



**WINDSOR NORTH
SCHOOL**

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3967
Principal: Debbie Dickson
School Address: 91 Chelmsford Street, Windsor, Invercargill, 9810
School Phone: 03 217 8819
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Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

WINDSOR NORTH SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Windsor North School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Lucy Hicks

Full Name of Presiding Member

Signed by:

2038E31127C67549

Signature of Presiding Member

15/05/2025

Date:

Debbie Dickson

Full Name of Principal

Signed by:

9DAD113AD47A104A

Signature of Principal

15/05/2025

Date:

Windsor North School Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Lucy Hicks	Presiding Member	Elected	Sep 2025
Debbie Dickson	Principal	ex Officio	
Trudy Conway	Parent Representative	Elected	Sep 2025
Meghan Roy	Parent Representative	Elected	Sep 2025
Kelly Kennedy	Parent Representative	Elected	Feb 2024
Sarah Hazlett	Parent Representative	Elected	Sep 2025
Shari Frengley	Parent Representative	Selected	Sep 2025
Matt Murray	Staff Representative	Elected	Sep 2025
In Attendance Donna Steel	Board Secretary		

Windsor North School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,113,958	2,777,149	3,064,032
Locally Raised Funds	3	117,626	118,700	132,111
Interest		47,603	3,000	45,814
Other Revenue		6,618	3,000	3,742
Total Revenue		3,285,805	2,901,849	3,245,699
Expense				
Locally Raised Funds	3	31,538	35,700	26,170
Learning Resources	4	2,358,434	2,149,400	2,353,804
Administration	5	208,809	204,150	195,979
Interest		1,409	-	1,755
Property	6	544,263	524,973	543,039
Loss on Disposal of Property, Plant and Equipment		5,289	-	201
Total Expense		3,149,742	2,914,223	3,120,948
Net Surplus / (Deficit) for the year		136,063	(12,374)	124,751
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		136,063	(12,374)	124,751

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

Windsor North School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,193,032	1,193,032	1,102,393
Total comprehensive revenue and expense for the year		136,063	(12,374)	124,751
Distributions to the Ministry of Education	17	(9,769)	(45,550)	(34,112)
Contribution - Furniture and Equipment Grant		13,099	-	-
Contribution - Te Mana Tūhono		22,520	-	-
Equity at 31 December		1,354,945	1,135,108	1,193,032
Accumulated comprehensive revenue and expense		1,354,945	1,135,108	1,193,032
Equity at 31 December		1,354,945	1,135,108	1,193,032

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.

Windsor North School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	210,483	307,655	371,743
Accounts Receivable	8	293,116	181,163	181,163
GST Receivable		-	11,560	11,560
Prepayments		18,265	11,337	11,337
Inventories	9	1,992	1,995	1,995
Investments	10	717,956	676,732	676,732
Funds Receivable for Capital Works Projects	17	-	-	61,987
		1,241,812	1,190,442	1,316,517
Current Liabilities				
GST Payable		2,387	-	-
Accounts Payable	12	251,352	288,749	289,925
Revenue Received in Advance	13	768	4,764	4,764
Provision for Cyclical Maintenance	14	30,870	62,994	9,567
Finance Lease Liability	15	8,368	13,076	13,076
Funds held in Trust	16	-	-	100
Funds held for Capital Works Projects	17	-	119,056	181,043
		293,745	488,639	498,475
Working Capital Surplus		948,067	701,803	818,042
Non-current Assets				
Property, Plant and Equipment	11	486,559	524,311	502,311
		486,559	524,311	502,311
Non-current Liabilities				
Provision for Cyclical Maintenance	14	73,739	80,531	116,846
Finance Lease Liability	15	5,942	10,475	10,475
		79,681	91,006	127,321
Net Assets		1,354,945	1,135,108	1,193,032
Equity		1,354,945	1,135,108	1,193,032

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

Windsor North School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		707,151	642,422	681,105
Locally Raised Funds		127,854	121,700	125,607
Goods and Services Tax (net)		13,947	-	(82,311)
Payments to Employees		(528,661)	(433,773)	(437,833)
Payments to Suppliers		(246,171)	(278,787)	(212,133)
Interest Paid		(1,409)	-	(1,755)
Interest Received		47,469	3,000	44,179
Net cash from Operating Activities		120,180	54,562	116,859
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(19,655)	(73,000)	(83,792)
Purchase of Investments		(41,224)	-	(34,227)
Net cash (to) Investing Activities		(60,879)	(73,000)	(118,019)
Cash flows from Financing Activities				
Furniture and Equipment Grant		13,099	-	-
Distributions to the Ministry of Education		(9,769)	(45,550)	(34,112)
Finance Lease Payments		(8,621)	-	(8,667)
Funds Administered on Behalf of Other Parties		(215,270)	(100)	(198,514)
Net cash (to) Financing Activities		(220,561)	(45,650)	(241,293)
Net (decrease) in cash and cash equivalents		(161,260)	(64,088)	(242,453)
Cash and cash equivalents at the beginning of the year	7	371,743	371,743	614,196
Cash and cash equivalents at the end of the year	7	210,483	307,655	371,743

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.

Windsor North School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

Windsor North 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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements 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 expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

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 22b.

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.

1.3. 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 to which they relate. 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 to which 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery. 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.

1.9. 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 not trivial.

1.10. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	5-33 years
Furniture and Equipment	2-15 years
Information and Communication Technology	2-15 years
Textbooks	3-8 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

1.11. 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 as 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.

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.

1.12. 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.

1.13. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.14. Revenue Received in Advance

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

1.15. Funds Held in Trust

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

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

1.16. Funds held for Capital Works

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

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

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

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

1.18. Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	775,528	646,349	735,601
Teachers' Salaries Grants	1,841,282	1,700,000	1,843,454
Use of Land and Buildings Grants	468,092	395,000	447,423
Other Government Grants	29,056	35,800	37,554
	<u>3,113,958</u>	<u>2,777,149</u>	<u>3,064,032</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations and Bequests	56,086	70,000	75,401
Fees for Extra Curricular Activities	18,780	24,200	17,094
Trading	1,775	1,400	1,391
Fundraising and Community Grants	14,571	8,000	9,228
Other Revenue	26,414	15,100	28,997
	<u>117,626</u>	<u>118,700</u>	<u>132,111</u>
Expenses			
Extra Curricular Activities Costs	28,661	34,300	24,304
Trading	1,598	1,400	1,421
Fundraising and Community Grant Costs	1,279	-	445
	<u>31,538</u>	<u>35,700</u>	<u>26,170</u>
<i>Surplus for the year Locally raised funds</i>	<u>86,088</u>	<u>83,000</u>	<u>105,941</u>

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	68,247	73,100	59,193
Information and Communication Technology	1,330	4,800	2,113
Employee Benefits - Salaries	2,219,324	2,014,500	2,234,861
Staff Development	12,000	6,000	779
Depreciation	57,533	51,000	56,858
	<u>2,358,434</u>	<u>2,149,400</u>	<u>2,353,804</u>

During the year ended December 2024, the Principal travelled to Finland at a cost of \$14,237 to attend the Finnish Study Tour for Teachers. The aim of this trip was to understand more about the role of Music and the Arts in the curriculum to lift reading, writing and numeracy skills as evidenced in Finnish Schools, and be able to share these learnings with staff, the Board and other Principals. The costs were funded to the extent of \$12,000 from the MOE's Principal's Professional Coaching and Wellbeing Grants received in the 2023 and 2024 years, and the balance funded by the board.

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,919	4,000	4,408
Board Fees and Expenses	2,938	7,300	6,495
Operating Leases	660	12,000	605
Other Administration Expenses	13,296	9,350	7,941
Employee Benefits - Salaries	171,027	159,000	164,154
Insurance	7,189	7,000	6,858
Service Providers, Contractors and Consultancy	5,780	5,500	5,518
	<u>208,809</u>	<u>204,150</u>	<u>195,979</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	29,467	30,000	29,687
Cyclical Maintenance	25,315	28,273	28,273
Adjustment to the Provision- Other Adjustments	(40,619)	-	(11,912)
Heat, Light and Water	28,021	28,800	24,750
Rates	4,076	6,000	3,162
Repairs and Maintenance	20,666	26,500	9,926
Use of Land and Buildings	468,092	395,000	447,423
Other Property Expenses	9,245	10,400	11,730
	<u>544,263</u>	<u>524,973</u>	<u>543,039</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	210,483	307,655	371,743
Cash and Cash Equivalents for Statement of Cash Flows	<u>210,483</u>	<u>307,655</u>	<u>371,743</u>

Of the \$210,483 Cash and Cash Equivalents, \$768 of Other Revenue in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	3,948	3,948
Receivables from the Ministry of Education	94,056	9,514	9,514
Interest Receivable	7,165	7,031	7,031
Teacher Salaries Grant Receivable	191,895	160,670	160,670
	<u>293,116</u>	<u>181,163</u>	<u>181,163</u>
Receivables from Exchange Transactions	7,165	10,979	10,979
Receivables from Non-Exchange Transactions	285,951	170,184	170,184
	<u>293,116</u>	<u>181,163</u>	<u>181,163</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,992	1,995	1,995
	<u>1,992</u>	<u>1,995</u>	<u>1,995</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	717,956	676,732	676,732
Total Investments	<u>717,956</u>	<u>676,732</u>	<u>676,732</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	331,370	1,347	-	-	(19,214)	313,503
Furniture and Equipment	110,873	5,030	(4,948)	-	(12,741)	98,214
Information and Communication Technology	19,908	32,737	(43)	-	(9,176)	43,426
Textbooks	112	-	-	-	(68)	44
Leased Assets	22,733	4,895	-	-	(13,824)	13,804
Library Resources	17,315	3,061	(298)	-	(2,510)	17,568
Balance at 31 December 2024	502,311	47,070	(5,289)	-	(57,533)	486,559

The net carrying value of furniture and equipment held under a finance lease is \$13,804 (2023: \$22,733)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	680,656	(367,153)	313,503	680,156	(348,786)	331,370
Furniture and Equipment	399,052	(300,838)	98,214	412,712	(301,839)	110,873
Information and Communication Technology	146,695	(103,269)	43,426	122,537	(102,629)	19,908
Textbooks	1,594	(1,550)	44	1,594	(1,482)	112
Leased Assets	37,751	(23,947)	13,804	45,631	(22,898)	22,733
Library Resources	50,438	(32,870)	17,568	48,207	(30,892)	17,315
Balance at 31 December	1,316,186	(829,627)	486,559	1,310,837	(808,526)	502,311

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	27,005	49,512	50,688
Accruals	8,775	4,408	4,408
Banking Staffing Overuse	-	39,727	39,727
Employee Entitlements - Salaries	210,581	190,672	190,672
Employee Entitlements - Leave Accrual	4,991	4,430	4,430
	<u>251,352</u>	<u>288,749</u>	<u>289,925</u>
Payables for Exchange Transactions	251,352	288,749	289,925
	<u>251,352</u>	<u>288,749</u>	<u>289,925</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	3,658	3,658
Other Revenue in Advance	768	1,106	1,106
	<u>768</u>	<u>4,764</u>	<u>4,764</u>

14. Provision for Cyclical Maintenance

	2024	2024 Budget (Unaudited)	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	126,413	126,413	121,552
Increase to the Provision During the Year	25,315	28,273	28,273
Use of the Provision During the Year	(6,500)	(11,161)	(11,500)
Other Adjustments	(40,619)	-	(11,912)
Provision at the End of the Year	<u>104,609</u>	<u>143,525</u>	<u>126,413</u>
Cyclical Maintenance - Current	30,870	62,994	9,567
Cyclical Maintenance - Non current	73,739	80,531	116,846
	<u>104,609</u>	<u>143,525</u>	<u>126,413</u>

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work 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 most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Finance Lease Liability

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

	2024	2024 Budget (Unaudited)	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
No later than One Year	9,215	14,498	14,498
Later than One Year and no Later than Five Years	6,282	11,155	11,155
Future Finance Charges	(1,187)	(2,102)	(2,102)
	<u>14,310</u>	<u>23,551</u>	<u>23,551</u>
Represented by:			
Finance lease liability - Current	8,368	13,076	13,076
Finance lease liability - Non current	5,942	10,475	10,475
	<u>14,310</u>	<u>23,551</u>	<u>23,551</u>

16. Funds Held in Trust

	2024	2024 Budget (Unaudited)	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	100
	<u>-</u>	<u>-</u>	<u>100</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenses of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held for Capital Works Projects

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

2024	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Learning Support Property Modifications Project # 233274	(27,479)	44,872	(17,393)	-	-
Block B: Junior MLE Upgrade & Roof Replacement Project #233981	(24,989)	24,989	(7,518)	7,518	-
Metal & Translucent Roof Replacement ADKL Blocks Project #236128	(1,121)	14,350	(14,576)	1,347	-
Learning Support Fencing modifications Project #238757	42,887	1,364	(46,502)	2,251	-
Roof Replacement - Block C # 233979	138,156	22,036	(160,192)	-	-
Replace Water Main & Heating System Upgrade Project #233980	(8,398)	23,340	(14,942)	-	-
Totals	119,056	130,951	(261,123)	11,116	-

The Block B: Junior MLE Upgrade & Roof Replacement project exceeded Ministry funding, and therefore, the Board provided \$7,518 of funding to complete and close out the project from retained surpluses. The \$7,518 was treated as a donation to the Ministry of Education via a distribution through equity.

The Learning Support Fencing Modifications project exceeded Ministry funding, and therefore, the Board provided \$2,251 of funding to complete and close out the project from retained surpluses. The \$2,251 was treated as a donation to the Ministry of Education via a distribution through equity.

The Metal and Translucent Roof Replacement ADKL Blocks Project included Block K which the Board has a 33% ownership of. The Board therefore contributed \$1,347 to this project from retained surpluses. The \$1,347 was treated as an investment by the Ministry of Education and has therefore been added to the School's Fixed Asset Register.

All of the above projects have improved the environment in which the students undertake their learning making this safer and more weather resistant.

2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Learning Support Property Modifications Project # 233274	240,649	178,000	(446,128)	-	(27,479)
Block B: Junior MLE Upgrade & Roof Replacement Project #233981	5,750	429,000	(493,851)	34,112	(24,989)
Metal & Translucent Roof Replacement ADKL Blocks Project #236128	95,349	-	(96,470)	-	(1,121)
Learning Support Fencing modifications Project #238757	245,555	65,000	(267,668)	-	42,887
Roof Replacement - Block C # 233979	(2,350)	157,000	(16,494)	-	138,156
Replace Water Main & Heating System Upgrade Project #233980	-	24,000	(32,398)	-	(8,398)
Totals	584,953	853,000	(1,353,009)	34,112	119,056

Represented by:

Funds Held on Behalf of the Ministry of Education	181,043
Funds Receivable from the Ministry of Education	(61,987)

18. 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.

19. Remuneration

Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principal, Assistant Principal and Syndicate Leader.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	2,835	2,965
<i>Leadership Team</i>		
Remuneration	737,341	501,527
Full-time equivalent members	6.00	4.00
Total key management personnel remuneration	<u>740,176</u>	<u>504,492</u>

There are six members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year, and no special meetings.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	1 - 10	1 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 -110	2.00	2.00
110 -120	3.00	2.00
120 - 130	1.00	-
	<u>6.00</u>	<u>4.00</u>

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

20. 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 the number of persons to whom all or part of that total was payable was as follows:

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had no capital commitments (2023:\$354,632).

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	210,483	307,655	371,743
Receivables	293,116	181,163	181,163
Investments - Term Deposits	717,956	676,732	676,732
Total Financial assets measured at amortised cost	<u>1,221,555</u>	<u>1,165,550</u>	<u>1,229,638</u>

Financial liabilities measured at amortised cost

Payables	251,352	288,749	289,925
Finance Leases	14,310	23,551	23,551
Total Financial liabilities measured at amortised Cost	<u>265,662</u>	<u>312,300</u>	<u>313,476</u>

24. Events After Balance Date

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

25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Windsor North school (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 3 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board are responsible for the other information. The other information obtained at the date of our report is The Statement of Responsibility, Members of the Board, Statement of Variance, Evaluation and analysis of the School's students' progress and achievement, How we have given effect to Te Tiriti o Waitangi, Statement of Compliance with employment policy and Statement of Kiwisport funding, but does not include the financial statements and our auditor's report thereon.

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

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

Independence

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

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



Aaron Higham
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand

Windsor North School

MOE 3967

2024 Annual Report

Learning for Living - Ako Aronga
Striving to be our best!

School Type: Primary - Year 1-6, Equity Index 420 U5

Address: 91 Chelmsford Street Invercargill

Phone: (03) 2178819

Email: office@windsornorth.school.nz

Accountant: Solutions & Services

Auditor: BDO




Student Achievement report

We are very proud of the learning shifts and progress our students have made over 2024.


End of Year Assessment Overview

- Reading 94% of our students are working at our above expectation
- Writing 80% of our students are working at our above expectation
- Mathematics 83% of our students are working at our above expectation

Mid Year 2024 Mid Year Assessment Analysis

 DRAFT MOE Board WNS 2024 MID YEAR Achi...

End of Year End of Year Assessment Analysis

 WNS 2024 Overall End of Year Achievemen...

Variance - Student Target Reports

Over Terms 2-4 each of our cohort teams have worked on targeted action focuses to support accelerated learning shifts in writing and mathematics.

SENCO 2024 Report

GATE

We had 20 students participate in the ENRICH programme

Our students took part in a number of competitive opportunities including: ICAS, Klwi Tests, speech, higher level sporting development.

ELL/ ESOL

This is an area of growth for the school with increased numbers. Our focus is to continue to build partnerships with families and students. We increased support for students in class and have increased personnel and programme development.

Te Reo and NZ Histories

This year we focused on the Treaty and linked Te Tiriti of Waitangi principles with our school values. Through our learning inquiries our focus has been to build understanding and knowledge around the theme of " Our School, Our People and the heritage and cultures we bring to our place." In 2025 we will look to develop the local Murahuki stories to our context and develop some visual storyboards for our school.



Rich Learning/Community Of Learning

Providing rich experiences and weaving them into our learning programme is a crucial strategic focus for us. This year students have been engaged in a rich authentic task of researching and developing design concepts for a new library for our school. Each year level took on a different component to project-manage. Designs were presented to the Board of Trustees to further develop the library concept with a students lens:

- Year 1 sensory interior and lilliput library boxes
- Year 2-3 landscape garden design
- Year 4-5 interior design
- Year 6 architectural design of the building

Click on the following video link to view our students' ideas: https://youtu.be/S6f8SXOJF9U?si=SU_YvgPT6fwmcc9H



In Term 4 the students then moved to kick start fundraising for the library by diving into Technology, Design and Financial Literacy projects in working through the design process for forming and putting on a Table Top Fair. Students worked hard throughout the whole process working on sustainability, upcycling and creating, marketing and selling their wares. They then worked out their profit margins. The weather on the day for the Table Top Fair was wet and cold but this did not hold back our whanau and wider community coming to the fair with over \$5000 raised. A great way to start the motivation of the next stage of working with the Ministry of Education and grants funding organisations to get a new transportable library on site.



Student Leadership:

A variety of leadership opportunities were on offer - this included School Councillors, Hosting Virtual Assemblies, PALS/ CALS.

2024 Camping Programme included:

- **Year 6** - students had 2 nights at Camp Columba. The camp is very much a highlight of the Year 6 programme and the students really got to shine while using the WNS STRIVE Values.
- School swimming took place for Year 1-6 in Term 1.

Specialist Curriculum

- Visiting Performer visits returned with much excitement - Orchestra, Waste Wanda and Playhouse.

Extra Curricular activities included:

- Kapa Haka - we are rebuilding our Kapa Haka. This year the group really focused on key waiata and haka and it was wonderful to be able to perform at Polyfest. A huge thank you to Whaea Shari and Whaea Alice
- The Kennedy School of Music programme has been integrated into our school programme as an option for families over 2024.
- The school holds many club options for our students. These range from sporting, arts, culture and community based options including calf club, garden club, radio, techie club, golf, choir, orchestra, kapa haka, touch, netball, cricket, miniball and football to name a few.
- Sporting - this year our Year 5-6 students shared the Tri Nations trophy with a draw when we competed against our local schools in netball, football and rugby.

WNS Sporting teams

All did incredibly well over 2024 with many of our teams getting to the finals in their respective competitions in netball, touch waterpolo, minball, touch, cross country, athletics and winning competition titles. A big shout out to our Jump Jam Teams for taking out titles.

We would like to thank our amazing parent volunteers who support the teams in coaching and managing, as well as our amazing teaching team who also contribute many extra hours to support students in teams. Without you all we would not be able to support our students in sport and cultural events.

Kiwi Sport:

As part of our kiwi sporting development we have focused on getting specialist teachers to join our PE programmes - this includes: cricket, soccer, and supporting our students in team events. We also replenished well used sports equipment.

Windsor North School Chair- L Hicks

It has been another big year for WNS. The Board supported by staff have reviewed our strategic plan. We need to provide space for the consideration of and allow time for the preparation for the new Government's directions. A number of property matters have also been completed. Our regulatory and compliance reports were fully completed. Most importantly we've continued to support staff and the learners through this period of uncertainty.

Legislation and Administration

Length of the School Year : The school was open for **384 half days**.

School Roll: 2024 year ended with a roll of 340 students. The roll over the year did fluctuate with rolls increasing and dropping due to families coming and leaving the area. We had 58 Year 6 graduates leave at the end of the year.

Student attendance - Windsor North School worked really hard to ensure student attendance.

Ministry of Education projects:

- Our Year 3-6 students took part in National Education Monitoring Project
- Our Year 2 participated in the Phonics Trial in Term 4
- The Mathematics and Statistic NZ Curriculum Refresh with Renee Kake

Our ERO partnership focus on the schools compliance was complete and to a high standard. We are awaiting our confirmed report.

Finance - M Roy

The School's financial position remains very strong with working capital and overall equity. Huge thanks to the staff for working within the budgets set, with expenditure used seeing positive impacts for our students. The board has supported staff training and resourcing with emphasis on Structured Literacy to ensure we are best placed for implementing this effectively into our school over the next year.

Financial contribution was made by the board to ensure our property projects continue as per the schools maintenance plan, and the board also supported resourcing in a number of areas.

We would like to thank our community for the school donations they make. This support means we can offer our students additional areas of learning including Life Education, visiting performers, technology and additional resources etc.

Personnel - S Hazlett

Over the year we have had a focus on staff wellbeing:

- Examined challenges around relief teacher supply, review of how we operate to support staff with CRT and cover for sickness. This is a continued focus.
- There were no personnel grievances received by the Board.
- There were no material parent grievances/complaints regarding WNS personnel received by the Board.
- Administrative and support staff cohort performed admirably. Some staff have adjusted their roles to meet personal needs.

On reflection, 2024 was a very successful year from a personnel perspective for the school with a tangible shift in positive cultural development and a supportive and engaging employment ethos within the school. Looking ahead to 2025 we are mindful that our staff are facing a number of curriculum changes based on the new government initiatives through the New Zealand curriculum refresh. For Windsor North staff this includes:

- *Implementation of the English and Mathematics curriculums*
- *Implementation of structured literacy programme (The code and Literacy Learners framework) and science of learning approach using explicit teaching*
- *Implementation of using the Mathematics and Statistics resource - Maths No Problem*

- Associated development of new assessment and reporting practices including: eAsttle Yr 3-6, Phonics checking, reporting structures to show progress within the new phases of learning Yr 0-3 / Yr 4-6.

The board will add key focus on supporting resource development for the above new initiatives and professional development support. Importance is stressed in implementation in stages and building strong foundations and that pacing should be measured to ensure coherence across the school and staff wellbeing.

Professional Learning:

The Board values the importance of ensuring WNS staff are equipped to support our learning. Over 2024, staff were involved in the following focused development:

- Mitey Mental Health Programme
- NZ Curriculum Refresh
- Cultural Responsiveness - Board
- Reading Recovery training
- PB4L
- Leadership team - Assessment capability and coaching, New Curriculum Maths development initial overview
- AI development and learnings
- This year our Principal Debbie Dickson was on sabbatical for 10 weeks during Terms 3 and Term 4. During this time she travelled to Finland, Dubai and Singapore as part of her professional learning focus of looking to the future to look at support structures in assisting in accelerated learning, viewing structured approaches and use of integration of the student agency through the curriculum. Please see attached recommendations and new learnings to unpack and develop within our 3 strategic focuses. We thank the Ministry of Education for their support to principals by way of the wellbeing / professional learning fund. We see value in this in the allowance for principals to look wider and be in touch with what is evolving in places around the world in education.

