



SELWYNRIDGE

2024 Annual Report and Analysis of Variance



Through our annual report and analysis of variance we review outcomes of goals set in our 2024 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2023 annual report.

OVERVIEW OF THIS DOCUMENT

As noted on the cover page, this document is intended to communicate our school's review of outcomes of goals set in our 2024 annual plan, report on school level core curriculum data, and review student achievement targets identified from the 2023 annual report.

- Page 3: Introduction of our school vision and strategic direction
- Page 4: Board of Trustees overview, 2024 policy updates and compliance with legislation (Good employer and Equal Opportunities)
- Page 5: Report on sport - including Kiwi Sport funding

We then outline our Annual Plan Goals and complete an analysis of actions, outcomes and next steps in each goal area (Statement of variance).

- Page 7 - 11: Statement Of Variance - Strategic goal 1 - Culturally Empowered Ākonga
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- Page 26 - 31: 2024 concept review, creatives in schools project, curriculum in action, ākonga voice and 2025 local curriculum recommendations

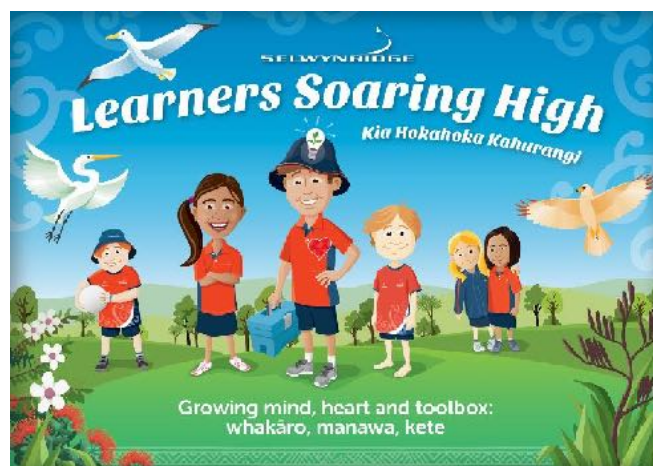
Following this we then present outcomes in core curriculum (reading, writing and mathematics) based on overall teacher judgments. These are broken down in year level and gender and also compared with previous year achievements.

- Page 33 - 35: Reading / Panui achievement, comparison 2024, Sub level shift 2024:
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- Page 45 - Mathematics review - next steps

The document concludes with a message from the Principal, summarising our achievements and outlining our vision for the year ahead. Additionally, this report will be supplemented with the audited financial statements for the 2024 year once they are finalised by the auditor. These statements will provide further insights into our financial management and accountability practices.

Introduction

At Selwyn Ridge School our vision for learning is:
Kids On The Ridge Soaring High
Kei runga nga rangatahi i te taukahiwi, kia hokahoka kahurangi



At Selwyn Ridge School, we are committed to being the best we can be, making the greatest possible difference for every child. Our guiding focus questions—“*What is powerful learning?*” and “*What is it powerful to learn?*”—shape our practices and align with our shared vision of excellence in teaching and learning.

Key priorities include:

- Growing the mind, heart, and toolbox to enable all learners to soar high.
- Driving learning-focused strategic planning that supports meaningful outcomes.
- Upholding high expectations for every child to achieve their potential.
- Cultivating a reflective culture where everyone is encouraged to improve their practice.
- Providing high-quality professional learning to empower staff.
- Building strong relationships with our community to support collective success.
- Ensuring effective governance to guide our direction.
- Delivering quality resourcing to enhance teaching and learning experiences.

Together, these practices support our commitment to creating a powerful, positive, and inclusive learning environment.

Areas of strategic focus 2023 - 2025:

Following consultation and review of achievement information we established the following annual goals for our strategic plan 2023 - 2025.

Areas of strategic focus - 2023 to 2025

National Education Learning Priority (NELP) FOCUS AREA	2023	2024	2025
Quality Teaching and Leadership Quality teaching and leadership make the difference for learners and their whānau (NELP Objective 3)	Healthy active learning Year 2 Better Start Literacy Year 1-2 Mathematics Year 3 - 6	Pedagogically enriched kaiako Learning principles to practice - Literacy Better Start Literacy Year 1-3 Continuing Literacy Year 4-6	Pedagogically enriched kaiako Learning principles to practice Specific curriculum areas of priority to be determined based on 2024 data and self review.
	Implementation of Te Mātaiaho - The Refreshed New Zealand Curriculum		
	Te Ao Tangata / Social Sciences Mathematics and Statistics English	Science Technology The Arts	Health and Physical Education Learning Languages
	Culturally Empowered Ākonga All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures. Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge. Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture. Learners with special education needs are supported to engage in all school activities; accessing, making progress and achieving in alignment with the New Zealand Curriculum.		

Board Of Trustees - 2024

Name	Position	Year office taken
Katrina McChesney	Presiding member	2019
Michael Wright	Selected parent	2023
Matthew Thomas	Elected parent	2018
Steve Murray	Elected parent	2022
Todd Whittaker	Elected parent	2022
Leah Mikaere	Staff representative	2021
Craig Price	Principal	2007

The Selwyn Ridge School Board of Trustees, through effective governance, provides strategic direction and alignment for the operational leadership and management of our school.

Our policies are accessible on SchoolDocs (<https://selwynridge.schooldocs.co.nz>), where we utilize the SchoolDocs self-review frameworks to evaluate policies and procedures and ensure compliance with legislative requirements.

Supporting committees within the Board lead and manage developments in specific areas such as property, finance, principal professional growth and appraisal, health and safety, and community consultation. Key policies reviewed by the Board as part of the 2024 self-review cycle included: Te Tiriti o Waitangi, Board Responsibilities, Appointment Procedures, Safety Checking, Classroom Release Time, Concerns and Complaints, Performance Management, Protected Disclosure, Managing Income and Expenditure, Financial Conflicts of Interest, and Asset Management and Protection.

In Term 3, the Board conducted consultation with whānau, including whānau Māori and international whānau, as well as with kaiako and ākonga. The insights gathered support the shaping of our strategic planning and will inform the 2025 annual planning cycle. The findings from this consultation are available in separate documentation.

Good Employer and Equal Opportunities

The Selwyn Ridge School Board is committed to being a good employer, taking all reasonable steps to build work relationships based on trust, confidence, and good faith. The Board ensures that all employees are treated fairly and respectfully in compliance with the Public Service Act 2020 and relevant employment legislation. The Board is committed to fostering a supportive environment that promotes the wellbeing of all staff and provides opportunities for professional learning and development to enhance their skills and career progression. The Board is dedicated to upholding the principles of Te Tiriti o Waitangi and fostering a workplace that values diversity, inclusivity, and cultural competency, ensuring all staff feel respected and valued.

As an Equal Opportunities Employer, Selwyn Ridge School adheres to all legislative requirements, maintaining an Equal Employment Opportunities procedure. In 2024, we had no reported issues concerning equal employment opportunities.

Report on sport - including Kiwi Sport funding

KiwiSport funding, combined with operational funding, enabled us to employ Sports Co-ordinator Julie Taylor, whose role focuses on fostering a love for sports, encouraging participation, and building confidence in our tamariki. This initiative has significantly boosted engagement, with participation rates growing across a diverse range of sports and activities over the years.

2024 Sporting Highlights:

- **Increased Opportunities:** A wide array of school and inter-school events, including duathlon, cross country, and for the first time, participation in the inter-school Ki o Rahi and girls rugby tournaments.
- **Outstanding Achievements:**
 - *First place* in the Tauranga Open Cross Country 2024 School Points Trophy.
 - Winners of the inter-school girls' rugby tournament.
- **Broad Participation:**
 - 40 ākonga competed in the WBOP Orienteering Championships.
 - 13 students selected for the Aspiring Athletes Leadership Programme.
 - Many tamariki represented Selwyn Ridge at Southern Cluster and WBOP levels.
- **Leadership and Community Engagement:**
 - Year 6 Dynamo Sports Leaders provided great support for junior PE and promoted active play.
 - Many classes participated in events like Funky Fun Days.

Our continued partnership with Sport Bay of Plenty through the Healthy Active Learning initiative has further enhanced opportunities for collaboration and development.

Looking Ahead:

In 2025, we aim to build on this success by exploring new sporting opportunities, enhancing student leadership in sport, and promoting inclusivity and cultural connections through activities like Ki o Rahi. KiwiSport funding remains a vital component in sustaining and growing these initiatives. Our Healthy Active Learning partnership with Sport Bay of Plenty will continue in 2025.




Statement of Variance - Annual Plan Goals

Our Statement of Variance reviews progress toward the targets in our Annual Implementation Plan, detailing strategic aims, objectives, actions, outcomes, and next steps. It is followed by our 2024 Curriculum Implementation Review and an evaluation of student progress and achievement in core areas.

Our 2024 Annual Development Plan, shaped through consultation with ākonga, kaiako, whānau, and school leadership, aligns with our 2024-2025 Strategic Plan and focuses on two key areas:

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal 1	School Board Priorities	Link to Education Requirement	Outcomes After two years we expect to see:
Culturally empowered ākonga 	Highest possible student achievement Physically and emotionally safe environment for all Inclusive and caters for students' differing needs Giving effect to Te Tiriti o Waitangi	National Education Learning Priority (NELPS) NELP 1 - Learners at the centre NELP 3 - Quality teaching and leadership NELP 5 - meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Increasingly equitable and excellent outcomes for all within a culture that promotes identity and belonging High aspirations for every learner/ākonga, and support 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 An increasingly bicultural localised curriculum that is reflective of the intent of Te tiriti o Waitangi with growth and normalisation of tikanga and te reo Māori in daily school life


How will we achieve or make progress towards this strategic goal?

Te Tai Whanake curriculum development across the kura including Te Ao Māori Poutama (learning ladder) and Te Reo Māori Poutama. Strategic leadership for Leah Mikaere to support kaiako to grow practice with te ao and te reo māori
Tapasā | Our Sea of Islands Professional Development for Selwyn Ridge. 15 hours of Tapasā PLD (across 2 years).
Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

How will we measure success?

NZCER Taku Reo ākonga survey - pre and post assessment for ākonga - increasing te reo use in the classroom and across the kura.
Ākonga feedback through consultation and focus groups
ERO Poutama Reo tool used as self reflection and formative assessment tool at 6 months intervals.
Kaiako professional growth cycle that outlines individual goals and growth in teaching te reo and tikanga across the curriculum. Includes classroom observation and team collaboration.
Kaiako survey to review confidence and efficacy of teaching learners from different cultures
Whānau hui to share progress and collectively monitor the use of our Te Reo Māori Poutama
Outcomes in core curriculum show increasingly equitable and excellent outcomes for all

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal 2	School Board Priorities	Link to Education Requirement	Outcomes After two years we expect to see:
Pedagogically Enriched Kaiako 	Highest possible student achievement Inclusive and caters for students' differing needs	National Education Learning Priority (NELPS) NELP 1 - Learners at the centre NELP 3 - Quality teaching and leadership NELP 6 - develop teacher / kaiako confidence and competence to teach diverse learners / ākonga with varying needs, and to appropriately modify teaching approaches	Increased kaiako confidence and repertoire for teaching ākonga with diverse needs Sustained implementation of Healthy Active Learning Kaupapa Te Mataiaho common practice - Selwyn Ridge common practice models. Greater alignment of key SRP principles of learning in practice (Berry street model example). Improved outcomes for learners - literacy Assessment capable learners - ākonga, kaiako and whānau are assessment capable

How will we achieve or make progress towards this strategic goal?

Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. Exploring the Berry Street learning approach and how we might further apply key principles and practices to Selwyn Ridge. Continuing to embed Healthy active learning as a learning principle across the curriculum at Selwyn Ridge.
Providing ongoing professional learning for teachers to enhance their skills in responding to diverse learning and/or behavioural needs and trauma informed teaching.
Literacy development - Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3.
Continuing literacy practices for years 4 - 6. Key learning principles and practices explored across the curriculum.

How will we measure success?

Kaiako observation as part of professional growth cycle. Kaiako share professional growth in use of an increasing repertoire of teaching strategies, approaches, learning activities and assessment for learning strategies and how these have been adapted in response to the needs of individuals and groups of learners.
Ākonga feedback through consultation and focus groups - how are they experiencing curriculum?
School wide data collected from above and analysed to track alignment, improvement, challenges and strengths over time.
Outcomes in core curriculum show ongoing growth in ākonga progress and achievement (reading, writing, mathematics)

Statement of Variance - Strategic goals

Strategic Goal 1 - Culturally Empowered Ākonga

Strategic goal - All ākonga are increasingly knowledgeable and respectful towards their own and others' cultures.

Te ao Māori

Enhancing te reo Māori and tikanga Māori into the every day life of Selwyn Ridge.

Pasifika

Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual Target:

- 1.1. - Te Tai Whanake curriculum development across the kura including Te Ao Māori Poutama (learning ladder) and Te Reo Māori Poutama. Strategic leadership for Leah Mikaere to support kaiako to grow practice with te ao and te reo māori
- 1.2 - For kaiako to grow whakaro, manawa and kete with Tapasa - the Pasifika Education Plan
- 1.3 - Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

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

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Te Tai Whanake Curriculum - focus on migration - Growing knowledge and understanding of local purakau including hikoi to Pāpāmoa Hills and Maketu Melanie Cottingham to facilitate professional learning around Tapasa and principles to classroom practice	Leadership team Melanie Cottingham - Pasifika in the Bay Trust	Cost of bus and food for hikoi to Maketu Travel Ed support facilitation	<ul style="list-style-type: none"> Kaiako grow understanding of local purakau and implement these into term 1 curriculum focus of Turangawaewae. Knowledge and use of Tapasa is built and integrated into practice
Growth of Te Reo for kaiako through targeted professional learning (coaching model and team development) Translation of this into classroom practice with ākonga growth in understanding and using te reo.	Leah Mikaere Team leaders	Leah Mikaere - budget for release for leadership and coaching	<ul style="list-style-type: none"> Kaiako survey to review confidence and efficacy of teaching learners from different cultures NZCER Taku Reo ākonga survey - pre and post assessment for ākonga - increasing te reo use in the classroom and across the kura.
Vertical learning team focus - Te Ao Māori and Te Reo Māori poutama Russel Bishop - Leading to the North East professional learning for leadership team	Leah Mikaere Roz Salter Erin Neilson Kim Abbott	Professional learning for leadership team - \$500 for Russel Bishop	<ul style="list-style-type: none"> team meeting minutes show pathway of learning Te Tai Whanake curriculum including Te Ao and Te reo māori are included in all planning Reflection and next steps from Russel Bishop leadership development planned and implemented
Teacher professional growth cycle. Observations of practice. Goal setting.	Leadership team	Staffing and time for observations and PGC connection	<ul style="list-style-type: none"> Professional growth cycle documentation - including observation feedback. Outcomes from classroom assessment / te reo. Ākonga feedback
Explore cultural celebrations	Tracey Hall, leadership team	Support for different cultural celebrations. Community involvement	<ul style="list-style-type: none"> Cultural celebrations are planned for, completed and reviewed. Feedback from attendees on the experience

Statement of Variance - Strategic goals

OUTCOMES:

1.1 Te Tai Whanake curriculum development including Te Ao Māori Poutama (learning ladder) and Te Reo Māori Poutama. Strategic leadership for Leah Mikaere to support kaiako to grow practice with te ao and te reo Māori

Our focus on growing culturally empowered ākonga began with staff PLD on the Te Tai Whanake Curriculum and migration. Teachers deepened their understanding of local pūrākau, integrating these into curriculum. A hikoi to Pāpāmoa Hills and Maketū enriched connections to tangata whenua histories.

Our curriculum was shaped by key concepts, focus areas, and whakataukī that guided teaching and learning while embedding te ao Māori and integrating Te Tai Whanake.

A Term 2 highlight was the continued integration of Te Tai Whanake, featuring a ngā toi focus, a tuakana/teina approach, and learning about local iwi histories. Ākonga also collaborated on a Creatives in Schools project, designing a mural to depict the story of our pou.

Term 1		Term 2	Term 3	Term 4
Focus	Turangawaewae where we stand.	Ngā Toi	STeAMing Ahead	Toi iho - weaving together
Wakatauki	Me tiro whakamuri, kia anga whakamua - walking backwards into the future	Mā te pohewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana. With imagination and creativity a hidden jewel can be revealed.	Whaiwhia te kete mātauranga . Fill the basket of knowledge I orea te tuatara ka patu ki waho - A problem is solved by continuing to find solutions	Mā te whāriki ka mana te whakairo, mā te whakairo ka mana te whāriki - the woven mat elevates the prestige of the carving and the carving elevates the prestige of the woven mat
Curriculum lens	Te ao tangata / Social Sciences	The Arts - Ngā toi	Science / Technology.	Combining elements of previous terms

We have made progress toward our school goal of growing te reo Māori across the kura. Teachers have continued to develop their skills through professional growth cycles, while team leaders participated in professional learning with Russell Bishop on *Leading to the North-East*, which helped shape team goals and learning focus areas.

This ongoing development has increased teacher confidence in using te reo Māori, which is now reflected in enriched classroom practice. Feedback from whānau Māori during Term 3 consultation highlighted the positive progress we are making in upholding the principles of Te Tiriti o Waitangi.

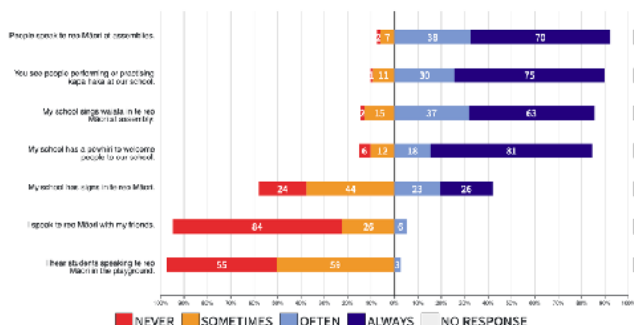
Kapa haka has continued to flourish, with great participation across junior, middle, and senior groups. Their passionate performances at the annual Extravaganza showcased our tamariki's enthusiasm and cultural pride. Termly mihi whakatau ceremonies have been another valued addition, providing a meaningful way to welcome new ākonga and whānau into our school community.

Taku reo survey - We used the Taku Reo survey with our year 5 and 6 ākonga to evaluate their perceptions on use of te reo across the school and in their classrooms. The graphs below show outcomes from the term 4 survey.

Across the whole school

Applied Filters:

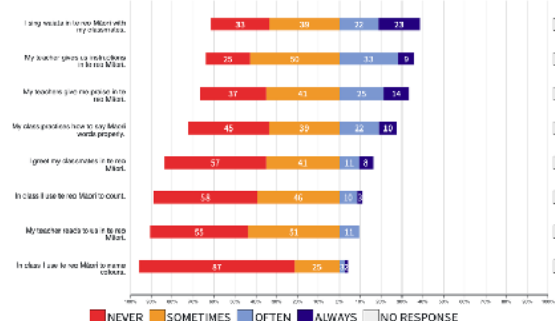
Report Year: 2024 | Order by: Most Positive



Use of Te Reo in the classroom

Applied Filters:

Report Year: 2024 | Order by: Most Positive



Strengths:

1. School-wide practices are strong:

- High visibility of te reo Māori at assemblies, with 70% always hearing it used and 63% singing waiata in te reo Māori.
- Cultural practices, such as mini whakatau (81% always) and kapa haka performances (75% always), are well-established and celebrated.
- School signage in te reo Māori is somewhat visible, though there is room for improvement.

2. Teacher-led classroom integration:

- Teachers give instructions in te reo Māori often or always in 42% of responses and provide praise in te reo Māori in 39% of responses.
- Waiata in te reo Māori is sung with classmates often or always in 45% of classrooms.

