

# Alfriston School

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

Ministry Number:	1203
Principal:	Carla Cook
School Address:	1373 Alfriston Road, Auckland
School Postal Address:	1373 Alfriston Road, RD1, Auckland 2576
School Phone:	09 266 7845
School Email:	finance@alfriston.school.nz
Accountant / Service Provider:	School Finance Hub

Alfriston School

Members of the Board of Trustees

For the year ended 31 December 2024

Name	Position	How position gained	Term Expired/Expires
Paul Firth	Presiding Member (from July 23)	Elected 2022	Sep-2025
Paul Tonkin	Parent Representative	Elected 2022	Sep-2025
Arthur Chung	Parent Representative	Elected 2022	Sep-2025
Binu Rajendran	Parent Representative	Elected 2022	Sep-2025
Angelina Tavui	Parent Representative	Co-opted Feb 2024	Sep-2025
Clair Galvin	Staff Representative	Elected Feb 2024	Sep-2025
Carla Cook	Principal		

# Alfriston School

Annual Report - For the year ended 31 December 2024

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Members of the Board of Trustees

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# Alfriston School

## Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Paul Firth

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Full Name of Presiding Member

Signed by:

*Paul Firth*

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Signature of Presiding Member

03 June 2025

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Date:

Carla Cook

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Full Name of Principal

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*Carla Cook*

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Signature of Principal

03 June 2025

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Date:

Alfriston School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	3,054,988	2,940,210	3,104,802
Locally Raised Funds	3	246,474	174,100	185,741
Interest		48,040	16,000	33,711
<b>Total Revenue</b>		3,349,502	3,130,310	3,324,254
<b>Expense</b>				
Locally Raised Funds	3	149,384	92,850	106,850
Learning Resources	4	2,156,352	2,136,500	2,183,690
Administration	5	221,737	240,058	207,671
Interest		1,921	1,500	2,125
Property	6	758,723	659,300	735,828
Loss on Disposal of Property, Plant and Equipment		1,899	-	204
<b>Total Expense</b>		3,290,016	3,130,208	3,236,368
<b>Net Surplus for the year</b>		59,486	102	87,886
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		59,486	102	87,886

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

Alfriston School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,383,227	1,383,227	1,295,341
Total comprehensive revenue and expense for the year		59,486	102	87,886
Contribution - Furniture and Equipment Grant		26,379	-	-
Equity at 31 December		1,469,092	1,383,329	1,383,227
Accumulated comprehensive revenue and expense		1,469,092	1,383,329	1,383,227
Equity at 31 December		1,469,092	1,383,329	1,383,227

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.

# Alfriston School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	735,848	582,605	221,562
Accounts Receivable	8	177,437	146,000	195,863
Prepayments		23,499	15,000	18,086
Inventories	9	63,912	55,000	52,057
Investments		110,000	100,000	649,774
Funds Receivable for Capital Works Projects	16	42,928	-	16,939
		1,153,624	898,605	1,154,281
<b>Current Liabilities</b>				
GST Payable		5,092	15,000	15,397
Accounts Payable	12	183,974	179,500	173,371
Revenue Received in Advance	13	7,948	1,000	12,022
Provision for Cyclical Maintenance	14	6,054	6,123	106,964
Finance Lease Liability	15	11,446	4,962	10,539
Funds held for Capital Works Projects	16	55,376	10,000	131,061
		269,890	216,585	449,354
<b>Working Capital</b>		883,734	682,020	704,927
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	624,425	715,273	701,073
		624,425	715,273	701,073
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	22,011	13,788	17,635
Finance Lease Liability	15	17,056	176	5,138
		39,067	13,964	22,773
<b>Net Assets</b>		1,469,092	1,383,329	1,383,227
<b>Equity</b>		1,469,092	1,383,329	1,383,227

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

# Alfriston School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		633,389	649,838	668,508
Locally Raised Funds		295,581	224,916	185,095
Goods and Services Tax (net)		(10,305)	(397)	(4,512)
Payments to Employees		(321,053)	(349,413)	(296,963)
Payments to Suppliers		(496,737)	(448,887)	(387,638)
Interest Paid		(1,921)	(1,500)	(2,125)
Interest Received		35,758	15,573	28,565
Net cash from Operating Activities		134,712	90,130	190,930
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(70,993)	(159,200)	(45,632)
Purchase of Investments		-	-	(549,774)
Proceeds from Sale of Investments		539,774	549,774	-
Net cash from/(to) Investing Activities		468,781	390,574	(595,406)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		26,379	-	-
Finance Lease Payments		(13,912)	(15,539)	(13,887)
Funds Administered on Behalf of Other Parties		(101,674)	(104,122)	(3,076)
Net cash to Financing Activities		(89,207)	(119,661)	(16,963)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>514,286</b>	<b>361,043</b>	<b>(421,439)</b>
Cash and cash equivalents at the beginning of the year	7	221,562	221,562	643,001
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>735,848</b>	<b>582,605</b>	<b>221,562</b>

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.

# Alfriston School

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Cyclical maintenance*

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

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

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

#### ***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.

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

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

**h) Inventories**

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

**i) Investments**

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

**j) Property, Plant and Equipment**

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

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

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

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and equipment	3-20 years
Information and communication technology	3-10 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### k) Impairment of property, plant, and equipment

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

#### *Non cash generating assets*

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on the valuer's approach to determining market value.

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

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

### l) Accounts Payable

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

### m) Employee Entitlements

#### *Short-term employee entitlements*

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

### n) Revenue Received in Advance

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

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

### o) Funds Held for Capital Works

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

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

### p) Provision for Cyclical Maintenance

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

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

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

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

**q) Financial Instruments**

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

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

**r) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**s) Budget Figures**

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

**t) Services Received In-Kind**

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

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	643,828	660,210	694,350
Teachers' Salaries Grants	1,837,211	1,800,000	1,867,586
Use of Land and Buildings Grants	573,949	480,000	542,866
	<u>3,054,988</u>	<u>2,940,210</u>	<u>3,104,802</u>

### 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	52,065	53,000	57,029
Fees for Extra Curricular Activities	114,665	71,100	62,595
Trading	57,647	25,000	40,599
Fundraising and Community Grants	22,097	25,000	25,518
	<u>246,474</u>	<u>174,100</u>	<u>185,741</u>
<b>Expense</b>			
Extra Curricular Activities Costs	105,034	66,850	70,113
Trading	37,029	21,000	30,697
Fundraising and Community Grant Costs	7,321	5,000	6,040
	<u>149,384</u>	<u>92,850</u>	<u>106,850</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>97,090</u>	<u>81,250</u>	<u>78,891</u>

### 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	27,106	43,500	45,461
Information and Communication Technology	21,172	21,000	20,331
Employee Benefits - Salaries	1,948,493	1,910,000	1,958,979
Staff Development	12,315	10,500	8,132
Depreciation	147,266	150,000	150,548
Other Learning Resources	-	1,500	239
	<u>2,156,352</u>	<u>2,136,500</u>	<u>2,183,690</u>

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,499	8,000	7,650
Board Fees and Expenses	11,699	10,500	8,061
Operating Leases	839	1,000	1,136
Other Administration Expenses	30,718	30,850	30,616
Employee Benefits - Salaries	148,585	174,000	142,953
Insurance	10,403	7,500	8,780
Service Providers, Contractors and Consultancy	8,994	8,208	8,475
	<u>221,737</u>	<u>240,058</u>	<u>207,671</u>

### 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	32,083	33,500	34,796
Cyclical Maintenance	14,613	15,000	5,972
Heat, Light and Water	18,276	18,000	20,914
Repairs and Maintenance	26,825	7,100	16,680
Use of Land and Buildings	573,949	480,000	542,866
Employee Benefits - Salaries	67,528	67,000	68,901
Other Property Expenses	25,449	38,700	45,699
	<u>758,723</u>	<u>659,300</u>	<u>735,828</u>

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

### 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	72,681	182,605	121,336
Short-term Bank Deposits	663,167	400,000	100,226
Cash and cash equivalents for Statement of Cash Flows	<u>735,848</u>	<u>582,605</u>	<u>221,562</u>

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

Of the \$735,848 Cash and Cash Equivalents, \$55,376 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 \$735,848 Cash and Cash Equivalents, \$7,948 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Alfriston School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	2,657	-	51,466
Interest Receivable	17,855	6,000	5,573
Teacher Salaries Grant Receivable	156,925	140,000	138,824
	177,437	146,000	195,863
Receivables from Exchange Transactions	20,512	6,000	57,039
Receivables from Non-Exchange Transactions	156,925	140,000	138,824
	177,437	146,000	195,863

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	3,912	5,000	2,864
School Uniforms	60,000	50,000	49,193
	63,912	55,000	52,057

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	110,000	100,000	649,774
Total Investments	110,000	100,000	649,774

