

ALFREDTON SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2801

Principal: Alison Hill

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Accountant / Service Provider:

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ALFREDTON SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Alfredton 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.

KATIE FALLOON

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

10.5.24

Date:

ALISON HILL

Full Name of Principal

[Signature]

Signature of Principal

10.5.24

Date:

Alfredton School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	776,394	739,358	742,374
Locally Raised Funds	3	35,895	29,170	17,608
Interest		13,923	1,000	3,097
Gain on Sale of Property, Plant and Equipment		30,435	-	-
Total Revenue		856,647	769,528	763,079
Expense				
Locally Raised Funds	3	9,541	8,100	9,213
Learning Resources	4	405,445	459,410	413,580
Administration	5	93,939	93,663	95,173
Interest		487	487	454
Property	6	151,450	115,126	123,716
Other Expenses	7	133,675	123,700	151,619
Loss on Disposal of Property, Plant and Equipment		3,210	-	98
Total Expense		797,747	800,486	793,853
Net Surplus / (Deficit) for the year		58,900	(30,958)	(30,774)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		58,900	(30,958)	(30,774)

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

Alfredton 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		645,911	658,359	672,305
Total comprehensive revenue and expense for the year		58,900	(30,958)	(30,774)
Contribution - Furniture and Equipment Grant		4,158	-	4,380
Equity at 31 December		708,969	627,401	645,911
Accumulated comprehensive revenue and expense		708,969	627,401	645,911
Equity at 31 December		708,969	627,401	645,911

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.

Alfredton School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	441,303	295,799	422,986
Accounts Receivable	9	32,964	32,640	34,272
GST Receivable		-	3,302	7,797
Prepayments		6,564	5,728	7,527
Inventories	10	922	910	744
Investments	11	39,693	37,478	38,062
Funds Receivable for Capital Works Projects	17	11,174	-	-
		532,620	375,857	511,388
Current Liabilities				
GST Payable		3,123	-	-
Accounts Payable	13	41,461	41,047	35,403
Revenue Received in Advance	14	1,535	53	53
Provision for Cyclical Maintenance	15	6,626	5,000	5,143
Finance Lease Liability	16	2,679	2,349	2,809
Funds held for Capital Works Projects	17	14,830	-	65,035
		70,254	48,449	108,443
Working Capital Surplus/(Deficit)		462,366	327,408	402,945
Non-current Assets				
Property, Plant and Equipment	12	319,217	356,601	294,886
		319,217	356,601	294,886
Non-current Liabilities				
Provision for Cyclical Maintenance	15	71,223	53,600	47,850
Finance Lease Liability	16	1,391	3,008	4,070
		72,614	56,608	51,920
Net Assets		708,969	627,401	645,911
Equity		708,969	627,401	645,911

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

Alfredton School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		394,091	316,438	358,994
Locally Raised Funds		35,519	29,170	17,579
Goods and Services Tax (net)		10,920	-	(4,495)
Payments to Employees		(201,386)	(116,625)	(223,553)
Payments to Suppliers		(132,346)	(251,541)	(149,279)
Interest Paid		(487)	(487)	(454)
Interest Received		11,048	1,000	1,080
Net cash from/(to) Operating Activities		117,359	(22,045)	(128)
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		30,435	20,000	-
Purchase of Property Plant & Equipment (and Intangibles)		(79,677)	(62,600)	(7,504)
Purchase of Investments		(1,631)	-	(584)
Net cash from/(to) Investing Activities		(50,873)	(42,600)	(8,088)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,158	-	4,380
Finance Lease Payments		(1,903)	(3,005)	(1,898)
Funds Administered on Behalf of Other Parties		(50,424)	-	65,271
Net cash from/(to) Financing Activities		(48,169)	(3,005)	67,753
Net increase/(decrease) in cash and cash equivalents		18,317	(67,650)	59,537
Cash and cash equivalents at the beginning of the year	8	422,986	363,449	363,449
Cash and cash equivalents at the end of the year	8	441,303	295,799	422,986

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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.

