

WINCHESTER SCHOOL (P NORTH)

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2484

Principal: Nic Mason

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Accountant / Service Provider:

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WINCHESTER SCHOOL (P NORTH)

Annual Financial Statements - For the year ended 31 December 2024

Index

Page	Statement
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Independent Auditor's Report

Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Statement of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the School has given effect to Te Tiriti o Waitangi

Winchester School (P North)

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Abigail Webster

Full Name of Presiding Member



Signature of Presiding Member

26/05/2025

Date:

Nic Mason

Full Name of Principal



Signature of Principal

20/05/2025

Date:

Winchester School (P North)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,585,848	3,313,638	3,393,067
Locally Raised Funds	3	124,958	53,550	86,325
Interest		20,505	15,000	10,271
Other Revenue		-	-	935
Total Revenue		3,731,311	3,382,188	3,490,598
Expense				
Locally Raised Funds	3	34,495	6,900	19,032
Learning Resources	4	2,863,501	2,594,180	2,812,335
Administration	5	197,878	181,879	191,717
Interest		5,705	1,572	3,289
Property	6	636,789	591,865	687,424
Loss on Disposal of Property, Plant and Equipment		1,852	-	-
Total Expense		3,740,220	3,376,396	3,713,797
Net Surplus / (Deficit) for the year		(8,909)	5,792	(223,199)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(8,909)	5,792	(223,199)

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



Winchester School (P North)
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		704,222	852,697	913,675
Total comprehensive revenue and expense for the year		(8,909)	5,792	(223,199)
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	13,746
Equity at 31 December		695,313	858,489	704,222
Accumulated comprehensive revenue and expense		695,313	858,489	704,222
Equity at 31 December		695,313	858,489	704,222

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.



Winchester School (P North)

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	32,838	332,248	69,717
Accounts Receivable	8	223,161	210,187	198,740
GST Receivable		49,974	3,058	5,860
Prepayments		11,633	13,691	14,535
Inventories	9	438	121	117
Investments	10	169,871	153,339	257,972
Funds Receivable for Capital Works Projects	16	85,436	-	4,457
		573,351	712,644	551,398
Current Liabilities				
Accounts Payable	12	275,988	283,739	289,379
Revenue Received in Advance	13	23,840	150	15,083
Provision for Cyclical Maintenance	14	-	3,500	4,322
Finance Lease Liability	15	31,956	24,191	29,398
Funds held for Capital Works Projects	16	13,405	-	24,563
		345,189	311,580	362,745
Working Capital Surplus/(Deficit)		228,162	401,064	188,653
Non-current Assets				
Property, Plant and Equipment	11	660,770	582,501	705,083
		660,770	582,501	705,083
Non-current Liabilities				
Provision for Cyclical Maintenance	14	161,699	116,518	143,026
Finance Lease Liability	15	31,920	8,558	46,488
		193,619	125,076	189,514
Net Assets		695,313	858,489	704,222
Equity		695,313	858,489	704,222

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



Winchester School (P North)

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		948,064	856,322	962,888
Locally Raised Funds		126,941	56,550	94,775
Goods and Services Tax (net)		(44,114)	-	(2,802)
Payments to Employees		(621,984)	(458,433)	(646,468)
Payments to Suppliers		(415,633)	(355,092)	(417,982)
Interest Paid		(5,705)	(1,572)	(3,289)
Interest Received		20,505	15,000	11,162
Net cash from/(to) Operating Activities		8,074	112,775	(1,716)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(34,331)	(10,000)	(73,867)
Purchase of Investments		-	-	(104,633)
Proceeds from Sale of Investments		88,101	-	-
Net cash from/(to) Investing Activities		53,770	(10,000)	(178,500)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	13,746
Finance Lease Payments		(26,286)	(12,798)	(26,190)
Funds Administered on Behalf of Other Parties		(72,437)	-	20,106
Net cash from/(to) Financing Activities		(98,723)	(12,798)	7,662
Net increase/(decrease) in cash and cash equivalents		(36,879)	89,977	(172,554)
Cash and cash equivalents at the beginning of the year	7	69,717	242,271	242,271
Cash and cash equivalents at the end of the year	7	32,838	332,248	69,717

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.



Winchester School (P North)

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 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

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised of Stationery Account and Uniform/Sunhats Trading. 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:

Building Improvements	5-50 years
Furniture and Equipment	4-15 years
Information and Communication Technology	5 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	955,314	855,784	894,413
Teachers' Salaries Grants	2,131,064	2,036,724	1,966,003
Use of Land and Buildings Grants	477,484	416,630	463,297
Other Government Grants	21,986	4,500	69,354
	3,585,848	3,313,638	3,393,067

3. Locally Raised Funds

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

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations and Bequests	65,918	46,400	59,116
Fees for Extra Curricular Activities	17,985	3,750	18,094
Trading	13,858	1,000	1,339
Fundraising and Community Grants	25,215	2,400	7,716
Other Revenue	1,982	-	60
	124,958	53,550	86,325
Expense			
Extra Curricular Activities Costs	15,215	6,000	17,689
Trading	15,814	900	1,340
Fundraising and Community Grant Costs	3,446	-	3
Other Locally Raised Funds Expenditure	20	-	-
	34,495	6,900	19,032
<i>Surplus for the year Locally Raised Funds</i>	90,463	46,650	67,293

4. Learning Resources

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	90,795	98,945	81,207
Employee Benefits - Salaries	2,645,489	2,378,773	2,554,446
Staff Development	12,128	30,000	26,721
Depreciation	112,813	83,662	114,812
Other Learning Resources	2,276	2,800	35,149
	2,863,501	2,594,180	2,812,335

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	9,170	5,800	5,540
Board Fees and Expenses	7,160	9,650	7,554
Operating Leases	94	2,000	3,468
Other Administration Expenses	35,631	27,525	36,714
Employee Benefits - Salaries	120,111	116,384	115,278
Insurance	8,828	4,200	8,380
Service Providers, Contractors and Consultancy	16,884	16,320	14,783
	197,878	181,879	191,717



6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	49,066	56,100	55,782
Cyclical Maintenance	14,351	24,233	66,831
Heat, Light and Water	36,274	38,300	41,487
Rates	4,800	4,200	4,159
Repairs and Maintenance	35,162	33,502	36,444
Use of Land and Buildings	477,484	416,630	463,297
Other Property Expenses	19,652	18,900	19,424
	636,789	591,865	687,424

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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	32,838	332,248	69,717
Cash and cash equivalents for Statement of Cash Flows	32,838	332,248	69,717

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

Of the \$32,838 Cash and Cash Equivalents, \$13,405 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$32,838 Cash and Cash Equivalents, \$23,840 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	17,024	25,472	32,282
Receivables from the Ministry of Education	3,492	-	18
Interest Receivable	-	891	-
Teacher Salaries Grant Receivable	202,645	183,824	166,440
	223,161	210,187	198,740
Receivables from Exchange Transactions	17,024	26,363	32,282
Receivables from Non-Exchange Transactions	206,137	183,824	166,458
	223,161	210,187	198,740

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniform/sunhats Trading	438	121	117
	438	121	117



10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset Short-term Bank Deposits	169,871	153,339	257,972
Total Investments	169,871	153,339	257,972

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	393,473	13,844	-	-	(30,184)	377,133
Furniture and Equipment	162,821	6,433	(485)	-	(26,761)	142,008
Information and Communication Technology	57,101	29,052	(1,367)	-	(21,029)	63,757
Leased Assets	74,232	19,317	-	-	(32,552)	60,997
Library Resources	17,456	1,706	-	-	(2,287)	16,875
	705,083	70,352	(1,852)	-	(112,813)	660,770

The net carrying value of equipment held under a finance lease is \$60,997 (2023: \$74,232)

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 \$
Building Improvements	907,586	(530,453)	377,133	893,741	(500,268)	393,473
Furniture and Equipment	533,955	(391,947)	142,008	605,029	(442,208)	162,821
Information and Communication Technology	245,174	(181,417)	63,757	221,343	(164,242)	57,101
Leased Assets	117,390	(56,393)	60,997	98,073	(23,841)	74,232
Library Resources	91,266	(74,391)	16,875	90,502	(73,046)	17,456
	1,895,371	(1,234,601)	660,770	1,908,688	(1,203,605)	705,083