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building improvements - Crown	211,356	-	-	-	(37,393)	173,963
Furniture and Equipment	379,219	10,494	-	-	(78,540)	311,173
Information and Communication Technology	93,135	7,779	-	-	(19,126)	81,788
Motor Vehicles	-	26,000	-	-	(867)	25,133
Leased Assets	11,225	26,738	-	-	(10,622)	27,341
Library Resources	6,138	1,507	(1,900)	-	(718)	5,027
	701,073	72,518	(1,900)	-	(147,266)	624,425

The net carrying value of furniture and equipment held under a finance lease is \$27,341 (2023: \$11,225)

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 - Crown	777,099	(603,136)	173,963	777,099	(565,743)	211,356
Furniture and Equipment	1,177,606	(866,433)	311,173	1,167,112	(787,893)	379,219
Information and Communication Technology	286,313	(204,525)	81,788	278,535	(185,400)	93,135
Motor Vehicles	26,000	(867)	25,133	-	-	-
Leased Assets	44,737	(17,396)	27,341	43,213	(31,988)	11,225
Library Resources	41,598	(36,571)	5,027	58,059	(51,921)	6,138
	2,353,353	(1,728,928)	624,425	2,324,018	(1,622,945)	701,073

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	(2,144)	15,000	11,991
Accruals	11,438	11,500	11,143
Employee Entitlements - Salaries	167,535	145,000	142,474
Employee Entitlements - Leave Accrual	7,145	8,000	7,763
	183,974	179,500	173,371
Payables for Exchange Transactions	183,974	179,500	173,371
	183,974	179,500	173,371

The carrying value of payables approximates their fair value.



# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### 13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	6,000	-	10,372
Other Revenue in Advance	1,948	1,000	1,650
	<u>7,948</u>	<u>1,000</u>	<u>12,022</u>

### 14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	124,599	124,599	118,627
Increase to the Provision During the Year	14,613	15,000	5,972
Use of the Provision During the Year	(111,147)	(119,688)	-
Provision at the End of the Year	<u>28,065</u>	<u>19,911</u>	<u>124,599</u>
Cyclical Maintenance - Current	6,054	6,123	106,964
Cyclical Maintenance - Non current	22,011	13,788	17,635
	<u>28,065</u>	<u>19,911</u>	<u>124,599</u>

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

### 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	13,577	4,962	11,464
Later than One Year and no Later than Five Years	19,645	176	5,380
Future Finance Charges	(4,720)	-	(1,167)
	<u>28,502</u>	<u>5,138</u>	<u>15,677</u>
<b>Represented by</b>			
Finance lease liability - Current	11,446	4,962	10,539
Finance lease liability - Non current	17,056	176	5,138
	<u>28,502</u>	<u>5,138</u>	<u>15,677</u>

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

### 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	Opening Balances \$	Receipts / Receivables from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Refurbishment - Project 222388	39,026	-	(130)	-	38,896
Block ILE/DQLS	3,152	-	(3,152)	-	-
Weather Tightness	(16,939)	-	(22,638)	-	(39,577)
SIP Shade & Court Resurfacing	45,792	(4,787)	(24,525)	-	16,480
Property Block 3/4/5 - Roofing	43,091	2,605	(45,696)	-	-
Wastewater Resource	-	60,844	(64,195)	-	(3,351)
Totals	114,122	58,662	(160,336)	-	12,448

#### Represented by:

Funds Held on Behalf of the Ministry of Education	55,376
Funds Receivable from the Ministry of Education	(42,928)
	<u>12,448</u>

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Refurbishment - Project 222388	39,953	10,540	(11,467)	-	39,026
Block ILE/DQLS	6,404	-	(3,252)	-	3,152
Weather Tightness	(16,939)	-	-	-	(16,939)
SIP Shade & Court Resurfacing	87,780	-	(41,988)	-	45,792
Property Block 3/4/5 - Roofing	-	44,100	(1,009)	-	43,091
Totals	117,198	54,640	(57,716)	-	114,122

#### Represented by:

Funds Held on Behalf of the Ministry of Education	131,061
Funds Receivable from the Ministry of Education	(16,939)
	<u>114,122</u>

### 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.

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

**18. Remuneration**

*Key management personnel compensation*

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,170	1,000
<i>Leadership Team</i>		
Remuneration	492,520	278,970
Full-time equivalent members	5	2
Total key management personnel remuneration	494,690	279,970

There are 6 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*

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	0 - 5	0 - 5
Termination Benefits	-	-

*Other Employees*

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

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
120 - 130	1.00	1.00
110 - 120	-	1.00
100 - 110	-	1.00
	1.00	3.00

**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	-	-
Number of People	-	-

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

**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 a liability regarding this funding wash-up, which is expected to be settled in July 2025.

**21. Commitments**

**(a) Capital Commitments**

At 31 December 2024, the Board had capital commitments of \$373,313 (2023:\$177,384) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend to Date	Remaining Capital Commitment
	\$	\$	\$
Weather Tightness	336,283	49,577	286,706
SIP Shade & Court Resurfacing	284,341	217,859	66,482
Wastewater Resource	80,911	64,196	16,715
Toilet Refurbishment	39,340	35,930	3,410
<b>Total</b>	<b>740,875</b>	<b>367,562</b>	<b>373,313</b>

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

**(b) Operating Commitments**

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

# Alfriston School

## Notes to the Financial Statements (cont'd)

For the year ended 31 December 2024

22. Financial Instruments

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
<b>Financial assets measured at amortised cost</b>	\$	\$	\$
Cash and Cash Equivalents	735,848	582,605	221,562
Receivables	177,437	146,000	195,863
Investments - Term Deposits	110,000	100,000	649,774
Total financial assets measured at amortised cost	1,023,285	828,605	1,067,199
<b>Financial liabilities measured at amortised cost</b>			
Payables	183,974	179,500	173,371
Finance Leases	28,502	5,138	15,677
Total financial liabilities measured at amortised cost	212,476	184,638	189,048

23. Events After Balance Date

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



## Independent Auditor's Report

### To the readers of Alfriston School's Financial statements For the year ended 31 December 2024

#### RSM Hayes Audit

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

T +64 (9) 367 1656

[www.rsmnz.co.nz](http://www.rsmnz.co.nz)

The Auditor-General is the auditor of Alfriston School (the School). The Auditor-General has appointed me, Brendan Lyon, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

### Opinion

We have audited the financial statements of the School on pages 1 to 19, that comprise the statement of responsibility, statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the accompanying financial statements of the School:

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

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

### Basis of opinion

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

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

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

**THE POWER OF BEING UNDERSTOOD**  
ASSURANCE | TAX | CONSULTING

## Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information includes Members of the Board of Trustees, Statement of Variance 2024, Student Progress and Achievement Statement 2024, Giving Effect to Te Tiriti o Waitangi, Compliance with Education and Training Act 2020 Requirements to be a Good Employer and Kiwisport Funding 2024, but does not include the financial statements, and our auditor's report thereon.

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

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

## Independence

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

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



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





## Alfriston Primary School 2024 Reporting



### Statement of Variance 2024

#### Progress Towards our Strategic Goals/Annual Aims

#### **STRATEGIC GOAL 1: HAUORA – WELL-BEING**

Provide a positive, learning focused culture that is committed to inclusion of all

#### **ALIGNMENT TO NELP PRIORITIES Obj 1,2 and 4**

#### **PARTNERSHIP and PARTICIPATION**

2024 Annual Aims	Specific Actions	Measures of Success	What did we achieve? Evidence What were the outcomes of our actions? What impact did our actions have?	Planning for next year - where to next?
We will partner with akonga, kaiako, whānau and local iwi to further develop a learning community that reflects our community ensuring our akonga, kaiako and whānau feel a sense of belonging and support.	<ul style="list-style-type: none"> <li>-By the end of Term 1 2024 Senior Leadership will have designed our Local Curriculum template - establishing the overarching big ideas</li> <li>-By the end of Term 3 2024 we will have used learner, staff and community voice to create our draft Local Curriculum</li> <li>-By the end of Term 4 2024 we will have consulted with our community (using focus group approach) to finalise our Local Curriculum</li> <li>-By Week 4 of Term 1 Language Weeks will be recorded on our Assessment Schedule so that we are aware of these well in advance.</li> <li>-By the end of Week 4 of Term 1 the staff Cultural Unit will have been allocated.</li> <li>-Throughout the year the Cultural Leader will share resources with classroom teachers to enhance teaching and learning programmes</li> <li>-Throughout the year learners and their whānau will be encouraged to share their culture (knowledge, language and skills).</li> </ul>	<ul style="list-style-type: none"> <li>-Connections with groups has been established</li> <li>-Collaborative focus with cultural groups</li> <li>-Learner voice</li> <li>-Monitoring whānau engagement by collecting data around attendance at specific information sessions and school events</li> <li>-A range of cultural teaching and learning opportunities will be evident across the school</li> <li>-An increased focus on acknowledging cultural elements will be evident across the school that promote an 'Aotearoa' school vibe</li> <li>-Staff, learner and whānau</li> </ul>	<ul style="list-style-type: none"> <li>-Progress with Local Curr paused due to change in focus from new govt</li> <li>-Planned collection of learner voice: shared and considered at team and snr leader level</li> <li>-Attendance and lateness data collected and followed up</li> <li>-Attendance at Three Way Conf: data shared prior and after</li> <li>-More focus on Cult celebrations</li> <li>-All 'voice' collected has been analysed and used in future decision making</li> <li>-Paid position introduced to enhance Kapa Haka group</li> <li>-Cultural leaders consistently share info to enhance tchg &amp; lrng</li> </ul>	We will continue to develop a positive, reciprocal relationship with local iwi and local educational organisations (ECE, High School and Kahui Ako)