Areas for Development:

1. Informal and student-led use of te reo Māori:

- Student use of te reo Māori in peer interactions is limited. In the playground, 55% never hear students speaking te reo Māori, and 84% never speak it with friends.
- Classroom activities like using te reo Māori to greet peers (57% never) or to count and name colors (58% and 87% never, respectively) are rarely practiced.

2. Embedding te reo Māori in daily routines:

- While formal practices are well-established, increase daily use of te reo Māori in classrooms and across the school, such as reading, further practicing pronunciation, and more integration of vocabulary into lessons.

Overall Summary:

We have strong formal integration of te reo and tikanga Māori, particularly in assemblies, curriculum, mihi whākatau, and kapa haka. However, further growth of conversational and everyday use of te reo Māori among ākonga remains an area for ongoing focus. Increasing opportunities for informal student engagement and embedding te reo into daily classroom practices will strengthen the school's commitment to honoring Te Tiriti o Waitangi and normalizing te reo across all aspects of school life.

Statement of Variance - Strategic goals

1.2 - For kaiako to grow whakaro, manawa and kete with Tapasā - The Pasifika Education Plan

Throughout the year, kaiako have participated in professional learning facilitated by Melanie Cottingham from the Pasifika in the Bay Trust. This initiative aimed to strengthen understanding and application of *Tapasā: The Pasifika Education Plan*, fostering culturally responsive classroom practices. These efforts ensure the curriculum reflects and celebrates the diverse identities within our community, supporting ākonga in developing a strong sense of place and belonging.

We began our 2024 professional learning journey during the start-of-year call-back days with a full-day session on Tuesday, 30 January, from 8:30 am to 4:00 pm. The focus was "Tūrangawaewae - Where We Stand," which explored themes of identity, belonging, and cultural connection. The day included reflections on *Me Tiro Whakamuri*, *Kia Anga Whakamua* (Poutama Reo), the concept of Tūrangawaewae, and our connection to Aotearoa. It also delved into significant historical contexts, such as the Dawn Raids, and incorporated learning from Tapasā, providing a rich foundation for the year ahead.

Throughout the year, other professional learning focused on Turu 1 of Tapasā, emphasizing identities, languages, and cultures. This learning began with an in-depth exploration of the Cook Islands, followed by Samoa. In Term 3, these insights were woven into the school's STEAM learning, highlighting a Pasifika lens and bringing cultural perspectives to the forefront.

As part of this process, kaiako completed a Ministry of Education survey on the implementation of *Tapasā*. The results highlighted positive progress while identifying opportunities for growth in supporting Pacific ākonga. Teachers expressed strong confidence in understanding the unique identities, languages, and cultures of their Pacific learners (*Turu 1*) and showed enthusiasm for further deepening this knowledge.

However, seven respondents reported lower confidence in building reciprocal, collaborative relationships with Pacific ākonga and their communities (*Turu 2*). To address this, a focus on relational theory and practical strategies for engaging Pacific whānau could be beneficial. This might include leveraging opportunities such as Pacific Language Weeks, final assemblies, prizegivings, and intentional parent engagement initiatives in 2025.



Statement of Variance - Strategic goals

1.3 Cultural celebrations and learning with whakaro, manawa and kete about different cultures in our kura.

This year, we embraced and celebrated the diverse cultures within our kura through a variety of meaningful actions.

A big highlight in the year was our Diwali celebration, a first of its kind for our kura. We had hui with whānau who helped with the organisation and planning of the event. They helped organize activities where ākonga created rangoli patterns, participated in cultural performances had Indian food and had a wonderful celebration assembly.

Another highlight was celebrating Chuseok, the Korean harvest festival, by learning about its traditions, sharing stories, enjoying activities and exploring the significance of gratitude in Korean culture.

During Pasifika Language Weeks, we highlighted the languages, stories, and traditions of Pasifika communities, engaging learners in cultural songs, dances, and art projects.

We celebrated Matariki, the Māori New Year, by coming together to celebrate the significance of the star cluster. This included sharing kai, reflecting on the past, setting intentions for the future, and participating in waiata, storytelling, and art projects that celebrated Te Ao Māori and the renewal of the seasons.

In classrooms, kaiako integrated cultural learning by exploring the backgrounds and traditions of our ākonga and their whānau.



NEXT STEPS:

- Continue professional learning about and implementation of Tapasa in 2025 with a 15-hour programme led by Mel Cottingham, building on the momentum created in 2024.
- Expand on the success of this year's Diwali celebration by working collaboratively with Indian whānau, who have expressed enthusiasm for fostering further cultural engagement and growing understanding within the kura.
- Continue fostering conversational and everyday use of te reo Māori. Encourage ākonga to use more te reo across the kura
- Enhance our Matariki celebrations by considering a whole-school event, such as hosting a hāngī, to strengthen community connections and honor this significant time of reflection and renewal.
- Integrate deliberate teaching of cultural empowerment across the curriculum by deeply exploring and celebrating the diverse cultural identities represented in our classrooms.
- Strengthen relationships and engagement with Korean whānau to further embed their culture into the life of the kura, creating additional opportunities for representation and learning.

Statement of Variance - Strategic goals

Strategic Goal 2 - Pedagogically Enriched Kaiako

Strategic goal - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment.

Annual Targets:

1.1 - Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. 2024 curriculum focus area - Literacy. Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3. Continuing literacy practices for years 4 -6.

1.2 - Professional learning for teachers to enhance their skills in responding to diverse learning and/or behavioural needs and trauma informed teaching.

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

Increased kaiako confidence and repertoire for teaching ākonga with diverse needs

Sustained implementation of Healthy Active Learning Kaupapa

Te Mataiaho common practice – Selwyn Ridge common practice models. Greater alignment of key SRP principles of learning in practice (Berry street model example).

Improved outcomes for learners in literacy

Key Improvement Strategies

Actions	Who is responsible	Resources	Outcomes / Measuring success
Selwyn Ridge Powerful Learning Principles are reviewed based on contemporary research and then delivering with alignment. Exploring the Berry Street learning approach and how we might further apply key principles and practices to Selwyn Ridge.	Tanya Healy Leadership team	2 teacher only days (MOE provided to implement pedagogy to practice). Leadership development (Tanya Healy and Shelley Handley)	Kaiako observation as part of professional growth cycle. Kaiako share professional growth in use of an increasing repertoire of teaching strategies, approaches, learning activities and assessment for learning strategies and how these have been adapted in response to the needs of individuals and groups of learners.
Continuing to embed Healthy active learning as a learning principle across the curriculum at Selwyn Ridge.	Sport BOP - Apanui Heemi Teaching team	Release for teachers to attend professional learning	Healthy active learning imbedded across curriculum. Identified teachers attend professional learning in healthy active learning. Tu Manawa grants applied for.
Literacy development - Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3.	Literacy leadership team Year 1 -3 team	Year 3 teachers - BSLA resourcing	Outcomes for literacy - BSLA and junior literacy achievement and outcomes
Transition to school review	Shelley Handley	Release for visiting other kura, further research	Active inquiry with changes made. Feedback from whānau of new entrant tamariki
Continuing literacy practices for years 4 -6. Key learning principles and practices explored across the curriculum. Update on assessment practices with Asstle	Tanya Healy Kim Abbott	Asstle course	Outcomes in core curriculum show ongoing growth in ākonga progress and achievement (reading, writing, mathematics).
How to teach reading, writing and spelling professional learning for teachers of year 4-6	Tanya Healy Year 4 - 6 team	\$750 for resource	Ākonga outcomes in literacy. Teacher increase in knowledge and efficacy in literacy teaching

Statement of Variance - Strategic goals

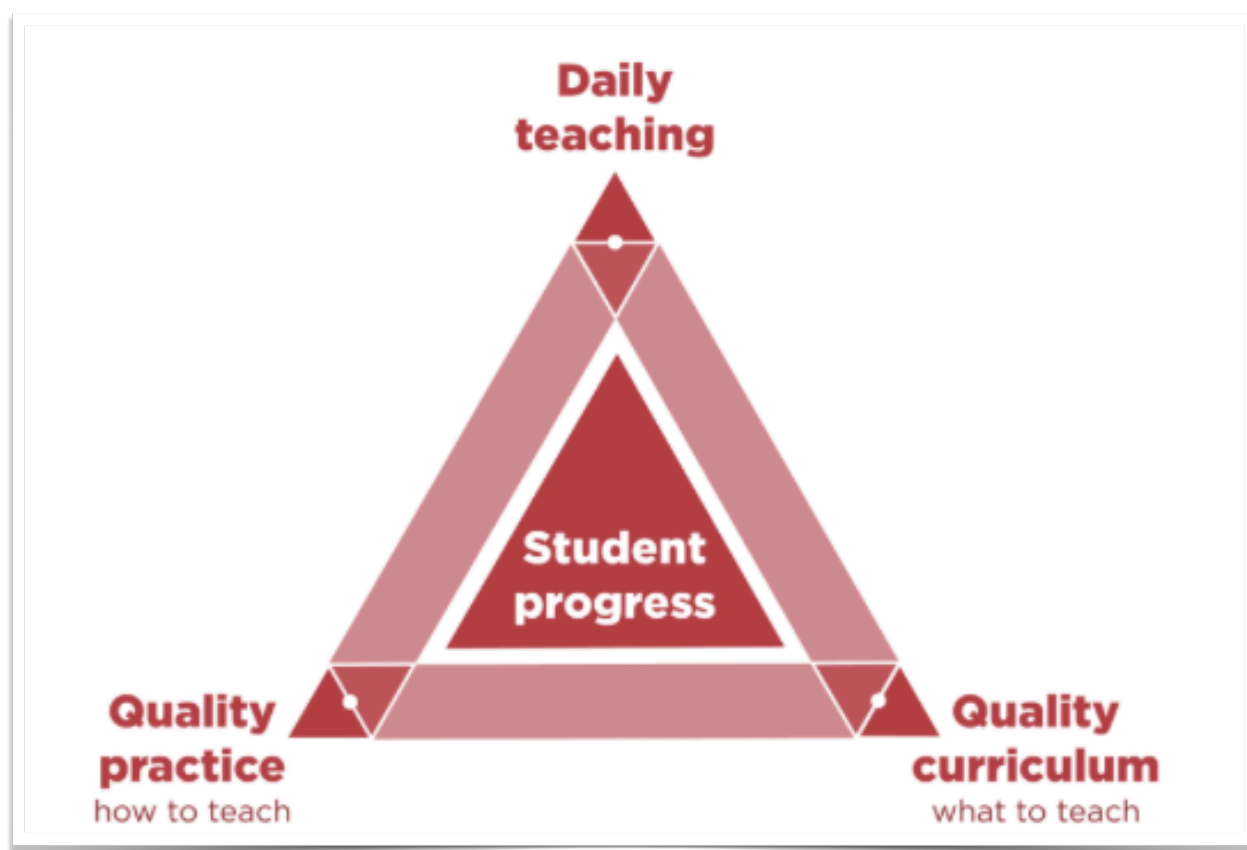
OUTCOMES:

1.1 Selwyn Ridge Powerful Learning Principles reviewed based on contemporary research and then delivering with alignment. 2024 curriculum focus area - Literacy. Better Start Literacy embedding for year 1 and 2 ākonga, introduced for year 3 (Phase 1). Continuing literacy practices for years 4 -6.

This year our school 'Powerful Learning Principles' were reviewed and refined, drawing on contemporary research to ensure alignment with best practices and effective delivery. Our curriculum focus area this year was literacy.

Our year 1 - 3 teachers (phase 1) focused on growing their knowledge and practice through delivering powerful learning principles and fidelity of the Better Start Literacy Approach.

In Years 4-6 (phase 2) our teachers have engaged in professional learning focused on teaching reading, writing, and spelling effectively, refining their instructional strategies. Across the curriculum, we have explored key learning principles and practices, ensuring they align with contemporary educational approaches. We also updated our assessment practices using e-asTTle, enabling more targeted teaching and improved support for learner progress, ensuring assessment remains both meaningful and effective in driving student achievement.



Statement of Variance - Strategic goals

Phase 1 mahi at SRP

Fidelity of the Better Start Literacy Approach in Phase 1

This year we have been consolidating practice and our mahi focus last term was around BSLA fidelity across our Year 1 - 3 team. Fidelity refers to the extent to which a program or instructional approach is implemented as intended or designed.

Guided by Russel Bishops Leading to the North-East and through BSLA we focussed our learning on fidelity, this involved:

- Observing the instruction and recording details of components of BSLA
- Checking that teachers use all the essential components as they are designed, including differentiated instructional time and BSLA assessments
- A cross check with information gathered to BSLA progress data
- A self reflection tool for teachers via an online survey
- Team meetings fortnightly to revise/review current BSLA practice via the Ako/Learn site and peer check consistency of practice through discussion and colleague observation

The results of the survey - together with classroom observations and data evidence showed that there is strong practice at SRP. Time spent on BSLA instruction was in an ideal range and all teachers were adhering closely to the prescribed methodologies, and strategies.

Currently, within the BSLA context, the team's implementation of the learning approach is closely aligned with its original design and intent.

Together, we identified the need to strengthen knowledge and support for Tier 2 teaching, as well as two other key areas for growth.

How did we address our identified areas for growth?

There were small differences within practice and understanding which the survey highlighted - we addressed these as a team by discussing the survey questions.

The BSLA approach is grounded in culturally responsive ways of engaging with tamariki and whānau. It draws upon a strengths-based (mana-enhancing) framework and creates a culturally responsive and supportive learning experience for Māori and Pasifika children.

Now that we have the teaching and learning practice secure, we returned to the BSLA LEARN site to focus on the understanding around culturally responsive strengths based framework and the Hikairo schema in action.

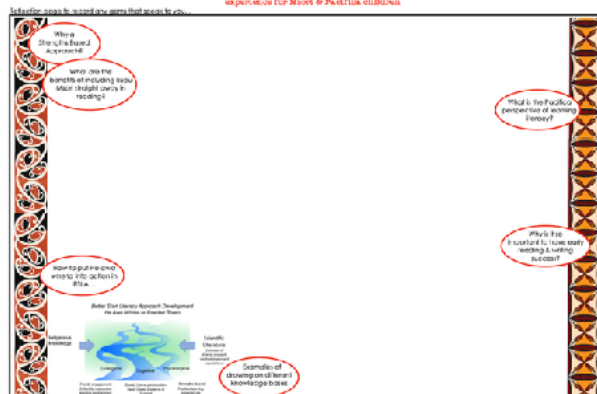
The focus of our Phase 1 meetings were around this and the following tools were designed to support the team as they grew understanding.

The Hikairo schema

Six co-existing components which foster teaching and learning strategies which are inclusive, reciprocal and collaborative in nature.



How BSLA draws upon a strengths-based mana-enhancing framework to provide a culturally responsive and supportive learning experience for Māori and Pasifika children



Statement of Variance - Strategic goals

We had the opportunity to explore our reading assessments and gain clarity around Curriculum Level. In the absence of Ministry guidance to make these links we worked to moderate and level BSLA working levels, making sure the whole team has a shared understanding for reporting. We investigated the Ideal records of reading to use as assessments and critiqued and added to the Writing goals and progressions from Russel St/ Helen Walls.

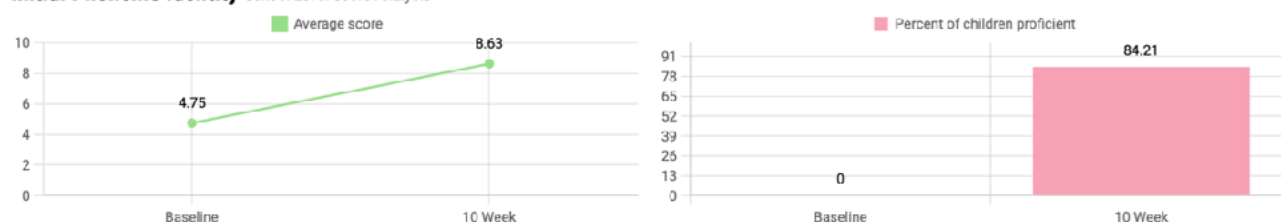
End Of Year BSLA progress data

Year 0

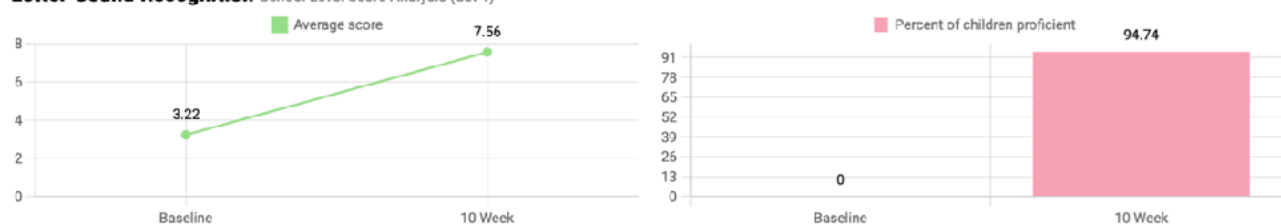
Our new entrant year 0 learners have just begun their BSLA literacy journey.

These graphs to show progress after 10 weeks of teaching:

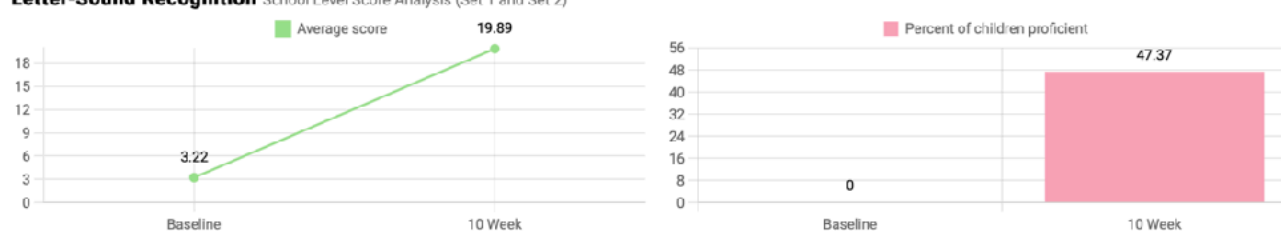
Initial Phoneme Identity School Level Score Analysis



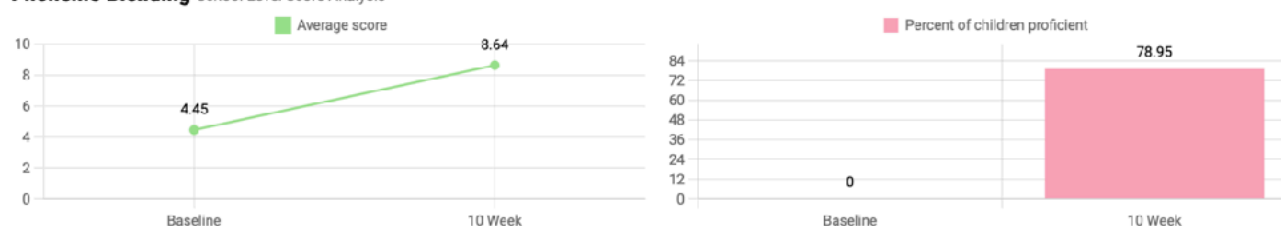
Letter-Sound Recognition School Level Score Analysis (Set 1)



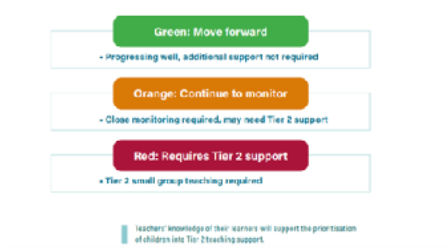
Letter-Sound Recognition School Level Score Analysis (Set 1 and Set 2)



Phoneme Blending School Level Score Analysis



Statement of Variance - Strategic goals



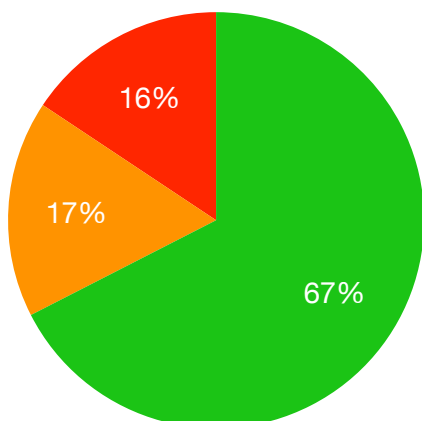
End of Year BSLA progress data

Key for interpreting data

This is the BSLA traffic light system for identifying progress.

