

CASHMERE AVENUE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



**Cashmere
Avenue School**

Marae Roa o Khandallah

Principal:	Adelle Jensen
Ministry Number:	2821
School Address:	110 Cashmere Avenue, Khandallah, Wellington 6035
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Accounting Provider:	Accounting for Schools Limited

CASHMERE AVENUE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Cashmere Avenue School

Statement of Responsibility

For the year ended 31 December 2023

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

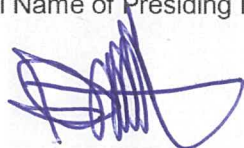
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Richard Barrett

Full Name of Presiding Member



Signature of Presiding Member

31/5/24

Date:

Adelle Jensen

Full Name of Principal



Signature of Principal

31/5/2024.

Date:

Cashmere Avenue School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	2,871,845	2,677,989	2,868,440
Locally Raised Funds	3	239,543	186,258	181,375
Interest		17,271	3,000	5,796
Total Revenue		3,128,659	2,867,247	3,055,611
Expenses				
Locally Raised Funds	3	57,965	63,509	53,792
Learning Resources	4	2,122,527	1,967,876	2,054,888
Administration	5	239,804	225,958	246,927
Interest		1,508	1,000	3,458
Property	6	747,449	661,000	682,482
Loss on Disposal of Property, Plant and Equipment		174	-	-
		3,169,427	2,919,343	3,041,547
Net Surplus / (Deficit) for the year		(40,768)	(52,096)	14,064
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(40,768)	(52,096)	14,064

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

Cashmere Avenue School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		610,491	578,022	585,774
Total comprehensive revenue and expense for the year		(40,768)	(52,096)	14,064
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		17,684	-	10,653
Equity at 31 December		587,407	525,926	610,491
Accumulated comprehensive revenue and expense		587,407	525,926	610,491
Equity at 31 December		587,407	525,926	610,491

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.

Cashmere Avenue School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	286,436	260,626	379,943
Accounts Receivable	8	137,489	4,000	175,088
GST Receivable		20,976	5,000	22,616
Prepayments		13,335	2,800	2,149
Inventories	9	-	2,500	-
Investments	10	111,449	100,000	164,896
Funds Receivable for Capital Works Projects	17	15,436	-	9,960
		585,121	374,926	754,652
Current Liabilities				
Accounts Payable	12	199,763	64,000	165,738
Borrowings	13	6,335	-	-
Revenue Received in Advance	14	14,625	9,000	10,902
Provision for Cyclical Maintenance	15	73,685	45,000	20,167
Finance Lease Liability	16	13,069	7,000	11,026
Funds held for Capital Works Projects	17	1,370	-	266,095
		308,847	125,000	473,928
Working Capital Surplus/(Deficit)		276,274	249,926	280,724
Non-current Assets				
Property, Plant and Equipment	11	399,376	360,000	400,727
		399,376	360,000	400,727
Non-current Liabilities				
Borrowings	13	25,340	-	-
Provision for Cyclical Maintenance	15	49,649	59,000	52,126
Finance Lease Liability	16	13,254	25,000	18,834
		88,243	84,000	70,960
Net Assets		587,407	525,926	610,491
Equity		587,407	525,926	610,491

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

Cashmere Avenue School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		584,013	606,191	678,499
Locally Raised Funds		272,091	194,258	149,977
Goods and Services Tax (net)		1,636	-	(13,431)
Payments to Employees		(429,526)	(363,216)	(458,310)
Payments to Suppliers		(293,566)	(306,234)	(349,464)
Interest Paid		(1,508)	(1,000)	(3,458)
Interest Received		17,271	3,000	5,632
Net cash from/(to) Operating Activities		150,411	132,999	9,445
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		694	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(62,623)	(15,915)	(24,859)
Purchase of Investments		-	35,000	(2,636)
Proceeds from Sale of Investments		53,447	-	-
Net cash from/(to) Investing Activities		(8,482)	19,085	(27,495)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,684	-	10,653
Finance Lease Payments		(14,596)	7,000	(13,752)
Loans Received		31,675	-	-
Funds Administered on Behalf of Third Parties		(270,199)	-	255,111
Net cash from/(to) Financing Activities		(235,436)	7,000	252,012
Net increase/(decrease) in cash and cash equivalents		(93,507)	159,084	233,962
Cash and cash equivalents at the beginning of the year	7	379,943	101,542	145,981
Cash and cash equivalents at the end of the year	7	286,436	260,626	379,943

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.

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

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 15.

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 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

c) 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.

d) 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.

e) 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.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools 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.

g) Inventories

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

h) 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.

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

i) 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	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

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.

k) 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.

l) 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, to 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.

m) Revenue Received in Advance

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

n) 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 Revenue and Expense.

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

o) Funds held for Capital works

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School 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 Revenue and Expense.

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

Cashmere Avenue School

Notes to the Financial Statements

For the year ended 31 December 2023

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

q) Provision for Cyclical Maintenance

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

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

The schools 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.

r) Financial Instruments

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

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

s) 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.

t) Budget Figures

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

u) 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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	583,226	526,989	678,499
Teachers' Salaries Grants	1,749,210	1,641,000	1,637,380
Use of Land and Buildings Grants	538,622	510,000	552,561
Other Government Grants	787	-	-
	<u>2,871,845</u>	<u>2,677,989</u>	<u>2,868,440</u>

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	88,199	70,000	67,304
Fees for Extra Curricular Activities	79,084	65,300	61,875
Trading	15,340	14,958	13,314
Fundraising & Community Grants	54,883	36,000	36,000
Other Revenue	2,037	-	2,882
	<u>239,543</u>	<u>186,258</u>	<u>181,375</u>
Expenses			
Extra Curricular Activities Costs	56,770	60,509	51,792
Trading	1,195	3,000	1,998
	<u>57,965</u>	<u>63,509</u>	<u>53,790</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>181,578</u>	<u>122,749</u>	<u>127,585</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	10,897	12,600	23,487
Information and Communication Technology	17,951	18,250	17,896
Library Resources	424	800	535
Employee Benefits - Salaries	2,001,223	1,843,033	1,913,258
Staff Development	15,867	23,000	23,903
Depreciation	76,165	70,193	75,809
	<u>2,122,527</u>	<u>1,967,876</u>	<u>2,054,888</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	7,434	7,435	7,217
Board Fees	990	4,050	3,755
Board Expenses	2,386	8,000	7,697
Communication	3,031	5,200	4,909
Consumables	11,783	10,750	8,065
Other	15,852	11,600	15,894
Employee Benefits - Salaries	178,652	161,183	182,370
Insurance	11,588	8,500	9,266
Service Providers, Contractors and Consultancy	8,088	9,240	7,754
	239,804	225,958	246,927

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,124	6,500	7,104
Consultancy and Contract Services	95,910	83,000	82,910
Cyclical Maintenance Provision	51,041	18,000	(19,753)
Grounds	2,531	7,000	13,251
Heat, Light and Water	21,314	19,000	17,867
Rates	2,090	2,000	1,944
Repairs and Maintenance	25,161	13,000	24,014
Use of Land and Buildings	538,622	510,000	552,561
Security	3,656	2,500	2,584
	747,449	661,000	682,482

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash on Hand	150	150	150
ASB CAS BoT	270,490	235,476	357,460
ASB 59 - Savings on Call	15,796	25,000	22,333
Cash and cash equivalents for Statement of Cash Flows	286,436	260,626	379,943