	<ul style="list-style-type: none"> <li>-By the end of Week 4 of Term 1 the staff Cultural Unit will have been allocated. Enhancing the school environment is one of the key focus areas.</li> <li>-Throughout the year learner, staff and whānau voice will be collected and used in decision making.</li> <li>-By the End of Term 1 the Principal will have met with a local D.P. to work towards positive connections with local iwi/hapu</li> <li>-Throughout the year there will be a commitment to develop a positive relationship with local iwi/hapu</li> </ul>	voice will be collected, recorded and analysed in order to make decisions about next steps.		
Provide opportunities for akonga, kaiako and whānau to be actively involved in school life	<ul style="list-style-type: none"> <li>-By the end of Week 3, Term 1 all whānau will have received an 'Important Dates for your Child' fridge magnet</li> <li>- Prior to the beginning of each Term whānau will receive a Term Dates calendar digitally.</li> <li>- Alfriston School google parent calendar will be regularly updated so that whānau have dates at least a month in advance.</li> <li>-Within the first 4 weeks of the 2024 school year all whānau will have the opportunity to attend a "Setting up for Success" afternoon to understand the school's direction and priorities (vision, values and strategic goals)</li> <li>-Within the first 4 weeks of the 2024 school year all whānau will have the opportunity to attend a presentation in their child's class to meet the teacher and gain an understanding of the teaching and learning programs</li> <li>- Throughout the year look for opportunities a to target community members with expertise/strengths to engage in the school</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance level at schoolwide events/conferences etc</li> <li>- Ability to be able to offer opportunities</li> <li>-Rating and constructive feedback responses from whole community</li> <li>-Feedback/Feedforward from the focus groups</li> </ul>	<ul style="list-style-type: none"> <li>-Impt dates magnet provided early in T1</li> <li>-Multiple forms of comm: Class / Team / School newsletters, facebook, paper leaflets, sign board</li> <li>-School google calendar kept up-to-date and dates shared early</li> <li>-Setting Up for Success event early T1. Ongoing Induction meetings for new parents</li> <li>-Informal and formal opportunities for whānau to share voice</li> <li>-Collection of voice for Health consultation: info used in planning for 2025</li> <li>-</li> </ul>	We will continue to develop our school's local curriculum to ensure we meet the latest government priorities, as well as ensuring the document reflects our school community and what happens at Alfriston School.

## STRATEGIC COAL 2: AKO – TEACHING AND LEARNING

Provide high quality teaching and learning programmes that enable every learner to reach their full potential

ALIGNMENT TO NELP PRIORITIES: Obj 2,3 and 4

PROTECTION and PARTICIPATION

2024 Annual Aims	Specific Actions	Measures of Success	What did we achieve? Evidence What were the outcomes of our actions? What impact did our actions have?	Planning for next year - where to next?
Alfriston School's	-Provide opportunities for all staff to work	-Staff will have a record or body of	-P.G.C. co-constructed	We will review our assessment systems

<p>P.G.C is relevant and meaningful to our context and is having a positive impact on teaching and learning</p>	<p>collaboratively or individually on their record of P.G.C                      -Systems in place to record reflections and learning                      -Prioritise time for conversations/reflection                      -SLT and Whānau Leaders to do walk throughs and provide constructive informal feedback to teachers</p>	<p>evidence that demonstrates a positive impact on teaching and learning                      -Staff feedback and feedforward                      -Staff willingness to share knowledge and expertise                      -Staff willingness to try new ideas</p>	<p>-Opportunities provided to update P.G.C.                      -1:1 meetings to gather tchr feedback and looking forward                      -</p>	<p>and processes to ensure they meet the needs for reporting and informing teaching and learning.</p>
<p>P.L.D. is co-constructed with staff in order to meet the needs of teachers and learners</p>	<p>-By the beginning of the 2024 school year explicit coaching and mentoring support will be in place for two of our Whānau leaders                      -At T.O.D. Management unit opportunities will be shared in order to provide a range of leadership opportunities                      -At T.O.D prior to the start of the 2024 school year we will gather staff voice to investigate and plan for 2024 PLD                      - By the end of Week 4 of Term 1 Management Unit decisions will have been made and support systems created to promote leadership success                      -Consistently evaluate and look for PLD opportunities based on Teacher and Learner needs                      -Throughout the year SLT offer all staff the opportunity to upskill and learn                      -By Week 4 of Term 1 the Principal will have applied for MOE PLD hours to support development of our Local Curriculum                      -If successful in getting MOE PLD hours the Principal will investigate and engage an external facilitator to support the development of our Local Curriculum                      -The Board will continue to develop Senior Leaders by supporting their PLD requests</p>	<p>-Formal collection of staff voice: Engagement level                      -Termly feedback: Senior leader discussions with staff</p>	<p>-Staff appreciated the opportunity to decide on PLD focus for 2024                      -We continued to adapt the PLD throughout the year to ensure it met staff needs (looking/listening and collecting voice)                      -Staff enjoyed the Ed'n Perfect online learning programme and most will have completed this by the end of 2024                      -Regular reflections expected - staff appreciated having this expectation as it made them stop and reflect, as well as have a record of their learning                      -Opportunities became available for different staff members through our PLD (e.g. senior leaders attending cluster hui)                      -Cultural unit in 2024 meant staff received support from experts (resources and modelling)                      -Staff confidence in speaking Te Reo Māori developing                      -Learner voice indicated increased use of Te Reo Māori n school                      -Variety of staff confident enough to speak at powhiri</p>	<p>We will work with external facilitators, as well as in school leaders to ensure clarity of the Refreshed English and Math curriculums so that these are effectively implemented.</p>

### STRATEGIC GOAL 3: AROTAKE – INTERNAL EVALUATION FOR IMPROVEMENT

Establish a culture of effective, ongoing internal evaluation for improvement

**ALIGNMENT TO NELS PRIORITIES** Obj 1,2,3,4 and 5

**PARTNERSHIP, PROTECTION and PARTICIPATION**

2024 Annual Aims	Specific Actions	Measures of Success	What did we achieve? Evidence What were the outcomes of our actions? What impact did our actions have?	Planning for next year – where to next?
Akonga, kaiako and whānau will be given opportunities to provide regular, constructive feedback/feedforward	<ul style="list-style-type: none"> <li>-At T.O.D. we will review our 2023 Strategic goals as a staff and use this information, along with our community voice, to set the direction for 2024</li> <li>-At T.O.D. we will identify times when we've used ERO's model for evaluation and reinforce the use of this moving forward (discuss emergent, regular and strategic levels of evaluation)</li> <li>-Throughout the year ERO's model for evaluation will be used to evaluate, make decisions and monitor</li> <li>-Twice a term we will collect voice from members of our learning community (staff, learners of whānau)</li> <li>-Within the first 3 weeks of school all teachers will phone every whānau to 'check in' on how learners have settled</li> <li>-By the beginning of Week 4, Term 1 we will have communicated the importance of face to face communication orally in a whole community forum (Setting Up for Success afternoon) and written in all initial newsletters</li> <li>-Throughout the year as a staff we will review our levels of communication and participation in order to make changes and remain committed to this goal</li> </ul>	<ul style="list-style-type: none"> <li>-Analysis of feedback /feedforward</li> <li>-Record of data/information collected as well as the actions and monitoring</li> <li>-Parents show a level of confidence and comfort in approaching any staff member about any concern/question or wondering</li> </ul>	<ul style="list-style-type: none"> <li>-Variety of tools (face to face and digital) used to collect voice</li> <li>-All voice analysed and used in making future decisions</li> <li>-Ongoing commitment to open door policy, leading to positive home/school partnership</li> <li>-Etap used to record caregiver meetings</li> <li>-All staff available informally (before and after school and via emails)</li> <li>-Positive relationships continue with most whānau/caregivers</li> <li>-Induction process improved and appreciated</li> </ul>	We will use a variety of tools to evaluate the Boards Effectiveness (ERO Self Audit Checklist and Board Assurance tool / Hautu tool) and develop our governance.
Systems and Processes are established for Teaching and	<ul style="list-style-type: none"> <li>-By the end of Week 4, Term 1 a template for T.L.E.A. will have been designed</li> <li>-By the end of Week 7, Term 1 SLT will have modelled the process in a staff meeting</li> <li>-By the end of Week 10, Term 1 teams will have had</li> </ul>	<ul style="list-style-type: none"> <li>-Evidence of the processes/systems are being implemented</li> <li>-See feedback and feedforward from staff – evaluate and make</li> </ul>	<ul style="list-style-type: none"> <li>-Process for TELA meetings understood</li> <li>-Regular TELA meetings held</li> <li>-Staff shared positive voice regarding learning from each other</li> </ul>	We will continue to use ERO's model for evaluation (emergent, regular and strategic levels of evaluation) to evaluate, monitor and improve all aspects of Alfriston School.