12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	47,532	90,243	90,296
Accruals	9,170	3,585	3,694
Banking Staffing Overuse	9,923	-	22,192
Employee Entitlements - Salaries	202,645	183,824	166,440
Employee Entitlements - Leave Accrual	6,718	6,087	6,757
	<u>275,988</u>	<u>283,739</u>	<u>289,379</u>
Payables for Exchange Transactions	275,988	283,739	289,379
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>275,988</u>	<u>283,739</u>	<u>289,379</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income Received in Advance	9,840	150	7,649
Kindo Clearing	-	-	260
Grants in Advance - Ministry of Education	14,000	-	7,174
	<u>23,840</u>	<u>150</u>	<u>15,083</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	147,348	95,785	80,517
Increase to the Provision During the Year	28,399	24,233	24,233
Use of the Provision During the Year	(10,505)	-	-
Other Adjustments	(3,543)	-	42,598
Provision at the End of the Year	<u>161,699</u>	<u>120,018</u>	<u>147,348</u>
Cyclical Maintenance - Current	-	3,500	4,322
Cyclical Maintenance - Non current	161,699	116,518	143,026
	<u>161,699</u>	<u>120,018</u>	<u>147,348</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes as prepared by the Ministry of Education engaged consultant.



15. Finance Lease Liability

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
No Later than One Year	35,714	24,191	34,426
Later than One Year and no Later than Five Years	34,118	8,558	49,687
Future Finance Charges	(5,956)	-	(8,227)
	<u>63,876</u>	<u>32,749</u>	<u>75,886</u>

Represented by

Finance lease liability - Current	31,956	24,191	29,398
Finance lease liability - Non current	31,920	8,558	46,488
	<u>63,876</u>	<u>32,749</u>	<u>75,886</u>

16. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Louvre Windows Replacement	240603	(3,325)	-	875	-	(2,450)
Switchboard & Lighting replacement	240604	24,563	248	(24,489)	-	322
Clearlite & small roof replacement	240606	-	47,078	(47,078)	-	-
Intall new cesspit	240608	(1,132)	678	1,646	-	1,192
Learning Support Fencing & Gates	246510	-	238,089	(226,198)	-	11,891
Heatpumps to Block 1 & Hall	249047	-	-	(77,546)	-	(77,546)
Classroom and Admin upgrade	240607	-	-	(5,440)	-	(5,440)
Totals		<u>20,106</u>	<u>286,093</u>	<u>(378,230)</u>	<u>-</u>	<u>(72,031)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	13,405
Funds Receivable from the Ministry of Education	(85,436)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Louvre Windows Replacement	240603	-	-	(3,325)	-	(3,325)
Switchboard & Lighting replacement	240604	-	24,563	-	-	24,563
Intall new cesspit	240608	-	6,103	(7,235)	-	(1,132)
Totals		<u>-</u>	<u>30,666</u>	<u>(10,560)</u>	<u>-</u>	<u>20,106</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	24,563
Funds Receivable from the Ministry of Education	(4,457)



17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members and Principal.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,430	4,125
<i>Leadership Team</i>		
Remuneration	380,075	269,419
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	<u>383,505</u>	<u>273,544</u>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	3.00
110 - 120	4.00	4.00
	<u>9.00</u>	<u>7.00</u>

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



19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$381,085 (2023: \$51,188) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Louvre Windows Replacement	21,278
Switchboard & Lighting replacement	2,803
Intall new cesspit	5,139
Heatpumps to Block 1 & Hall	30,276
Classroom and Admin upgrade	321,589
Total	381,085

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

(b) Operating Commitments

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



22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	32,838	332,248	69,717
Receivables	223,161	210,187	198,740
Investments - Term Deposits	169,871	153,339	257,972
Total financial assets measured at amortised cost	<u>425,870</u>	<u>695,774</u>	<u>526,429</u>

Financial liabilities measured at amortised cost

Payables	275,988	283,739	289,379
Finance Leases	63,876	32,749	75,886
Total financial liabilities measured at amortised cost	<u>339,864</u>	<u>316,488</u>	<u>365,265</u>

23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WINCHESTER SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Winchester School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of BDO Manawatu Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the Statement of Financial Position as at 31 December 2024, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and the 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 Standards Reduced Disclosure Regime as applicable to entities that qualify as a Tier 2 entity.

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises of the Kiwisport Report, Analysis of Variance, Student Progress and Evaluation Report, Te Tiriti O Waitangi Report, Board Listing and Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Vivien Cotton
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand

Winchester School (P North)

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Richard Withy	Presiding Member	Elected	Sep 2025
Nic Mason	Principal	ex Officio	
Tim Myers	Parent Representative	Elected	Sep 2025
Raymond Donald	Parent Representative	Elected	Sep 2025
Kristin O'Riley	Parent Representative	Elected	Sep 2025
Alison Whyte	Parent Representative	Elected	Sep 2025
Abby Webster	Parent Representative	Co-opted	Sep 2025
Laureen King	Staff Representative	Elected	Sep 2025

Winchester School (P North)

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,674 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Winchester School (P North) Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Winchester School Te Kura o Te Haonui

Improvement Plan: 2024-2025

VISION STATEMENT:

*A welcoming environment fostering creativity and lifelong learning.
He kura maioha, he kura manahau, he kura whakamana tamariki.*

Ngā Uara - Our Values

Kotahitanga
Working together



Manaakitanga
Care and Respect



Whanaungatanga
Relationships



Te Tuakiritanga
Identity



Te Puāwaitanga
Personal Growth



Māuitanga
Creativity, Innovation, Fun



Our Drivers of Learning

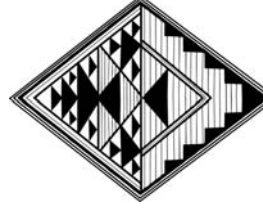
Taiohi māia
Confident



Taiohi auaha
Creative



Taiohi takitini
Connected



Taiohi atamai
Communicating



NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

Learners at the Centre	Barrier Free Access	Quality Teaching and Leadership	Future of learning and work	World class inclusive public education
Learners with their whānau are at the centre of education	Great education opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable

At our kura, we exemplify and value these five objectives, which are implicit throughout our Vision, Values, Drivers of Learning and Annual Plans.

The Vision of the NELPS **Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality**, mirrors our vision *He kura maioha, he kura mandhau, he kura whakamana tamariki* and our school's values to encourage all ākonga to grow, do the best they can to reach their goals.

The NELPS also align with our Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Winchester Te Kura o Te Haonui we;

- place every learner at the centre of their learning, with open and trusting relationships with whānau
- remove every barrier possible to ensure all our learners have equity and excellence
- Invest in time and resourcing to build the skill, capacity and expertise of our teachers and leaders
- make learning meaningful and relevant to the tamariki of our kura and community
- endeavour to deliver a rich and engaging curriculum that is responsive and flexible to our learners and priorities.