Statement of Resources:- Staffing structure/ Units:

- 18.58 staffing with 17 units. Major allocation of units is distributed to Leadership team members.
- The board also appointed part time teachers to cover classroom release, leadership release.
- The Board was committed to supporting students' learning by appointing 5 learning assistants to work in teams with groups of children and 1:1. Based on additional funding part time project based Teacher Assistants were employed for 6-8 weeks to work on a project.
- Our admin team includes 2 team members.

Health, Safety and Welfare

In 2024 the Board reviewed its risk management policy and health and wellbeing policy. The Board also commenced a wide ranging audit of its health and safety policies and procedures in light of Work Safe's decision to prosecute a school Board for health and safety failures identified due to an incident during an education outside the classroom trip. This audit is ongoing and has involved a health and safety representative from the Board meeting with the Principal and school Health and Safety representative, reviewing the EOTC guidelines, providing a discussion paper to the Board, and commencing drafting of amendments to existing health and safety policies. The Board aims to complete this audit in 2025.

A key focus for the Board again this year has been the ongoing review and evaluation of the trends and patterns identified in the Health and Safety section of the Principal's Board Report. The reporting has been adjusted in 2024 to identify areas of the school and times of day where a higher level, or similar types, of incidents may be occurring. The Board has identified this as a continued area of focus for 2025.

Property/ Asset Management

Over the year the Board worked closely with Southern Quantity Surveyors in finalising the following project developments:

- Roof replacement for C block
- Water main upgrade

Under General Maintenance - we have maintained building warrant of fitness standards, and continued to enhance the play spaces, improved the health room with an upgrade,

ICT:

The school is committed to maintaining a good base of e-learning tools for students to access. Over 2024 we have commenced a replacement plan of our depreciated ICT equipment. Network for Learning completed a wifi and cybersafety upgrade.

We introduced a new School Management System HERO into our school that includes school communication, finance, parent management, assessment and reporting.

Windsor North PTA / Community: Special thanks must also go to:

- Community Trust Southland for \$9,000 to support learning development programmes
- Our PTA Community for raising funds to support our school including Maths & ICE resources, Kapa Haka Moko Stencils, student counselling, Colour Run Powder and sunscreen.

The WNS Board Elected September 2022

Name	Position on the Board	How Position gained on the Board	Occupation	Term Expires
Lucy Hicks	Presiding Member	Elected	Environment Southland	2025
Sarah Hazlett	Deputy Chair Personnel	Elected	Personnel	2025
Kelly Kenndy	Community / H&S	Elected	Music Own Business	2025
Shari Fengley	Community	Co-opted	Teacher	2025
Meghan Roy	Finance	Elected	Banking	2025
Trudy Conway	H&S/ Property	Elected	Lawyer	2025
Matt Murray	Staff Rep	Staff Elected	Teacher	2025

REMUNERATION OF BOARD OF TRUSTEES MEMBERS 2023.

Number of board meetings held: 8 Board Meetings were held over 2023

Thank you to...

- WNS staff
- Leadership Team
- Our amazing supporters of the school
- Windsor North Parent Association (PTA)
- Windsor North School Boards

who have all worked tirelessly and well beyond the call of duty to ensure that Windsor North School is a wonderful place for learning and to be part of. We look forward to 2025 where we continue to go deeper in the development of our 3 strategic goals

- **Leaderful Learning** - development of student agency principles
- **Continuous Improvement** - focus on NZ Curriculum refresh within Mathematics and
- **Collaborative Connections** - building further partnerships with our students, staff, parents and wider community

As we move into a phase of review and implementation of our new strategic plan we are keen to develop the NZ Curriculum Refresh within our school through review of our practices and assessment process to ensure we develop positive progression frameworks for all our students.

Debbie Dickson Principal

Windsor North School Board of Trustees 2024

Name	Occupation	Delegations
Debbie Dickson	Principal	Principal
Lucy Hicks	General Manager Policy & Government Reform	Board Chair, Suspensions, Finance
Meghan Roy	Banker	Finance
Sarah Hazlett	General Manager People & Culture	Personnel, Suspensions
Trudy Conway	Lawyer	Property
Shari Frengley	Teacher	
Matt Murray	Teacher	Staff Representative



Windsor North School Invercargill

2024

**Analysis of Variance- Targeted Action Plans
Year 0-1, Year 2-3, Year 4-6**

Learning for Living - Ako Oranga

Be our best - Kia pai rawa atu au

MOE 3967
91 Chelmsford Street
Invercargill

Principal/ Tumuaki
Debbie Dickson



PROCESS we used:

1. **Analysis of data and drilling down to focus points within reading, writing and mathematics**
2. **Teams then drilling down into the data and forming target focus points**
3. **Each Team setting target of variance focus Term 2 - Term 3/4**
4. **Reflections on progress and development**

Teams are focussing on Noticing, Recognising and Responding to the shifts and trends and ensuring progress is being made.

Target of variance has been developed within the following team structure. Below are the Variance Reports made by each team.

Pikopiko Yr 0- 1	Koru Yr 2-3	Kowhai, Kauri Yr 4-6
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2024 END Year Overall Results - 314 student data analysis

Overall Teacher Judgement Data is based on a triangulated holistic approach in all 3 curriculum areas. It includes: summative testing, (PAT Testing, Running Records, GLOSS, Essential Spelling) formative assessment against expectations and student work books and instructional teaching times. As a school we moderated samples of writing across the school and in reading and writing team moderation sessions were formed and then looked across the teams - we were looking for patterns of coherence and consistency. The aim is for cohorts and the school to be achieving on average 80% at or above. **Please note the overview data includes our Year 0 students and students who have come into school mid Term 3 and Term 4 2024, plus students working on individual education plans and requiring learning support.**

Reading

Overall as a school **86%** achieving Within/Above the Expected Curriculum Level at end of 2024

(88% mid year, 2024, 94% 2023, 90% in 2022, 93% in 2021 end of year)

- Year 0- 90% working within and Above expected level
- Year 1- 72% working within and Above expected level
- Year 2 - 93% working within and Above expected level
- Year 3- 84% working within and Above expected level
- Year 4 - 86% working within and Above expected level
- Year 5 -98% working within and Above expected level
- Year 6 - 87% working within and Above expected level

Writing

Overall as a school **72%** achieving Within/Above the Expected Curriculum Level at end of 2024

(71% mid year, 74% in 2023, 76% in 2022, 83% in 2021 end of year)

- Year 0 - 100% working within and Above expected level
- Year 1 - 82% working within and Above expected level
- Year 2 - 63% working within and Above expected level
- Year 3 - 68% working within and Above expected level
- Year 4 - 54% working within and Above expected level
- Year 5 - 74% working within and Above expected level
- Year 6 - 82% working within and Above expected level

Maths

Overall as a school **87%** achieving Within/Above the Expected Curriculum Level at end of 2024

(87% mid year, 83% 2023, 91% in 2022, 91% in 2021 end of year)

- Year 0 - 100% working within and Above expected level
- Year 1 - 82% working within and Above expected level
- Year 2 - 85% working within and Above expected level
- Year 3 - 84% working within and Above expected level
- Year 4 - 83% working within and Above expected level
- Year 5 - 89% working within and Above expected level
- Year 6 - 88% working within and Above expected level



Pikopiko Analysis of Variance - Year 0-1 2024

Pikopiko Yr 0-1 Cohort High Level Big Picture OVERVIEW

Number of Boys	Number of Girls	Totals	Learning Needs	Number of Maori	Number of Pacifica	Number of ESOL
Year 0 T1= 12 Year 0 T4=21	Year 0 T1= 8 Year 0 T4=18	Y0 T1= 20 Y0 T4=39	Total = 12/21 (T1 -20%/ T4 - 27%)	Total = 10/11	Total = 1	Total = 14/23 (+6 from newest cohorts) T1 - 34%/ T4- 29%
Year 1 T1= 21 Year 1 T4 20	Year 1 T1= 18 Year 1 T4=20	Y1 T1 = 39 Y1 T4=40	RTLB T1/T4 Learning= 7/8			Breakdown Asian = 8 Refugee = 0 Other = 6
T1 33 T4 41	T1 26 T4 38	59 students T1 79 students T2	SLT 4/4 HHN 1/1 Behavior T1 -4/ T4 -8			

Team Learning AREA Breakdown BIG PICTURE

Assessment	Reading T1	Reading T4	Notes	Writing T1	Writing T4	Notes	Maths & Stats T1	Maths & Stats T4	Notes
Below Expectation	4	7	39 students = 36 (Y1's) + 3 Y1's started after 1 April in Y0 data) Below and beginning - 6 are in ELS group - R/rec 2 in SLit group 1 behaviour support <i>* Students new to school (Y0s) from 1 April are measured as above if reading higher than L6 as the expected level for end of year cohort</i>			Drilling down on assessment data has 14 students needing phonics/spelling support - 6 in ELS group, 6 in SL grp, 2 behaviour support <i>*Students recorded as above mid year have moved to within - progress within level</i>			All students now measured against expected level for mid Y1 cohort - beg L1 - not on age/months at school so no students can be recorded as below Looking at gloss and knowledge data in age order to target maths goals <i>*Students recorded as above mid year have moved to within - progress within level</i>
Beginning	5	7		0	7		0	6	
At	17	17		13	36		20	35	
Above	10	<i>* 20</i>		23	<i>*8</i>		16	<i>*10</i>	
totals	36	51		36	51		36	51	

Summary Overview TEAM Statement of Big Picture Data T1 2024	<ul style="list-style-type: none"> • Some students needing CVC support / phonics focus to improve ability to write independently and with greater accuracy • Many students coming in without basic key competencies of managing self, relating to others and participating and contributing - social competencies • Drill down into maths strategy and knowledge gaps to consider in class targeted support
TEAM Data Analysis Reflection Term 4 2024	<ul style="list-style-type: none"> • 20 new students - increase in high behaviour/learning needs from 20% of students to 27% - predominantly behaviour • Above data in reading looks high as the Y0s who started closer to 1 April have been at school for 8-9 months and their expected reading level of L8 or L9 is compared to an end of year expectation of L6 for this cohort. This will balance out over time. • Above data in writing and maths has reduced from mid year report to end of year report due to a similar reason. The mid year data showed the Y1s working in middle level 1 as above at middle of year. If they are still working at this level at the end of the year their dot moves to within. Even so there has been good progress within this level as shown in their gloss, basic facts knowledge and writing progression highlights. • We are happy with recording the dots in the right places and justifying any changes in 'above' to 'at' in the comments section of the report to explain this to parents. • Our results to raise a target group of students to achieve 16/16 in CVC phonics spelling has seen mixed results. • Some of the students were able to attend an Early Literacy Group to strengthen their overall literacy ability in reading and writing. The most progress was made with students who had targeted, regular in class phonics structured sessions. • This supports our plans for 2025 to implement a structured literacy approach across the school. (Results from a Y4/5 structured literacy TA intervention also supports this) • The students targeted for the CVC growth will all be picked up in 2025 for daily accelerated structured literacy groups to continue with these goals.

PASTORAL CARE OVERVIEW	
7 students identified as needing emotional/social support - working with whānau and outside agencies to support ie OT, STAND, counsellor, family works, strengthening families, RTL, ed psych, MOE,	
3 students identified with high absences and are being closely monitored and supported to improve attendance	
Increase in high behaviour needs new entrants, lacking basic readiness for school ie; sitting on mat, following teacher requests, getting along with other, motor skills/cutting, holding pencil, communication, toileting - the introduction of TAHI time and focus explicit teaching in these areas has supported confidence and growth for students to becoming more confident to independently engage in learning within the classroom setting.	

Target Group for Spelling	Spelling/ Phonics
WHY this target group	Drill down data shows some inconsistencies of students achievement in EWL1, EWL2, CVC, CVCC etc across Pikopiko classrooms

Target Plan	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
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Term 2/ Term 3

Focus on CVC - all students identified be able to record CVC words by end of Term 3

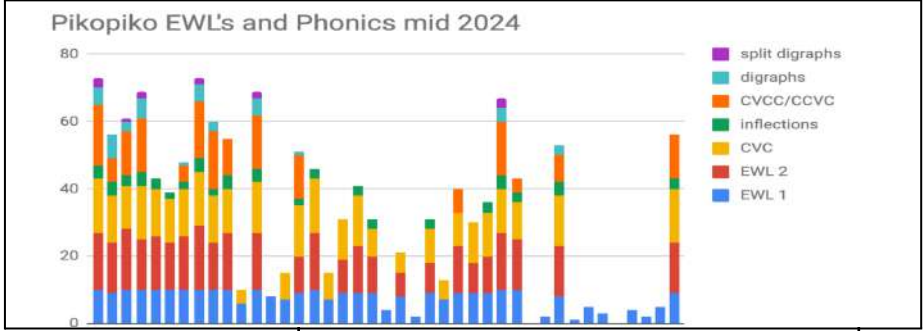
Student	Student
K = 1	M =6
R =2	R=7
S= 3	R=8
L = 4	L=9
J = 5	L=10
I = 11	

Structured lit group - 2 times per week per group (2 groups) with TA - 6 students

ELS groups x 2 with a reading recovery teacher. -5 Students

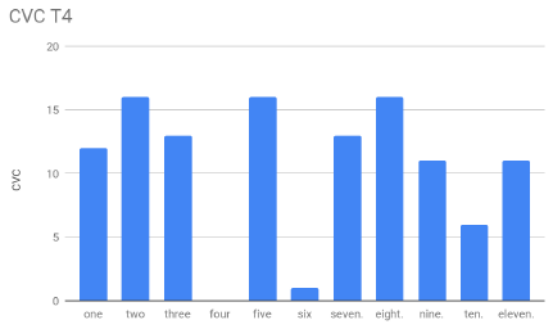
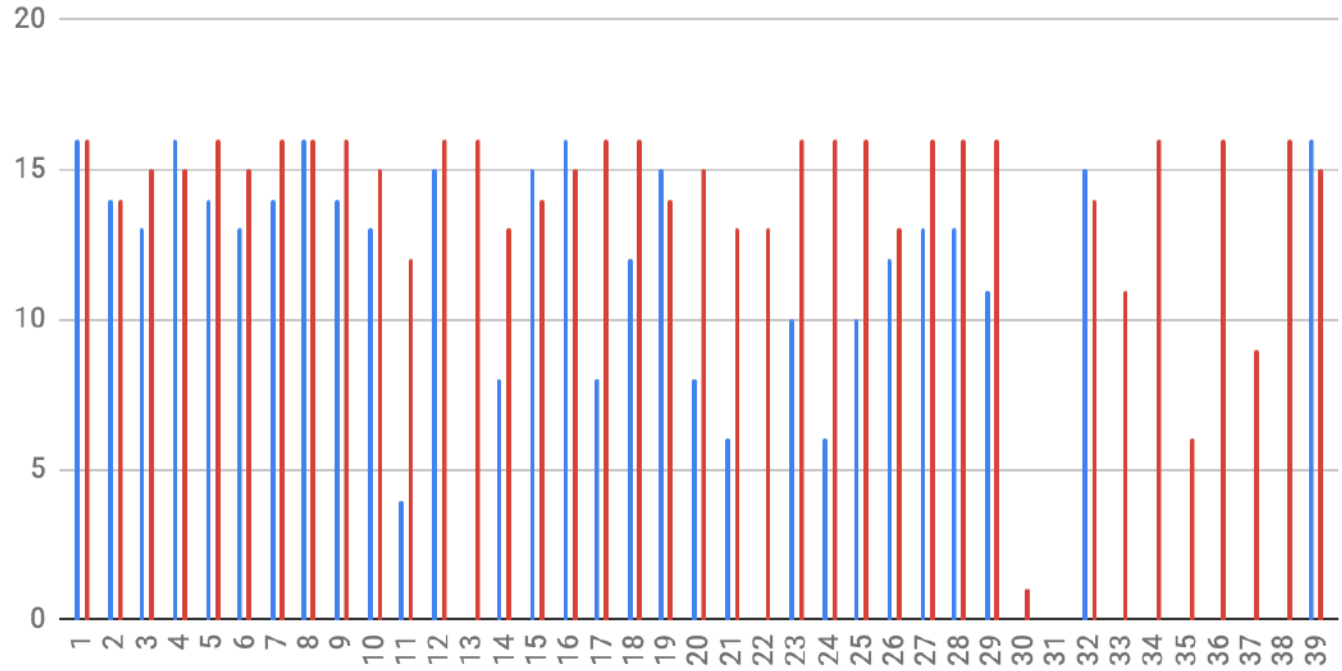
3:Writing progression class targets: 7 students

- Our results to raise a target group of students to achieve 16/16 in CVC phonics spelling has seen mixed results. We were unable to have a TA intervention as planned as there were more pressing needs in Y4/5.
- Some of the students were able to attend an Early Literacy Group to strengthen their overall literacy ability in reading and writing. The most progress was made with students who had targeted, regular in class phonics structured sessions.
- This supports our plans for 2025 to implement a structured literacy approach across the school. (Results from a Y4/5 structured literacy TA intervention also supports this)



cvc mid 2024 and cvc end of 2024

■ Mid year CVC results 2024 ■ end of year cvc results 2024



Across team results for CVC - many achieved the 16/16 CVC goal by end of year - 30/39 students made excellent progress achieving the target of 16/16 or close to it.
 Target group end of year results - goal was 16/16 for 11 students. 3 students achieved their goal. 5 students made good progress towards achieving their goal. One made fair progress and 2 made poor progress. See reflections for 2025 structured literacy focus for these students.

CLASS / TEAM TARGET FOCUS

Hot Spot Target Group Key Competencies	Basic learning Skills, Key Competencies
WHY this target group	General observations and increase in outside agency support for new entrant students coming into school without basic readiness skills ie key competencies of managing self, relating to others and participating and contributing - social competencies

Sprint Cycle	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 3 and Term 4	<p>Students need to develop foundation skills to be able to get on with academic teaching and learning</p> <p>PMP (perceptual motor programme) aims to build skills and confidence in 3 areas.</p> <p>Motor Outcomes – Balance, Fitness, Eye/hand coordination, Locomotion</p> <p>Perception Outcomes – Body Control, Laterality, Directionality, Space Awareness, Body Rhythm</p> <p>Skill Outcomes – Problem solving, PE skills, Confidence, Memory, Language</p> <p>Many students were coming into school needing these key skills for learning. RTLB applications were becoming more frequent and graduated transition plans to support students to be at school full time were increasing. Basic foundation skills are necessary for academic learning to begin i.e. holding a pencil, developing muscles for sitting on the mat, at a table for periods of time to complete tasks.</p>	<p>PMP</p> <p>2 x per week all term and consider extending 1-1 PMP for high needs</p> <p>Teaching focus, listening, following instructions, caring for self - shoes, socks, basic foundation skills, controlling body actions, eye/hand coordination, balance, gross motor skills, muscle development, memory retention</p> <p>Positive - Having a board funded TA to run the programme made it very targeted to needs and extremely worthwhile to keep running.</p>	<p>We decided to run PMP for two terms instead of the planned one. This was agreed due to the high behaviour needs and the value in a tight structured PMP programme to work on listening, following instructions and early foundation skills.</p> <p>Observations and teacher feedback resulted in a noticeable shift in students' ability to be ready for classroom learning, listen to instructions, follow directions and develop motor skills both fine and gross.</p> <p>We plan to continue this programme in 2025 following term 1 athletics and swimming.</p>

	<p>All students in Pikopiko were part of the PMP programme to develop these skills.</p> <p>A TA was employed to coordinate the rotations, set up the equipment daily in the hall and support teachers to run the stations.</p>		
	<p>Tahi Time evolved to enable each teacher to run a programme for a week and focus on different competencies such as perseverance, listening actively, fine motor skills, working together and resilience. Students who were identified as having these needs to work on were withdrawn from the classroom and worked with a teacher while the other teachers continued their reading programme.</p>	<p>Tahi Time</p> <p>Focus on key competency development through a structured play approach - T3 creative clubs with parent support - teachers use literature to generate KC goals and reflect after club sessions</p>	<p>Tahi Time continued to run after Jan's Masters intervention to address the growing needs to develop key competencies in our new entrant programme. There was great collaboration and effort from the Pikopiko teachers to make this happen and 2025 will see this develop further.</p> <p>Teacher observations showed a marked increase in the ability for students to work alongside each other with fewer conflicts and challenges. The students transitioning into 2025 - Year 2 - have overcome many of the challenges that they had when starting school. This is especially so for our neurodivergent students who were difficult to keep in the classroom or engaged in a task. Tahi Time will continue in 2025 to support the increase in new students coming to school needing these basic skills and competencies to be able to work and play alongside others.</p>



Koru Team Year 2-3 Cohort High Level Big Picture OVERVIEW

Number of Boys	Number of Girls	Learning Needs	Number of Maori	Number of Pacifica	Number of ESOL
Year 2 31	Year 2 22	Total 13	Total 9	Total 1	Total 19
Year 3 5	Year 3 8	RTL/ Learning 5 HHN 1 HCN 1 Behavior 6	Boys 6 Girls 3	Boys 1 Girls	10 boys 9 girls Including 1 refugee
					Breakdown Argentina, Peru, Sri Lankan, Columbian Asian Refugee 1 Other

Team Learning AREA Breakdown BIG PICTURE

Assessment	Reading	Notes	Writing	Notes	Mathematics and Stats	Notes
Below	10 students	Speech/learning support x1	6	Learning support x2	15	Speech x1
At Risk	7	Reading Recovery x4	14	ESOL x 4	7	Learning support x3
At	26	Learning support x3	38	Reading Recovery x4	35	ESOL x3
Above	18	ESOL x3	3	Speech/learning x1	8	

**Summary Overview TEAM
Statement of Big Picture Data**

What is missing that we need to investigate?

For reading, approximately one-sixth of the syndicate are below expectations, while nearly one-third are above. One reading group has students with specific learning needs, and struggles to focus, which has made it challenging for them to learn high-frequency words and build strong letter knowledge. A third group, who are below expectations, show initial traits of dyslexia.

For writing, about one-tenth of the syndicate are below expectations, while three students are above. The team began the year with many reluctant writers, but most are now making progress. Continued daily sessions and high expectations are essential for further growth. Some of the students who are below expectations for writing are now receiving reading recovery support.

In mathematics, a larger number—almost a quarter—are below expectations, with 8 students above. Many of those below are lacking foundational number knowledge. Overall, a number of children are below expectations across all areas.

PASTORAL CARE

11 Students identified with needs to be monitored and supported

A number of students at our school have been identified with speech delays, global developmental delays, as well as wellbeing and health concerns. These learning needs have been diagnosed, and in response, the school has implemented learning assistant support. We also work closely with the Ministry of Education Learning Support Team, the RTLB team, and whānau to ensure these students receive the best possible support. Additionally, the school has access to a school counsellor, funded by the Board and PTA, and the Koru team has utilized student counselling services. This support has been invaluable in promoting the students' learning development.

Target Group for Maths

16 students

WHY this target group

These children have only achieved:
Number knowledge at 6 months: x 12 students
Number knowledge at 1 year X 4 students

Target Plan	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 2/3/4	Low number knowledge which is impacting on their ability to solve simple addition and subtraction problems	5 students - to take for ALIM type programme and work on numbers in ESOL time Room 14 - In small groups in class work on numbers to 100 then build this to 1000, two times	<ul style="list-style-type: none"> 5/14 have moved to at. All children have made progress with number knowledge but some have not consolidated

		<p>a week work with Tracey for 20 minutes on same thing. (Wed/Thus)</p> <p>Room 13 - 1 student - 2 x a week with Tracey, numbers to 20 then 100 (Mon/Tue) and adding and subtracting with materials to 10</p> <p>5 students numbers to 100 with Mrs Bain 1 x week and small group with Monique</p> <p>Room 12 - In small groups in class work on numbers to 100 then build this to 1000, two times a week work with Tracey for 20 minutes on the class focus. (Tue/Wed/Thus)ESoL hours</p>	<p>this enough that they can confidently use this independently.</p> <ul style="list-style-type: none">• Changes in expectations in number knowledge in the new curriculum (100 - 1000) have made it harder for those children who were already struggling with the number knowledge.• All Year 3 who are still below are ESOL and all new to Windsor North School <p>It has been great to see all children make progress with their maths, especially 5 of our below children moving to at.</p> <p>Some more targeted support is required for those children who are below, especially at the moment with structured literacy being the main focus. Even though we have a number of teachers trained in ALIM it is tricky for this programme to be run successfully within the class programme.</p>
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Target Group Reading	11 students
WHY this target group	Reading at a low level because they struggle with decoding/speech/diagnosed learning needs. By the end of the year we expect all children to be reading at the expected level or to have made significant progress towards this.

