

Conifer Grove School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

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

Conifer Grove School

Members of the Board of Trustees

For the year ended 31 December 2023

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

Conifer Grove School

Annual Report - For the year ended 31 December 2023

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 18	Notes to the Financial Statements
	Independent Auditor's Report
	Other Information
	Analysis of Variance
	Principal's Annual Report

Conifer Grove School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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



Warren Rakena

Full Name of Presiding Member

Signature of Presiding Member

16 October 2024

Date:



Raj Dullabh

Full Name of Principal

Signature of Principal

12 October 2024

Date:

Conifer Grove School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,942,277	4,408,172	4,612,723
Locally Raised Funds	3	105,681	18,750	68,862
Interest		27,193	5,000	8,524
Gain on Sale of Property, Plant and Equipment		480	-	-
Total Revenue		5,075,631	4,431,922	4,690,109
Expense				
Locally Raised Funds	3	61,843	39,750	35,611
Learning Resources	4	3,647,770	3,109,437	3,207,655
Administration	5	332,348	264,385	268,786
Interest		3,413	3,500	3,881
Property	6	1,131,986	1,016,572	1,032,380
Loss on Disposal of Property, Plant and Equipment		1,346	-	103,846
Total Expense		5,178,706	4,433,644	4,652,159
Net Surplus / (Deficit) for the year		(103,075)	(1,722)	37,950
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(103,075)	(1,722)	37,950

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

Conifer Grove School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January	1,177,887	1,177,887	1,125,806
Total comprehensive revenue and expense for the year	(103,075)	(1,722)	37,950
Contribution - Furniture and Equipment Grant	23,026	-	14,131
Equity at 31 December	1,097,838	1,176,165	1,177,887
Accumulated comprehensive revenue and expense	1,097,838	1,176,165	1,177,887
Equity at 31 December	1,097,838	1,176,165	1,177,887

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Conifer Grove School Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	434,670	244,328	364,353
Accounts Receivable	8	237,901	246,000	287,355
GST Receivable		26,823	5,000	6,361
Prepayments		26,140	20,000	22,761
Inventories	9	-	4,000	4,743
Investments	10	262,649	400,000	261,410
Funds Receivable for Capital Works Projects	16	115,871	-	-
		<u>1,104,054</u>	<u>919,328</u>	<u>946,983</u>
Current Liabilities				
Accounts Payable	12	608,755	272,500	248,942
Revenue Received in Advance	13	19,192	20,000	45,885
Provision for Cyclical Maintenance	14	32,122	50,800	22,000
Finance Lease Liability	15	24,079	20,000	19,537
Funds held for Capital Works Projects	16	28,800	-	35,998
		<u>712,948</u>	<u>363,300</u>	<u>372,362</u>
Working Capital Surplus/(Deficit)		391,106	556,028	574,621
Non-current Assets				
Property, Plant and Equipment	11	800,497	716,537	706,537
		<u>800,497</u>	<u>716,537</u>	<u>706,537</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	86,171	81,400	84,100
Finance Lease Liability	15	7,594	15,000	19,171
		<u>93,765</u>	<u>96,400</u>	<u>103,271</u>
Net Assets		<u>1,097,838</u>	<u>1,176,165</u>	<u>1,177,887</u>
Equity		<u>1,097,838</u>	<u>1,176,165</u>	<u>1,177,887</u>

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

Conifer Grove School Statement of Cash Flows

For the year ended 31 December 2023

	2023	2023	2022
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,282,788	1,102,132	1,238,355
Locally Raised Funds	97,377	23,875	52,282
Goods and Services Tax (net)	(20,462)	1,361	5,691
Payments to Employees	(666,639)	(493,119)	(621,546)
Payments to Suppliers	(599,865)	(444,836)	(466,723)
Interest Paid	(3,413)	(3,500)	(3,881)
Interest Received	26,519	5,620	7,247
Net cash from/(to) Operating Activities	116,305	191,533	211,425
Cash flows from Investing Activities			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	(866)	-	-
Purchase of Property Plant & Equipment (and Intangibles)	(226,542)	(104,129)	(80,435)
Purchase of Investments	(1,239)	(138,590)	(52,128)
Net cash from/(to) Investing Activities	(228,647)	(242,719)	(132,563)
Cash flows from Financing Activities			
Furniture and Equipment Grant	23,026	(14,131)	14,131
Contributions from / (Distributions to) Ministry of Education	-	(14,131)	-
Finance Lease Payments	(22,298)	(4,579)	(19,447)
Funds Administered on Behalf of Other Parties	181,931	(35,998)	35,998
Net cash from/(to) Financing Activities	182,659	(68,839)	30,682
Net increase/(decrease) in cash and cash equivalents	70,317	(120,025)	109,544
Cash and cash equivalents at the beginning of the year	7	364,353	364,353
Cash and cash equivalents at the end of the year	7	434,670	254,809
		244,328	364,353

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

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

Conifer Grove School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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, but not yet taken at balance date.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from ministry grants received 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 9-15 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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 surplus or deficit.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-Kind

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,241,744	1,049,870	1,244,292
Teachers' Salaries Grants	2,768,042	2,500,000	2,508,215
Use of Land and Buildings Grants	896,662	844,302	844,303
Other Government Grants	35,829	14,000	15,913
	4,942,277	4,408,172	4,612,723

The school has opted in to the donations scheme for this year. Total amount received was \$83,743.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	55,268	-	35,451
Curriculum related Activities - Purchase of goods and services	49,099	18,750	32,119
Trading	862	-	1,292
Fundraising & Community Grants	452	-	-
	105,681	18,750	68,862
Expense			
Extra Curricular Activities Costs	56,926	39,750	33,768
Trading	4,743	-	1,843
Fundraising and Community Grant Costs	174	-	-
	61,843	39,750	35,611
<i>Surplus / (Deficit) for the year Locally Raised Funds</i>	43,838	(21,000)	33,251

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	75,211	99,362	77,439
Equipment Repairs	15,038	1,500	11,995
Information and Communication Technology	14,040	14,500	10,940
Library Resources	4,452	4,900	4,838
Employee Benefits - Salaries	3,300,373	2,827,605	2,909,088
Staff Development	90,811	66,570	85,290
Depreciation	147,845	95,000	108,065
	3,647,770	3,109,437	3,207,655

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,330	8,330	8,080
Board Fees	2,550	3,200	2,910
Board Expenses	34,383	8,000	13,230
Communication	19,114	29,300	17,474
Consumables	9,438	11,455	5,753
Other	79,375	44,000	46,434
Employee Benefits - Salaries	164,697	145,500	160,083
Insurance	9,061	9,200	9,491
Service Providers, Contractors and Consultancy	5,400	5,400	5,331
	332,348	264,385	268,786

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	12,692	6,150	9,464
Consultancy and Contract Services	67,970	59,700	67,658
Cyclical Maintenance	39,093	26,100	3,219
Grounds	3,120	3,120	2,971
Heat, Light and Water	30,527	24,400	28,142
Repairs and Maintenance	29,705	4,800	27,865
Use of Land and Buildings	896,662	844,302	844,303
Security	1,176	1,000	-
Employee Benefits - Salaries	51,041	47,000	48,758
	1,131,986	1,016,572	1,032,380

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	434,670	244,328	84,353
Short-term Bank Deposits	-	-	280,000
Cash and cash equivalents for Statement of Cash Flows	434,670	244,328	364,353

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

Of the \$434,670 Cash and Cash Equivalents, \$28,870 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	22,406	5,000	46,010
Interest Receivable	2,294	1,000	1,620
Teacher Salaries Grant Receivable	213,201	240,000	239,725
	<u>237,901</u>	<u>246,000</u>	<u>287,355</u>
Receivables from Exchange Transactions	24,700	6,000	47,630
Receivables from Non-Exchange Transactions	213,201	240,000	239,725
	<u>237,901</u>	<u>246,000</u>	<u>287,355</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	-	4,000	4,743
	<u>-</u>	<u>4,000</u>	<u>4,743</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	262,649	400,000	261,410
Total Investments	<u>262,649</u>	<u>400,000</u>	<u>261,410</u>

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings - School	293,472	-	-	-	(8,384)	285,088
Furniture and Equipment	250,008	185,333	4	-	(68,359)	366,986
Information and Communication Technology	100,572	42,084	-	-	(45,743)	96,913
Leased Assets	38,731	15,262	-	-	(21,643)	32,350
Library Resources	23,754	-	(878)	-	(3,716)	19,160
Balance at 31 December 2023	706,537	242,679	(874)	-	(147,845)	800,497

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings - School	419,203	(134,115)	285,088	419,203	(125,731)	293,472
Furniture and Equipment	871,706	(504,720)	366,986	585,695	(335,687)	250,008
Information and Communication Technology	420,001	(323,088)	96,913	377,916	(277,344)	100,572
Leased Assets	94,392	(62,042)	32,350	79,129	(40,398)	38,731
Library Resources	118,974	(99,814)	19,160	125,625	(101,871)	23,754
Balance at 31 December 2023	1,924,276	(1,123,779)	800,497	1,587,568	(881,031)	706,537

