

STRATFORD PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2244

Principal: Jason Elder

School Address: Regan Street, Stratford

School Postal Address: Regan Street, Stratford, 4332

School Phone: 06 765 6938

School Email: office@sps.kiwi.nz

Accountant / Service Provider:

Education  *Services.*
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STRATFORD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Stratford 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.

Le-ana Russ

Full Name of Presiding Member

Le-ana Russ

Signature of Presiding Member

30 May 2025

Date:

Jason Elder

Full Name of Principal

Jason Elder

Signature of Principal

30 May 2025

Date:

Stratford Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	5,178,603	4,010,394	4,718,271
Locally Raised Funds	3	99,133	36,185	163,231
Interest		24,500	8,000	21,596
Gain on Sale of Property, Plant and Equipment		125	-	1,826
Other Revenue		-	-	664
Total Revenue		5,302,361	4,054,579	4,905,588
Expense				
Locally Raised Funds	3	64,560	25,900	49,401
Learning Resources	4	3,682,867	3,233,539	3,641,139
Administration	5	718,119	228,659	457,357
Interest		4,942	4,049	5,482
Property	6	744,912	532,510	758,606
Total Expense		5,215,400	4,024,657	4,911,985
Net Surplus / (Deficit) for the year		86,961	29,922	(6,397)
Other Comprehensive Revenue and Expense		(5,588)	-	2,798
Total Comprehensive Revenue and Expense for the Year		81,373	29,922	(3,599)

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

Stratford 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		480,095	512,621	464,039
Total comprehensive revenue and expense for the year		81,373	29,922	(3,599)
Contributions from the Ministry of Education - MOE Donated Assets		19,793	-	-
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	7,500	19,655
Equity at 31 December		581,261	550,043	480,095
Accumulated comprehensive revenue and expense		581,261	550,043	480,095
Equity at 31 December		581,261	550,043	480,095

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.

Stratford Primary School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	124,546	121,431	134,321
Accounts Receivable	8	255,212	198,830	221,442
GST Receivable		13,541	10,226	18,354
Prepayments		1,401	14,303	8,426
Inventories	9	143	416	334
Investments	10	270,497	245,182	254,605
Funds Receivable for Capital Works Projects	17	8,400	-	31
Float		-	40	-
		673,740	590,428	637,513
Current Liabilities				
Accounts Payable	12	317,547	230,406	316,904
Borrowings	13	-	58,346	27,431
Revenue Received in Advance	14	8,874	8,803	17,127
Provision for Cyclical Maintenance	15	148,689	-	-
Finance Lease Liability	16	26,079	18,928	22,876
Funds held for Capital Works Projects	17	14,320	-	65,057
Funds held on behalf of RT Lit Cluster	18	3,699	-	3,354
		519,208	316,483	452,749
Working Capital Surplus/(Deficit)		154,532	273,945	184,764
Non-current Assets				
Property, Plant and Equipment	11	430,254	376,007	386,818
Work in Progress		-	-	25,000
Shares in Group Mowing Scheme		32,935	35,725	38,524
		463,189	411,732	450,342
Non-current Liabilities				
Provision for Cyclical Maintenance	15	4,410	102,376	121,805
Finance Lease Liability	16	32,050	33,258	33,206
		36,460	135,634	155,011
Net Assets		581,261	550,043	480,095
Equity		581,261	550,043	480,095

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



Stratford Primary School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,526,646	1,347,481	1,405,059
Locally Raised Funds		100,374	36,185	163,397
Goods and Services Tax (net)		4,813	-	(8,128)
Payments to Employees		(939,104)	(831,364)	(942,174)
Payments to Suppliers		(470,103)	(340,375)	(463,760)
Interest Paid		(4,942)	(4,049)	(5,482)
Interest Received		24,850	-	18,353
Net cash from/(to) Operating Activities		242,534	207,878	167,265
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,826
Purchase of Property Plant & Equipment (and Intangibles)		(91,361)	(60,514)	(102,990)
Purchase of Investments		(15,891)	-	(9,423)
Net cash from/(to) Investing Activities		(107,252)	(60,514)	(110,587)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	7,500	19,655
Finance Lease Payments		(18,071)	(25,706)	(16,862)
Repayment of Loans		(27,431)	(27,431)	(63,199)
Funds Administered on Behalf of Other Parties		(99,555)	-	118,345
Net cash from/(to) Financing Activities		(145,057)	(45,637)	57,939
Net increase/(decrease) in cash and cash equivalents		(9,775)	101,727	114,617
Cash and cash equivalents at the beginning of the year	7	134,321	19,704	19,704
Cash and cash equivalents at the end of the year	7	124,546	121,431	134,321

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.



Stratford Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Stratford 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 15.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 23b.

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	15-40 years
Furniture and Equipment	5 - 15 years
Motor Vehicles	5 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

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 a comparison to recent market transactions.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in 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 students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

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

o) 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.

p) 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.

q) Shared Funds

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

r) 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.

s) 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.



t) Borrowings

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

u) 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.

v) Budget Figures

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

w) 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	1,535,835	1,348,766	1,458,147
Teachers' Salaries Grants	2,650,964	2,331,729	2,574,937
Use of Land and Buildings Grants	498,123	326,899	450,120
Ka Ora, Ka Ako - Healthy School Lunches Programme	478,298	-	230,293
Other Government Grants	15,383	3,000	4,774
	5,178,603	4,010,394	4,718,271

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	32,797	17,585	43,416
Fees for Extra Curricular Activities	50,354	8,250	38,395
Trading	492	-	364
Fundraising and Community Grants	15,490	10,350	81,056
	99,133	36,185	163,231
Expense			
Extra Curricular Activities Costs	63,674	25,650	48,661
Trading	886	250	740
	64,560	25,900	49,401
<i>Surplus for the year Locally Raised Funds</i>	34,573	10,285	113,830

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	162,487	143,170	166,648
Employee Benefits - Salaries	3,363,199	2,955,643	3,342,741
Staff Development	36,440	35,744	21,436
Depreciation	118,434	97,077	108,544
Text Books	-	600	-
Learning Centre	2,307	1,305	1,770
	3,682,867	3,233,539	3,641,139

5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	8,690	5,300	5,166
Board Fees and Expenses	9,603	6,300	8,274
Other Administration Expenses	66,023	69,075	72,630
Employee Benefits - Salaries	128,201	123,461	116,717
Insurance	11,524	9,523	9,277
Service Providers, Contractors and Consultancy	15,780	15,000	15,000
Ka Ora, Ka Ako - Healthy School Lunch Programme	478,298	-	230,293
	718,119	228,659	457,357