Of the \$286,436 Cash and Cash Equivalents, \$1,370 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	5,005	4,000	34,124
Receivables from the Ministry of Education	-	-	-
Interest Receivable	1,118	-	824
Teacher Salaries Grant Receivable	131,366	-	140,140
	<u>137,489</u>	<u>4,000</u>	<u>175,088</u>
Receivables from Exchange Transactions	6,123	4,000	34,948
Receivables from Non-Exchange Transactions	131,366	-	140,140
	<u>137,489</u>	<u>4,000</u>	<u>175,088</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	-	2,500	-
	<u>-</u>	<u>2,500</u>	<u>-</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	111,449	100,000	164,896
	<u>111,449</u>	<u>100,000</u>	<u>164,896</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Building Improvements	92,018	31,674	-	-	(2,859)	120,833
Furniture and Equipment	111,771	18,891	(174)	-	(29,404)	101,085
Grounds Development	106,860	-	-	-	(9,820)	97,039
Information Technology	40,404	11,843	-	-	(17,900)	34,347
Leased Assets	25,473	11,058	-	-	(13,012)	23,519
Library Resources	24,201	1,521	-	-	(3,170)	22,552
Balance at 31 December 2023	<u>400,727</u>	<u>74,986</u>	<u>(174)</u>	<u>-</u>	<u>(76,165)</u>	<u>399,374</u>

The net carrying value of equipment held under a finance lease is \$23,516 (2022: \$25,473)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

11. Property, Plant and Equipment (cont)

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	143,407	(22,573)	120,834	111,732	(19,714)	92,018
Furniture and Equipment	486,493	(385,407)	101,086	468,469	(356,697)	111,772
Grounds Development	221,215	(124,176)	97,039	221,215	(114,356)	106,859
Information Technology	201,345	(166,998)	34,347	189,502	(149,098)	40,404
Leased Assets	93,806	(70,287)	23,517	82,747	(57,274)	25,473
Library Resources	98,930	(76,377)	22,553	97,410	(73,209)	24,201
Balance at 31 December	1,245,196	(845,818)	399,376	1,171,075	(770,348)	400,727

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	56,368	60,000	13,643
Accruals	6,153	-	7,217
Employee Entitlements - Salaries	132,168	4,000	140,140
Employee Entitlements - Leave Accrual	5,075	-	4,737
	199,764	64,000	165,737
Payables for Exchange Transactions	199,764	64,000	165,737
	199,764	64,000	165,737

The carrying value of payables approximates their fair value.

13. Borrowings

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Loans due in one year	6,335	-	-
Loans due after one year	25,340	-	-
	31,675	-	-

The school has borrowings at 31 December 2023 of \$31,675. This loan is from the Energy Efficiency and Conservation Authority (EECA) for LED Lighting. The loan is unsecured and interest free with quarterly repayments in equal instalments of \$1,584.

14. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	14,625	9,000	10,902
	14,625	9,000	10,902

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	72,293	72,293	92,046
Increase to the Provision During the Year	57,639	18,000	(13,155)
Use of the Provision During the Year	(6,598)	13,707	(6,598)
Other Adjustments	-	-	-
Provision at the End of the Year	123,334	104,000	72,293
Cyclical Maintenance - Current	73,685	45,000	20,167
Cyclical Maintenance - Non current	49,649	59,000	52,126
	123,334	104,000	72,293

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

16. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	13,069	7,500	13,730
Later than One Year and no Later than Five Years	14,807	7,500	21,002
Later than Five Years	-	-	-
Future Finance Charges	(1,552)	-	(4,872)
	26,324	15,000	29,860
Represented by			
Finance lease liability - Current	13,069	7,500	11,026
Finance lease liability - Non current	13,254	7,500	18,834
	26,323	15,000	29,860

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.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Block 2 Upgrade	265,396	282,925	(561,607)	-	(13,286)
Temporary Slip Fencing	699	18,400	(19,099)	-	-
Weathertightness	(9,960)	11,330	-	-	1,370
Upgrade Fire Alarm System	-	-	(2,150)	-	(2,150)
Totals	256,135	312,655	(582,856)	-	(14,066)

Represented by:

Funds Held on Behalf of the Ministry of Education	1,370
Funds Receivable from the Ministry of Education	(15,436)
	(14,066)

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Block 2 Upgrade	7,038	404,410	(146,052)	-	265,396
Temporary Slip Fencing	(6,015)	16,054	(9,340)	-	699
Weathertightness	-	-	(9,960)	-	(9,960)
Totals	1,023	420,464	(165,352)	-	256,135

Represented by:

Funds Held on Behalf of the Ministry of Education	266,095
Funds Receivable from the Ministry of Education	(9,960)

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 Principals and Heads of Departments.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	990	3,755
<i>Leadership Team</i>		
Remuneration	698,972	465,501
Full-time equivalent members	6	4
Total key management personnel remuneration	699,962	469,256

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

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	4 - 5	1 - 2
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	4	3
110 - 120	1	1
	5	4

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

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$504,120 (2022: \$476,513) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Block 2 - Windows & Create Outdoor Learning Area	759,431	742,804	16,627
Temporary Slip Fencing	45,870	34,454	11,416
Weathertightness Project	283,687	9,960	273,727
Upgrade fire Alarm System	204,500	2,150	202,350
Total	1,293,488	789,368	504,120

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	286,436	260,626	379,943
Receivables	137,489	4,000	175,088
Investments - Term Deposits	111,449	100,000	164,896
Total Financial assets measured at amortised cost	535,374	364,626	719,927

Financial liabilities measured at amortised cost

Payables	199,764	64,000	165,737
Borrowings - Loans	31,675	-	-
Finance Leases	26,323	32,000	29,860
Total Financial Liabilities Measured at Amortised Cost	257,762	96,000	195,597

23. Events After Balance Date

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

24. Comparatives

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

CASHMERE AVENUE SCHOOL

Members of the Board

For the year ended 31 December 2023

Name	Position	How position on Board gained	Occupation	Term Expires
David Miller	Presiding Member	Elected 2016, re-elected 2019, re-elected September 2022	Management Consultant	September 2025
Adelle Jensen	Principal	Appointed January 2023	Principal	
Richard Barrett	Deputy Chairperson	Elected December 2020, re-elected December 2023	Manager	December 2026
Simon Hoar	Parent Rep - Finance Rep	Elected December 2020	Manager	December 2023
Abigail Johnston	Parent Rep	Elected December 2020, re-elected December 2023	Research Manager	December 2026
Krish Amirthalingam	Parent Rep	Elected September 2022	Business Analyst	September 2025
Emma Bonner	Parent Rep	Elected September 2022	Homemaker	September 2025
Tricia Will	Staff	Re-selected September 2022	Teacher	September 2025
Lily Yin	Parent Rep	Elected December 2023	Director of Finance & Operations	December 2026

CASHMERE AVENUE SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2023

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2023, the School received \$4,644 (2022: \$4,435) in Kiwisport funding as part of the Operational Grant.

The funding was spent on extra PE equipment and supporting outside school hours participation in miniball, touch rugby, winter netball, junior summer netball and the Kiwi Tryathlon. Teams were supplied with uniforms and equipment. A member of the teaching staff acted as liaison between the parent coaches and managers and the school. School facilities were made available to these sports teams to practice.

The Board contracted Easyswim to run a Kiwi Sport supported swimming and water safety programme for all the children.

Statement of Compliance with Employment Policy

For the year ended 31 December 2023 the Cashmere Avenue School Board:

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

Independent auditor's report

To the readers of the financial statements of Cashmere Avenue School for the year ended 31 December 2023

The Auditor-General is the auditor of Cashmere Avenue School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, which comprise the statement of financial position as at 31 December 2023, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023, and
 - its financial performance and its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 31 May 2024. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 21, and pages 25 to 57 but does not include the financial statements, and our auditor's report thereon.