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	320,048	15,000	18,623
Accruals	11,562	8,000	8,080
Banking Staffing Overuse	50,389	-	-
Employee Entitlements - Salaries	215,135	240,000	212,584
Employee Entitlements - Leave Accrual	11,621	9,500	9,655
	608,755	272,500	248,942
Payables for Exchange Transactions	608,755	272,500	248,942
	608,755	272,500	248,942

The carrying value of payables approximates their fair value.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

13. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	15,215	20,000	10,000
Other Revenue in Advance	3,977	-	35,885
	19,192	20,000	45,885

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	106,100	84,100	102,881
Increase to the Provision During the Year	39,093	26,100	3,219
Use of the Provision During the Year	(26,900)	-	-
Other Adjustments	-	22,000	-
Provision at the End of the Year	118,293	132,200	106,100
Cyclical Maintenance - Current	32,122	50,800	22,000
Cyclical Maintenance - Non current	86,171	81,400	84,100
	118,293	132,200	106,100

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	26,044	20,000	22,125
Later than One Year and no Later than Five Years	8,147	20,000	20,227
Future Finance Charges	(2,518)	(5,000)	(3,644)
	31,673	35,000	38,708
Represented by			
Finance Lease Liability - Current	24,079	20,000	19,537
Finance Lease Liability - Non current	7,594	15,000	19,171
	31,673	35,000	38,708

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

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.

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

Represented by:

Funds Held on Behalf of the Ministry of Education	28,800
Funds Receivable from the Ministry of Education	(115,871)
	<u>(87,071)</u>

	2022	Opening Balances \$	Receipts / Receivable from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Projects Landscaping		-	35,998	-	-	35,998
Totals		-	35,998	-	-	35,998

Represented by:

Funds Held on Behalf of the Ministry of Education	35,998
Funds Receivable from the Ministry of Education	-
	<u>35,998</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 condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

18. Remuneration

Key management personnel compensation

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

	2023	2022
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,550	2,910
<i>Leadership Team</i>		
Remuneration	528,855	393,447
Full-time equivalent members	4	3
Total key management personnel remuneration	531,405	396,357

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

Principal

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

	2023	2022
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	150-160
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

Other Employees

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

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

Remuneration	2023	2022
\$000	FTE Number	FTE Number
120-130	2.00	-
110-120	2.00	2.00
100-110	4.00	2.00
	8.00	4.00

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:

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

Conifer Grove School

Notes to the Financial Statements (cont'd)

For the year ended 31 December 2023

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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 settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

As at 31 December 2023 the Board has entered into no contract agreements for capital works (2022: Nil)

(b) Operating Commitments

As at 31 December 2023, the Board has no operating commitments (2022: Nil)

22. Financial Instruments

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Financial assets measured at amortised cost	\$	\$	\$
Cash and Cash Equivalents	434,670	244,328	364,353
Receivables	237,901	246,000	287,355
Investments - Term Deposits	262,649	400,000	261,410
Total financial assets measured at amortised cost	<u>935,220</u>	<u>890,328</u>	<u>913,118</u>
Financial liabilities measured at amortised cost			
Payables	608,755	272,500	248,942
Finance Leases	31,673	35,000	38,708
Total financial liabilities measured at amortised cost	<u>640,428</u>	<u>307,500</u>	<u>287,650</u>

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 Conifer Grove School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Conifer Grove School (the School). The Auditor-General has appointed me, Wayne Tukiri, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 16 October 2024. This is the date at which our opinion is expressed.

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

Basis 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.

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 the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, Kiwisport report and Treaty of Waitangi reporting, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Analysis of Variance 2023- Timata Year 0-1

Strategic Evaluation

-related to our Vision, Values and Strategic Goals (50-Day Action Plans) - 2023 focus on the evaluation. What are we noticing?

Are all our learners experiencing success ?To what extent are the improvement initiatives making a difference to all our learners?

Can we do better? Can we see the impact?

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

Regular Evaluation (planned)

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

Feeds back into the strategic plan.

School Name:

Conifer Grove School

School Number:

1255

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Strategic Aim:	<p>Curriculum Initiative Goal 4:</p> <ul style="list-style-type: none"> -Team Targets set in Reading, Writing & Mathematics monitored, accelerated achievement monitored. <ul style="list-style-type: none"> ● School-wide focus on raising and accelerating progress in Writing. ● To ensure every learner gains sound foundation skills in Literacy and Numeracy.
Annual Aim:	<p>Teams identify at-risk students to form baseline data and set Year level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics.</p>
Target:	<p>Structured Literacy: 75% At and Exceeding by the end of their 1st Year Anniversary.</p> <p>Writing: 75% At and Exceeding by the end of their 1st Year Anniversary.</p> <p>Mathematics: 80% At and Exceeding by the end of their 1st Year Anniversary.</p>
Baseline Data:	<p>N/A</p> <p>We have used 2022 Year 1 data for the 2023 Year 1's. This is to give us an indication of student progress and achievement. We have used this to create aspirational targets for our 2023 Year 1 cohort.</p>

Noticing	<p>Recognising - investigating & collaborative sense making</p> <p><i>Investigating</i></p>	<p>Responding - prioritising to take action & monitoring & evaluating impact</p>
----------	---	--

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

<p><i>What are we seeing?</i> <i>What are our hunches?</i> <i>What are we going to investigate?</i></p>	<p><i>What else do we need to find out?</i> <i>What is our data telling us what insight does it provide?</i> <i>What can we learn from research on what good looks like?</i></p>	<p><i>What can we do to ensure better progress and outcomes for this group of learners?</i> <i>What strengths do we have and can draw on? Where do we need to build on our capabilities?</i> <i>Is what we are doing based on evidence/best practice?</i></p>
<ul style="list-style-type: none"> • We have identified Spotlight (target) students in Reading, Writing and Mathematics. • We have looked at the ethnicities that our Spotlight students represent and with the help of the Mana Whakatipu will be able to make connections with them and their cultures. • As these students are all new to CGS, we will investigate any inequitable outcomes in the data at the end of Term 1. • Content knowledge of the elements in Writing is still developing in some staff. 	<ul style="list-style-type: none"> • We will look at any inequitable outcomes in our data and identify how we can respond to what the data is showing us. • Monitor in Team Meetings the Maori/Pasifika students -where are they at? Where do they need to be? Are they tracking to reach At and Exceeding by the end of their first year? Discuss culturally responsive pedagogies- this will support acceleration in student learning. • SLT and TLs videoing teacher lessons in Writing looking at the effectiveness and clarity of WALTs and WILFs. 	<ul style="list-style-type: none"> • Explicit planning for these students every day with many opportunities to read, write, practise number knowledge activities and problem-solving. • PLD in Structured Literacy is planned for teachers during the Easter break holidays. Teacher to identify their N+1 in response to this PLD.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	<ul style="list-style-type: none">• Collecting student voice to inform teaching practice.• Collaborative sharing of ideas to accelerate student learning in Team meetings-Writing is a focus on the agenda.	<ul style="list-style-type: none">• N + 1 goals in Writing to be co-constructed with teachers and Tls collaboratively.• Writing PD in staff meetings for teachers to gain a deeper understanding of the E-asTTle rubric level for the elements in Writing.• Moderating Writing in teams and across teams.• Teachers to increase the pace of learning, moving students on when they have achieved their current learning, 'as fast as we can and as slow as we must'.• Increase opportunities for Reading and Writing during the day with their teacher and/or buddies.
--	--	--

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Analysis of Variance 2023- Haemata Year 2-3

Strategic Evaluation

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

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

Regular Evaluation (planned)

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

School Name:

Conifer Grove School

School Number:

1255

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Strategic Aim:	<p>Curriculum Initiative Goal 4:</p> <ul style="list-style-type: none"> -Team Targets set Reading, Writing & Mathematics monitored, accelerated achievement monitored <ul style="list-style-type: none"> ● School-wide focus on raising and accelerating progress in Writing. ● To ensure every learner gains sound foundation skills in Literacy and Numeracy.
Annual Aim:	<p>Teams identify at risk students to form baseline data and set Year level targets. Teams develop an action plan accelerate student achievement in Reading, Writing and Mathematics</p>
Target:	<p><u>Structured Literacy:</u> 75% At and Exceeding the appropriate level by the end of 2023 86% At and Exceeding the appropriate level by the end of 2023 60% At and Exceeding the appropriate level by the end of 2023</p> <p><u>Ethnicity:</u> 2 out of the 4 Year 2 Māori students should be at or exceeding at the end of 2023 4 out of the 6 Year 2 Pasifika students should be at or exceeding at the end of 2023</p> <p><u>Gender:</u> 82% Year 2 male students should be at or exceeding at the end of 2023</p> <hr/> <p><u>Maths:</u> 80% At and Exceeding by the end of their 1st Year Anniversary. 92% At and Exceeding by the end of their 2nd Year Anniversary. 93% At and Exceeding by the end of their 3rd Year Anniversary.</p>