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance	31,294	20,626	49,429
Heat, Light and Water	45,335	40,000	43,046
Rates	698	1,480	1,460
Repairs and Maintenance	48,819	47,216	95,066
Use of Land and Buildings	498,123	326,899	450,120
Employee Benefits - Salaries	96,854	83,989	100,886
Other Property Expenses	23,789	12,300	18,599
	744,912	532,510	758,606

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

7. Cash and Cash Equivalents

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	124,546	121,431	134,321
Cash and cash equivalents for Statement of Cash Flows	124,546	121,431	134,321

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

Of the \$124,546 Cash and Cash Equivalents, \$14,320 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 \$124,546 Cash and Cash Equivalents, \$8,874 of Revenue Received in Advance is held by the school, as disclosed in note 14.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	466	-	-
Receivables from the Ministry of Education	7,162	-	1,857
Interest Receivable	4,601	1,708	4,951
Teacher Salaries Grant Receivable	242,983	197,122	214,634
	<u>255,212</u>	<u>198,830</u>	<u>221,442</u>
Receivables from Exchange Transactions	5,067	1,708	4,951
Receivables from Non-Exchange Transactions	250,145	197,122	216,491
	<u>255,212</u>	<u>198,830</u>	<u>221,442</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	143	416	334
	<u>143</u>	<u>416</u>	<u>334</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	270,497	245,182	254,605
Total Investments	<u>270,497</u>	<u>245,182</u>	<u>254,605</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	85,347	-	-	-	(13,179)	72,168
Furniture and Equipment	173,679	87,675	-	-	(54,279)	207,075
Information and Communication Technology	63,215	44,565	-	-	(22,558)	85,222
Leased Assets	52,750	26,032	(122)	-	(24,948)	53,712
Library Resources	11,827	3,720	-	-	(3,470)	12,077
	386,818	161,992	(122)	-	(118,434)	430,254

The net carrying value of equipment held under a finance lease is \$53,712 (2023: \$52,750)

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	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	576,517	(504,349)	72,168	576,517	(491,170)	85,347
Furniture and Equipment	959,957	(752,882)	207,075	872,282	(698,603)	173,679
Information and Communication Technology	360,439	(275,217)	85,222	315,876	(252,661)	63,215
Motor Vehicles	31,287	(31,287)	-	31,287	(31,287)	-
Leased Assets	99,537	(45,825)	53,712	91,328	(38,578)	52,750
Library Resources	102,059	(89,982)	12,077	98,339	(86,512)	11,827
	2,129,796	(1,699,542)	430,254	1,985,629	(1,598,811)	386,818

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	57,656	18,056	86,743
Accruals	8,690	3,345	5,166
Banking Staffing Overuse	-	1,188	-
Employee Entitlements - Salaries	242,983	197,122	214,634
Employee Entitlements - Leave Accrual	8,218	10,695	10,361
	317,547	230,406	316,904
Payables for Exchange Transactions	317,547	230,406	316,904
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	317,547	230,406	316,904

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	-	58,346	27,431
	-	58,346	27,431

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - MOE	-	-	9,960
Other Revenue In Advance	8,874	8,803	7,167
	8,874	8,803	17,127

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	121,805	81,750	102,376
Increase to the Provision During the Year	25,206	20,626	20,626
Use of the Provision During the Year	-	-	(30,000)
Other Adjustments	6,088	-	28,803
Provision at the End of the Year	153,099	102,376	121,805
Cyclical Maintenance - Current	148,689	-	-
Cyclical Maintenance - Non current	4,410	102,376	121,805
	153,099	102,376	121,805

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan / painting quotes.

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	30,296	18,928	27,407
Later than One Year and no Later than Five Years	35,212	33,258	36,509
Future Finance Charges	(7,379)	-	(7,834)
	58,129	52,186	56,082
Represented by			
Finance lease liability - Current	26,079	18,928	22,876
Finance lease liability - Non current	32,050	33,258	33,206
	58,129	52,186	56,082



17. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
BlkB Outdoor Learn Area	227151	3,508	-	(3,508)	-	-
A,C,D,E,G Roof	227146	55,323	(10,819)	(44,504)	-	-
RM A: Leak	242140	6,226	-	(6,226)	-	-
Hot Water Replacement	241744	(31)	908	(877)	-	-
Learning Support Modifications SENCO		-	-	(8,400)	-	(8,400)
AMS B: Covered Outdoor Learning	240169	-	13,696	-	-	13,696
UNC Site: Drainage	250565	-	5,185	(4,561)	-	624
Totals		65,026	8,970	(68,076)	-	5,920

Represented by:

Funds Held on Behalf of the Ministry of Education	14,320
Funds Receivable from the Ministry of Education	(8,400)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
BlkB Outdoor Learn Area	227151	(65)	8,530	(4,957)	-	3,508
Ext Lighting Replace	232558	950	-	(950)	-	-
AEH Heatpump & Elect	227147	971	30	(1,001)	-	-
A,C,D,E,G Roof	227146	-	111,086	(55,763)	-	55,323
RM A: Leak	242140	-	9,226	(3,000)	-	6,226
Hot Water Replacement	241744	-	6,265	(6,296)	-	(31)
Totals		1,856	135,137	(71,967)	-	65,026

Represented by:

Funds Held on Behalf of the Ministry of Education	65,057
Funds Receivable from the Ministry of Education	(31)

18. Funds held on behalf of RT Lit Cluster

Stratford Primary School is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	3,355	-	1,138
Funds Received from Cluster Members			
Funds Received from MOE	14,767	-	13,739
Total funds received	18,122	-	14,877
Funds Spent on Behalf of the Cluster	14,423	-	11,523
Funds remaining	3,699	-	3,354
Funds Held at Year End	3,699	-	3,354

19. Related Party Transactions

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

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

During the year, the School entered into a transaction with Armourshield Surfaces, a company for which Board member Jack Whitikia is a director and shareholder, to provide installation services for galvanised window frames. The total value of the transaction was \$320 excluding GST.

20. 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	3,075	2,875
<i>Leadership Team</i>		
Remuneration	911,917	844,947
Full-time equivalent members	7.22	7.00
Total key management personnel remuneration	<u>914,992</u>	<u>847,822</u>

There are 5 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has a Finance committee (4 members) that met 8 times. 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 1

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	190 - 200	160 - 170
Benefits and Other Emoluments	5 - 6	5 - 6
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	2.00	3.00
110 - 120	4.00	3.00
120 - 130	0.00	1.00
130 - 140	1.00	1.00
140 - 150	1.00	0.00
	<u>8.00</u>	<u>8.00</u>

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

21. 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	\$0	\$0
Number of People	0	0



22. 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 liability regarding this funding wash-up, which is expected to be settled in July 2025.

23. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$19,005 (2023: \$78,477) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
AMS B: Covered Outdoor Learning	17,696
UNC Site: Drainage	1,309
Total	19,005

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17

(b) Operating Commitments

There are no operating commitments as at 31 December 2024 (Operating commitments at 31 December 2023: nil).



24. 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	124,546	121,431	134,321
Receivables	255,212	198,830	221,442
Investments - Term Deposits	270,497	245,182	254,605
Total financial assets measured at amortised cost	650,255	565,443	610,368

Financial liabilities measured at amortised cost

Payables	317,547	230,406	316,904
Borrowings - Loans	-	58,346	27,431
Finance Leases	58,129	52,186	56,082
Total financial liabilities measured at amortised cost	375,676	340,938	400,417

25. Events After Balance Date

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

26. 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 STRATFORD SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Stratford School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 21, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 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 responsible for the other information. The other information comprises the information included on pages 1, 26 to 44, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

David Fraser

David Fraser
Silks Audit Chartered Accountants Limited
On behalf of the Auditor-General
Whanganui, New Zealand

Stratford Primary School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Le-arna Russ	Presiding Member	Elected	Sep 2025
Jason Elder	Principal	ex Officio	
Jack Whitikia	Parent Representative	Elected	Sep 2025
Fiona Jansma	Parent Representative	Elected	Sep 2025
Nathan Taingahue	Parent Representative	Elected	Sep 2025
Fiona Riddick	Parent Representative	Elected	Sep 2025
Deborah Campbell	Staff Representative	Elected	Sep 2025

Stratford Primary School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$6,690 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Stratford Primary School Board:

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

KIWISPORT FUNDING 2024:

In 2024, Stratford Primary School used the Kiwisport funding and Board funding to employ a Sports Coordinator for 15+ hours per week at a cost of \$19838.14. This was well above the funding provided to the school.

This increased student participation in sport, both within school and in the wider community.

Here are some examples of what the Sports Coordinators role involved:

- Applying for grants to support lunchtime sports equipment for students to play with during break times.
- Planning and running school sports events such as Weetbix Tryathlon, Athletics, Turnbull Cup Swimming, Swimming Sports and inter school competitions.
- Coordinating summer and winter sports by communicating with parents, collecting fees and registering teams into competitions.
- Supporting students to participate in the Tough Kid Challenges.



Jason Elder

Principal

Statement of compliance with employment policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes, the Board and School Leadership Team regularly review the working conditions for staff, as well as Health and Safety. The school has monthly health and safety meetings. Every staff member has a wellbeing goal. Staff are also supported with EAP Services. We have an open and inclusive employment process, where the best person for the role is selected.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<p>Policy Statement:</p> <ul style="list-style-type: none"> Shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development. Selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude. Recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups. Ensures that employment and personnel practices are fair and free of any bias. <p>Staff are consulted regarding future employment opportunities. We provide all staff with opportunities for Professional Development. Staff wellbeing is prioritised. We always look to grow and support our staff when new employment opportunities arise.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>The Board employs all staff. They are involved in the appointment of Permanent Teaching Staff. The Principal consults with the Personnel Committee for Fixed Term Appointments.</p> <p>The Board have Personnel Policies to guide best practice for the appointment of all staff, including the appointment of the Principal.</p> <p>The Board has a transparent process for selecting the best person for the position.</p>
How are you recognising, <ul style="list-style-type: none"> The aims and aspirations of Māori, The employment requirements of Māori, and Greater involvement of Māori in the Education service? 	<p>Every staff member has a Te Reo Māori goal. We are weaving in 25+ new phrases into our daily school culture.</p> <p>Staff are provided opportunities to grow their understanding of Te Reo Māori and Tikanga. Currently, we have 7 staff learning Te Reo Māori. Support staff have also been provided opportunities to learn Te Reo Māori.</p>

	<i>Stratford Primary School values are based around Manaakitanga. Our school culture is based around this culture, so all Māori staff are valued and included. We have sought outside support to grow staff development with culturally responsive practice and Te Reo Māori.</i>
How have you enhanced the abilities of individual employees?	<i>Staff are provided opportunities to grow their practice in a specific area, including leadership opportunities.</i>
How are you recognising the employment requirements of women?	<i>Female staff are valued. There is no pay or leadership difference between male and female staff. Female staff are supported with additional hygiene measures.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>We have no current staff with disabilities. Our school caters for workers who have a disability. We support all staff who are returning to work after an accident (ACC) and/or through sickness.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	



School Name:	Stratford Primary School	School Number:	2244
Target 1: Planned Actions to Improve Writing Results in 2024			
Strategic Aim:	<p>Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p> <ul style="list-style-type: none"> Most Year 8 learners (with a focus on Māori students and boys) are meeting/exceeding the Stratford Primary School Curriculum Milestones (Reading, Writing and Mathematics) when they leave for high school. 		
Annual Aim for Writing:	<p>Writing Target Roopu for 2024: 50+% of Priority Learners will be 'Working Within' the Curriculum Milestone for writing. Roopu will be in Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups.</p>		
Baseline Writing Data:	<p>Points of Celebration: There are numerous points of celebration in the dataset. Even though some of the targets we established from the 2022 dataset were not met, some important ones were met.</p> <p>A majority of students at SPS are continuing to achieve well as developing writers. Across all students in the Year 1-8 cohort, 63.2% are achieving 'at' or 'above' national expectations for writing. Although this proportion does not meet the target we set for 2023 (68%), it is 2.3% greater than the equivalent proportion achieved in 2022 (61%). A target of 68% will be in place for 2024. Furthermore, the proportion of all students achieving 'above' national expectations is 5.2% greater than the equivalent proportion in 2022 (18% cf. 12.8%) meaning that the 2023 target of 5% increase has been achieved; and the proportion of all students achieving 'below' national expectations is 8.7% lower than the equivalent proportion in 2022 (17.3% cf. 25.7%) meaning that the 2023 target of 6% decrease has been achieved. Students in some year level cohorts at SPS are achieving at a level that is above (sometimes well above) what they achieved in 2022. In particular:</p> <ul style="list-style-type: none"> The Year 2 cohort (n=45) is achieving at a level that is 12.4% greater than what they achieved as Year 1s in 2022 (97.8% cf. 85.4%). The Year 4 cohort (n=50) is achieving at a level that is 33.4% greater than what they achieved as Year 3s in 2022 (72% cf. 38.6%). The Year 6 cohort (n=59) is achieving at a level that is 7.3% greater than what they achieved as Year 5s in 2022 (59.3% cf. 52%). 		