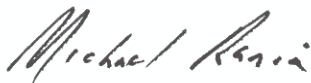
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand



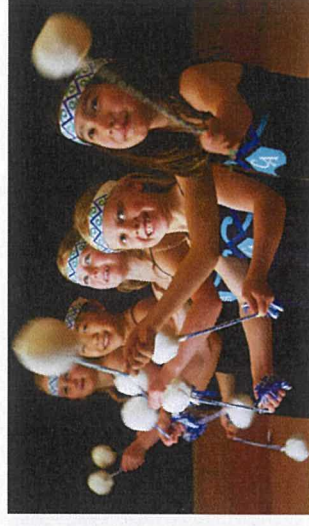
Cashmere Avenue School

Marae Roa o Khandallah



Analysis of Variance: Strategic Goals and Student Achievement

2023

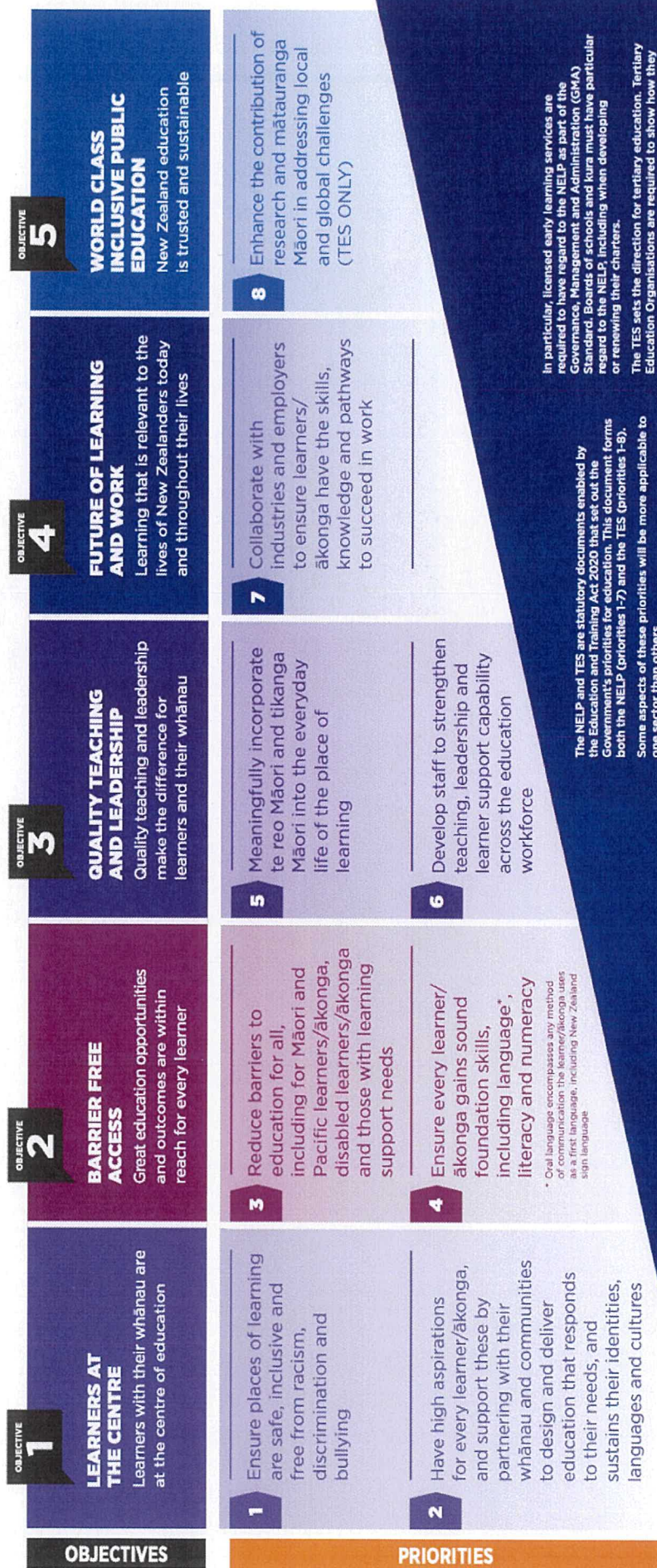


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The Statement of National Education and Learning Priorities