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	<p><u>Writing:</u> 75% At and Exceeding by the end of their 1st Year Anniversary. 80% At and Exceeding by the end of their 2nd Year Anniversary. 55% At and Exceeding by the end of their 3rd Year Anniversary.</p>
<p>Baseline Data:</p>	<p><u>Structured Literacy</u></p> <p><u>Year 2:</u> At and Exceeding 30%</p> <p><u>Year 3:</u> At and Exceeding 22%</p> <hr/> <p><u>Maths:</u></p> <p><u>Year 2:</u> At and Exceeding 83%</p> <p><u>Year 3:</u> At and Exceeding 79%</p> <hr/> <p><u>Writing</u></p> <p><u>Year 2:</u> At and Exceeding 30%</p> <p><u>Year 3:</u> At and exceeding 22%</p>

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

<p>Noticing</p> <p><i>What are we seeing?</i></p> <p><i>What are our hunches?</i></p> <p><i>What are we going to investigate?</i></p>	<p>Recognising - investigating & collaborative sense making</p> <p><i>Investigating</i></p> <p><i>What else do we need to find out?</i></p> <p><i>What is our data telling us what insight does it provide?</i></p> <p><i>What can we learn from research on what good looks like?</i></p>	<p>Responding - prioritising to take action & monitoring & evaluating impact</p> <p><i>What can we do to ensure better progress and outcomes for this group of learners?</i></p> <p><i>What strengths do we have and can draw on? Where do we need to build on our capabilities</i></p> <p><i>Is what we are doing based on evidence/best practice?</i></p>
<ul style="list-style-type: none"> ● We have identified Spotlight (target) students in Reading, Writing and Mathematics. ● We have looked at the ethnicities that our Spotlight students represent and, with the help of the Mana Whakatipu Wheel, will be able to make connections with them and their cultures. ● Using the BOY survey and whanau voice gathered at Family Fun Night to include the needs and interests of the students in our practice. 	<ul style="list-style-type: none"> ● We will look at any inequitable outcomes in our data and identify how we can respond to what the data is showing us. ● Monitor in Team Meetings the Maori/Pasifika students: <ul style="list-style-type: none"> -Where are they at? -Where do they need to be? - Are they tracking to reach At and Exceed by their anniversary? ● In team meetings, discuss culturally responsive pedagogies, which will support acceleration in student learning. 	<ul style="list-style-type: none"> ● Explicit planning for these students daily with many opportunities to read, write, practise number knowledge activities and problem-solve. ● Teachers must lead the way in transforming relationships with students and give them a sense of belonging in class. ● Allow students to provide input into their learning design. ● PLD in Structured Literacy is planned for teachers during the Easter break

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

- In the Year 2 cohort, we noticed discrepancies between the male and female students, with females performing better in Structured Literacy.
- Content knowledge of the elements of writing is still developing in some staff.
- Teaching Structured Literacy is new to some members of the Haemata Team.
- Our PLD during the holidays gave us new insights and ideas on restructuring our Structured Literacy lessons.
- As a Team, we will use Gemma Maddox's lesson plan to do our Structured Literacy lessons this term.
- We will reassess this at the end of the term.
- We will focus on explicitly teaching the vocab in each book by using vocab strips.
- WALTs and WILFs are more consistent in the team's practice and planning.

- Monitor the Year 2 male students and change our planning to incorporate their needs and interests.
- SLT and TLs video teacher lessons in Writing looking at the effectiveness and clarity of WALTs and WILFs.
- Collecting student voices to inform teaching practice.
- Collaborative sharing of ideas to accelerate student learning in team meetings: Writing is a focus of the agenda.
- The video of the teacher's lessons and the co-construction meeting allowed the teacher to reflect on their practice. This helped them recognise an N+1 goal to focus on going forward.
- WALF and WILF should be regularly repeated so that students can remember them.
- Research shows that students should write daily, especially spotlight students.

- holidays. Teacher to identify their N+1 in response to this PLD.
- Build strong relationships with whanau and communication between whanau and teacher.
- Provide book choices to students, especially male students, that pique their interest.
- N + 1 goals in Writing to be co-constructed with teachers and TLs collaboratively.
- Writing PD in staff meetings for teachers to better understand the E-asTTle rubric level for the elements in Writing.
- Moderating Writing in teams and across teams.
- Teachers to increase the pace of learning, moving students on when they have achieved their current learning, 'as fast as we can and as slow as we must'.
- Increase opportunities for Reading and Writing during the day with their teacher and/or buddies.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

- The PLD on the e-asTTLe Rubric gave Haemata a shared understanding of how to mark a piece of writing.
- Looking at Term 2 data, there is an improvement in Structured Literacy. The percentage of Students Exceeding/at is 49% now, compared with 34% in Term 1.
- The number of students Working Towards/Requiring ongoing Support has decreased. Term 2: 51% compared with Term 1: 61%.

A combination of improved teacher knowledge and experience/practise in teaching Structured Literacy and PLD with Gemma has positively impacted our tamariki's achievement. This is the highest percentage of students achieving 'at' and 'above' for over four years, proving that our investment in this area is paying off.

- In Mathematics this term, we have reported on data for those students who have had an anniversary (e.g. 1 year, 2 years or 3 years at school).

- During team meetings, sharing ideas helped create coherence and consistency within our team.
- Data will be collected at the end of Term 2 to evaluate and track the student's progress, which will inform our teaching.

- The following are things we have recognised that have supported the increase in achievement:
 - Increased resources from the Structured Literacy website that teachers have made to enhance their teaching and student engagement.
 - Teacher knowledge that has been gained through their research and refining their practice.
 - Ongoing PLD with Gemma and teachers sharing ideas at Team Meetings and informal discussions- a great supportive network.
 - Our relievers are generally becoming more familiar with structured literacy, which helps when teachers are absent or on release.

- Gemma Maddox will be working with the Haemata and Timata students as a follow-up from the PDL during the Holidays. This will happen during Weeks 2,5 and 8.
- Moderating writing pieces during Team meetings has helped with consistency in the Haemata Team.
- Teachers had the opportunity to build relationships with the students their whanau at the Fun Day and the school's Gala. This helps to give students a sense of belonging, which increases class participation.
- Our continued Structured Literacy PLD is based on evidence/ best practice...
- To ensure better progress and outcomes we will focus on:
 - consistency with teacher-led sequenced lessons to include all the components of an effective literacy lesson, e.g. phonological awareness, encoding and decoding, Heart words, dictation.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

The percentage of students who have had their 1-year anniversary in Term 2 and are 'exceeding' or 'at' is 67% compared with 33% who are 'working towards.'

The percentage of students who have had their 2-year anniversary in Term 2 and are 'exceeding' or 'at' is 59% compared with 41% who are 'working towards'.

The percentage of students who have had their 3-year anniversary in Term 2 and are 'exceeding' or 'at' is 70% compared with 30% who are 'working towards.'

For comparison, 58% of our 2022 Year 3 cohort achieved 'at' or 'above' at the end of the year and our Year 2 cohort 79%.

- Our mathematics programme works for most of our students, but we need to investigate how we can help the other 30%. To engage our more reluctant students, we will have interactive activities for them, reinforcing their number knowledge and strategies. Tailor our teaching approach to meet students' needs.

-explicit teaching of vocabulary, continuing the use of 'vocab strips', ensuring that students read decodable texts every day, and repetition/multiple exposure to learning new sounds.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Analysis of Variance 2023 Whanake (Year 4-6)

Strategic Evaluation

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

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

Regular Evaluation (planned)

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

Feeds back into the strategic plan.

School Name:

Conifer Grove School

School Number:

1255

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Strategic Aim:	<p>Curriculum Initiative Goal 4:</p> <ul style="list-style-type: none"> -Team Targets set in Reading, Writing & Mathematics monitored, accelerated achievement monitored. <ul style="list-style-type: none"> ● School-wide focus on raising and accelerating progress in Writing. ● To ensure every learner gains sound foundation skills in Literacy and Numeracy.
Annual Aim:	<p>Teams identify at-risk students to form baseline data and set Year level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics.</p>
Target:	<p>Year 4</p> <ul style="list-style-type: none"> To have 71% of Year 4 students in Team Whanake Reading at or above the expected level. To have 72% of Year 4 students in Team Whanake Writing at or above the expected level. To have 80% of Year 4 students in Team Whanake Math at or above the expected level. <p>Year 5</p> <ul style="list-style-type: none"> To have 85% of Year 5 students in Team Whanake Reading at or above the expected level. To have 80% of Year 5 students in Team Whanake Writing at or above the expected level. To have 85% of Year 5 students in Team Whanake Math at or above the expected level. <p>Year 6</p> <ul style="list-style-type: none"> To have 85% of Year 6 students in Team Whanake Reading at or above the expected level. To have 80% of Year 6 students in Team Whanake Writing at or above the expected level. To have 90% of Year 6 students in Team Whanake Math at or above the expected level.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Baseline Data:

At the beginning of 2023

Year 4

59% of students Reading at or above expected level

48% of students Writing at or above expected level

59% of students in Math at or above expected level

Year 5

68% of students Reading at or above expected level

53% of students Writing at or above expected level

67% of students in Math at or above expected level

Year 6

63% of students Reading at or above expected level

53% of students Writing at or above expected level

77% of students in Math at or above expected level

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

<p>Noticing</p> <p><i>What are we seeing?</i></p> <p><i>What are our hunches?</i></p> <p><i>What are we going to investigate?</i></p>	<p>Recognising - investigating & collaborative sense making</p> <p><i>Investigating</i></p> <p><i>What else do we need to find out?</i></p> <p><i>What is our data telling us what insight does it provide?</i></p> <p><i>What can we learn from research on what good looks like?</i></p>	<p>Responding - prioritising to take action & monitoring & evaluating impact</p> <p><i>What can we do to ensure better progress and outcomes for this group of learners?</i></p> <p><i>What strengths do we have and can draw on? Where do we need to build on our capabilities</i></p> <p><i>Is what we are doing based on evidence/best practice?</i></p>
<p><u>Noticing</u></p> <p><u>End of Term 3</u></p> <p><u>Year 4 Observations</u></p> <p>In all three subject areas (Reading, Writing, and Math), there is a decrease in the number of students requiring ongoing support from Term 2 to Term 3.</p>	<p><u>What else?</u></p> <p><u>End of Term 3</u></p> <p>What specific teaching methods are working, and what may need further improvement?</p> <p>What assessments are used to form the oTJ in each of the areas?</p>	<p><u>End of Term 3</u></p> <p>Develop and plan individual support plan.</p> <p>Focus on structured literacy and code. Research suggests that literacy focussed interventions provide best overall academic performance.</p> <p>Strengthen communication and collaboration with parents.</p>

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

<p>In contrast, the number of students requiring acceleration has also decreased in Reading and Writing but increased in Math from Term 2 to Term 3.</p> <p>The number of students at expectation has increased in Reading and Writing but decreased in Math from Term 2 to Term 3.</p> <p>The number of students exceeding expectations in Reading and Writing has remained minimal or unchanged, but there has been an increase in Math from Term 2 to Term 3.</p> <p><u>Hunch</u> The fluctuations in the number of students at expectation and exceeding expectations could indicate variations in teaching methods or assessments between the two terms.</p> <p><u>Investigation</u> Further investigation is needed to understand why the number of students requiring ongoing support has decreased in</p>	<p>What specific individuals are progressing (what has changed for them)?</p> <p>Compare data with other schools and see what we are doing well and what we can improve.</p> <p>How does the data compare to previous years or benchmarks? Are there any significant changes or trends that need to be explored?</p> <p>Are there any specific areas in Reading, Writing, or Math where students consistently struggle or excel? Are there any patterns or common themes that emerge?</p> <p><u>Term 3</u> Are there any specific factors contributing to the higher number of students exceeding expectations in Year 6 compared to previous year levels?</p> <p>Are there any common patterns or trends in the performance of students requiring on-going support or those exceeding</p>	<p>Create a positive and engaging learning environment that promotes student motivation and participation. Enhance student engagement with a variety of instructional techniques, such as hands-on activities, group work, and technology integration.</p> <p>Keep up-to-date with current research and best practices in education. Regularly review and evaluate the effectiveness of instructional strategies and interventions based on the latest evidence.</p> <p><u>Term 3</u> Peer Collaboration: Encourage collaborative learning among students, where high-achieving students can mentor and support their struggling peers. This fosters a positive learning environment and helps students learn from each other.</p> <p>Teacher Professional Development: Provide professional development opportunities for teachers to enhance their skills in</p>
---	--	--

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

all subjects. Are there specific interventions or strategies that have been effective?

Year 5 Observations

Students requiring ongoing support: The number of students requiring ongoing support in Reading, Writing, and Math has decreased from the end of Term 2 to the end of Term 3.

Students requiring acceleration: The number of students requiring acceleration in Reading, Writing, and Math has also decreased from the end of Term 2 to the end of Term 3.

Students at expectation: The number of students at expectation in Reading, Writing, and Math has increased from the end of Term 2 to the end of Term 3.

Students exceeding: The number of students exceeding expectations in Reading, Writing, and Math has increased from the end of Term 2 to the end of Term 3.

Expectations?

Are there any external factors that might be influencing student performance, such as classroom environment, teaching methods, or student engagement?

Are there any changes in student attitudes towards learning and their self-perception as learners that might affect their performance?

Data Insight

Year 4 students show a higher need for acceleration in all subjects compared to Year 5 and Year 6.

The number of students exceeding expectations is quite low in all three subjects, indicating potential areas for improvement in challenging and engaging high-achieving students.

The majority of students in all subjects are either at expectation or require acceleration, suggesting the need for differentiated instruction to cater to diverse learning needs

differentiated instruction, evidence-based interventions, and effective strategies for meeting diverse learning needs.

Family Engagement: Involve parents and guardians in their children's learning process. Regular communication with families about student progress, strengths, and areas for improvement can enhance support both at home and in the classroom.

The increased number of students exceeding expectations in Year 6 indicates a group of high-achieving learners who can be leveraged to support and inspire their peers.

Strengthening family engagement efforts to create a supportive learning environment at home and school.

Is what we are doing based on evidence/best practice?

Term 2

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Hunch

The interventions and support provided to students requiring ongoing support and acceleration seem effective, as the number of students in these categories has decreased.

Investigation

Examine the instructional practices used for students at expectation and exceeding expectations to determine the factors contributing to their success.

Year 5 Observations

The number of students requiring ongoing support has decreased in all subjects from the end of Term 2 to the end of Term 3. This is a positive trend as it suggests that these students are progressing.

The number of students requiring acceleration has also decreased in all subjects from the end of Term 2 to the end of Term 3. While this may seem like a negative trend, it could indicate that these

(Year 5).

The subjects with the highest number of students needing ongoing support are Writing and Maths, which might require targeted interventions (Year 6).

Learning from Research

Research on effective intervention strategies for students requiring ongoing support can be explored to identify evidence-based practices to help these students.

Studies on differentiated instruction and enrichment opportunities can provide insights into supporting students exceeding expectations and challenging them further.

Term 2

Non-cognitive factors such as motivation, engagement, and social-emotional skills. These all can impact student achievement. Gathering these data may help identify students needing additional support to succeed academically.

Parent feedback: Gather feedback from parents on where they think additional

Involve Parents and Caregivers: work with parents and caregivers to create a strong support system for the student. Regular communication of progress and work together to develop strategies for improving outcomes.

Build relationships: Develop positive relationships with spotlight students to create a supportive learning environment. Use data from the Mana Whakatipu wheel to show interest in their lives and provide encouragement and positive feedback to help build their confidence.

Data: Use data to inform instruction. Regular assessment of Spotlight students to help teachers identify areas where students need support.

Provide Targeted Support: Identify specific areas where the students are struggling and provide targeted support to help them improve. For example, on one or small group instructions, seeing them every day.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

students have reached a level of proficiency and no longer require as much acceleration.

The number of students expected has increased in all subjects from the end of Term 2 to the end of Term 3. This is a positive trend, suggesting that more students are meeting the expected standards.

The number of students exceeding expectations has also increased in all subjects from the end of Term 2 to the end of Term 3. This is another positive trend, indicating that more students are performing above the expected standards.

Term 3

Y4 Reading:

18 students require ongoing support.

39 students require acceleration.

Three students are at expectation.

support is needed for students.

What can we learn from research?

Use of effective teaching strategies: formative assessment and feedback.

Parent and community involvement: Building strong relationships with the parents and the community.

Professional Development: providing teachers with ongoing professional development and support to help them improve their instructional practices (WALT & WILF observations that we currently do).

Term 2 Reflection

WALT and WILF focus will continue for teachers to clarify the element they are teaching in term 2 (vocabulary).

MH (team leader) will provide student voice to inform teacher practice.

MH will provide feedback based on

Teacher Capability

Understanding Student needs: Teachers will need to have a deep understanding of the specific needs of low-achieving learners, including learning styles, strengths and challenges.

Teachers' knowledge of instructional strategies such as scaffolding and explicit instruction.

Assessment and data analysis: This work is already underway in Writing, where teachers are regularly meeting to moderate and gain clarity in their understanding of assessment in Writing.

Collaborative effort: Everything we do in Writing aspirationally can be transferred to Reading and Math. Gaining a deeper understanding of the curriculum content alongside the assessment knowledge.