- The **Year 8 cohort** (n=64) is achieving at a level that is 11.6% greater than what they achieved as Year 7s in 2022 (64.1% cf. 52.5%).

The **results for the Year 8 cohort are particularly good** in that they suggest that almost two-thirds of Year 8 students are moving to secondary school well prepared for the challenges of secondary school writing. This is considerably better than last year when less than half the Year 8 cohort (47.1%) moved to secondary school ready to take on the same challenges.

This also means that **several cohorts have met or exceeded the achievement targets** set for them for 2023. In particular:

- The **Year 4 cohort** (n=50) is achieving at a level that is 17% greater than their 2022 target (72% cf. 55%).
- The **Year 6 cohort** (n=59) is achieving at a level that almost reaches their 2022 target (59.3% cf. 60%).
- The **Year 8 cohort** (n=64) is achieving at a level that is 4.1% greater than their 2022 target (64.1% cf. 60%).

Girls at SPS (n=189) have made very good progress across the school during 2023. The proportion of all girls achieving 'at' or 'above' national expectations for writing has increased from 68.4% in 2022 to 75.7% in 2023. At 75.7%, this proportion is moving close to what the Ministry of Education last reported (in 2017) as the national proportion for all girls across the country in writing (79.4%). An outstanding aspect of this result is that **79.2% of Year 8 girls** are moving on to secondary school 'at' or 'above' national expectations for writing in 2023 compared to just 35% in 2022.

NZE students at SPS (n=260) have also made good progress across the school during 2023. The proportion of all NZE students achieving 'at' or 'above' national expectations for writing has increased from 59.3% in 2022 to 65.8% in 2023.

Arguably, the most outstanding result from the 2023 dataset relates to the **progress made during the year by a cohort of Year 3-8 priority students**. These are students (n=49) who had been identified as under-achieving in writing at the beginning of 2023 but who were considered capable of making good progress if given targeted teaching.

Almost all of these students (47/49) made **accelerated or expected progress** during the year. And not only did most of them (41/49) **meet the curriculum expectation or milestone** for their year level in writing by the end of the year, but close to half of them (21/49) **reached the top echelon of the curriculum expectation or milestone** for their year level. This may account for the previously reported big drop of students in the 'below' achievement band across the school (from 25.7% in 2022 to 17.3% in 2023).

Writing Target:

Points of Challenge: Points of challenge in the dataset include the conclusions that...

Although students in some year level cohorts are achieving reasonably well (especially Years 1, 2, 4, 8), students in some other year level cohorts are **achieving less well**. To this end, particular attention should be given to monitoring the progress of the:

- **Year 4 cohort in 2024** in that average achievement by these students as a Year 3 cohort in 2023 (36.2%) is 51.3% lower than what they achieved as Year 2s in 2022 (87.5%). It is recommended that a target of at least **50% of Year 4s** achieving 'at' or 'above' national expectations be set for 2024.
- **Year 6 cohort in 2024** in that average achievement by these students as a Year 5 cohort in 2023 (55.8%) is 14% lower than what they achieved as Year 4s in 2022 (69.8%). It is recommended that a target of at least **60% of Year 6s** achieving 'at' or 'above' national expectations be set for 2024.
- **Year 8 cohort in 2024** in that average achievement by these students as a Year 7 cohort in 2023 (53.6%) is 4.1% lower than what they achieved as Year 6s in 2022 (57.7%). It is recommended that a target of at least **60% of Year 8s** achieving 'at' or 'above' national expectations be set for 2024.

It is also recommended that an inquiry be undertaken as to **possible reasons for these 2022-2023 decreases**, especially the dramatic decrease by the Year 3 cohort. As dramatic as the Year 3 2022-2023 achievement decrease is **the increase of the 2022-2023 achievement gap between boys and girls at SPS**. We suggested last year that a gap of 17.2% (the 2022 gap) was too wide but this year the gap has increased to 22.8%. Interestingly enough, this largely appears to be the result of the girls doing so well during 2023 (increasing their achievement by 7.3%) whereas the boys have remained reasonably 'still' with just an increase of 1.7%.

Boys' achievement levels in this years' Year 3 (27.6%), Year 5 (38.5%), Year 6 (48.4%) and Year 7 (33.3%) cohorts are of particular concern, meaning that the progress of boys in the Years 4, 6, 7 and 8 during 2024 will need to be monitored especially closely. Teachers, will appreciate the need to continue their inquiry around ways of engaging more boys in writing with a view to not only building the progress of boys as writers but also narrowing the gender gap considerably. The original target of 'no more than 12%' would still seem to be appropriate.

Achievement by Māori students across the school has also decreased considerably during 2023. In 2022, 63.5% of Māori students achieved 'at' or 'above' national expectations; in 2023, this proportion has decreased to 54.2% with decreases particularly noted within the Years 4-8 cohorts. This is particularly worrying in that the **overall achievement gap** between NZE and Māori students has **increased** from 4.2% in 2022 to 11.6% in 2023. Furthermore, Māori achievement has **decreased significantly** during 2023 (from 63.5%

to 54.2%) whereas NZE achievement has **increased significantly** during 2023 (from 59.3% to 65.8%). With some urgency, teachers will need to inquire as to possible reasons for this decrease in achievement by Māori students and work at reinstating (at least) the 2022 achievement picture with an achievement gap of no more than 4%. It is hoped that by paying ongoing attention to accelerating the progress of under-achieving boys and Māori students (as described above), the **proportion of students in the 'well below' achievement band may begin to decrease**. It has remained about 19% for the past two years. It is hoped that the hard-working and very proficient teachers at SPS achieve great success in moving many of the students described above, just as they moved so many of their priority learners so well in 2023. **Note presented to the Board on 12 February 2024:** Māori Learners who have been at SPS for three plus years progress is 12% higher than the 2023 cohort group. This illustrates the point that the longer Māori ākonga are at SPS, the greater chance we have to support them to make progress with their writing.