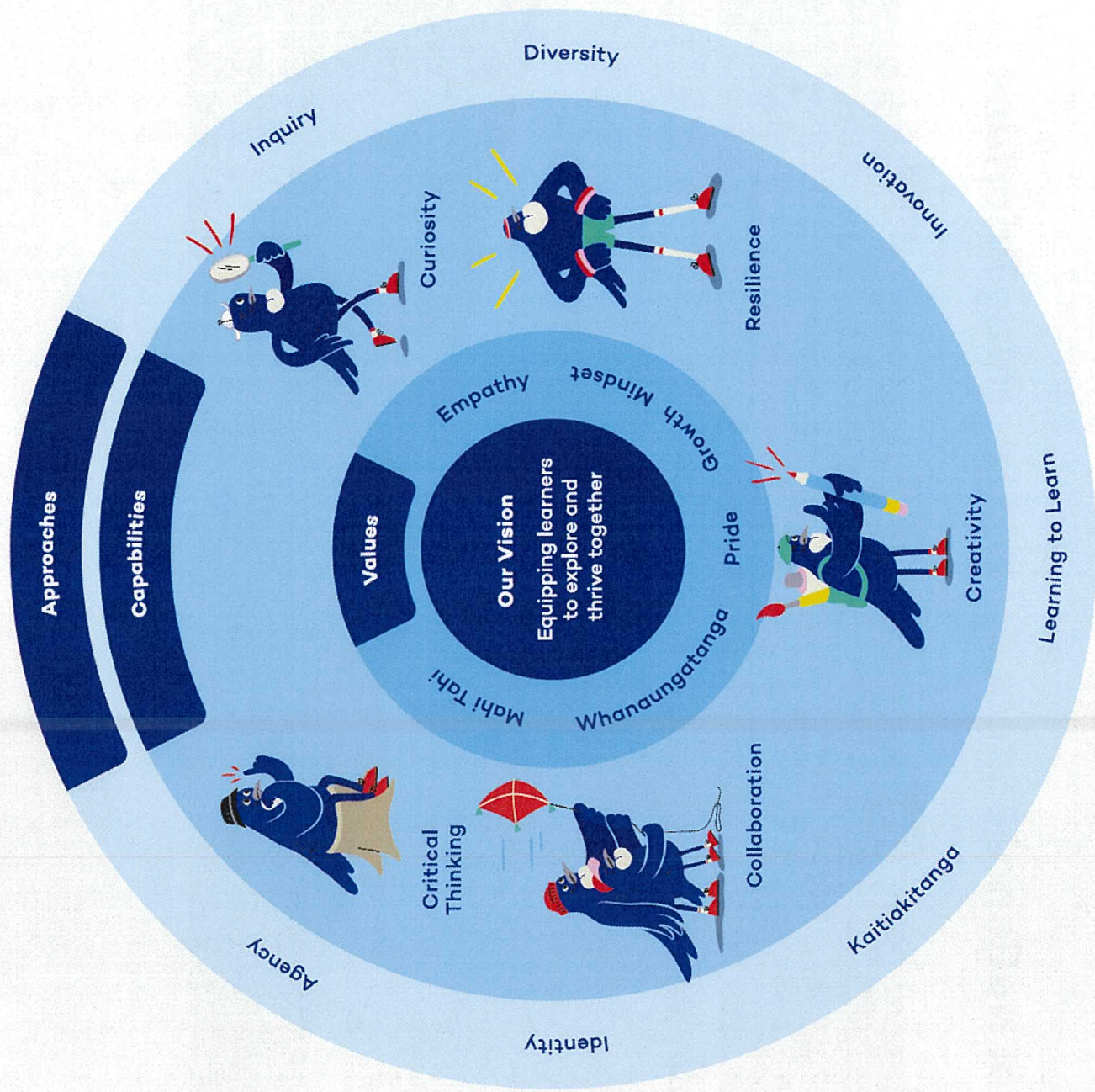




**Cashmere
Avenue School**

Marae Road o Khandallah

Our way of learning



Analysis of Variance of Annual Implementation Plan 2023

Relationships Strategic Goal: Through <i>mahi tahi</i> we will build <i>whanaungatanga</i> by valuing diversity, empathy and collaboration Kāhui Ako Achievement Challenge: Strong, secure cultural identities and sense of belonging; Equitable outcomes for all				
Specific Strategic Actions for 2023	What did we Achieve:	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
	Achieved Progressed in 2023, to be continued in 2024 Not able to be progressed due to unforeseen circumstances or changes in priorities	<i>This is the sources of information the board used to determine those outcomes.</i>	<i>Think about both where you have exceeded your targets or not yet met them.</i>	<i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Reconnecting – whakawhanaungatanga Connect with community groups: Home and School; CAS Fair team; Whānau Group - and invite new members; New Entrant parents; camp helpers, etc. Understand: goals of groups, roles of participants, what does connection and collaboration look like for each group. Establish powerful 1:1 connections for learning between teachers and whānau early in Term 1; focused on getting to know tamariki and how we work together to support learning goals.	<ul style="list-style-type: none"> Whānau are seen to be connected e.g. on the school site before / after school, offer to be present as classroom support. Whānau know each other. Staff and whānau report on the positive school culture and how they feel a sense of partnership with the school. 	<ul style="list-style-type: none"> We have seen an increase in parents on site, and are usually inundated with offers of help for school events and experiences. Our key groups (Home and School, Fair committee, Board and Rōpū Whānau report feeling positive about the relationships and collaboration opportunities Positive staff wellbeing results, staff feel like they belong, have autonomy, and positive relationships. Staff anecdotally report they feel like the school feels positive and 'buzzy' 	We knew we wanted to increase parent engagement back in our school in a post- covid world. For some of our families they had missed the connections, for some of our new families, we needed to provide opportunities that they weren't used to	Build on the strength of the reconnection to build powerful partnerships for learning between our school staff and our parents/whānau/families Focus on building partnerships with our diverse community groups, making sure all ākonga and their whānau feel like they belong and that their culture is valued Continue to ensure our Home and School, Board and Rōpū Whānau are valued stakeholder groups, with a shared purpose- our ākonga/students and our kura/school

<p>With key support from the Home and School Association, create opportunities for the community and staff to be together throughout the year. Utilise feedback from community (one to one talks, surveys, feedback, etc) to understand how to support families to connect with the school, and with each other. Develop an annual schedule of community engagement that lists the involvement from key groups: children, teachers, support staff, SLT, Whānau Group, BoT, Home and School Association, CAS Fair Team, etc.</p>				<p>Continue to build powerful partnerships for learning between our school staff and our parents/whānau/families</p>
<p>School Leadership</p> <ul style="list-style-type: none"> Associate Principals (APs) coached by leadership consultant Mark Sweeney, twice per term. APs continue with coaching from Principal to have support with incidental 'What's On Top' areas. APs explore feedback from their teams in November 2022 to create a leadership plan (e.g. 'Indicators of Success') that includes leadership goals and strategies for 2023. Goals and progress are shared with Principal. New SLT team: develop new norms and expectations of each other. Continue to 	<ul style="list-style-type: none"> APs are supported and equipped to grow the people they directly lead APs can report accurately on the growth of their teachers APs are equipped to progress the school's Strategic Goals and Achievement Targets. AP wellbeing is energised 	<p>New members in 2023; Leadership team developed strong and supportive team culture and participated fully in leadership coaching and collective purpose.</p> <p>Leaders show a strong understanding of their teaching teams and the areas of growth and further development areas. Leaders are visible in classes, and have developed strong, supportive relationships with their teams.</p> <p>Strategic Goals and Achievement Targets were revisited several times throughout the year, and APs were able to evaluate progress and next steps to</p>		<p>Leadership team will need to re-establish expectations, norms and team culture with more changes to the leadership and team structure in 2024</p> <p>In 2024 we will need to consider how our new leadership team will be equipped to progress our strategic direction.</p>

<p>surface, explore and challenge our educational beliefs as an SLT and how these are aligned to the school's vision. SLT Team reflect on the Face of Leadership – is it still pertinent; what are our celebrations and work ons.</p> <ul style="list-style-type: none"> • SLT form a Professional Learning Circle using the Educational Leadership Capability Framework to identify and respond to realised strengths, unrealised strengths, learned behaviours, weaknesses in ourselves and each other. • Professional reading using Niho Taniwha to align leadership practices with our developing cultural responsiveness. • Tuakana Teina Co-ordinator explores opportunities that promote and develop wellbeing, leadership and service <p>Kāhui Ako initiatives:</p> <ul style="list-style-type: none"> - Kura Ahurea Programme - Teaching and Learning Interest 	<ul style="list-style-type: none"> • School strategic decisions are timely, with an appropriate balance of consultation and collaboration. 	<p>progress these.</p> <p>APs are highly focused, energised and motivated to progress our school. Workload and wellbeing continues to be an area to monitor for those in leadership roles.</p> <p>This year we have Introduced the Decision Making matrix and worked on increasing transparency around strategic decisions and budgeting decisions. Some staff have expressed appreciation for this.</p>	<p>In 2024 we will have several emerging or returning leaders, and we will need to monitor their energy, wellbeing and provide support where needed.</p> <p>Communication, decision making and consultation/collaboration actions continue to be an area to develop across the staff.</p>
		<p>The Tuakana Teina Coordinator has carefully reviewed actions for 2023, and developed further goals for 2024 to continue to develop leadership opportunities and Tuakana-Teina learning opportunities</p> <p>Strong participation in school wide PLD opportunities such as Structured Literacy, Te Reo me ona Tikanga Māori. This has not been reflected in the</p>	<p>Progress the goals set by The Tuakana Teina Coordinator for 2024</p>
	<ul style="list-style-type: none"> • Student Council have voice in the school's decisions • Middle and Junior students regard their tuakana as other resources of support 		<p>Changes to the Hub of Interest structures and processes (more groups, more differentiation, and all</p>

<p>Groups e.g. Structured Literacy, multiculturalism, SENCo support</p> <p>- Te Mataiaho development and implementation</p>	<ul style="list-style-type: none"> • Student outcomes in the areas of the KA Achievement Challenges are supported • Teachers engage in dialogue that supports the mahi of their colleagues 	<p>same way in our participation in Kāhui Ako initiatives; staff expressed they weren't able to find a Hub of Interest that was suitable to their professional inquiries.</p>	<p>schoools endabling their staff to attend) will strengthen this in 2024</p>
<p>Co-Teaching Partnerships</p> <ul style="list-style-type: none"> • Coaching for co-teaching partnerships with released Associate Principal per term • Co-teaching partnerships engage with professional learning with Mark Osborne: the purpose, outcomes, strategies. 	<p>Strong results in the KA Student wellbeing survey show that most students at CAS feel safe, feel like they belong, have a positive experience at school, and see themselves as successful learners.</p>	<p>Most partnerships were well established and working well without a clear need for extra support.</p>	<p>Our results around childrens' use of te reo Māori across the school shows that this is an area to continue to develop.</p>
<p>In 2024 we will have one new co-teaching partnership in the Year 2 team, and new staff in the Year 3 &4 and Year 5&6 team. This will bring more opportunities for developing co-teaching and collaborative teaching partnerships and ways of working.</p>			

Cultural Connections

- Continue to celebrate Matariki and other important events – Rōpū Whānau to support and guide the school, with Home and School Association involved as support.
- School wide event that acknowledge and celebrate the ethnicity and cultural heritage of our ākonga at CAS
- Implement the biennial cultural celebrations plan.

- Students exhibit whanaungatanga by reporting an understanding of how cultures are celebrated
- A variety of cultural events are explored throughout the year, reflected in the Wellbeing Survey with students feeling their culture has been acknowledged.
- People express a sense of belonging in the Wellbeing Survey

In the wellbeing survey some student groups (in particular Pakeha and Asian groups) expressed that they didn't see their culture being valued.