Learning engagement and achievement ( T.L.E.A) Mtgs	<p>their first T.L.E.A. mtg, supported by a member of the SLT team, and minutes will be available in our '2024 Go to Folder'</p> <p>-Twice a term teams will have T.L.E.A meetings. Each time staff will take on different responsibilities</p> <p>-SLT will check in with teachers both collectively and individually following each T.L.E.A meeting, feedback/feedforward will be shared in staff mtgs</p> <p>-In Week 10 of each term teachers will complete a reflection outlining things they've tried and the outcome as a result of the T.L.E.A meetings</p>	<p>changes if required.</p> <p>-Increased Learner Achievement</p> <p>-Teacher voice</p> <p>-Anecdotal notes in google drive</p>	<p>-Changes to teacher practice a result of TELA meetings</p> <p>-Ongoing dialogue and focus through TELA process</p> <p>-Increased focus on learner progress and achievement</p>	
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## 2024 ANNUAL TARGETS

	Reading	Writing	Mathematics
<b>2024 Targets</b>	85% of our Year 5 and 6 learners to be at or above their expected curriculum level (shift at least 7 learners).	85% of all our learners to be at or above their expected curriculum level (shift at least 24 learners).	80% of our Year 4-6 learners to be at or above their expected curriculum level (shift at least 10 learners).
<b>Why?</b>	At the end of 2023 19/87 (22%) of our Year 5 and 6 learners were not achieving at their expected curriculum level.	At the end of 2023 70/303 (23%) of all learners were not achieving at their expected curriculum level.	At the end of 2023 35/130 (27%) of all learners were not achieving at their expected curriculum level.
<b>Actions: What did we do?</b>	<ul style="list-style-type: none"> <li>-Employed a registered teacher to provide additional Reading support in the Whanaungatanga (Yrs 5/6) team</li> <li>-Literacy Lead Teacher unit holder: led Literacy team that met regularly to share ideas and work on resources for teaching and learning</li> <li>-Two staff completed Better Start Literacy (Structured Literacy) through Canterbury University</li> <li>-Better Start Literacy approach Years 0-3</li> <li>-RTL support utilised: Agility with Sound</li> <li>-RT Lit support: pleasing progress for learners involved</li> <li>-The Code programme used in Whanaungatanga team (Years 4-6): pleasing achievement progress</li> <li>-Guided reading continues to be an expectation in all classes</li> <li>-Ensuring learners are exposed to a range of genre</li> </ul>	<ul style="list-style-type: none"> <li>-Employed a registered teacher to provide additional Writing support in the Whanaungatanga (Yrs 5/6) team</li> <li>-The Code introduced in Years 4-6: groups are fluid and learners moved between regularly</li> <li>-Commitment to sharing Code focus across the team so that teachers can incorporate into all learning</li> <li>-Literacy group created schoolwide exemplar book: moderation of writing and annotated samples now available</li> <li>-Literacy group met regularly to discuss writing programmes and resourcing: significant amount of money spent to purchase junior readers and novels for older learners</li> <li>-Team and Class newsletters outline learning taking place: Home / school partnership</li> </ul>	<ul style="list-style-type: none"> <li>-Mathematics Lead Teacher supported by Deputy Principal - led Maths group</li> <li>-Whole staff P.D.: Refreshed Curriculum</li> <li>-Whole staff review of Math Progressions: aligning to the new curriculum</li> <li>-Math lead created assessment tests aligned to Math progressions</li> <li>-</li> <li>-Focus on Math maintenance / revisiting past learning</li> <li>-Sharing of Math progressions at Three Way Conferences</li> <li>-Online learning programmes to support in class teaching and learning</li> <li>-Team and Class newsletters outline learning taking place: Home / school partnership</li> </ul>

	<ul style="list-style-type: none"> <li>-Team and Class newsletters outline learning taking place: Home / school partnership</li> <li>-Differentiated learning within class programmes</li> <li>-Teachers at all levels reading to their learners</li> <li>-Yr 0-3 Literacy information afternoon</li> <li>-Library remains available in class and lunch time: promoting having a book in your hand</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing of teacher expertise and best practice: team and whole staff level</li> <li>-Sharing of teacher practice in team and staff meetings</li> <li>-Prioritising Writing in core learning time - morning</li> <li>-Commitment to 1 hr of explicitly planned and taught writing a day (5 days a week)</li> <li>-Making tasks relevant and meaningful: purpose for writing - who is our audience</li> <li>-Allowing learners choice in their writing</li> <li>-Integrating other curriculum areas into writing e.g.Science and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>-Senior Leader took Otago Problem solving group this year</li> <li>-ICAS exams offered in 2024</li> <li>-</li> </ul>
<b>Outcomes: What happened/ Evidence?</b>	<p>31/43 (72%) at or above expected curr level 37/47 (79%) at or above expected curr level</p> <p>Overall 22/90 are not achieving at their expected curriculum level. The overall achievement is 77%.</p>	<p>275/366 are currently tracking at or above their expected curriculum level. The overall achievement is 69%.</p>	<p>Year 4: 37/46 (80%) at or above expected curr level Year 5: 33/43 (76%) at or above expected curr level Year 6: 36/47 (77%) at or above expected curr level</p> <p>Overall 30/136 are not achieving at their expected curriculum level. The overall achievement is 70%.</p>
<b>Analysis of Outcomes</b>	<p>3 learners have moved from AT to BELOW 2 learners have moved from BELOW to AT 13 learners have remained BELOW 6 new learners in 2024 are below their expected curriculum level</p>	<p>3 learners have moved from AT to BELOW 2 learners have moved from BELOW to AT 13 learners have remained BELOW 6 new learners in 2024 are below their expected curriculum level</p>	<p>2 learners have moved from AT to BELOW 8 learners have moved from BELOW to AT 20 learners have remained BELOW 8 new learners in 2024 are below their expected curriculum level</p>
<b>Evaluation: Where to next?</b>	<ul style="list-style-type: none"> <li>-1 hr of explicitly planned and taught writing and reading a day (5 days a week)</li> <li>-Teacher Aide to be trained in Agility with Sound programme: to be used with well below learners in Years 5-8</li> <li>-Teacher Aide to support Year 0/1 classes during Literacy learning in Term 1</li> <li>-Year 0/1 teachers to work collaboratively to meet needs of learners (one take less able learners with T.A. support)</li> <li>-Literacy Lead role (unit paid) and staff focus group to continue</li> <li>-Three new staff to complete Better Start Literacy (Structured Literacy) through Canterbury University</li> <li>-Continuation of Better Start Literacy (Structured Literacy) approach in Years 0-3</li> <li>-Continuation of The Code approach in Years 4-6</li> <li>-Revisit non-negotiables for Literacy Programmes - Whānau leaders and Senior leaders to monitor</li> <li>-Continue to source external support - RT Lit and RTLB</li> <li>-Home learning to complement class programme (looks different at each level)</li> <li>-Continue to purchase quality resources to support teaching and learning</li> </ul>		<ul style="list-style-type: none"> <li>-1 hr of explicitly planned and taught Maths a day (5 days a week)</li> <li>-Refreshed Curriculum P.D. focus for 2025</li> <li>-Kahui Ako P.D. (The Learner First Maths) for at least 3 staff - learning shared with all staff</li> <li>-Numeracy unit role (unit paid) to continue in 2024</li> <li>-During ToD the new Literacy and Numeracy teams meet and set goals and indicators for success.</li> <li>-Revisit non-negotiables for Maths Programmes</li> <li>-Home learning to complement class programme (looks different at each level)</li> </ul>

## Student's Progress and Achievement

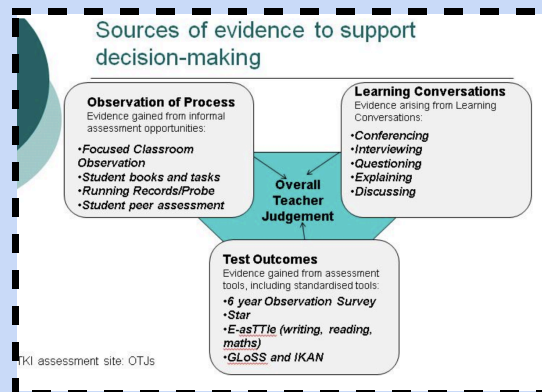


### *End of Year Data : Nov 2024*

#### *Measuring Progress Against Expected Curriculum Level*

The purpose of this report is to provide our school community with data and information relating to the progress and achievement of our learners. The information provided relates to teacher interim overall teacher judgements (OTJ's) which have been made recently in order to complete our End of Year reporting.