Actions: What did we do for Writing?	Writing Outcomes: What happened?
<ol style="list-style-type: none"> 1. Teams analysed priority learners progress through the term, sharing strategies that accelerated writing progress. 2. Teams shared writing progress at staff meetings through the year. This supported teams to try new approaches that were making a difference to students writing progress. 3. Teams used Seesaw to share and promote student writing. This provided an audience for students, which further supported their development. 4. An external facilitator was used to coach new staff around the six writing strategies, while supporting other staff to continue to embed consistent practice. 5. The Deputy Principal moderated writing data through the year, supporting teachers and Team Leaders to identify students whose progress had declined. Shift reports also reduced inconsistencies with data. 6. The Deputy Principal collected student voice, to support the embedding of the writing features. 	<p>A breakdown of results showed:</p> <ul style="list-style-type: none"> ✓ Year 2: 11/11 (100%) achieved the Curriculum Milestones. ✓ Year 3: 7/7 (100%) achieved the Curriculum Milestones. ✓ Year 4: 10/10 (100%) achieved the Curriculum Milestones. ✓ Year 5: 4/7 (57%) achieved the Curriculum Milestones. ✓ Year 6: 4/10 (40%) achieved the Curriculum Milestones. ✓ Year 7: 7/14 (50%) achieved the Curriculum Milestones. ✓ Year 8: 3/10 (30%) achieved the Curriculum Milestones. <p>Writing: 46/69 (67%) ākonga made accelerated progress in Writing. This is near the 68% Target that was set at the start of the year.</p>

Reasons for the variance in Writing: Why did it happen?

The Deputy Principal and Writing Facilitated Completed the following review at the end of the Writing Professional Development:

Points of Celebration: Points of celebration in the dataset include the conclusions that...

There are numerous points of celebration in the 2024 dataset. Even though some of the targets we established from the 2023 dataset were not met, some important ones were.

1. A majority of students at SPS are continuing to achieve well as developing writers, with just under two-thirds (65.9%) achieving 'at' or 'above' national expectations for writing. This is 2.7% greater than the proportion who achieved in 2023 and 4.9% greater than the proportion who achieved in 2022.

Although this proportion (65.9%) does not meet the target we set for 2024 (68%), it is somewhat closer to it than was the case in 2022 and 2023. As such, I suggest that a target of 68% be retained for 2024. This proportion (65.9%) would be even higher if one removed the large number of students across the school on Individual Education Plans (n=63) from the data. It would increase from 65.9% to 76.4%. It is worth noting that 76% of students on IEPs across the school are male and that a greater proportion of the boys on IEPs are Māori. The proportion would also be higher if one removed the large number of students who did not begin their primary schooling at SPS (n=80) from the data. It would increase from 65.9% to 75.6%.

2. The proportion of all students achieving 'well below' national expectations is 3.7% less than the equivalent proportion in 2023 (15.8% cf. 19.5%). This equates to 15 students across the school moving out of the 'well below' achievement band into the 'below' achievement band.
3. Students in some year level cohorts at SPS are achieving at a level that is above (sometimes well above) what they achieved in 2023. In particular:
 - The Year 2 cohort (n=50) is achieving at a level that is 17.9% greater than what they achieved as Year 1s in 2023 (90% cf. 72.1%).
 - The Year 4 cohort (n=55) is achieving at a level that is 32.9% greater than what they achieved as Year 3s in 2023 (69.1% cf. 36.2%).
 - The Year 6 cohort (n=48) is achieving at a level that is 8.8% greater than what they achieved as Year 5s in 2023 (64.6% cf. 55.8%).

This means that several cohorts have met or exceeded the achievement targets we set for them for 2023. In particular:

- The Year 4 cohort (n=55) is achieving at a level that is 19.1% greater than their 2023 target (69.1% against a target of 50%).
- The Year 6 cohort (n=48) is achieving at a level that is 4.6% greater than their 2023 target (64.6% against a target of 60%).

4. This also means that two cohorts (Year 2 and Year 3) are achieving at a level that is greater than the national level for these cohorts as reported by the Ministry of Education in their most recent (2017) analysis of writing achievement levels across the country. In the case of the Year 2 cohort, it is 15.8%

greater than the national level for Year 2 (90% cf. 74.2%). Girls at SPS (n=189) have continued to make good progress as developing writers across the school during 2024. The proportion of all girls achieving 'at' or 'above' national expectations for writing has increased from 68.4% in 2022 to 76.8% in 2024. This proportion is moving close to what the Ministry of Education last reported as the national proportion for all girls across the country in writing (79.4%). An excellent aspect of this result is that almost four-fifths (78.6%) of Year 8 girls are moving on to secondary school 'at' or 'above' national expectations for writing in 2023.

5. Māori students at SPS (n=120) have also made good progress across the school during 2024, especially in comparison to 2023. The proportion of all Māori students achieving 'at' or 'above' national expectations for writing has increased by 5.8% - from 54.2% in 2023 to 60% in 2024. It is also worth noting that the gap in achievement between Māori students and NZE/Other students has narrowed considerably (by 5%) since 2023. It has narrowed from 11.6% to 6.6%. At 60%, Māori achievement across the school is now close to what the Ministry of Education last reported as the national proportion for all Māori students across the country in writing (61.6%). Is this linked to the work that the school has undertaken on addressing issues of cultural competency during 2024?
6. Another good result from the 2024 dataset relates to the progress made during the year by a cohort of Year 2-8 priority students. These are students (n=69) who had been identified as under-achieving in writing at the beginning of 2024 but who were considered capable of making good progress if given targeted teaching. Note, however, that many of these students had displayed a range of needs (cognitive, social, emotional, behavioural and/or attendance) that needed to be addressed if progress was to be made by the students. So making progress by some was going to be somewhat difficult. Hence it is great to report that over two-thirds (69.6%) of priority learners met the curriculum expectation or milestone for their year level in writing by the end of the year. Priority learners in Years 2, 3 and 4 have done particularly well.

Points of Challenge: *Points of challenge in the dataset include...*

Although students in some year level cohorts are achieving well or reasonably well (as indicated above), students in some other year level cohorts are achieving less well. To this end, particular attention should be given to monitoring the progress of the:

- Year 6 cohort in 2025 in that average achievement by these students as a Year 5 cohort in 2024 (61.1%) is 10.9% lower than what they achieved as Year 4s in 2023 (72%). It is recommended that a target of at least 65% of Year 6s achieving 'at' or 'above' national expectations be set for 2025.



- Year 8 cohort in 2025 in that average achievement by these students as a Year 7 cohort in 2024 (52.5%) is 6.8% lower than what they achieved as Year 6s in 2023 (59.3%). It is recommended that a target of at least 58% of Year 8s achieving at 'or 'above' national expectations be set for 2025.