This is an area we would like to develop further in 2024, and are providing opportunities through our term 1 focus: 'Ko wai au?' and our Term 4 focus "How we Celebrate"

Honouring Te Tiriti o Waitangi

- The school values the place of Te Tiriti o Waitangi in Aotearoa New Zealand as a founding document
- We will build our authentic understanding of the articles of Te Tiriti.
 - Kāwanatanga – Honourable Governance
 - Rangatiratanga – Agency
 - Ōritetanga – Equity
 - The Spoken Promise – the right to have cultural and religious freedom
- All teachers progress in the NZ Teaching Te Tiriti o Waitangi Partnership Standard:
 - Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.
 - Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.

- Staff will have an opportunity to learn more about the history and structure of Te Tiriti o Waitangi
- Teachers will set a te reo goal, and reflect on their progress as part of their appraisal conversation.
- Teachers will be supported to progress their learning in te reo
- Within School Leads/Toa will attend wānanga with Te Atiawa to learn pūrākau through a mana whenua lens.
- Within School Leads/Toa will share their learning with teaching staff

Staff Only Day 2023 all staff attended a workshop at Archives NZ, seeing Te Tiriti and learning more about its place as a founding document.

Teachers have set goals and reflected on them. Our Breakfast hui have provided some opportunities to share a phrase.

Teachers have embraced the pūrākau and have shared the learning with their teams in a range of different ways.

Systems to support this mahi were developed– time in staff meetings, follow up hui and APs touching base regularly with their teams.

We will continue to seek opportunities to develop a shared understanding of Te Tiriti o Waitangi

Our Kāhui Ako is planning Staff PLD in 2024 around decolonisation

In 2024 we would like to support teachers to set specific, and more challenging te reo goals, that are linked to te reo classroom teaching and learning

Continue the partnership with Te Atiawa to learn tikanga and pūrākau through a mana whenua lens

Continue to encourage and support the learning through staff meeting time, follow up hui, and leadership modelling commitment to the learning

- Practise and develop the use of te reo and tikanga Māori.
- Build awareness, acknowledgement and action for our shared responsibility in supporting Māori language, knowledge and culture
- Within School Leaders, are coached by an Associate Principal and have a leadership plan for the year. Within School Leaders seek the support of Across School Leaders in the progress of their plan.
- Within School Leaders actively participate as Toa in the Kura Ahurea programme, and share their learning with staff.
- Staff are empowered and challenged to explore and teach the pūrākau from a mana whenua (Te Atiawa/Taranaki whānui) lens
- Within School Leaders, MATes groups members and SLT support teachers to implement the Aotearoa New Zealand Histories curriculum
- Staff progress their termly Te Reo goals, through the support of

Teachers self-assessed their use of Te Reo and all staff assessed themselves at early or mid level 1 on Te Aho Arataki Marau mō te Ako i Te Reo Māori – Kura Auraki

We need to find ways to strengthen and accelerate teacher confidence and capability in Te Reo Māori to move within and progress beyond Level 1.

the Within School Leaders (Tod).					
Behaviour Management <ul style="list-style-type: none"> Further integrate use of our 2019 behaviour management plan, promoting with new parents that we support students from a relational foundation. AP to observe and report on evidence of the plan's integration into CAS. 	<ul style="list-style-type: none"> Teachers can identify behaviour incidents of differing severity and can select relational strategies to use Increased score from Student's Wellbeing at School Survey 	<p>Teachers use relational and restorative strategies to resolve unwanted behaviour.</p> <p>Our 2023 KA Wellbeing survey was different to the 2022 survey so not able to be directly compared, however our scores for unsafe behaviour and how safe children feel was relatively strong, and higher than the mean scores across the KA.</p>	<p>There is an opportunity to continue to strengthen our shared understanding of the levels of severity, and to continue to strengthen our data collection around behaviour incidents</p>		
Specific Strategic Actions for 2023	What did we Achieve: Achieved Progressed in 2023, to be continued in 2024 Not able to be progressed due to unforeseen circumstances or changes in priorities	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>	
Powerful Learning Opportunities Strategic Goal: Creative learners who use learning processes to be inquiring, critical learners. Kāhui Ako Achievement Challenge: Confident, capable empowered learners					
Strengthening Our Vision <ul style="list-style-type: none"> Unpack with teachers how the school's vision aligns to Te Mataiaho, and where the Learning Capabilities 	<ul style="list-style-type: none"> The vision underpins the school's decisions for resources and professional learning. Teachers and Support Staff understand the school's 	<p>We have used our MOE Staff Only Days to unpack the vision, Learning Capabilities and progress outcomes, and</p>	<p>Uncertainty around the implementation of the curriculum refresh means we</p>	<p>We will plan for implementing the areas of Te Mataiaho that are ready (ANZ, Social Sciences,</p>	

<p>are evident within Te Mataiaho.</p> <ul style="list-style-type: none"> Explore the progress from Juniors, to Middles to Seniors of the vision's approaches e.g. what does Inquiry look like from Juniors through to Seniors? Explore ways to connect our way of learning to our wider audience to demonstrate our vision in action e.g. Our Way Learning Stories in the newsletter or on the school syndicate website Consult with current and prospective parents on what they are curious about. 	<p>direction and its alignment to Te Mataiaho.</p> <ul style="list-style-type: none"> Syndicates support each other through the progress of learning concepts and strategies, seeing our students progress through the Learner Profile. The Learner Capabilities can be articulated by the students – they know examples of how they demonstrate them 	<p>to explore the alignment between CAS Curriculum and the NZ Curriculum Refresh.</p>	<p>have not implemented the curriculum refresh thoroughly yet.</p>	<p>English and Maths) using the Understand, Know and Do model.</p>
<p>Learner Profile</p> <ul style="list-style-type: none"> Continue to breathe life into our Learner Profile, and make links to the curriculum refresh – as a practical support for teachers' planning, with the outcome being the living of the school's vision of equipping, exploring, thriving, together. Increased links to the Learner Profile in school communication, internally and externally: 	<ul style="list-style-type: none"> Teachers can plan learning opportunities that enable students to strongly develop the Learning Capabilities 	<p>We have strengthened the visibility and socialisation of the Capabilities and Values through our School Production (the main actors were the Capability Tui), and in our assemblies and newsletters.</p> <p>In Term 3 we set up Teacher Trios to unpack Critical Thinking as a capability and how we can develop our teaching to create opportunities for children to develop this more.</p>	<p>We weren't able to continue the Trios as long as we wanted to due to staff workload and wellbeing (and staff absence) but those trios who were able to meet regularly expressed confidence and development in their practice.</p>	<p>In 2024 we will look at structures that increase collaboration across the school, and enable teachers to share knowledge and understanding.</p>

APs to encourage links to it in assembly celebrations; newsletters; website 'Our Way Learning Stories'; SLT's modelling of language with students and teachers.

- APs and New Entrant Coordinator to model use of it with staff through all learning designs and discussions with students.

Literacy Development

- Structured Literacy: Practice further supported for teachers and Teacher Aides through prioritising syndicate meetings, professional development and modelling the use of new resources. Senior Syndicate to explore the approach and how it can support all students; particularly Priority Students. Kāhui Ako support groups in Structured Literacy may emerge
- Writing Consultant (MoE funded) engaged to support new teachers to our school.
- APs work with their teams to highlight evidence of strong practice in writing as per the CAS Writing

Our learning and development in Structured Literacy has been a big success for 2023- we have had a high participation rate in optional staff PLD, all teachers are expressing more confidence in using a structured literacy approach, and our children are making good progress, particularly in their first few years at school, which sets a stronger foundation for further learning..

- Improved phonological awareness and spelling skills school-wide, focusing on our Priority Students
- Students express a positive attitude for writing
- Teachers are confident in Structured Literacy
- Consistency seen in practice of the teaching of writing

There is a high level of consistency seen across the junior years, where structured literacy has been implemented for longer. In the middle and senior levels, our teachers share their practice across their teams. The Writing Consultant (part of our MOE funding) was able to support those teachers new to our school to unpack our CAS writing expectations.