Responding to Culture: We (teachers) need to have a strong understanding of the

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

<p>No students are exceeding expectations.</p> <p><u>Y4 Writing:</u></p> <p>23 students require ongoing support. 34 students require acceleration. 2 students are at expectation. 1 student is exceeding expectations.</p> <p><u>Y4 Maths:</u></p> <p>20 students require ongoing support. 36 students require acceleration. 2 students are at expectation. 2 students are exceeding expectations.</p> <p>Across all subjects, the majority of students require acceleration, indicating that they are performing below expectations and may benefit from additional support or intervention to catch up with their peers.</p>	<p>individual teacher goals to support the teacher's practice and to ensure consistency across team</p> <p>Students will be allowed to write daily (this will need to be clarified to have a consistent understanding across teams).</p> <p>Data on how spotlight students are tracking will inform if the learning happening in team meetings is improving the student outcome</p>	<p>cultural backgrounds and experiences of our Spotlight students. This will help create an inclusive and supportive learning environment that meets the needs of all students.</p> <p><u>Evidence and Best Practice</u></p> <p>Focusing on WALT and WILFs: The clarity of WALTs is at the heart of formative assessment (Hattie, 2012).</p> <p>WALT and WILFs need to be shared with students so that they have a deep understanding of what is to be learnt and what success will look like (Clarke, Timperley and Hattie, 2003).</p> <p>WALTs provide clarity about the destination to make learning powerful. We need to give our akonga directions or a map of how to get to the destination. This is our WILF, Navigating to a new destination.</p> <p>All teachers have a goal from the WALT and WILF continuum and have regular</p>
--	---	---

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

The number of students exceeding expectations is quite low, with only one student in Writing and two in Maths achieving this level.

Writing and Reading are the subjects with the highest number of students needing on-going support.

Maths seems to have the highest number of students requiring acceleration, suggesting that it may be a more challenging subject for many students.

Y5 Reading:

16 students require ongoing support.

26 students require acceleration.

15 students are at expectation.

11 students are exceeding expectations.

observations and feedback opportunities to see that they are navigating in the right direction.

Term 2 Reflection

Clarity of what teachers are teaching has helped (according to data) students be able to share what they are learning.

Each teacher has a measurable goal for term 2.

Consistent moderation using student work and exemplars have helped create consistency across whanake.

Consistency across Whanake for teaching of code will be a target. MH has worked with 2 teachers in term 1 and will look to use them to share learning and practice across teams.

Teachers were given opportunities in team meetings to share best practice that has led to accelerated learning (use of modelling books, oral language, WALt/WILF) for

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Y5 Writing:

19 students require on-going support.
28 students require acceleration.
14 students are at expectation.
7 students are exceeding expectations.

Y5 Maths:

18 students require ongoing support.
26 students require acceleration.
9 students are at expectation.
2 students are exceeding expectations.

In comparison to the Year 4 data, the number of students in Year 5 exceeding expectations has increased significantly in all three subjects.

Reading, writing, and Math all show a similar pattern where the majority of students are either at expectation or require acceleration.

spotlight students. Challenge is to show that using data.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

The subjects with the highest number of students needing ongoing support are Writing and Reading, consistent with the Year 4 data.

Maths has the lowest number of students exceeding expectations compared to Reading and Writing.

The number of students requiring acceleration is similar across all three subjects.

The data indicates an overall improvement in student performance compared to Year 4, as evidenced by the increased number of students exceeding expectations in Year 5.

Y6 Reading

8 students require on-going support.

34 students require acceleration.

19 students are at expectation.

17 students are exceeding expectations.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Y6 Writing

22 students require ongoing support.

33 students require acceleration.

15 students are at expectation.

8 students are exceeding expectations.

Y6 Maths

12 students require ongoing support.

29 students require acceleration.

20 students are at expectation.

17 students are exceeding expectations.

Compared to the Year 5 data, the number of students exceeding expectations in all three subjects has increased, indicating continued improvement in student performance.

Reading and math have a similar number of students exceeding expectations, while

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

writing has fewer students in the exceeding category.

The subjects with the highest number of students needing ongoing support are Writing and Maths, which are consistent with the previous years' data.

In all three subjects, most students are either at expectation or require acceleration, with only a small number of students needing ongoing support.

The number of students at expectation is relatively consistent across the three subjects.

Reading has the lowest number of students requiring acceleration, while Writing has the highest.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Maths and Reading have the highest number of students exceeding expectations, while Writing has the lowest.

Year 6 shows a positive trend of improvement, with more students reaching the exceeding level compared to Year 5.

[Term 2](#)

[Writing Year 6](#)

Overall Data

Below: 47%

At/Above: 53%

Gender Data

Male below: 48%

Male at/above: 52%

Female below 45%

Female at/above: 55%

That data shows that 47% of students are Writing below the average level, while 53% are Writing at or above the average level. This suggests that there is room for improvement in terms of the Writing proficiency of students, and the efforts

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

should be to provide resources and support to help students improve their Writing skills.

Female students have a slightly higher level of proficiency compared to male students. Many male and female students are still Writing below the standard.

Investigate

Compare data for spotlight students across Reading/Writing/Math.

Looking at data from different year levels.

Term 2 Reflection

Collaborative planning time is helping teachers learn from each other.

Teachers have a consistent shared understanding of assessment through the moderation work done in the team meetings.

Teachers have clarity around what they are teaching, and this helps students be able to talk about their learning (student voice data)

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

All teachers have had their practice filmed, and they have had an opportunity to reflect on their term 1 goal. Using the video evidence, teachers then have coaching sessions to set new goals (from the writing continuum).

Student data collected after filming showed students can articulate their learning. However, most students couldn't share the why.

All teachers use modelling books and some use exemplars.

Team meetings have become highly engaged learning time (various feedback from SLT and exit survey).

The Early Term 2 student voice will be collected again so teachers can review the noticings and follow the next steps.

By midterm 2, students' books will be collected to check for consistency across the team.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

--	--	--

Analysis of Variance 2023-

Strategic Evaluation

-related to our Vision, Values and Strategic Goals (50-Day Action Plans) - 2023 focus on the evaluation. What are we noticing?
Are all our learners experiencing success? To what extent are the improvement initiatives making a difference to all our learners?
Can we do better? Can we see the impact?
Pertinent to- Students, SLT - Initiative leaders, **Team Leaders**, CoL -Ka Hui Ako, Teachers (these take time)

Regular Evaluation (planned)

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

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

School Name:	Conifer Grove School	School Number:	1255
Strategic Aim:	<p>Curriculum Initiative Goal 4:</p> <ul style="list-style-type: none"> -Team Targets set in Reading, Writing & Mathematics monitored, accelerated achievement monitored. <ul style="list-style-type: none"> ● School-wide focus on raising and accelerating progress in Writing. ● To ensure every learner gains sound foundation skills in Literacy and Numeracy. 		
Annual Aim:	<p>Teams identify at-risk students to form baseline data and set Year level targets. Teams develop an action plan to accelerate student achievement in Reading, Writing and Mathematics.</p>		
Target:	<p>Targets for 2023</p> <p>Year 6 (2023 Year 7s)</p> <p>Writing: 51/59 = 86% At or Exceeding (16 potential target students on Early Level 3)</p> <p>Maths: 55/59 = 93% At or Exceeding (8 potential target students on Early Level 3)</p> <p>Reading: 51/29 = 86% At or Exceeding (6 potential target students on Early Level 3)</p>		

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Year 7 (2023 Year 8s)

Reading: 45/55 = 81% At or Exceeding (15 potential target students)

Writing: 42/55 = 76% At or Exceeding (25 potential target students identified including 5 from PI Cohort)

Maths: 37/55 = 68% (11 potential target students identified from Maori Cohort + 5 other)

Baseline Data:

Note: Year 7 & 8 cohort expected level is based on end of 2022 expectations

Year 8s Baseline Data					Year 7s Baseline Data				
		R	W	M			R	W	M
Not Yet Critical	#	10	13	8	Not Yet Critical	#	8	8	4
	%	18%	24%	16%		%	14%	14%	7%
Not yet	#	15	25	26	Not yet	#	6	16	8
	%	27%	45%	47%		%	10%	27%	14%
At	#	19	14	15	At	#	18	26	26

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	%	35%	25%	27%		%	31%	44%	44%
Exceeding	#	11	3	6	Exceeding	#	27	9	21
	%	20%	5%	10%		%	46%	15%	35%
At / Exceeding combined	#	30	17	21	At / Exceeding combined	#	45	35	47
	%	55%	30%	37%		%	77%	59%	79%

End of Term 2

OTJ Data

Note: Year 8 At/Above is based on At Level 4 as end of year target||
Year 7 At/Above is based on Early Level 4 as end of year target

Year 8s End of Term 2 OTJ Data				Year 7s End of Term 2 OTJ Data			
	R	W	M		R	W	M

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Not Yet Critical	#	15	25	22	Not Yet Critical	#	8	10	10
	%	29%	48%	42%		%	17%	22%	22%
Not yet	#	13	16	16	Not yet	#	14	25	20
	%	25%	31%	31%		%	30%	54%	43%
At	#	21	8	9	At	#	12	6	3
	%	40%	15%	17%		%	26%	13%	44%
Exceeding	#	3	3	5	Exceeding	#	12	5	13
	%	6%	6%	10%		%	26%	11%	28%
At / Exceeding combined	#	24	11	14	At / Exceeding combined	#	24	11	16
	%	46%	21%	27		%	56%	24%	25%

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

End of Term 4 OTJ
Data

Year 8s End of Term 2 to Term 4 OTJ Data							
		R (T2)	R (T4)	W (T2)	W(T4)	M (T2)	M(T4)
Not Yet Critical	#	15	10	25	16	22	15
	%	29%	19	48%	30%	42%	28%
Not yet	#	13	11	16	16	16	19
	%	25%	21	31%	30%	31%	36%
At	#	21	29	8	18	9	14
	%	40%	55	15%	34%	17%	26%
Exceeding	#	3	3	3	3	5	5
	%	6%	6	6%	6%	10%	9%
At / Exceeding combined	#	24	32	11	21	14	19
	%	46%	61%	21%	40%	27%	33%

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Year 7s End of Term 2 to Term 4 OTJ Data							
		R (T2)	R (T4)	W (T2)	W (T4)	M (T2)	M (T4)
Not Yet Critical	#	8	7	10	7	10	6
	%	17%	17%	22%	17%	22%	15%
Not yet	#	14	12	25	22	20	16
	%	30%	29%	54%	54%	43%	39%

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

At	#	12	10	6	10	3	9
	%	26%	25%	13%	24%	8%	22%
Exceeding	#	12	12	5	2	13	10
	%	26%	29%	11%	5%	28%	24%
At / Exceeding combined	#	24	22	11	12	16	19
	%	56%	54%	24%	29%	34%	44%

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Noticing

What are we seeing?