Alfredton School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 12.

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. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	4-20 years
Information and Communication Technology	3-20 years
Motor Vehicles	8 years
Textbooks	3-8 years
Library Resources	8 years DV
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) 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.

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

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

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

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

m) 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.

n) 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.

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

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

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

q) Funds held for Capital works

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

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

r) Shared Funds

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

s) 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.

t) Financial Instruments

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

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

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

u) Borrowings

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

v) 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.

w) Budget Figures

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

x) 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	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	174,011	134,636	167,688
Teachers' Salaries Grants	280,228	345,156	291,280
Use of Land and Buildings Grants	105,550	76,566	84,869
Transport	216,605	183,000	198,537
	776,394	739,358	742,374

The school has opted in to the donations scheme for this year. Total amount received was \$7,244.

3. Locally Raised Funds

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	16,133	13,500	5,620
Fees for Extra Curricular Activities	2,933	2,150	3,186
Trading	1,592	-	888
Fundraising & Community Grants	5,112	-	3,494
Other Revenue	10,125	13,520	4,420
	35,895	29,170	17,608
Expense			
Extra Curricular Activities Costs	1,540	800	979
Trading	1,406	-	1,007
Fundraising & Community Grant Costs	520	-	-
Other Locally Raised Funds Expenditure	6,075	7,300	7,227
	9,541	8,100	9,213
<i>Surplus for the year Locally raised funds</i>	26,354	21,070	8,395

The school received a grant from the TG Macarthy Trust for \$500 which is included in the Fundraising and Community Grants line in the above note.

4. Learning Resources

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	21,505	23,150	18,250
Library Resources	587	625	556
Employee Benefits - Salaries	339,201	392,934	342,418
Staff Development	6,710	8,772	12,307
Depreciation	36,941	33,779	40,024
Equipment & Repairs	501	150	25
	405,445	459,410	413,580

5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	4,556	4,556	4,423
Board Fees	3,460	4,555	3,665
Board Expenses	2,862	3,260	2,943
Communication	857	900	909
Consumables	2,505	2,625	2,693
Other	2,558	2,730	2,668
Employee Benefits - Salaries	70,473	68,847	71,564
Insurance	1,088	550	968
Service Providers, Contractors and Consultancy	5,580	5,640	5,340
	93,939	93,663	95,173

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,191	2,850	3,171
Consultancy and Contract Services	3,278	3,100	3,056
Cyclical Maintenance Provision	24,856	10,750	9,893
Grounds	6,120	8,800	10,494
Heat, Light and Water	7,963	11,050	10,473
Rates	297	200	122
Repairs and Maintenance	1,195	1,810	1,638
Use of Land and Buildings	105,550	76,566	84,869
	151,450	115,126	123,716

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. Other Expenses

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Transport	133,675	123,700	151,619
	133,675	123,700	151,619

8. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	441,303	295,799	422,986
Cash and cash equivalents for Statement of Cash Flows	441,303	295,799	422,986

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

Of the \$441,303 Cash and Cash Equivalents \$14,830 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.

9. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	369	2,147	29
Receivables from the Ministry of Education	3,261	-	7,359
Interest Receivable	4,892	-	2,017
Banking Staffing Underuse	1,125	1,625	2,890
Teacher Salaries Grant Receivable	23,317	28,868	21,977
	<u>32,964</u>	<u>32,640</u>	<u>34,272</u>

Receivables from Exchange Transactions	5,261	2,147	2,046
Receivables from Non-Exchange Transactions	27,703	30,493	32,226
	<u>32,964</u>	<u>32,640</u>	<u>34,272</u>

10. Inventories

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	922	910	744
	<u>922</u>	<u>910</u>	<u>744</u>

11. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	39,693	37,478	38,062
	<u>39,693</u>	<u>37,478</u>	<u>38,062</u>