Our next step for 2024 is to develop our knowledge and implementation with a focus on *writing*- using the Syntax Project as one resource

Another-linked- next step is to review our writing expectations, making sure all teachers have a shared understanding and opportunities to reflect on their teaching practice

<p>Expectation See further actions relating to Priority Student Achievement Targets</p>	<p>Implementation of Te Mataiaho - Building Awareness</p> <ul style="list-style-type: none"> Explore the whakapapa and karakia of Te Mataiaho and the tohu/signs for our way forward Explore the curriculum refresh as a teaching team - what are the key shifts and calls to action Unpack the Mātaitipu (refreshed vision), the Mātairea (progressions) Identify and discuss as a staff the main changes, specifically the three elements of Understand, Know, Do - how does this ensure deep and meaningful learning, how does it align to our Learner Capabilities. Honouring Te Tiriti: in action: Identify links between the Kura Ahurea mahi and the implementation of the refreshed curriculum (Mātaiahikā/focusing on 	<ul style="list-style-type: none"> There are opportunities to strengthen our cultural capabilities. A two year professional development plan for the implementation of Te Mataiaho (utilising the MATES approach) has been developed. <ul style="list-style-type: none"> The status quo in relation to student achievement and the structure of student groupings (year groups / teams) has been openly discussed. <ul style="list-style-type: none"> Professional support for the implementation of Te Mataiaho has been identified and planned for. Teachers are aware of the changes and can explain these to parents /colleagues. The Board understands the support that teachers need for the upcoming changes. 	<p>We have explored the whakapapa and karakia of Te Mataiaho, and the tohu signs forward. We have unpacked the vision, progressions, and the Understand/Know/Do structure.</p> <p>We have discussed groupings- in particular Year 0-3 and Year 4-6. Our numbers did not support a clean division in 2024.</p> <p>Principal and released AP have attended the MOE refresh PLD and used this as a basis to plan our own Staff Only Days PLD in 2023.</p>	<p>We have paused further exploration and implementation (including the professional development plan) due to the change in Government and a question around the review of the refresh.</p> <p>We will consider shifting to this structure in 2025 depending on numbers and on the review of the refresh.</p>
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<ul style="list-style-type: none"> local curriculum) Using the Readiness Tool as a teaching team, plan the commencement of implementing the curriculum – develop a two year plan together. Membership in interest groups to guide the unpacking with staff: literacy, numeracy, Aotearoa Histories areas. SLT to begin reviewing the new progressions model (Mātairea) and Understand, Know, Do elements, in relation to our Curriculum Statement and current assessment expectations. SLT to share learning designs in relation to the Understand, Know, Do framework. 				
<p>Teachers' Professional Inquiry: Interest Groups</p> <ul style="list-style-type: none"> Teachers naturally group in an area of curiosity connected to the implementation of Te Mataiaho Teachers plan the specific area to inquire into Teachers develop an agreement of how they will support each other on their shared inquiry 	<ul style="list-style-type: none"> Teachers feel knowledgeable in areas of Te Mataiaho Teachers engage in a professional growth cycle through the Interest Groups professional learning approach Teachers can begin to observe evidence of student outcomes in relation to the revised expectations in Te Mataiaho 	<p>We have paused further exploration and implementation (including the professional development plan) due to the change in Government and a question around the review of the refresh.</p> <p>We trialled Teacher Inquiry Trios using Critical Thinking as a shared inquiry topic. This was successful, but not able to be fully implemented due to teacher illness/workload</p>	<p>Our Critical Thinking trios were deliberately structured around shared interest areas, and with teachers from across the year levels, to build cables of cohesion.</p>	<p>Our Critical Thinking Trios set the groundwork for Professional Growth Cycle/shared inquiry groups in 2024</p>

<ul style="list-style-type: none"> Each group has a budget and reliever days to decide on how they will use these to support their growth SLT to support the development of the interest groups 	<ul style="list-style-type: none"> Collaboration is nurtured and supports teachers' growth 	and wellbeing considerations. We have seen increased collaboration within and across teams in 2023- more team planning, more sharing of practice.	
Specific Strategic Actions for 2023	What did we Achieve: Achieved Progressed in 2023, to be continued in 2024 Not able to be progressed due to unforeseen circumstances or changes in priorities	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>
Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>			
Internal Self Strategic Goal: Proud, motivated learners who explore self and take risks Kāhui Ako Achievement Challenge: Hauora and wellbeing; Equitable outcomes for all			
Building Awareness <ul style="list-style-type: none"> Consultation with Staff through the Wellbeing Survey and various other forms of feedback e.g. forms, Think Tanks, NZCER survey, syndicate meetings. Feedback can be identified in the school's plans e.g. professional development plans are built in response to teachers' and support staff's needs. 	<ul style="list-style-type: none"> Staff feedback on having voice in our school Staff feedback on feeling increased personal growth and having control over this The positive culture of CAS is palpable Staff are energised to be professionally learning 	Staff Wellbeing Survey and incidental conversations showed staff appreciate the decision making ladder, and opportunities to consult and contribute to shared decision making. Staff talk about how they enjoy our school culture. Participation in our PLD sessions- including optional sessions in non-contact times, show staff are energised and invested in their own professional learning. At the same time, staff are also careful of their	

<p>Kāhui Ako Wellbeing Support</p> <ul style="list-style-type: none"> The school incorporates wellbeing initiatives shared by the Kāhui Ako Across School Leader. Establish a school-wide wellbeing vision and framework, Wiremu Gray's Te Whare Mauri Ora (2017) for staff, students and the wider community 	<ul style="list-style-type: none"> Teachers can describe the wellbeing framework, and strategies to enhance self and school wellbeing A shared language (from a wellbeing framework) to support wellbeing is planned for 	<p>wellbeing and workload, and carefully select into and out of extra opportunities to protect their energy.</p> <p>We have had one staff meeting on this, and trialled a draft wellbeing booklet.</p>	<p>We would like to explore this further in 2024- with a KA Hub of Interest.</p> <p>We will appoint a teacher to lead an in-school inquiry team into student/staff/community wellbeing</p>
<p>Teaching Spaces Modernised to Support Individual Learners</p> <ul style="list-style-type: none"> 5YA: modernisation of Rms 7, 8, 9 window / door joinery, north side, including an outdoor learning environment. 	<ul style="list-style-type: none"> Students learn in an environment that is flexible to their needs and styles of learning Students and staff are in safe environments conducive to effective teaching and learning Lighting, ventilation and acoustics support teaching and learning 	<p>Rooms 7, 8, 9 were completed- with some delays due to unforeseen issues and with supplementary funding from Ministry of Education. They are warm, dry, and fresh spaces for our ākonga to learn and thrive in.</p> <p>We were not able to develop our outdoor learning environment to the original scope due to budget, however this is a concrete pad and grassed area.</p>	<p>We will apply for funding to replace fluorescent bulbs with LED.</p> <p>We have Weathertightness projects lined up for 2024 for four spaces including our school library.</p>
<p>Board Assurance</p> <ul style="list-style-type: none"> Board will be regularly informed on how the school nurtures staff wellbeing, and what strategies are in place for students. How are we 	<ul style="list-style-type: none"> Data informs teachers and SLT on the student autonomy (to support their wellbeing) Wellbeing is promoted and 	<p>Our student survey scores for student voice shows that students don't always feel like they have a voice and choice in their learning (69% said they always or sometimes have a say in what we learn).</p>	<p>Teams will investigate ways they can increase student voice in learning- and also amplify when they are collecting and using student voice, making the connection clear to children</p>

<p>providing the strategies that support wellbeing / motivation:</p> <ul style="list-style-type: none"> - Purpose - Goal setting - Autonomy - Flexibility - Leadership's monitoring of workload 	<ul style="list-style-type: none"> planned for Staff report on high levels of motivation 	<p>This might partially be due to a more structured learning approach, which includes a more directed scope and sequence. 89% of our students say they enjoy learning. In our</p> <p>Year 6 leavers interviews, each group of students interviewed said they had fun and enjoyable learning opportunities across their years at CAS.</p>	<p>(e.g. this is based on your vote to...)</p>
<ul style="list-style-type: none"> Staff Teacher Only Day in Term 4 to support assessment and reporting procedures. 	<ul style="list-style-type: none"> Teachers report that they feel acknowledged and supported to manage their workload 	<p>SLT took opportunities to share when they were adjusting workload expectations to support teachers. Teachers expressed appreciation for the Staff Only Day in Term 4 to support report writing. Sick leave increased for a small number of staff in Term 4 with an increase in viral illnesses.</p>	

Analysis of Variance

Strategic Goal: Powerful Learning Opportunities

Creative learners who use learning processes to be inquiring, critical learners.