An overall teacher judgment (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student's progress and achievement. It is essential that a range of information and data is drawn upon, as a single assessment cannot accurately indicate a student's level of achievement.



*There are currently 368 learners enrolled and attending Alfriston School. 366 learners are captured in this End of Year data report.*

## READING

### END OF YEAR WHOLE SCHOOL - GENDER DATA

All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Male	47	23.2%	113	55.7%	43	21.2%	<u>203</u>
Female	23	14.1%	94	57.7%	46	28.2%	<u>163</u>
Total	70	19.1%	207	56.6%	89	24.3%	<u>366</u>

156/203 (77%) of males are currently at or exceeding expectation in Reading.

140/163 (86%) of females are currently at or exceeding expectation in Reading.

At the end of the 2023 school year 78% of males were at or above expected curriculum area. With 77% this year we see a similar achievement level across all males.

At the end of the 2023 school year 88% of females were at or above expected curriculum area. With 86% this year we see a similar achievement level across all females.

We need to factor in the bigger data pool in 2024. There are 29 additional learners in the 2024 data pool.

#### END OF YEAR WHOLE SCHOOL - ETHNICITY DATA

All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Māori	12	32.4%	21	56.8%	4	10.8%	<u>37</u>
Pasifika	9	17.6%	35	68.6%	7	13.7%	<u>51</u>
Asian	37	18.1%	110	53.9%	57	27.9%	<u>204</u>

MELAA	0	0%	4	66.7%	2	33.3%	6
Other	1	25.0%	1	25.0%	2	50.0%	4
NZ/European	11	17.2%	36	56.3%	17	26.6%	64

25/37 (67.6%) of our Māori learners are currently at or exceeding expectation in Reading.  
 38/48 (82.3%) of our Pasifika learners are currently at or exceeding expectation in Reading.  
 151/174 (81.8%) of our Asian learners are currently at or exceeding expectation in Reading.  
 63/71 (75%) of our NZ/European learners are currently at or exceeding expectation in Reading.

At the end of 2023 21/37 (57%) of our Māori learners were currently at or exceeding expectation in Reading.  
 At the end of 2023 38/48 (79%) of our Pasifika learners were currently at or exceeding expectation in Reading.  
 At the end of 2023 151/174 (87%) of our Asian learners were currently at or exceeding expectation in Reading.  
 At the end of 2023 63/71 (89%) of our NZ/European learners were currently at or exceeding expectation in Reading.

#### END OF YEAR WHOLE SCHOOL - COHORT DATA

	END YEAR 2023				END YEAR 2024			2024 NARRATIVE
	Below Expectation	At Expectation	Above Expectation		Below Expectation	At Expectation	Above Expectation	
				YO	47% ( <u>7</u> )	53% ( <u>8</u> )		8/15 (53%) at or above expected curr level <i>Most learners not captured in this End of Year data</i>
Y0				Y1	18% ( <u>8</u> )	57% ( <u>25</u> )	25% ( <u>11</u> )	36/44 (82%) at or above expected curr level
Y1	26% (11)	58% (25)	16% (7)	Y2	11% ( <u>4</u> )	66% ( <u>25</u> )	24% ( <u>9</u> )	34/38 (89%) at or above expected curr level
Y2	10% (4)	56% (22)	33% (13)	Y3	8% ( <u>3</u> )	68% ( <u>26</u> )	24% ( <u>9</u> )	35/38 (92%) at or above expected curr level

Y3	16% (7)	53% (23)	30% (13)		Y4	11% (5)	61% (28)	28% (13)	41/45 (91%) at or above expected curr level
Y4	19% (8)	58% (25)	23% (10)		Y5	28% (12)	47% (20)	26% (11)	31/43 (72%) at or above expected curr level
Y5	25% (11)	48% (21)	27% (12)		Y6	21% (10)	60% (28)	19% (9)	37/47 (79%) at or above expected curr level
Y6	13% (7)	62% (33)	25% (13)		Y7	24% (14)	46% (27)	31% (18)	45/59 (76%) at or above expected curr level
Y7	17% (6)	64% (23)	19% (7)		Y8	19% (7)	56% (20)	25% (9)	29/36 (81%) at or above expected curr level
Y8	11% (4)	67% (24)	22% (8)		Learners in Year 9 at High School			N/A	
Total	17.2% 58	58.2% 196	24.6% 83			19 % (70)	57 % (207)	24 % (89)	296/366 (81%) at or above expected curr level

Of the 368 learners at Alfriston School 366 learners are included in this data capture. 296 are currently tracking at or above their expected curriculum level. This is 81% of the learners.

2023 data captured 337 learners, while 2024 data captures 366 learners which is 29 more learners. In 2023 83% of the learners were at or above their expected curriculum level and in 2024 81% are at or above their expected curriculum level. Based on the increase in numbers the data has ever so slightly improved.

WRITING

END OF YEAR WHOLE SCHOOL - GENDER DATA							
All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Male	58	28.6%	132	65.0%	13	6.4%	203
Female	33	20.2%	99	60.7%	31	19.0%	163

Total	91	24.9%	231	63.1%	44	12.0%	<u>366</u>
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145/203 (78.1%) of males are currently at or exceeding expectation in Writing.

130/163 (87.2%) of females are currently at or exceeding expectation in Writing.

At the end of the 2023 school year 71% of males were at or above expected curriculum area. With 71.4% this year we see a similar achievement level across all males. 2024 data captures 17 more male learners than 2023.

At the end of the 2023 school year 85% of females were at or above expected curriculum area. With 79.7% this year we see a slight decline in achievement level across all females. Our 2024 data however captures 12 more females.

#### END OF YEAR WHOLE SCHOOL - ETHNICITY DATA

All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Māori	19	51.4%	18	48.6%	0	0%	<u>37</u>
Pasifika	9	17.6%	38	74.5%	4	7.8%	<u>51</u>
Asian	48	23.5%	129	63.2%	27	13.2%	<u>204</u>
MELAA	0	0%	5	83.3%	1	16.7%	<u>6</u>
Other	1	25.0%	1	25.0%	2	50.0%	<u>4</u>
NZ/European	14	21.9%	40	62.5%	10	15.6%	<u>64</u>

18/37 (48.6%) of our Māori learners are currently at or exceeding expectation in Writing.

38/48 (82.3%) of our Pasifika learners are currently at or exceeding expectation in Writing.

151/174 (76.4%) of our Asian learners are currently at or exceeding expectation in Writing.

63/71 (78.1%) of our NZ/European learners are currently at or exceeding expectation in Writing.

At the end of the 2023 school year 43% of our Māori learners were currently at or exceeding expectation in Writing.

At the end of the 2023 school year 81% of our Pasifika learners were currently at or exceeding expectation in Writing.

At the end of the 2023 school year 83% of our Asian learners were currently at or exceeding expectation in Writing.

At the end of the 2023 school year 79% of our NZ/European learners were currently at or exceeding expectation in Writing.

#### END OF YEAR WHOLE SCHOOL - COHORT DATA

	END YEAR 2023					END YEAR 2024			<b>2024 NARRATIVE</b>
	Below Expectation	At Expectation	Above Expectation	2023 %		Below Expectation	At Expectation	Above Expectation	
	At pre school in 2023				Y0	47% ( <u>7</u> )	53% ( <u>8</u> )		8/15 (53%) at or above expected curr level <i>Most learners not captured in this End of Year data</i>
Y0	No data in 2023				Y1	5% ( <u>2</u> )	86% ( <u>38</u> )	9% ( <u>4</u> )	42/44 (95%) at or above expected curr level
Y1	9% (4)	70% (30)	21% (9)	91%	Y2	8% ( <u>3</u> )	76% ( <u>29</u> )	16% ( <u>6</u> )	35/38 (92%) at or above expected curr level
Y2	8% (3)	72% (28)	21% (8)	93%	Y3	18% ( <u>7</u> )	79% ( <u>30</u> )	3% ( <u>1</u> )	31/38 (82%) at or above expected curr level
Y3	16% (7)	53% (23)	30% (13)	83%	Y4	13% ( <u>6</u> )	61% ( <u>28</u> )	26% ( <u>12</u> )	40/46 (87%) at or above expected curr level
Y4	28% (12)	60% (26)	12% (5)	72%	Y5	40% ( <u>17</u> )	53% ( <u>23</u> )	7% ( <u>3</u> )	26/43 (60%) at or above expected curr level
Y5	36% (16)	62% (28)	2% (1)	64%	Y6	36% ( <u>17</u> )	53% ( <u>25</u> )	11% ( <u>5</u> )	30/47 (64%) at or above expected curr level
Y6	35% (19)	61% (33)	4% (2)	65%	Y7	37% ( <u>22</u> )	51% ( <u>30</u> )	12% ( <u>7</u> )	37/59 (63%) at or above expected curr level
Y7	25% (9)	58% (21)	17% (6)	75%	Y8	28% ( <u>10</u> )	56% ( <u>20</u> )	17% ( <u>6</u> )	26/36 (72%) at or above expected curr level

Y8	17% (6)	64% (23)	19% (7)	83%		Learners in Year 9 at High School			N/A	
Total	22.4% 76	62.5% 212	15% 51	76%		Total	25 % (91)	63 % (231)	12 % (44)	275/366 (75%) at or above expected curr level

Of the 368 learners at Alfriston School 366 learners are included in this data capture. 275 are currently tracking at or above their expected curriculum level. This is 72% of the learners.