Total Investments

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	170,633	-	(13,763)	-	(4,143)	152,727
Furniture and Equipment	25,364	13,341	-	-	(5,054)	33,651
Information and Communication Technology	17,204	8,060	(637)	-	(6,642)	17,985
Motor Vehicles	65,345	54,271	-	-	(17,026)	102,590
Leased Assets	6,559	-	-	-	(2,854)	3,705
Library Resources	9,781	-	-	-	(1,222)	8,559
Balance at 31 December 2023	294,886	75,672	(14,400)	-	(36,941)	319,217

The net carrying value of equipment held under a finance lease is \$3,705 (2022: \$6,559)

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	203,575	(50,848)	152,727	218,589	(47,956)	170,633
Furniture and Equipment	131,824	(98,173)	33,651	119,439	(94,075)	25,364
Information and Communication Technology	72,182	(54,197)	17,985	66,985	(49,781)	17,204
Motor Vehicles	209,825	(107,235)	102,590	206,232	(140,887)	65,345
Textbooks	7,184	(7,184)	-	7,184	(7,184)	-
Leased Assets	10,052	(6,347)	3,705	11,448	(4,889)	6,559
Library Resources	28,602	(20,043)	8,559	28,602	(18,821)	9,781
Balance at 31 December	663,244	(344,027)	319,217	658,479	(363,593)	294,886

13. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,791	5,529	6,806
Accruals	4,556	4,294	4,423
Employee Entitlements - Salaries	26,578	28,868	21,977
Employee Entitlements - Leave Accrual	2,536	2,356	2,197
	41,461	41,047	35,403
Payables for Exchange Transactions	41,461	41,047	35,403
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	41,461	41,047	35,403

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue Received in Advance	17	53	53
Grants in Advance - Ministry of Education	1,518	-	-
	<u>1,535</u>	<u>53</u>	<u>53</u>

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	52,993	47,850	43,100
Increase to the Provision During the Year	10,500	10,750	10,607
Other Adjustments	14,356	-	(714)
Provision at the End of the Year	<u>77,849</u>	<u>58,600</u>	<u>52,993</u>
Cyclical Maintenance - Current	6,626	5,000	5,143
Cyclical Maintenance - Non current	71,223	53,600	47,850
	<u>77,849</u>	<u>58,600</u>	<u>52,993</u>

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 / painting quotes.

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	3,030	2,349	3,296
Later than One Year and no Later than Five Years	1,515	3,008	4,545
Future Finance Charges	(475)	-	(962)
	<u>4,070</u>	<u>5,357</u>	<u>6,879</u>
Represented by			
Finance lease liability - Current	2,679	2,349	2,809
Finance lease liability - Non current	1,391	3,008	4,070
	<u>4,070</u>	<u>5,357</u>	<u>6,879</u>

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 projects is included under cash and cash equivalents in note 8.

	2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP School Grounds Improvement Project		229963	15,020	-	(11,190)	-	3,830
LSC Space Repurpose Blk B		220216	50,015	-	(50,015)	-	-
Roofing Replacement		238999	-	22,000	(11,000)	-	11,000
AMS Classroom Upgrade			-	-	(11,174)	-	(11,174)
Totals			65,035	22,000	(83,379)	-	3,656

Represented by:

Funds Held on Behalf of the Ministry of Education	14,830
Funds Receivable from the Ministry of Education	(11,174)

	2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Playground		223515	-	1,200	(1,200)	-	-
SIP School Grounds Improvement Project		229963	-	31,460	(16,440)	-	15,020
LSC Space Repurpose Blk B		220216	-	50,015	-	-	50,015
Underground Diesel Tank Removal		237490	-	21,304	(21,304)	-	-
Totals			-	103,979	(38,944)	-	65,035

Represented by:

Funds Held on Behalf of the Ministry of Education	65,035
Funds Receivable from the Ministry of Education	-

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

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	3,460	3,665
<i>Leadership Team</i>		
Remuneration	119,628	109,663
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	<u>123,088</u>	<u>113,328</u>

There are 7 members of the Board excluding the Principal. The Board has held 9 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	110 - 120	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
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	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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).