Sprint Cycle	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 3/4	Reading at low level because they struggle with decoding/speech/ADHD	Reduced number of reading groups so there is extra time for word building/ decoding sounds during reading time at I.C.E Mrs Kiddy to take parts of groups or whole group to support	<ul style="list-style-type: none"> 6 out of 10 children have progressed to the expected level, though most of these students are only just at this level and will need to be closely monitored next year. Two students who are still below expectations have made significant progress, moving up 12 reading levels. This improvement has been supported through a combination of extra teacher support, the Early Words Programme with RTLB-funded teacher aide support, and reading recovery. The Year 2 students who are well below expectations have also moved up 12 reading levels this year, thanks to support in the classroom, reading recovery, and funded teacher aide time through RTLB. Some of these students are ESOL, and they have recently started or received different forms of support. They are now

			receiving additional help outside of school. <ul style="list-style-type: none"> All Year 3 students who are still below expectations are ESOL and new to Windsor North School.
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Target Group	3 students
WHY this target group	Reading at a low level because they struggle to comprehend.

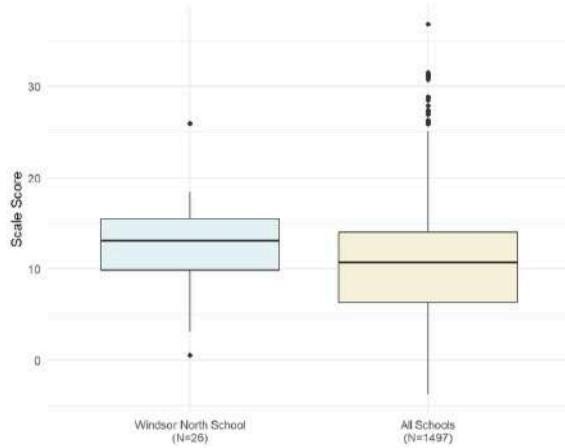
Sprint Cycle	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 3/4	Reading at a low level because they struggle to comprehend.	Discussion and retelling the main parts of the story. Explaining why and proving answers by showing in text. Mrs Kiddy to take parts of groups or whole group to support	<p>We are fortunate to have Mrs. Kiddy volunteer in our syndicate three times a week. This has allowed a teacher to focus more on our lower-level readers, providing them with targeted support.</p> <p>Mrs. Kiddy has worked diligently on improving comprehension. After reading with the teacher, students spend time with her discussing the text. One student has moved to the expected level, although comprehension remains an area for improvement.</p> <p>Another student's ability to discuss texts has improved in group settings, and now this needs to transfer to independent work.</p>



Year 3 Numeracy Achievement Report

Windsor North School

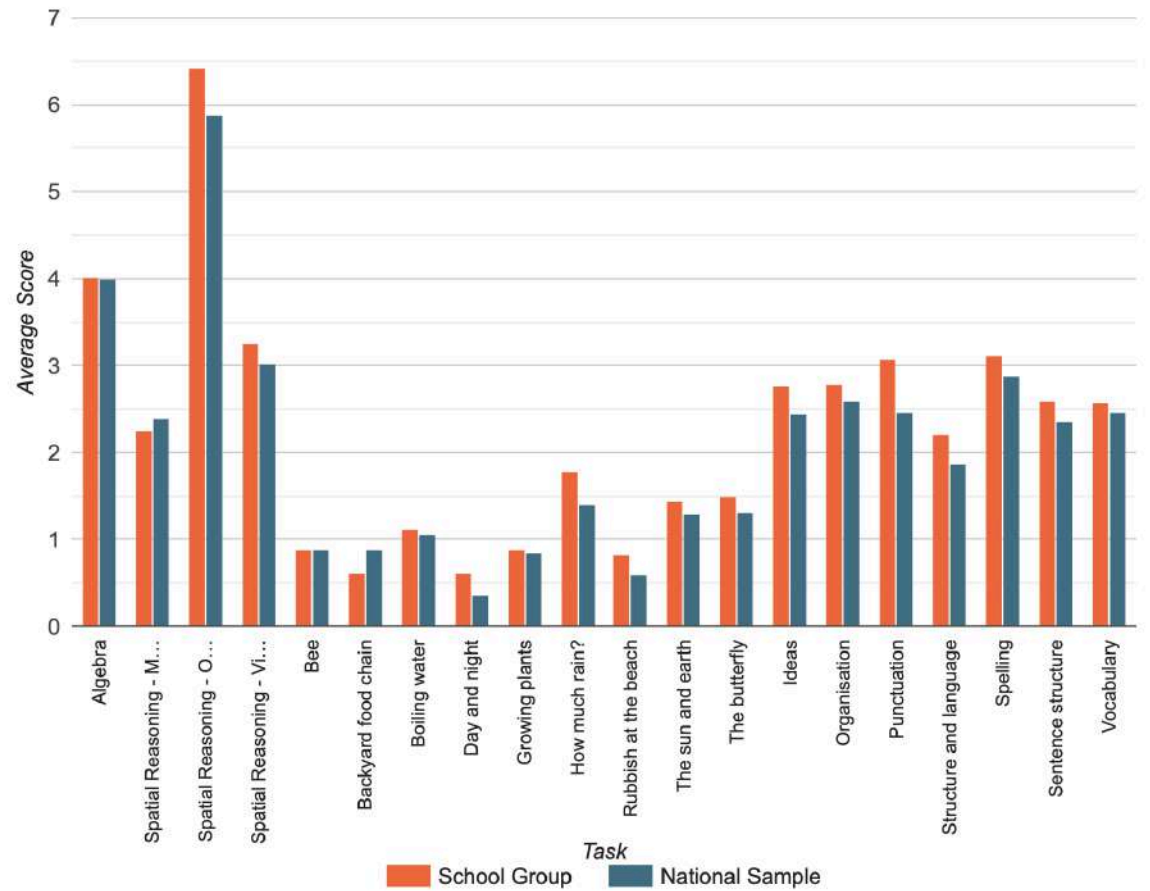
Distribution of Students' Scale Scores Term 4 2024



School	Mean	Standard deviation	Lower quartile	Median	Upper quartile
Windsor North School	12.5	5.2	9.9	13.1	15.6
All Schools	10.5	6.1	6.3	10.7	14.0

The boxplots above provide a graphical summary of the scores for the school and for all students who were assessed, nationally. In each box, the central line represents the median (middle value) of the scores. The box itself indicates the middle 50% of the scores—sometimes called the interquartile range (IQR). The lines extending from the top and the bottom of each box represent the range of scores outside the middle 50%. They extend to the highest and lowest scores within a distance of 1.5 times the IQR from the top and bottom of the box. Any scores beyond this range are considered outliers and are plotted individually using dots.

Comparison of school sample with national sample in achievement in Mathematics and Science





Kowhai Yr 4-5 Team Cohort High Level Big Picture OVERVIEW

Number of Boys Year 4 = 18 Year 5 = 23	Number of Girls Year 4 = 22 Year 5 = 22	Learning Needs Total RTLB/ Learning HHN 1 HCN 1 Behavior 2	Number of Maori Total = 16 Boys 6 Girls 10	Number of Pacificka Total = 3 Boys 1 Girls 2	Number of ESOL Total 15 (18%) Breakdown Asian Refugee Other
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Kauri Yr6 Team Cohort High Level Big Picture OVERVIEW

Number of Boys 31	Number of Girls 26	Totals 57	Learning Needs RtLit - 1 HCN - 1 ESOL - 4	Number of Maori 10	Number of Pasifika 2	Number of ESOL 5
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Assessment Year 4-5	Reading	Notes	Writing	Notes	Mathematics and Stats	Notes
Below Expectation	3 (Y4 = 3 , Y5 = 0)	Y4 10% under expectations. (3/4 ESOL, 1/4 behaviour/trauma) Y5 2% under expectations. (1/1 developmental/medical)	7 (Y4 = 5 , Y5 = 2)	Y4 42.5% under expectations. (6/17 are ESOL, 2 /17 behaviour/trauma, 2/17 high absence), 1/17 medical, developmental. Y5 26.5% under expectations. (2/12, medical/developmental, 2/12 ESOL).	4 (Y4 = 4 , Y5 = 0)	Y4 15% under expectations. (3/6 ESOL, 1/6 behaviour/trauma, 2 high absence) Y5 9% under expectations. (2/4,medical/developmental).
Beginning	2 (Y4 = 1 , Y5 = 1)		22 (Y4 = 12 , Y5 =10)		6 (Y4 = 2 , Y5 =4)	
At	52		52		60	
Above	28		4		15	

**Summary
Overview TEAM
Data Yr 4-5**

What is missing that we need to investigate?

Main Target: Year 4 Writing

- There has been a 10% decline from last year.
- 5 New Year 4 English Language Learners (12.5% of the cohort) joined Windsor North School in 2024.

While Year 4 data looks concerning, we are mindful of the 5 new English Language Learners. Excluding these students, 29% (12 out of 41) of the remaining students show positive shifts. Among these 12:

- 2 are English Language Learners from previous years
- 1 received RTLB support for learning and behaviour
- 2 were part of reading recovery
- 6 have received additional support from a teacher aide since Term 2

What's Next?

Phonics:

- Ten students (9 Year 4 and 7 Year 5) have been selected for a phonics intervention group, led by an experienced teacher aide using the iDeal phonics programme. This is in addition to in-class targeted support.

Motivation/Engagement:

- We aim to balance structured writing activities (genre-based around inquiry) with high-interest tasks based on personal interests, group/peer writing, and quick writes to keep students engaged.

Integration:

- We are seeking more opportunities for writing integration across all subjects, such as "reading projects" where students research and take notes, Chapter Chat activities that include writing and spelling follow-ups, and other meaningful activities. As students gain independence, integrating writing becomes easier.

Teacher Aide Support:

- Focus areas for teacher aide support include:
 - Teaching compound sentences
 - Dictating sentences
 - General support with idea generation and holding ideas

Assessment Year 6	Reading			Writing			Mathematics and Stats		
	T2	T4	Notes	T2	T4	Notes	T2	T4	Notes
Below Expectation	4	4	Term 2 2 ESOL who have only been in NZ (a completely new language since start of T2)	6	6	Term 2 1 student receiving reading/writing support through RtLit	3	3	Term 4 One student moving up from at to above.
Beginning	2	3		6	4		5	4	
At	15	14	1 student receiving reading/writing support through RtLit	30	31	Speech to text assistive technology offered for one student which pulls back their surface feature and fluency ability and assessment.	26	27	
Above	32	32		12	13		22	22	
Well above	3	3		2	2		0	0	
totals	56	56	Term 4 One shift from at to working towards, however not a surprise as they were identified as at-risk in previous TAPs. Transition notes provided to next year's teacher/school for interventions and support	56	56	Term 4 A number of shifts. Two from beginning to now working AT. One from at to above. New areas of literacy assessed between terms 2 and 4 to justify the movement	56	56	

<p>Summary Overview TEAM Data - Year 6</p> <p>What is missing that we need to investigate?</p>	<p>Reading</p> <ul style="list-style-type: none"> ● Reading Age: 38 students (67%) are reading at 11 years or higher based on texts with comprehension scores of 70% or higher. ● Accuracy: 39 students have a reading accuracy of 94% or higher, with 2 students achieving 84% and 90%. <p>We continue to see a large number of above-level readers, based on data from PROBE assessments, in-class recordings, WNS reading progressions, and day-to-day observations. Regular guided sessions are provided for students working below level, using engaging resources such as Junior Journals, Part 1 & 2 Journals, Ready to Read texts, and resources from services like Resource Cupboard and Instructional Series. Above-level readers are given level-appropriate texts like Level 4 Journals and Journal Studies.</p> <p>Term 3/4 Observations:</p> <ul style="list-style-type: none"> ● Trends are similar to Term 2. ● Continuing subscription services like Resource Cupboard for teachers and Read Theory/Quizizz for students have been beneficial. ● Independent reading resources kept above-level readers engaged while teachers focused on supporting students with fluency and comprehension.
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- PROBE assessments are used to guide the next steps in comprehension activities, supported by **KEY INTO** resources.
-

Writing

- From our latest writing sample, we identified a need to focus on deeper writing features, such as developing and extending ideas and language features. This is our focus for Terms 3 and 4, aiming to support emerging and reluctant writers.

Term 3/4 Focus:

- Recent professional learning built on developing and extending ideas.
 - Literacy sessions focused on sentence structures and extending ideas.
 - Introduced concepts like "The who and the do / subject and predicate."
 - Some students are consolidating the Essential Word List, and we've exposed new strengths through new genres.
-

PAT Data (Y2Y vs. Twice-Yearly)

- WNS currently uses PAT data for year-to-year analysis in reading comprehension, writing (punctuation and grammar), and mathematics/statistics. However, this data cannot be used formatively for each current year.
 - Kauri teachers would welcome the introduction of twice-yearly data collection, if it's easy to administer and provides detailed, comprehensive results to inform our teaching.
-

Student Management Data Comparison

- Comparative data for individual year groups is challenging without clean data. The transition to using Hero SMS for a full year will make data analysis easier, allowing for clear mid-year and end-of-year comparisons.
- Current Kauri roll is 58, with clean data adjusted to 56 students (due to one new student and one unenrolled student).

Target Group for Year 4-5 Writing Development	Year 4/5 Phonics x 9 students Year 5s - x7 students
WHY this target group	Writing fluency and confidence is hindered by lack of phonological knowledge. Class phonics, more teacher time than other children. Some ESOL support with phonics with Brendon Teacher and teacher aide support breaking down sounds

Target Plan Yr 4-5	Identified Needs <i>Focusing - What has been identified as a key focus area? Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 2/ 3/4	Spelling and phonics	<ul style="list-style-type: none"> • Class phonics, more teacher time than other children. • ESOL phonics learning with Brendon • Teacher and teacher aide writing groups - breaking down sounds, child verbalise not teacher. • Specific sentence level learning with teacher • aide. (compound sentences). 	<p>The phonics lessons, both in class and boost groups with Kellie, have proven valuable, showing positive shifts in data. Teachers have noticed that even students working at expectation benefit from revisiting the basics. For example, some strong spellers were unaware of the spelling rules behind certain word groups. Additionally, many students struggled to identify long and short vowel sounds during whole-class lessons.</p> <p>We're excited to continue our structured literacy journey next year, focusing on new ways to support students who are harder to move while also addressing basic</p>

			<p>knowledge gaps for those meeting expectations.</p> <p>The post-test data from the Phonics Intervention Group showed encouraging gains across all cases. While the progress was not yet sufficient to move these students out of the 'towards expectations' bracket, their improved ability to segment and blend sounds—both with the teacher aide and independently in their classroom writing—is a crucial step that could lead to significant progress over time.</p> <p>Looking ahead to 2025, it will be essential to build on this phonics foundation, reinforcing independent literacy skills and behaviours to boost confidence and accelerate progress relative to their peers. The new structured literacy practices mandated for 2025 will support this goal, along with exploring additional opportunities for intervention groups.</p>
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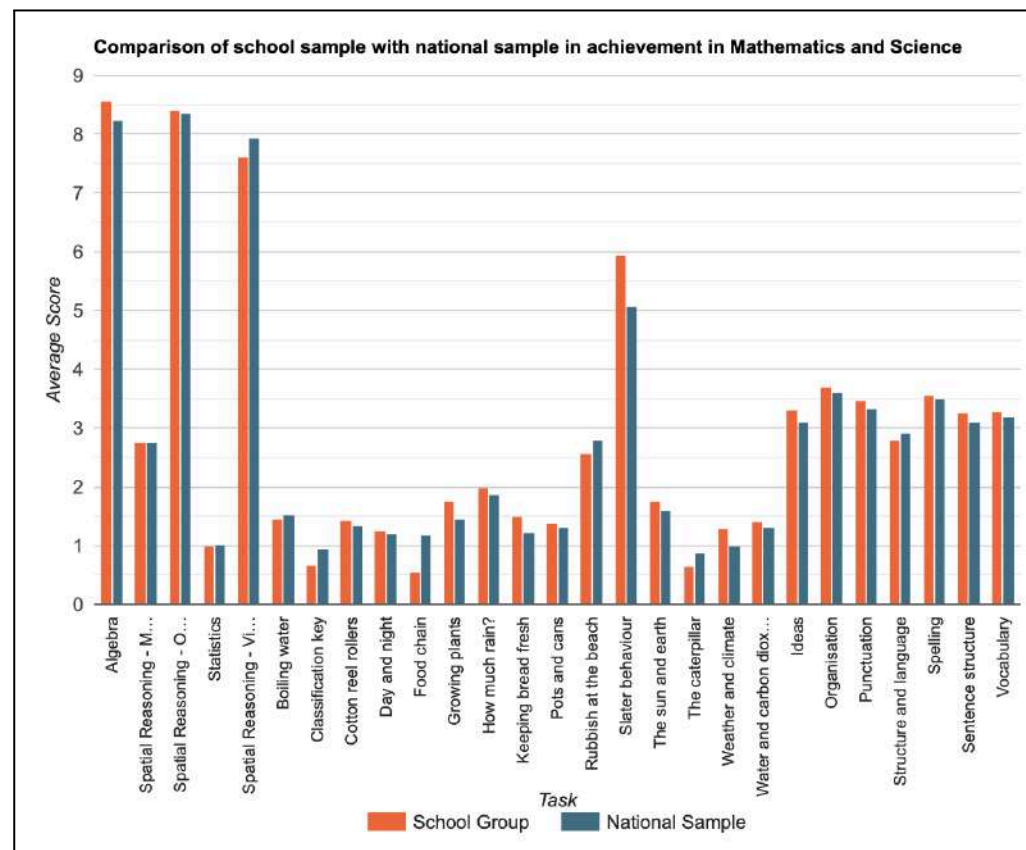
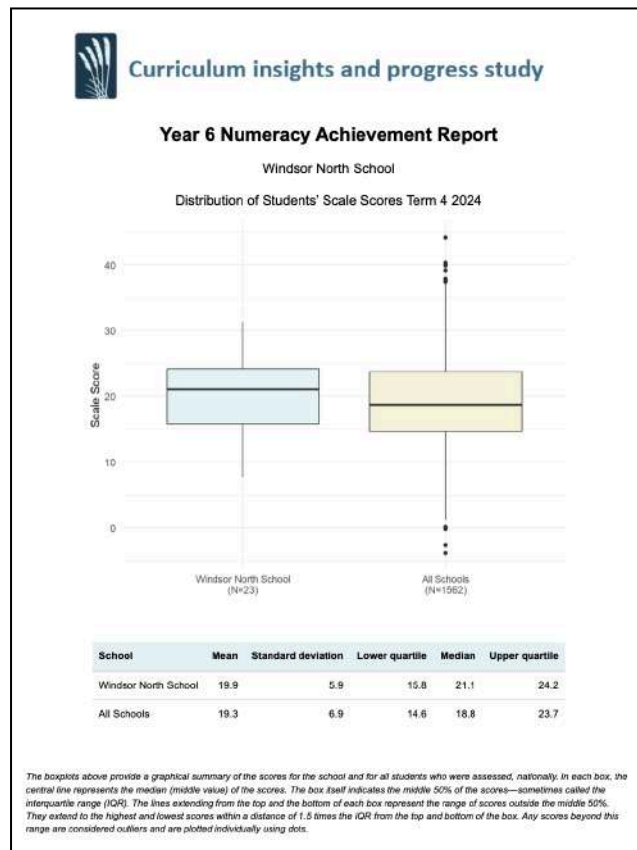
<p>Target Group for Yr 6 Writing</p>	<p>Reluctant Writers (not currently receiving support): 14 students</p>
<p>WHY this target group</p>	<p>While some may sit within AT for writing they risk falling behind because of their reluctance to write (from a raft of reasons; ability, effort, attendance, confidence, etc.)</p>

Target Plan	Identified Needs <i>Focusing - What has been identified as a key focus area?Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make an impact and learning shift.? (evidenced based)</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths, Opportunities to develop further (next steps) and overall results .</i>
Term 2/3	<p>From our latest e-AsTTle writing sample we identified a need for this target group to add detail to their writing; for example use of language features and extending ideas</p> <p>Planning and brainstorm process also needs attention. This will support the need to extend ideas and add rich deeper feature writing.</p>	<p>Lots of creative discussion and scaffolding before writing. "Think it, say it, write it"</p> <p>Discuss and develop topics of interest for all students in this target group.</p> <p>To support planning to make sure they have main ideas and language available.</p> <p>Strategies: THINK IT, SAY IT, WRITE IT</p> <p>Scaffolding questions:</p> <ul style="list-style-type: none"> - What more can you tell me/say? - What happens next 	<p>Development of quick writes and more visuals and story starters have assisted reluctant writers and the planning structures of our 10 focus students 8 students have made shifts within their level and are just below at. Next Steps for 2025</p> <ul style="list-style-type: none"> ● Stronger explicit development in spelling using the Code Liz Kane and a sequence in the development of sounds and words. ● Using structured Literacy catch up set Phonics booster groups ● Recrafting making punchy sentences and editing is an area of focus.

Hot Spot Target Group Year 6 - Work Habits	Developing self efficacy with students' learning (independence, resilience and responsibility) 18 Students
WHY this target group	To help build work habits with their learning that supports the transition to high school and beyond (independence, resilience and responsibility).

Target Plan	Identified Needs <i>Focusing - What has been identified as a key focus area?Therefore worth spending time on? (observation/evidence based)</i>	Actions/Strategies <i>Teaching Inquiry - What strategies or skills will I implement that would make</i>	Reflection <i>Learning Inquiry - What happened as a result of the targeted focus. What did you see as the Strengths,</i>
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		<i>an impact and learning shift.? (evidenced based)</i>	<i>Opportunities to develop further (next steps) and overall results .</i>
Term 3 /4	An need for students to develop across a number of key competencies and STRIVE values	<p>Increased accountability for the target group with firm deadlines and regular check-ins.</p> <p>Celebrating moments of success and encouraging responsible behaviour when students have shown growth with genuine effort across KCs and STRIVE values.</p>	<p>Development of student agency and effort ratings where more explicit skill development on what and how to use values expectations with social and learning situations have seen a positive shift.</p> <p>Further development in 2025 is required at the upper end of the school.</p> <p>Developing the using HERO student self monitoring will assist</p> <p>Specific focus on resilience. And taking responsibility is an area of focus we need to go deeper</p>





Windsor North School Annual Plan 2024

Our Vision and Our Values



Annual Plan - Leaderful Learning

Our Activators (Strategic Goal)	Initiatives	What will this look like?	Our Values
<p>LEADERFUL LEARNING Our team (students and teachers) leading great learning.</p>	<p>1a Grow collective teacher efficacy in learning competencies. 1b Build frameworks for student agency.</p>	<p>1a Kaiako/teachers sharing high expectations and evidence of growth with each other, ākonga/learners and their whānau through STRIVE (PB4L), Mitey and Skill Based Learning Design. 1b Students along with their teachers will be able to talk and assess learning at a deeper level to form next learning progress steps with focus in English and Mathematics/ Statistics.</p>	<p>Whanaungatanga Building Relationships</p>

What do we expect to see by the end of the year?

To have implemented a cohesive clear progression learning design for Year 1-3, Year 4-6, teams and staff. The learning design will outline expectations, processes systems and teaching elements and continue to embed:

- STRIVE (PB4L) / Mitey and the Mana Model
- Learning competencies through Tahī Time, ICE, STEM and Project base learning within our school.

This will form our learners profile Year 0-6.

Students to become confident agentic learners (own and drive their learning) with support of their teachers and learning scaffolds.

They will be able to talk through their learning to support what they can do successfully, what their next learning steps will be to continue learning progress within English and Mathematics/ Statistics.