Of the 363 learners at Alfriston School 339 learners are included in this data capture. Learners that have been at school less than 6 months are not included in this data report. 263 are currently tracking at or above their expected curriculum level. This is 76% of the learners.

2023 data captured 339 learners, while 2024 data captures 366 learners which is 27 more learners. In 2023 76% of the learners were at or above their expected curriculum level and in 2024 75% are at or above their expected curriculum level. Overall judgement would say we have maintained a similar level of achievement.

MATHS

END OF YEAR WHOLE SCHOOL - GENDER DATA							
All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Male	42	20.7%	121	59.6%	40	19.7%	203
Female	38	23.3%	100	61.3%	25	15.3%	163
Total	80	21.9%	221	60.4%	65	17.8%	366

161/203 (79%) of males are currently at or exceeding expectation in the Curriculum Level of Writing.

125/163 (77%) of females are currently at or exceeding expectation in the Curriculum Level of Maths.

147/186 (79%) of males are currently at or exceeding expectation in the Curriculum Level of Maths.

124/151 (82%) of females are currently at or exceeding expectation in the Curriculum Level of Maths.

#### END OF YEAR WHOLE SCHOOL - ETHNICITY DATA

All students Years 1 - 8	Below Expectation		At Expectation		Above Expectation		Total
	No.	%	No.	%	No.	%	No.
Māori	21	56.8%	15	40.5%	1	2.7%	<u>37</u>
Pasifika	12	23.5%	29	56.9%	10	19.6%	<u>51</u>
Asian	35	17.2%	124	60.8%	45	22.1%	<u>204</u>
MELAA	0	0%	5	83.3%	1	16.7%	<u>6</u>
Other	2	50.0%	1	25.0%	1	25.0%	<u>4</u>
NZ/European	10	15.6%	47	73.4%	7	10.9%	<u>64</u>

16/37 (43%) of our Māori learners are currently at or exceeding expectation in the Curriculum Level of Maths.

39/51 (76%) of our Pasifika learners are currently at or exceeding expectation in the Curriculum Level of Maths.

169/204 (83%) of our Asian learners are currently at or exceeding expectation in the Curriculum Level of Maths.

54/64 (84%) of our NZ/European learners are currently at or exceeding expectation in the Curriculum Level of Maths.

At the end of the 2023 school year 49% of our Māori learners were currently at or exceeding expectation Maths.

At the end of the 2023 school year 81% of our Pasifika learners were currently at or exceeding expectation in Maths.

At the end of the 2023 school year 87% of our Asian learners are currently at or exceeding expectation in Maths.  
 At the end of the 2023 school year 82% of our NZ/European learners are currently at or exceeding expectation in Maths.

## END OF YEAR WHOLE SCHOOL - COHORT DATA

END YEAR 2023					END YEAR 2024				<i><b>END OF YEAR NARRATIVE</b></i>
	Below Expectation	At Expectation	Above Expectation	2023 %		Below Expectation	At Expectation	Above Expectation	
	At pre school in 2023				Y0	33% (5)	67% (10)		10/15 (67%) at or above expected curr level
Y0	No data in 2023				Y1	14% (6)	75% (33)	11% (5)	38/44 (86%) at or above expected curr level
Y1	7% (3)	88% (38)	5% (2)	93%	Y2	3% (1)	74% (28)	24% (9)	37/38 (97%) at or above expected curr level
Y2	13% (5)	72% (28)	15% (6)	87%	Y3	21% (8)	66% (25)	13% (5)	30/38 (79%) at or above expected curr level
Y3	26% (11)	51% (22)	23% (10)	73%	Y4	20% (9)	65% (30)	15% (7)	37/46 (80%) at or above expected curr level
Y4	23% (10)	53% (23)	23% (10)	86%	Y5	23% (10)	65% (28)	12% (5)	33/43 (76%) at or above expected curr level
Y5	32% (14)	50% (22)	18% (8)	68%	Y6	23% (11)	57% (27)	19% (9)	36/47 (77%) at or above expected curr level
Y6	17% (9)	62% (33)	21% (11)	83%	Y7	42% (25)	32% (19)	25% (15)	34/59 (58%) at or above expected curr level
Y7	19% (7)	70% (25)	11% (4)	81%	Y8	14% (5)	58% (21)	28% (10)	31/36 (86%) at or above expected curr level
Y8	19% (7)	70% (22)	19% (7)	81%	Learners in Year 9 at High School				N/A
<b>Total</b>	19.6% (66)	63.2% (213)	17.2% (58)	80%	<b>Total</b>	22 % (80)	60 % (221)	18 % (65)	286/366 (78%) at or above expected curr level

Of the 368 learners at Alfriston School 366 learners are included in this data capture. 286 are currently tracking at or above their expected

curriculum level. This is 78% of the learners.

2023 data captured 337 learners, while 2024 data captures 366 learners which is 29 more learners. In 2023 80% of the learners were at or above their expected curriculum level and in 2024 78% are at or above their expected curriculum level. Overall judgement would say we have maintained a similar level of achievement.

SO WHAT? Next step = To analyse this data as a whole staff in order to use the information to guide future teaching and learning, resourcing and 2025 targets.



# Alfriston School Student Progress and Achievement Statement 2024

## 2024 STUDENT ACHIEVEMENT TARGETS

2024 READING TARGET	WHY?	PROGRESS OVER TIME		
		End of 2022	End of 2023	End of 2024
85% of our Year 5 and 6 learners to be at or above their expected curriculum level.	At the end of 2023 19/87 (22%) of our Year 5 and 6 learners were not achieving at their expected curriculum Level.	At the end of 2022 71/95 (80%) of our Year 3 and 4 learners were achieving at their expected curriculum Level.	At the end of 2023 69/87 (78%) of our Year 4 and 5 learners were achieving at their expected curriculum Level.	At the end of 2024 68/90 (77%) of our Year 5 and 6 learners were achieving at their expected curriculum Level.
	We need to shift at least 7 learners (accelerated progress in 2024)	31/43 (72%) of Year 3 learners are currently at or exceeding expectation in the Curriculum Level of Reading.  40/52 (77%) of Year 4 learners are currently at or exceeding expectation in the Curriculum Level of Reading.	35/42 (81%) of our Year 4 learners were at or above expected curr level  33/44 (75%) of our Year 5 learners were at or above expected curr level  **These were our lowest cohort percentages.	-31/43 (72%) of our Year 5 learners at or above expected curr level  37/47 (79%) of our Year 6 learners at or above expected curr level

2024 WRITING TARGET	WHY?	PROGRESS OVER TIME		
		End of 2022	End of 2023	End of 2024
85% of all our learners to be at or above their expected curriculum level.	<p>At the end of 2023 70/303 (23%) of all learners were not achieving at their expected curriculum level.</p> <p>We need to shift at least 24 learners (accelerated progress in 2024)</p>	At the end of 2022 257/388 learners were currently tracking at or above their expected curriculum level. This is 66.3% of the learners.	At the end of 2023 76% of the learners were at or above their expected curriculum level.	Of the 368 learners at Alfriston School 349 learners are included in this data capture. 265 are currently tracking at or above their expected curriculum level. This is 75.9% of the learners.
Additional Information			2023 data captured 337 learners, while 2024 data captures 349 learners which is 12 more learners.	