Cultural Diversity and Inclusion

Te Tiriti o Waitangi		Tangatawhenuatanga	Rangatiratanga
Winchester School Te Kura o Te Haonui recognises te Tiriti as the founding document of Aotearoa New Zealand.		Winchester School Te Kura o Te Haonui recognises the special place of Rangitāne as mana whenua in the Manawatū and the place of other whānau and hapori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.	Winchester School Te Kura o Te Haonui recognises the importance of partnering with mana whenua Rangitāne and other whānau Māori and their contribution to other learners/ākonga and their families.
For our students this means: - Valuing their own and others' culture and heritage. - Learning Te Reo & Tikanga Māori.		For our staff this means: - Understanding basic Tikanga Māori and having high expectations for all learners/ākonga. - Confidently using Te Reo Māori and waiata. - Teaching in a culturally responsive way.	For our community this means: - Consultation regarding achievement and curriculum as part of the development of the strategic plan each year. (Hui whānau, Fono) - Contributing to learning and to the school through their diversity and rich cultural knowledge.
The Board of Trustees will respond to any request for instruction in Te Reo Māori by: - advising the parent of the current level of Te Reo and Tikanga Māori available at Winchester School Te Kura o Te Haonui - offering to explore possibilities for extending the current provision, including: - dual enrolment with Te Kura (The Correspondence School), consulting a Resource Teacher of Māori, consulting with another school which is able to provide a higher level of Te Reo Māori and Tikanga Māori or, advising parents where the nearest school is that provides a higher level of instruction in Te Reo Māori and Tikanga Māori			
Supporting policies: Te Tiriti o Waitangi, Curriculum and Student Achievement, Māori Educational Success			
Te Tangata / Barrier Free Access			
Winchester School Te Kura o Te Haonui values every learner/ākonga and is committed to creating a safe environment free from racism, discrimination and bullying. Inclusion relates to Presence, Participation and Achievement as key aspects for success for all students, in particular, those with special education needs. These special education needs might be for students who have difficulty accessing the curriculum at their respective age/stage and also for those who might exceed expectations. Our Goal: Winchester School Te Kura o Te Haonui has high expectations and provides a safe and welcoming environment for all students, regardless of their ability, socioeconomic status or family background. We believe that each child has the right to be safe and to learn in an environment where they are respected and develop a strong sense of self-worth.			
Supporting policies: Learning Support, Recognition of Cultural Diversity, Bullying, Inclusive Education, Māori Educational Success			

WINCHESTER SCHOOL TE KURA O TE HAONUUI CONTEXT

School Organisation and Structures

Winchester School Te Kura o Te Hāonui has a roll of 350-380 students and operates 15 classes in three teams; Kōwhai, Rimu and Kauri, each led by an experienced team leader. Our Kōwhai team operates as two pods of flexible learning environments. One with the three teachers working in collaboration and one with two teachers working in collaboration. All other classes are independent learning spaces.

Our leadership team, Kahikatea, consists of the Principal, two Deputy Principals (DP SENCO and DP Leader of Learning) and three team leaders. Our staff also has an ESOL educator, Literacy Support Teacher, multiple teacher aides (known as Learning Coaches), an office manager, a bursar, a librarian/resource manager and a caretaker.

Our school buildings and grounds are well maintained. The school was repainted in 2018. We have a well-resourced library, turf area, pool, large field and playground and a special feature is the guinea pigs and chickens within the eco-nected centre.

WHĀNAU AND COMMUNITY ENGAGEMENT - VALUING WHĀNAU VOICE			
ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn
National Education Learning Priorities (1): Learners at the Centre	National Education Learning Priorities (2): Barrier Free Access	National Education Learning Priorities (3): Quality Teaching and Leadership	

Review of Charter and Community Engagement

- Hui Whānau
- Pasifika Fono / Talanoa
- Crewe Crescent BBQ
- Community Open Day
- Surveys - Student, Whānau and Staff
- Right Choice Recognition Days

Student Engagement

Winchester School Te Kura o Te Haonui student attendance is 91.14% across the year. Teachers develop close working relationships with families. We learn what is important to students and their whānau at school entry and Kōrero Mai (Meet the teacher), and at Learning Conferences which are held at mid-year.

Digital Technologies are currently delivered through modules so that every student receives specialist teaching which incorporates coding, robotics and the design of digital outcomes. All students have opportunities to develop self-management skills as they progress through our school. During 2024-25 we will be using science as a professional learning to engage our learners with hands-on learning experiences.

Te Oro Karaka Kāhui Ako

OUR WHĀRIKI: Our Achievement Challenge model is a whāriki - a woven mat. Weavers use whenu - the vertical threads and aho - the horizontal threads to create the whāriki. The whāriki of our Achievement Challenge has three whenu and five aho.

OUR WHENU: The three whenu are the areas our collaborative research and discussion have identified as the most important for our students and teachers; well-being, effective teaching and learning, and innovation. While each of the whenu is an important area and could easily stand alone, we see that the strength of the model is in the interdependency of each strand of the whāriki - both the whenu and the aho.

OUR ACHIEVEMENT CHALLENGES

- Hauora/Wellbeing: Just imagine if all our students were resilient, had high attendance and transitions between schools were strong
- Effective Teaching and Learning: Just imagine if all teachers provided personalised learning experiences, had strong collaboration, and had a relentless focus on quality teaching and learning.
- Innovation: Just imagine if innovation was collaborative, shared, met the needs of our learners, and that teachers and students had time to be innovative.

OUR AHO

- Te Aho Tuatahi - Culturally Responsive Practice: Just imagine if tangata whenua were directly involved in the schooling of their tamariki, that all teachers had a strong focus on mohio, and that all teachers and students learned to speak te reo.
- Te Aho Tuarua - Developing Learner Agency: Just imagine if all students took responsibility for their learning and all students were involved with designing their learning pathways.
- Te Aho Tuatoru - Teaching as Inquiry: Just imagine if every teacher was using TAI to explore their practise, and changes in student achievement were the result of reflective practise and inquiry by all teachers.
- Te Aho Tuawha - Transition: Just imagine if all learners move smoothly through education settings and information sharing was beneficial to learning.
- Te Aho Tuarima - Competencies: Just imagine if all of our teachers have a shared understanding of what competencies entail, and all students confidently display the competencies.

Visit www.karaka.org.nz to learn more about Te Oro Karaka.



SPECIAL EDUCATION - ONGOING RESOURCING SCHEME (ORS)

Winchester Te Kura o Te Haonui has 5 ākonga who are part of Ongoing Resourcing Scheme (ORS).

In relation to the National Education Learning Priorities objectives, we strongly adhere to *Learners at the Centre* and *Barrier Free Access* for our ORS children. Our ORS children are fully supported to grow and develop in their own way and are mainstreamed and included in their age appropriate classes. We endeavour to remove as many barriers as possible for our ORS tamariki, so that they can develop and achieve their full potential. Our inclusive, holistic and child-centred approach ensures the personal development and growth of each child, fully affirmed and supported by whānau.

To ensure our ORS children achieve with equity and excellence, all ORS children have their own Individual Education Plans, which identifies their core goals and areas of learning. Through their IEPs, our ORS children have access to specialist service providers, such as Occupational Therapists and Speech Language Therapists, to meet their respective needs. Sensory Audits are also undertaken on our ORS children, whereby we can accommodate their sensorial requirements.

BOARD POLICIES AND PROCEDURES				
ERO Evaluation Indicator 1: Stewardship		ERO Evaluation Indicator 2: Leadership		
National Education Learning Priorities (1): Learners at the Centre	National Education Learning Priorities (2): Barrier Free Access	National Education Learning Priorities (3): Quality Teaching and Leadership	National Education Learning Priorities (4): Future of learning and work	National Education Learning Priorities (5): World class inclusive public education

The Winchester Te Kura o Te Haonui Board will meet all its required obligations of the:

- National Education and Learning Priorities (NELPS)
- The Education and Training Act 2020
- 5 Year Agreement and 10 Year Property Plans
- and other such requirements as put forward by the Ministry of Education.

Particular reference is made to Section 127 of the Education and Training Act, which outlines the primary objectives of Boards governing schools. Section 127 is woven throughout our Strategic Plan.

Winchester Te Kura o Te Haonui policies and procedures can be accessed [here](#).

This Strategic Plan is also supported by the following documentation:

2023 Budget	5YA Property Plan	10 Year Property Plan
Winchester Curriculum	Professional Growth Cycle	

The Winchester Te Kura o Te Haonui also has a strategic governance/operational set of values alongside a learners/ākonga values framework. Combined, these build on the excellent work already completed and add mana and position for Winchester Te Kura o Te Haonui as a lead school in the sector.