The maintenance of an achievement gap of around 22% between boys and girls in writing at SPS continues to be a concern. Not only is it 4.8% greater than the equivalent gap in 2022 but it is 7.5% greater than the equivalent national gap reported by the Ministry. This was a concern at the end of 2023; it continues to be a concern at the end of 2024. Boys' achievement in writing across SPS (54.8%) is relatively low, but particularly worrying are the levels of boys in this year's Year 1 (52.6%), Year 5 (52%), Year 6 (45.8%) and Year 7 (43.3%) cohorts, meaning that the progress of boys in the Years 2, 6, 7 and 8 during 2025 will need to be monitored especially closely.

Teachers will continue to appreciate the need to continue their inquiry around ways of engaging more boys in writing with a view to not only building the progress of boys as writers but also narrowing the gender gap considerably. The national gap of 15.5% would seem to be an appropriate target for SPS by the end of 2025, requiring a decrease of 7.5% from the current gap.

Although achievement by Māori students across the school has increased somewhat during 2024 and the gap in achievement between NZE/Other and Māori students has narrowed slightly, work needs to be continued on building Māori achievement levels. For every year cohort (with the exception of Year 2), achievement by Māori students is somewhat or significantly lower than achievement in writing by NZE/Other students. A suggested target for 2025 might be to narrow the achievement gap between NZE/Other and Māori students in writing from 6.6% to no more than 2%.

Although it has only decreased by 1.5% since 2023, another suggested target for 2025 might be to continue to increase the proportion of students achieving in the 'above' band. A possible goal could be to lift the proportion (currently at 16.5%) to at least the 2023 proportion of 18%.

Evaluation: Where to next?

Writing will continue to be a priority in 2025. Recommendations made in this report will be included in the 2025 Annual School Improvement Plan. For example:

- *Reducing the achievement gap between boys and girls from 22% (Note: the National Gap is 15.5) to 7.5% in 2025.*
- *Reducing the achievement gap between Māori and NZ/other from 6.6% to 2% in 2025.*
- *Raising the number of students who are exceeding their curriculum level from 16.5% to 18% in 2025.*
- *Particular focus and support for students writing achievement in Year 6 and Year 8. Year 6 target = 65%+ for 2025.*



Target 2: Planned Actions to Improve Basic Facts Results in 2024

Strategic Aim:	<p>Strategic Goals: 1. To 'CONTINUALLY' improve the school's learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. 'Ki Runga Rawa (Aim HIGH)': To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To 'BUILD' teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p> <p>Theory of Improvement Approach: Hunch: If we improve the Number and Basic Facts knowledge, other parts of Maths will improve including all stages. Why? Less cognitive overload - Basic Facts become instant so tamariki are not having to store so much information. Action: Recognise improvement in Basic Facts (like what we do for Junior Reading Assessment).</p>
Basic Facts Target:	<p>75% of ākonga in the 3+ Cohort Group will make accelerated progress in Basic Facts (Year 2, Year 4, Year 6, Year 8). Accelerated Progress will be based on achieving more than half of the indicators in each stage. For example, Stage 4-7 has 10 indicators in each stage. One stage represents two years worth of progress.</p>
Baseline Basic Facts Data	<p>Current Mathematics Position: Over the last two years, teachers have looked at whether improvement in Basic Facts knowledge by ākonga will make a difference to overall Mathematics results. Although we have seen some improvement, the Leadership Team are looking to broaden the schoolwide scope for the improvement in Mathematics outcomes for ākonga. This will include improving the way assessment is weighted, with more emphasis on Mathematics Strands (particularly in Year 5-8), reviewing schoolwide teaching approaches to Mathematics and promoting Mathematics within the school community as a key learning area in the New Zealand Curriculum. This approach will allow writing to continue to be embedded in 2024, while changes in the New Zealand Curriculum for Mathematics are updated at a National Level. A comprehensive Mathematics plan can then be implemented from 2025-2026 with additional professional development for teachers.</p> <p>Points of Challenge: Points of challenge in the dataset include the conclusions that:</p> <ul style="list-style-type: none"> • 3+ Cohort: Why has there been minimal progress in the 3+ Year Group? Why are Girls not moving at all, while Boys have made significant progress? • What support do teachers need to raise Mathematics achievement? • The Board would like to set a high bench mark of 75+% for this cohort with their Basic Facts. • Why do Year 6-8 Year Groups fall away? Is it to do with the Curriculum expectations? Are they missing knowledge from earlier years? • Current Cohort (No IEP): Why is this group doing better than the 3+ Cohort? Why are Māori learners not doing as well? Why are our older ākonga not doing as well? • Current Cohort (All): See above for similar trends.



Actions: What did we do to improve Basic Facts Achievement?	Basic Facts Outcomes: What happened?	Reasons for the variance in Basic Facts: Why did it happen?
<ol style="list-style-type: none"> Ongoing dialogue amongst teachers: The teaching, tracking and testing of Basic Facts over the year created lots of positive dialogue amongst the teams. Professional Growth Documents: Teachers tracked and reflected on the progress of priority learners through their Professional Growth Document, which was also shared at Team Meetings and with their coach. Mathematics Support Teacher: Small groups of tamariki worked specifically on their Basic Facts with a Support Teacher. Some students also received 1-1 support. Feedback around progress was shared with teachers. The Support Teacher provided some support with data entry and analysing trends with the Associate Principal. Mathematics Curriculum Review: The Associate Principal was supported by an external facilitator to review the Mathematics Curriculum in line with the new Curriculum updates. PAT Mathematics Assessment: The process for administering PAT Assessment was reviewed and updated. Ākonga and teachers were supported to better understand the questions and information that standardised assessment provided. 	<p>Year 2 (10): Ākonga moved from Stage 3 (5 indicators) to Stage 4 (10 indicators).</p> <ul style="list-style-type: none"> - Less than five indicators or inconsistent progress = 3 - 5 - 10 indicators = 4 - More than 10 indicators = 3 - Accelerated Progress = 7/10 (70%). <p>Year 4 (9): Moving from Stage 4 to Stage 5 (10 indicators).</p> <ul style="list-style-type: none"> - Less than five indicators or inconsistent progress = 2 - 5 - 10 indicators = 0 - More than 10 indicators = 7 - Accelerated Progress = 7/9 (78%). <p>Year 6 (10): Moving from Stage 5 to Stage 6 (10 indicators).</p> <ul style="list-style-type: none"> - Less than five indicators or inconsistent progress = 1 - 5 - 10 indicators = 4 - More than 10 indicators = 5 - Accelerated Progress = 9/10 (90%). 	<p>There was significant acceleration across the four cohorts. 23/29 (79%) students made accelerated progress, which was above the Board Target of 75%. However, when compared with the Curriculum Stage Expectations, only 6/45 (13%) ākonga are Working Within the Curriculum Expectation, while 15/45 (33%) ākonga have achieved some or many indicators in the Curriculum Stage. This highlights that the selection of Priority Learners needs to be reviewed for 2025.</p> <p>Teachers, the Leadership and Board felt the measure of using stages distorted the positive progress that was made across the teams. A review of how this is presented to teachers and the Board will be reviewed. For example, teachers use a more detailed spreadsheet to record and monitor ākonga progress with Basic Facts. This provides a clearer picture of what ākonga can do and areas to further develop.</p> <p>Through discussions with teachers, knowing their times tables was an area that was holding many ākonga back. This may be because they are missing knowledge from the earlier stages, or need further support to understand and retain key times table</p>