End of Year Achievement Report 2023

Overall Achievement Goals and Results:

1. Increase the % of students achieving in reading:
Baseline Data: 82% were at and above the expected level in 2022 (86% were at/above in 2021)
Achieved: 89% of our students were at and above at the end of 2023
2. Increase the % of students achieving in writing:
Baseline Data: 78% were at and above the expected level in 2022 (81% were at/above in 2021)
Achieved: 88% of our students were at and above at the end of 2023
3. Increase the % of students achieving in maths:
Baseline Data: 85% were at and above the expected level in 2022 (89% were at/above in 2021)
Achieved: 91% of our students were at and above at the end of 2023

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

<p>At the end of the year, teachers assess students' overall achievement in writing, reading and maths against end of year expectations. Teachers use a range of assessment tools to make these judgments, including stand alone tests, in-class activities, and observations of students as they carry out learning tasks.</p> <p>We identify all <i>Well-Below</i> or <i>Below</i> students and they are our Priority Students – we have a procedure for supporting teachers with these students, both to track progress and to differentiate learning opportunities.</p>				
End of Year	Well Below	Not meeting expectation (below)	At	Above
Writing 2022	22% (70) below or well below		78% (248) at or above	
Writing 2023	12% (38) below or well below		88% (276) at or above	
	2% (7)	10% (31)	77% (243)	11% (33)
	<ul style="list-style-type: none"> Our writing achievement is tracking at around 13% above national trends, with 88% of our students achieving at and above expectations for this time of the year. We can see a small shift with fewer students achieving below, and more achieving at and above from this time last year. Boys are over represented in our 'below' data; 26/38 (68%) of our below students are male. In the 'above' data, girls are over represented; 23/33 are female. Māori student achievement in writing continues to be a concern. 22% of all Māori ākonga (6 out of 27 Māori students in total) are below in writing. 15% of our students who are below in writing are Māori. We have narrowed the gap slightly from previous years, but we would like to see continued improvement for our Māori students. One Māori student (4%) is achieving above in writing. 			
Reading 2022	18% (57) below or well below		82% at and above (261)	
Reading 2023	11% (34) below or well below		89% (280) at or above	
	3% (9) well below	8% (25) below	72% (224) at	17% (56) above
	<ul style="list-style-type: none"> Our reading achievement continues to track above national trends, with 89% of our students achieving at/above expectations for this time of the year. We have fewer students below expectations, more achieving at and above compared to this time last year. 			

	<ul style="list-style-type: none"> • There is a gender difference in our reading achievement, with 35/56 girls compared to 21/56 boys achieving above expectations for this time of the year. 12/34 girls are achieving below expectations for this time of the year. • 6/27 Māori students (22%) are below expectations for this time of the year. Half of these are male, half are female. 4/27 (15%) are above expectations for this time of the year, and again there is an even gender split. 			
Maths 2022	15% (49) below or well below		85% (269) at and above	
Maths 2023	9% (28) below or well below		91% (286) at or above	
	2% (6) well below	7% (22) below	84% (263) at	7% (23) above
	<ul style="list-style-type: none"> • Our maths achievement continues to be well above national trends, with only 9% of our students achieving below or well below expectations. • Of the 23 students achieving above, 13 are males, and 10 are females. This is a change from the Mid year data where two thirds were males. Of the 28 students achieving below, 16 students are male, and 12 are female. Again the data is more even than in other years, where girls have been over represented in the below data in maths. • Māori student achievement is lower than whole school data. 6/27 Māori students (22%) are below expectations for this time of year. Two thirds of these are boys, which is a shift from mid- year where three quarters were girls. Only 1/27 (4%) students are above expectations for this time of the year. 			

Summary

- We can see more children are achieving or exceeding the expectations for their time at school across all three learning areas.
- Our Māori learners are more highly represented in the below category across all curriculum areas.
- Our boys are over represented in the below category in Literacy (reading and Writing)
- Our writing data is showing that the additional professional development that staff have engaged with is having a positive impact compared to our 2022 data.

Analysis of those students not meeting the expectations

Writing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Numbers per year not meeting	0	8	11	6	11	2	38
Percentage of year group		15%	19%	14%	22%	4%	
SEN		3	5	1	5	1	15
ESOL		2	2	2	2	1	9
Pastoral needs		1	1	1	1		4

This data shows that for our students achieving below, 74% have additional specific barriers to learning

Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Numbers per year not meeting	0	9	13	2	7	3	34
Percentage of year group		17%	23%	5%	14%	6%	
SEN		3	4		2	1	10
ESOL		2	2	2	3	1	9
Pastoral needs		2	3		1	1	7

This data shows that for our students achieving below, 76% have additional specific barriers to learning.

Mathematics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Numbers per year not meeting	0	8	6	3	7	4	28
Percentage of year group		15%	15%	7%	14%	8%	
SEN		2	3		1	1	7
ESOL		2	2	1	2	1	8
Pastoral needs		2	1		1	1	5

This data shows that for our students achieving below, 71% have specific barriers to learning.

<p>Student Achievement Targets for 2023:</p> <ol style="list-style-type: none"> 1. All students identified for writing: For all students who did not meet the curriculum level expected in writing for 2022, to make accelerated progress in 2023. 2. Boys, Writing: To have all boys at the expected curriculum level in writing by December 2023. <i>At the end of 2022, 30% of boys are below the level expected for writing compared to 16% of girls.</i> 3. Māori Students, Writing: To have all Māori students at the expected curriculum level in writing by December 2023. <i>At the end of 2022:</i> 52% of our Māori students were at/above 7% of Māori students are above the level expected for writing. 44% of Māori students are at the level expected for writing. 48% of Māori students are below the level expected for writing. Within this group 61.5% are male. 		<div> <div>2</div> <div>Have high aspirations for every learner/ākonga, and supporting these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> </div> <div> <div>4</div> <div>Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</div> <div> <small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small> </div> </div>	
Outcomes in relation to the achievement targets	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
<p>1. All students identified for writing: For all students who did not meet the curriculum level expected in writing for 2022, to make accelerated progress (two sub-levels) in 2023.</p> <ul style="list-style-type: none"> • 56/61 students made progress overall • 36 out of the 61 tracked students* made accelerated progress during 2023. 47% of these children are now at the level expected for writing. 3/61 left during the year. • 20/61 made one sub-level of progress during 2023. • Any students not at the level expected for writing and remain as Priority Students. <p>*we removed the Y6 students/ those who didn't return in 23</p>	<p>Positive Shifts:</p> <ul style="list-style-type: none"> • Focus on Structured Literacy across the school <ul style="list-style-type: none"> ◦ PLD provided to all teaching staff on implementation of a structured literacy approach ◦ Structured Literacy Team made up of teachers and teacher aide from across the school ◦ Specialist Literacy Intervention Teacher implemented programmes targeted at Tier 2 and Tier 3 students not making accelerated progress ◦ Literacy Teacher Aide support and ESOL teacher Aide support for Tier 2 and 3 students not yet making accelerated progress in writing ◦ Some of our junior teachers were in their second year of implementing a structured literacy approach- more confident in the implementation ◦ We have seen a big improvement in our boys' attitude and skill in writing. A structured literacy approach from an early age means that our students (especially boys) are equipped with the tools and skills needed to be confident in their writing. 	<p>Make links from the writing expectations document to best practice in a structured literacy approach, and ensure all teams are revisiting the CAS writing expectations document on a regular basis</p> <p>Moderate writing assessment throughout the year</p> <p>Design and carry out a mini inquiry with boys who are below- gather student voice, what helps their learning, what hinders their learning, what are their aspirations as writers?</p> <p>Continue with Board funded specialist literacy teacher for Tier 2 and 3 students</p> <p>Continue with Board funded literacy teacher aide support for Tier 2 and 3</p>	