Ngā Uara Governance and Management are:

- Te Tiriti o Waitangi (The Treaty of Waitangi): Winchester School recognises te Tiriti as the founding document of Aotearoa New Zealand.
- Aotearoatanga (Nationhood): Winchester School promotes tikanga Māori and te reo Māori and will contribute to a tolerant, culturally diverse plurilingual society where citizens are comfortable walking between the many communities of Aotearoa New Zealand.
- Tangatawhenuatanga (Indigeneity): The School recognises the indigeneity and special place of Rangitāne as mana whenua in the Manawatū – Papaioea (Palmerston North) and the place of other whānau and hapori Māori in the flourishing of a tikanga-centred culture underpinning the success of all students and families.
- Rangatiratanga (Partnership with Māori): The School recognises the importance of partnering with mana whenua Rangitāne and other whānau Māori and their contribution to other learners/ākonga and their families.
- Te Kanorautanga (Diversity): Winchester School values all learners/ākonga and whānau/families from diverse cultural communities.
- Te Tangata: Winchester School values every learner/ākonga and is committed to creating a safe environment free from racism, discrimination, and bullying.

STRATEGIC PLAN: 2024 - 2025

ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity	ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation
Cultural Responsive Framework: Te Tiriti o Waitangi	Cultural Responsive Framework: Ka Hikoia	Cultural Responsive Framework: Tatariako	Cultural Responsive Framework: Hautū	Cultural Responsive Framework: Rangitane/Manawatu Reo	Cultural Responsive Framework: Kaupapa of Central Normal

Vision: To create an inclusive and innovative learning community where every student is empowered to excel to reach their potential, while embracing diversity, equity, and a lifelong love for learning.

Strategic Goal 1: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth

Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)				
SeeSaw and Reporting	Foster a love for learning among all ākonga. (Kate and Team Leaders)		- Science hands on activities - Interest based / Car competition - Opportunities cultural, sporting - Curriculum Teams - Student choice and agency - Seesaw ICT to drive learning / share learning - Through whānau - taking them on the ride - Feeling success through the explicit nature of teaching - mastery		Achieved
Structured Literacy and Mathematics	Further develop high quality and engaging class teaching and learning in literacy and mathematics. (Kate, Deena and Team Leaders)		- Curriculum Teams - MNP / L / freeing up content knowledge space to focus on pedagogy - ALL and ALim: Kate, Aliza, Paula and Ashleigh - Collaboration and transparent information - teacher disposition to give things a go and have feedback		Achieved
Hauora: Ngā uara, Zones of Regulation, Restorative	Further develop our school values by preparing our children to become well-rounded individuals who can effectively navigate academic, social and emotional challenges, prioritising well-being, how to manage emotions, navigating		- Uara on our hoodies - Staff meeting on Restorative Practice - Using the book "How do I feel" - Posters made		Achieved

life situations, and develop a strong sense of belonging. (Nic and Deena)	• Uara posters made and printed • Team break down of behaviours	
Develop clear and real time assessment practices with ākonga and their whānau that include next steps for learning. (Nic and Kate)	• Writing matrix • The co-design of Assessment = Success Stories • Looking at and changed what we are assessing 6mth and 12 mth assessment with mathematics • Literacy and Mathematics knowledge assessments	Achieved ▾

Strategic Goal 2: Further develop an inclusive and diverse learning culture that respects, acknowledges and celebrates differences					
Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)			Review	Progress
Te Tuakiritanga	Embed Culturally Responsive & Relational Pedagogy across the school, supporting staff to identify unconscious bias to achieve equitable outcomes for all.			● Explore the Essential Pedagogies in Te Mataiao	Almost Achieved ▾
Bi-cultural at the center, multi cultural trajectory	Develop innovative ways for teaching teams to engage with whānau			Literacy open night DigiFest Open Afternoon Pizza at Buxton	Achieved ▾
CR & RP	Establish a genuine partnership with the Pasifika community to co-design strategies that address their unique needs and aspirations.			Talanoa in T2 Principal trip to Fiji: School of Transformation Pasifika Fusion Production: Te Ope Kura and Pasifika collab	Achieved ▾
Hui Whānau and Talanoa					
Whānau engagement					

Strategic Goal 3: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning					
Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
Annual Focuses:	Core Actions (and who is responsible)			Review	Progress
	Make decisions collaboratively involving those impacted by			● Talanoa, Whānau Hui	Achieved ▾

the decisions (ākonga, kaidako, whānau and iwi) through shared decision-making processes (Nic)	• Māori and Pasifika representation on the BOT • Engaging with Crewe Crescent Community	
Value, celebrate and grow Te Reo Māori, tikanga, and kawa across school systems, teaching and learning, working towards equal representation	• Genuine connections and other whānau to have contributions to our kura • Morning Karakia in Rimu and Kauri teams • Moving from teacher led to student led • Celebrate Matariki me nga Puanga as a whole school and invited whānau to come in to visit classrooms. • Whakatauki on the daily notices for classrooms to unpack.	Almost Achieved ▾
Support Māori students to excel as Māori, granting them a voice and choices in their learning, allowing self-determination and equal opportunities (Nic and Paula)	• Staff shared understanding of MASAM • TOD Rangatāne symposium • He Whare Mātauranga • MAC Principal Conference in Waitangi • Rongohia te hau	Achieved ▾
Further develop Māori perspectives, opinions, and voices in all aspects of our learning community		Almost Achieved ▾

Strategic Goal 4: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori					
Related NELPS (key NELPS highlighted)	Objective 1: Learners at the Centre	Objective 2: Barrier Free Access	Objective 3: Quality Teaching and Leadership	Objective 4: Future of Learning and Work	Objective 5: World class inclusive public education
	Core Actions (and who is responsible)			Review	Progress
Annual Focuses:	Instill the love of learning by creating an environment where questioning, wondering, and making connections are explicitly taught		● Children are excited and save up questions to ask me when I am in their class e.g. is there anything smaller than an atom? ● Children using the language of What If? ● Using their wonderings to solve/answer science questions they have		Achieved ▾
	Develop dispositions like curiosity, confidence, critical thinking, growth mindset, resilience, seeking critique (feedback and feedforward) in both students and staff		● Children gaining confidence with their writing because they have had hands on, explicit experiences to hang the learning on		Achieved ▾

	- Teachers creating spaces that reinforce learning / exploration e.g. magnets - Creating a culture of giving each other feedback and feedforward	
Students engage in hands-on science activities and experience learning through exploration	All teams and classes engage in hands-on science activities and experience learning through exploration	Achieved -
Develop active engagement in a wide range of science-related activities that stimulate curiosity and encourage students to make connections across various scientific concepts	Team planning days to explore Big Idea and significant questions that fits into the current curriculum refresh Understand, Know Do.	Achieved -

ANNUAL SECTION 2025

Summary of the Plan

In 2025, Winchester School Te Kura o Te Haonui will build upon the successes of 2024, focusing on key areas aligned with government priorities. We will continue to implement structured teaching approaches for literacy and mathematics, emphasising evidence-based instruction. We will also enhance our assessment and reporting practices, ensuring consistent monitoring of student progress and achievement, and improving data literacy among staff to drive informed decision-making.

A key focus will be on developing a knowledge-rich curriculum grounded in the science of learning, while also strengthening learning support for students with additional needs. To address attendance, we will build on our 2024 initiatives, such as the walking bus and Wairua space, to further improve student attendance. Additionally, we will continue to prioritise Te Reo Māori, aiming for 36 minutes of immersion per day, and embed cultural responsiveness throughout our teaching and learning. These actions will contribute to creating an inclusive and equitable learning environment where every student is empowered to excel.

Where we are Currently:

Currently, Winchester School Te Kura o Te Haonui has seen positive trends in student achievement across reading, writing, and mathematics. In 2023, we aimed for 90% of students to be at the expected NZC level. While we saw increases in achievement for Pasifika and male learners, Māori learners did not reach the 90% target in reading or mathematics, and fell short in writing as well.

To address this, in 2024, we focused on structured literacy, targeted learning support, and embedding rich assessment data and moderation. These strategies have contributed to improved achievement across all groups in 2024. We will continue these initiatives and align them with the new curriculum and further refine our assessment practices. We will also focus on smaller, targeted support for Tier 2 and 3 Learning Support and provide targeted support for teachers to implement these strategies effectively.