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

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.

22. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$134,050 (2022: \$77,071) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP School Grounds Improvement Project	38,472	27,630	10,842
Roofing Replacement	134,208	11,000	123,208
AMS Classroom Upgrade	0	11,174	0
Total	172,680	49,804	134,050

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	441,303	295,799	422,986
Receivables	32,964	32,640	34,272
Investments - Term Deposits	39,693	37,478	38,062
Total financial assets measured at amortised cost	513,960	365,917	495,320

Financial liabilities measured at amortised cost

Payables	41,461	41,047	35,403
Finance Leases	4,070	5,357	6,879
Total financial liabilities measured at amortised cost	45,531	46,404	42,282

24. Events After Balance Date

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

25. Comparatives

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

Alfredton School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Alison Hill	Principal	ex Officio	
Katie Falloon	Parent Representative	Elected	Aug 2025
Kate McKay	Parent Representative	Elected	Jan 2024
Tomas Maggio	Parent Representative	Elected	Aug 2025
William Forbes	Parent Representative	Elected	Aug 2025
Daniel Edmonds	Parent Representative	Elected	Aug 2025
Jacelyn Heynes	Parent Representative	Co-opted	Jan 2024
Robin Gardner	Staff Representative	Elected	Jan 2024

Alfredton School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$630 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Alfredton School Board:

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

Statement of Variance Reporting



School Name:	Alfredton	School Number:	2801
Strategic Aim:	To grow students to be confident, broad minded, innovative learners who are community orientated and culturally aware.		
Annual Aim:	To improve teaching and learning.		
Target:	<p>To develop Cultural Responsiveness and Localised Curriculum Design</p> <p>To raise the achievement of all students and close the gap for our Māori learners and children who have been identified as priority learners</p> <p>To Re-imagine our Vision and School Values</p>		
Baseline Data:	<p>Writing – End of 2022 All Students At/Above 76% Māori Students At/Above 50%</p> <p>End of 2023 All Students At/Above 61.8% Māori Students At/Above 50%</p> <p>72.5% of all students made at least expected progress 12.5% made accelerated progress</p> <p>Reading – End of 2022 All Students At/Above 86.7% Māori Students At/Above 80%</p> <p>End of 2023 All Students At/Above 83.5% Māori Students At/Above 87.5%</p> <p>92.5% of all students made at least expected progress 22.5% made accelerated progress</p> <p>Maths – End of 2022 All Students At/Above 86.9% Māori Students At/Above 63.7%</p> <p>End of 2023 All Students At/Above 85.8% Māori Students At/Above 75%</p> <p>90% of all students made at least expected progress 5% made accelerated progress</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>To develop Cultural Responsiveness and Localised Curriculum Design</p> <p>Introduce He Kakahu Reo, or other program, across school in order to develop Maori identity, Te Reo and Tikanga Maori.</p> <p>Develop a whanau group with school families.</p> <p>To develop Outdoor learning.</p> <p>To raise the achievement of all students and close the gap for our Māori learners and children who have been identified as priority learners</p> <p>Embed PaCT as a system of whole school assessment Understand the Learning Progressions and how they impact on next steps for learning PLD: Kahui Ako</p> <p>Writing: More time to be allocated to writing each day, not just in writing lessons. More cross curricular writing needs to happen.</p> <p>Jane Considine “write stuff” needs embedding and teaching at least 2x per term in Huia</p> <p>Self / peer assessment of writing needs to be taught and encouraged on a regular basis.</p>	<p>Outdoor learning was not achieved and will be built into the plans for 2025.</p> <p>After trials we decided that He Kakahu Reo did not suit our school. We have enrolled with Te Puna Reo for 2024.</p> <p>The group met twice during the year. Whanau requested authentic Kapa Haka uniforms for the girls and these were purchased and worn for the first time at Prizegiving. A Kapa Haka tutor was engaged for Terms 2 and 3. Unfortunately, they moved out of the area at the start of Term 4.</p> <p>Teachers have completed a day’s PLD based on Niho Taniwha – Dr Melanie Rewai Couch with Evaluation Associates.</p> <p>Links have been made with our local Marae and the whole school visited in Term 3. The Kaihautū group were consulted as we developed our strategic plan for 2024 / 25.</p> <p>PaCT has been embedded and is being used across school. All staff have undertaken PLD on learning progressions and PaCT.</p> <p>Jane Considine’s Write Stuff has enabled some children to develop their writing skills.</p> <p>Self-assessment is in its early stages.</p> <p>Co-construction of success criteria has begun but needs further development.</p>	<p>Time didn’t allow for outdoor learning to be developed.</p> <p>Staff knowledge and ability – need more support when teaching te reo.</p> <p>One teacher has received support and mentoring throughout the year. This has led to less progress than expected. The teacher has left the school so progress in 2024 is expected to be much higher. This had a significant impact for the older students.</p> <p>The Write Stuff has developed the older students and those who are at / above writers. Intervention has moved reading and maths forward but hasn’t been as successful in writing,</p> <p>Modelling and co-construction needs developing further.</p> <p>Self / peer assessment needs to continue to be developed as does student agency.</p> <p>Students who have joined our school during 2023 have all required intervention from RTLB (with the exception of those who joined as New Entrants). This has had an impact on attainment, particularly in Years 4 to 8.</p>	<p>Continue to develop student agency, co-construction of success criteria, self and peer assessment.</p> <p>Develop our links with the local Marae and include further consultation on our strategic planning.</p> <p>Staff PLD based on continuing to raise the attainment of all students including ensuring that teaching and learning is culturally responsive. This will include further work using Niho Taniwha.</p> <p>Introduce a new vision and values.</p> <p>Ensure that new staff understand learning progressions and PaCT. Introduce more standardised assessment.</p> <p>Focus on improving writing across school – introduce Writer’s Toolbox with a 3 year license, look at structured literacy.</p> <p>Introduce more rich tasks into maths teaching.</p> <p>Continue to work closely with RTLB to introduce targeted intervention.</p> <p>The school community will be consulted to develop our local curriculum.</p>