Each child is assessed at baseline, and after 10 weeks and 30 weeks of teaching.

Year 1



There are 83 Year 1 children included in this data set

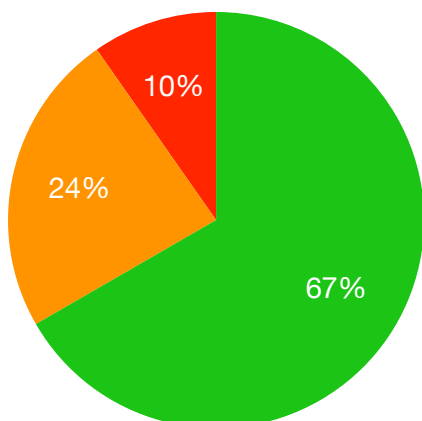
13 children have been identified as needing further support at a Tier 2 level

Of these 13 children 8 of them are also on our special needs register.

There are 14 children who are making good progress, and are close to proficiency. We need to closely monitor their progress .

If we add green and orange together 84% of our Year 1 learners are achieving within expectation.

Year 2



There are 72 Year 1 children included in this data set

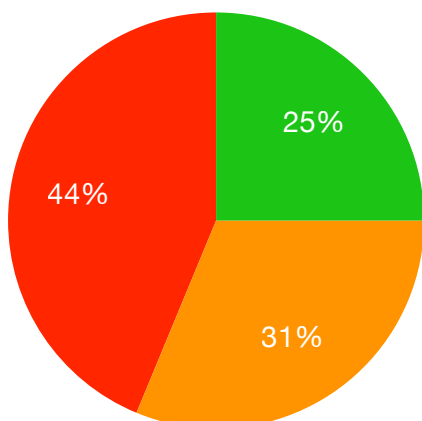
7 children have been identified as needing further support at a Tier 2 level

Of these 7 children 6 of them are also on our special needs register.

There are 17 children who are making good progress, and are close to proficiency. We need to closely monitor their progress and learning. Of these 17 learners 9 are on our special needs register and we are extra proud to celebrate their progress and achievement .

If we add green and orange together 90% of our Year 2 learners are achieving within expectation.

Year 3



This data set only includes 16 Year 3 learners -

Because there are only 16 children in our target group who have been working within BSLA early skills (were not proficient in those skills.)

4 learners are now Green

5 learners are now progressing, requiring close monitoring AND Tier 2 support

7 learners require further Tier 2 and Tier 3 support

In our Year 3 target group of learners- 10 of these learners are on our special needs register.

If we add separate these 16 learners from the Year 3 group, (93/16) 83% of our Year 3 learners are within and above expectation.

Statement of Variance - Strategic goals

Phase 2 2024

Kahore taku toa i te toa takitahi he toa takitini

"We cannot succeed without the support of those around us"

In Phase two we have continued to work to identify and examine elements of an effective common practice model that works across our team and is responsive to our learners, the vision of our kura and the principles and recommended practices of Te Mātaiaho the refreshed New Zealand curriculum. We have all graduated from Helen Walls and Chrissie Braid's professional learning course on teaching writing spelling and grammar. Together we have investigated planning models, teaching approaches, a consistent feedback method and moderation assessment systems, mostly in literacy ; but have also met to provide feedback into the draft mathematics curriculum and to share learning from Katie McKenzie and Alicia Crompton's post-graduate mathematics study and from Charlotte Wilkinson's work around the revised mathematics curriculum.



Our team has engaged in significant learning over the latter part of the year in using asTTle tool effectively for planning, teaching, moderation and formative and summative assessment in writing. Whilst asTTle is currently the only standardised tool available for assessing writing in Aotearoa, it's use has not necessarily been aligned with the tenets of structured literacy and it can be challenging to use the curriculum levels it generates to report on progress. Like many other schools, we are wondering how to best use the cut scores the assessment generates to show progress within and across levels. Also because much of the learning we are doing in the teaching of writing is centred on sentence generation, building and combining, we want to be able to isolate that area of the rubrics so we can celebrate the progress we are achieving in that domain.

Sentence Structure

Learning Intention:

I am learning to write sentences.

I am learning to write sentences for effect.

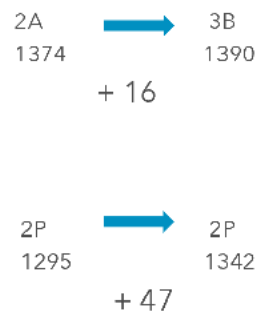
Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6
I try to write one or two sentences.	I write simple sentences that have one idea. I write compound sentences with two ideas using a joining word like: and, but, because.	I am beginning to write sentences of different lengths - simple, compound and complex sentences). I am beginning to use various types of sentences (for example: statement, question, command, exclamations).	Most of my sentences are correct: <ul style="list-style-type: none">• correct tense• correct subject /verb• make sense I try to use a variety of sentence structures - simple, compound and complex. I try to vary the length of my sentences for effect. I use various types of sentences (for example: statement, question, command, exclamations).	I craft a variety of sentence structures for effect. I write sentences of varying lengths for effect. I show control of my extended complex sentences.	I craft a variety of sentences to impact and engage.

Note: In order to make assessment of sentence structure more manageable, 'read in' missing or incorrect sentence punctuation (including full stops). Punctuation is assessed separately, in the 'punctuation' element.

Phase 2 2024

Vocabulary Score	Vocabulary Level	Sentence Score	Sentence Level	Punctuation Score	Punctuation Level
1575.0	3A	1457.0	2A	1379.0	2B
1432.0	2P	1269.0	1P	1532.0	3P
1432.0	2P	1457.0	2A	1379.0	2B
1432.0	2P	1457.0	2A	1379.0	2B
1432.0	2P	1457.0	2A	1379.0	2B
1432.0	2P	1457.0	2A	1532.0	3P
1575.0	3A	1269.0	1P	1379.0	2B
1432.0	2P	1457.0	2A	1532.0	3P

The Tabular report - cut scores - transition



	Reading		Writing		Maths	
Level	From	To	From	To	From	To
1B	-	-	-	1231	-	-
1P	-	-	1232	1296	-	-
1A	-	-	1297	1360	-	-
<2B	-	1242	-	-	-	1293
2B	1243	1293	1361	1403	1294	1355
2P	1294	1346	1404	1446	1356	1380
2A	1347	1375	1447	1489	1381	1413
3B	1376	1397	1490	1522	1414	1438
3P	1398	1423	1523	1554	1439	1478
3A	1424	1445	1555	1587	1479	1504
4B	1446	1469	1588	1623	1505	1525

<https://e-asttle.tki.org.nz/Help-with-e-asttle/Reports/Curriculum-level-ranges-cutscores>



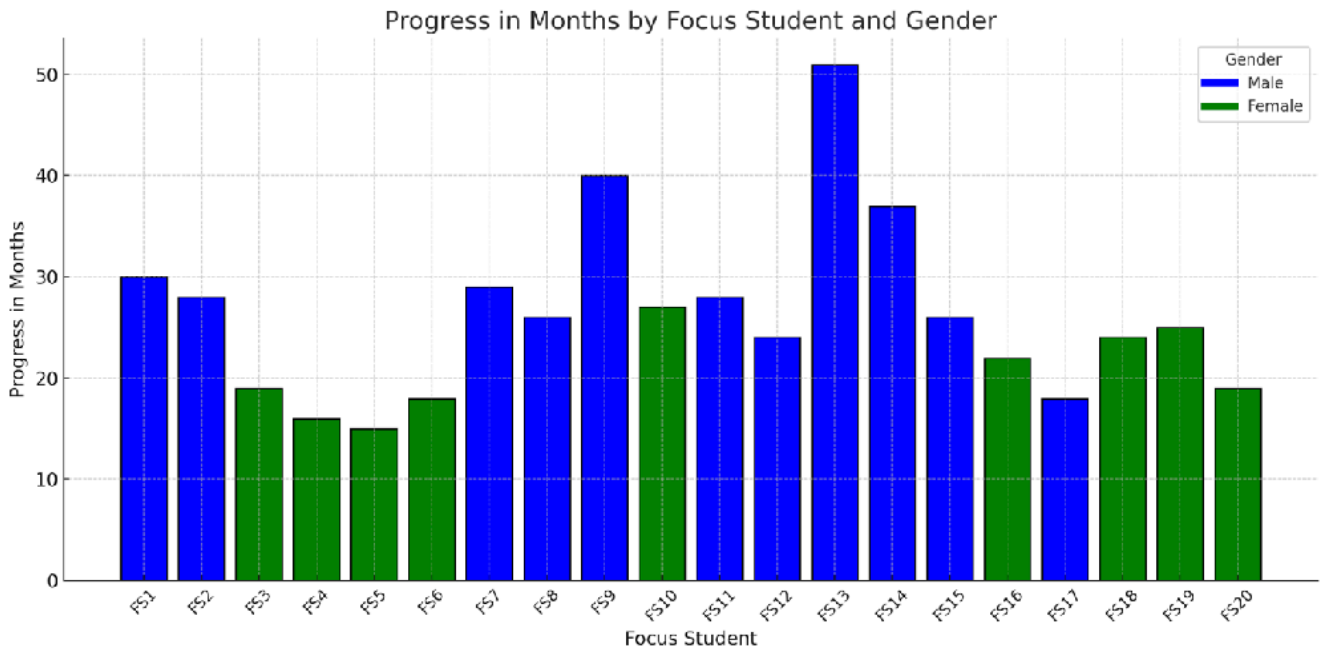
StepsWeb, the on-line literacy programme that we have been using across the school for several years, aligns directly to the scope and sequence of the the new literacy curriculum.

We continue to find the digital platform and the work books and hands on resources that accompany it, a valuable asset in diagnosing needs and individualising spelling programmes that are explicit and cumulative. From 2025, StebWeb logins, workbooks and hands on resources qualify for MOE funding for structured literacy funding.

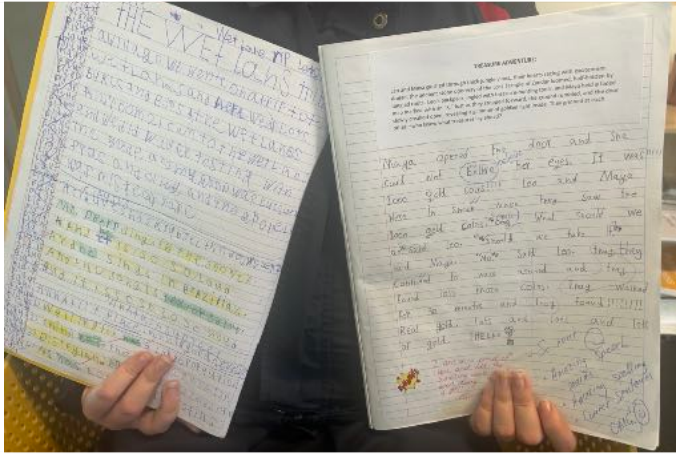
As you can see from the graph below, effective use of StepsWeb as a supplement to the classroom programme can be particularly useful in accelerating the progress of focus learners who need additional support. It is calibrated to carefully diagnose and scaffold next steps and provide reinforcement activities at a differentiated level.

Phase 2 2024

While more than 80% of our learners are progressing at an appropriate level through their StepsWeb courses, analysis of usage and progress data shows that usage and rates of progress continue to vary across our phase two classrooms. Two teachers in particular show particular strengths in the use of the tool during 2024. While the variation could in part be attributed to personal goal related to PGC cycles, it's important that we work hard next year to generalise the expert and consistent use of StepsWeb across our team as an important component of the structured literacy kete.

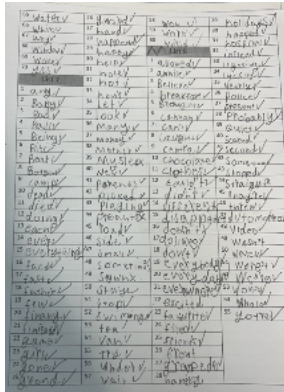
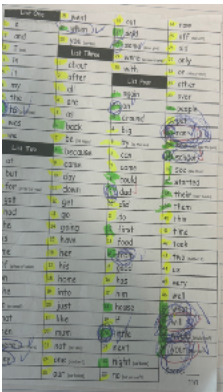


The difference a year can make



What made the difference to you A? (year 6)

- Well I knew I wasn't ready for intermediate
- My teacher helping me a lot
- A calm classroom
- Brain breaks
- Music in the classroom
- Hand-writing every day mostly
- Sketching and drawing a lot
- Friends telling me I could do it
- Extra learning with Mrs Hales lately in the Mouse House



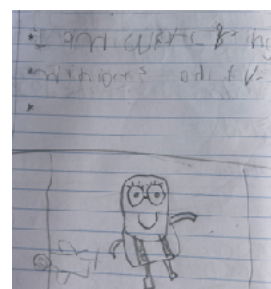
12.2.24
 Washie's secret fact book

Wednesday 4 December 2024
 Today is the 195th time we
 will do handwriting this
 year I'm very proud of the
 effort I have put in
 in and how good I am now.

What's next?

"Evidence from previous experimental trials [...] has consistently found that the teaching of grammar [...] has failed to show positive impacts on primary pupils' writing. Previously only one approach related to grammar had shown significant positive impacts on pupils' writing—an approach called sentence combining."

Wyse et al., 2002



Tell me about your learning this year E (year 4)

"Well I actually did some...quite a lot actually. I never really could read or write before and I've read so many books this year. Gone up from zero to level 18 actually. I've read a lot of books at home. Dad comes to school and we choose them in the book room or Mrs White or Mrs Handley or you do and I take a pile home and I actually read heaps of them. And I can read a lot now. And writing used to make me so angry. And I'd actually rip it up. But I don't really do that any more and sometimes I write like pages. Sometimes it's just words but sometimes it's actually a story and actually makes sense. But of course I still like drawing better."

- ✦ Continued development of our SRP 'common practice model'
- ✦ In writing continuing our learning with Helen Walls on using kernel sentences to decrease cognitive load and support tamariki to modify developing text. The sentence combining approach avoids too much reliance on labelling parts of speech, a practice that has been shown to decrease motivation without improving writing outcomes.
- ✦ Building on this learning, particularly for our older writers, with new professional learning around the work of Dr Ian Hunter and his "Writer's Toolbox"
- ✦ BSLA training for our year 4 teachers in 2025
- ✦ The roll out of the BSLA programme for phase 2 in 2025. What will texts and supporting assessment and resources look like? Will we need to continue our investigations into senior reading resources and assessments to better align with the structured approach or will we receive guidance/mandate on this?
- ✦ Dedicated literacy support for Phase 2 learners from Linda Hales
- ✦ Professional learning around "structured mathematics" with Charlotte Wilkinson and Katie McKenzie in maths lead role

Dr Hunter holds two fundamental beliefs. That every student can be taught to write well—grasping the life possibilities they deserve. And that the teacher is the dynamic force for change in the classroom.

Giving effect to Te Tiriti o Waitangi

He taonga te reo, he taonga anō ngā tikanga. He taonga ngā tamariki. He taonga anō ngā pouako, inā hoki ko rātou e āwhina ana ki te poipoi i te reo hei reo e ora ana, e kaha ana, e haumako ana.

Our language and our culture are taonga. Our children are taonga. The teachers of te reo and tikanga Māori are also taonga because they are helping to secure the future of te reo and tikanga Māori as living, rich and dynamic.

At Selwyn Ridge, our commitment to honoring Te Tiriti o Waitangi is an integral part of our educational ethos. Acknowledging Aotearoa's dual cultural heritage, we embrace the Treaty principles of partnership, participation, and protection. Through a curriculum that thoughtfully incorporates Māori perspectives and values, Selwyn Ridge students gain an understanding of the rich cultural landscape of New Zealand. Te Reo Māori is taught as a language and embedded across learning areas, fostering belonging and cultural awareness.

We actively engage with our local Māori community, inviting their input and involvement in decision-making to ensure that school practices honor the spirit of the Treaty. By living these principles, Selwyn Ridge aspires to create an inclusive, harmonious learning environment that prepares students to be culturally competent and socially conscious citizens of Aotearoa.

Our policies, practices, and action plans reflect New Zealand's cultural diversity and address the needs of Māori and Pacific Island students through:

- Integration of tikanga and te reo Māori across the curriculum
- Informing parents interested in bilingual or full immersion education about local school networks that offer these options
- Providing an active kapa haka program open to all interested students
- Consulting with whānau twice yearly to ensure alignment with community values and aspirations

Principles

- Identity, language and culture count. Teachers need to know where their students come from and build on what they bring with them to school.
- Teaching and learning in Māori will provide contexts where the language, identity and culture of Māori learners and their whānau is affirmed
- By learning te reo and becoming familiar with tikanga, Māori students at Selwyn Ridge Primary can strengthen their identities and non-Māori can develop greater cultural understanding
- Teaching and learning in Māori at Selwyn Ridge will be informed and supported by respectful relationships with Māori learners, parents, whānau and the Māori community.
- As they learn about language and culture our students will grow in cognitive strength, understand more about themselves and become more understanding of others

Key Links to the Statement of National Education and Learning Priorities in Schools and Kura