Links to Te Tiriti o Waitangi

	Article 1: Kāwanatanga (Governance) + Sovereignty	Article 2: Tino Rangatiratanga (Independence) + Full, exclusive and undisturbed possessions (Taonga)	Article 3: Ngā tikanga katoa rite tahi (all the rights and customs) + Rights & privileges	Article 4: Te Ritenga Māori Māori customs
What we are already doing...	Communication: Face-face, emails, phone, website, facebook, seesaw, library website, newsletter, assemblies, Mihi whakatau, poroaki, school events (PTA, formal, informal), Hui whānau, iwi liaise. Meet the teacher (exploring the whanau aspirations for the tamariki.) Using Māori & English in communication. Focusing on: Connecting, recognising uniqueness/strengths, partnering with whānau, listening, adapting to our whānau needs.	Hats - choice Dual Name / Tomokanga Fixed Management Units: Te Reo, Values/Ngā uara embedded, iconography around the school Kapa Haka: valuing that time. Te Ngāhere: teaching our learners about the medicinal properties. Seeing, hearing and feeling that you can be safe to be who you are at our kura. Mihi Whakatau school waiata - Mauria mai	Including spaces: respectful spaces. Whānau using our spaces - Library open offer school Accessibility Wairua Space Walking school bus in the morning. Learning support Food - community donation box/Kindo for lunches and breakfasts. Using data to make decisions for the library and to address our issues. Work through Science on Mātauranga Māori	Hauora? Te Whare Tapa Wha (Normalising Māori atua) Looking at Māori rongoa/medicine in science. Additionally, the relevance of mātūranga māori. CRE Acknowledging other culturally significant days eg: Diwali Providing halal food Display of children who receive value rewards in newsletter and Seesaw Classroom and team tikanga/treaties
	Treaty re-enactment (Kōwhiri) Mihi Whakatau Korero mai: connecting with whānau. Hui whānau Tuakana Teina Class Treaty Surveys asking for whānau opinions & acting on these. Dual name ECE connections & transitions Clear direction - share vision Kaitiaki Te Ngāhere	Treaty re-enactment (Kōwhiri) Class Treaty Pepaha Trips to places of significance to Manawhenua (Eel protection, Te marae o hine, Karaka Grove) Tomokanga Daily Te Reo in classrooms Learning conferences Tuakana Teina (whānau buddies) Te reo in newsletters/fb posts Te Reo PD (Ata rawea)	Treaty re-enactment (Kōwhiri) Class Treaty Mihi Whakatau Mixed ability grouping Restorative justice Soft starts Learning coaches + support Hui whānau Kapa haka during school time CR & RP PD DMIC approach for Maths teaching Maori achievement analysed + support given. All academic results are analysed and tracked.	Treaty re-enactment (Kōwhiri) Matariki events Class Treaty Voyage Journey Maori stories (Pūrākau) Karakia / Waiata Pepaha Te reo in newsletters/fb posts Marae visits with pepaha Classroom displays Kupu

	Ngā uara development Experts helping with Kapa Haka Consulting iwi Listening to whānau & acting on whānau voice: using Rongohia te hau survey data.	Student Choice Students bringing taonga to Korero mai Te ope kura Start learning experiences with thinking about each learners cultural toolkit.	Attendance & Engagement data is tracked and analysed (School, leadership & BOT) Right choice programme Barrier free access Cultural Time: Pasifika, Junior Waiata & Te Ope Kura every week.	Tikanga Creatives in schools Consultation with Maori community - through Rongohia te hau Matariki celebration / learning each year
What we would like to do...	Te Puna Reo Patai: How are Māori whanau represented and part of school governance?	School waiata for us to waiata when we are manuhiri Learning of karakia gifted to us last year from Anaru (MAC) Being explicit with uara kura in everyday life and lessons	(Parents & librarians roasted on) Parent courses (Sport Manawatu coaching sessions at school) Rongoo garden (Porrit School or Hastings Girls garden)	Whakatauki in notices/newsletter/community HERO feed. (Needs someone to do this consistently to keep momentum) Pae kōrero
	Progression throughout the school of what we teach. How do we partner authentically (follow on from hui whānau? Is there an outcome? Establishing and continuing to nurture Rangitāne relationships. Vision for each child to know about our Tomokanga story. (Could this build into Marie's role?) Link with Rangitane to see how we can give back to the iwi?	Increased use/variation of te reo in classrooms. (Te Puna Reo) More student choice in our classrooms (feedback from student surveys) Teaching of Te Tiriti and Aotearoa New Zealand History Development of our taonga of the 'awa' to become a key learning resource where our learners know about it and how it links to our kura, past, present and future.	School wide Kapa Haka	Progression of pepeha throughout our school. Festival of cultures Link with Rangitane to see how we can give back to the iwi?

This plan includes information on teaching and learning strategies. It emphasises supporting students to progress and achieve, with a particular focus on literacy (reading and writing), mathematics, and Te Reo Māori (pānui and tūhitihi). It also addresses the needs of students whose needs have not yet been well met.

Student Achievement

	READING			WRITING			MATHEMATICS	
	2024	2023	2022	2024	2023	2022	2024	2023
All students	90.4%	85.4%	84%	83%	79.9%	74%	90.9%	90.1%
NZE	91.4%	87.5%	90%	84.3%	83%	78%	91%	92.5%
Māori	85.2%	77.4%	71%	68.5%	62.2%	55%	90.8%	79.3%
Pasifika	92.8%	94.1%	75%	92.8%	88.3%	71%	85.7%	94.2%
Male	90.1%	84.2%	82%	77.5%	76.3%	67%	94.5%	93.3%
Female	90.7%	86.6%	86%	88.4%	83.1%	80%	87.4%	87.1%

STUDENT ACHIEVEMENT TARGETS

Winchester School Te Kura o Te Haonui - Analysis of Variance 2024									
Strategic Aim: Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.									
Curriculum focus:		Science		Writing		Te Reo		Attendance & Engagement	
Targets:		By the end of 2024, the goal is to have increased teacher confidence in using assessment sheets in the code, with an increase in connections between writing and science, an increased use of formative assessment within writing, and an increased teacher confidence in general.							
Baseline data: 2023		Draw a scientist White mad scientist		- All learners = 79.9% - Māori learners = 62.2% - Pasifika learners = 88.3% - Male learners = 76.3%		To increase the amount of time Ākonga spend in Te Reo Māori Immersion: Less than 10 minutes per day.		2023-1 75% 13% 6% 5% 2023-2 70% 18% 6% 6% 2023-3 61% 24% 10% 5% 2023-4 70% 19% 6% 5%	

OUTCOMES What happened? 2024	Draw a scientist Drawings reflect self and their own culture	- All learners = 83% - Māori learners = 68.5% - Pasifika learners = 92.8% - Male learners = 77.5%	All classes are engaged in Te Reo Māori for at least 10 - 20 minutes per day. Teacher Confidence	R I M C 2024-1 76% 15% 5% 3% 2024-2 67% 20% 8% 5% 2024-3 63% 24% 8% 6% 2024-4 70% 20% 4% 6%
REASONS FOR THE VARIANCE Why did it happen?	School wide focus that we are all scientists, children actively engaged in science learning.	The improvements can be attributed to - Engagement through science - Professional Development - Professional Growth Cycle - Kāhui Ako - Using writing matrix	Explicit systems begun by Leadership: Morning Karakia	Very small variances between 2023 and 2024 Normal variance We know there is lots of sickness in Terms 2 & 3
EVALUATION What are our immediate next steps?	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Sign up for Te Puna Reo	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan
PLANNING FOR NEXT YEAR 2025	Reporting to the BOT Planning a science event for community Induct new staff with science learning Engage in a whole school inquiry about the Manawaitū river	Getting formative assessment going Using the new curriculum and indicators in HERO Ongoing aligning assessment to match teaching and moderation Engagement practices in writing through Science.	Te Puna Reo 36 minutes per day. Pae Kōrero End of day routine	Engage with whānau from moderate and chronic attendance Set goals Early intervention strategies using STAR resources Chronic attendance is below 5% Regular attendance is 75%
Students need to know what it is they need to work on - one goal at a time. Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment				