What are our hunches?

What are we going to investigate?

Recognising - investigating & collaborative sense making

Investigating

What else do we need to find out?

What is our data telling us what insight does it provide?

What can we learn from research on what good looks like?

Responding - prioritising to take action & monitoring & evaluating impact

What can we do to ensure better progress and outcomes for this group of learners?

What strengths do we have and can draw on? Where do we need to build on our capabilities

Is what we are doing based on evidence/best practice?

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ● We have identified spotlight students for Reading, Writing, and Mathematics ● We have looked at the ethnicities our spotlight students represent, and from this have specifically identified our Maori and PI spotlight students. To support tracking of progress for this cohort we also included At Risk Critical students. ● We have noticed a discrepancy between our Year 8 boys' and girls' data in Writing. 87% of our Year 8 boys are At Risk or At Risk Critical in Writing. This is alarming. <ul style="list-style-type: none"> ○ Hunch - students don't see themselves as successful writers. It could be due to Teachers and the work we provide them, which may reflect that we have low expectations from a student's perspective. ● We have 1 teacher who has started their CODE spelling programme. 2 others require support to get started ● Matching content knowledge with pedagogical knowledge is a focus to | <ul style="list-style-type: none"> ● We will look at any inequitable outcomes in our data and identify how we can respond to what the data is showing us. <ul style="list-style-type: none"> ○ Boys Data in Writing in particular, we need to see if they are enjoying writing and make changes to improve their view on this learning area. How do we make them feel successful? How do we make sure we have high expectations of these students? <ul style="list-style-type: none"> ■ We need to look at best practice strategies with large effect sizes to engage and lift expectations of our boys in Writing in both Y7 and Y8. <ul style="list-style-type: none"> ● Currently we are looking into classroom discussions (0.82 effect size) and using the Talk Moves programme to support us with this in all learning areas. ○ Analysing whanau voice (BOY reports) and using this to strengthen our relationships in class and with whanau. <ul style="list-style-type: none"> ■ Student voice - we must ensure all questions asked will give the data we need. | <ul style="list-style-type: none"> ● Teachers adopt best practice strategies that promote acceleration in learning. Let effect sizes lead the way. ● PLD focus in Team Meetings that relate directly to best practice <ul style="list-style-type: none"> ○ Promote open and honest conversations (real talk) and use this to identify what is best for our students. ○ Make connections to effect sizes and ensure we clearly understand teacher expectations in class. ● Commit enough time to our programme to allow teachers to adopt new best practice strategies and then to be able to measure progress. ● Connect with whanau, especially with our spotlight students or disengaged students. E.g., no friend groups, new to the school, causing concerns with behaviour ● Stay committed to our N+1 goals for Writing, and as a TL, adopt coaching skills in everyday conversations to inspire team members to be effective at what we do rather than just efficient at what we do. |
|--|---|---|

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

improve learning outcomes in the classroom.

- We understand that being effective means we will see;
 - Quality feedback given to students in their books
 - Students increased mileage in writing
 - Students producing quality work
 - Student voice shows they perceive themselves as capable writers

Evaluation of using multiple guided groups

- Although working with multiple smaller groups can lead to differentiating your programme to meet the needs of students, some challenges come with this approach which we have noticed.
 - Regular absenteeism makes it logistically more challenging to manage and catch up with students to meet their needs. Especially when they possibly work on different focuses in different groups.

- Monitoring the progress of our Maori and PI data regularly by making this a priority in team meetings.

- Team Meeting led to unpacking data gathered from the Year 8 boys cohort through interviews that showed 2 specific points.
 - Students see writing as boring because of the challenge to come up with quality ideas
 - They see 'asking for help' as something that impacts their mana. It is embarrassing.
- Team meeting also allowed us to identify key points to keep in mind during the teaching of writing
 - Normalise getting support for writing
 - Provide quality opportunities for students to generate ideas, which includes working with their teacher and also their peers

- This Year 8 group cohort consists of mainly Maori and Pasifika students. We

- Referring to WALTS and WILFS regularly during writing sessions came out as a need for all teachers during observations and coaching conversations
- This is an ongoing focus during Walkthroughs
- Week 4, Term 3 - AV to have team members observe his Writing lesson. There are two ways. AV will provide examples of WALTS and WILFS in class and will also get constructive feedback from those visiting the class

Real Talk has led to multiple conversations around best practice (theory) and what this should look like in class to be effective. This has led 2....

Term 2 we are referring to research located in 'Effective Literacy Practice Years 4-8' from MOE

Key adjustments to programmes based on research and to improve effectiveness.

- Clear focus on lesson hook. The engagement of our writers

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

- Large classroom sizes with a range of student capabilities, e.g., Year 2 - Year 10
- Timetabling multiple groupings leads to less time with students, and often groups not being given enough quality time.
- Challenge to keep in check with progress of all students when they have varied focuses, along with challenges with having enough time in class.

Term 3

Updates

- Kotahitanga has had an additional class opened up. Our Numbers have now dropped from 33-35 down to 25-26.
- Since this change, Initial walkthroughs have shown
 - students sharing positive feedback on being able to focus.
 - Creating more positive combinations between

will re-interview these students to see if they have noticed any differences.

- Data will be collected at the end of Term 2 to evaluate and track the student's progress, which will inform our teaching.

Term 3

Data Analysis

Curriculum Levels (attached to previous page 3)

- When looking at data at the end of Term 2, there is a greater number of students who are either At Risk or At Risk Critical for all CORE areas in Years 7 and 8. This isn't what we want to see or expect from the surface level.
 - We need to remember that baseline data was based on End of Year Curriculum levels for Years 6 and 7. These students are now being compared to the end of year 7 and 8 levels.

- Begin writing sessions/focus in a whole class setting. Either shared or guided writing
- Ensure there are opportunities for oral language to support students with generating ideas and vocabulary
- Ensure Success Criteria (WILFS) allow all students to be extended and/or challenged. (Low floor, high ceiling)
- Plan for groups to see and focus relates to what the class is looking at.
- Have flexibility in the programme to cater to absent students and those who are low as required.

Some of the evidence we are seeing and hope to see through the Whole Class Writing approach with differentiation through success criteria

- larger number of students involved in quality discussions with each other
 - This will support our At Risk and Critical Writers.
 - Year 8 boys cohort will benefit from these opportunities. (Normalise getting ideas and support from each other)

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

students with the extra classroom. This from a relationship point of view

Staff Changes.

- We now have 2 new teachers in our team.
 - One member has arrived from overseas during the school term. He is settling into the day-to-day life of being a teacher at CGS.
 - Transitioning will take time.

- The other team member moved up from New Plymouth. They have experience in a high school setting, which is a great advantage.

- There are potential students within 'Not Yet' who are on track to be 'At' Expected levels by the end of the term
- However, this data is still concerning for this cohort.

- When we looked at 2 of our Spotlight student's Rubric Levels for Writing. Student A, and Student B have both gone up a Rubric score in 1.5 terms. Based on what we see in the table below, there is an acceleration in their progress.
- This data was found by analysing their bookwork during teamwork. Looking at various pieces of writing.
 - Student 1 R4 to R5
 - Student 2 R3 to R4

Rubric Levels vs. Curriculum Levels

R3	R4	R5
End of Y4	End of Y7	End of Y7

- Because students learn more from each other, we have our expert writers (the students) work with our spotlight students and grow their capabilities.
- Quality writing sessions where you can spend enough time:
 - unpacking a new skill
 - to allow student to apply the new skill

Term 3

- The positive progress shown by two of our spotlight students and most of our PI and Maori cohort in Writing are from two classes where;
 - consistent feedback is given to the child in their books and oral language
 - An element of peer feedback
 - consistent use of quality exemplars
- Our 3rd class, with support, are now looking at examples. Developing consistency is the key.

- We need to look at modelling the good practice of using exemplars,

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	<p>Attached is data (curriculum levels) of PI and Maori students.</p> <ul style="list-style-type: none"> ● We have some students who they have moved a sub-level in one or more areas. This is a great sign. ● We have other students who have not shown progress. <ul style="list-style-type: none"> ○ Names have been noted down as part of tracking. ● For Reading and Writing, Most of these students are from the two classes. <p>Year 8 Cohort</p> <ul style="list-style-type: none"> ● After catching up with these students a second time round. ● Some showed greater satisfaction in class. Others felt the same. ● Having an element of choice within a writing focus has been positive for some. <p>Term 4 Data Analysis</p>	<p>and feedback to our new team members.</p> <ul style="list-style-type: none"> ○ TL has had one observation so far. This involved new team members coming into their class. <p><u>Term 4</u></p> <p>2024 Goals - Where to next?</p> <ul style="list-style-type: none"> - Develop consistency across all classrooms in Writing. The main focus will be the consistent use of exemplars (good examples of writing) in all classrooms. - From here, we more effectively support 'effective feedback' in the classroom - Better select WILFS for our WALTs. <p>What else is going well?</p> <ul style="list-style-type: none"> - The work we are doing around 'direct instruction' <ul style="list-style-type: none"> - Lesson Launch, Use of Exemplars, and Success Criteria are all evidence-based.
--	--	---

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	<p>Year 8 data</p> <ul style="list-style-type: none"> ● We have seen a portion of our ‘not yet’ students moving to ‘at’ expectations <ul style="list-style-type: none"> ■ From T2 to T4 in Reading, we moved from 46% At or Above to 61% At or Above ■ From T2 to T4 in Writing we moved from 21% At or Above to 40% At or Above. ■ Writing & Reading shows the most progress made. Maths (area not of focus) didn’t see as much movement <p>in Year 7 data</p> <ul style="list-style-type: none"> ● There has been little movement in our Year 7 data. <ul style="list-style-type: none"> ○ From T2 to T4 in Reading we have gone from 56% to 54% At or Above Expected levels ○ For T2 to T4 in Writing we have gone from 24% At or Above expected levels to 29% ● For Year 7 data, Maths shows the greatest level of movement in curriculum levels. 	<ul style="list-style-type: none"> - Combining our work with WALTs and WILFS along with other elements that improve ‘direct instruction’ has seen great improvements in student voice and student academic data for our Year 8 students <p><u>Our Strengths as a team are:</u></p> <ul style="list-style-type: none"> - Launching writing lessons that give every child a reason to write’ which Sally Muir mentions is key to successful writing programmes, and is one element from John Hattie’s 7 elements that support Direct Instruction in class <ul style="list-style-type: none"> - This is consistent in 3 classrooms of Kotahitanga and will be playing an important role in supporting our students in 2024 - We are beginning to plan Writing collaboratively. There is an increased willingness to share ideas and build on these as a team.
--	---	---

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

	<p>The data for Year 7 is concerning, considering what it looked like at the end of Year 6 for this cohort.</p> <p><u>Investigating...</u></p> <p>When looking at the specific data of certain students and cohorts (PI and Maori), the work we have done around 'Direct Instruction' (John Hattie) shows improvements in our data.</p> <ul style="list-style-type: none">- Use of quality exemplars has been an excellent strategy to show students what good writing looks like and to support the acceleration of learning.- Next step is to ensure these are being used consistently in all Kotahitanga Classrooms	<ul style="list-style-type: none">- Connecting our Reading with our writing programme<ul style="list-style-type: none">- This again supports Sally Muir's work around making sure students have a reason to write because they have had opportunities to read about a focus for writing.
--	---	--

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

Planning for next year:

The Board of Trustees

Key areas discussed in the December 4th Board of Trustees meeting included;

- heading in the right direction. Results are still low but there has been a lot of progress, especially in the junior school.
- need greater consistency in years 4-8. 2024 more consistent timetabling across the school.
- This will allow for more consistency across the classes and make it easier to see what is going on for leadership in the school across all teams. Timetabling can also be helpful for ākonga as will give a routine and allow for Tuakana Teina.
- timetabling an issue for teachers? Does it affect autonomy in the class? We are going to bring in 'Passion days' to enable students and teachers an opportunity to focus on areas of interest.
- Timetabling will take away the "no time" excuse for parts of the curriculum and have greater consistency in delivery.
- A more robust approach to moderation was discussed as data in writing shows too wide progress in certain areas of the school - this is a wondering from the Whanake Year 4-6) data in particular.

The Board of Trustees acknowledged the success of investment in Structured Literacy, particularly resourcing in 2023. And the progress of the junior part of the school. To build on this, In 2024 the school will develop a PLD plan through the Ka Hui Ako role in conjunction with GEM Literacy (PLD provider) through an instructional coaching approach to deepen the practice and the need for consistency in this area. PLD development is paramount to the success of the of the mahi that has already been done in the junior school. Year 0-3. This was a celebration in relation to a pedagogical shift in the school with an evidence-based approach and careful change management approaches being adopted. The critical question is how will we sustain this in 2024 as some staff in the junior school have moved on.

The Board of Trustees also acknowledge Conifer Grove School continues to look to develop further consistency in the senior end of the school, with a writing focus on WALTS & WILFS we saw a shift in teacher practice in providing more clarity for our students. The introduction of CODE and Inquiry were areas in which showed inconsistency, this needed an approach of priority. 2024 Conifer Grove School will look to embed these areas as part of the new strategic cycle. Further development in teacher clarity using Hatties (2020) "High Impact Teaching Strategies (HITS) and Inquiry will continue to be a focus in 2024. This will require further human resourcing to grow and develop capability and capacity in these areas.

Conifer Grove School

He waka eke noa ki te pae tawhiti -Paddling the Waka Together to Reach New Horizons

Grow People Develop Leaders

After the success of the scope and sequence the senior leadership has been researching the possibility of this in Mathematics 2025 will look at a Mathematics focus for the school.

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

2023, we began the year with a focus on the school's Pepeha as a part of the school's commitment to elevating the mana whenua and learning about the whakapapa of our local area. Our vision, 'He Waka Eke Noa Ki Te Pae Tawhiti,' reflects Conifer Grove's surroundings, and we use the natural Pahurehure Inlet as an inspiration. We have built a stronger connection with our local Hapu -Te Aakitai and look forward to continuing our whanaungatanga as we build further on the mahi being done this year. A significant moment in the school's connection with Te Aakitai was gifting the names of our school's whaanau by Kai Matua - Brownie **Tonganui, Rua Kaiwaka, Kiwi Tamaki, Te Mahia**. We are honoured and humbled by this gesture, as the names of prominent Tangata Whenua are in this area. Our priority in building whanaunatanga is to elevate the mana of the mana whenua of this area, and by receiving these names, we can educate our tamariki about these significant figures. As a school, we want to continue reaching new horizons and improving further as we continue our journey in this ever-changing educational landscape. The school experienced significant growth in the roll in the second half of the year, culminating in opening two classrooms in Years 5 & 6 and Years 7 & 8. The Ministry of Education anticipated this roll growth, and unfortunately, the building project for this growth was halted in December 2022.

The Board of Trustees continues to work, strengthening its position in driving change in the school. We are very fortunate to have a high calibre of community members that are part of the Board: Warren Rakena- Presiding Member; Jordyn Eylse - Deputy Presiding Member; Kirsty Rihari - Finance; Fleur Hohaia-Rollinson; Daena Colebrook - Health & Safety, Raewyn Winter - Property, these members have looked to serve the community and to improve our school continually. A special thanks must go to Fleur Hohaia-Rollinson for her service to the school and community over three terms as a BOT representative, Vice Presiding Member and Presiding Member; she has been instrumental in the changes that have happened at Conifer Grove School over the past 6-7 Years. Fleur stood down from the Board after 2023; we wish her all the best in her future endeavours.

I thank Warren Rakena and the Board for their continued support. 2024 will bring a new perspective, focusing more on the school's connection with Te Ākitai and the community. This mahi will support the school's continuous improvement in consistency and collaboration with the community.

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

Our professional learning development (PLD) for 2023 saw all staff continue to engage in the development of our local curriculum. The school received its second PLD funding through the Ministry's centralised PLD in March; this funding supported the change and development of our curriculum to a local Conifer Grove School Curriculum with an emphasis on learning

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

conceptually to deepen students' understanding of the world around them. This PLD continued with all staff and teams planning their contexts more collaboratively. PLD also involved Gemma Maddox, who supported the school's Structured Literacy journey with heavy investment in PLD and resourcing. This PLD will continue in 2024. This PLD has begun to embed these curriculum practices in the school, giving our curriculum more breadth and evidence-based practices.

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

PB4L

The school continued to review its behaviour management processes and re-branded and redeveloped PB4L practices in 2023. The initiative, Being Inclusive Team, was part of the strategic plan and worked on redeveloping our behaviour monitoring flowchart. This work is alongside the classroom rubrics re-development. Further development in this area is needed as student behaviours have become more inconsistent, and dysregulation among our junior students is rising from the 2023 data.

Teaching and Learning

An overall goal of 'seeing' the child as a whole - focusing on developing a more active and engaged learner through the conceptual understanding of people contributes to a sustainable future by taking economic, environmental and social action. This context opened a whole new world for our students, including a cultural parade about how our students identified themselves culturally. This was evident in our community events, including a Movie night and an Art Exhibition where students innovated by making movies linked to the big understanding.

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

2023 has seen some excellent individual and personal academic achievements. The less measurable achievements of Personal Growth - confidence, leadership and pride in achievements have been outstanding throughout the school. However, a real focus on engaging with our community in 2023 through our conceptual curriculum, movie night, art exhibition, and school events like the Gala, cross country, and athletics will continue to be a priority.

Special Education Needs

In 2023, the SENCo was tagged as an Associate Principals resourcing utilised for our Special Education Needs students, who employed an additional five teaching assistants This role was

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

extended by the school funding an LSC role in which the SENCo developed throughout the year. This was beneficial in that more students received the necessary support as required. The school also funded through its operation funding to support students who did not receive funding support from the Ministry of Education. The school also used its SEG to resource programmes such as Lego Therapy and PMP. Teacher Aides will assist with these programmes and classroom programmes. The school is fortunate to have a full-time commitment to the SENCo role and continue to develop the LSC role adopted in 2030. 2024 will see the LSC role take on more responsibilities so there can be a collaborative approach in interventions in Tier 2 to support an ever-increasing SENCo register.

Student Leaders

2023 Kaiārahi took a major role in school programs. Our Kaiarahi adapted to their roles and displayed genuine leadership with their contributions to the organisations of whānau group assemblies and connecting with students from the juniors by providing activities to complete for whānau points. We were able to celebrate our Kaiarahi and the contributions they made during 2022. This particular cohort exceeded our expectations

Engaging School and Community

In 2023, we continued to build whanaunatanga/relationships with our community. Our staff continued to build learning partnerships with whānau through learning and connecting through our conceptual curriculum, a cultural identity parade - using the context of sustaining our culture. We celebrated many cultures during our language weeks with flag-raising ceremonies and invited the community to participate in the celebrations. We had a Matariki expo run by our amazing Kaiārahi. We used the conceptual curriculum to invite the community to a family fun night, a movie night (videos created by the students), and a collaborative art exhibition using the Atua from our Responding to Cultures Pedagogical approach. We want to continue this work with our 2024 big understanding of how "our Identity is shaped by relationships, connections and/or the environment" next year. In 2023, we held several consultation events, Māori Whanau Hui Tanaloa Hui with our Pasifika community, and consultation with the community on the development of the new strategic plan.

Te Tiriti O Waitangi

Kaiarahi i te reo Māori/Teacher's Assistant Role

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

- Demonstrate and implement CGS's commitment to te Tiriti o Waitangi
- Promote the local Hapū and lift the mana of our local tangata whenua
- Promote Māori language and Tikanga to all CGS staff/students/community as New Zealanders
- Encourage its use as widely as possible
- Normalise te reo Māori as part of the cultural landscape of New Zealand

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

- Contribute to the growth of the Māori language as a living language
- Develop and promote positive attitudes toward our indigenous language

This role evolved in 2023 with a greater emphasis on promoting the local hapū - Te ākitai. We have been fortunate to have hui with the local kaumatua - Matua Brownie. His words of wisdom and support have helped our Kura to have a deeper understanding of our local hapū. The school is working hard towards developing a whanaungatanga with Te Ākitai - we have a school that wants to promote the Tangata Whenua of our local area, which educates all Conifer Grove students about the history of our local area, starting with Te Ākitai. We have been very fortunate as Kura to be gifted names of Tangata Whenua for our Whānua Groups. A powhiri was held in 2023 to unveil these names with our community, a truly humbling experience for all who attended. The 2024 focus remains to weave a relationship with Te Akitai, our local Hapu, to develop the Te Akitai way and to use and promote our local Hapu's Tikanga; this will be a strategic goal for 2024.

Te Ara Hou

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

Reporting on the principles of being a Good Employer

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

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

What is in your equal employment opportunities programme?

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

How have you been fulfilling this programme?

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

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

He Waka eke noa ki te pae tawhiti
GROW SELF, GROW OTHERS, GROW LEADERS
Principal’s Annual Report 2024 March

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

How are you recognising,

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

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

How have you enhanced the abilities of individual employees?

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

How are you recognising the employment requirements of women?

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

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

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

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

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

*covered in the school's SchoolDoc policies

Breakfast Club “The Breakfast Club” continued during 2023 and still is a great success where senior students assist and serve the younger members. This brings a great opportunity for the Tuakana teina relationships to develop among our students. 2022 saw the Art Room where the breakfast club is located have a facelift - renamed the Kai Manaki this room is also being developed into a parent community room.

Professional Development for Staff

As mentioned above, the school received PLD funding in March to develop the conceptual curriculum further through the Ministry centralised PLD. This funding saw the school continue its journey into a local Conifer Grove School Curriculum to embed practices in this area. The development of an inquiry model was the key component of 2023. With the introduction of a Science of Reading approach, the school also engaged with GEM Literacy to establish a change management process using the Structured Literacy approach in junior school. The leadership team (team leaders) and the senior leadership teams worked to get 2023 practice in the school. Structured Literacy Years 0-3 and CODE Years 4 - 6.

Property

As the first part of the 10YPP, the 5YA projects include upgrading rooms 7-10 and 13 & 14. This began in December and will be complete for the beginning of 2024. Other projects included the development of a Timata playground and concreting the main entrance to widen the pathway to the classrooms. The work relating to the new two-storey eight classroom build was halted in December 2022 with the Ministry of Education reviewing all new build projects. We anticipate a better idea of when the project will go ahead in the first half of the 2023 year, which will depend on the school's roll over the next two terms.

Legislation and Charter

All deadlines met – MOE requirements.

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

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

He Waka eke noa ki te pa o tauwhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

Raj Dullabh



PRINCIPAL

Conifer Grove School

Statement of resources

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

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

TEACHING RESOURCES

With a clear focus on the Science of Reading, the school invested heavily in resourcing Structured Literacy and the CODE. This was the main expenditure of teaching resources in both 2022 and 2023. This will continue in 2024 as we develop more consistency in our practice across the school.

Other purchases were:

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

STAFFING RESOURCES

Using CRT and BOT-funded staffing, The school utilised a teacher to pursue a passion project and support CRT for the school. In 2023, we adopted the Science of Reading approach. We provided extra TA support staff in rooms with other support funded through the SEG grant. Teacher Aides were employed to implement various Special Needs, ESOL, and Learning support programmes like Lego Therapy. The Board of Trustees funded an extra Teacher due to the distribution of students across year levels and for Team release - for middle leaders.

He Waka eke noa ki te pae tawhiti

GROW SELF, GROW OTHERS, GROW LEADERS

Principal's Annual Report 2024 March

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

The staff participated in PLD, which developed the Local Curriculum (Conceptual), PB4L Professional Development. Staff professional development is ongoing with evidence-based pedagogies. The PTA was fantastic at school events such as Disco (Halloween). The PTA contributed to the redevelopment of the Timata Playground. The PTA will work towards our school Gala in early 2023, and we look forward to connecting with our community again.

2023 Kiwi Sport Funding

Closing Balance 2022 \$5375.94

2023 Grant - \$8057.52

2023 total of \$13433.46

The school provided Kiwi Sports funds to support Haemata and Whanake Teams in their Water Safety Programme at Vector Wero Whitewater Park.

\$7567.31 remaining from 2023 will be added to the Kiwisport Grant 2024 (\$8889.64). These funds will be proportioned between the school's Timata, Haemata, Whanake (Counties Manukau Sport \$768) and Kotahitanga Teams. This will help subsidise the cost for students to develop their sporting skills and ensure water-based activities are available for all year levels.

The closing balance of \$7567.31 will be rolled into the 2024 budget. Teams could not access all the funds as some providers could not provide the required funds. I thank the community for their support and look forward to another successful year in 2024. Kiwi Sport in 2024 will continue to be spent on experiences where our students can try to develop their love of sports activities further and carry on with them for the rest of their lives; it will support our EOTC programme across the school.



Raj Dullabh

Tumuaki - Principal

Conifer Grove School

February 2023



Independent Auditor's Report

RSM Hayes Audit

PO Box 9588

Newmarket, Auckland 1149

Level 1, 1 Broadway

Newmarket, Auckland 1023

T +64 (9) 367 1656

www.rsmnz.co.nz

To the readers of Conifer Grove School's Financial statements For the year ended 31 December 2023

The Auditor-General is the auditor of Conifer Grove School (the School). The Auditor-General has appointed me, Wayne Tukiri, 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 2 to 18, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 16 October 2024. This is the date at which our opinion is expressed.

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

Basis 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.

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 the statement of responsibility, board member list, statement of variance, compliance with good employer requirements, Kiwisport report and Treaty of Waitangi reporting, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