Annual Target/Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p>1a Grow collective teacher efficacy in learning competencies</p>	<p>PB4L – Develop new behaviour tracking system within HERO – use the data gathered to look at patterns and areas of focus Develop a new positive tracking process within the school using STRIVE/ Mana Model and monitor development of students and look at focus points:</p> <ul style="list-style-type: none"> • Student/ staff developing the profiles and what success looks like • Across school form the Strive / Mitey overview Year 1-6 • Student leadership - to streamline and develop process • Keeping Mitey and Strive alive within the school making it visible <p>Learning Through Competencies</p> <ul style="list-style-type: none"> • Development of progression framework on focus and skill development within the key competencies • Break down what success looks like, and how will we measure success • Form common understanding of the progressions through Tahī Time / ICE/ STEM/ to Project Based Learning 	<p>Lead for PB4L Teachers</p> <p>Teachers/ Leadership</p> <p>Year 6 looking at student leadership</p> <p>Team Leaders / Leadership Team</p>	<p>PB4L Tier 2 2024</p> <p>\$10,000 to support STRIVE/ MITEY and PB4L developments in tracking and monitoring.</p> <p>Inquiry and Literacy Development- Team Budgets</p>	<p>Term 1 set up</p> <p>Term 2-3</p> <p>Ongoing development over 22024</p>	<p>STRIVE/ PB4L – year on year increase in the number of students recognised by their peers, staff and Whānau demonstrating STRIVE PB4L Set review</p> <p>Learning Competencies Progression development – In 2024 60% understanding, of our WHY and forming coherent practices across the school.</p>
<p>1b Build frameworks for student agency</p>	<ul style="list-style-type: none"> • Development of scaffold explicit teaching points and support reference material / exemplars on progression points with focus on Maths and Writing for students to use. • Visit schools to explore how they are working in the development of student agency – transition (early childhood/ Junior High Schools • Development of the library project 	<p>Team Leaders / Leadership Team</p>	<p>Professional Learning Development and resource support \$2000</p>	<p>Term 2 to Term 4</p>	<p>Student Agency - Shared understanding, within Mathematics/ English practices. Shared understanding of progressions and what and how we are assessing. In 2024 60% of staff understanding, our WHY and application of practices across the school.</p>

Self-Review Progress – Leaderful Learning

2024 Building Foundations - Grow collective teacher efficacy in learning competencies and build frameworks for student agency

Green - On track with focus

Orange - Developing

Red - Pause

Reflection	Term 1	Term 2	Term 3	Term 4
<p>1a Grow collective teacher efficacy in learning competencies within Mitey/PB4L and Strive</p>	<p>PB4L development - We submitted a PB4L application and have been successful by being awarded \$2000 . Application attached around our focus and what in looking at adding interactive small group games for students who find it difficult to interact with others PB4L Application - Windsor North School.pdf</p> <ul style="list-style-type: none"> ○ We are working with Active Southland to borrow play marking stencils ○ At present we are looking at where we can put some of the play markings around the school ○ Then we will cost the paint and work with Barry to look at painting the markings end of term 3 <ul style="list-style-type: none"> ● Emma and Debbie attended a PB4L course around play therapy in helping develop social skills for students with niggle behaviour. Emma will trial this on Thursday lunchtimes in the middle / senior school. We have this operating with our younger students on a targeted basis ● Mitey- this has dropped off a bit and our next step is reconnect this and weave into our programmes. Professional learning discussion 	<p>Looking at tracking and using HERO for repeated minors in class Using the app on duty to record any major issues Review Major and Minor process and what we add to HERO Minor Behaviour Teacher Process DRAFT Major Behaviour School Process Also making a restorative wall to help thinking and process WNS Wall Support to working through Behaviour.pdf and to Have a step card for duty</p>	<p>Implementation of a Strive Wall and Behaviour thinking cards</p> <p>Embedding and developing consistent practice of using and applying STRIVE values/Mitey emotions into the playground. Teachers using a restorative approach</p> <p>Monitoring behaviour and playground issues on Hero through data analysis</p>	<p>WNS Strategic Focus group planning .docx</p> <ul style="list-style-type: none"> ● All staff begin to use the Behaviour template and share on Hero for major behaviours ● Re develop the minor Behaviour doc ● PB4L Expectations relating to behaviours ● Collect student and staff voice around wellbeing - have done students - results to share in committee ● Data analysis sharing improved trend of students using STRIVE ??decrease ?? minor niggles ● Data also showed hotspots in the field, scooter track and senior playground <p>Next steps - 2025 define play spaces across the school. - Introduction ?? of Mitey playground look at student led PALS development which will be a whole school focus.</p>
<p>1b Build frameworks for student agency</p>	<ul style="list-style-type: none"> ● MITEY- Recently Jan and I presented the development of our Mitey programme in our school at a Southland Mitey Forum. Our development was peer reviewed which was well received and it was wonderful to see that our programme design showed depth, linkages to our vision and values. We are well placed for stage 2 and embedding the developments. MASTER School Presentation (1).pptx ● One of our next steps is to build the matrix development across the school and weave the Mana Model more into what we do. 	<p>Developing rubrics for students to see progression development of learning key competency skills and expectations – step in developing student agency</p> <ul style="list-style-type: none"> ● This was rolled out in building a foundation programme in Year 0-1 based on needs. ● The key competency programme has been named Tahi Time, focusing on learner skills in cutting, sharing, taking turns, working together. ● Year 2-3 have trailed ICE Time – Innovative Creative Engaged learning working on collaborative practice. <p>Maths - NZ Maths Overviews have been trialled with core development on strand and maths. Adaptation to the long term plan has been made within teams to support needs.</p>	<ul style="list-style-type: none"> ● Toolbox used every day roll, I cans, discussing the Mitey visuals - mitey lead workshops – November Akonga Wellbeing Survey Report.pdf 	

- Student agency – talking about their maths has been formed. Next steps to form rubrics but have held off until new curriculum refresh documents come forward.
- Oral Reflection – talking about their maths.

Next Steps

We are currently reviewing this in our restorative justice practices to look at how we support positive discussions as part of PB4L and tracking. Focus on the antecedents but also how we make it right and learn from it. Link to the draft template below [WNS Situation Template - MITEY/ STRIVE and MANA model included](#)

Next steps with the new curriculum implementation in 2025 to use Hero to share student understanding and evidence of obtaining skills.

Annual Plan - Continuous Improvement

Our Activators (Strategic Goal)

CONTINUOUS IMPROVEMENT

Growing coherent practice.

Initiatives

2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model.

What will this look like?

2a Review of Mathematics Programme to ensure coherence in both practice and assessment align.
2b. Commence the development of review in reading and writing programme development.

Our Values

**Manawaroa
Resilient Thinkers**

What do we expect to see by the end of the year?

- Our Mathematics and Statistics Programme reflects [Te Mātaiaho](#).
- It has clear programme expectations to ensure coherence and progress from 6 months to end of Year 6 to support continued learning shift for our akonga.
- It outlines assessment expectations and explicit teaching practices in line with the Common Practice Model.
- Form a strategic activator reference group to support the commencement review of English (reading and writing) that will reflect the developments of [Te Mātaiaho](#). Including: assessment capabilities, learning progress scaffolds in: spelling/phonics development/reading and structured literacy/writing/visual and oral language. Recognising our local stories and Te Tiriti o Waitangi.
- This will support the development in raising writing shift and progress within our school.

Annual Target/ Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p>2a Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model.</p>	<p>Mathematics: Programme Design</p> <ul style="list-style-type: none"> • Form our programme design having fidelity and coherence on our WHY, Our Practices and what resources we use • Linking to new curriculum refresh developments within Te Mātaiaho and Common Practice Model <p>Assessment</p> <ul style="list-style-type: none"> • PACT tool – Moderation process with maths levelling. Development of Mathematics Page within Hero Student Reporting (Trial development and seek staff/ student and parent feedback) • Using the long term plan across the school – hitting all 8 aspects every 6 months End of 2024 to have a solid WNS Mathematics programme structure • Unpacking the understanding around basic facts teaching the use of resource <p>English (Reading/ Writing/ Oral/ Visual)</p> <ul style="list-style-type: none"> • Review our practices in relation to new curriculum refresh information (progressions, key explicit teaching components- spelling, phonics, English structures • Recognising local stories we can use <p>Assessment</p> <ul style="list-style-type: none"> • Development of English Page within Hero Student Reporting (Trial development and seek staff/ student and parent feedback) 	<p>Lead by the Leadership Team</p> <p>Teaching Team Key part of ERO Partnership development</p> <p>Support from MOE facilitators and Evaluative Associates</p> <p>Lead by the Leadership Team - form an activator group</p>	<p>Working with Evaluative Associates and other Mathematic Support Agencies \$6000 to support professional Development 2024</p> <p>Building classroom Resource development for programme implementation PTA/ Board \$3000 contribution</p>	<p>Term 1 review</p> <p>Term 2-3 forming assessment practices and 6 month 8 aspects plan</p> <p>Ongoing development over Term 1-3</p>	<p>Form a Mathematics framework – including long term plan overview, assessment guidelines linking to HERO data collection, progression development and common practice model recommendations by the end of 2024.</p> <p>2025 implementation, monitor and further guidance.</p> <p>English - research, review current programme design in relation to Te Mātaiaho 2024 -2025 development and build programme design based on new guidelines</p>

Self-Review Progress – Continuous Improvement

2024 Building Foundations

- Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh)
- Common Practice Model within the focus curriculum areas of Mathematics and Statistics
- English develop a process for review

Green - On track with focus

Orange - Developing

Red - Pause

Reflection	Term 1	Term 2	Term 3	Term 4
<p>2a</p> <p>Review school programmes in line with Te Mātaiaho (New Zealand Curriculum Refresh) and Common Practice Model.</p>	<p>New Curriculum Refresh</p> <p>At the end of Term 1 following a term of professional development in maths, staff lead by the leadership team formed a Number strategy and Basic Facts framework below is an outline of our key principles we are working on while we await to the review of the maths programme: Expectation in our Mathematics Development in the implementation phase of our review includes:</p> <ul style="list-style-type: none"> ● Trailing over Term 2 the following DRAFT Master WNS - Which Facts are important - Progression Overview linking to NZ Curriculum Refresh ● Ensuring we are developing our DRAFT Principles as outline in this document Basic Facts Practices - Forming our Beliefs and Practices to ensure we have Coherence and Fidelity across the school This document is still under construction and teams working on this over the next few weeks. ● Balance of programme design using the NZ Maths Long Term Plans - Ensuring by end of T 2 we have covered all the strands - The staff are working through the NZ Maths overview the current one the MOE provide is not working for the teams, so further investigation and development an adaptation is working through the teams. Key focuses is strand and number ● Ensuring we have rich tasks woven within our programme (Rob Proffitt- White) Rapid Routines ● We continue to develop 1 hr reading writing and maths and over the remainder of the term we will look at planning development and review as part of the professional growth cycle. 	<p>At present classes are working through mid year assessment/ data entry into HERO and mid year reporting</p> <p>Mid year reports will go out Week 1, term 3 on the Friday 26 July</p> <p>We have been deliberate with the timing to ensure we have all the right settings/ and set up in the back end of the HERO programme - there is always a lot to iron out when working with a new programme for the first time. Staff have overall been positive- there will always be niggles as we work out systems and doing it for the first time</p> <p>Report format will be able to be accessed on the HERO app and will be emailed out</p> <p>The student progress graphs in reading, writing and mathematics are based on the past report and on the current assessment criteria.</p> <p>* Please note we are not using the draft curriculum refresh as the draft is now under review.</p>	<p>DRAFT MOE Board WNS 2024 MID YEAR Achievement Summary Board</p>	<p>WNS - Strategic Focus group planning -KC Play/Project Development Leaderful Learning.docx</p> <ul style="list-style-type: none"> ● Share 'Growing key competencies through play based learning' summary doc change project as a draft starting point with Focus team - Pikopiko are sharing class spaces in the afternoon to have turns at taking Tahi Time - students selected to focus on specific goals ie; this week perseverance ● TAPS goals - links to PGCs - leader feedback/observations planned for early T4 - happening week 3 and 4

<p>2b Mathematics Framework development</p>	<p>Implementing the revised NZ Maths long term plan – linking to development of 2023 learnings. Forming WNS review o basic facts.</p>	<p>Due to changes within the NZ Maths curriculum we have paused the development of student rubrics and assessment data to go on Hero linked to specific goals. Only the over all teacher judgement (OTJ) will be recorded end of Term 2 and end of Term 3. This is due to unknown new changes and the mandate to use structured mathematics resources.</p> <p>With the pause our focus in maths is to research the different providers in maths resources to reflect our school needs and to meet the new curriculum.</p> <p>To continue using maths long term plan from NZ Maths. Assess according to level 1-4 objectives. Assess in number/strand.</p> <p>Continue to build and develop problem solving applications within the maths daily programme, where students work/practice new learning.</p>	
<p>2c English process review steps</p>		<p><i>Investigating structured literacy approaches</i></p> <ul style="list-style-type: none"> - The Leadership team has visited schools to look at 2 approaches to Structured literacy in action - We are working through a PMI analysis to make an informed decision on what best tools we can - Jan and Debbie hope to travel to CHCH to view a working school Yr 0-8 in the development of structured literacy and writing Wk 2 term 3 - We will be hosting a structured literacy workshop 14-15 October at school for over 80 people <p>Strategic focus development Key Competency development and Inquiry Practices to support engagement and skills development . Click onto the teams strategic collaborative leadership plan, KC / Project Development Leaderful Learning</p>	<p>Training of Structured Literacy commences with all teaching staff Year 0-6. Three full day sessions (The Code), two zoom meetings and one face to face (Writing/Phonics).</p> <p>Next Steps 2025 easttle training in reading, writing and maths/phonics assessment</p>
<p>Next Steps</p>	<p>60 Minutes a Day Reflection tool showing evidence to the Board / ERO we are meeting the MOE mandate Teams 60 Minutes a Day Reflection Tool Pikopiko Planning Reflection Tool Based on the MOE Planning reflection tool</p>		<p>Staff have commenced Structured Literacy Training with Literacy Connections. There is 6 aspects to work through within this area:</p> <ol style="list-style-type: none"> 1. Reading 2. Spelling 3. Writing 4. Development of skills across the curriculum application and teaching in a more structured approach 5. Assessment 6. Using Assessment

Annual Plan - Collaborative Connections

Our Activators	Initiatives	What will this look like?	Our Values
<p>COLLABORATIVE CONNECTIONS Building positive partnerships with whanau and our local community</p>	<p>3a Work with whanau, and local iwi to form a strong cultural responsiveness approach- honouring Te Tiriti o Waitangi 3b Enhance engagement</p>	<p>3a development and implementation of a local curriculum plan linking values, local stories, history and Te Reo and Tikanga Maori 3b Enhancing communication and learning partnership with HERO development</p>	<p>Te Tiriti o Waitangi Inclusivity</p>

Self-Review Progress – Collaborative Connections

2024 Building Foundations

- Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi
- Enhance engagement

Green - On track with focus


Orange - Developing

Red - Pause

What do we expect to see by the end of the year?

- Working with Whanau and Iwi to form a cultural implementation plan for our school linking local curriculum, our school values, local stories, history and Te Reo and Tikanga Maori and Te Tiriti o Waitangi.
- Enhancing communication and learning partnership with HERO development.

Annual Target/ Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<p>3a Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi</p>	<p>Development of providing an environment where we give effect to Te Tiriti o Waitangi by developing scaffold steps and weaving our multicultural fabric within all we do</p> <ul style="list-style-type: none"> • Board and School working with local iwi to ensure we are using the correct stories, understanding and developing within the school the correct local tikanga • Board development in ensuring all policies are being formed and consulted on and reflect Māori, mātauranga Māori • Development of Kapa Haka within the school linking with whanau in forming ideas to develop school karakia, school Haka, school waiata as a school and with expertise • Have at least 1 whanau hui per term - Engage and collect voice understandings from all stakeholders <p>Review te reo Maori programme Year 1-6 looking and seeking other school ideas for 2025 development.</p>	<p>Board working in collaboration with the leadership team</p> <p>Kapa Haka Tutors/ school lead</p>	<p>Waihopi Iwi Support and NZSTA training in planning and development.</p> <p>Look at Te Reo Development and ongoing support – 2024/2025</p>	<p>Term 2-4</p>	<p>With external supports and whanau, form a cohesive plan that reflects the diversity of our community.</p> <p>During 2024 continue whanau consultation, and form draft plan</p>
<p>3b Enhance engagement</p>	<p>Provide greater opportunity for connections - focus on our ESOL families connecting within the school. Look at buddy systems</p> <ul style="list-style-type: none"> • Share HERO developments through student / parent sessions regularly through newsletters and whanau hui's • Development of the library project – connecting community association / using strengths within the community – student agency 	<p>Lead By Admin, Leadership and Teaching Staff Team</p> <p>Teachers, Leadership Team and Board</p>	<p>\$6000 for set up of HERO 2024.</p> <p>Support ongoing development and training \$1000</p>	<p>Term 1 set up stage / parent App</p> <p>Term 2-3 developing the app/ Hero capabilities – focus on connecting with families/ newsletter and parent communication</p>	<p>Enhancing Communication</p> <ul style="list-style-type: none"> - Increase the percentage of parents/students being informed and connected. using the new HERO system.

Reflection	Term 1	Term 2	Term 3	Term 4
<p>3a Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi</p>	<p>CULTURAL RESPONSIVENESS</p> <ul style="list-style-type: none"> We have appointed Nicola Marwick with the Cultural Leadership unit Nicola, Shari and I have met to look in relation to the MOE expectations in the development of Cultural Responsiveness - please see overview mind map below of key developmental thinking. Shari and Nicola met with Anna at Murihiku Marae on developments. We have applied to be part of the Maori Achievement Collaborative https://www.mac.ac.nz/ this is a MOE supportive initiative based on research. The collaborative is an independent agency to support professional learning and development for principals and schools focused on developing supports and outcomes in cultural responsiveness and Maori learners. We hope to hear at the end of May if we have been allocated a place for mentor support. <p>HERO: Continue HERO set up across the school and whanau communication-</p> <ul style="list-style-type: none"> We have been working on the set up of mid year student reporting component within HERO <ul style="list-style-type: none"> a. We have based on our assessment and reporting development at this stage on our 2023 reporting structure. b. This development will be only for this year and a foundation basis within HERO - With Government changes to assessment and reporting on the horizon. 	<p>Focus is to increase Te Reo use across the school, starting with everyday practices of greeting. Strategic focus development Cultural Responsiveness to support engagement and skills development . Click Strong Kapa Haka - with awesome support from Whaea Shari and Whaea Alice- over 80 students performing As a school we have made a commitment for all students to experience polyfest this year and all classes will be attending to support WNS Kapa Haka Cultural Responsiveness WNS Strategic Focus group planning .docx I applied to be part of the Maori Achievement Collaborative through the MOE - This has been approved last week and will allow myself and the school to get support in the development of supporting Maori. Whetu McCormick is the mentor and the first course data is 5 Sept which I will attend as part of my study development Staff PLD Slides Cultural Responsiveness Hui - DRAFT Whanau Hui- Term 3 2024</p>	<ul style="list-style-type: none"> A local appropriate Karakia for our school to use in the mornings or a simple Karakia Kai to be used at Read and Feed time. Build connections and relationships with whanau in our kura and our local Murihiku Marae. Increased te reo especially over Māori Language Week via He kuri Māori language wiki- 3 waiata across houses or syndicates. DRAFT Whanau Hui- Term 3 2024 <p>Parent teacher interviews Week 9 - high number of interviews booked Library project sharing with community Whānau hui - great turnout https://drive.google.com/file/d/1Kb68uEcUH-114tHa46qUROOd_4vqXzTm/view?usp=drive_link</p> 	<p>Cultural Responsiveness WNS Strategic Focus group planning .docx</p> <ul style="list-style-type: none"> A local appropriate Karakia for our school to use in the mornings or a simple Karakia Kai to be used at Read and Feed time - now using this at assemblies Build connections and relationships with whanau in our kura and our local Murihiku Marae. Increased te reo especially over Māori Language Week via He kuri - new focus each nuts and bolts Māori language wiki- 3 waiata across houses or syndicates. Hui review with staff - immediate implementation highlighted
<p>3b Enhance engagement</p>	<p>Sharing learning every term, positive whanau engagement, support in learning and sporting and cultural events.</p>			
<p>3b1 Attendance</p>	<p>Attendance on Hero development, monitored attendance, MOE term ports, refined attendance systems reviewed to regulations. Set up truancy developments, team leaders monitor weekly. Meeting format set when working with Whanau on irregular attendance/lateness. Attendance tracking, build support structures with whanau, councillor, buddy, MOE, Oranga Tamariki, Family Works, Ngati Raukawa. 80% success in attendance, further development from meeting. 2025 Board working on communication. Attendance strategy, holiday in term time and alerting parents of the impacts to learning when not attending.</p>			
<p>Next Steps</p>				



Windsor North School

2024 Curriculum Report

END of Year Student Achievement

Presented December 2024 (Data is a summary of student achievement in relation to Mid Year NZ Curriculum Expectations)

Report Authors: Debbie Dickson, Jan Forde, Matt Murray, Lisa Christie, Emma Trotter and Monique Dawson (Team leaders)

MOE Aspirational Goal is for schools to have 80% of their cohorts and schools working at the NZ expectations for each level.

This report outlines how our students are tracking towards the end of year achievement expectations.

Data was collected at the end of Term 2 where we had 307 students.

The data excludes students who commenced in the Term 2 cohort entry - 13 in total, based on time at school.

DISCLAIMER: At the start of 2024 Windsor North School moved to the student management system HERO. Our data is all new in the system and there was no transference of past data from our previous system to link to shift and will be monitoring going forward in line with New Zealand Curriculum refresh and assessment developments.

Expected Level of Progress		The Yellow Boxes indicates they are working towards the expectation			The Green Boxes indicate the end of year expectation for each year level.		
Level 4	End						
	Middle						
	Beginning						
Level 3	End					End of Year Expectation	
	Middle					Mid Year Expectation	
	Beginning					End of Year Expectation	
Level 2	End				End of Year Expectation	Mid Year Expectation	
	Middle				Mid Year Expectation		
	Beginning			End of Year Expectation			
Level 1	End		End of Year Expectation	Mid Year Expectation			
	Middle	End of Year Expectation	Mid Year Expectation				
	Beginning	Mid Year Expectation					
Year Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

School Assessment Expectations Criteria (Colour Code)

- (PINK) 'With support towards'** - means they are being introduced to the skills and new learning and working alongside the teacher or teacher aide at their level of learning
- (YELLOW) 'Towards'** - means they are developing the skills and learning with support towards the year level expectation.
- (GREEN) 'Within'** - means they are meeting expectations at their year level. They are applying the skills and learning with support, and then trying to apply the learning independently
- (TEAL) 'Beyond'** - showing strength and transferring the skills learnt into the next level
- (PURPLE) Well beyond** - means they can apply the skills and learnings consistently and with independence well above the year level expectation..

☰ Board WNS 2023 MID YEAR Achievement Summary Board

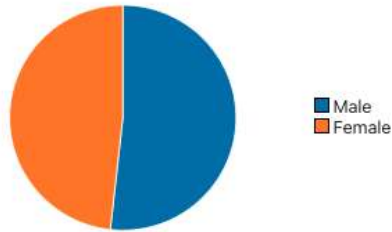
☰ DRAFT MOE Board WNS 2024 MID YEAR Achievement Summary Board

WNS High Level Summary

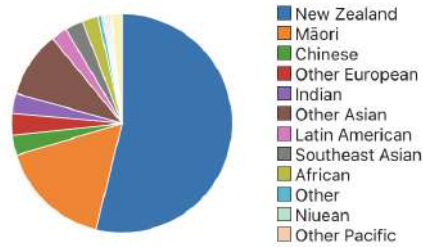
DEMOGRAPHICS and ATTENDANCE

Gender: 176 Males and 164 Females

Gender

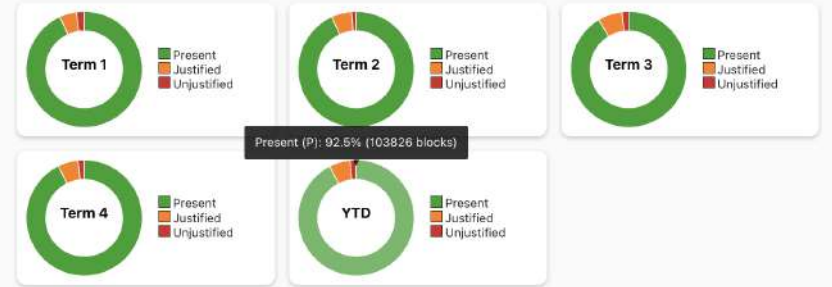


MoE Ethnicity Groups*



Attendance Patterns for 2024

Attendance by Truancy Code (blocks)



Cohort Distribution

	Boys	Girls	Total
Yr 0	21	18	39
Yr 1	21	20	41
Yr 2	30	22	52
Yr 3	32	31	63
Yr 4	17	24	41
Yr 5	24	22	46
Yr 6	31	27	58

New Zealand = 183

Maori = 56	Chinese = 10	Other Asian = 33
Southeast Asian = 9	Cook Island and other Pacifica = 6	Other European = 11
African = 8	Indian = 10	Latin American = 8
Other Pacifica 3		

Who are we - Over the last 3 years a huge increase in enrolments of English as a second Language learners. ESOL (English for speakers of other languages) numbers have grown substantially from 9 students in 2018 (2.7%) to 80 students in 2024 = 26% of the school population.

Breakdown

YTD = 92.5% present/ Justified Absences 5.8%/ Unjustified 1.8%

Term 1 [PDF 3967 Attendance Term 1.pdf](#)
Present-93.1% Justified- 4.7% Unjustified- 2.2%

Term 2 [PDF 3967 Attendance Term 2.pdf](#)
Present-93.1% Justified- 5.7% Unjustified- 1.2%

Term 3 = 91.3% present/ Justified Absences 6.8%/ Unjustified 1.9%
[PDF 3967 Attendance Term 3 \(1\).pdf](#)

Term 4 = 92.6% present/ Justified Absences 5.7%/ Unjustified 1.7%
[PDF 3967 Attendance Term 4.pdf](#)

Over 2024 we have been focusing on increasing our attendance patterns focusing on supporting whānau and working closely with support agencies. We have seen our patterns fluctuate from 80% of students regularly attending school in Term 1 / 75% in Term 2 / 66% in Term 3. The decline of attendance in both Terms 2-3 is based on justified absences linked to sickness and unjustified absences due to holidaying in term time. Leave in term time will be a communication strategy the Board will focus on in 2025.