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT					
ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity	ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation
<u>Strategic Goals:</u> <u>Aotearoatangaa:</u> Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth <u>Te Kanorautangaa:</u> Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences <u>Te Tiriti o Waitangi:</u> Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning <u>Rangatiratangaa:</u> Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori.					
<u>Aspiration:</u> <i>At the end of two years, what do we want to aspire to? What will it look like when we get there?</i> To enhance/grow well-rounded individuals, prioritising identity, belonging and well-being.					
<u>Annual Goal:</u> To strengthen ākonga identity, belonging, and well-being through the integration of Science, Mātauranga Māori, Ngā Uara, and Te Reo Māori					
<u>Theory for Improvement:</u> How will we improve? What do we believe about improving social development, well-being and engagement? A strong, empowering teaching and assessment framework, created by our staff, will improve ākonga progress and achievement. - Integrating Science, Mātauranga Māori, and Ngā Uara will make learning more relevant and boost ākonga identity and belonging. - Te Reo Māori instruction will strengthen cultural connections and well-being. - Engaging whānau and iwi will create a strong support system for ākonga. - Ākonga sharing their culture will create an inclusive and welcoming environment. - Assessing and celebrating well-being will reinforce positive behaviors. - Providing staff training on culturally responsive teaching will improve implementation. - Using data on attendance and well-being will help us better support ākonga. - Integrating Te Tiriti o Waitangi principles will support equity and partnership.					

Annual Targets: Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?

- Establishing a strong foundation curriculum (Phase 1)
- Embedding Science, Matauranga Māori & Ngā Uara (values)
- Enabling Te Reo Māori

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Embedding Science, Matauranga Māori & Ngā Uara	T2-4	Jolanda / Kāhikatea	Leadership ASL/ Coaching / \$6000 / CRT / Staff Meetings Staff Only Day	• Kaiako confidence in teaching the science curriculum and Mātauranga Māori through the science survey • Kaiako and Ākonga use the language and skill of Science Capabilities in their learning on See Saw and draw a scientist survey • Integrating the story of Whangai Mokopuna through science learning - ākonga knowing and retelling the importance of looking after our environment • Ākonga wellbeing surveys twice a year will indicate a strong sense of well-being, belonging and identity. • Relationship with iwi will flourish through reciprocal relationships • Whānau Māori participating and engaging with the learning journey	Article 3: Ngā Taonga
Enabling Te Reo Māori	T1 - 4	Paula / Kahikatea	Te Puna Reo \$5000	• Whānau Māori participating and engaging with the learning journey through positive relationships at hui whānau • We will conduct a Reo Māori audit to use as baseline data. • We will increase the amount of time in Te Reo immersion from 15 minutes to 25 minutes per day in Terms 1 and 2 through Pae Kōrero • We will increase the amount of time in Te Reo Immersion from 25 minutes to 36 minutes in Terms 3 and 4 through end of day reflections and karakia	Article 3: Ngā Taonga
Attendance & Engagement	T 2 - 3	Nic	\$12 000	• We engage with whānau from moderate and chronic attendance and set goals together of how to improve attendance and partner with incentives • The school knows and understands the narrative around attendance • Implement early intervention strategies to identify and address potential barriers to regular attendance for all ākonga.	Article 1: Kawanatanga

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT					
ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity	ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation
<u>Strategic Goals:</u> 1. <u>Aotearoatanga</u>: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth 2. <u>Te Kanorautanga</u>: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences 3. <u>Te Tiriti o Waitangi</u>: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning 4. <u>Rangatiratanga</u>: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori			<u>Aspiration:</u> Every ākonga is empowered to excel to reach their potential.		
<u>Annual Goal:</u> To create a strong framework for teaching and assessment that empowers ākonga					
<u>Theory for Improvement:</u> How will we improve? What do we believe about improving student progress and achievement? A strong, empowering teaching and assessment framework, created by our staff, will improve ākonga progress and achievement. • The Science of Learning • Explicit teaching and learning the new curriculum • Knowing our learners and what they need in order to differentiate learning and assessment design (equity) • Knowing our drivers of learning - Winchester Teacher (Connected, Confident, Creative and Communicate) • Partnering with our learners and their whānau • Motivation & Engagement - learning through authentic real world contexts • Learning has a purpose Know why I'm learning, what I'm learning and how I'm learning and Knowing myself as a learner • Time to master learning goals • Clear school wide learning progressions • Clear assessment procedures					

● Coherence and consistency between classes/year groups ● Curriculum integration ● Writing linked to Science ● OECD 7 Principles of learning tool ● The 8 Basics of Motivation Tool

Annual Targets: <i>Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there?</i>	
● Establishing a strong foundation curriculum (Phase 1) ● Embedding Science, Matauranga Māori & Ngā Uara (values) ● Enabling Te Reo Māori	

Planned Actions	Timing	Responsibility	Resourcing	How will we measure success?	Te Tiriti link
Establishing a strong foundation curriculum (Phase 1)	T1-4	WSTs and Kāhikatea	CRT Literacy PLD	● Teacher confidence and competence in teaching and assessing in Literacy and mathematics through observations and surveys ● Positive shift from 20 and 40 and end of year 2 & 3 data - Literacy assessment ● Positive shift from 20 and 40 week data assessments in Mathematics ● Māori students excel as Māori, granting them a voice and choices in their learning and allowing Tino Rangatira / self-determination.	Article 1: Kawanatanga
Mini Inquiry with Observations	T 2-3 In Response to RTH Feedback and Feedforward Teachers	All teaching staff	CRT	● Positive shift in achievement for learners who are at and wanting to be above ● Positive shift in achievement for ākonga Māori in engagement and writing ● Positive teacher growth through a system of Critical Buddies ● Goals are visible around Science and Writing	Article 2: Tino Rangatiratanga

	set goals in T1				
HERO and Seesaw driving learning and assessment	T1-4	Kate and all staff		● Leadership developing systems and structures for teachers to use and follow ● Communicate with wider community ● Teacher confidence in using Seesaw and HERO for effect ● Increase in whānau engagement	Article 1: Kawonātanga

ANNUAL SECTION 2024

Student Achievement

	READING			WRITING			MATHEMATICS		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
All students	85.4%	84%	86%	79.9%	74%	81%	90.1%	89%	91%
NZE	87.5%	90%	89%	83%	78%	86%	92.5%	92%	94%
Māori	77.4%	71%	79%	62.2%	55%	64%	79.3%	81%	86%
Pasifika	94.1%	75%	93%	88.3%	71%	86%	94.2%	82%	86%
Male	84.2%	82%	79%	76.3%	67%	72%	93.3%	89%	88%
Female	86.6%	86%	92%	83.1%	80%	88%	87.1%	87%	94%

STUDENT ACHIEVEMENT TARGETS

Winchester School Te Kura o Te Haonui - Statement of Variance 2023						
Strategic Aim: Students will experience a curriculum that inspires curiosity, and enables excellence and equitable outcomes.						
Curriculum focus:	Reading		Writing		Mathematics	Attendance & Engagement
Targets:	By the end of 2023, we aim to have at least 90% achieving at the expected NZC level for the following groups:					
Baseline data: 2022	- Māori learners = 71% - Pasifika learners = 75% - Male learners = 82%	- Māori learners = 55% - Pasifika learners = 71% - Male learners = 67%	- Māori learners = 81% - Pasifika learners = 82% - Male learners = 89%	- Māori = 85.28% present - Pasifika = 75.94% present - Male = 89.12% present		
OUTCOMES What happened? 2023	- Māori learners = 77.4% - Pasifika learners = 94.1% - Male learners = 84.2%	- Māori learners = 62.2% - Pasifika learners = 88.3% - Male learners = 76.3%	- Māori learners = 79.3% - Pasifika learners = 94.2% - Male learners = 93.3%	- Māori learners = 88.3% - Pasifika learners = 89.54% - Male learners = 89.96%		

