The school also used its SEG to resource programmes such as Lego Therapy and PMP. Teacher Aides will assist with these programmes and classroom programmes. The school is fortunate to have a full-time commitment to the SENCo role and continues to develop the LSC role adopted in 2023. In 2024, the LSC role took on more responsibilities, so there can be a collaborative approach in interventions in Tier 2 to support an ever-increasing SENCo register. However, this did have implications for the budget; the school funded above its Ministry of Education funding, which the Board of Trustees covered. We will need to see a change in structure as Caroline McLeod, our Deputy Principal, secured a Principalship for 2025.

Student Leaders

In 2024, Kaiārahi took a significant role in school programs. Our Kaiarahi adapted to their roles and displayed genuine leadership with their contributions to the organisation's whānau group assemblies and connecting with students from the juniors by providing activities to complete for whānau points. We were able to celebrate our Kaiarahi and the contributions they made during 2024. This particular cohort exceeded our expectations

Engaging School and Community

In 2024, we continued to build whanaungatanga/relationships with our community. Our staff continued to build learning partnerships with whānau through learning and connecting through our conceptual curriculum, a cultural identity parade, using the context of sustaining our culture. We celebrated many cultures during our language weeks with flag-raising ceremonies and invited the community to participate in the celebrations. We had a Matariki expo run by our amazing Kaiārahi. We used the conceptual curriculum to invite the community to a family fun night, a collaborative art exhibition using the Atua from our Responding to Cultures Pedagogical approach. We want to continue this work with our 2024 big understanding of how "our Identity is shaped by relationships, connections and/or the environment" next year. In 2024, we held several consultation events, Māori Whanau Hui Tanaloa Hui with our Pasifika community, and consultation with the community on developing the new strategic plan.

Te Tiriti O Waitangi

Kaiarahi i te reo Māori/Teacher's Assistant Role

Matua Herb's role as Kaiarahi i te reo Maori. This role was to establish the following;

- Demonstrate and implement CGS's commitment to te Tiriti o Waitangi

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- Promote the local Hapū and lift the mana of our local tangata whenua
- Promote Māori language and Tikanga to all CGS staff/students/community as New Zealanders
- Encourage its use as widely as possible
- Normalise te reo Māori as part of the cultural landscape of New Zealand
-
- Contribute to the growth of the Māori language as a living language
- Develop and promote positive attitudes toward our indigenous language

This role evolved in 2024 with a greater emphasis on promoting the local hapū - Te ākitai. We have been fortunate to have hui with the local kaumatua - Matua Brownie. His words of wisdom and support have helped our Kura to have a deeper understanding of our local hapū. The school is working hard towards developing a whanaungatanga with Te Ākitai - we have a school that wants to promote the Tangata Whenua of our local area, which educates all Conifer Grove students about the history of our local area, starting with Te Ākitai. We have been very fortunate as Kura to be gifted the names of Tangata Whenua for our Whānua Groups. A powhiri was held in 2024 to unveil these names with our community, a truly humbling experience for all who attended. The 2025 focus remains to weave a relationship with Te Akitai, our local Hapu, to develop the Te Akitai way and to use and promote our local Hapu's Tikanga; this will be a strategic goal for 2025. A kapa haka exchange was developed with Reremoana School, and this relationship has evolved over this year. We will continue to strengthen our exchanges in this area in 2025. As there is a bigger picture of the relationship between Reremoana and Conifer Grove School.

Te Ara Hou

Further development of the highly successful Kapa Haka group, Te Ara Hou, continued to split into Junior and Senior. Our Roopu Tuakana (Senior Kapa Haka) continue their practices during class time. This was highly successful. The group has had more support from staff, and they have continued to build stronger and stronger over the years. The building of an inter-school partnership between Conifer Grove School and Reremoana School was an exciting new horizon for Te Ara Hou. Our Roopu Tuakana must be congratulated for their outstanding performance at the annual Rangatahi Festival in the absence of Matua Herb. They were set up for success thanks to Matua's innovation. Thank you to Matua Herb, our community liaisons and our staff for your support.

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

Conifer Grove School assures its policies of Health and safety. We are also engaged with EAP services to support staff.

What is in your equal employment opportunities programme?

As per our Equal Employment Opportunities Policy and our appointments procedure policy.

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How have you been fulfilling this programme?

By providing a robust induction plan for new employees and reminding staff of the services available to them, like EAP services.

How do you practise an impartial selection of suitably qualified persons for appointment?

NZSTA employment processes include applications, interviews with leaders, and reviews of candidates' interviews and applications. If a Senior Leader Position is interviewed, a board member is present for the interview. Reference checking and Principal calls are vigilant.

How are you recognising?

- The aims and aspirations of Maori,
- The employment requirements of Maori and
- Greater involvement of Maori in the Education service?

As per the Principal's report on Te Tiriti O Waitangi - above

How have you enhanced the abilities of individual employees?

Using the Grow Cycle to develop teacher practice further, Professional Development Opportunities in Structured Literacy, Writing, Inquiry, and Conceptualised Curriculum, leadership support in areas of development, and principal meetings at the beginning of the year.