2024 MATH TARGET	WHY?	PROGRESS OVER TIME		
		End of 2022	End of 2023	End of 2024
80% of our Year 4-6 learners to be at or above their expected curriculum level.	<p>At the end of 2023 35/130 (27%) of all learners were not achieving at their expected curriculum level.</p> <p>We need to shift at least 10 learners (accelerated progress in 2024)</p>	<p>28/44 (64%) of Year 2 learners were currently at or exceeding expectation in the Curriculum Level of Math.</p> <p>31/43 (72%) of Year 3 learners are currently at or exceeding expectation in the Curriculum Level of Math.</p> <p>41/52 (79%) of Year 4 learners are currently at or exceeding expectation in the Curriculum Level of Math.</p>	<p>At the end of 2023 95/130 (73%) of all learners were achieving at their expected curriculum level.</p> <p>32/43 (73%) Year 3 learners were at or above expected curr level</p> <p>33/43 (86%) Year 4 learners were at or above expected curr level</p> <p>30/44 (68%) Year 5 learners were at or above expected curr level</p>	<p>-Overall 30/136 are achieving at their expected curriculum level. The overall achievement is 70%.</p> <p>-Year 4: 37/46 (80%) at or above expected curr level</p> <p>-Year 5: 33/43 (76%) at or above expected curr level</p> <p>-Year 6: 36/47 (77%) at or above expected curr level</p>

## 2024 ACTIONS/INTERVENTIONS

### READING

- Employed a registered teacher to provide additional Reading support in the Whanaungatanga (Yrs 5/6) team
- Literacy Lead Teacher unit holder: led Literacy team that met regularly to share ideas and work on resources for teaching and learning
- Two staff completed Better Start Literacy (Structured Literacy) through Canterbury University
- Better Start Literacy approach Years 0-3
- RTLB support utilised: Agility with Sound
- RT Lit support: pleasing progress for learners involved
- The Code programme used in Whanaungatanga team (Years 4-6): pleasing achievement progress
- Guided reading continues to be an expectation in all classes
- Ensuring learners are exposed to a range of genre
- Team and Class newsletters outline learning taking place: Home / school partnership
- Differentiated learning within class programmes
- Teachers at all levels reading to their learners
- Yr 0-3 Literacy information afternoon
- Library remains available in class and lunch time: promoting having a book in your hand

### WRITING

- Employed a registered teacher to provide additional Writing support in the Whanaungatanga (Yrs 5/6) team
- The Code introduced in Years 4-6: groups are fluid and learners moved between regularly
- Commitment to sharing Code focus across the team so that teachers can incorporate into all learning
- Literacy group created schoolwide exemplar book: moderation of writing and annotated samples now available
- Literacy group met regularly to discuss writing programmes and resourcing: significant amount of money spent to purchase junior readers and novels for older learners
- Team and Class newsletters outline learning taking place: Home / school partnership
- Sharing of teacher expertise and best practice: team and whole staff level
- Sharing of teacher practice in team and staff meetings
- Prioritising Writing in core learning time - morning
- Commitment to 1 hr of explicitly planned and taught writing a day (5 days a week)
- Making tasks relevant and meaningful: purpose for writing - who is our audience
- Allowing learners choice in their writing
- Integrating other curriculum areas into writing e.g. Science and Social Sciences

### MATH

- Mathematics Lead Teacher supported by Deputy Principal - led Maths group
- Whole staff P.D.: Refreshed Curriculum
- Whole staff review of Math Progressions: aligning to the new curriculum
- Math lead created assessment tests aligned to Math progressions
- Focus on Math maintenance / revisiting past learning
- Sharing of Math progressions at Three Way Conferences
- Online learning programmes to support in class teaching and learning
- Team and Class newsletters outline learning taking place: Home / school partnership
- Senior Leader took Otago Problem solving group this year
- ICAS exams offered in 2024

# 2025 STUDENT ACHIEVEMENT TARGETS

READING TARGET				
TARGET		WHY		
-85% of our Year 7-8 learners to be at or above their expected curriculum level (need to shift 9 learners)		10/47 (21%) currently not achieving at their expected curriculum level 14/59 (24%) currently not achieving at their expected curriculum level ***We need to ensure these learners are achieving as expected when they leave for high School		
END OF YEAR DATA (CURRENT REALITY):				
YEAR GROUP	BELOW	AT	ABOVE	TOTAL
YEAR 7	21% (10)	60% (28)	19% (9)	37/47 (79%) at or above expected curr level
YEAR 8	24% (14)	46% (27)	31% (18)	45/59 (76%) at or above expected curr level
TOTAL TARGET GROUP	24	55	27	82/106 (77%) at or above expected curr level

WRITING TARGET				
TARGET		WHY		
-75% of our Year 6-8 learners to be at or above their expected curriculum level (need to shift 19 learners)		26/43 (60%) at or above expected curr level		
		30/47 (64%) at or above expected curr level		
		37/59 (63%) at or above expected curr level		
END OF YEAR DATA (CURRENT REALITY):				
	BELOW	AT	ABOVE	TOTAL
YEAR 6	40% (17)	53% (23)	7% (3)	26/43 (60%) at or above expected curr level

YEAR 7	36% (17)	53% (25)	11% (5)	30/47 (64%) at or above expected curr level
YEAR 8	37% (22)	51% (30)	12% (7)	37/59 (63%) at or above expected curr level
TOTAL TARGET GROUP	56	78	15	93/149 (62%) at or above expected curr level

MATHEMATICS TARGET				
TARGET		WHY		
-85% of all learners to be at or above their expected curriculum level (shift at least 21 learners).		286/366 (78%) at or above expected curr level		
END OF YEAR DATA (CURRENT REALITY):				
	BELOW	AT	ABOVE	TOTAL
YEAR 1	33% ( <u>5</u> )	67% ( <u>10</u> )		10/15 (67%) at or above expected curr level
YEAR 2	14% ( <u>6</u> )	75% ( <u>33</u> )	11% ( <u>5</u> )	38/44 (86%) at or above expected curr level
YEAR 3	3% ( <u>1</u> )	74% ( <u>28</u> )	24% ( <u>9</u> )	37/38 (97%) at or above expected curr level
YEAR 4	21% ( <u>8</u> )	66% ( <u>25</u> )	13% ( <u>5</u> )	30/38 (79%) at or above expected curr level
YEAR 5	20% ( <u>9</u> )	65% ( <u>30</u> )	15% ( <u>7</u> )	37/46 (80%) at or above expected curr level
YEAR 6	23% ( <u>10</u> )	65% ( <u>28</u> )	12% ( <u>5</u> )	33/43 (76%) at or above expected curr level
YEAR 7	23% ( <u>11</u> )	57% ( <u>27</u> )	19% ( <u>9</u> )	36/47 (77%) at or above expected curr level
TOTAL TARGET GROUP	50	181	40	221/271 (62%) at or above expected curr level

## 2025 ACTIONS / INTERVENTIONS

### **LITERACY**

- 1 hr of explicitly planned and taught writing and reading a day (5 days a week)
- Teacher Aide to be trained in Agility with Sound programme: to be used with well below learners in Years 5-8
- Teacher Aide to support Year 0/1 classes during Literacy learning in Term 1
- Year 0/1 teachers to work collaboratively to meet needs of learners (one take less able learners with T.A. support)
- Literacy Lead role (unit paid) and staff focus group to continue
- Three new staff to complete Better Start Literacy (Structured Literacy) through Canterbury University
- Continuation of Better Start Literacy (Structured Literacy) approach in Years 0-3
- Continuation of The Code approach in Years 4-6
- Revisit non-negotiables for Literacy Programmes - Whānau leaders and Senior leaders to monitor
- Continue to source external support - RT Lit and RTLB
- Home learning to complement class programme (looks different at each level)
- Continue to purchase quality resources to support teaching and learning

### **MATH**

- 1 hr of explicitly planned and taught Maths a day (5 days a week)
- Refreshed Curriculum P.D. focus for 2025
- Kahui Ako P.D. (The Learner First Maths) for at least 3 staff - learning shared with all staff
- Numeracy unit role(unit paid) to continue in 2024
- During ToD the new Literacy and Numeracy teams meet and set goals and indicators for success.
- Revisit non-negotiables for Maths Programmes
- Home learning to complement class programme (looks different at each level)



**VISION:** A community of learners supporting each other to ensure everyone reaches their full potential.

## GIVING EFFECT TO TE TIRITI O WAITANGI

[Schooldocs link](#)

### Giving Effect to te Tiriti o Waitangi

Under the Education and Training Act 2020, a primary objective of the board of Alfriston School is giving effect to te Tiriti o Waitangi. We do this by:

- Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- Taking all reasonable steps to make instruction available in tikanga Māori and to reo Māori
- Achieving equitable outcomes for Māori students
- Providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori

Alfriston School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Alfriston School Strategic goals are directly aligned to the NELPs and the 3 principles of Te Tiriti o Waitangi.