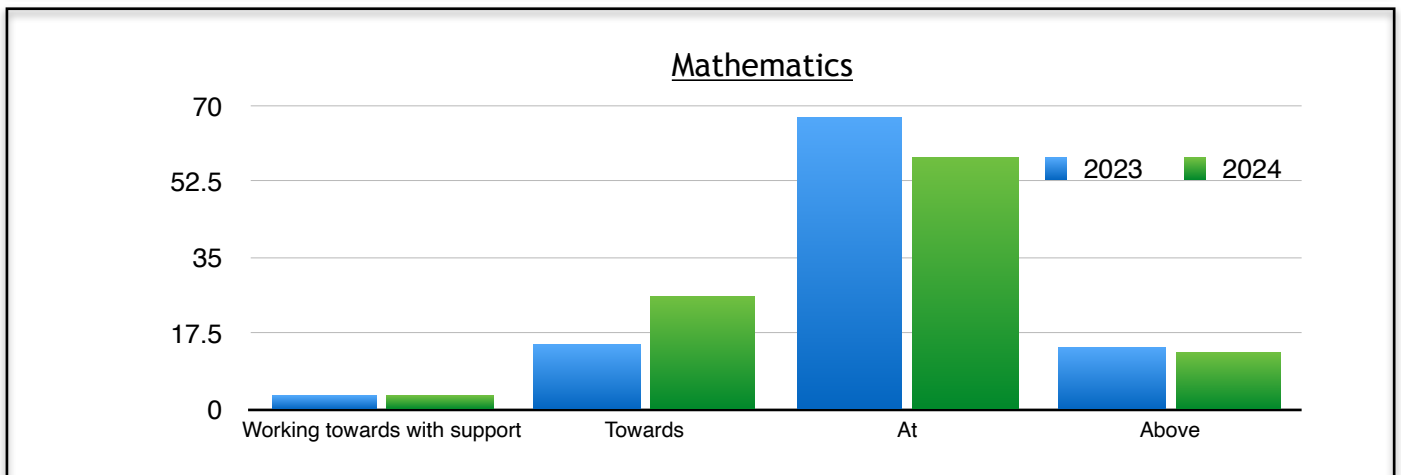
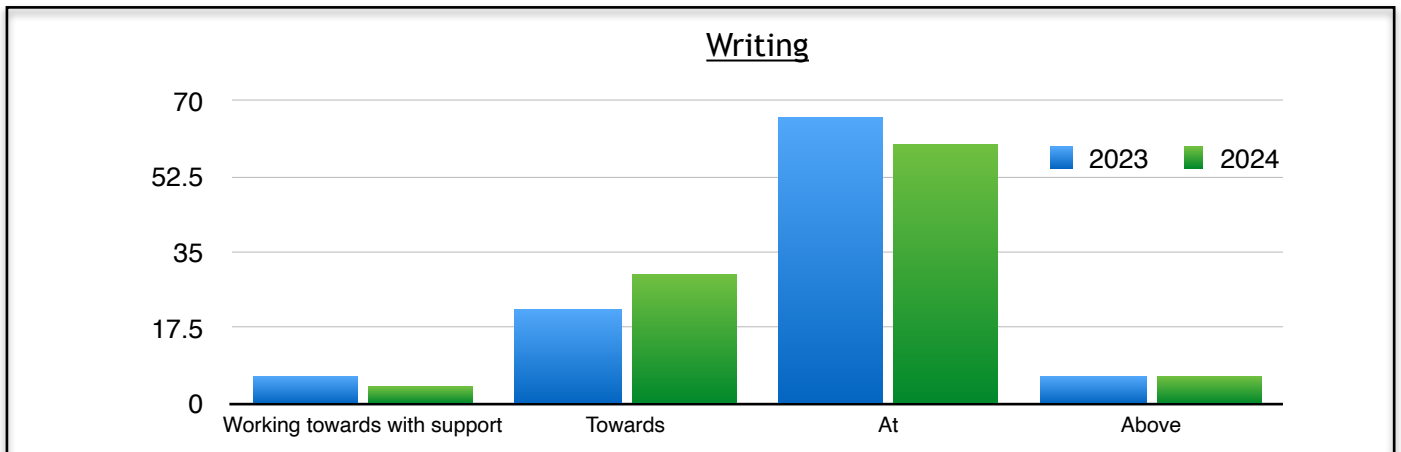
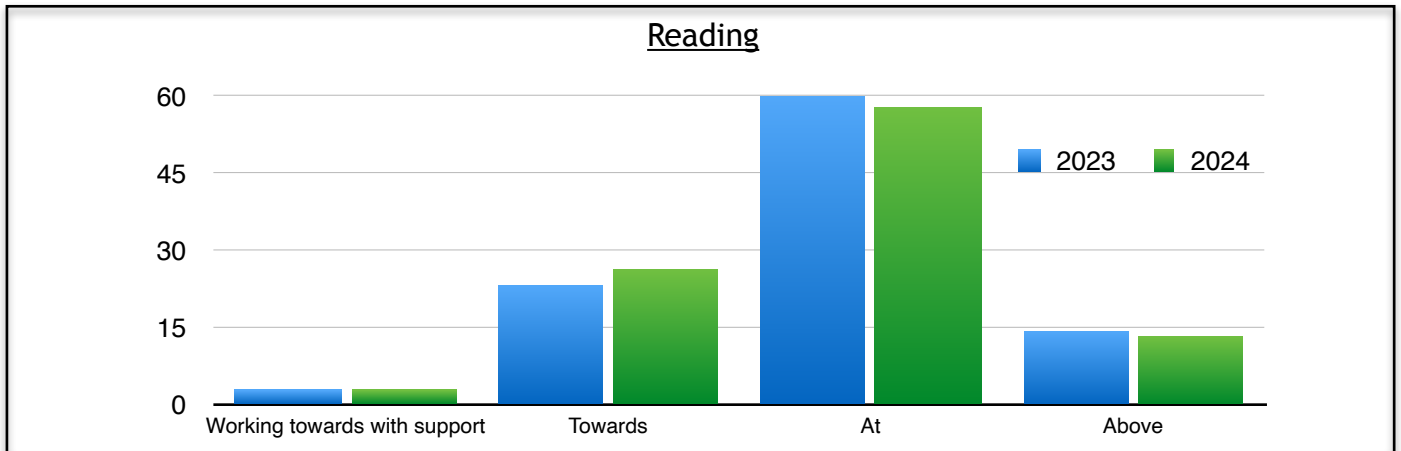
Objective 3 - Quality Teaching And Leadership

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
- Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.
- Use development opportunities for teachers / kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Talk with learners / akonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement.

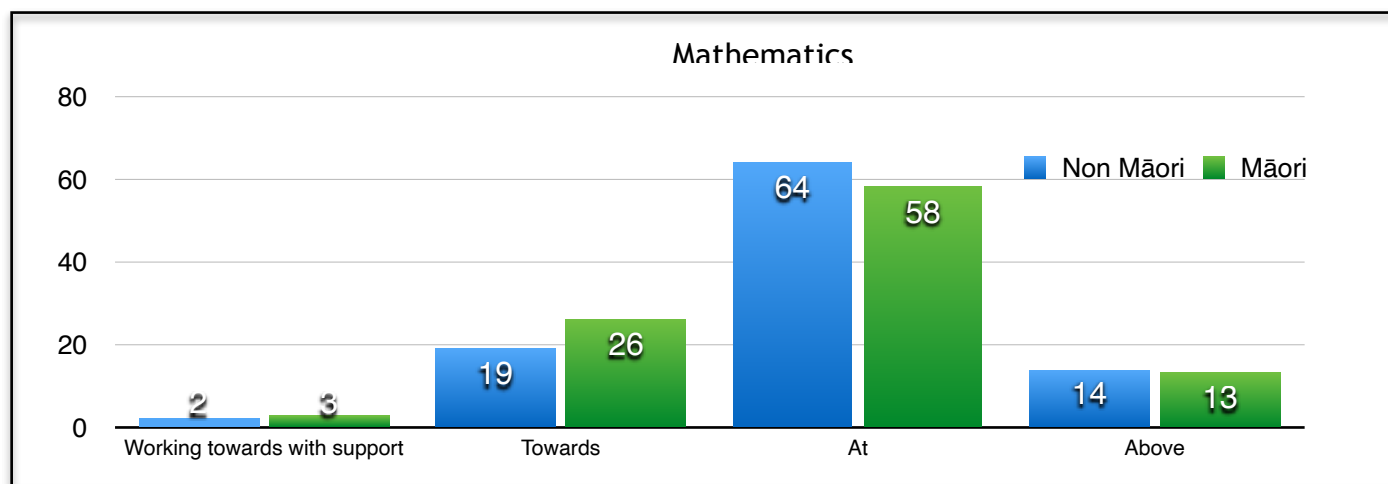
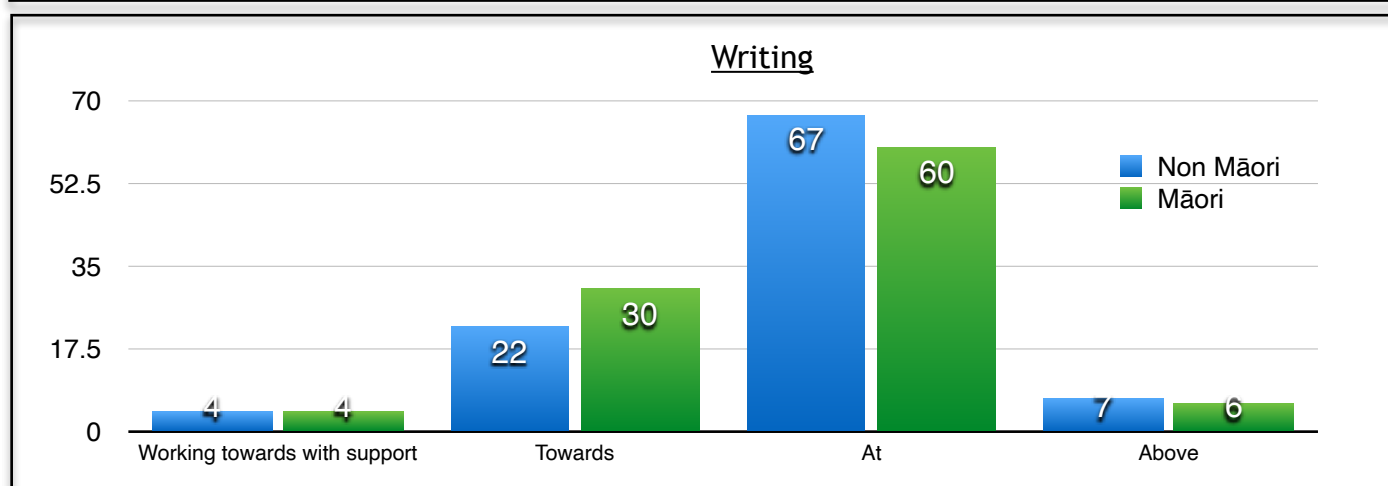
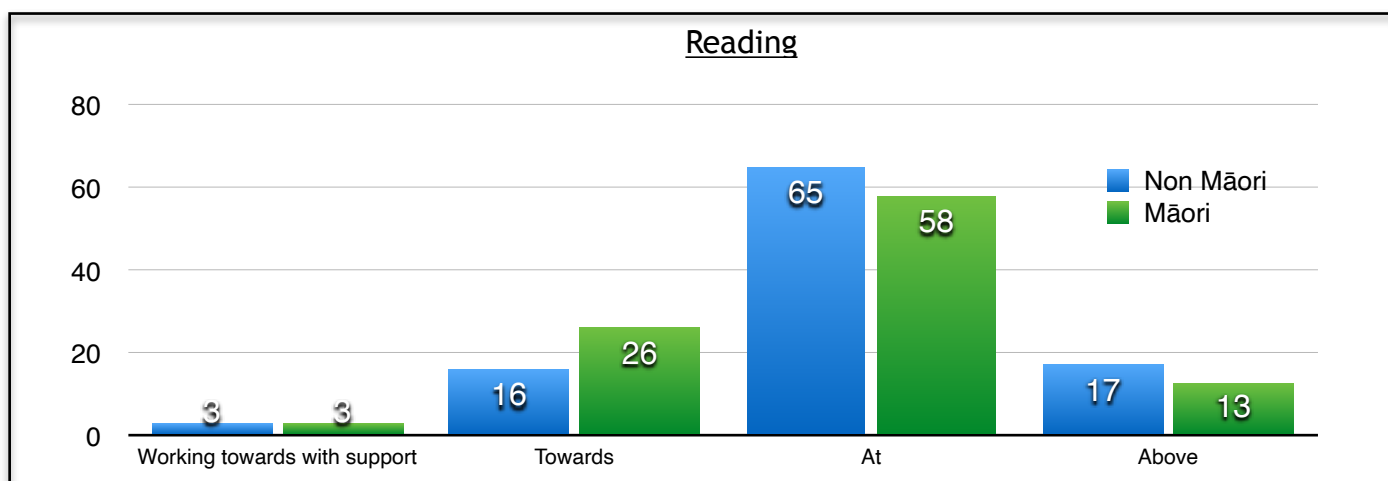
2024 Core Curriculum Achievement NZ Māori

	Reading / Panui All	Ākonga who started at SRP	Writing / Tuhituhi All	Ākonga who started at SRP	Mathematics / Pangarau All	Ākonga who started at SRP
Above	13%	15%	6%	8%	13%	15%
At	58%	70%	60%	71%	58%	73%
Towards	26%	15%	30%	21%	26%	13%
Towards with support	3%	0	4%	0	3%	0
Percentage at or above	71%	85%	66%	79%	71%	88%

Achievement NZ Māori Core Curriculum 2023 - 2024 Comparison



Achievement Māori / Non Māori Core Curriculum



Achievement data reflects ongoing efforts to support all learners, including Māori ākonga, in reading, writing, and mathematics. For Māori learners:

- **Reading/Pānui:** 71% of ākonga are achieving at or above expectations, with those who started at Selwyn Ridge School reaching 85%.
- **Writing/Tuhituhi:** 66% of ākonga are achieving at or above expectations, with 79% of those who started at Selwyn Ridge achieving this benchmark.
- **Mathematics/Pāngarau:** 71% of ākonga are achieving at or above expectations, with 88% of those who started at Selwyn Ridge meeting this standard.

While outcomes for Māori learners remain below those of non-Māori overall, the data shows progress, particularly among those who have been with the kura since the beginning of their educational journey. Te Ao Māori continues to be thoughtfully woven into learning experiences across all areas, with exhibitions of student learning celebrating growth in *whakāro* (mind), *manawa* (heart), and *kete* (skills). This integration not only enhances engagement but also affirms identity, language, and culture for all learners.

Next Steps - Giving effect to Te Tiriti o Waitangi

Continue Strengthening Kaiako Capability:

- Continue prioritizing high-quality professional learning to deepen kaiako knowledge and support growth in *whakaaro* (thinking), *manawa* (well-being), and *kete* (skills).
- Empower kaiako to deliver effective, integrated *te reo Māori* and tikanga practices across the kura, fostering cultural competency and alignment with *NELP Priority 5: Meaningful inclusion of Māori perspectives in teaching*.

Further Embedding Te Mātaiaho:

- Expand the integration of *Te Mātaiaho* and *Te Whanake* within curriculum design and practice, with targeted support for staff as they enhance their understanding of this framework.
- Align curriculum practices with *NELP Priority 2: Ensuring every learner experiences rich opportunities for learning that affirm their identity, language, and culture*.

Celebrating Te Ao Māori:

- Continue opportunities for all ākonga to engage in *te reo Māori*, *kapa haka*, *mihi whakatau*, and other *Te Ao Māori* experiences, strengthening cultural connections and learner engagement.
- Maintain a focus on monitoring and accelerating achievement for Māori learners in core curriculum areas, addressing *NELP Priority 3: Equitable outcomes for Māori as Māori*.

Strengthening Partnerships with Whānau and Iwi:

- Foster deeper partnerships with whānau, building on insights from the whānau consultation survey to create meaningful opportunities for collaboration.
- Facilitate regular hui and culturally affirming events to strengthen relationships and enhance shared ownership of the school's direction.

Focus on Histories and Te Tiriti o Waitangi:

- Continue professional development for staff and the Board to expand understanding of the histories, heritages, languages, and cultures of Aotearoa.
- Emphasize the unique status of tangata whenua, ensuring teaching reflects the principles of Te Tiriti o Waitangi and aligns with *NELP Priority 1: Creating inclusive, culturally sustaining learning environments*.

Enhancing Well-being Through Te Whare Tapa Whā:

- Further integrate *Te Whare Tapa Whā* as a foundation for fostering learner and staff well-being, ensuring a holistic approach that connects to cultural identity and values.



Pasifika Learners

Strategic aim - Pasifika students are engaged in their learning and are achieving with pride in their unique identity, language and culture.

Annual objective: To grow opportunities for Pasifika identity, language and culture to be further imbedded in school practices.

Actions / Outcomes

Cohort Identified: The 2024 Pasifika cohort includes 13 children (10 girls, 3 boys).

Cultural Celebrations: Focus language weeks, assembly contributions, and a Cook Islands language week featuring visiting drummers and leaders.

Leadership and Planning:

- Tracey Hall leads Pasifika with release time and a unit allocation.
- Ta Vake* group meets weekly, focusing on various aspects of Pasifika culture.

Engagement and Activities:

- Pasifika content integrated into celebration assemblies.
- Optional Friday lunchtime *Pop-Up Pasifika* dance fitness sessions for tamariki.

Resources and Performances:

- Two new drums purchased.
- Performances at *Pasifika in the Bay* (28 November) and the *Extravaganza* (21 November).

Whānau Engagement: *Fanau Fono* held on 3 April and 12 June.

Professional Learning:

- 4 staff meetings facilitated by Pasifika in the Bay Trust on Tapasa - The Pasifika Education Plan.

Achievement

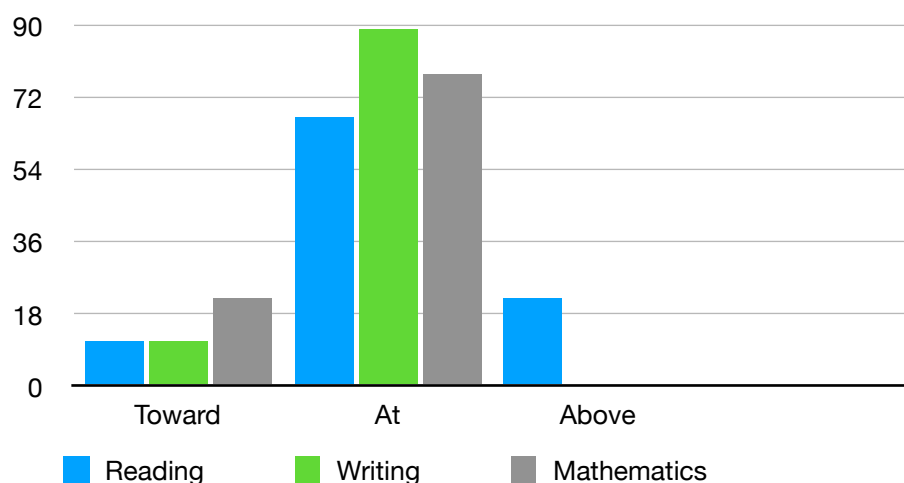
- Overall, Pasifika children are achieving well across core curriculum areas.

Celebrations and Cultural Enrichment

- Pacific languages and cultures are celebrated through focus language weeks and shared contributions at assemblies, fostering cultural pride and community connection.
- Our Pasifika performance group, *Tavake*, delivered fantastic performances at *Pasifika in the Bay* and our school *Extravaganza*, showcasing talent, teamwork, and cultural identity.

These achievements reflect our commitment to embracing and celebrating the richness of Pacific cultures while supporting Pasifika students to excel academically and thrive within our school community

Pacific learners achievement in core curriculum

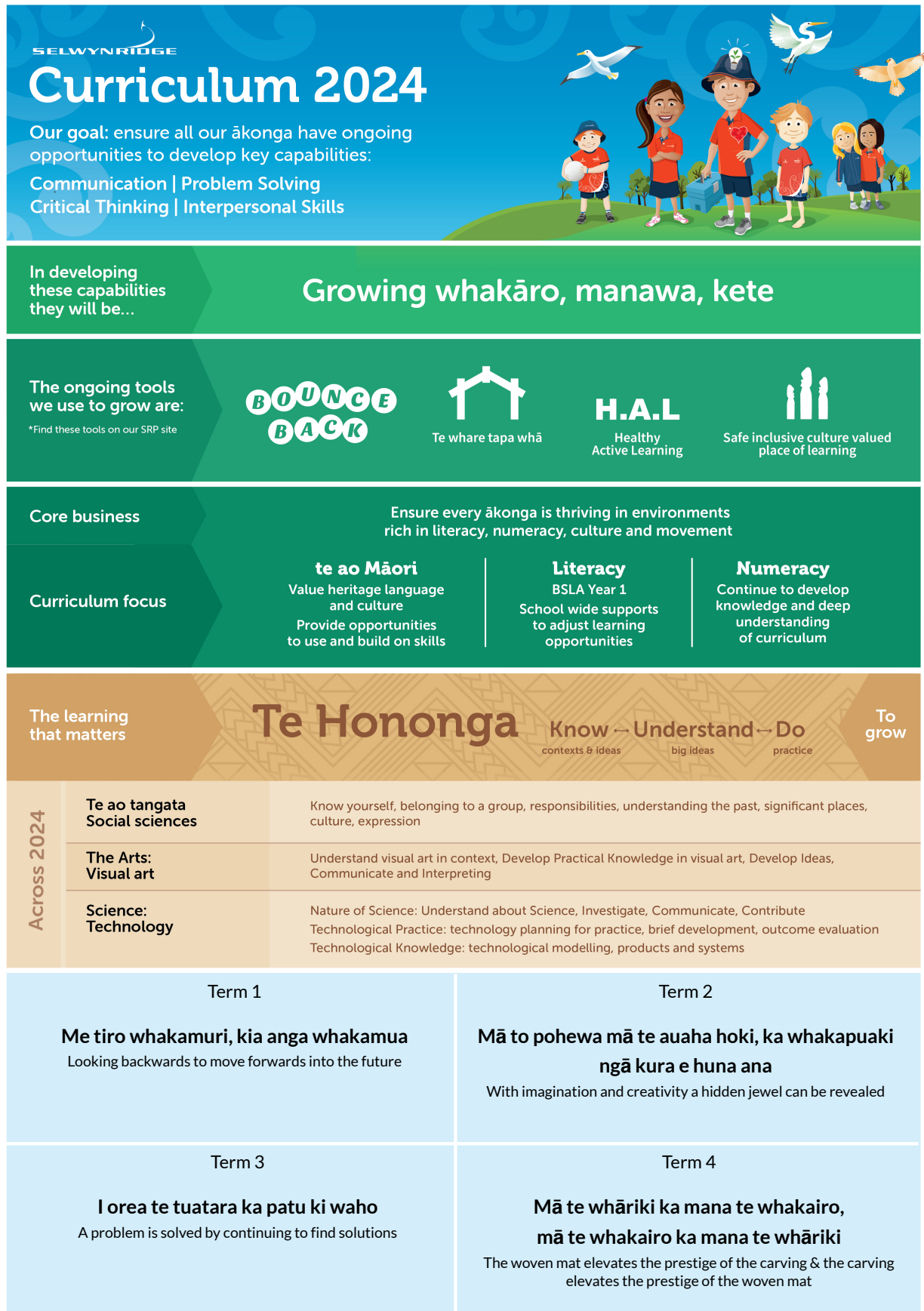


Next Steps

- Further development of the Pasifika Tavake group, including budget allocation for costume upgrades, two drums, and sticks.
- Consideration of an additional end-of-year trophy to acknowledge ākonga contributions to the group.
- Collection and analysis of Pasifika cohort data to identify trends and inform responsive programmes, with ongoing monitoring through curriculum review.
- Continuation and enhancement of Pasifika fono, including goal consultation, supported by a \$100 budget per fono.
- Ongoing staff engagement with the *Tapasā Pasifika Education Plan*, aligning with the strategic goal of 'Culturally Empowered Ākonga.' PLD with Pasifika in the Bay Trust

2024 Concept Review

Our conceptual curriculum is a robust, integrated approach that embodies the essence of the New Zealand Curriculum - Te Mātaiaho.