<p>More use of model texts and discussion about what successful writing looks like. Success criteria will be co-constructed.</p> <p>Intervention programs for priority learners.</p> <p>Y8 loss of learning intervention in Term One.</p> <p>Reading: PLD on PaCT and reading learning progressions will take place in 2023.</p> <p>Home reading will continue to have a high focus.</p> <p>Priority learner intervention programs to continue..</p> <p>Maths: Students will be encouraged to co-construct success criteria with their teacher and take an active part in self / peer reflection.</p> <p>More emphasis on Rich Tasks and Real Life contexts for learning in maths.</p> <p>More focus on Strand, which PaCT has shown to be a weakness.</p> <p>To Re-imagine our Vision and School Values</p> <p>Consult with staff, students and community Working Party comprising of all stakeholders to create a re-imagined vision and school values</p>	<p>In writing Māori students are unchanged in their achievement whilst overall achievement is down. In maths the attainment gap is increasing in its equity. In reading our Māori students achieved higher than our 'all students' group. This is a huge achievement and should be celebrated.</p> <p>We have worked with RTLB to implement intervention programs.</p> <p>Year 8's completed the loss of learning program.</p> <p>Home reading has continued to have a high focus which has resulted in more children reading at home regularly.</p> <p>Some self-reflection has taken place but needs to be developed further.</p> <p>Rich tasks continue to be an area of focus.</p> <p>Strand has had significantly more teaching particularly from Year 4 upwards.</p> <p>Whanau, staff and students have been consulted. A proposal will be presented to the Board at their first meeting in 2024.</p>		
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Planning for next year:

Strategic Goal One: To provide students with a relevant and exciting local curriculum.