REASONS FOR THE VARIANCE Why did it happen?	The variations in Māori and boys achievement data can be explained by Structured Literacy and targeted Learning Support	The variations in achievement data for learners can be explained by regular attendance.	The variations in achievement data for learners can be explained by DMIC	Walking bus innovation Response Fund Increased engagement with whānau
EVALUATION What are our immediate next steps?	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan	Celebrate the achievement with staff BOT and community Connect improvement with Strategic Plan
PLANNING FOR NEXT YEAR 2024	Align structured literacy with the new curriculum Aligning assessment to match teaching Smaller targeted support for Tier 3 and 2 Learning Support Targeted support for teachers to implement.	Align structured literacy with the new curriculum Aligning assessment to match teaching Engagement practices in writing through Science, Moderation practices in Teams. Engage in PD with Chris Braid Engage in moderation development in writing across the Kahui Ako.	Embedding rich task assessment data and moderation from DMIC tasks. PAT data is well analysed and that Item reports help inform long term planning. Strengths based assessment.	Continue walking bus to school, continue wairua space to set kids up in the morning ready for learning. Ongoing engagement with Crewe Crescent community
Students need to know what it is they need to work on - one goal at a time. Building on our strong relational foundations and moving into relationships for learning. Building Formative Assessment				

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING and ENGAGEMENT				
ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity
				ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation

<u>Strategic Goals:</u> 1. <u>Aotearoatanga</u>: Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth 2. <u>Te Kanorautanga</u>: Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences 3. <u>Te Tiriti o Waitangi</u>: Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning 4. <u>Rangatiratanga</u>: Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori.	<u>Aspiration:</u> <i>At the end of two years, what do we want to aspire to? What will it look like when we get there?</i> To enhance/grow well-rounded individuals, prioritising identity, belonging and well-being.
<u>Annual Goal:</u> To develop a shared understanding and coherence in the area of wellbeing and belonging.	<u>Theory for Improvement:</u> How will we improve? What do we believe about improving social development, well-being and engagement? We believe that if our staff have a shared understanding across the school: - happy ākonga will learn and thrive. This applies to kaiako and staff also. - relationships are central to understanding and success. - Ākonga need their basic needs met, e.g food and safety. - explicitly teaching the skills to navigate social and emotional situations is essential to empower each learner to excel. - every learner should have the opportunity to express their culture and identity which is celebrated and respected. - our uara underpin and help guide our decisions.
<u>Annual Targets:</u> Break it into chunks, what steps do we need to take to meet the aspirations of our strategic goals? Connected to the aspiration, how will we know when we are halfway there? Learnies: (stuff that we need to guide / learn about, support our learners to learn). • A shared understanding of ◦ Restorative practices ◦ Belonging - Te Tūdikiritanga ◦ Māori and Pasifika achieving success as Māori and Pasifika ◦ What's good for Māori is good for all ◦ Zones of Regulation	

○ Ngā uara ○ Continual Whānau engagement ○ Communication Doies: (Stuff that we just do) ● Community events ● Information events ● Celebrating cultures and diversity ● Student responsibilities in class and school ● Basic needs met - safety

Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Developing a shared understanding of Restorative Practice	Term 1	Nic and Paula	Staff Meeting	● Reduction in Behavioral Incidents ● Positive Interpersonal Relationships ● Cultural Responsiveness and Inclusion ● Student Engagement and Learning ● Student Engagement and Learning ● Calm and Supportive School Environment ● Consistent Implementation of Restorative Practices ● Feedback and Stakeholder Satisfaction	● Reduction in disruptive behaviors in classrooms and common areas. ● Increased teacher confidence in dealing with complex behaviour issues ● Improvement in trust and communication within the school community. ● Enhanced inclusion of diverse perspectives and backgrounds in decision-making processes. ● Enhancement in student motivation and willingness to take ownership of their learning. ● Growth in students' ability to resolve conflicts peacefully and collaboratively. ● Promotion of a sense of belonging and well-being across the school community. ● Ongoing professional development and training for staff to maintain best practices. ● Increase in stakeholder satisfaction with the school's approach to discipline and conflict resolution.
Developing a shared understanding of bullying	Term 1	Leadership Classroom Teachers	Team Meeting	● Strong Leadership Support ● Positive School and Classroom Climate ● Gathering and Analysing Data ● Student Leadership, Agency, and Voice	● Establishment of a leadership team dedicated to addressing bullying prevention and response ● Promotion of core values such as respect, empathy, and inclusivity throughout the school

				● Effective and Supportive Policies ● Involvement of Parents, Carers, and Whānau ● School-Wide Professional Learning and Development ● Universal Approach ● Targeted Approach	● Use of data to inform decision-making and tailor prevention strategies to specific needs ● Encouragement of student-led initiatives and peer support programs ● Regular review and updating of policies based on feedback and evolving needs ● Establishment of open lines of communication between school and home regarding bullying incidents and interventions ● Training on conflict resolution, social-emotional learning, and restorative practices ● Implementation of whole-school approaches that promote well-being and positive behavior ● Early identification and intervention for students at risk of bullying or experiencing bullying behaviours	● community ● Use of data to inform decision-making and tailor prevention strategies to specific needs ● Encouragement of student-led initiatives and peer support programs ● Regular review and updating of policies based on feedback and evolving needs ● Establishment of open lines of communication between school and home regarding bullying incidents and interventions ● Training on conflict resolution, social-emotional learning, and restorative practices ● Implementation of whole-school approaches that promote well-being and positive behavior ● Early identification and intervention for students at risk of bullying or experiencing bullying behaviours
Developing a shared understanding of what Māori achieving success as Māori is and the statement What's good for Māori is good for all	Term 2	Leadership / Kāhui Ako WSTs	Call back day 2 Bespoke Hours through KA	● Valuing Identity, Language, and Culture ● Empowering Students to Set Goals ● Engaging and Rewarding Teaching and Learning ● Acquiring Skills, Knowledge, and Qualifications ● Culturally Responsive Teaching Practices ● Community Engagement and Partnerships	● Integration of Māori perspectives, language, and culture into the curriculum across all subject areas ● Opportunities for students to participate in goal-setting processes and reflect on their progress ● Recognition and celebration of Māori student achievements and contributions within the school community ● Monitoring of Māori student achievement data to ensure equitable outcomes and address any disparities ● Professional development for teachers to enhance their cultural competency and understanding of Māori pedagogies ● Promotion of cultural events, language revitalisation efforts, and community initiatives that strengthen connections between the school and the wider Māori community	● Integration of Māori perspectives, language, and culture into the curriculum across all subject areas ● Opportunities for students to participate in goal-setting processes and reflect on their progress ● Recognition and celebration of Māori student achievements and contributions within the school community ● Monitoring of Māori student achievement data to ensure equitable outcomes and address any disparities ● Professional development for teachers to enhance their cultural competency and understanding of Māori pedagogies ● Promotion of cultural events, language revitalisation efforts, and community initiatives that strengthen connections between the school and the wider Māori community
Developing a shared understanding of Well-being and Zones of	Term 3	Deena / Leadership	Staff Meetings	● Emotional Regulation ● Self-Awareness ● Social Skills Development ● Well-being and Resilience	● Increased ability among students to identify and label their emotions accurately using the Zones of Regulation framework ● Enhanced self-awareness among students	● Increased ability among students to identify and label their emotions accurately using the Zones of Regulation framework ● Enhanced self-awareness among students

Regulation				- Teacher Knowledge and Implementation - Parent and Community Engagement - Data and Evaluation	regarding their emotional states and triggers that may lead to dysregulation - Implementation of conflict resolution strategies and problem-solving skills to address interpersonal challenges constructively - Integration of well-being practices into daily routines, such as mindfulness exercises, gratitude activities, or physical movement breaks - Collaboration among staff members to share best practices, troubleshoot challenges, and support one another in fostering student well-being - Engagement of parents and caregivers in understanding and reinforcing the concepts of emotional regulation and well-being at home - Use of data to monitor progress, identify areas for improvement, and adjust interventions or supports as needed to better meet the needs of students
Developing a shared understanding of identity and belonging	Term 3	Deena / Paula / WST	TODs		
Review and Evaluate	Term 4	WST / Kahikatea	Teacher release	- Positive shift in Rongohia Te Hau observations and voice - Positive coaching chats	- Use of data to monitor progress, identify areas for improvement, and adjust interventions or supports as needed to better meet the needs of students