2024 Concept Review

Our 2024 conceptual curriculum allowed many great opportunities for rich learning across the kura. The overall concept of Te Hononga (the connection) sat cross curriculum with focuses in social sciences, visual arts, science and technology (STEM). Teams and classes explored key learning in each of these areas.

The following whakatauki underpinned our conceptual curriculum.

Term 1 - Me tiro whakamuri, kia anga whakamua - looking backwards to move forwards into the future

Term 2 - Mā to powhewa mā te auaha hoki, ka whakapuaki ngā kura e huna ana - with imagination and creativity a hidden jewel can be revealed

Term 3 - I oreā te tuatara ka patu ki waho - a problem is solved by continuing to find solutions

Term 4 - Mā te whāriki ka mana te whakairo, mā te whakairo ka mana te whāriki - the woven mat elevates the prestige of the carving and the carving elevates the prestige of the woven mat.

Exhibitions of learning provided ākonga with the opportunity to proudly share their achievements with whānau throughout the year. In Term 1, an open evening focused on social science set the stage for these celebrations. Term 2 showcased creativity through our *Creatives in Schools* and *Ngā Toi* projects. Term 3 brought the excitement of the SRP STEM Fest, while Term 4 concluded the year with our Extravaganza and other meaningful end-of-year connections.

Bounce back, te whare tapa wha and healthy active learning were embedded in learning. These tools support our holistic curriculum forming part of it's backbone.

Learning beyond the classroom is a valued and integral feature of our school. Johnson Reserve and Waipuna Park serve as regular extensions of our learning environment, providing rich opportunities for environmental and nature-based education. These experiences are deeply embedded in our local curriculum.

Research-backed evidence highlights that time spent in nature boosts academic achievement, personal development, and environmental stewardship (Kuo et al., 2019). Learning in and through nature fosters curiosity and creativity—key traits that nurture a lifelong love of learning. Additionally, engaging with the natural world builds confidence, resilience, and mental, emotional, social, and physical well-being. It empowers ākonga to develop kaitiakitanga and manaakitanga, fostering respect and care for the environment and for others.

Additional opportunities for learning beyond the classroom extended further and focused on a range of concepts and curriculum areas. The Tauranga Art Gallery and Library were visited regularly with children learning about and through art in authentic contexts. Camps and day trips also added to curriculum and learning experiences for many children.



The Podcast Crew has continued in 2024. The crew mastered the art of podcast production and went on to create a growing series of episodes showcasing learning at SRP. They continue to interview ākonga, staff, and whānau, producing rich, engaging podcasts that celebrate our school community. These episodes are shared widely on Spotify and the SRP website, extending the reach of our stories and fostering a strong sense of connection and pride.

2024 Concept Review - Creatives in Schools

Our *Creatives in Schools*-funded project, which aimed to visually tell the story of our three pou, has been successfully completed and evolved into a dynamic term of learning for our entire kura.

All ākonga engaged in rich, ngā toi-focused learning experiences, deepening their understanding of the stories behind our pou and the iwi they represent.

The project fostered tuakana-teina connections through cross-school groupings, enhancing relationships, visual art skills, and knowledge of te ao Māori.

Collaborating with Cory Handley, our Creative, built both learner and teacher confidence in designing and delivering authentic, meaningful learning experiences that will have a lasting impact on our kura.



Kōtuku team



Toroa team



He Whatunga Kōrero
o Ngāti Pūkenga

Kāhu team

Each team focused on an iwi, immersing themselves in a rich learning experience. They then shared their discoveries and insights across the school, fostering a collective understanding and appreciation.

We are very proud of the addition of the mural to our kura.



Curriculum in action



2024 Curriculum - Akōnga voice

IR- Year 1. Boy. Māori / Pasifika

When I am at school I love to spend time with Jaxon, Oscar, Jordan, Liam and Thomas. We like to play football on the turf. When we are learning together we good at adding and subtracting. We are good at 'fast maths'. I loved learning about bikes for STEM, because McKenzie's mum came in to teach us 'Green Light - Red Light'. That game teaches us how to slow down and speed up quickly. What I learnt about the lemonade stall was my second batch of lemonade was better than the first batch. I think it was because we used less sugar in it and tasted better. I really enjoyed making lemonade because we got to taste it first.

EM - Year 2. Girl. New Zealand European / Pakeha

I am proud of my writing because it is much neater now. I am also getting better at reading tricky words. I am really good at singing in choir, writing, reading and maths. My friends are L, C and Z. We like playing on the monkey bars because I like swinging on them. A highlight this year was celebrating Diwali and learning about other cultures.

ME - Year 3. Boy. Māori

I love everything about this class. I have had a great year and learnt so much. I love writing now and maths choosing time. Me and my friends have a lot of fun playing together. I am great at writing. I can read tricky words and use them in my writing. I am a good speller. My reading has really improved. I take risks now and don't give up. I keep on getting better and am at the top level. I love all sport. I got to try different games at Funky Fun Day and my favourite is basketball. I like climbing trees, playing in the big kids playground and doing soccer or basketball on the turf with my friends. I love kapa haka. I want to stay in it forever. It represents my culture and makes me feel proud. I am good at singing too. My teacher loves my voice.

DR - Year 4. Girl. Māori

This year has been magic. We've done lots of cool things, like mindfulness. I really like being at school. My highlights were visiting the Waihi gold mine and making new friends. I didn't feel like I had many friends back in year 3. Something that was challenging for me was understanding geometry. I think I'm still a bit confused about parts of that. I'm very proud of my writing. Now I remember not to put capital letters in the middle of words and I think segmenting words is easier too. I'm also pleased with my cursive handwriting. I had the most fun learning about gold, stitching my tukutuku panel and going to swimming lessons at Baywave. Next year I'm looking forward to being a year 5. I hope the learning will be just as fun as it has been this year.

CH - Year 5. Boy. Māori / Pasifika

Drums banging, people dancing and cheering, and I am on the drums. Pasifika in the Bay was awesome! Getting through to Southern Cluster for athletics felt amazing. Only getting through for two events felt great also. Challenging learning for me was identifying which fraction was bigger, but then T told me a strategy. My new experience was camping with my friends. I learnt some things about renewable energy at Ngātuhua Lodge. The rippa rugby tournament was so much fun to take on other schools - especially just to have fun and play the tournament. I have a future goal to lead the Siva Tau - calm and good.

TK - Year 6. Girl. NZ European / Pakeha

These past years at SRP have been incredible. At SRP there have been so many opportunities that I have taken up, For example, road patrol also kapa haka and choir. I think I have developed in my reading and writing over a short amount of time. I am proud of my maths because I've gotten to get more creative, and explore out into my learning. I'm so sad that I'm leaving SRP because I have made so many great relationships over these years. Also the sport that they provide for us and the opportunities that come with it is just something else. Although I'm really sad to be leaving, I'm excited for these new brilliant opportunities, at my next school.

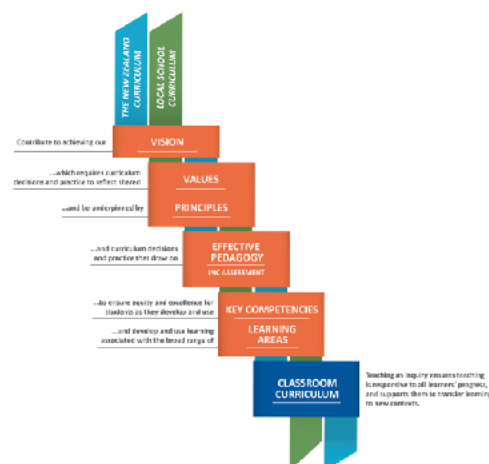
2025 Local Curriculum Recommendation

The New Zealand Curriculum describes the learning all young people should experience and the progress and expectations associated with this learning.

It provides the framework for schools and kura to use in their local curriculum design.

Our local curriculum is the way we bring the New Zealand Curriculum to life in our school. It should:

- be responsive to the needs, identities, languages, cultures, interests, strengths, and aspirations of your learners and their families
- have a clear focus on what supports the progress of all learners
- integrate Te Tiriti o Waitangi into classroom learning
- help learners engage with the knowledge, values, and key competencies, so they can go on to be confident and connected lifelong learners.



2025 Local Curriculum Focus Areas- Recommendations:

From our 2024 conceptual curriculum review, including input from staff, whānau, and ākonga, the following strands have been identified for the 2025 curriculum:



In developing these capabilities they will be...

Growing whakāro, manawa, kete

The ongoing tools we use to grow are:
*Find these tools on our SRP site

BOUNCE BACK

Te whare tapa whā

H.A.L
Healthy Active Learning

Safe inclusive culture valued place of learning

Core business

Ensure every ākonga is thriving in environments rich in literacy, numeracy, culture and movement

Curriculum focus

te ao Māori
Value heritage language and culture
Provide opportunities to use and build on skills

Literacy
BSLA
School wide supports to adjust learning opportunities

Numeracy
Continue to develop knowledge and deep understanding of curriculum

The learning that matters

Te Hononga

Know -- Understand -- Do
contests & ideas big ideas practice

To grow

ACROSS 2025	Health and PE	Personal health and physical development: Movement concepts and motor skills: Relationships with other people: Healthy communities and environments. Underlying concepts of Hauora (Te whare tapa whā) attitudes & values, health promotion and the socio-ecological perspective
	The Arts: Drama, Dance and Music	Understand Music, Dance & drama in context: Develop practical knowledge in music, dance & drama: Develop ideas: Communicate and interpret
	Science: Technology	Nature of Science: Understand about Science Investigate Communicate Contribute Nature of Technology: characteristics of technology and characteristics of technology outcomes
	Social Science: NZ Histories	Understand: the big ideas of Aotearoa New Zealand's histories Know: National, rohe, and local contexts Do: inquiry processes/ thinking critically about the past and interpreting stories about it

Term 1

**Hei whakakaha i te tinana te hinengaro, me te wairua
ki te whai i ō tātau moemoeā**

Strengthen the body, mind and spirit to pursue our dreams

Curriculum lens: Health and PE

Celebration of learning: Turangawaewae: Welcome to our school!

Term 2

Whakapau kaha ki te whai i te ao hurihuri

Be strong in pursuing the ever-changing world

Curriculum lens: Pataiao & Hangarau Science & Technology

Celebration of learning: Matariki whakanui

Term 3

Kia kawea tātou e te rēhia

Let us be taken by the spirit of joy, of entertainment

Curriculum lens: The Arts: Dance and Drama

Celebration of learning: Whakaaturanga: We present...

Term 4

**He aha te mea nui o te ao?
He tangata, he tangata, he tangata.**

What is the most important thing in the world? It is the people.

Curriculum lens: Social Science: NZ Histories

Celebration of learning: Kia haka haka kahurangi: Soaring High at SRP

2024 End of Year Assessment Information

In November, teachers make well-informed judgments about each student's achievement and progress using a holistic approach. These judgments are based on achievement in curriculum levels for mathematics, reading and writing.

No single source of information fully captures a student's achievement or progress. Instead, a variety of evidence is compiled to provide a comprehensive view of each learner's growth, areas for support, and unique learning journey. To ensure accuracy, teachers use multiple sources to create an *Overall Teacher Judgment (OTJ)*, which combines evidence from:

- Observations of student strategies.
- Conversations to understand knowledge, comprehension, and application.
- Data from formal assessments, including tools such as aTTle.

This triangulation of evidence strengthens the reliability of OTJs, enabling them to reflect a balanced view of achievement and progress. OTJs inform summative outcomes reported for each child, aligning with our expectations of achievement.

Achievement Categories

Achievement outcomes are recorded using the following categories: **Above, At, Toward, and Toward with Support**, reflecting progress relative to the expected achievement for each year level.

This report includes:

1. An overview of overall achievement in each curriculum area.
2. Year-level summaries with comparisons by gender.
3. Cohort achievement comparison 2023 - 2024
4. 2024 sub level shifts

Curriculum Alignment

The report references curriculum levels from the *2007 New Zealand Curriculum* rather than the Year 1-3 and Year 4-6 bands outlined in *Te Mātaiaho*. This approach aligns with the school's phased implementation of *Te Mātaiaho*.

Future Considerations

As *Te Mātaiaho* evolves, adjustments will be made to reflect changes in policy direction and curriculum priorities from the government. We are committed to ensuring rich, meaningful learning is at the heart of our curriculum, adapting as needed to uphold the highest standards of teaching and learning.

Our 2024 End of Year Cohort Information

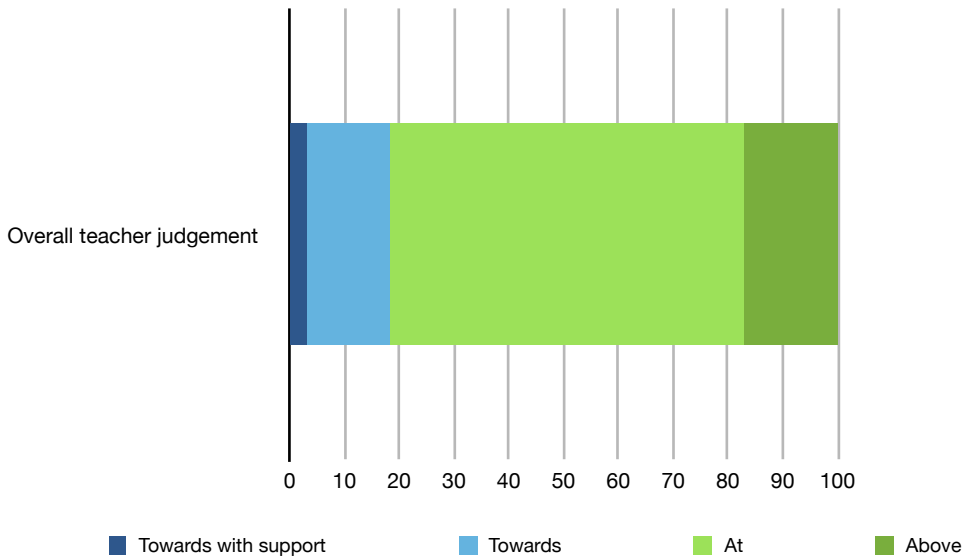
Boys	Girls	TOTAL
255	239	494

Māori	Pacific Peoples	MELAA	Asian	NZ European	TOTAL
126	15	17	57	279	494

Year	Number
Year 0	45
Year 1	79
Year 2	70
Year 3	96
Year 4	60
Year 5	70
Year 6	73
TOTAL	494

2024 Reading Achievement

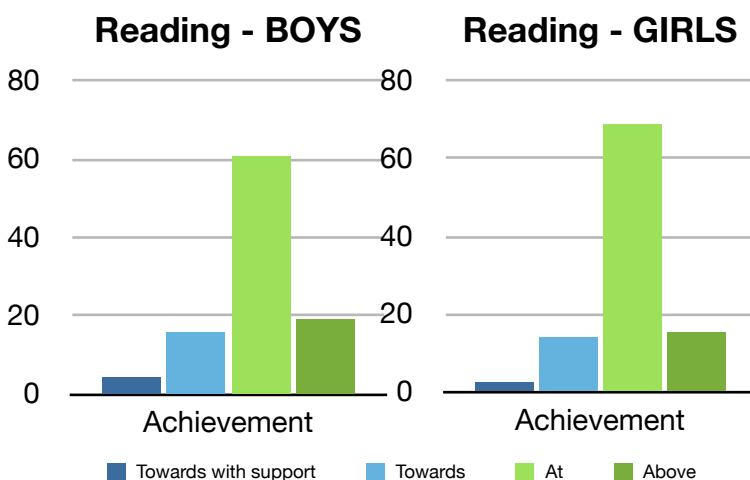
Overall Achievement - Reading / Panui :



Ākonga who started at SRP	
Above / well above	19%
At	70%
Toward	11%
Toward with support	0
Total at or above	89%

Year Level Reading / Panui :

	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Above	1.5%	18%	22%	28%	15%	17%
At	87%	67%	61%	51%	59%	65%
Towards	11%	14%	15%	20%	17%	15%
Towards with support	0	1%	2%	1%	9%	3%
Total at or above	88.5%	85%	83%	79%	74%	82%



Reading past three years			
	2022	2023	2024
Above/Well above	23%	18%	17%
At	67%	65%	65%
Towards	9%	16%	15%
Towards with support	1%	1%	3%