<p>2. Boys Writing: We have made progress towards this goal By December 2023, 26 boys (approximately 17% of boys) were not at the expected curriculum level in writing. This compares to 30% of boys below the expected curriculum level in 2022.</p> <p>Boys make up 68% of all students below, they are still overrepresented in our below cohort.</p>	<ul style="list-style-type: none"> • New teaching staff to the school received writing PLD with an MOE funded facilitator. • CAS Writing Expectations have been developed • Reviewing the expectations for 'achieved' at each level, and ensured judgements are clear and consistent • Staff have undergone Te Tiriti PLD and this year we have partnered with mana whenua through our Kāhui Ako. Along with our learning through unpacking Te Mataiaho this has enabled all staff to have a better understanding of the history and status of our mana whenua and tangata whenua, and the impact of colonisation. We are committed to improving our te reo Māori, tikanga Māori and relationships with mana whenua and whanau. We know this has a positive impact on ākonga Māori identity and learning. 	<p>students.</p> <p>Continue on our journey with mana whenua (Kura Ahurea programme) and build our shared understanding of how to support ākonga Māori to achieve as Māori</p>
<p>3. Ākonga Māori Achievement: At the end of 2022, 52% of our Māori students were at/above and 48% of our Māori students were below at the end of 2022.</p> <p>By December 2023, 78% of our Māori students were at/above the expected level in writing, we have made positive improvements towards this goal.</p> <p>22% of our Māori students (6/27 Māori students) were not at the expected level in writing. 15% of our students who are below in writing are Māori. This compares to 9% of all students at the school are Māori, so our Māori students are over represented in our below cohort for writing.</p>	<p>Barriers to Improvement:</p> <ul style="list-style-type: none"> • Still in early stages of implementing a structured literacy approach across the school; growing our knowledge and capability • Focus on unpacking Te Mataiaho/Curriculum Refresh has been impacted on time available to revisit the CAS writing expectations, moderating across teams, and further developing our literacy practice • Staff and student absence levels have not yet returned to pre-covid levels, with higher than usual rates of absence <ul style="list-style-type: none"> ◦ Difficulty ensuring consistent relief staff who are familiar with our implementation impacted on students having sufficient opportunities to build on their learning in a consistent way 	





Cashmere Avenue School

Marae Roa o Khandallah

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Cashmere Avenue School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.



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

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

Cashmere Avenue School works from the four articles of Te Tiriti o Waitangi; of Kāwanatanga – Honourable Governance and

Leadership, Rangatiratanga – Retaining Sovereignty, Ōritetanga – Promote Equity and Wairuatanga – Cultural/Religious freedoms.

Cashmere Avenue School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community through our Rōpū Whānau Hui on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Cashmere Avenue School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Setting, monitoring and reviewing goals in te reo Māori capability is part of our teachers' professional growth cycles.

Cashmere Avenue School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

Some of our specific programmes and opportunities are described below:

Te Ao Māori

We are committed to giving mana to Te Tiriti o Waitangi, and ensuring all of our children at Cashmere Avenue learn about Te Ao Māori/Māori culture. Our Board and Staff have a commitment to growing our capability and our culturally responsive practice. Our dedicated kaiako (teachers) and kaiawhina (support staff) ensure Te Reo Māori is part of our children's everyday learning experience.

When you visit our school, you will hear our learners using Māori greetings and expressions, and being familiar with waiata (Māori songs). To further support your engagement with te reo Māori at home, we have provided video links for you to practise some karakia that we use in our daily routines.

From age of 5, our students begin learning their mihimihi, a basic personal introduction in Māori. They are encouraged to introduce themselves by sharing their heritage and whānau. We welcome students to bring their own mihimihi to school if they

already have one. Many iwi have their own structure and order to a pepeha or mihihihi.

Ako

We offer an Ako program that celebrates the Tuakana-Teina approach, enabling older students and younger students to learn from one another about Te Ao Māori (the Māori world). Our children are grouped from Year 0-6, and with siblings and cousins, and work together as an Ako group throughout their time at CAS. The Ako program encompasses various aspects of Māori culture, including history, art, language, performance, and storytelling.

At Cashmere Avenue School, we are dedicated to fostering a deep appreciation for Māori culture and language, creating a rich and inclusive educational environment for all our students.

Maramataka and Matariki

Maramataka, and the rising and setting of the Matariki cluster holds significant cultural and spiritual importance, marking the beginning of the Māori New Year and inviting a period of reflection and celebration. At Cashmere Avenue School (CAS), we celebrate Matariki, and integrate it into our school calendar in meaningful ways.

Our annual Matariki Event serves as a focal point of celebration and learning for our school community. We start the day with a ceremony and shared kai (food) with our school community, and follow this with a full-day event- with a range of workshops for our tamariki to choose from. These workshops encompass a variety of activities, including kai (food) creation, gardening,

astronomy, waiata (songs), kite making, lantern crafting, poi making, kanikani (dance), and harakeke (flax) weaving.

We invite our whānau (families) to join us in this annual celebration, as we come together to embrace the rich tapestry of Māori culture and heritage, and learn more about Matariki and Maramataka.

Rōpū Whānau Hui

Whānau Hui gatherings are held each term. These Whānau Hui serve a vital purpose within our school community by fostering and strengthening whanaungatanga/relationships and connectedness, among our community.

At these gatherings, we value the voices and perspectives of our whānau members, as they provide insights into how our school can best empower Māori students to learn as Māori.

If you wish to express your interest in participating in our Whānau Hui or if you have any questions keep an eye on our School Calendar and Newsletter for information on upcoming dates, or check in with your child's classroom teacher. We look forward to welcoming you and hearing your ideas to enhance the educational journey of our Māori students and the entire school community.

Mihi whakatau

Each term, we have a Mihi Whakatau ceremony to warmly welcome all new whānau (families) who have joined our school community. This Mihi Whakatau ceremony follows the



cultural protocols and practices of Te Atiawa. In addition to extending our welcome to new members, we invite our current community members to participate, fostering a sense of kotahitanga (unity) as we collectively greet our new whānau.

To stay informed about the upcoming Mihi Whakatau ceremonies, please refer to our school calendar and newsletter for specific dates and details. In preparation for these special occasions, we provide waiata (welcoming songs) along with audio links, enabling you to practise these at home to enhance your participation in our welcoming ceremonies.

(Note: The term "Pōwhiri" has been replaced with "Mihi Whakatau" to accurately reflect the nature of the welcoming ceremony)

Kapa Haka

We are proud to offer Kapa Haka at Cashmere Avenue School, providing valuable opportunities for our students to develop confidence through performance in a te ao Māori space. Under the guidance of Whaea Shareen and Matua Kaya, our students are encouraged to participate in Kapa Haka, and hone their skills. One of the highlights of our Kapa Haka journey is our participation in the Northern Zone's St Brigid's Kapa Haka Festival, a community event that typically draws an audience of over 1000 people throughout the day.

Kapa Haka plays a pivotal role in fostering an appreciation for the Māori language and cultural values among our students. In terms one and four, all children at Cashmere Avenue School participate in regular Kapa Haka sessions. In Terms 2 and 3 we focus our sessions for those children who are committed to be

in Performance Rōpū- preparing for our big performance experience at the St Brigid's Festival.

Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Cashmere Avenue School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. Our Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Cashmere Avenue School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to Te Tiriti

o Waitangi through our vision and strategic plan to reflect tikanga Māori.

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.