	<p>Year 8: Moving from Stage 6 to Stage 7 (10 indicators).</p> <ul style="list-style-type: none"> - Less than five indicators or inconsistent progress = 7 - 5 - 10 indicators = 2 - More than 10 indicators = 5 - 7/14 (50%) ākonga have made accelerated progress. 	<p>facts. This will also support Senior Students ability to solve division facts and converting fractions.</p> <p>There was a lot of change Nationally with Mathematics in 2024. This further restricted the review of the Markbook Assessment, where a weighted Markbook was trialled. However, due to the impending Curriculum change for Mathematics this project was put on hold until there is greater clarity with Mathematics across the country.</p>
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Evaluation: Where to next?

1. **Selection of Priority Learners:** Identify Priority Learners in Year 2, Year 4, Year 6 and Year 8 using the last assessment from 2024. Ensure that the ākonga are able to make accelerated progress to achieve the expected achievement outcome for their Curriculum Level.
2. **Basic Fact Assessment:** Update the assessment tool so it is streamlined and consistent across the four teams. Update the monitoring process to ensure data is valid and reliable. Ensure all teachers are aware and follow the data entry timelines for reporting information to the Leadership Team and then the Board. Priority Learners Data presented to the Leadership Team after each assessment has been completed. Identify what is working well and areas to develop further. Include the Mathematics Support Teacher in these discussions.
3. **Mathematics Core Teaching:** The Mathematics Team and an external advisor will support teachers and Team Leaders to develop the consistent practice of Mathematics, which is aligned to the new Government expectations.
4. **Identify Good Practice and share across the Teams:** Identify teachers who are making progress with their Basic Facts Programme and ask them to share with other teachers. For example, teachers who are consistent, persistent and insistent with the learning of Basic Facts Knowledge.
5. **The Basic Facts** recording sheet used by teachers is broken down in far more detail than the current stages. Update the summary report to use this information, which better shows progress for indicators within each Curriculum Number Stage.
6. **Timetables Tool:** Potentially look at teachers implementing a times table tool/programme across Years 3- 8 to support ākonga to learn their tables.
7. **Mathematics is the major Curriculum Focus.** This will be a School Priority in 2025 and 2026. Support teachers with Professional Development to unpack the updated Curriculum.

Planned Actions to 'Raise Attendance in 2024'.

Strategic Aim:	<p><u>Strategic Goals:</u></p> <p>1. To ‘CONTINUALLY’ improve the school’s learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging.</p> <p>2. ‘Ki Runga Rawa (Aim HIGH)’: To support all ākonga to be the best they can be and to develop a love and passion for learning.</p> <p>3. To ‘BUILD’ teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.</p>												
Attendance Target:	<p><u>Attendance Target for 2024:</u></p> <p>At least 75% of ākonga will be attending school regularly (Note: This is 5% higher than the Ministry of Education Target).</p>												
Baseline Attendance Data	<p><u>Attendance Summary from 30 January to 11 December 2023 (Compared with 2022):</u></p> <p><i>The results show improvement in overall attendance by 2.05%. Justified and unjustified absences also improved. For example, justified absences dropped by 1.42% and Unjustified absences dropped by 0.63%. Overall term attendance showed that Stratford Primary School is well above local and national trends. Our average attendance rate per half day for 2023 finished at around 89.18%, which was just below our school goal.</i></p> <table><tr><th>Attendance</th><th>2022</th><th>2023</th></tr><tr><td>Present</td><td>84.78%</td><td>86.83%</td></tr><tr><td>Justified</td><td>9.39%</td><td>7.97%</td></tr><tr><td>Unjustified</td><td>5.83%</td><td>5.2%</td></tr></table>	Attendance	2022	2023	Present	84.78%	86.83%	Justified	9.39%	7.97%	Unjustified	5.83%	5.2%
Attendance	2022	2023											
Present	84.78%	86.83%											
Justified	9.39%	7.97%											
Unjustified	5.83%	5.2%											



Actions: What did we do for Attendance?	Attendance Outcomes: What happened?	Reasons for the variance in Attendance: Why did it happen?																									
<p>Promoting Attendance Goals through the School Newsletter: Every newsletter had a section dedicated to Attendance targets and information educating whānau around the importance of attendance.</p> <p>Promoting the importance of attendance with whānau: At parent meetings, through school reports and IEP meetings parents received attendance reports for their tamariki. This included the number of days present compared with total school days, as well as the number of times students were late to school.</p> <p>Promoting the importance of attendance with ākonga at school assemblies: The Principal regularly spoke at assemblies about the importance of attending school and coming to school on time and ready to learn.</p> <p>Close monitoring of weekly attendance: The Office Manager and Office Administrator regularly monitored and followed up any attendance issues with the Principal.</p> <p>Home visits for ākonga who’s attendance was causing a concern: The school had a designated staff member to visit homes where attendance was causing a concern.</p> <p>Reporting to the Board: The Principal provided the Board with Monthly Attendance Reports, including the Every Day Matters reports each term.</p>	<table><tr><th>Every Day Matters Attendance Reports for 2024</th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td>Regular Attendance</td><td>75%</td><td>73%</td><td>71%</td><td>78%</td></tr><tr><td>Irregular Attendance</td><td>16%</td><td>17%</td><td>19%</td><td>15%</td></tr><tr><td>Moderate Attendance</td><td>4%</td><td>6%</td><td>5%</td><td>3%</td></tr><tr><td>Chronic Attendance</td><td>3%</td><td>4%</td><td>5%</td><td>4%</td></tr></table> <p>The average Regular Attendance for Term’s 1-4 in 2024 was 74.25%. This was just below the Board’s Target of 75%. This figure was 4.25% above the National Target for 2024.</p> <p>Stratford Primary School is above the National Targets for 2024.</p>	Every Day Matters Attendance Reports for 2024	Term 1	Term 2	Term 3	Term 4	Regular Attendance	75%	73%	71%	78%	Irregular Attendance	16%	17%	19%	15%	Moderate Attendance	4%	6%	5%	3%	Chronic Attendance	3%	4%	5%	4%	<p>Positive promotion of the importance of attending school contributed to higher attendance when compared to local and national attendance results.</p> <p>Although moderate and chronic attendance did not change significantly through the year, there were examples that some ākonga were beginning to attend school more often through positive home-school connections.</p> <p>Sickness contributed to lower regular attendance and higher irregular attendance in Term 2 and 3.</p>
Every Day Matters Attendance Reports for 2024	Term 1	Term 2	Term 3	Term 4																							
Regular Attendance	75%	73%	71%	78%																							
Irregular Attendance	16%	17%	19%	15%																							
Moderate Attendance	4%	6%	5%	3%																							
Chronic Attendance	3%	4%	5%	4%																							
		<p>Evaluation: Where to next?</p> <p>The Board will continue to receive Monthly Attendance Reports at each Board Meeting.</p> <p>The Leadership Team will continue to use strategies that have been effective in 2024 as part of the Annual Plan strategy for 2025.</p>																									