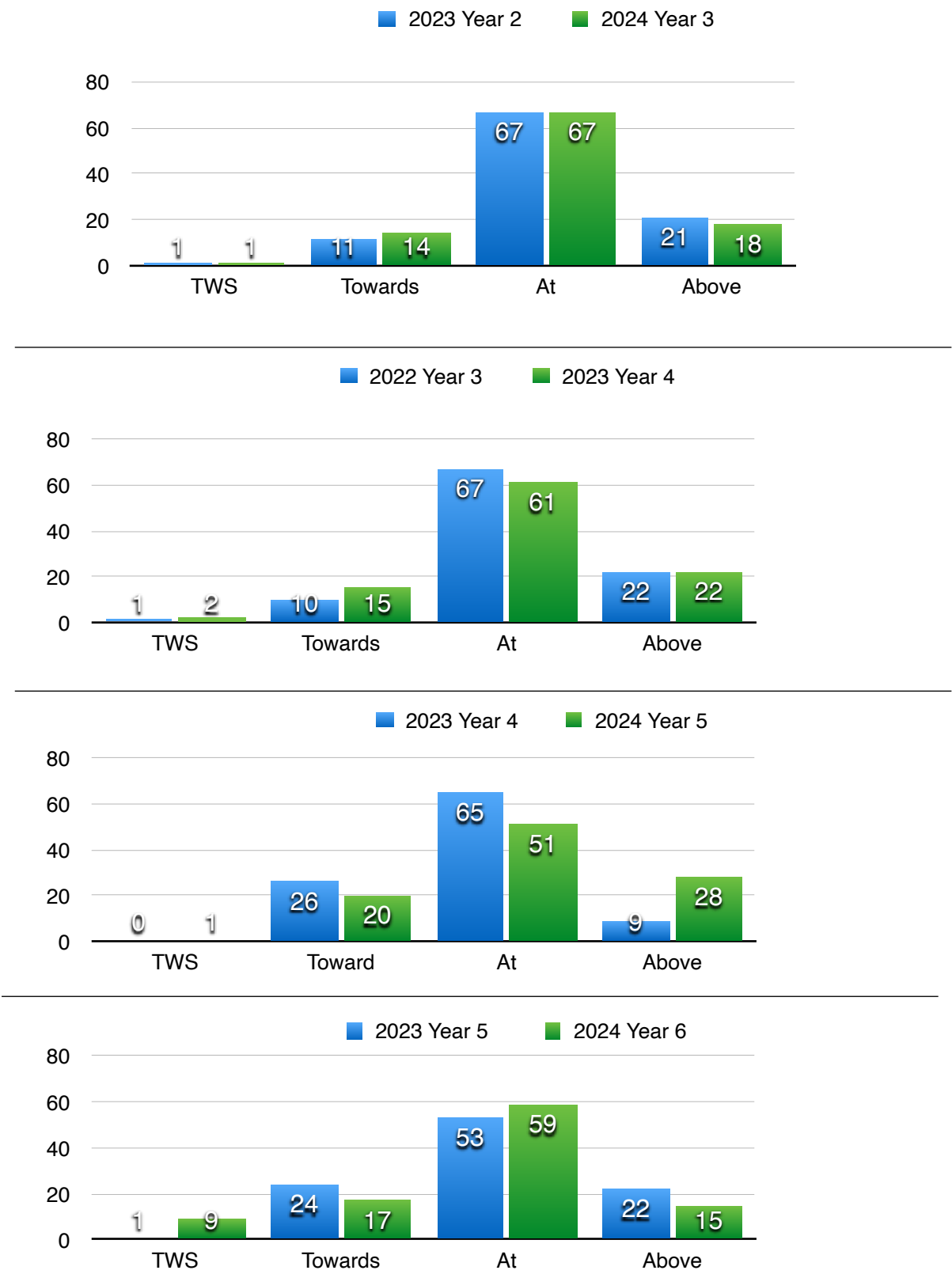
Summary Points

- 82% of our children are achieving at or above their year level expectation in reading. This is very similar to last years achievement outcomes which was 83%
- We have more tamariki working towards with support than previous years.
- Our year 5 and 6 cohort have higher percentages working towards. Further targeted intervention in this area would be of benefit.
- Year 1, 2 and 3 ākonga have been part of BSLA in 2024

Reading Achievement Comparison:

2023-2024

These graphs compare the overall teacher judgement for the same cohort of learners from 2023 to 2024. This includes all children including those who have arrived in the year.



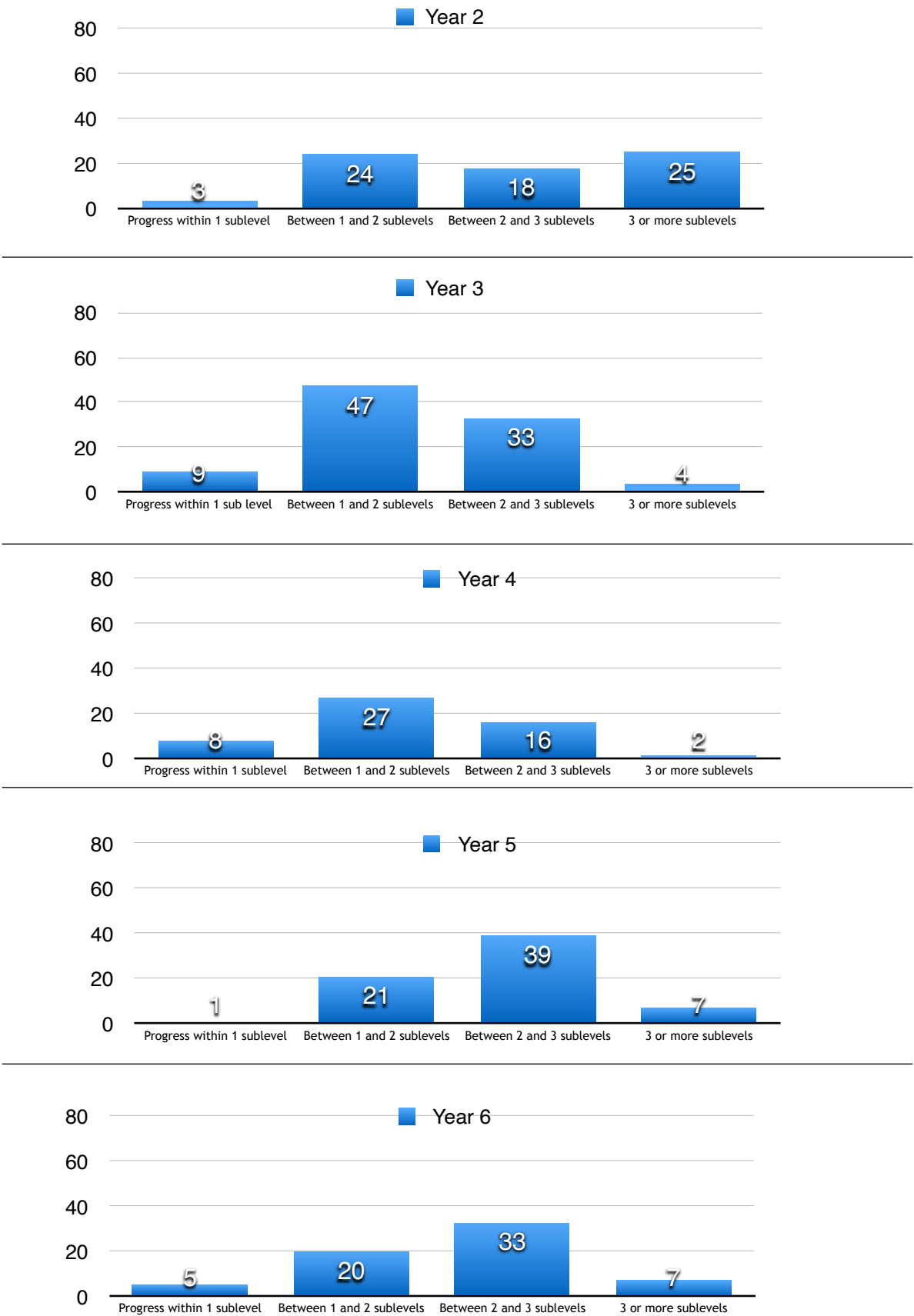
Summary Points

- Year 5 and 6 ākonga have large groupings towards expectation although this is impacted somewhat by new arrivals rather than those who have been with us longer term.
- Year 5 sees a significant shift of ākonga moving from at to above
- Year 1,2 and 3 have been involved with learning through BSLA and it will be interesting to note the impact of this on achievement in 2025.

Pānui Sub level shift 2024:

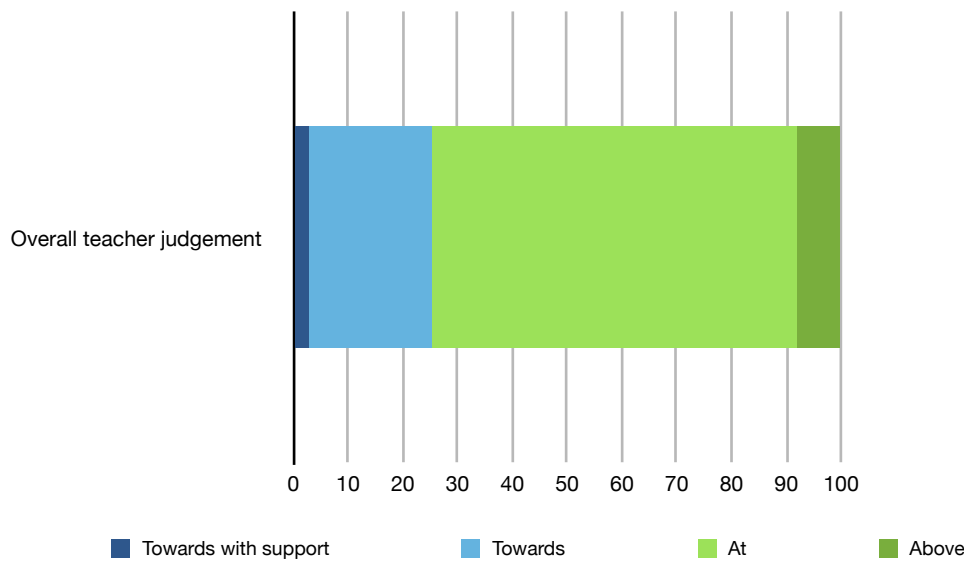
2024

These graphs show curriculum sub level progress over the 2024 year (End term 1 to end term 4). Ākonga need to progress 9 sub levels during their 6 years of primary education to achieve required curriculum level growth.



2024 Writing Achievement

Overall Achievement - TuhiTuhi / Writing :

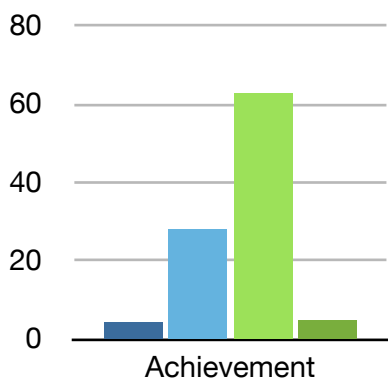


Ākonga who started at SRP	
Above / well above	9%
At	72%
Towards	19%
Towards with support	0
Total at or above	81%

Year Level Writing / TuhiTuhi:

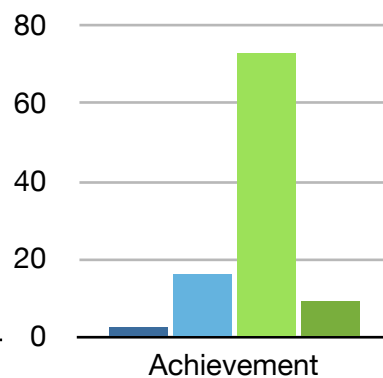
	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Above	0	9%	8%	10%	8%	8%
At	70%	75%	72%	59%	60%	67%
Towards	30%	15%	18%	28%	21%	22%
Towards with support	0	1%	2%	3%	11%	3%
Total at or above	70%	84%	80%	69%	68%	75%

Writing - BOYS



■ Towards with support ■ Towards ■ At ■ Above

Writing - GIRLS



■ Towards with support ■ Towards ■ At ■ Above

Writing past three years			
	2022	2023	2024
Above/Well above	7%	8%	8%
At	74%	71%	67%
Towards	16%	20%	22%
Towards with support	3%	1%	3%

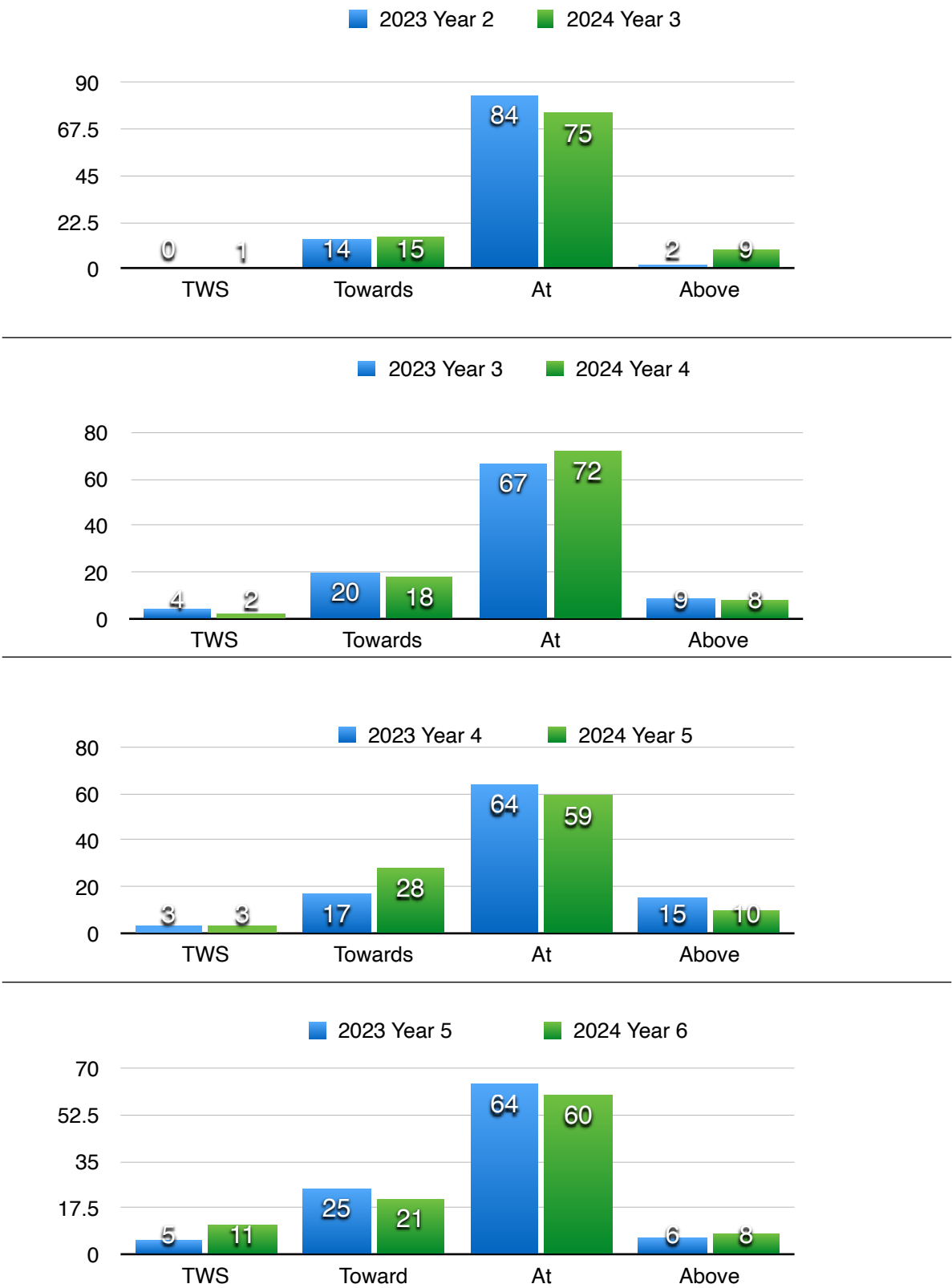
Summary Points

- 75% of our children are achieving at or above their year level expectation in writing.
- Year 5 and 6 sees a decrease in the number at or above expectation, indicating the need for further mahi in this area.
- There are more girls at or above expectation than boys
- Achievement is higher for ākonga who started at SRP with 81% achieving at or above
- There are no year ones recorded in these OTJ's as they have separate assessment as part of BSLA.

Writing Achievement Comparison:

2023-2024

These graphs compare the overall teacher judgement for the same cohort of learners from 2023 to 2024. This includes all children including those who have arrived in the year.



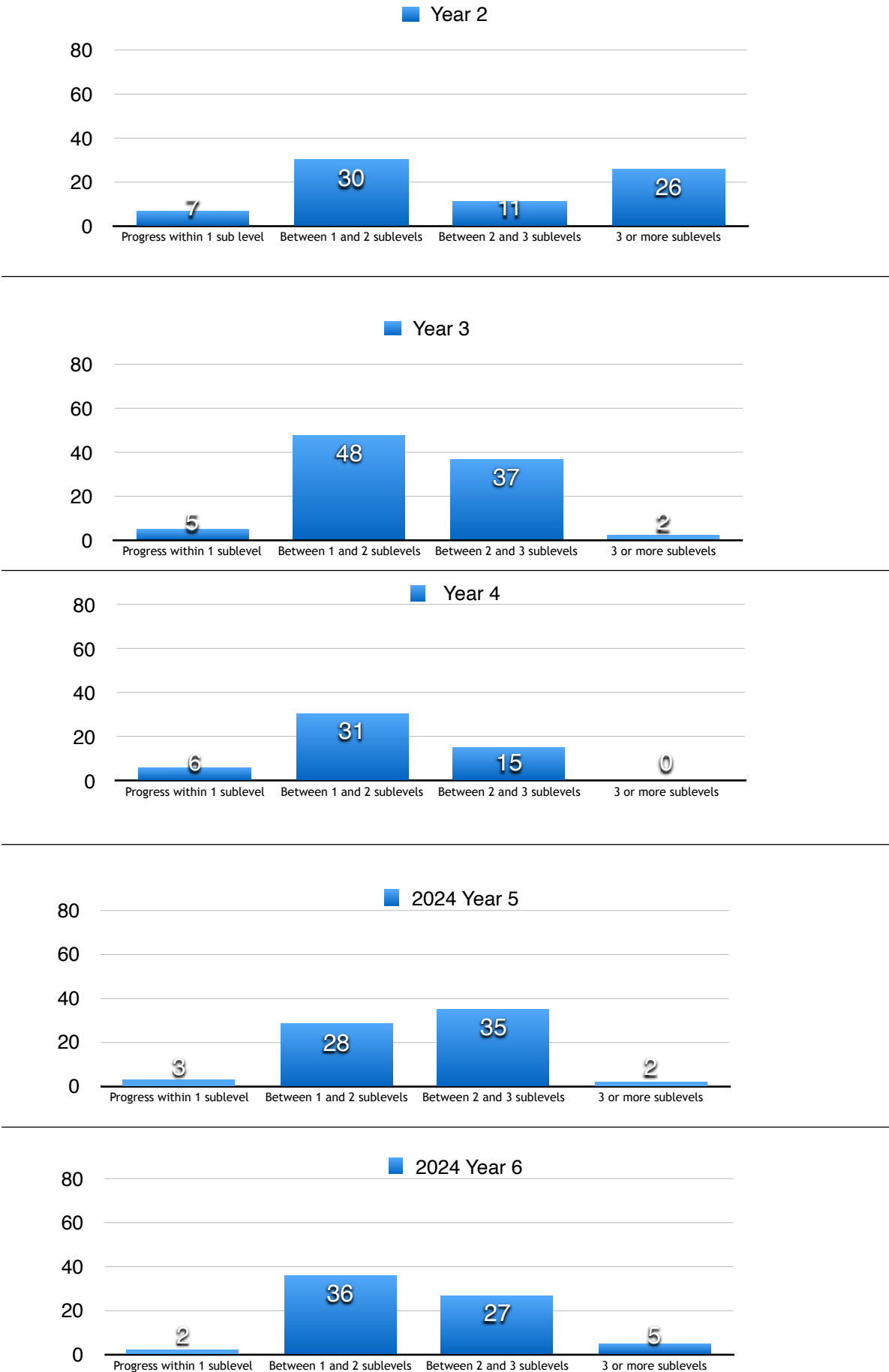
Summary Points

- Across all year levels, the majority of students are achieving "At" the expected level in writing for both 2023 and 2024, though there is a slight decline in percentages for some cohorts as they progress into the next year.
- There is an increase in the number of students achieving "Above" expectations in writing for some cohorts, particularly the transition from Year 2 (2023) to Year 3 (2024) and from Year 5 (2023) to Year 6 (2024).
- The proportion of students judged to be towards with support (TWS) remains consistently low across year levels, although there is an increase in year 6.

TuhiTuhi Sub level shift 2024:

2024

These graphs show curriculum sub level progress over the 2024 year (End term 4 2023 1 to end term 4 2024). Ākonga need to progress 9 sub levels during their 6 years of primary education to achieve required curriculum level growth.