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT					
ERO Evaluation Indicator 1: Stewardship	ERO Evaluation Indicator 2: Leadership	ERO Evaluation Indicator 3: Educationally powerful connections and relationships	ERO Evaluation Indicator 4: Responsive curriculum, effective teaching and opportunity to learn	ERO Evaluation Indicator 5: Professional capability and collective capacity	ERO Evaluation Indicator 6: Evaluation, inquiry and knowledge building for improvement and innovation

<u>Strategic Goals:</u> 1. <u>Aotearoatanga:</u> Further develop a holistic approach to teaching and learning that supports academic learning, social and emotional skill development and personal growth 2. <u>Te Kanorautanga:</u> Create an inclusive and diverse learning culture that respects, acknowledges and celebrates differences 3. <u>Te Tiriti o Waitangi:</u> Full Integration of Te Tiriti o Waitangi Principles in Teaching and Learning 4. <u>Rangatiratanga:</u> Fostering a Culture of Curiosity, Comprehension, and Creativity through Science and Mātauranga Māori	<u>Aspiration:</u> Every ākonga is empowered to excel to reach their potential.
<u>Annual Goal:</u> To develop a shared understanding of formative assessment practices among staff in Science, Literacy and Mathematics.	
<u>Theory for Improvement:</u> How will we improve? What do we believe about improving student progress and achievement? We believe that if our staff have a shared understanding of clear and real time assessment practices in Science, Literacy and Mathematics it will improve ākonga progress and achievement: ● Explicit teaching ● Knowing our learners and what they need in order to differentiate learning and assessment design (equity) ● Knowing our drivers of learning - Winchester Teacher (Connected, Confident, Creative and Communicate) ● Partnering with our learners and their whānau ● Motivation & Engagement - learning through authentic real world contexts ● Learning has a purpose Know why I'm learning, what I'm learning and how I'm learning and Knowing myself as a learner ● Time to master learning goals ● Clear school wide learning progressions ● Clear assessment procedures ● Coherence and consistency between classes/year groups ● Curriculum integration ● Writing linked to Science	

- OECD 7 Principles of learning tool - The 8 Basics of Motivation Tool

Annual Targets:					
- School Wide Assessment Systems: Formative Assessment: co-construction, success criteria and explicit teaching, goal setting - New Curriculum: Understand, know, do - Seesaw: used as an ongoing tool to connect whānau with learning progress and achievement - Science: Develop confidence and competence with our kaiako - Learning progressions: Literacy, Maths, Te Reo					
Planned Actions	Timing	Responsibility	Resourcing	Indicators of Progress	Outcomes - What will we see?
Science: Developing a shared understanding of Mātauranga Māori and Science	Term 1	Jolanda WST Paula	Staff Meeting	- Curriculum Integration - Cultural Responsiveness - Community Engagement - Student Empowerment - Teacher Professional Development - Assessment and Evaluation	- Development of learning resources and materials that reflect the interconnectedness between Mātauranga Māori and scientific concepts, fostering a holistic understanding of the natural world - Recognition and validation of Māori students' cultural identities, values, and ways of knowing within the science classroom environment - Collaboration with local iwi, hapū, and Māori community members to co-design and co-deliver science education initiatives that integrate Mātauranga Māori - Provision of opportunities for students to explore and apply Mātauranga Māori concepts in scientific inquiry projects, fostering a sense of ownership and pride in their cultural heritage - Provision of professional development opportunities for teachers to deepen their understanding of Mātauranga Māori and its integration with science education - Use of culturally responsive assessment tools and practices that honor Māori students' ways of demonstrating understanding and proficiency in science

Science: Developing a shared understanding of using the science capabilities “Gathering and Interpreting Data” and “Using Evidence”	Term 2	Jolanda Kate	Staff Meetings	● Integration into Curriculum and Instruction ● Pedagogical Practices ● Assessment and Feedback ● Professional Learning Communities ● Student Outcomes	● Development of lesson plans and learning activities that explicitly address the science capabilities related to gathering and interpreting data and using evidence ● Use of scaffolding techniques to support students in developing their data literacy skills, including formulating research questions, designing experiments, and drawing evidence-based conclusions ● Encouragement of critical thinking and metacognitive reflection among students as they analyse and evaluate the reliability and validity of data sources and evidence ● Use of formative assessment strategies, such as peer review and self-assessment, to support students in monitoring their own progress and identifying areas for growth ● Engagement in peer observation, lesson study, or instructional coaching processes to promote reflective practice and the sharing of effective teaching strategies for developing students' data literacy skills ● Analysis of student work samples and artifacts to assess the quality of students' data interpretation, analysis, and use of evidence to support scientific claims
Science: Increasing Ākonga engagement in writing	Term 3	Kate / Team Leaders	Team Meetings	● Increased Motivation and Interest ● Improved Writing Proficiency ● Cultural Connection and Identity Development ● Authentic Contexts for Writing ● Interdisciplinary Connections ● Teacher and Peer Feedback ● Student Agency and Ownership	● Increased enthusiasm and curiosity among students towards writing tasks that incorporate ● Enhancement of students' writing skills, including vocabulary usage, sentence structure, coherence, and organization, as evidenced by improved writing samples ● Incorporation of traditional storytelling formats, such as pūrākau (Māori legends), whakapapa (genealogy), and waiata (songs), to convey scientific concepts and indigenous knowledge ● Engagement in authentic writing tasks that reflect real-world applications of scientific inquiry and Mātauranga Māori, such as

					composing reports, proposals, or narratives related to environmental stewardship or community-based projects ● Integration of writing across multiple disciplines, including science, language arts, social studies, and cultural studies ● Provision of constructive feedback from teachers and peers on students' writing, with a focus on both content accuracy and clarity of expression in conveying scientific concepts and Māori perspectives ● Empowerment of students to take ownership of their writing process and content choices, allowing for autonomy in selecting topics, conducting research, and crafting narratives that reflect their personal interests and cultural backgrounds.
Mathematics: Pulling together mathematics learning and assessment	T 1 - 2	Deena	FTMU Curriculum Meeting	● Curation of all of our mathematics resources into one place ● Maths No Problem Y2	● An easy to follow, clear scope and sequence of mathematics drivers, tasks and assessments ● Exploring the foundation Curriculum in Y2-3
Literacy: embedding Structured Literacy across the school	T1-4	Kate	Nil	● Teacher confidence in using assessment sheets in the code ● Increased connections with writing and science	● Formative Assessment within Writing
Think Tank: Curriculum Teams	T 1 - 4			● Curriculum Think Tanks within our strategic plan started: Literacy, Mathematics, Science and Te Reo Māori	● Teachers create the building blocks for school wide systems and processes for us all to use across the school.
Local Curriculum development	T 1 - 4	Team Leaders Kāhui Ako	Nil	● Rangitāne Symposium Teacher Only Day ● Rangitāne Tū, Rangitāe Ora (Nic) ● Creatives in Schools (Sophie)	● Integration of Rangitāne perspectives, values, and knowledge into the school curriculum across different subject areas, reflecting a deep understanding and appreciation of local indigenous culture and history. ● Active involvement of Rangitāne Iwi members, including elders, cultural advisors, and knowledge holders, in the co-design and co-delivery of professional development sessions during Teacher Only days, ensuring

						that local perspectives and priorities are reflected in curriculum planning and implementation
Teacher Only Days	T3	All Staff	\$4000	School Visits to drive thinking, create dissonance for our Strategic Goals	- Exposure to diverse educational environments, student populations, and cultural contexts during school visits, fostering cultural competence, empathy, and appreciation for the strengths and challenges of different communities and demographics. - Identification of promising practices, successful interventions, and innovative programs observed during school visits that have the potential to address specific challenges or areas for improvement within the visiting school community.	

School Board endorsement:	Ratified at Board Meeting: 12 February 2024.
Presiding member name and signature:	
Submission date to Ministry of Education:	This Strategic Plan will be submitted by 1st March each year.