Evaluation and analysis of the school's students' progress and achievement (2024):

Stratford Primary School population is made up of predominately New Zealand European (62%) and Māori (29%) ākonga. There were 2% more Boys than Girls at the end of 2023. The school has a diverse range of ākonga who have varied learning needs. At the end of 2024 this include:

- 12 ākonga who were supported with ORS Funding;
- 6 ākonga who were supported with In Class Support funding;
- 63 ākonga who were supported with individual Learning Education Plans.
- The above learning needs equated to approximately 18% of the total roll.

Reading Progress and Achievement:

2024 results showed that Reading is the area that tamariki perform the best at when compared to Writing and Mathematics. Results also showed positive shifts from the previous school year. Most Girls are Reading within or exceeding the Curriculum Expectations. Many Boys and Māori ākonga are also Reading within or exceeding the Curriculum Expectations. Results are even better when ākonga have had at least three years at Stratford Primary School, with most ākonga meeting or exceeding the expectations.

Writing Progress and Achievement:

Writing has been a focus over the last three years. As a school, we are continuing to embed writing skills to support our tamariki. This is so they become successful writers for high school and their future employment opportunities. A snapshot of the 2024 results showed:

- The majority of students at S.P.S are continuing to achieve well as developing writers, with just under two-thirds achieving 'at' or 'above' national expectations for writing. This is 2.7% greater than the proportion who achieved in 2023 and 4.9% greater than the proportion who achieved in 2022.
- Students in some year level cohorts at S.P.S are achieving at a level that is above (sometimes well above) what they achieved in 2023. In particular, Year 2, Year 4 and Year 6 cohorts.
- Māori students have also made good progress across the school during 2024, especially in comparison to 2023.
- Another good result last year was the progress made by our Year 2-8 priority students. It is great to report that over two-thirds of priority learners met the curriculum expectation or milestone for their year level in writing by the end of the year.

An area, we are still working on as a school is the achievement of Boys writing when compared to Girls. There is still a large gap, which is also a National trend

Mathematics Progress and Achievement:

Basic Facts has been an area teachers' have looked closely at over the last few years. Teachers have supported ākonga to improve their number knowledge and the speed with which they recall their Basic Facts. In 2024, Priority Learner results showed that most ākonga made accelerated progress with their Basic Facts. Further work is still needed to ensure all ākonga achieve the expected level for their age in 2025, particularly as many of the stages extend over a two-year period.

Year 3-8 ākonga completed Mathematics Progressive Achievement Tests (PATs) twice in 2024. This is a standardised assessment. Results showed positive progress, with the school average moving significantly to be just short of the National average. Many ākonga are working within or exceeding the Mathematics Curriculum Expectation, while there is a group of ākonga who are just below the benchmark. Other results showed:

- Similar positive results for Boys Mathematics progress. For example, many Boys are working within or exceeding the Curriculum expectation.
- Positive progress for Māori ākonga, with many now working within or exceeding the Curriculum expectation.

Mathematics is a major focus this year, particularly with the new Curriculum and textbooks provided to schools. We will be looking to build on the positive progress made last year.

Positive Learning for Behaviour Data (PB4L):

Stratford Primary School is a PB4L school. In 2024, the school was reviewed by an external PB4L consultant. The review highlighted that Stratford Primary School achieved above the national benchmark. In addition to this, whānau were consulted in Term 4 around how safe the school is for their tamariki. Whānau

believed the school provides a safe environment for their children, which was illustrated by the 4.5/5 average from the 221 parents who completed the survey. This was an improvement from 4.4/5 in 2023.

Attendance Data:

Attendance has been a major focus of the Government. They have set targets for all schools to achieve. In 2024 (and 2025), the following targets for attendance are:

- 70% of ākonga have regular attendance (attending on average 9 out of 10 days per fortnight).

Stratford Primary School achieved above the National Attendance Goal, with 74.5%. The Board had set 75% regular attendance as the school target.

How we have given effect to Te Tiriti o Waitangi:

The Stratford Primary School Board are committed to giving effect to Te Tiriti o Waitangi. The Board has set this out in their Vision and Strategic Goals.

This is illustrated in the school's vision:

- *We also want our Māori children to grow up with a strong sense of who they are and where they have come from (Whakapapa).*

This is shown in the school charter, which states:

STRATFORD PRIMARY SCHOOL BOARD WILL:

1. *Develop, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.*
2. *Ensure that all reasonable steps are taken to provide instruction in tikanga Māori (Māori culture) and te reo Māori (Māori language) for full-time students whose parents request it.*

This is demonstrated by the following outcomes the Board is working towards:

- **Sense of belonging:** *Continue to create a learning environment that engages and develops a sense of belonging in all ākonga. Senior ākonga are leading school tikanga. Whānau also have a strong sense of belonging, including Education around school tikanga.*
- **Te Reo Māori:** *Continue to provide opportunities for tamariki and staff to learn Te Reo Māori. Continue to build a common set of Te Reo Māori words and phrases that are naturally used as part of the daily school and classroom culture.*
- **Tikanga Māori:** *Continue to provide opportunities for ākonga to lead and strengthen Tikanga Māori.*