Literacy Intervention classes at Selwyn Ridge School with Linda Hales

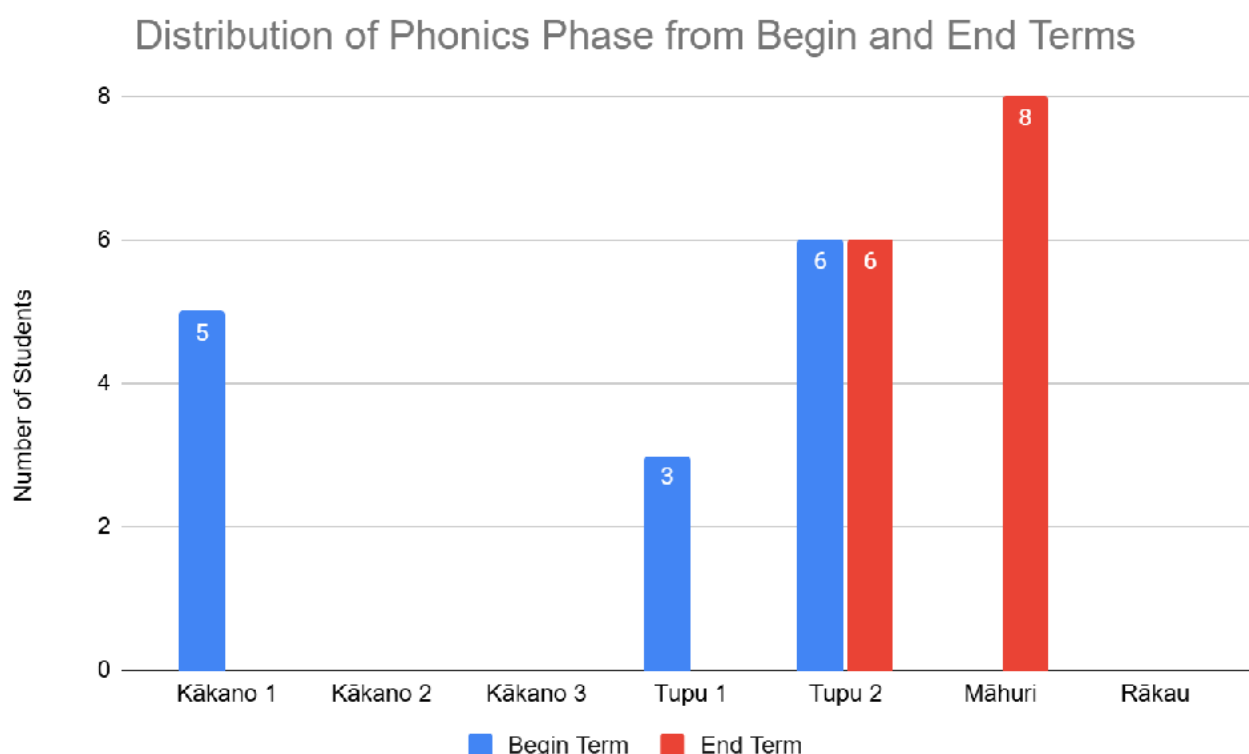
Our school has adopted the BSLA programme which emphasises explicit and systematic instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Regular assessments are conducted to monitor student progress and inform instruction. It is from these assessments that students are chosen to get extra tuition where necessary. Interestingly, although not unexpectedly, some children still face challenges in reaching their full potential with a structured literacy approach alone, indicating the need for additional strategies. Some of these strategies prioritise understanding and using whole words and phrases in context, rather than breaking down words into their individual sounds and letters. For some students an intervention using these strategies is beneficial.

Specifically, this approach can be especially effective for some students who struggle to associate the visual appearance of the 52 letters of the alphabet (26 uppercase and 26 lowercase) to their appropriate sound - in isolation. They often find it easier to grasp these sounds after they have learned whole words.

Programme Participation:

During the year to date, a total of 39 students (26 Year 2 students and 13 Year 5/6 students) have been identified as qualifying for the Intervention Programme based on their reading/writing performance and assessments. These students were carefully selected by senior staff based on the programme's eligibility criteria, ensuring that the intervention would be most beneficial to specific needs. Most students have participated in small groups with their peers who share similar learning goals, while two students required one-on-one instruction.

Participating students demonstrated improvement in various literacy skills, including phonemic awareness, decoding, fluency and phrasing when reading out loud and self monitoring- (i.e. being able to use a variety of strategies when meaning is lost). In their writing, significant improvement has been seen in letter formation, the generating and writing of ideas that make sense and vary in their structure, length and beginnings.



This graph displays the results from a Year 2 group. The blue lines indicate that at the beginning of the intervention, 5 students were reading at Kakano, 3 at Tupu 1, and 6 at Tupu 2.

After 8 weeks of additional support, all 14 students (Red lines) were reading at Tupu 2 or higher, which aligns with the reading levels of most of their classmates.

With the Year 5 and 6 group, there has been a major focus on spelling in particular. Significant gains were observed through ongoing assessments conducted during the programme. The improvement in their spelling has meant that they can now write in a way that can be easily understood. Their sentence structure, grammar, letter formation and writing fluency have all improved significantly.

Literacy results over a 3 month period for Year 5/6 students.

Average Score Table			
Measurement	Aug 2024	Nov 2024	Improvement over 3 months
NZCER Spelling List 1:	9.8	10.0	Out of 10
NZCER Spelling List 2:	18.3	20.0	Out of 20
NZCER Spelling List 3:	22.6	30.0	Out of 30
NZCER Spelling List 4:	31.8	50.0	Out of 50
NZCER Spelling List 5:	32.5	49.0	Out of 50
NZCER Spelling List 6:		65.0	Out of 70
Burt	46.8	61.0	Raw score
Sentence Structure.	6.3	9.0	Out of 10
Reading Age.	8.0	9.2	9/10 yr olds



We are very pleased with the achievements made by our students and are grateful to the parents who supported the home learning. We are also grateful for the support provided by the school board in implementing this essential programme.

2025 Literacy Intervention Plans

Type Of Support	TIER 1 Literacy specialist teachers support class teachers to provide effective early literacy approaches to all learners. Cross-school literacy strategies informed by literacy specialist teachers	TIER 2 BSLA / Structured Literacy teachers work with children in small groups. Phase 2 Literacy groups years 3-6.	TIER 3 Structured Literacy. Teachers working 1:1 with children	Other Support for literacy practices SENCO support
Who's it for?	All learners in the school	Children not progressing in literacy after one year at school	Children not progressing in literacy after one year at school	Learners across the school with literacy AND other needs
Who will lead?	Linda Hales (Phase 2) Becky Smith (Phase 1) Kim (AP - Phase 1 lead) Tanya (Phase 2 lead)	Linda Hales (Phase 2) Becky Smith (Phase 1) Kim (AP - Phase 1 lead) Tanya (Phase 2 lead)	Linda Hales (Phase 2) Becky Smith (Phase 1) Kim (AP - Phase 1 lead) Tanya (Phase 2 lead)	Tanya (DP/Senco) Teaching Assistants Outside agencies
What will it involve?	Better Start Literacy Approach - Phase 1 Phonics checklist In class monitoring and support Teacher coaching / mentoring Phase 2 literacy support support (years 3-6). Steps Web. Assessment and reporting	Small Groups Identification of learners for groups. Needs based assessment. Foundation skills assessments. Targeted practices for in class support. Possible withdrawal groups (depending on identified needs)	Reading recovery Identified lowest achievers from around 6.0 years, regardless of perceived potential, absences, ethnicity or other factors. Determined from data by Kim, Becky.	Additional Support Attendance support Hearing and vision Speech language Literacy groups with TA support year 3-6 ESOL support with TA's. GLSS Dyslexia testing and resulting targeted teaching
Monitoring and assessment	All - Early literacy assessment / analysis. Progress and achievement recording. Steps Web assessment.	Small group assessments / monitoring. Targeted assessments	BSLA assessment and monitoring	IEP's Additional planning and assessment Progress and achievement reporting.

Literacy Review - next steps

Literacy Support

We aim to further enhance literacy support practices, including the *Better Start Literacy Approach (BSLA)* and early literacy interventions. These targeted support strategies, delivered individually or in groups, will provide intensive assistance to accelerate literacy achievement for learners. Our focus is to strengthen early literacy development, enabling a broader range of tamariki to access differentiated literacy support. This aligns with our goal of fostering literacy capability and culture across our kura.

Key initiatives include:

- Expanding literacy support for Phase 2 learners (Years 4-6) identified as requiring accelerated progress in reading and writing.
- Supporting differentiated literacy practices through BSLA, encompassing small group and whole-class instruction.

Professional Learning: Pedagogically Enriched Kaiako

Our professional learning program focuses on equipping kaiako with the knowledge and strategies to implement the refreshed *English Learning Area* of the New Zealand Curriculum. Key objectives include:

- Further aligning literacy teaching with key principles of SRP common practice model.
- Delivering one hour per day of structured reading and writing instruction, emphasizing core principles and practices in literacy education.
- Creating authentic, integrated learning experiences that enable students to apply their literacy skills, strategies, and knowledge across the curriculum.

Specialist Teacher Support

To accelerate progress for students identified as at risk of underachievement, we provide specialist teacher assistance through a differentiated literacy program. This includes:

- *Better Start Literacy Approach* support for small groups, whole-class interventions, and teacher mentoring (.58 FTTE funded by the Ministry of Education).
- Additional specialist resourcing:
 - Linda Hales: 0.4 FTTE
 - Becky Smith: 0.6 FTTE
 - Leadership by Tanya Healy and Kim Abbott: 0.16 FTTE

STEPS Web Literacy Programme

We are further developing the use of the STEPS Web literacy support programme for Years 3-6. This includes professional learning for teachers, ongoing formative assessment, and integrated monitoring through Hero SMS.

Building Resilience Through Literacy: 'Bounce Back' Programme

The *Bounce Back* resilience programme will continue to be integrated schoolwide, taking a literacy-based approach to developing social skills and building resilience among tamariki.

Better Start Literacy Approach

Consolidation of the *Better Start Literacy Approach (BSLA)* for Years 1-2 and 3 and introduction to Phase 2 learners (year 4).

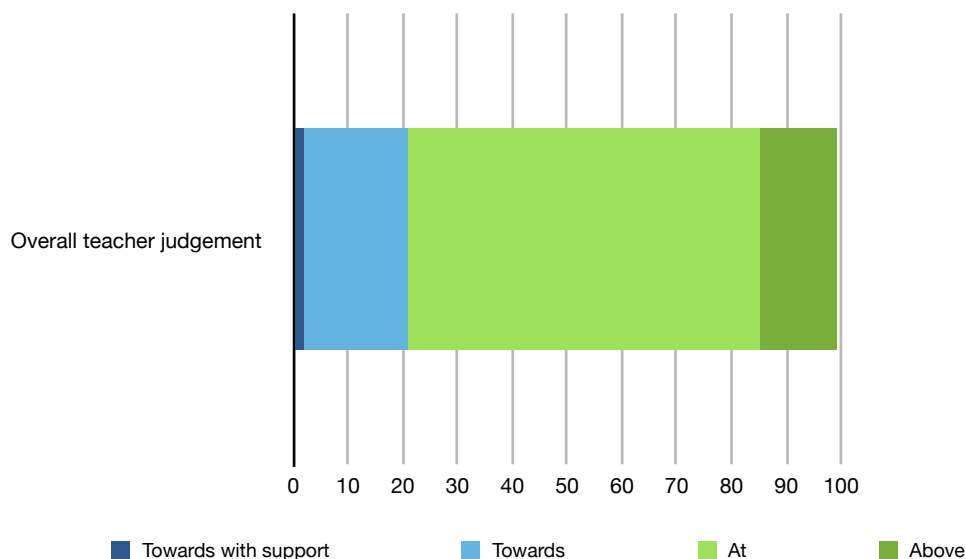
Ongoing Resourcing and Development

We will continue to invest in and expand our resources to support literacy, including:

- The LUCID COPS programme for dyslexia screening and targeted teaching.
- Additional literacy support programmes aligned with learner needs.

2024 Mathematics Achievement

Overall Achievement - Pangarau / Mathematics :

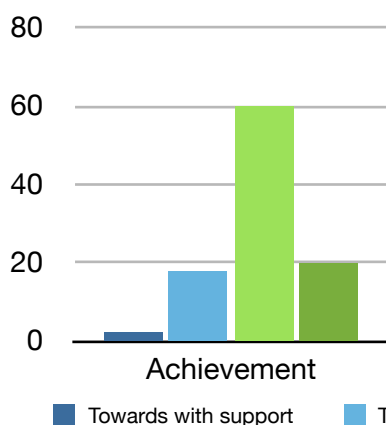


Ākonga who started at SRP	
Above / well above	14%
At	71%
Towards	15%
Towards with support	0
Total at or above	85%

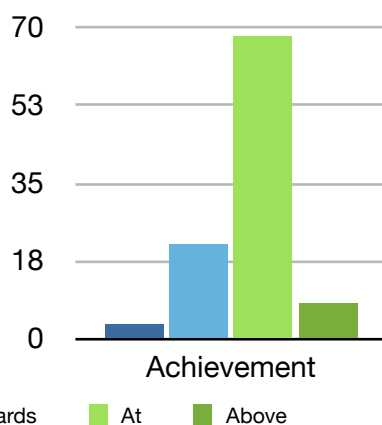
Year Level Mathematics / Pangarau:

	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Above	3%	16%	23%	13%	16%	14%
At	74%	69%	59%	61%	57%	64%
Towards	23%	15%	16%	22%	22%	19%
Towards with support	0	0	2%	4%	5%	2%
Total at or above	77%	85%	82%	74%	73%	78%

Mathematics - BOYS



Mathematics - GIRLS



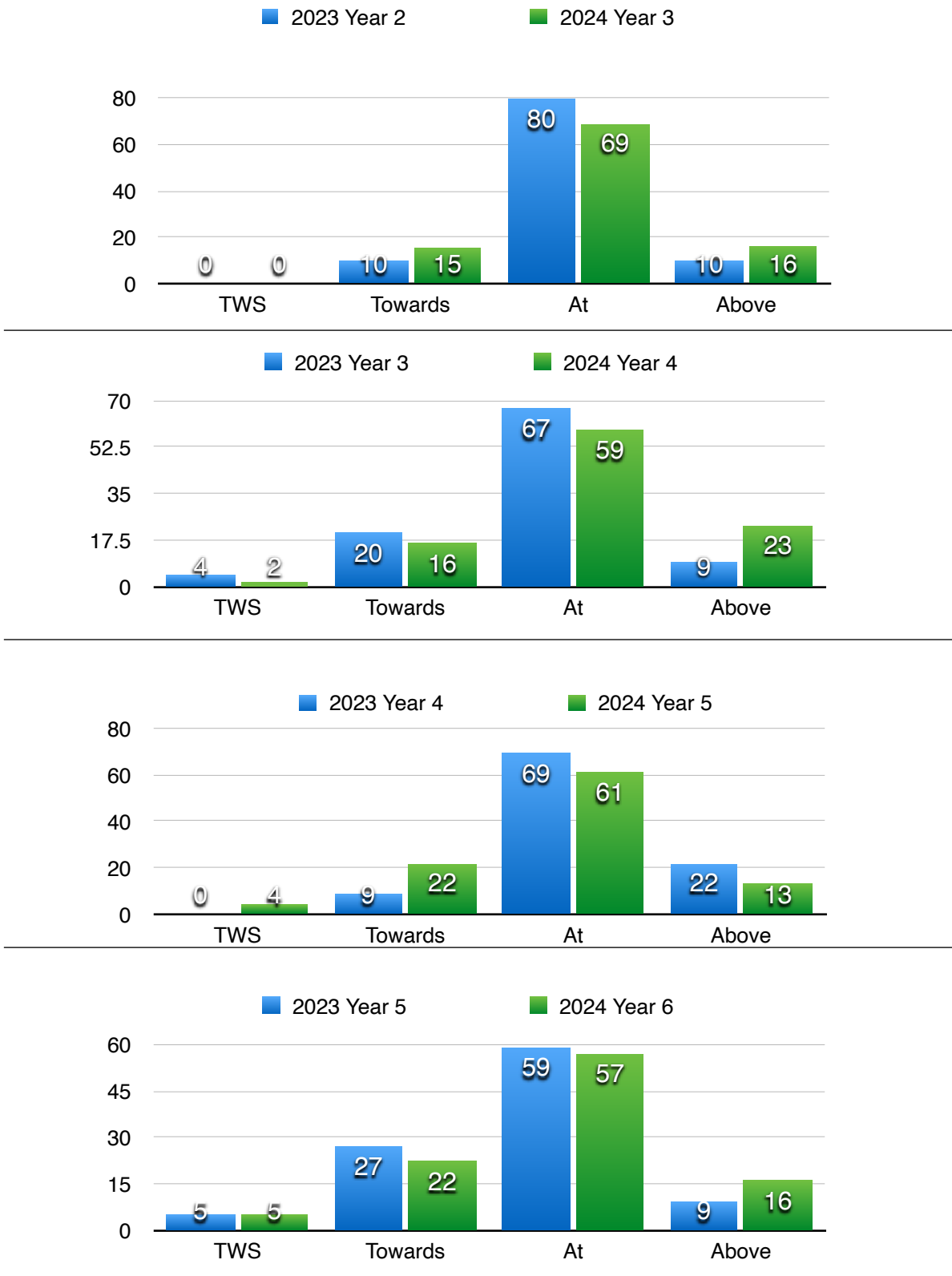
Mathematics past three years			
	2022	2023	2024
Above/Well above	14%	14%	14%
At	67%	69%	64%
Below / Towards	17%	15%	19%
Well Below/ Towards with support	2%	2%	2%

Summary Points

- Currently, 78% of our tamariki are achieving at or above our expectations in mathematics. While this figure is lower than in previous years, it's worth noting that past data included Year 1 learners, whose typically high achievement at curriculum level 1 elevated overall percentages.
- More boys are achieving above our curriculum expectation than girls.

Mathematics Achievement Comparison:
2023-2024

These graphs compare the overall teacher judgement for the same cohort of learners from 2023 to 2024. This includes all children including those who have arrived in the year.