Teachers: Teachers are clear and confident on the learning that matters within our local school curriculum and are able to access and utilise it with our students

Learners: Ensure learning is personalised and meaningful for all students

Community: Involve our community in the co-construction of our local curriculum

By the end of 2024:

Teachers: Staff have created a localised curriculum which excites learners and has clear links to Te Mātaiaho

Learners: Students are engaged learners who are beginning to demonstrate agency

Community: Our community is fully involved in developing our local curriculum

Strategic Goal Two: To enable all students to reach their academic potential in English and Numeracy

Teachers: To build an understanding of teaching practises which enable students to achieve well

To access relevant PLD to grow understanding of Te Mātaiaho - Refreshed Curriculum

Learners: To ensure all students make at least expected progress in reading, writing and maths

Community: Whānau are satisfied with the progress their tamariki are making

By the end of 2024:

Teachers: Staff have an understanding of how to implement programs to improve the learning of their students

Learners: Monitoring shows that all students are making progress and that priority learners are making accelerated progress

Community: Whānau understand what and how their tamariki are learning and are satisfied with their child's progress

Strategic Goal Three: To give effect to Te Tiriti O Waitangi

Teachers: To use Niho Taniwha – Dr Melanie Rewai Couch to improve teaching of all ākonga making learning more equitable thus ensuring all students' needs are met.

Learners: To embed the Aotearoa Histories teaching program.

Community: To build reciprocal relationships with the community

By the end of 2024:

Teachers: Staff are culturally responsive in their planning and teaching

Learners: Aotearoa Histories learning is evident across the school

Community: The Board work with the Kaihautū group to ensure our curriculum and teaching are culturally responsive.

The website is user friendly, colourful and contains relevant information

The Board will continue to monitor implementation of the plan and the outcomes realised from our actions. They will continue to develop how effect is given to the Treaty of Waitangi and student progress, especially that of priority learners.

How we have given effect to Te Tiriti o Waitangi

During 2023 Alfredton School began to develop a Whanau Group. The group met twice during the year. Whanau requested authentic Kapa Haka uniforms for the girls, and these were purchased and worn for the first time at Prizegiving. A Kapa Haka tutor was engaged for Terms 2 and 3. Unfortunately, they moved out of the area at the start of Term 4.

Teachers have completed a day's PLD based on Niho Taniwha, by Dr Melanie Rewai Couch, with Evaluation Associates. This will become a focus for further development during 2024 by staff and be part of our professional growth cycle. This is enabling us to deepen our understanding of cultural responsiveness and how we can best meet the needs of our Māori ākonga and their whanau.

Links have been made with our local Marae and the whole school visited in Term 3. The Kaihautū group were consulted as we developed our strategic plan for 2024 / 25. Further consultation is planned by the Board for 2024 and beyond.

In 2023 we were the host school for the Tararua Bush Schools Cultural Festival. This enabled us to both develop our understanding as well as share our new waiata and tikanga.

We have signed up to an online Te Reo and Tikanga program for 2024 – Te Puna Reo Māori. Staff will be able to develop their own knowledge and skills through the PLD which this program also offers.

Our Māori students have been well supported to achieve equitable outcomes. In reading and maths they exceeded their achievement goal and achieved a higher target than our whole school in reading: Whole School Reading 83.5%, Māori 87.5%.

Evaluation and analysis of the school's students' progress and achievement

Students at Alfredton School have worked very hard and are achieving well across the curriculum in many areas. In maths 86%, in reading 84% and in writing 62% of students reached their expected target.

We are very pleased with how the gap is closing for our Māori students; this is particularly evident in reading where 87.5% reached or exceeded their expected target. We will continue to support them to further close the gap. In maths 75% reached their expected target and in writing 50%

Our priority learners have also made good progress with intervention groups successfully supporting these learners. We have worked closely with RTLB to ensure that programs are put in place which will provide opportunities for them to accelerate their learning.

In maths and reading the students have achieved where we expected them to with some exceeding expectations. Writing will be a focus for us next year as we aim to raise achievement in this area.