How are you recognising the employment requirements of women?

Our work staff is primarily women. We understand that most of our staff will need time to care for their children as both members of the household work. The mantra Your Family and your Health come first has been adopted at Conifer Grove School.

How are you recognising the employment requirements of persons with disabilities?

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	*	
Has this policy or programme been made available to staff?	*	
Does your EEO programme/policy include training to raise awareness of issues that may impact EEO?	*	

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Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	*	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	*	
Does your EEO programme/policy set priorities and objectives?	*	

*covered in the school's SchoolDoc policies

Breakfast Club “The Breakfast Club” continued during 2024 and is still a great success, where senior students assist and serve the younger members. This greatly allows the Tuakana teina relationships to develop among our students. 2024 saw the Art Room, where the breakfast club is located, have a facelift - renamed the Kai Manaki. This room is also being developed into a parent community room.

Professional Development for Staff

The development of an inquiry model was a key component of 2024. With the introduction of a Science of Reading approach, the school also engaged with GEM Literacy to establish a change management process using the Structured Literacy approach in junior school. This PLD was focused on developing teacher practice in this area. The leadership team (team leaders) and the senior leadership team worked to get the 2024 practice in the school. Structured Literacy Years 0-3 and CODE Years 4 - 6.

Property

As the first part of the 10YPP, the 5YA projects include upgrading rooms 7-10 and 13 & 14. This began in December and will be complete by the beginning of 2024, and will continue into February 2024. The work relating to the new two-storey eight-classroom build was halted, with the procurement of moving classrooms 24 and 25, to support the site for a new build, with the Ministry of Education reviewing all new build projects after the 2025 financial year. We anticipate a better idea of when the project will go ahead in the first half of 2025, which will depend on the school's roll over the following two terms.

Legislation and Charter

All deadlines met – MOE requirements.

The Principal and Board of Trustees would like to recognise the excellent work from all Staff and BOT members throughout the year, as well as the Admin Staff, Executive Officer and BOT Financial spokesperson for the competent and efficient management of financial systems.

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Parent Community and, of course, our students, for their enthusiasm, engagement and positivity towards learning. The school wishes to acknowledge the donation from the PTA and thank them for their hard work and dedication to the students at this school by helping to ensure our students have extra opportunities and resources.

Raj Dullabh



PRINCIPAL

Conifer Grove School

Statement of resources

The school has had a year without significant building or upgrading and has been able to focus on maintenance and other areas. We begin the start of the 5-year plan of our 10-year plan.

- We have developed a cyclical maintenance/painting schedule with assistance from Project Manager Steve Waters to cover ongoing school external and internal painting. An outside contractor is completing much of this.
- The school was externally painted, as per the cyclic maintenance
- Ongoing maintenance continued throughout the year. Some roofing needed to be mended. Hazards and issues were identified, repaired, and replaced throughout the year.

TEACHING RESOURCES

With a clear focus on the Science of Reading, the school invested heavily in resourcing Structured Literacy and the CODE. This was the main expenditure of teaching resources in both 2024 and 2025. This will continue in 2025 as we develop more consistency in our practice across the school.

Other purchases were:

- Purchase of interactive boards for Rooms 1-6
- Chromebooks are used for devices that have passed their book value.
- Furniture upgrade in Leadership Hub and classrooms
- Chromebooks and desktops for the Rumney Knowledge Centre
- Laptops for teachers-leases continue

STAFFING RESOURCES

Using CRT and BOT-funded staffing, The school utilised a teacher to pursue a passion project and support CRT for the school. In 2024, we adopted the Science of Reading approach. We provided extra TA support staff in rooms with other support funded through the SEG grant. Teacher Aides were employed to implement various Special

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Needs, ESOL, and Learning support programmes like Lego Therapy. The Board of Trustees funded an extra Teacher due to the distribution of students across year levels and for Team release, for middle leaders.

All staff participated in a wide range of professional development and induction training throughout the year. Provisionally Registered teachers completed the PRT courses for new teachers in the Papakura Cluster area.

The staff participated in PLD, which developed the Local Curriculum (Conceptual), PB4L Professional Development. Staff professional development is ongoing with evidence-based pedagogies. We used GEM literacy to develop teacher practice in Structured Literacy

2024 Kiwi Sport Funding

2024 Grant - \$8889.64

2024 Balance of \$ 15,138.17, this includes a rollover of \$7567.31 from the previous year.

The school provided Kiwi Sports funds to support the Paapua Team. The Kiwisport Grant 2024 (\$8889.64). These funds will be proportioned between the school's Tipu, Rea, Haemata, Whanak, Matomato, and Paapua Teams. This will help subsidise the cost for students to develop their sporting skills and ensure water-based activities are available for all year levels.

Teams were unable to access all the funds, as some providers were unable to provide the required funds. I thank the community for their support and look forward to another successful year in 2024. The Kiwi Sport funding in 2025 will continue to be spent on experiences where our students can try to develop their love of sports activities further and carry on with them for the rest of their lives; it will support our EOTC programme across the school.



Raj Dullabh

Tumuaki - Principal

Conifer Grove School

Completed April 2025