To Note: In 2024, we have seen an increase in the number of students requiring additional support, particularly at the Year 0-1 level. However, this need is spread across the school, with new students enrolling at various levels. The areas where support is most needed include: transition into school, behavior and trauma, neurodiversity, speech, autism, and English as a second language. This increase in need equates to **14% learning needs + 26% ESOL= 40% of our student population**. 13% of our school population is classified as high needs. Where students have an individual learning plan. This has significant impacts on our learning environment, and as a school, we have put in place considerable support to assist in learning development. We are working closely with external agencies, including RTLB (Resource Teachers: Learning and Behaviour) and the Ministry of Education, to ensure these students receive the help they need.

2024 END Year Overall Results - 314 student data analysis

Overall Teacher Judgement Data is based on a triangulated holistic approach in all 3 curriculum areas. It includes: summative testing, (PAT Testing, Running Records, GLOSS, Essential Spelling) formative assessment against expectations and student work books and instructional teaching times. As a school we moderated samples of writing across the school and in reading and writing team moderation sessions were formed and then looked across the teams - we were looking for patterns of coherence and consistency. The aim is for cohorts and the school to be achieving on average 80% at or above. **Please note the overview data includes our Year 0 students and students who have come into school mid Term 3 and Term 4 2024, plus students working on individual education plans and requiring learning support.**

<p>Reading</p> <p>Overall as a school 86% achieving Within/Above the Expected Curriculum Level at end of 2024 (88% mid year, 2024, 94% 2023, 90% in 2022, 93% in 2021 end of year)</p> <p>Year 0- 90% working within and Above expected level Year 1- 72% working within and Above expected level Year 2 - 93% working within and Above expected level Year 3- 84% working within and Above expected level Year 4 - 86% working within and Above expected level Year 5 -98% working within and Above expected level Year 6 - 87% working within and Above expected level</p>	<p>Writing</p> <p>Overall as a school 72% achieving Within/Above the Expected Curriculum Level at end of 2024 (71% mid year, 74% in 2023, 76% in 2022, 83% in 2021 end of year)</p> <p>Year 0 - 100% working within and Above expected level Year 1 - 82% working within and Above expected level Year 2 - 63% working within and Above expected level Year 3 - 68% working within and Above expected level Year 4 - 54% working within and Above expected level Year 5 - 74% working within and Above expected level Year 6 - 82% working within and Above expected level</p>	<p>Maths</p> <p>Overall as a school 87% achieving Within/Above the Expected Curriculum Level at end of 2024 (87% mid year, 83% 2023, 91% in 2022, 91% in 2021 end of year)</p> <p>Year 0 - 100% working within and Above expected level Year 1 - 82% working within and Above expected level Year 2 - 85% working within and Above expected level Year 3 - 84% working within and Above expected level Year 4 - 83% working within and Above expected level Year 5 - 89% working within and Above expected level Year 6 - 88% working within and Above expected level</p>
<p>Reflection on shift and movement from Mid of 2024 to end of year 2024 - High Level data analysis</p> <p>Our Year 1-2 data is of greatest interest where over the last 18 months we are noting students are coming into school with not a strong literacy base and ready for learning skills. Over the second half of the year we have been linking our assessment practice to the new curriculum refresh to gain understanding on the new benchmarks, in particular reading and writing. This is a refining process around phonics development and the need for support programmes when students come into school. Key work on oral language/ phonics/ ready for learning skills has been required before we connect with reading development. We will be interested to see our data development with the introduction of structured literacy in 2025 and the new developments within assessment practices. Within our cohorts learning behaviour and English as a second language is also an area of need. Year 6 students have maintained a positive shift and continued working at expectations over the last 6 months. Our Year 5 students have moved positively forward with a shift of 5% working at or above. Year 4 students have maintained and made a 2% shift within expectation levels. Year 3 students maintained working within expectation and made a 1 level shift - focusing on comprehension.</p>	<p>Reflection on shift and movement from Mid of 2024 to end of year 2024 - High Level data analysis</p> <p>Overall we have maintained writing development across the school, with focus on spelling development and phonics in the Yr 0-3 area. Our Year 2 cohort has a high level of English Language learners with focus on sounds and language development. Our Year 5 and 6 students have maintained skill development and have made 1-2 sub level shifts within their learning expectation. Development of quick writes and focusing on forming strong sentence structures as part of Structured Literacy Approach is beginning to make small positive shifts. This will be a focus of 2025 - working on the Writing Revolution process. Our Year 4 students have had an accelerated programme focusing on phonics/graphemes, sounds and dictated sentences, this has supported the stronger foundations of writing and maintaining working towards expectations with shifts within the level. The Year 1 data overall is accurate on the basis of the curriculum levelling as there is no other level than beginning Level 1 that they can be marked mid year. The team has broken down the data and noted 14 students - 37% needing phonics/spelling support - 6 in ELS group, 6 in SL grp, 2 behaviour support. So data should be sitting So the real percentage for Year 1 = 63%</p>	<p>Reflection on shift and movement from End of 2023 to mid year 2024- High Level data analysis</p> <p>On average 90% of students across all year group cohorts have made positive shifts within expectations of 1-2 sub levels over 6 months. Staff have been working with the new curriculum expectations and forming foundation assessments on the new expectations. The end of phase 1 it is noted there is a big shift needed for our Year 3-4 students moving from 100-1000's. The development and engagement in mathematics with focus on problem solving, working collaboratively and using more materials to show thinking has maintained students' connection and understanding within maths especially for our female students. This came through in the NEMP (National Education Monitoring Project) Year 3 and Year 6 data we have received. A strength is that we have made a 4 % positive shift overall. A stronger language base and assessment of All Mathematics and Statistics this year has been a positive in developing depth in our programme. Staff understand the higher expectations set with an aligned framework Link to Framework. During 2025, we will continue to review and align with the new curriculum refresh expectations and focus on the introduction of structured maths - using the resource Maths No Problem</p>

MATHEMATICS 2024 Overall End of Year Achievement Data- Detailed Breakdown

All students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond	1 (5.00%)													1 (0.32%)
Beyond	2 (10.00%)	5 (13.16%)		10 (19.61%)		17 (27.87%)		5 (12.20%)		9 (20.00%)		23 (39.66%)		71 (22.61%)
Within	17 (85.00%)	26 (68.42%)		33 (64.71%)		34 (55.74%)		29 (70.73%)		31 (68.89%)		28 (48.28%)		198 (63.06%)
Towards		7 (18.42%)		8 (15.69%)		9 (14.75%)		3 (7.32%)		5 (11.11%)		4 (6.90%)		36 (11.46%)
With support towards						1 (1.64%)		4 (9.76%)				3 (5.17%)		8 (2.55%)
Totals	20	38	51	61	41	45	58	314						

The below table has clean data showing the overview mid to end of year. We have taken out our Year 0 students and 16 students who joined Windsor North School from mid Term 3 to the end of Term 4 2024. Total is 277 students.

LEVEL 4	END							
	MIDDLE							
	BEGINNING							23-39.66%
LEVEL 3	END						9-20%	28-48.28%
	MIDDLE					5 -12.20%		4-6.90%
	BEGINNING						31-68.89%	
LEVEL 2	END				17-27.87%	29 -70.70%		
	MIDDLE		10-19.61%				5-11.11%	1-1.78%
	BEGINNING	2 - 6.06%		34-55.74%		2-5%		
LEVEL 1	END	3-9.09%	33- 64.71%	6-10.90%				
	MIDDLE	26-68.42%	4-7.84%	4-7.27%				
	BEGINNING		4-7.84%					
	Towards	4 -12.12%						
	With Support			1-1.64%	1-2.70%			
Total Cohort Numbers			33	51	55	37	45	56
277 STUDENTS		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	

Maths and Statistics Overall School Distribution		Number of Students Across the School	School %
	With Support	8	2.57%
	Towards	36	11.46%
21 students moved from working towards to meeting end of year expectations	End of Year Expectations	198	63.05%
	Beyond Expectations	71	22.61%
	Well Beyond	1	.318%
		314	100%

Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond	1 (8.33%)													1 (0.61%)
Beyond			5 (25.00%)		9 (31.03%)		10 (32.26%)		2 (11.76%)		5 (21.74%)		13 (41.94%)	44 (26.99%)
Within	11 (91.67%)		11 (55.00%)		18 (62.07%)		15 (48.39%)		11 (64.71%)		17 (73.91%)		16 (51.61%)	99 (60.74%)
Towards			4 (20.00%)		2 (6.90%)		5 (16.13%)		1 (5.88%)		1 (4.35%)		1 (3.23%)	14 (8.59%)
With support towards							1 (3.23%)		3 (17.65%)				1 (3.23%)	5 (3.07%)
Totals	12		20		29		31		17		23		31	163

Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond	2 (25.00%)				1 (4.55%)		7 (23.33%)		3 (12.50%)		4 (18.18%)		10 (37.04%)	27 (17.88%)
Within	6 (75.00%)		15 (83.33%)		15 (68.18%)		19 (63.33%)		18 (75.00%)		14 (63.64%)		12 (44.44%)	99 (65.56%)
Towards			3 (16.67%)		6 (27.27%)		4 (13.33%)		2 (8.33%)		4 (18.18%)		3 (11.11%)	22 (14.57%)
With support towards									1 (4.17%)				2 (7.41%)	3 (1.99%)
Totals	8		18		22		30		24		22		27	151

Overall Analysis - The data above includes Yr 0/ students with needs and new students arriving over mid Term 3 and Term 4

89% males are working at or above expected levels.

84% females are working at or above expected levels

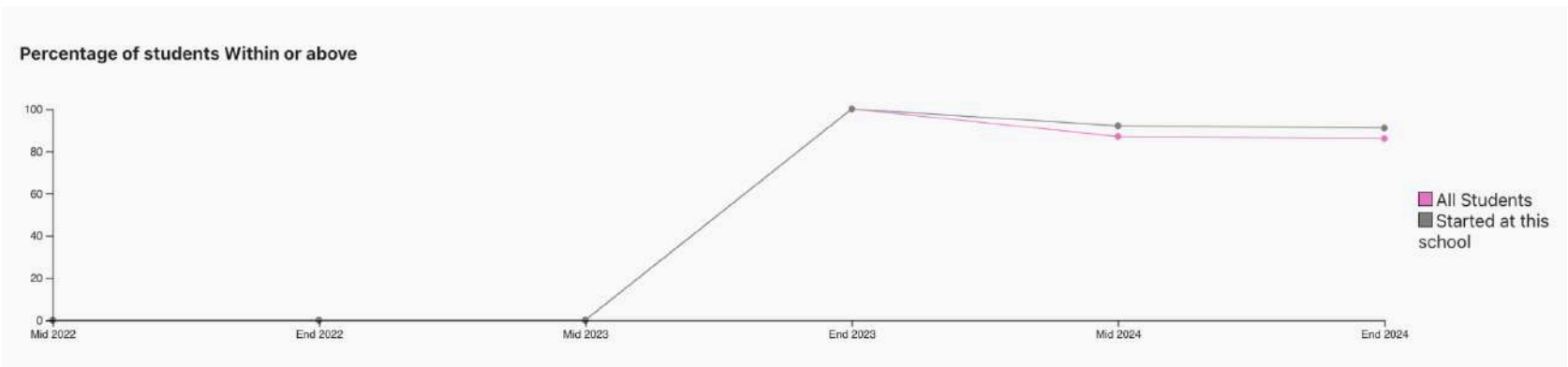
There has been a positive shift within our male students by 2% and our female cohort has maintained a 2% increase from mid to end of year.

Effort Patterns in Relation to Achievement



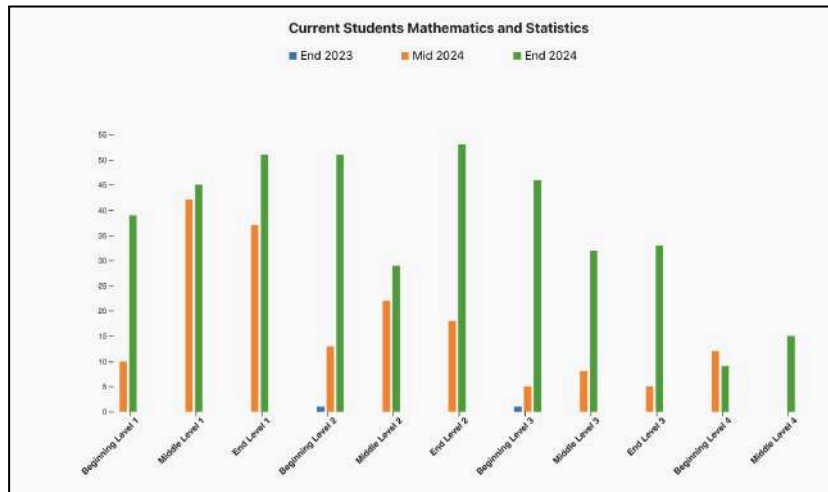
Needs Support	14- 4.12%	80% of our students are applying consistent effort and beyond. Engagement has increased from Mid 2024 to end of year by 11% especially in girls and students who have learning needs and English Second Language learners. Problem solving broader approach- working in collaborative groups - applying maths to situations has been a big development. Basic Facts cards used differently and students having agency over them- not just seen as a test.
Beginning to Apply	27-7.9%	
Consistent Independence	204-60%	
Beyond Expectation	68-20%	

Other Data info
(Findings/ Trends)
Across the School

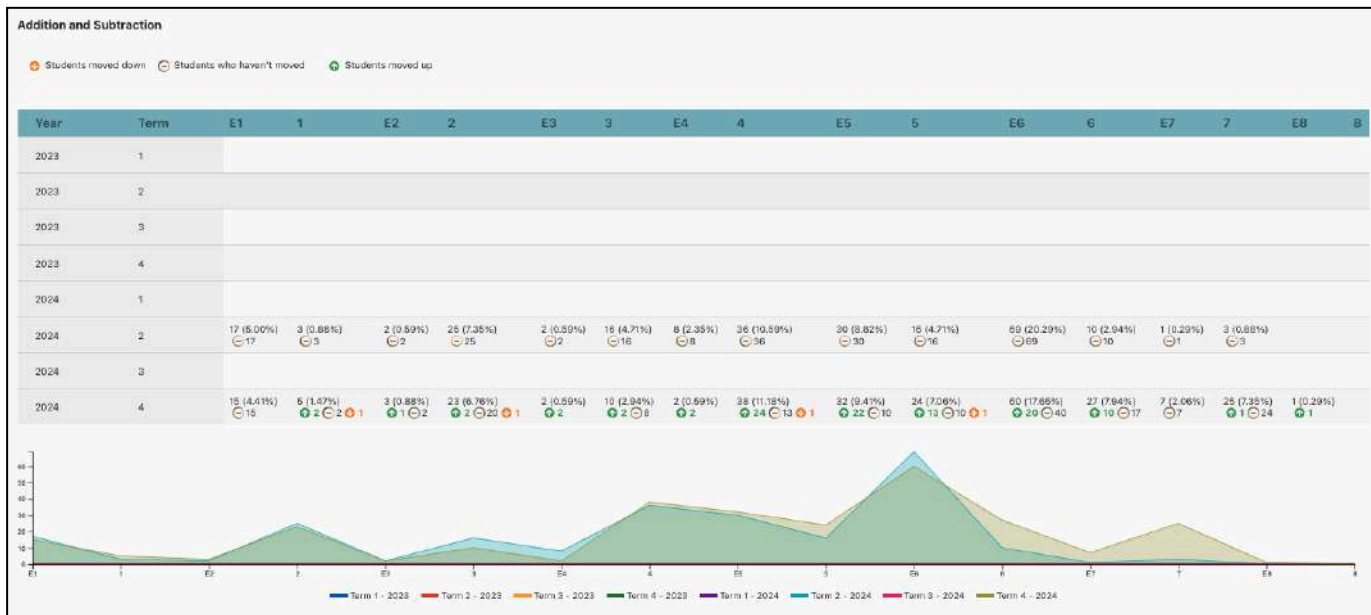


Overall 95% 210 out of 220 of the students that started at WNS are working at and above year expectations.

This has been a 3% shift with students moving up at least 2 sub levels within 6 months of learning.

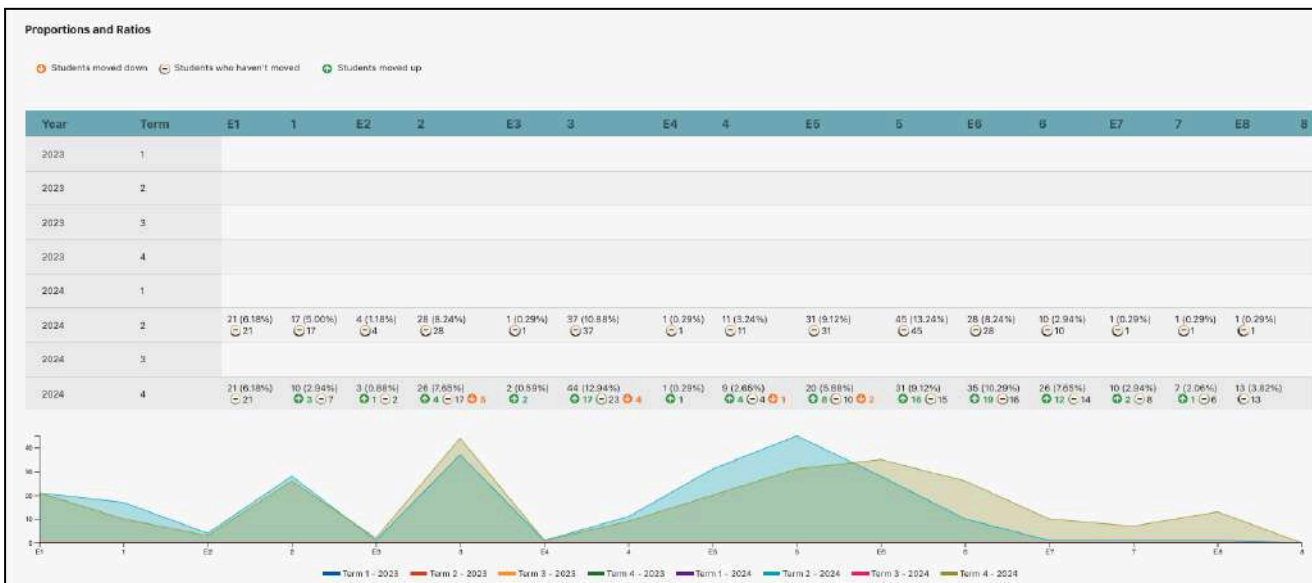


In Seeing **Shift Development in GLOSS** results from Mid to End of Year is really pleasing across the school



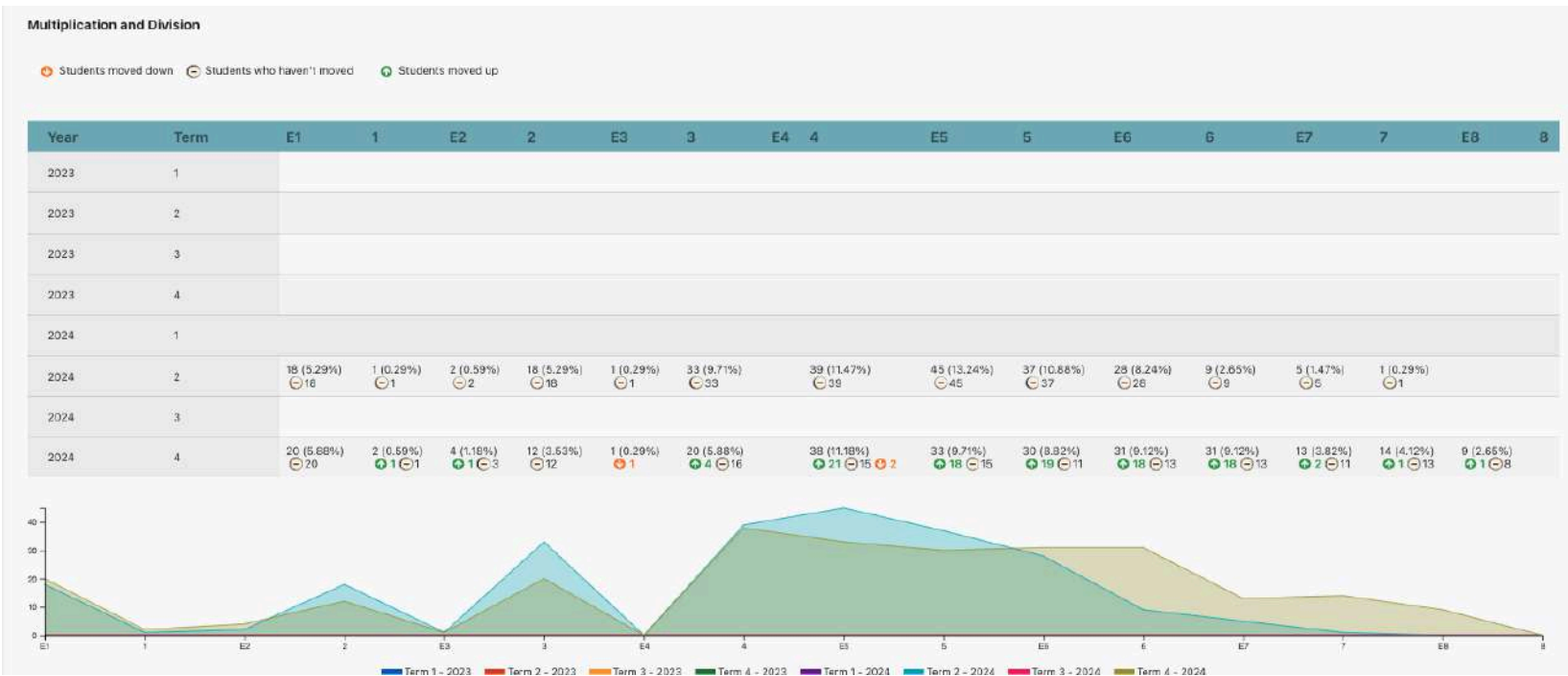
Addition and Subtraction: Within this range 4 students across the school moved down a sublevel from mid to end of year data. 3 students were new to the school - In our younger years we have seen a good consolidation base and strong development in applying and using addition and subtraction practices. It was identified mid year that there was a large number of students (25) that had a Low number knowledge which is impacting on their ability to solve simple addition and subtraction problems. A targeted approach was made and saw 18 students make an accelerated shift and are near or at. Changes in expectations in number knowledge in the new curriculum (100 - 1000) have made it harder for those children who were already struggling with the number knowledge.

With the new implementation of problem solving and application and structured mathematical development in 2025 we hope to see a greater movement of shifts within the Year 2-3 area of our school. In our senior area of the school we have seen a positive movement of 2-3 sublevel shifts particularly in the Year 4-5 areas of the school. This has contributed to students being able to problem solve more and have a solid base of basic facts based on our new basic facts programme we implemented in 2024. More explicit development of strategies has seen shift and problem solving and collaborative approach has seen student engagement rise in this area.



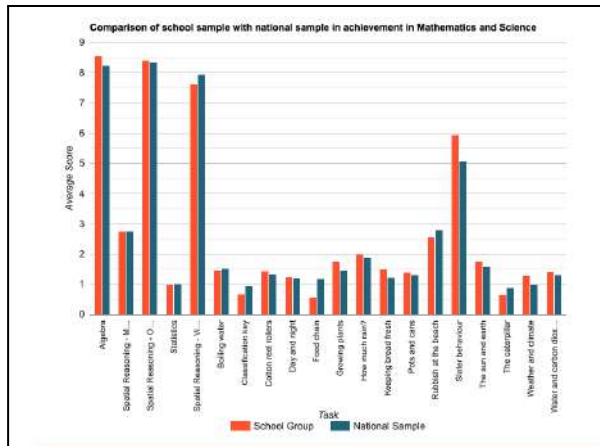
Proportions and Ratios is an area of continued development within our programme design. In 2023 we had noted that this was often at the end of a cycle within a term and this year we have used the NZ maths programme design and captured more time in this area of mathematics. It is pleasing to see that we are making positive shifts in this area in particular Year 4-6 with 3 sublevel shifts being made by 30% of this cohort. Consolidation and

application of skills has also been formed with shifts within a sublevel being made. The Year 2-3 area of the school the students are needing greater support in this area.

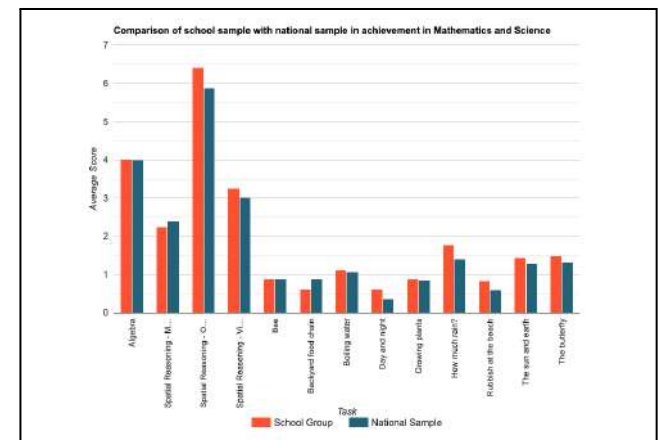


Development of Multiplication and Division across the Year 4-6 area of the school has shown a positive shift on 1-2 sublevels from Mid to end of year. With only 3 students making a decline in their level across the school. In the Year 0-3 area this is an introduction focus and we need to build further foundation skills over phase 1 of the new mathematics programme. Mathematics focus on number knowledge shows a strong phase

Analysis of Year 3 and Year 6 students who took part in NEMP testing and development during Term 2 and Term 3 2024. Overall Results in relation to NZ National Norms



Year 6



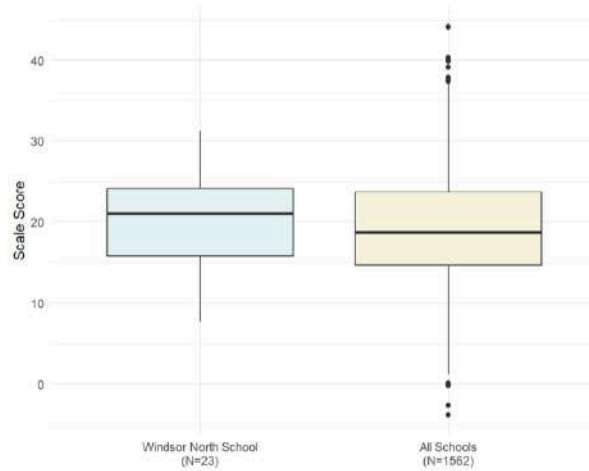
Year 3



Year 6 Numeracy Achievement Report

Windsor North School

Distribution of Students' Scale Scores Term 4 2024



School	Mean	Standard deviation	Lower quartile	Median	Upper quartile
Windsor North School	19.9	5.9	15.8	21.1	24.2
All Schools	19.3	6.9	14.6	18.8	23.7

The boxplots above provide a graphical summary of the scores for the school and for all students who were assessed, nationally. In each box, the central line represents the median (middle value) of the scores. The box itself indicates the middle 50% of the scores—sometimes called the interquartile range (IQR). The lines extending from the top and the bottom of each box represent the range of scores outside the middle 50%. They extend to the highest and lowest scores within a distance of 1.5 times the IQR from the top and bottom of the box. Any scores beyond this range are considered outliers and are plotted individually using dots.

Task Your Group National Sample

Achievement in Mathematics

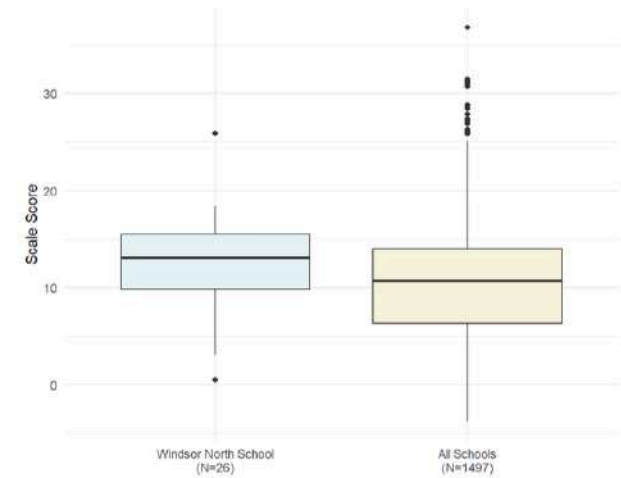
Task	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Algebra	Find relationships between elements of a growing pattern	12	20	8.57	1536	8.23
Spatial Reasoning - Mental Rotation	Identify and interpret 3-D shapes and their 2-D views	5	20	2.75	1536	2.76
Spatial Reasoning - Orientation	Use mathematical language to describe directions on a simple map	12	20	8.40	1536	8.36
Statistics	Interpret information from a composite line graph	2	20	1.00	1536	1.01
Spatial Reasoning - Visualisation	Interpret 3-D shapes, draw views, and identify or explain nets	13	20	7.62	1536	7.93



Year 3 Numeracy Achievement Report

Windsor North School

Distribution of Students' Scale Scores Term 4 2024



School	Mean	Standard deviation	Lower quartile	Median	Upper quartile
Windsor North School	12.5	5.2	9.9	13.1	15.0
All Schools	10.5	6.1	6.3	10.7	14.0

The boxplots above provide a graphical summary of the scores for the school and for all students who were assessed, nationally. In each box, the central line represents the median (middle value) of the scores. The box itself indicates the middle 50% of the scores—sometimes called the interquartile range (IQR). The lines extending from the top and the bottom of each box represent the range of scores outside the middle 50%. They extend to the highest and lowest scores within a distance of 1.5 times the IQR from the top and bottom of the box. Any scores beyond this range are considered outliers and are plotted individually using dots.

Task Your Group National Sample

Achievement in Mathematics

Task	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Algebra	Continue and draw the next element of a growing pattern	7	24	4.02	1591	4.00
Spatial Reasoning - Mental Rotation	Identify rotated 3-D shapes and recognise their 2-D views	3	24	2.25	1591	2.40
Spatial Reasoning - Orientation	Use mathematical language to describe directions on a simple map	12	24	6.42	1591	5.88
Spatial Reasoning - Visualisation	Identify shapes, views, and nets forming squares and cubes	7	24	3.25	1591	3.02

Maori, Pasifika and Ethnicity

Our Maori students working very well and 85% are working at or above

Our Pasifika students 78% are working at or above

Our Asian students 83% are working at or above

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond					1 (50.00%)									1 (11.11%)
Within	1 (100.00%)					1 (100.00%)		1 (100.00%)		2 (100.00%)			1 (50.00%)	6 (66.67%)
Towards					1 (50.00%)								1 (50.00%)	2 (22.22%)
With support towards														0 (0.00%)
Totals	1				2		1		1		2		2	9

MELAA students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond								1 (100.00%)						1 (6.25%)
Within	1 (100.00%)		4 (100.00%)		2 (100.00%)		2 (40.00%)						1 (50.00%)	10 (62.50%)
Towards							3 (60.00%)				1 (100.00%)			4 (25.00%)
With support towards													1 (50.00%)	1 (6.25%)
Totals	1		4		2		5		1		1		2	16

European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond	1 (10.00%)													1 (0.56%)
Beyond			1 (5.00%)		8 (27.59%)		8 (25.00%)		3 (12.00%)		8 (26.67%)		12 (36.36%)	40 (22.35%)
Within	9 (90.00%)		14 (70.00%)		17 (58.62%)		21 (65.63%)		19 (76.00%)		21 (70.00%)		18 (54.55%)	119 (66.48%)
Towards			5 (25.00%)		4 (13.79%)		2 (6.25%)		2 (8.00%)		1 (3.33%)		2 (6.06%)	16 (8.94%)
With support towards							1 (3.13%)		1 (4.00%)				1 (3.03%)	3 (1.68%)
Totals	10		20		29		32		25		30		33	179

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond	1 (33.33%)		3 (37.50%)		1 (11.11%)		1 (16.67%)				1 (11.11%)		4 (40.00%)	11 (21.57%)
Within	2 (66.67%)		3 (37.50%)		6 (66.67%)		5 (83.33%)		5 (83.33%)		6 (66.67%)		5 (50.00%)	32 (62.75%)
Towards			2 (25.00%)		2 (22.22%)				1 (16.67%)		2 (22.22%)		1 (10.00%)	8 (15.69%)
With support towards														0 (0.00%)
Totals	3		8		9		6		6		9		10	51

Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond	1 (20.00%)		1 (16.67%)				8 (50.00%)		1 (12.50%)				7 (70.00%)	18 (31.58%)
Within	4 (80.00%)		5 (83.33%)		8 (88.89%)		4 (25.00%)		4 (50.00%)		2 (66.67%)		2 (20.00%)	29 (50.88%)
Towards						1 (11.11%)		4 (25.00%)			1 (33.33%)			6 (10.53%)
With support towards									3 (37.50%)				1 (10.00%)	4 (7.02%)
Totals	5		6		9		16		8		3		10	57

90% of **Pākehā/ European** students are working within and above expectations.

Our MELLA (Middle Eastern, Latin American and African) students 69% are working within and beyond expectations. 31% have made shifts within their English understanding within mathematics - they have a support programme to assist in meaning and development of number knowledge.

Next Steps:

Mathematics and Statistics is an area of development within the school, where we are working on aligning to NZ Curriculum Refresh. Development of all strands within our data. 83% of our students are working At or Above Expectation

	Phase 1 (Years 0-3)	Phase 2 (Years 4-6)
<p>Strengths and Findings</p> <p>Why do we think this?</p> <p>What shifts have happened?</p>	<p>Students coming in with low number knowledge to 10 and mathematical language and understanding of maths within their environment. Application of mathematics through Tahi - hands on time- explicit use of mathematical language and exploration has assisted in connection with their environment and that maths is all around.</p> <p>Better balance of coverage is now seen consistently across this phase. Still to grow in measurement and geometry</p>	<p>Basic Facts development and number knowledge has made positive shifts and retaining and applying the knowledge has been evident through using the problem solving approach. Engagement in maths has increased</p> <p>Findings</p> <p>Maths - 5 Students low in number knowledge, their strategy higher than their number knowledge Findings</p> <p>Y4 -15% under expectations. (3/6 ESOL, % behaviour/trauma, 2 high absence)</p> <p>Y5 9% under expectations.(2/4,medical/developmental).</p> <p>Application of Proportions and Ratios to continue and the further development of the other mathematical strands and use of mathematical language</p> <p>Better balance of coverage is now been seen consistently across the school</p>
<ul style="list-style-type: none"> Gender Ethnicity Learning Needs <p>Trends and patterns - impacts</p> <p>Is there any lag data - students not achieving well - emerging theories</p>	<p>Year 3 area development of number knowledge to the 1000's has grown but an area of continued development</p> <p>Focus Development Number Identify and number knowledge</p> <ul style="list-style-type: none"> 1-100 100-1000 Building number knowledge strategies to consolidate them <p>Use of language and explaining and showing thinking using materials to continue</p> <p>Small accelerated groups to develop confidence in number knowledge</p>	<ul style="list-style-type: none"> Build accelerated programmes applying the ALIM concept within mathematics for our ESOL / MELLA students Working on Number knowledge and applying his in a problem solving approach
<p>What needs to happen next?</p>	<ul style="list-style-type: none"> Introduction of the Maths No Problem - structured mathematics approach and forming Stronger explicit mathematical teaching and language use - forming consistencies within phase 1 and across the school 	<ul style="list-style-type: none"> Development of new assessment practices -AsTTle in line with the new curriculum sharing data with students and forming goals that focus on next steps Introduction of the Maths No Problem - structured mathematics approach and forming coherence of the programme Use data points to monitor more the strand development within our programme - linking AsTTle and new curriculum with HERO positing and student assessment and monitoring/ agency

READING 2024 Overall End of Year Achievement Data- Detailed Breakdown

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond			4 (10.53%)										3 (5.17%)	7 (2.26%)
Beyond	3 (20.00%)		15 (39.47%)		16 (31.37%)		12 (19.67%)		11 (26.83%)		19 (41.30%)		33 (56.90%)	109 (36.16%)
Within	9 (60.00%)		8 (21.05%)		31 (60.78%)		39 (63.93%)		24 (58.54%)		26 (56.52%)		14 (24.14%)	151 (48.71%)
Towards	3 (20.00%)		4 (10.53%)		2 (3.92%)		3 (4.92%)		2 (4.88%)		1 (2.17%)		3 (5.17%)	18 (5.81%)
With support towards			7 (18.42%)		2 (3.92%)		7 (11.48%)		4 (9.76%)				5 (8.62%)	25 (8.06%)
Totals	15		38		51		61		41		46		58	310

The below table has clean data showing the overview mid to end of year. We have taken out our Year 0 students and 16 students who joined Windsor North School from mid Term 3 to the end of Term 4 2024. Total is 278 students.

LEVEL 4	END													3- 5.37%
	MIDDLE													
	BEGINNING													33-59%
LEVEL 3	END										19-41.30%			14-25%
	MIDDLE								5 -12.20%					
	BEGINNING										26-56.52%			3-5.37%
LEVEL 2	END						12-21.21%		29 -70.70%					
	MIDDLE		4 -12,12%		16-31.37%									3-5.37%
	BEGINNING						37-60.07%		2-5%					
LEVEL 1	END		10 - 30,30%		31 - 60.78%									
	MIDDLE		8-24.24%				3-5.37%							
	BEGINNING				2-3.92		4-7.14%							
	Towards		4-12.12%		2-3.92%									
	With Support		7 -21.21%						1-2.70%					
Total Cohort Numbers			33		51		56		37		45			56
277 STUDENTS			YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5			YEAR 6

Reading Overall School Distribution		Number of Students Across the School	School %
	With Support	17	6.13%
	Towards	13	14.69%
28 students moved from working towards to meeting end of year expectations or beyond	End of Year Expectations	145	52.34%
	Beyond Expectations	95	34.29%
	Well Beyond	7	.318%
		277	100%

Male students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond			3 (15.00%)											3 (1.84%)
Beyond	1 (8.33%)		6 (30.00%)		9 (31.03%)		4 (12.90%)		4 (23.53%)		10 (43.48%)		18 (58.06%)	52 (31.90%)
Within	7 (58.33%)		4 (20.00%)		17 (58.62%)		18 (58.06%)		9 (52.94%)		13 (56.52%)		8 (25.81%)	76 (46.63%)
Towards	4 (33.33%)		1 (5.00%)		1 (3.45%)		3 (9.68%)		1 (5.88%)				3 (9.68%)	13 (7.98%)
With support towards			6 (30.00%)		2 (6.90%)		6 (19.35%)		3 (17.65%)				2 (6.45%)	19 (11.66%)
Totals	12		20		29		31		17		23		31	163

Female students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond			1 (5.56%)										3 (11.11%)	4 (2.65%)
Beyond	2 (25.00%)		9 (50.00%)		7 (31.82%)		8 (26.67%)		7 (29.17%)		9 (40.91%)		15 (55.56%)	57 (37.75%)
Within	6 (75.00%)		4 (22.22%)		14 (63.84%)		21 (70.00%)		15 (62.50%)		12 (54.55%)		6 (22.22%)	78 (51.66%)
Towards			3 (16.67%)		1 (4.55%)				1 (4.17%)		1 (4.55%)			6 (3.97%)
With support towards			1 (5.56%)				1 (3.33%)		1 (4.17%)				3 (11.11%)	6 (3.97%)
Totals	8		18		22		30		24		22		27	151

Overall Analysis - The data above includes Yr 0/ students with needs and new students arriving over mid Term 3 and Term 4

80% males are working at or above expected levels.

92% females are working at or above expected levels

There has been a positive shift within our male students by 5% and our female cohort has maintained a 4% increase from mid to end of year.

Effort Patterns in Relation to Achievement

Effort

⬇ Students moved down
 ⬅ Students who haven't moved
 ⬆ Students moved up

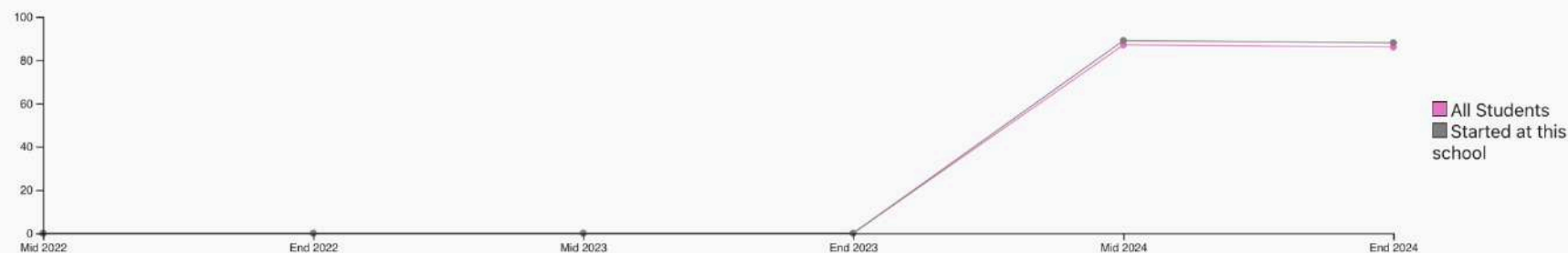
Year	Term	Needs support to focus on their learning	Beginning to apply themselves with greater independence	Consistent effort applied	Effort beyond expectation
2023	1				
2023	2				
2023	3				
2023	4				
2024	1				
2024	2	9 (2.65%) ⬇ 9	33 (9.71%) ⬇ 33	171 (50.29%) ⬇ 171	73 (21.47%) ⬇ 73
2024	3				
2024	4	10 (2.94%) ⬇ 8 ⬆ 2	31 (9.12%) ⬆ 5 ⬅ 22 ⬆ 4	185 (54.41%) ⬆ 16 ⬅ 167 ⬆ 2	82 (24.12%) ⬆ 11 ⬅ 71



Needs Support	10- 2.94%	78.53% of our students are applying consistent effort and beyond. There has been a shift of 4% of students making shifts in their effort development. This is attributed to looking at a further range of texts especially in the seniors and for our male students. Using texts in their first language for our English Second Language (ESOL) learners and the support in developing English comprehension and talking through texts for our ESOL learners has really made a positive shift in engagement and willingness to read and apply reading to their learning.
Beginning to Apply	31-9.12%	
Consistent Independence	185-54.41%	
Beyond Expectation	82-24.12%	

**Other Data info
(Findings/ Trends)
Across the School**

Percentage of students Within or above

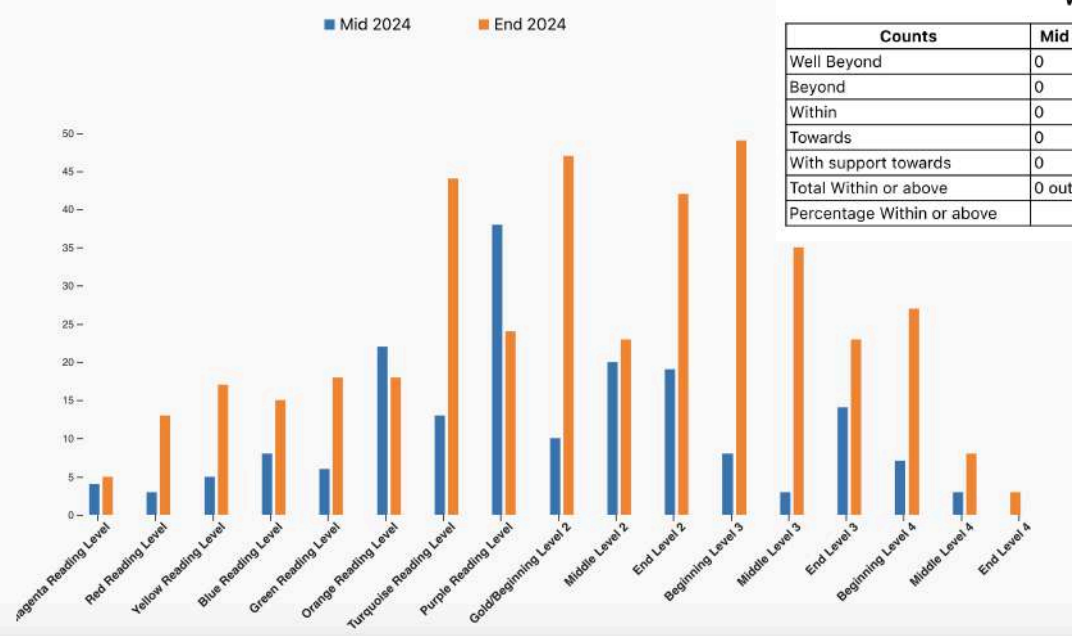


Overall 96% 194 out of 220 of the students that started at WNS are working at and above year expectations.

This has maintained growth at a normal rate of shift. Our students coming in Yr1-0 have made an accelerated shift for the foundation level based on phonics accelerated programme and 1-1 support.

This is shown in the reading level bar graph below on the left. From mid year to end of year our colour wheel readers in the junior area of the school have made above accelerated shifts and are moving positively through the reading levels in decoding texts. Comprehension is an area of development.

Current Students English: Reading



STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - ENGLISH: READING (STUDENTS WHO STARTED AT THIS SCHOOL)

Counts	Mid 2022	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Well Beyond	0	0	0	0	1	5
Beyond	0	0	0	0	67	77
Within	0	0	0	0	109	112
Towards	0	0	0	0	11	14
With support towards	0	0	0	0	11	12
Total Within or above	0 out of 0	0 out of 0	0 out of 0	0 out of 0	177 out of 199	194 out of 220
Percentage Within or above					89%	88%

Colour Wheel reading level

➔ Students moved down
 ↔ Students who haven't moved
 ➔ Students moved up

Year	Term	1 Magenta, 5.0 years	2 Magenta, 5.01 years	3 Red, 5.02 years	4 Red, 5.03 years	5 Red, 5.05 years	6 Yellow, 5.06 years	7 Yellow, 5.07 years	8 Yellow, 5.08 years	9 Dark Blue, 5.09 years
2023	1									
2023	2									
2023	3									
2023	4									
2024	1		1 (0.29%) ↔ 1			3 (0.88%) ↔ 3	1 (0.29%) ↔ 1	1 (0.29%) ↔ 1	4 (1.18%) ↔ 4	3 (0.88%) ↔ 3
2024	2	8 (2.35%) ↔ 8	5 (1.47%) ↔ 5	4 (1.18%) ↔ 4	2 (0.59%) ↔ 2	2 (0.59%) ↔ 2	4 (1.18%) ➔ 1 ↔ 3	7 (2.06%) ➔ 2 ↔ 5	2 (0.59%) ➔ 1 ↔ 1	6 (1.76%) ➔ 2 ↔ 4
2024	3		3 (0.88%) ↔ 2 ➔ 1	5 (1.47%) ➔ 4 ↔ 1	3 (0.88%) ➔ 3	5 (1.47%) ➔ 4 ➔ 1	3 (0.88%) ➔ 3	9 (2.35%) ➔ 5 ↔ 2		2 (0.59%) ➔ 2
2024	4	4 (1.18%) ↔ 4	3 (0.88%) ↔ 3	2 (0.59%) ➔ 2	4 (1.18%) ➔ 3 ↔ 1	4 (1.18%) ➔ 3 ↔ 1	3 (0.88%) ➔ 2 ↔ 1	4 (1.18%) ➔ 3 ↔ 1	5 (1.47%) ➔ 5	4 (1.18%) ➔ 4

BETA STRUCTURED LITERACY PHONICS ASSESSMENT

Our Yr 1-2 students took part in the MOE Term 4 phonic assessment trail- our baseline data is as follows:

Student performance at your school

At Windsor North School:

- 13 children sat the 20-week check with a mean average score of 9.23
- 14 children sat the 40-week check with a mean average score of 13.86

At 20 weeks, the average trial score was 11 of 40 correct answers

At 20 weeks, the curriculum expected score is 10-12 correct answers

At 40 weeks, the average trial score was 20 correct answers

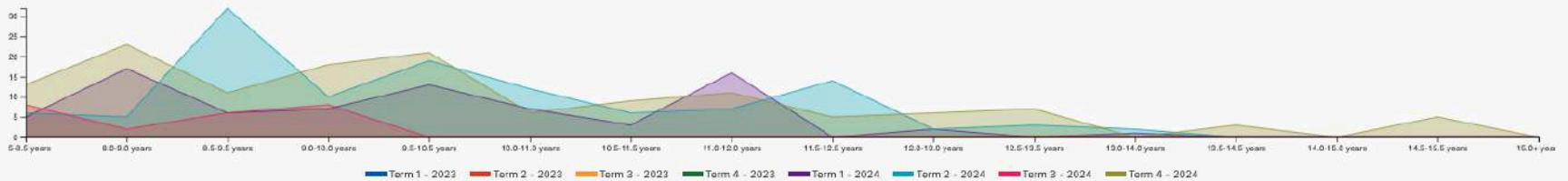
At 40 weeks, the curriculum expected score is 24-30 correct answers

The information has allowed us to get an insight into structured literacy and phonics development and a good initial starting point for 2025 implementation.

PROBE reading level

● Students moved down
 ○ Students who haven't moved
 ● Students moved up

Year	Term	7.5-8.5 years	8.0-9.0 years	8.5-9.5 years	9.0-10.0 years	9.5-10.5 years	10.0-11.0 years	10.5-11.5 years	11.0-12.0 years	11.5-12.5 years	12.0-13.0 years	12.5-13.5 years	13.0-14.0 years
2023	1												
2023	2												
2023	3												
2023	4												
2024	1	5 (1.47%) ○ 5	17 (5.00%) ○ 17	6 (1.76%) ○ 6	7 (2.06%) ○ 7	13 (3.82%) ○ 13	7 (2.06%) ○ 7	3 (0.88%) ○ 3	16 (4.71%) ○ 16	2 (0.59%) ○ 2			1 (0.29%) ○ 1
2024	2	6 (1.76%) ○ 6	5 (1.47%) ○ 5	32 (9.41%) ▲ 14 ○ 18	10 (2.94%) ▲ 4 ○ 6	19 (5.59%) ▲ 5 ○ 14	12 (3.53%) ▲ 7 ○ 4 ○ 1	6 (1.76%) ▲ 4 ○ 2	7 (2.06%) ▲ 1 ○ 6	14 (4.12%) ▲ 3 ○ 8 ○ 3	2 (0.59%) ○ 2	3 (0.88%) ○ 3	2 (0.59%) ○ 2
2024	3	8 (2.35%) ○ 8	2 (0.59%) ▲ 2	6 (1.76%) ▲ 2 ○ 4	8 (2.35%) ▲ 8								
2024	4	13 (3.82%) ○ 13	23 (6.76%) ▲ 9 ○ 14	11 (3.24%) ▲ 3 ○ 8	18 (5.29%) ▲ 10 ○ 8	21 (6.18%) ▲ 11 ○ 10	6 (1.76%) ▲ 5 ○ 1	9 (2.65%) ▲ 8 ○ 1	11 (3.24%) ▲ 10 ○ 1	5 (1.47%) ▲ 5	6 (1.76%) ▲ 4 ○ 2	7 (2.06%) ▲ 7	



Probe Data and Student Reading Progress

Probe data is used as a formative assessment to track and support students' progress in reading, with a specific focus on retelling, reasoning, comprehension, and language. The graph above illustrates the progress of students at the Year 4-5-6 levels. This data helps us assess whether we are deepening students' comprehension skills, particularly in relation to our goal of fostering growth in senior students. The key findings show that, while there are noticeable shifts in students' progress throughout the year, the most significant changes occur within their current reading levels. This highlights the need for further development of higher-order reading skills, such as inferencing and deeper understanding. Our students are able to decode words based on language comprehension. However, we've observed that more explicit instruction in these areas led to noticeable improvements, particularly in Term 4. Moving forward, we will continue to build on this progress by integrating the explicit reading objectives from the new English curriculum and structured literacy program.

Maori, Pasifika and Ethnicity

Our Maori students working very well and 88% are working at or above

Our Pasifika students 67% are working at or above

Our Asian students 84% are working at or above

88% of **Pākehā/ European** students are working within and above expectations.

Our MELLA (Middle Eastern, Latin American and African) students 68% are working within and beyond expectations. 20% have made shifts within their English understanding.

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond			3 (37.50%)		3 (33.33%)				1 (16.67%)		2 (22.22%)		8 (80.00%)	17 (33.33%)
Within	2 (66.67%)		3 (37.50%)		5 (55.56%)		5 (83.33%)		5 (83.33%)		6 (66.67%)		2 (20.00%)	28 (54.90%)
Towards	1 (33.33%)		1 (12.50%)				1 (16.67%)				1 (11.11%)			4 (7.84%)
With support towards			1 (12.50%)		1 (11.11%)									2 (3.92%)
Totals	3		8		9		6		6		9		10	51

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond							1 (100.00%)		1 (100.00%)					2 (22.22%)
Within					1 (50.00%)						2 (100.00%)		1 (50.00%)	4 (44.44%)
Towards	1 (100.00%)				1 (50.00%)									2 (22.22%)
With support towards													1 (50.00%)	1 (11.11%)
Totals	1				2		1		1		2		2	9

European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond			4 (20.00%)										1 (3.03%)	5 (2.79%)
Beyond	2 (20.00%)		7 (35.00%)		10 (34.48%)		7 (21.88%)		7 (28.00%)		16 (53.33%)		18 (54.55%)	67 (37.43%)
Within	7 (70.00%)		2 (10.00%)		17 (58.62%)		21 (65.63%)		15 (60.00%)		14 (46.67%)		10 (30.30%)	86 (48.04%)
Towards	1 (10.00%)		2 (10.00%)		1 (3.45%)		1 (3.13%)		1 (4.00%)				2 (6.06%)	8 (4.47%)
With support towards			5 (25.00%)		1 (3.45%)		3 (9.38%)		2 (8.00%)				2 (6.06%)	13 (7.26%)
Totals	10		20		29		32		25		30		33	179

Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond													2 (20.00%)	2 (3.51%)
Beyond	1 (20.00%)		3 (50.00%)		3 (33.33%)		2 (12.50%)		1 (12.50%)				6 (60.00%)	16 (28.07%)
Within	3 (60.00%)		2 (33.33%)		6 (66.67%)		11 (68.75%)		4 (50.00%)		3 (100.00%)		1 (10.00%)	30 (52.63%)
Towards	1 (20.00%)						1 (6.25%)		1 (12.50%)					3 (5.26%)
With support towards							2 (12.50%)		2 (25.00%)				1 (10.00%)	6 (10.53%)
Totals	5		6		9		16		8		3		10	57

MELAA students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond			2 (50.00%)				2 (40.00%)		1 (100.00%)		1 (100.00%)			6 (37.50%)
Within	1 (100.00%)		1 (25.00%)		2 (100.00%)		1 (20.00%)							5 (31.25%)
Towards			1 (25.00%)										1 (50.00%)	2 (12.50%)
With support towards							2 (40.00%)						1 (50.00%)	3 (18.75%)
Totals	1		4		2		5		1		1		2	16

Next Steps:

Reading development has been a strength within the school where we have consistently over time continued and maintained 85%+ students working at and above year level expectation.

	Phase 1 (Years 0-3)	Phase 2 (Years 4-6)
<p>Strengths and Findings</p> <p>Why do we think this?</p> <p>What shifts have happened?</p>	<p>We are noting a change in our baseline data and that it is declining in:</p> <ul style="list-style-type: none"> • phoneme and grapheme awareness of our New Entrants coming in. • Oral Language development is also low with many students requiring support in this area. • Book awareness and concepts of print is low <p>Strengths in students want to engage in reading and love the achievement of their reading logs and sharing and learning through text.</p> <p>With the new curriculum refresh and the introduction of structured literacy will support our learners development and allow more in depth development in phonics and literacy skills We understand we may see a dip while we re-calibrate our teaching and data to structured literacy.</p> <p>Support was provided to 15 students Tier 3 (Reading recovery Students) Tier 2 support- The small group phonics and reading fluency groups in Year 2-3 for Terms 2-3 really supported decoding and reading mileage - students being able to discuss what they have read more confidently.</p>	<p>Development of genre growth and engaging in short reads has certainly supported our ESOL and reluctant readers.</p> <ul style="list-style-type: none"> • Accelerated phonics literacy groups really assisted our older learners and this helped not only their reading but writing development • RTLI support for 10 weeks for 6 readers really connected their engagement and they saw themselves as readers and their application in class really showed positive growth. <p>Better balance of coverage is now been seen consistently across the school</p>
<p>What needs to happen next?</p>	<ul style="list-style-type: none"> • Introduction of the structured literacy approach based on The Code through PLD providers Literacy Connections • Stronger explicit development in reading/ words and sounds • Using more choral reading and practice of skills • Using key guides on the New English framework 	<ul style="list-style-type: none"> • Development of new assessment practices -AsTTle in line with the new curriculum • sharing data with students and forming goals that focus on next steps • Introduction of the structured literacy approach based on The Code through PLD providers Literacy Connections • Use data points to monitor more the strand development within our programme - linking AsTTle and new curriculum with HERO positing and student assessment and monitoring/ agency

WRITING 2024 Overall End of Year Achievement Data- Detailed Breakdown

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond													1 (1.72%)	1 (0.32%)
Beyond	3 (20.00%)		5 (13.51%)		5 (9.80%)		4 (6.56%)		2 (4.88%)		2 (4.35%)		14 (24.14%)	35 (11.33%)
Within	12 (80.00%)		25 (67.57%)		27 (52.94%)		37 (60.66%)		20 (48.78%)		32 (69.57%)		32 (55.17%)	185 (69.97%)
Towards			7 (18.92%)		19 (37.25%)		14 (22.95%)		13 (31.71%)		10 (21.74%)		4 (6.90%)	67 (21.68%)
With support towards							6 (9.84%)		6 (14.63%)		2 (4.35%)		7 (12.07%)	21 (6.80%)
Totals	15		37		51		61		41		46		58	309

The below table has clean data showing the overview mid to end of year. We have taken out our Year 0 students and 16 students who joined Windsor North School from mid Term 3 to the end of Term 4 2024. Total is 278 students.

LEVEL 4	END														1- 1.72%
	MIDDLE														
	BEGINNING														14-24.13%
LEVEL 3	END												2-4.44%	32-55.17%	
	MIDDLE										2 - 5.40%				
	BEGINNING												31-68.88%	4-6.89%	
LEVEL 2	END							4-7.14%			20 -54.05%				
	MIDDLE					5-9.80%							10- 22.22%	5-8.62%	
	BEGINNING									32-57.14%			11-29.72%		
LEVEL 1	END		5 - 15.15%		27- 52.94%									2- 4.44%	
	MIDDLE		21-63.63%						14-25%		4-10.81%				
	BEGINNING				19-37.25%				6-10.71%						
	Towards		7-21.21%												
	With Support														
Total Cohort Numbers			33		51		56		37		45		56		
277 STUDENTS			YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6		

Writing Overall School Distribution		Number of Students Across the School	School %
	With Support	17	6.13%
	Towards	65	23.46%
Movement over 40% in writing has plateaued and this is due to spelling / surface needs needed further support- it is not instant recall of spelling when it is being applied - students have moved within levels but not progressed up a level	End of Year Expectations	163	58.84%
	Beyond Expectations	32	11.55%
	Well Beyond	1	.361%
		277	100%

Male students														
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond			3 (15.79%)		4 (13.79%)		1 (3.23%)		1 (5.88%)		2 (8.70%)		4 (12.90%)	15 (9.26%)
Within	12 (100.00%)		10 (52.63%)		15 (51.72%)		16 (51.61%)		3 (17.85%)		13 (56.52%)		21 (67.74%)	90 (55.56%)
Towards			6 (31.58%)		10 (34.48%)		10 (32.26%)		8 (47.06%)		7 (30.43%)		2 (6.45%)	43 (26.54%)
With support towards							4 (12.90%)		5 (29.41%)		1 (4.35%)		4 (12.90%)	14 (8.64%)
Totals	12		19		29		31		17		23		31	162

Female students														
Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond													1 (3.70%)	1 (0.66%)
Beyond	3 (37.50%)		2 (11.11%)		1 (4.55%)		3 (10.00%)		1 (4.17%)				10 (37.04%)	20 (13.25%)
Within	5 (62.50%)		15 (83.33%)		12 (54.55%)		21 (70.00%)		17 (70.83%)		18 (81.82%)		11 (40.74%)	99 (65.56%)
Towards			1 (5.56%)		9 (40.91%)		4 (13.33%)		5 (20.83%)		3 (13.64%)		2 (7.41%)	24 (15.89%)
With support towards							2 (6.67%)		1 (4.17%)		1 (4.55%)		3 (11.11%)	7 (4.64%)
Totals	8		18		22		30		24		22		27	151

Overall Analysis - The data above includes Yr 0/ students with needs and new students arriving over mid Term 3 and Term 4

74.82% males are working at or above expected levels.

79.47% females are working at or above expected levels

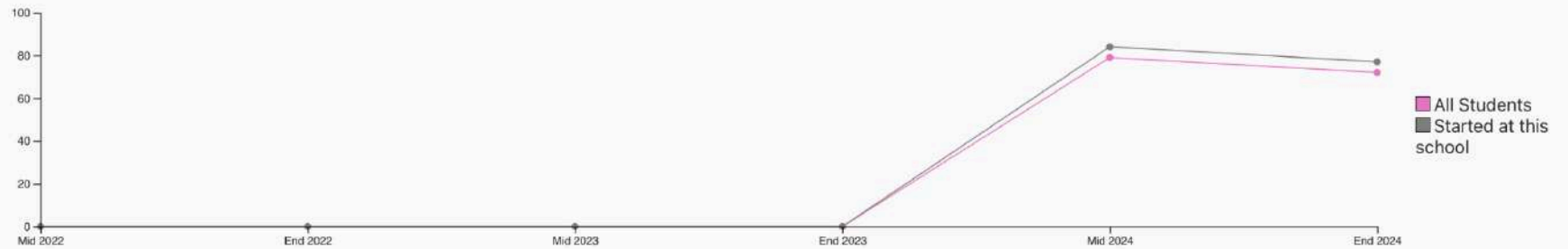
There has been a positive shift within our male students by 7% movement into working within expectation and our female cohort has maintained shift but there has been a decrease of 3% working within expectation.

Effort Patterns in Relation to Achievement

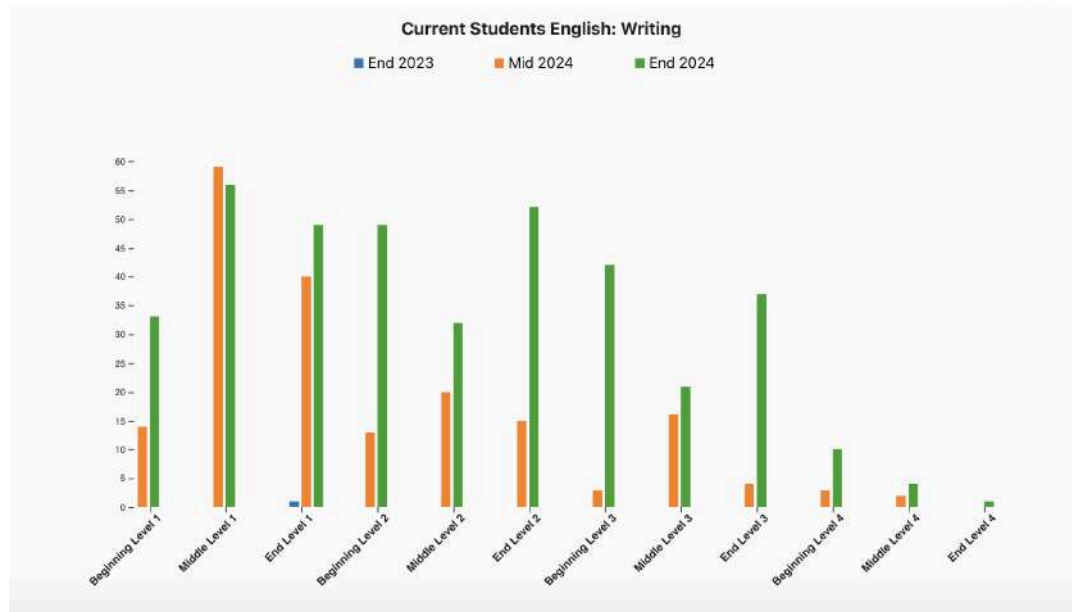


Needs Support	18-5.29%	75/29% of our students are applying consistent effort and beyond. There has been a shift of 2% of students making shifts in their effort development. Effort shift has seen an increase of 16% in consistent effort of 3% in beginning to apply effort in particular with boys. 70% of our students have maintained their effort application within their writing development in consistent and beyond expectation
Beginning to Apply	40-11.76%	
Consistent Independence	184-54.12%	
Beyond Expectation	71-20.88%	

Percentage of students Within or above



STUDENTS WHO ARE CURRENT - PROGRESS OVERVIEW - ENGLISH: WRITING (STUDENTS WHO STARTED AT THIS SCHOOL)



	2022	Mid 2023	End 2023	Mid 2024	End 2024
		0	0	1	0
		0	0	35	25
		0	0	132	143
		0	0	25	44
		0	0	6	7
t of 0	0 out of 0	0 out of 0	168 out of 199	168 out of 219	
			84%	77%	

Overall 77% 168 out of 219 of the students that started at WNS are working at and above year expectations.

There has been a 7% drop in our writing shift data from Mid to End of year

This is based on more rigorous benchmarking and moderation development in writing following mid year data collection. Consistency in development of making overall teacher judgements in surface features and deeper features is becoming more consistent with focus check points. 2025 will see a complete review again with e-asTTLE check points and structured writing.

The above graphs do show students starting at Windsor North School are tracking in a positive shift rate and making good progress within the curriculum levels.

Curriculum Insights NZ Testing and Progress Moderation Study

In 2024 our Year 3 and Year 6 students were part of the Curriculum Insights Testing for Writing

Year 3 WNS Data

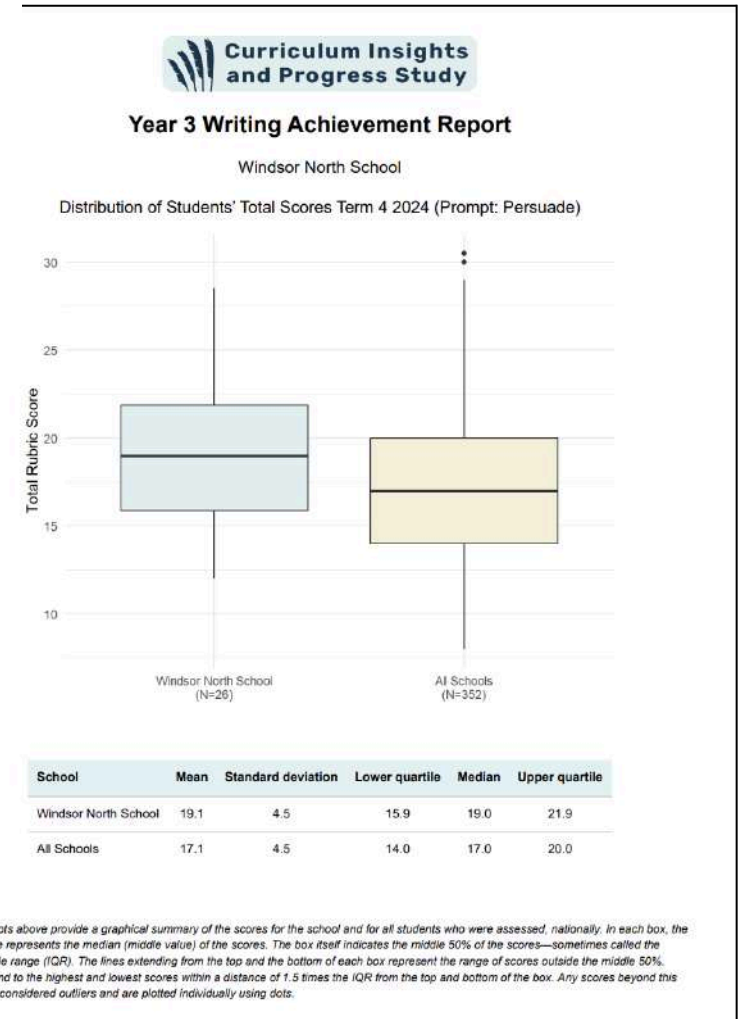
The writing assessments were scored using the e-asTTle rubric. In the reports, we provide the average rubric scores for each element, as well as an overall average score. These scores are presented for your school and for all schools in the national sample that responded to the same prompt.

Please note that the Curriculum Insights writing assessment differs from e-asTTle, as it was conducted online and used prompts specifically designed for national monitoring.

Achievement in Writing - Persuade

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Ideas	The relevance, quantity, quality, selection and elaboration of ideas for the topic	6	26	2.77	352	2.45
Organisation	The organisation of ideas into a coherent text	7	26	2.79	352	2.60
Punctuation	The accurate use of sentence punctuation markers and the range and accuracy of other punctuation to aid understanding of the text and to enhance meaning	7	26	3.08	352	2.46
Structure and language	The presence and development of structural and language features appropriate to the specified purpose	6	26	2.21	352	1.87
Spelling	The difficulty of words used and the accuracy of the spelling	6	26	3.12	352	2.88
Sentence structure	The quality, effectiveness and correctness of sentences	6	26	2.60	352	2.35
Vocabulary	The range, precision and effectiveness of word choices appropriate to the topic	6	26	2.58	352	2.47

Overall our Year 3 students are working above the other schools that were part of the study. Our schools' average was higher in all aspects of writing. We did have 1.9% of our students working in the lower quartile than other schools but we were between 1.90-2% above in the medial and upper quartiles.



Our Year 6 Data

Achievement in Writing - Narrate

Assessment	Descriptor	Max Score	Students	Avg Score	Students	Avg Score
Ideas	The relevance, quantity, quality, selection and elaboration of ideas for the topic	6	21	3.31	351	3.10
Organisation	The organisation of ideas into a coherent text	7	21	3.71	351	3.61
Punctuation	The accurate use of sentence punctuation markers and the range and accuracy of other punctuation to aid understanding of the text and to enhance meaning	7	21	3.48	351	3.34
Structure and language	The presence and development of structural and language features appropriate to the specified purpose	6	21	2.81	351	2.92
Spelling	The difficulty of words used and the accuracy of the spelling	6	21	3.57	351	3.49
Sentence structure	The quality, effectiveness and correctness of sentences	6	21	3.26	351	3.09
Vocabulary	The range, precision and effectiveness of word choices appropriate to the topic	6	21	3.29	351	3.19

The data for our Year 6 cohort shows in most areas of the writing curriculum our Year 6 students were performing above the average score.

The area that we need to review and develop further in our programme design in Structure and Language.

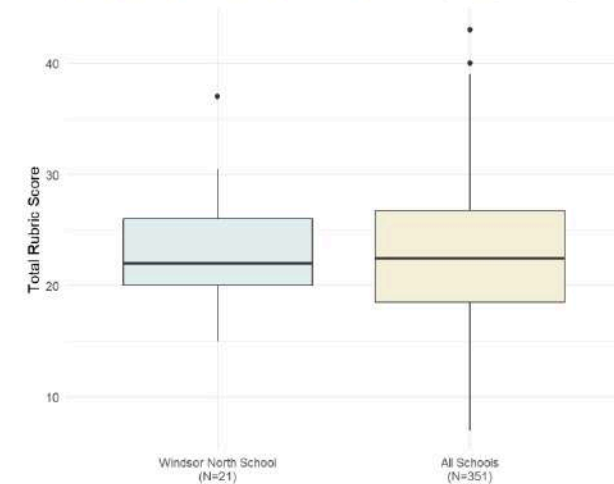
In our distribution of students we did have a 1.5% greater portion of students working in the lower quartile and were within .5 to .08 in median and upper quartile areas of the Year 6 distribution.



Year 6 Writing Achievement Report

Windsor North School

Distribution of Students' Total Scores Term 4 2024 (Prompt: Narrate)



School	Mean	Standard deviation	Lower quartile	Median	Upper quartile
Windsor North School	23.4	5.1	20.0	22.0	26.0
All Schools	22.7	6.3	18.5	22.5	26.8

The boxplots above provide a graphical summary of the scores for the school and for all students who were assessed, nationally. In each box, the central line represents the median (middle value) of the scores. The box itself indicates the middle 50% of the scores—sometimes called the interquartile range (IQR). The lines extending from the top and the bottom of each box represent the range of scores outside the middle 50%. They extend to the highest and lowest scores within a distance of 1.5 times the IQR from the top and bottom of the box. Any scores beyond this range are considered outliers and are plotted individually using dots.

Maori, Pasifika and Ethnicity

Our Maori students working very well and 80.39% are working at or above

Our Pasifika students 54.55% are working at or above

Our Asian students 70.17% are working at or above

72.63% of **Pākehā/ European** students are working within and above expectations.

Our MELLA (Middle Eastern, Latin American and African) students 46.67% are working within and beyond expectations. 15% have made shifts within their English understanding.

Māori students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond	1 (33.33%)				1 (11.11%)								1 (10.00%)	3 (5.88%)
Within	2 (66.67%)		7 (87.50%)		6 (66.67%)		4 (66.67%)		5 (83.33%)		6 (66.67%)		8 (80.00%)	38 (74.51%)
Towards			1 (12.50%)		2 (22.22%)		2 (33.33%)		1 (16.67%)		1 (11.11%)		1 (10.00%)	8 (15.69%)
With support towards											2 (22.22%)			2 (3.92%)
Totals	3		8		9		6		6		9		10	51

Pasifika students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond							1 (100.00%)							1 (11.11%)
Within	1 (100.00%)								1 (100.00%)		1 (50.00%)		1 (50.00%)	4 (44.44%)
Towards					2 (100.00%)						1 (50.00%)			3 (33.33%)
With support towards													1 (50.00%)	1 (11.11%)
Totals	1				2		1		1		2		2	9

Asian students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond													1 (10.00%)	1 (1.75%)
Beyond	1 (20.00%)				1 (11.11%)								5 (50.00%)	7 (12.28%)
Within	4 (80.00%)		5 (83.33%)		6 (66.67%)		9 (56.25%)		3 (37.50%)		2 (66.67%)		3 (30.00%)	32 (56.14%)
Towards			1 (16.67%)		2 (22.22%)		6 (37.50%)		3 (37.50%)		1 (33.33%)			13 (22.81%)
With support towards							1 (6.25%)		2 (25.00%)				1 (10.00%)	4 (7.02%)
Totals	5		6		9		16		8		3		10	57

MELAA students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond									1 (100.00%)					1 (6.67%)
Within	1 (100.00%)		3 (100.00%)		2 (100.00%)									6 (40.00%)
Towards							3 (60.00%)				1 (100.00%)			4 (26.67%)
With support towards									2 (40.00%)				2 (100.00%)	4 (26.67%)
Totals	1		3		2		5		1		1		2	15

European / Pākehā students

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well Beyond														0 (0.00%)
Beyond	1 (10.00%)		5 (25.00%)		3 (10.34%)		3 (9.38%)		1 (4.00%)		2 (6.67%)		8 (24.24%)	23 (12.85%)
Within	9 (90.00%)		10 (50.00%)		13 (44.83%)		23 (71.88%)		11 (44.00%)		22 (73.33%)		19 (57.58%)	107 (59.78%)
Towards			5 (25.00%)		13 (44.83%)		3 (9.38%)		9 (36.00%)		6 (20.00%)		3 (9.09%)	39 (21.79%)
With support towards							3 (9.38%)		4 (16.00%)				3 (9.09%)	10 (5.59%)
Totals	10		20		29		32		25		30		33	179

Next Steps:


Writing development has been a strength within the school where we have consistently over time continued and maintained 85%+ students working at and above year level expectation.

	Phase 1 (Years 0-3)	Phase 2 (Years 4-6)
<p>Strengths and Findings</p> <p>Why do we think this?</p> <p>What shifts have happened?</p>	<p>We are noting a change in our baseline data and that it is declining in:</p> <ul style="list-style-type: none"> • Oral Language development is also low with many students requiring support in this area and students not being able to talk about and share their experiences with confidence which is impacting on their content development on what to write about • Sound development is phonemes is requiring a lot more work and partnership with home practice to secure and support writing of sounds • Handwriting skills are needing a great focus - most children coming in are requiring pencil grip correction and how to sit properly for writing. Fine motor skills in TAHI / ICE key competency programme is required. • Engagement and reluctance to start writing with support • The implementation of phonics daily programme for the first 20 minutes of the day has really assisted with the shift in development • Using text and shared book has really assisted with engagement to develop ideas and sentences 	<ul style="list-style-type: none"> • Development of quick writes and more visuals and story starters have assisted reluctant writers • Phonics booster groups have support writers/ reader especially in the Year 4 area • Focus development and review of spelling programme - will link into focus for 2025 - of transference and use of words learnt into their writing • Recrafting making punchy sentences and editing is an area of focus. • Structure and Language development in our programme design <p>Better balance of coverage is now been seen consistently across the school</p>
<p>What needs to happen next?</p>	<ul style="list-style-type: none"> • Introduction of the structured literacy approach based on The Writing Revolution • Stronger explicit development in spelling using the Code Liz Kane and a sequence in the development of sounds and words • Using key guides on the New English framework • Use data points to monitor more the strand development within our programme - linking AsTTle and new curriculum with HERO positing and student assessment and monitoring/ agency • 	



Windsor North School
 Learning for Living - Ako Aronga
Striving to be our best!

How do we as a school give effect to Tiriti o Waitangi?

<p>Strategic Focus Goal</p>	<p>Our WHY? Building Positive Partnerships with Whanau so we can all Strive to be our very best.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 25%; border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0;"> <p>COLLABORATIVE CONNECTIONS</p> <p>Building positive partnerships with whanau and our local community</p> </div> <div style="width: 20%; border: 1px solid #ccc; padding: 5px; background-color: #e0e0e0;"> <p>3a Work with whanau, and local iwi to form a strong cultural responsiveness approach - honouring Te Tiriti o Waitangi</p> <p>3b Enhance engagement</p> </div> <div style="width: 25%; border: 1px solid #ccc; padding: 5px; background-color: #e0e0e0;"> <p>3a Development and implementation of a local curriculum plan linking values, local stories, history and Te Reo and Tikanga Maori.</p> <p>3b Enhancing communication and learning partnership with HERO development.</p> </div> <div style="width: 20%; border: 1px solid #ccc; padding: 5px; background-color: #e0e0e0;"> <p>Te Tiriti o Waitangi Inclusivity</p>  </div> </div> <p>Positive Partnerships include:</p> <ul style="list-style-type: none"> ● Continue to develop effective communication systems including the introduction of HERO in 2024 ● Whanau being involved in the school - sharing our learning sessions, sporting and cultural ● Developing effective processes for collecting whanau voice - Hui's, surveys, sharing sessions ● Connecting with local iwi ● Working collaboratively with schools in the North Invercargill area and local community organisations ● Supporting and growing our ākongā ● Supporting and growing our kaiako and tumuaki
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Annual Plan- Collaborative Connections

Our Activators	Initiatives	What will this look like?	Our Values
COLLABORATIVE CONNECTIONS Building positive partnerships with whānau and our local community	3a Work with whānau, and local iwi to form a strong cultural responsiveness approach- honouring Te Tiriti o Waitangi 3b Enhance engagement	3a development and implementation of a local curriculum plan linking values, local stories, history and Te Reo and Tikanga Maori 3b Enhancing communication and learning partnership with HERO development.	Te Tiriti o Waitangi Inclusivity

What do we expect to see by the end of the year?

- Working with Whānau and iwi to form a cultural implementation plan for our school linking local curriculum, our school values, local stories, history and Te Reo and Tikanga Maori and Te Tiriti o Waitangi.
- Enhancing communication and learning partnership with HERO development.

Annual Target/ Goal	Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
3a Work with whānau, and local iwi to form a strong cultural responsiveness approach- honouring Te Tiriti o Waitangi	<ul style="list-style-type: none"> Development of providing an environment where we give effect to Te Tiriti o Waitangi by developing scaffold steps and weaving our multicultural fabric within all we do Board and School working with local iwi to ensure we are using the correct stories, understanding and developing within the school the correct local tikanga Board development in ensuring all policies are being formed and consulted on and reflect Māori, mātauranga Māori Development of Kapa Haka within the school linking with whānau in forming ideas to develop school karakia, school Haka, school waiata as a school and with expertise Have at least 1 whānau hui's per term - Engage and collect voice understandings from all stakeholders Review te reo Maori programme Year 1-5 looking and seeking other school ideas for 2025 development. 	<ul style="list-style-type: none"> Board working in collaboration with the leadership team Kapa Haka Tutors/ school lead 	<ul style="list-style-type: none"> Whānau iwi Support and NZSTA training in planning and development. Look at Te Reo Development and ongoing support - 2024/2025 	Term 2- 4	With external supports and whānau, form a cohesive plan that reflects the diversity of our community. During 2024-continue whānau consultation, and form draft plan
3b Enhance engagement	<ul style="list-style-type: none"> Provide greater opportunity for connections- focus on our ESO1 families connecting within the school Look at buddy systems Share HERO developments through student / parent sessions regularly through newsletters and whānau hui's Development of the library project - connecting community association /using strengths within the community - student agency and 	<ul style="list-style-type: none"> Lead By Admin, Leadership and Teaching Staff Team, Teachers, Leadership Team and Board 	<ul style="list-style-type: none"> \$6000 for set up of HERO 2024. Support ongoing development and training \$1000 	<ul style="list-style-type: none"> Term 1 set up stage / parent App Term 2-3 developing the app/ Hero capabilities - focus on connecting with families/ newsletter and parent communication Term 2- Term 3 	Enhancing Communication - increase the percentage of parents/students being informed and connected, using the new HERO system.

Policies and Practices

Over 2024 we have been working on the development of weaving the 4 principles of the Tiriti o Waitangi into the fabric and STRIVE development of our school

Te Tiriti o Waitangi Principles

Together, these principles aim to support a balanced and respectful relationship between Māori and the Crown, grounded in the values of justice, fairness, and respect for Māori autonomy and cultural identity.

Developing the skills within our school so each student can STRIVE to be their best

Partnership:

To work together in good faith, respecting each other's rights and interests.

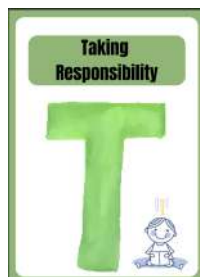


Learning effective communication skills that enable them to:

- Express their needs and wants
- Actively listen to others
- Attitudes and values - have a positive, responsible attitude on the part of students to:
 - Their own well-being;
 - Show respect, care, and have concern for other people and the environment
 - Have a sense of social justice.





Protection:


The Crown has a duty to protect Māori people, culture, language, and taonga (treasures). This includes safeguarding Māori rights, ensuring their well-being, and preserving their cultural heritage.



It is all our responsibility to:

- Develop and grow learners in the local stories of Murihiku
- Grow and use Te Reo and languages of our akonga
- Grow and use tikanga maori rituals and traditions within the school - karakia, waiata, haka, welcome, mihi etc

	<p>Participation: Participate in decision-making processes that affect them, particularly in matters related to land, resources, and cultural practices.</p>		<p>Gaining confidence in their abilities to make:</p> <ul style="list-style-type: none"> • Informed decisions that support their health, wellbeing and physical activities.
	<p>Protection: Includes safeguarding Māori rights, ensuring their well-being, and preserving their cultural heritage.</p>		<p>Hauora– a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others. This is developed through MITEY and the MANA model</p> <p>STRIVE & MITEY learning dis...</p> <p>We want all members of our Kura to be caring individuals who:</p> <ul style="list-style-type: none"> • demonstrates empathy and compassion towards others • are connected • are proud of their culture
	<p>Equity This principle acknowledges that everyone has a responsibility to address past wrongs, in order to restore justice and fairness.</p>		<p>The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.</p> <ul style="list-style-type: none"> • Valuing a diverse range of perspectives • Encouraging creative problem solving and innovative thinking.
	<p>Collaboration</p>		<p>Connecting by:</p> <ul style="list-style-type: none"> • Collaborative learning • Community projects • Learning alongside each other • Developing a learner agency • Building whole community development
<p>Professional Learning</p>	<p>Board - The board attended the NZSTA (online or face to face) Treaty Workshops. As a staff we have worked together collectively on our annual goals</p> <p>w Cultural Responsiveness WNS Strategic Focus group planning .docx</p> <p>Our goal is to increase visibility of Te Reo and Tikanga Maori in our school. This is being used more frequently across classrooms with Te Reo Maori week being a success. The new Cultural Leadership role has been so valuable working to support staff and students with new phrases and practising songs. We have found that this has provided an opportunity for students to step into leadership roles outside of their usual comfort zone, and there is less apprehension across the school.</p>		

<p>Learning/ Local Curriculum and linking to the NELPS <i>(national educational learning priorities)</i></p>	<p>DRAFT - Working in Progress Windsor North School NZ Histories / Social Science Framew...</p> <p>We held a Whanau Hui - DRAFT Whanau Hui- Term 3 2024 feedback goals will assist in the 2025 cultural responsiveness development within our school.</p> <p>Whānau Hui 2024 Community Feedback.pdf</p>										
<p>Te reo Māori and tikanga Māori</p>	<p>We have been fortunate to have 2 wonderful Kapa Haka teachers (members of our WNS Whanau) to support our students. With this they have brought a lot of knowledge and through kapa haka have grown skills in Te Reo development/ tikanga Maori. This year we performed at the Murihiku Polyfest with over 70 akonga performing.</p>										
<p>Iwi Connection</p>	<p>Invercargill Principals and Board Chairs are working together with our local iwi Murihuki. This will be an ongoing development over 2024-2025 in forming local stories to link to NZ History and development of growing cultural responsiveness. In November was the Launch of Te Pōhā Mātauraka.</p>										
<p>Next Steps</p>	<p>Whanau Connection Development process of our Whanau Hui's connecting community - whanau/ students and WNS staff and board working together.</p> <table border="1" data-bbox="312 891 1517 1279"> <tr> <td data-bbox="312 891 619 1003">Welcome Invite to our Hui</td> <td data-bbox="619 891 1517 1003">Meeting Mihi Whakatau - Kapa Haka welcome parents and whanau in</td> </tr> <tr> <td data-bbox="312 1003 619 1144">Welcome and Blessing</td> <td data-bbox="619 1003 1517 1144">Matt, Debbie and Lisa Have slides and photos of students making the connections with our strategic plan</td> </tr> <tr> <td data-bbox="312 1144 619 1211"></td> <td data-bbox="619 1144 1517 1211">Waitea kapa haka</td> </tr> <tr> <td data-bbox="312 1211 619 1279">Blessing of Kia</td> <td data-bbox="619 1211 1517 1279">Kia (Potluck Sharing) or BBQ</td> </tr> </table> <div data-bbox="312 1279 619 2018"> <p>Strategic Development and Our story - Shared by Debbie / Board Member</p> </div>  <table border="1" data-bbox="312 2018 1517 2190"> <tr> <td data-bbox="312 2018 619 2190">Gathering Reflective Voice Whanau/ Students/ around Kapa Development and our</td> <td data-bbox="619 2018 1517 2190">Windsor North School NZ Histories / Social Science Framework</td> </tr> </table>	Welcome Invite to our Hui	Meeting Mihi Whakatau - Kapa Haka welcome parents and whanau in	Welcome and Blessing	Matt, Debbie and Lisa Have slides and photos of students making the connections with our strategic plan		Waitea kapa haka	Blessing of Kia	Kia (Potluck Sharing) or BBQ	Gathering Reflective Voice Whanau/ Students/ around Kapa Development and our	Windsor North School NZ Histories / Social Science Framework
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goal



Whole School Year 0-6	
Leading Understand Our Beliefs	At Windsor North School we would like to provide cultural mentorships to all our stakeholders <ul style="list-style-type: none"> • We want to model the Tiriti o Waitangi principles in bicultural - partnership, participation and 'where all akonga are shown Mana and Respect • Support and guide the use of te reo maori with integrity and authenticity • Demonstrate the application and integration of Kaupapa Māori approaches and practices with the development of specific Māori Culture practices within our school network. • Have a desire to continue to evolve and develop bicultural and multicultural practices and systems within our schools - ensuring we have an awareness of one's own cultural identity, cultural practices, values, and beliefs. • Develop and continue to grow a learning environment for all as part of our STRIVE School 'Values Including and Valuing ALL'
Whānau/ Hapū and Iwi Collaborative Connections	Brainstorming - Looking at developing A school... <ul style="list-style-type: none"> • Waiata including all cultures • Karaka • Haka • Stories of our school and our place all our cultures • Language • Environmental names - Blocks (Pikopiko, Koru, Kauri and Kowhai) - School values

Form 3 questions - form in houses

1	Aspirations for Kapa Haka - Dreams and Wishes
2	Aspirations for the school in developing cultural partnerships ideas
3	Further Considerations

Sharing

Conclusion

Waitea/ Karakia



Windsor North School

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

The following questions address key aspects of compliance with a good employer policy:
Below is the Good Employer Policy/ Procedure

GOOD EMPLOYER

OVERVIEW

To ensure that Windsor North School is a good employer, the school follows the terms set out in Section 77A of the State Sector Act 1988.

PROCEDURE

1. The Board will take all reasonable steps to ensure that good and safe working conditions exist by maintaining a Hazard Management Register and following the appropriate Employment Agreements.
 2. The Board will respond to all reasonable and achievable requests made by employees.
 3. The Board recognizes the needs of ethnic and minority groups, and persons with disabilities and will respond to all reasonable and achievable requests made by employees.
 4. Each year the Board will make budget provision to support training and development programmes intended to enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.
 5. The Board will take all other reasonable steps to ensure that it is a good and fair employer by responding to issues and concerns raised by employees.
 6. The Board will demonstrate a commitment to the Treaty of Waitangi.
 7. The Board has in place the following to ensure good and safe working conditions and fair and proper treatment of all employees.:
- Personnel Policy
 - Equal Opportunities Policy
 - EEO Policy

Reporting on the principles of being a Good Employer

<p>How have you met your obligations to provide good and safe working conditions?</p>	<p>As a school we are very supportive to our staff, and value their wellbeing, and social and emotional care.</p> <ul style="list-style-type: none"> ○ This has been displayed by responding positively to leave requests from staff to support families and themselves with events, special requests and in ensuring we seek cover to support them while away ○ We have maintained CRT release requirements and where we can have provided additional release.. ○ We value professional learning and over 2024 we allowed time for teams to embed mathematics development, and working in collaborative teams to unpack further and look at programme enhancement to support our learners across the school in: <ul style="list-style-type: none"> ■ Cultural Responsiveness ■ PB4L, Mitey and STRIVE ■ Playbase - Key Competency development <p>From Term 4 we commenced the training in structured literacy development as a whole school. This will continue over 2025-2026.</p> ○ The school focuses on support systems within classes and funds learning assistants to work alongside teaching staff to support learners with needs in learning and behaviour. Learning assistants are supported with training and weekly meeting support. ○ Team Leaders are provided with an additional full days release to support team development ○ Leadership members attended respective professional development courses in their key roles included SENCO support, PB4L and Mitey development, Technology, and Sports. ○ Debbie D our Principal took sabbatical leave during Term 3/4 and Jan F acted as Principal and Matt M as Deputy Principal. Additional release and support was put in place over this time. ○ We have engaged in Mitey and have a Wellbeing staff committee to support and review wellbeing development for staff within our school. Over 2023 we formed collectively as a staff the following staff wellbeing policy Staff Mental Health and Wellbeing Policy REVIEWED Jun 23
<p>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</p>	<p>Everything we do reflects equal opportunities and development- we work hard to be culturally inclusive and supportive.</p> <p>We seek feedback on school developments and share information with staff around school developments and thinking.</p> <p>We ask each member of staff to provide feedback at the end of Term 3 on where they would like to grow, develop and work in based on our school allocations for the following year.</p> <p>We have an emphasis on streamlining systems and team work and growing people and leadership.</p>

<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>D3.1 Appointment Policy REVIEWED Mar19</p> <p>Our appointment process is transparent internally and externally. Please see the appointment policy we follow.</p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p>This is an area of continued development for our school and board. Over 2024 we have gained support and attended professional workshop sessions, we are working alongside whanau and tamaraki in enhancing our school further.</p> <p>At the beginning of Term 3 we entered into Maori Achievement Collaborative and also worked with local iwi. IN 2025 our aim mid year is to register in the new learning programme with Murihiku Maori.</p> <p>We respect Te Tiriti of Waitangi and have been developing tikanga principles in all we do. Commencing with a karakia or whakatauki, introductions with a mihi, welcoming staff and students to the school with a mihi whakatauki.</p> <p>Under our Strategic Focus - Collaborative Connections - this area is one that we would like to continue to learn and develop within our school.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We value staff feedback and reflection and through each staff member's professional growth cycle, they set individual goals and areas they would like to grow are explored within the year. This can include study, online courses, opportunities to visit other schools, develop a new area, lead an area etc. A member of the leadership team works with each member to form a plan ahead.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Our school aspires to provide equal opportunity for all. We really value all our staff and what they bring to our school. We aspire to develop an environment emotionally, socially and environmentally that respects all our workers within our school. Our staff is female heavy, and we are mindful of the importance to ensure our male staff feel valued and have their requirements met.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>We support staff who have disabilities or health needs by ensuring they can meet their medical appointments. Work with each member so we understand and recognise the needs and if required look to adapt environments and operational expectations i.e. duty.</p>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<p>Do you operate an EEO programme/policy? This policy is on the school Policy and Procedures Internal Sites</p> <p>EQUAL EMPLOYMENT OPPORTUNITIES</p> <p>OVERVIEW</p> <p>Windsor North School, in accordance with the requirements under the State Sector Amendment Act 1989, supports the development and implementation of an Equal Employment Opportunities programme.</p> <ol style="list-style-type: none"> 1. An EEO officer (who shall be a staff member), the Principal and Chairperson are responsible for ensuring the EEO procedures are adhered to and may be contacted about EEO matters in the school. 2. A confidential (to the Principal) employee database will be built up to identify the employment pattern of men and women, Maori, other ethnic groups and persons with disabilities. 3. All personnel policies and practices are developed and reviewed to ensure they adhere to EEO principles. Areas to be considered are: <ul style="list-style-type: none"> o recruitment and selection o promotion and professional learning o conditions of service 4. Board of Trustee members and Management Team members will be made aware of EEO procedures prior to interview procedures for employment. 	<input checked="" type="checkbox"/>	
<p>Has this policy or programme been made available to staff?</p> <p>D3 Personnel Policy REVIEWED Jun22</p> <p>The policies and procedures are available to all staff on our Google Internal Sites system</p> <p>https://sites.google.com/windsornorth.school.nz/wns-policies-and-procedures/home/operational-policies/personnel-policy/personnel</p>	<input checked="" type="checkbox"/>	
<p>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</p> <p>Yes - this is an area of review and being woven in with the Mitey and Wellbeing development work we are doing as a staff</p>	<input checked="" type="checkbox"/>	
<p>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</p> <p>Our leadership team supports the development of work alongside the Principal. Our Deputy Principal is our EEO officer.</p>	<input checked="" type="checkbox"/>	
<p>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</p> <p>Yes we report aspects of the policy within confidential minutes within</p>	<input checked="" type="checkbox"/>	
<p>Does your EEO programme/policy set priorities and objectives?</p> <p>Under our Strategic Goal of 'Leaderful Learning' a key priority has been around the development of wellbeing. This will be a focus for our school over the next 2 years in forming and embedding the Mitey programme / Mana Model across our school and continued support for our staff.</p>	<input checked="" type="checkbox"/>	

WINDSOR NORTH SCHOOL

APPOINTMENTS POLICY



Reviewed: March 2024 **Next review:** Triennially

OUTCOME STATEMENT

The best applicants are appointed through a fair, rigorous appointments process.

SCOPING

To assist in the appointment of quality staff to any vacancy that may arise, appointment committees with expertise relevant to the vacancy will be selected to carry out the appropriate appointment procedures. In accordance with the regulatory requirements for safety checking under the Children's Act 2014, we demonstrate our commitment to the safety of children by adopting appropriate safety checking practices when employing school staff, whether core workers, volunteers or other. This policy is used in conjunction with Windsor North School procedures on safety checking, Police vetting and screening.

DELEGATIONS

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

EXPECTATIONS AND LIMITATIONS

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the board chair and at the discretion of the principal another teaching staff member, and at the discretion of the board, a further trustee
- unless determined otherwise by the board, appointment of all other teachers, part-time teachers, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the board
- procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff.
- In the case of Community of Learning | Kāhui Ako membership:
- Staff seeking the Communities of Learning | Kāhui Ako leadership role or the teacher across schools role must seek and receive consent from their employing board before applying for the role.

PROCEDURES/SUPPORTING DOCUMENTATION

Police vetting procedure

[Safety checklist](#)

[Appointment Templates](#) – application form, shortlisting matrix, interview matrix, reference checking matrix etc.

MONITORING

As per term checklist in Principal report

LEGISLATIVE COMPLIANCE

Collective employment agreements

Employment Relations Act 2000

Children's Act 2014

This Policy is for review over 2024.

Procedures of appointment during 2024

Internal appointments - based on needs of the school

All staff completed a Staff Preference form for 2024 based on the staffing ratio set

Appointments granted in Committee at the October and November Meeting

Moved 2 job share situations

Moved reduction of hours for 2 staff

CRT allocation and consultation made with staff

Unit allocation

Board Funded Leadership release

New MOE funding Reading Recovery,

Focus was to maintain current staff within the organisation and allocation or permanent part time roles to the staffing above.



Windsor North School

Kiwisport Report 2024

Kiwisport is a Government funded initiative to support students' participation in organised sport. During 2024, the school received \$4,869.56 (excluding GST) which was used to assist the funding of:

1. Sports tournament costs:

- Jump Jam
- Athletics
- Orienteering
- Golf

2. Subsidies for students:

- Camp
- Travel to Cross Country

3. Sports equipment:

- Hurdles
- Balls
- Netball Bibs
- Badges
- Whistles
- Basketball Backboards

4. Other

- Swimming
- Colour Run Powder
- Thank you gifts for parent coaches and managers