- **HAUORA – WELL-BEING (ALIGNMENT TO NELP PRIORITIES Obj 1,2 and 4 - PARTNERSHIP and PARTICIPATION)**  
Provide a positive, learning focused culture that is committed to inclusion of all
- **AKO – TEACHING AND LEARNING (ALIGNMENT TO NELP PRIORITIES Obj 2,3 and 4 - PROTECTION and PARTICIPATION )**  
Provide high quality teaching and learning programmes that enable every learner to reach their full potential
- **AROTAKE - INTERNAL EVALUATION FOR IMPROVEMENT (ALIGNMENT TO NELP PRIORITIES Obj 1,2,3,4 and 5 - PARTNERSHIP, PROTECTION and PARTICIPATION)**  
Establish a culture of effective, ongoing internal evaluation for improvement

### **Some specific evidence for 2024**

- We prioritise relationships and work hard to develop and maintain these. We are strategic and deliberate in doing so
- Board members completed Te Tiriti o Waitangi professional learning (NZSTA)
- Kapa Haka prioritised – in learning time
- External Kapa Haka kaiako employed in order to extend learners knowledge and ability to perform
- Professional Development with George Ihimaera (MAC) – tikanga focus
- Professional Development through Education Perfect – online Te Reo learning programme
- Opportunities sought for performance – in and out of school

- Removing all barriers to learning – bus cards, food, stationery, uniforms
- Awareness of Priority learners – Teacher Only Day at start of the year
- Code colour used in planning and assessment to ensure awareness and monitoring of Priority learners
- Tracking achievement data of Priority learners – knowing which learners are underachieving and working with whānau to close the gap
- Te Reo progressions available to all staff
- Te Reo ring – adding cards to this to ensure we continue to learn and use Te Reo Māori
- Powhiri held termly – learners understand the purpose and are very proud of their role in welcoming new whānau and visitors.
- Learners leading powhiri – karanga, haka powhiri and speakers
- Ensuring we have a Māori representative on the Board
- Use of te reo in the classroom – written and spoken
- Staff development using te reo school values
- Use of te reo Māori in school communications
- Gathering student voice – term foci
- Opportunities for learners to know and share who they are and where they are from
- Developed additional form of communication (Home/School Partnership) to provide whānau with more information about classroom programmes and celebrations of learning
- Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy) – understanding and development continues



**ALFRISTON  
SCHOOL**

CHALLENGE  
PRIDE  
EXCELLENCE  
EMPATHY

## Compliance with Education and Training Act 2020 requirements to be a good employer

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

### Reporting on the principles of being a Good Employer

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

-Health and Safety procedures/practices:

- Consistent messaging 'Health and Safety is everyone's responsibility
- High expectations ensuring we are aware and following
- Awareness of all aspects of health and safety - discussed regularly
- Continuous improvement - our 3rd Strategic goal focuses on ongoing internal evaluation. We 'notice', 'respond' and 'monitor'
- Health and Safety lead staff member - unit holder. Also member of the BOT
- Conducting regular risk assessments to identify potential hazards and take steps to mitigate them.
- Providing appropriate training and supervision to employees to ensure they can perform their jobs safely.
- Providing appropriate personal protective equipment (PPE) when necessary.
- Maintaining equipment and machinery to ensure they are safe to use.
- Ensuring that the workplace is clean and well-maintained.
- Expectation that employees report any hazards or safety concerns they encounter.

-Strategic Goal #1 - Hauora. People first - we are committed to ensuring everyone feels safe and supported in the workplace. We have a number of ways to recognise staff as individuals and as a team. Relationships are the key and are prioritised.

-The school policy applies to all school employees and to trainees as appropriate. Our induction process involves providing information, training, observation, and mentoring. All school staff play a role in welcoming and integrating new staff into the school.

Our induction process:

- supports staff to feel welcome and be successful and emphasises **staff wellbeing**
- familiarises staff with their working environment, including **health and safety**
- covers our **school's aims** and enables staff to contribute to the school's vision and values
- explains our codes of conduct for **staff** and our **school community**

	<ul style="list-style-type: none"> <li>provides information about <b>policies and procedures</b>, including <b>how to participate in reviews</b></li> <li>covers our <b>child protection</b> policy</li> <li>identifies and addresses any specific professional development needs.</li> </ul> <p>-Induction for teaching staff - <a href="#">Link to induction document</a></p> <p>All new staff:</p> <ul style="list-style-type: none"> <li>are invited to visit the school before their employment begins</li> <li>have access to the school's policies and procedures and are expected to develop their understanding of them</li> <li>complete our school's induction process.</li> </ul>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without <b>bias or discrimination</b>. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> <li>to maintain, and comply with their school's Equal Employment Opportunities policy, and</li> <li>to include in the annual report a summary of the year's compliance.</li> </ul> <p>To achieve this, the board:</p> <ul style="list-style-type: none"> <li>appoints a member to be the EEO officer – this role may be taken by the principal</li> <li>shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</li> <li>selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li> <li>recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> <li>ensures that employment and personnel practices are fair and free of any bias.</li> </ul>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>Employ based on needs of the role - as per the job description.</p> <p>Employ the best person ( skills, qualifications and abilities) for the job.</p> <p>Follow Alfriston School's policies and procedures for appointment.</p> <p>Scale A teacher appointment delegated to Principal. Senior leadership positions involve Board Members.</p>
<p>How are you recognising,</p> <p>- The aims and aspirations of Maori,</p>	<p>Through professional learning we understand the importance of Māori achieving success as Māori. Ways we do this: Partnership, Participation and Protection.</p>

<ul style="list-style-type: none"> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p>We do not have any Māori staff members currently, however there are staff members who are a part of Māori and Pasifika whānau (through marriage). We seldom have Māori kaiako apply for positions at our school.</p> <p>We continue to work with MAC (Maori Achievement Collaborative) and we are working towards improved tikanga practices and integrated Te Reo becoming normalised across the school. In 2024 staff completed the Education Perfect Te Reo learning course. All Maori learners are identified through our student management system and achievement is tracked closely. Achievement of our priority learners is analysed and discussed at class, team and school level. Kapa Haka is strong in the school.</p>
How have you enhanced the abilities of individual employees?	<ul style="list-style-type: none"> <li>-Professional Growth Cycle - collaborative approach</li> <li>-Professional Development - internal and external</li> <li>-Peer Coaching - learning from each other</li> <li>- 'What's had the biggest Impact on Improving your teacher practice?' Ensuring we are providing opportunities aligned to this.</li> <li>-Opportunities for staff to lead learning</li> <li>-Observations of each other</li> <li>-SLT supporting constantly</li> <li>-Strength based appointments are made</li> <li>-Opportunities for Kaiako to use passions and strengths in teaching, learning and coaching of colleagues</li> <li>-Strategic organisation of teams - strengths and age of learners based</li> <li>-Encourage staff to seek personal development: support in all cases</li> </ul>
How are you recognising the employment requirements of women?	<p>We ensure all employees and applicants for employment are treated according to their skills, qualifications and abilities.</p> <p>We recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</p> <p>We ensure that employment and personnel practices are fair and free of any bias.</p>
How are you recognising the employment requirements of persons with disabilities?	<p>As above</p> <p>Supporting all staff with their individual needs and areas of development.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy <a href="#">LINK</a> to policy	YES	NO

Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	



## **Kiwi Sport Funding 2024**

Alfriston School understands and recognises that KiwiSport is a Government funding initiative that promotes sport and aims to increase opportunities for school-aged students to participate in organised sport.

The following report outlines how the Ministry of Education allocated Kiwisport funding (\$5,597.72) increased learner's sporting opportunities at Alfriston School in 2024.

In 2024 Kiwisport funding was used to engage Kelly Sports who designed a programme to meet the needs of our learners.

### **Kelly Sports - Description of work**

#### ***Year 0-1: FMS Introduction Stability/Locomotor focus***

#### ***Year 2-3: FMS Development Locomotor/Intro to Manipulative focus***

Focus is on gross motor movements from your choice of locomotor, stability and manipulative skills, which serve as the building blocks for further sport and activity as the children grow. Carried out in a fun, play based setting, using co-operative games we also cover concepts like relating to others, taking turns and feeling successes. The programme aims to develop an enjoyment of physical activity in students and enhance the following skills – running, leaping, catching, throwing, skipping, kicking and striking.

#### ***Year 4: FMS Progression Manipulative focus***

Focus is on consolidation of earlier FMS development to create movement sequences such as throwing, catching, kicking and striking in a game based setting. A key aim is full participation and enjoyment, helping to develop positive attitudes to physical activity and to encourage further use in a variety of environments. Students will also learn about rules, accepting decisions, sharing and fairplay.

#### ***Year 5-8: Wellbeing through physical activity programme.***

This programme is all-inclusive with high levels of participation. Our focus is on showing learners and learning coaches the importance of, and links between wellbeing and physical activity and how this impacts on us positively in many areas of our lives. Key learning outcomes include understanding how physical activity can help us with;

Decisions on how Kiwisport funding is spent are made collectively. Staff evaluate the use of funding and present ideas for future use. Staff and learner voice for 2023 was extremely positive, therefore our 2024 funding will be utilised in a similar manner.