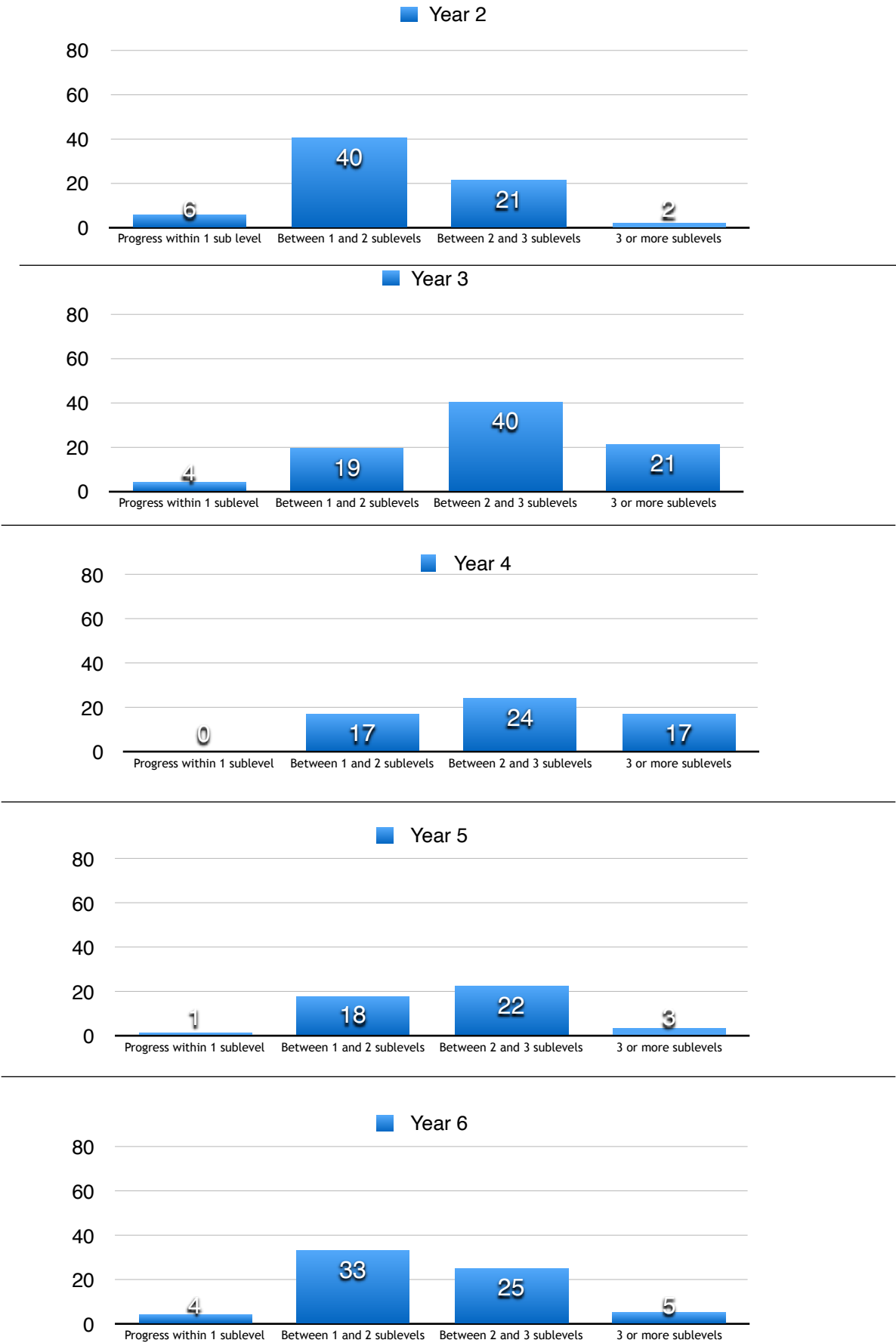
Summary Points

- Positive shift is seen at year 4 and year 6 levels (end of curriculum levels 2 and 3) particularly with those above expectation
- Year 5 and 6 sees the biggest pocket of children working towards expectation

Pāngarau Sub level shift 2024:

2024

These graphs show curriculum sub level progress over the 2024 year (End term 4 2023 1 to end term 4 2024). Ākonga need to progress 9 sub levels during their 6 years of primary education to achieve required curriculum level growth.



Mathematics Review - next steps

Next Steps in Professional Learning: Pedagogically Enriched Kaiako

Our professional learning plan focuses on enhancing kaiako practices and aligning them with our curriculum implementation plan. Key areas of focus include:

Pedagogically Enriched Kaiako - Te Mātaiaho Curriculum

- Prioritize ongoing professional learning to strengthen kaiako pedagogical skills, supported by Charlotte Wilkinson and the 'Wilkie way approach' throughout the year.
- Deepen kaiako understanding of the new *Te Mātaiaho Mathematics and Statistics* curriculum, emphasizing its language and vocabulary.
- Strengthen content and pedagogical knowledge through curriculum elaborations, collaborative professional development, and targeted planning.
- Refine, review and continue to implement a consistent one-hour-a-day mathematics teaching policy.

Mathematics Resources

- Integrate *NZ Maths* and Numicon resources (MOE provided) to support kaiako to enhance teaching and learning.
- Deliver additional professional learning opportunities to support the effective integration of these resources in classrooms.

Leadership

- Enhance leadership opportunities by supporting kaiako to undertake master's level mathematics papers.
- Provide leadership roles with dedicated units and time for identified kaiako to lead mathematics initiatives within the Phase Two team.

Strengthening Assessment for Learning

- Provide professional learning opportunities to improve kaiako capabilities in accessing, analyzing, interpreting, and applying assessment information.
- Leverage platforms such as HERO and e-asTTle to support diagnostic, formative, and summative assessments, ensuring robust overall teacher judgments.

Concluding statement

Our 2024 annual report highlights our goals and achievements in alignment with our strategic and annual plans, supported by comprehensive documentation with detailed insights and data breakdowns. This reporting provides a clear view of overall progress and achievement, celebrates our rich curriculum, and informs next steps for whole-school, cohort, and individual growth.

Celebrating Achievement and Identifying Areas for Growth

As highlighted in this report, there is much to celebrate regarding the achievements of our *Kids on the Ridge*. At the same time, areas for continued development have been identified, ensuring a balanced and forward-looking approach.

This report uses curriculum levels from the 2007 New Zealand Curriculum rather than the bands of *Te Mātaiaho* (Years 1-3 and Years 4-6), reflecting the staggered implementation of *Te Mātaiaho* across the curriculum. We remain mindful that the further development of *Te Mātaiaho* may be influenced by the policy direction and priorities of the government. We will stay responsive to any changes, keeping rich and meaningful learning at the centre of our curriculum.

Professional learning remains a cornerstone of our strategy to grow pedagogically enriched kaiako. Our 2025 annual plan prioritises empowering teachers to address diverse learning needs and deliver highly effective teaching programmes aligned with *Te Mātaiaho* and the Selwyn Ridge Curriculum.

In 2025, we will continue to nurture whakāro (mind), manawa (heart), and kete (toolbox) across all learning areas. Core frameworks like Bounce Back, Te Whare Tapa Whā, and Healthy Active Learning will remain integral to this approach. Our ongoing commitment is to ensure every ākonga thrives in a learning environment enriched with literacy, numeracy, culture, and movement, empowering them to soar high.

Our Vision for Learning

At Selwyn Ridge School, our vision is the foundation of everything we do:

Kids on the Ridge Soaring High

Kei runga ngā rangatahi i te taukāhiwi, kia hokahoka kahurangi

We eagerly anticipate a rich and rewarding 2025, where our learners continue to soar high!

Craig Price
Principal

2/12/2024

SELWYNRIDGE
Learners Soaring High
Kia Hokahoka Kahurangi



Growing mind, heart and toolbox: whakāro, manawa, kete

SELWYN RIDGE PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	6945
Principal:	Craig Price
School Address:	20 Holmburn Street, Welcome Bay, Tauranga
School Postal Address:	20 Holmburn Street, Welcome Bay, Tauranga
School Phone:	07 544 1088
School Email:	srp@selwynridge.school.nz
Accountant / Service Provider:	PKF Tauranga Limited

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Katrina McChesney	Presiding Member	Re-Elected August 2022	Aug-25
Craig Price	Principal	ex Officio	
Matthew Thomas	Parent Representative	Elected August 2022	Aug-25
Stephen Knightly	Parent Representative	Elected August 2022	Apr-24
Steve Murray	Parent Representative	Elected August 2022	Aug-25
Todd Whittaker	Parent Representative	Elected August 2022	Aug-25
Michael Wright	Parent Representative	Co-Opted June 2024	Aug-25
Leah Mikaere	Staff Representative	Re-Elected August 2022	Aug-25

SELWYN RIDGE PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Selwyn Ridge Primary School

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Katrina McChesney

Full Name of Presiding Member



Signature of Presiding Member

27 May 2025

Date:

Craig Price

Full Name of Principal



Signature of Principal

27 May 2025

Date:

Selwyn Ridge Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,469,977	4,558,567	4,403,771
Locally Raised Funds	3	211,634	195,000	164,886
Interest		77,476	55,000	52,613
Gain on Sale of Property, Plant and Equipment		870	-	-
Total Revenue		4,759,957	4,808,567	4,621,270
Expense				
Locally Raised Funds	3	160,247	130,000	130,818
Learning Resources	4	3,391,102	3,533,200	3,320,150
Administration	5	224,748	250,248	217,621
Interest		2,425	-	2,682
Property	6	888,729	893,000	895,339
Loss on Disposal of Property, Plant and Equipment		-	-	8,450
Total Expense		4,667,251	4,806,448	4,575,060
Net Surplus / (Deficit) for the year		92,706	2,119	46,210
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		92,706	2,119	46,210

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

Selwyn Ridge Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,805,228	1,825,282	1,728,580
Total comprehensive revenue and expense for the year		92,706	2,119	46,210
Contribution - Furniture and Equipment Grant		-	-	30,438
Equity at 31 December		1,897,934	1,827,401	1,805,228
Accumulated comprehensive revenue and expense		1,897,934	1,827,401	1,805,228
Equity at 31 December		1,897,934	1,827,401	1,805,228

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.

Selwyn Ridge Primary School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	453,907	309,751	293,192
Accounts Receivable	8	279,002	245,000	230,281
GST Receivable		-	5,000	5,722
Prepayments		31,821	25,000	23,116
Inventories	9	36,148	40,000	43,691
Investments		1,214,221	1,202,250	1,145,656
Funds Receivable for Capital Works Projects	16	225	-	12,934
		2,015,324	1,827,001	1,754,592
Current Liabilities				
GST Payable		10,222	-	-
Accounts Payable	12	334,739	314,000	330,089
Revenue Received in Advance	13	89,757	90,200	85,150
Provision for Cyclical Maintenance	14	-	6,900	-
Finance Lease Liability	15	14,511	15,000	15,339
Funds held for Capital Works Projects	16	126,159	20,000	37,425
		575,388	446,100	468,003
Working Capital Surplus/(Deficit)		1,439,936	1,380,901	1,286,589
Non-current Assets				
Property, Plant and Equipment	11	532,921	529,500	588,895
		532,921	529,500	588,895
Non-current Liabilities				
Provision for Cyclical Maintenance	14	66,973	63,000	51,686
Finance Lease Liability	15	7,950	20,000	18,570
		74,923	83,000	70,256
Net Assets		1,897,934	1,827,401	1,805,228
Equity		1,897,934	1,827,401	1,805,228

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

Selwyn Ridge Primary School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,077,919	1,078,849	1,080,861
Locally Raised Funds		99,469	88,000	171,710
International Students		107,522	112,000	58,405
Goods and Services Tax (net)		15,944	-	(11,735)
Payments to Employees		(693,687)	(672,500)	(544,188)
Payments to Suppliers		(500,521)	(525,048)	(500,950)
Interest Paid		(2,425)	-	(2,682)
Interest Received		77,108	52,500	51,251
Net cash from/(to) Operating Activities		181,329	133,801	302,673
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		870	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(38,196)	(39,500)	(72,435)
Purchase of Investments		(68,565)	(57,250)	(242,832)
Net cash from/(to) Investing Activities		(105,891)	(96,750)	(315,267)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	30,438
Finance Lease Payments		(16,167)	-	6,569
Funds Administered on Behalf of Other Parties		101,444	(10,000)	19,838
Net cash from/(to) Financing Activities		85,277	(10,000)	56,845
Net increase/(decrease) in cash and cash equivalents		160,715	27,051	44,251
Cash and cash equivalents at the beginning of the year	7	293,192	282,700	245,626
Cash and cash equivalents at the end of the year	7	453,907	309,751	289,877

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.



Selwyn Ridge Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Selwyn Ridge Primary 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:	
Board-owned Buildings	10–20 years
Furniture and Equipment	10–15 years
Information and Communication Technology	4–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

Property, plant, and equipment 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 current market 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 surplus or deficit.

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from International 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 international students, should the School be unable to provide the services to which they relate.

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 Comprehensive 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 Comprehensive Revenue and Expense.

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

p) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 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.

q) Financial Instruments

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

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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,087,939	1,058,567	1,026,839
Teachers' Salaries Grants	2,724,804	2,850,000	2,737,714
Use of Land and Buildings Grants	657,234	650,000	639,218
	4,469,977	4,558,567	4,403,771

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	6,772	6,000	2,566
Fees for Extra Curricular Activities	22,173	-	18,692
Trading	57,683	55,000	44,916
Fundraising and Community Grants	9,872	-	24,323
Other Revenue	6,569	27,000	15,150
International Student Fees	108,565	107,000	59,239
	211,634	195,000	164,886
Expense			
Extra Curricular Activities Costs	21,871	-	16,474
Trading	54,877	51,500	43,558
Fundraising and Community Grant Costs	4,557	-	9,331
International Student - Employee Benefits - Salaries	51,023	48,000	40,285
International Student - Other Expenses	27,919	30,500	21,169
	160,247	130,000	130,818
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	51,387	65,000	34,068

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	96,724	104,400	87,469
Information and Communication Technology	13,189	20,000	12,132
Employee Benefits - Salaries	3,169,330	3,283,500	3,076,684
Staff Development	10,827	19,200	36,145
Depreciation	98,888	100,000	103,456
Other Learning Resources	2,144	6,100	4,264
	3,391,102	3,533,200	3,320,150

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,461	10,848	5,078
Board Fees and Expenses	11,213	18,500	10,275
Operating Leases	(285)	3,500	285
Other Administration Expenses	62,525	62,900	53,655
Employee Benefits - Salaries	119,322	132,000	128,328
Insurance	11,239	12,000	10,059
Service Providers, Contractors and Consultancy	9,890	10,000	9,602
	<u>224,748</u>	<u>250,248</u>	<u>217,621</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	66,610	70,000	67,462
Cyclical Maintenance	15,287	13,000	47,319
Heat, Light and Water Rates	12,818	14,000	11,130
Repairs and Maintenance	15,721	17,000	14,158
Use of Land and Buildings	30,751	35,500	20,032
Employee Benefits - Salaries	657,234	650,000	639,218
Other Property Expenses	63,489	64,000	65,038
	26,819	29,500	30,982
	<u>888,729</u>	<u>893,000</u>	<u>895,339</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	453,907	309,751	293,192
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>453,907</u>	<u>309,751</u>	<u>293,192</u>

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

Of the \$453,907 Cash and Cash Equivalents, \$126,159 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$453,907 Cash and Cash Equivalents, \$89,757 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	9,250	5,000	-
Receivables from the Ministry of Education	14,133	10,000	13,161
Interest Receivable	2,896	5,000	2,528
Teacher Salaries Grant Receivable	252,723	225,000	214,592
	<u>279,002</u>	<u>245,000</u>	<u>230,281</u>
Receivables from Exchange Transactions	12,146	10,000	2,528
Receivables from Non-Exchange Transactions	266,856	235,000	227,753
	<u>279,002</u>	<u>245,000</u>	<u>230,281</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	36,148	40,000	43,691
	<u>36,148</u>	<u>40,000</u>	<u>43,691</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	1,214,221	1,202,250	1,145,656
Total Investments	<u>1,214,221</u>	<u>1,202,250</u>	<u>1,145,656</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Buildings	142,689	-	-	-	(4,794)	137,895
Furniture and Equipment	335,028	35,254	-	-	(51,548)	318,734
Information and Communication Technology	59,093	-	-	-	(23,376)	35,717
Leased Assets	31,350	4,718	-	-	(16,287)	19,781
Library Resources	20,735	3,237	(296)	-	(2,883)	20,792
	<u>588,895</u>	<u>43,209</u>	<u>(296)</u>	<u>-</u>	<u>(98,888)</u>	<u>532,920</u>

The net carrying value of furniture and equipment held under a finance lease is \$19,781 (2023: \$31,350)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Buildings	280,021	(142,126)	137,895	280,021	(137,332)	142,689
Furniture and Equipment	1,104,381	(785,646)	318,735	1,078,381	(743,353)	335,028
Information and Communication Technology	351,277	(315,560)	35,717	356,075	(296,982)	59,093
Leased Assets	51,935	(32,154)	19,781	51,278	(19,928)	31,350
Library Resources	77,153	(56,360)	20,793	74,852	(54,117)	20,735
	1,864,767	(1,331,846)	532,921	1,840,607	(1,251,712)	588,895

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	28,188	44,000	47,024
Accruals	9,730	-	-
Banking Staffing Overuse	-	-	9,048
Employee Entitlements - Salaries	267,553	240,000	237,353
Employee Entitlements - Leave Accrual	29,268	30,000	36,664
	334,739	314,000	330,089
Payables for Exchange Transactions	334,739	314,000	330,089
	334,739	314,000	330,089

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
International Student Fees in Advance	83,957	90,000	85,000
Other revenue in Advance	5,800	200	150
	89,757	90,200	85,150

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	51,686	50,000	29,869
Increase to the Provision During the Year	15,287	13,000	47,319
Use of the Provision During the Year	-	-	(25,502)
Provision at the End of the Year	66,973	63,000	51,686
Cyclical Maintenance - Non current	66,973	63,000	51,686
	66,973	69,900	51,686

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools independent property consultant best estimates

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	15,880	16,000	17,742
Later than One Year and no Later than Five Years	8,377	22,000	19,910
Later than Five Years	-	-	-
Future Finance Charges	(1,795)	(3,000)	(3,743)
	<u>22,461</u>	<u>35,000</u>	<u>33,909</u>
Represented by			
Finance lease liability - Current	14,511	15,000	15,339
Finance lease liability - Non current	7,950	20,000	18,570
	<u>22,461</u>	<u>35,000</u>	<u>33,909</u>

16. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Toilet Block	(7,436)	94,496	(5,921)	-	81,139
Flexible Learning Spaces Stage 2	(225)	-	-	225	-
PA/Intercom System	(225)	-	-	-	(225)
LED Light Replacement	(5,048)	47,544	2,524	-	45,020
Manawa Learning Centre	37,425	10,000	(47,425)	-	-
Roofing Replacements	-	25,653	(25,653)	-	-
Electrical Repairs & Upgrade	-	28,325	(28,325)	-	-
	-	-	-	-	-
Totals	<u>24,491</u>	<u>206,019</u>	<u>(104,800)</u>	<u>225</u>	<u>125,934</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	126,159
Funds Receivable from the Ministry of Education	(225)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP Security Upgrade & CCTV	4,653	(4,653)	-	-	-
Toilet Block	-	-	(7,436)	-	(7,436)
Flexible Learning Spaces Stage 2	-	-	(225)	-	(225)
PA/Intercom System	-	-	(225)	-	(225)
LED Light Replacement	-	-	(5,048)	-	(5,048)
Manawa Learning Centre	-	86,000	(48,575)	-	37,425
Drinking Fountain	-	15,004	(15,004)	-	-
Staffroom Flooding	-	11,168	(11,168)	-	-
	-	-	-	-	-
Totals	<u>4,653</u>	<u>107,520</u>	<u>(87,681)</u>	<u>-</u>	<u>24,491</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	37,425
Funds Receivable from the Ministry of Education	(12,934)

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

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

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	7,810	7,870
<i>Leadership Team</i>		
Remuneration	422,451	405,665
Full-time equivalent members	3	3
Total key management personnel remuneration	430,261	413,535

There are 6 members of the Board excluding the Principal. The Board has held 12 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100-110	5	6.00
110-120	2	1.00
120-130	0	2.00
130-140	1	2.00
	8.00	11.00

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

19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$268,991 (2023:\$197,584) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Toilet Block Upgrade	\$ 176,643
LED Lighting Replacement	92,348
Total	<u>268,991</u>

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

(b) Operating Commitments

As at 31 December 2024, the Board has entered into no Operating contracts.



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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	453,907	309,751	293,192
Receivables	279,002	245,000	230,281
Investments - Term Deposits	1,214,221	1,202,250	1,145,656
Total financial assets measured at amortised cost	<u>1,947,130</u>	<u>1,757,001</u>	<u>1,669,129</u>

Financial liabilities measured at amortised cost

Payables	334,739	314,000	330,089
Finance Leases	22,461	35,000	33,909
Total financial liabilities measured at amortised cost	<u>357,200</u>	<u>349,000</u>	<u>363,998</u>

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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SELWYN RIDGE PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as Tier 2.

Our audit was completed on 29 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the school has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

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

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

A handwritten signature in black ink, appearing to read 'Michael Lim', with a stylized flourish at the end.

Michael Lim
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand