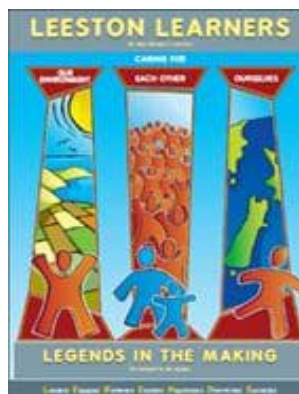


LEESTON CONSOLIDATED SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	3410
Principal:	Lynda Taylor
School Address:	19 Selwyn Street, Leeston, 7632
School Phone:	03 324 3493
School Email:	admin@leeston.school.nz

Accountant / Service Provider:

Solutions & Services
Collaborative School Administration

LEESTON CONSOLIDATED SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Leeston Consolidated 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.

Dan Rollo

Full Name of Presiding Member

Signed by:


EA7E9A3211D07741

Signature of Presiding Member


30/5/2025

Date:

Lynda Taylor

Full Name of Principal

Signed by:


1AF7A9F674E66FB3

Signature of Principal

30/5/2025

Date:

Leeston Consolidated School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Daniel Rollo	Presiding Member	Elected	Sep 2025
Lynda Taylor	Principal	ex Officio	
Lauren Uren	Parent Representative	Elected	Sep 2025
Annie Vince	Parent Representative	Elected	Sep 2025
Hugh Burns	Parent Representative	Elected	Sep 2025
Tessa Clark	Parent Representative	Elected	Sep 2025
Bronwyn Shalfoon	Staff Representative	Elected	Jan 2025

Leeston Consolidated School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,420,658	2,641,551	3,209,939
Locally Raised Funds	3	179,331	124,400	186,375
Government Grants- Resource Teachers Learning & Behaviour	4	2,182,031	2,064,463	2,026,267
Interest		48,026	12,000	36,918
Total Revenue		5,830,046	4,842,414	5,459,499
Expense				
Locally Raised Funds	3	23,161	61,800	27,125
Resource Teachers Learning & Behaviour	4	2,179,037	2,064,463	1,988,351
Learning Resources	5	2,528,884	1,865,105	2,383,794
Administration	6	212,987	156,100	197,053
Interest		5,030	-	4,235
Property	7	843,509	811,619	846,266
Loss on Disposal of Property, Plant and Equipment		5,697	-	1,215
Total Expense		5,798,305	4,959,087	5,448,039
Net Surplus / (Deficit) for the year		31,741	(116,673)	11,460
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		31,741	(116,673)	11,460

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

Leeston Consolidated 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		881,601	881,601	857,201
Total comprehensive revenue and expense for the year		31,741	(116,673)	11,460
Contribution - Furniture and Equipment Grant		-	-	12,940
Distributions to Ministry of Education	16	(6,023)	-	-
Equity at 31 December		907,319	764,928	881,601
Accumulated comprehensive revenue and expense		907,319	764,928	881,601
Equity at 31 December		907,319	764,928	881,601

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.

Leeston Consolidated School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	212,344	19,823	31,795
Accounts Receivable	9	375,385	361,121	361,121
GST Receivable		-	51,795	51,795
Prepayments		6,133	20,400	20,400
Investments	10	695,109	738,323	748,323
Funds Receivable for Capital Works Projects	16	-	512	512
		<u>1,288,971</u>	<u>1,191,974</u>	<u>1,213,946</u>
Current Liabilities				
GST Payable		14,317	-	-
Accounts Payable	12	421,857	517,847	517,847
Revenue Received in Advance	13	82,473	66,205	94,610
Provision for Cyclical Maintenance	14	84,333	60,000	54,545
Finance Lease Liability	15	31,811	29,930	29,930
Funds held for Capital Works Projects	16	91,885	-	-
Funds Held on Behalf of the Matapuna o te Waihora Learning	17	31	148	148
Funds Held on Behalf of the ECE Kahui Ako Cluster	18	6,630	6,630	6,630
		<u>733,337</u>	<u>680,760</u>	<u>703,710</u>
Working Capital Surplus		555,634	511,214	510,236
Non-current Assets				
Property, Plant and Equipment	11	562,911	533,655	576,761
		<u>562,911</u>	<u>533,655</u>	<u>576,761</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	170,849	246,286	171,741
Finance Lease Liability	15	40,377	33,655	33,655
		<u>211,226</u>	<u>279,941</u>	<u>205,396</u>
Net Assets		<u>907,319</u>	<u>764,928</u>	<u>881,601</u>
Equity		<u>907,319</u>	<u>764,928</u>	<u>881,601</u>

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

Leeston Consolidated School

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,091,305	940,029	1,044,753
Locally Raised Funds		186,133	124,400	188,315
Goods and Services Tax (net)		66,112	-	(42,887)
Payments to Employees		(558,919)	(400,865)	(527,446)
Payments to Suppliers		(718,918)	(631,237)	(433,714)
Interest Paid		(5,030)	-	(4,235)
Interest Received		59,544	12,000	23,433
Net cash from Operating Activities		120,227	44,327	248,219
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(51,478)	(37,894)	(80,584)
Purchase of Investments		-	-	(557,155)
Proceeds from Sale of Investments		53,214	10,000	-
Net cash from/(to) Investing Activities		1,736	(27,894)	(637,739)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,940
Distributions to Ministry of Education		(6,023)	-	-
Finance Lease Payments		(27,671)	-	(25,361)
Funds Administered on Behalf of Other Parties		92,280	(28,405)	25,510
Net cash from/(to) Financing Activities		58,586	(28,405)	13,089
Net increase/(decrease) in cash and cash equivalents		180,549	(11,972)	(376,431)
Cash and cash equivalents at the beginning of the year	8	31,795	31,795	408,226
Cash and cash equivalents at the end of the year	8	212,344	19,823	31,795

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.

Leeston Consolidated School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical Maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Operating Lease Payments

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

1.5. Finance Lease Payments

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

1.6. Cash and Cash Equivalents

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

1.7. Accounts Receivable

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

1.8. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.9. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-50 years
Furniture and equipment	4-7 years
Information and communication technology hardware	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.10. Impairment of property, plant and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

1.11. Accounts Payable

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

1.12. Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.13. Revenue Received in Advance

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

1.14. Funds held for Capital Works

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

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

1.15. 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.

1.16. Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a variety of periods in accordance with the conditional assessment of each area of the school. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

1.17. Financial Instruments

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

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. 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

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants
Other Government Grants

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
826,448	637,517	777,591
1,957,478	1,416,665	1,827,780
632,955	581,369	597,361
3,777	6,000	7,207
3,420,658	2,641,551	3,209,939

3. Locally Raised Funds

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

Revenue

Donations and Bequests
Fees for Extra Curricular Activities
Trading
Fundraising and Community Grants
Other Revenue

2024	2024	2023
Actual	Budget	Actual
\$	(Unaudited)	\$
54,272	44,960	41,638
3,578	5,500	5,702
1,341	2,500	1,790
3,729	2,400	21,161
116,411	69,040	116,084
179,331	124,400	186,375

Expenses

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs
Other Locally Raised Funds Expenditure

8,981	46,600	8,707
1,312	3,000	4,437
393	2,000	5,535
12,475	10,200	8,446
23,161	61,800	27,125

Surplus for the year Locally raised funds

156,170	62,600	159,250
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4. Funds for Resource Teachers of Learning and Behaviour Services (RTLB)

Leeston Consolidated School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

Revenue

Teachers' Salary Grant
Administration Grant
Learning Support Funding
Year 11-13 Funding
Travel Grant
Other Revenue

2024	2024	2023
Actual	Budget	Restated
\$	(Unaudited)	Actual
\$	\$	\$
1,892,963	1,749,966	1,749,966
63,605	63,605	57,840
116,339	116,339	106,005
9,898	7,918	10,752
89,145	89,145	86,027
10,140	9,084	19,879

Revenue in advance

(59)	28,406	(4,202)
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Revenue recognised

2,182,031	2,064,463	2,026,267
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Expenses

Employee Benefit - Salaries
Administration
Learning Support
Travel
Other Expenses

1,892,963	1,749,966	1,749,966
104,387	104,057	81,609
122,756	161,340	93,385
53,778	47,013	60,490
5,153	2,087	2,901

Total Expenses

2,179,037	2,064,463	1,988,351
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Surplus for the year - RTLB Service

2,994	-	37,916
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The Ministry of Education provides funds to Leeston School to provide Resource Teachers of Learning and Behaviour (RTL B) services to the following schools in its cluster: Darfield High School, Lincoln High School, Mount Hutt College, Ellesmere College, Akaroa Area School, Ashburton College, Rolleston College, West Rolleston School, Ashburton Christian School, Rolleston Christian School, Allenton School, Ashburton Borough School, Ashburton Intermediate, Ashburton Netherby, Broadfield School, Chertsey School, Darfield Primary School, Dorie School, Dunsandel School, Duvauchelle School, Fairton School, Glentunnel School, Greendale School, Halswell School, Hampstead School, Hinds School, Hororata School, Kirwee Model School, Ladbrooks School, Lauriston School, Leeston School, Lincoln Primary School, Little River School, Mayfield School, Methven School, Mr Somers Springburn School, Okains Bay School, Our Lady of Snows School, Prebbleton School, Rakaia School, Rolleston School, Sheffield Contributing School, Southbridge School, Springfield School, Springston School, St Joseph's School (Ashburton), Tai Tapu School, Templeton School, Tinwald School, Wakanui School, Weedons School, West Melton School, Longbeach School, Windwhistle School, Yaldhurst Model School, Lemonwood Grove School, Clearview School, Burnham School and Ararira Springs School.

It provides this service by working with teachers and schools to support the achievement of students in Years 1 - 10 with learning and/or behaviour difficulties. They have particular focus on supporting Maori and Pasifika students and children and young people moving into State care. RTL B support and up-skill teachers to better meet the needs of students within an inclusive education system.

5. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	151,971	96,890	101,941
Employee Benefits - Salaries	2,236,702	1,642,515	2,158,174
Other Learning Resources	5,099	2,500	4,556
Staff Development	28,061	20,700	21,526
Depreciation	107,051	102,500	97,597
	<u>2,528,884</u>	<u>1,865,105</u>	<u>2,383,794</u>

6. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	6,892	3,600	4,260
Board Fees and Expenses	10,824	9,500	11,956
Operating Leases	-	-	3,951
Other Administration Expenses	28,281	34,500	31,344
Employee Benefits - Salaries	155,962	102,500	140,226
Insurance	6,594	2,000	1,027
Service Providers, Contractors and Consultancy	4,434	4,000	4,289
	<u>212,987</u>	<u>156,100</u>	<u>197,053</u>

7. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cyclical Maintenance Provision	28,896	80,000	28,199
Adjustment to the Provision- Other Adjustments	-	-	53,498
Heat, Light and Water	29,113	25,000	23,524
Rates	6,935	5,500	4,935
Repairs and Maintenance	11,637	6,000	10,472
Use of Land and Buildings	632,955	581,369	597,361
Other Property Expenses	27,829	23,250	28,346
Employee Benefits - Salaries	106,144	90,500	99,931
	<u>843,509</u>	<u>811,619</u>	<u>846,266</u>

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

8. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	212,344	19,823	31,795
Cash and Cash Equivalents for Statement of Cash Flows	212,344	19,823	31,795

Of the \$212,344 Cash and Cash Equivalents, \$91,885 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 includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$212,344 Cash and Cash Equivalents, \$76,377 is held by the School for the RTLB.

Of the \$212,344 Cash and Cash Equivalents, \$6,096 of Other Revenue in Advance is held by the School, as disclosed in note 13.

Of the \$212,344 Cash and Cash Equivalents, \$31 is held by the School on behalf of the Matapuna o te Waihora Learning Centre cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

Of the \$212,344 Cash and Cash Equivalents, \$6,630 is held by the School on behalf of the ECE Kahui Ako cluster cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	9,379	9,379
Receivables from the Ministry of Education	7,268	20,874	20,874
Interest Receivable	4,106	15,624	15,624
Teacher Salaries Grant Receivable	364,011	315,244	315,244
	375,385	361,121	361,121
Receivables from Exchange Transactions	4,106	25,003	25,003
Receivables from Non-Exchange Transactions	371,279	336,118	336,118
	375,385	361,121	361,121

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	695,109	738,323	748,323
Total Investments	695,109	738,323	748,323

11. Property, Plant and Equipment

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	78,000	-	-	-	-	78,000
Building Improvements	178,503	10,999	-	-	(8,957)	180,545
Furniture and Equipment	125,536	15,188	(4,154)	-	(19,760)	116,810
Information and Communication Technology Hardware	45,361	23,076	-	-	(17,858)	50,579
RTLB Assets	72,748	2,994	-	-	(19,684)	56,058
Leased Assets	68,006	47,420	-	-	(40,006)	75,420
Library Resources	7,501	328	(1,544)	-	(786)	5,499
Work in Progress	1,106	-	(1,106)	-	-	-
Balance at 31 December 2024	576,761	100,005	(6,804)	-	(107,051)	562,911

The net carrying value of equipment held under a finance lease is \$75,420 (2023: \$68,006)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land	78,000	-	78,000	78,000	-	78,000
Building Improvements	344,248	(163,703)	180,545	333,248	(154,745)	178,503
Furniture and Equipment	449,551	(332,741)	116,810	519,175	(393,639)	125,536
Information and Communication Technology Hardware	124,851	(74,272)	50,579	494,569	(449,208)	45,361
RTLB Assets	180,019	(123,961)	56,058	177,025	(104,277)	72,748
Leased Assets	130,190	(54,770)	75,420	126,740	(58,734)	68,006
Library Resources	14,995	(9,496)	5,499	18,469	(10,968)	7,501
Work in Progress	-	-	-	1,106	-	1,106
Balance at 31 December	1,321,854	(758,943)	562,911	1,748,332	(1,171,571)	576,761

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	28,725	137,717	137,717
Accruals	6,972	4,260	4,260
Banking Staffing Overuse	-	17,985	17,985
Employee Entitlements - Salaries	381,230	350,770	350,770
Employee Entitlements - Leave Accrual	4,930	7,115	7,115
	<u>421,857</u>	<u>517,847</u>	<u>517,847</u>
Payables for Exchange Transactions	421,857	517,847	517,847
	<u>421,857</u>	<u>517,847</u>	<u>517,847</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	9,619	9,619
Grants in Advance - RTLB Funds	76,377	47,913	76,318
Other Revenue in Advance	6,096	8,673	8,673
	<u>82,473</u>	<u>66,205</u>	<u>94,610</u>

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	226,286	226,286	144,589
Increase to the Provision During the Year	28,896	80,000	28,199
Other Adjustments	-	-	53,498
Provision at the End of the Year	<u>255,182</u>	<u>306,286</u>	<u>226,286</u>
Cyclical Maintenance - Current	84,333	60,000	54,545
Cyclical Maintenance - Non current	<u>170,849</u>	<u>246,286</u>	<u>171,741</u>
	<u>255,182</u>	<u>306,286</u>	<u>226,286</u>

15. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	35,598	32,712	32,712
Later than One Year	42,639	34,927	34,927
Future Finance Charges	(6,049)	(4,054)	(4,054)
	<u>72,188</u>	<u>63,585</u>	<u>63,585</u>
Represented by:			
Finance lease liability - Current	31,811	29,930	29,930
Finance lease liability - Non current	<u>40,377</u>	<u>33,655</u>	<u>33,655</u>
	<u>72,188</u>	<u>63,585</u>	<u>63,585</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 8 and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Convert Library into MPS - 236798	(512)	77,220	(82,731)	6,023	-
MOE Window Joinery Project - 236802	-	93,885	(2,000)	-	91,885
Totals	(512)	171,105	(84,731)	6,023	91,885

Represented by:

Funds Held on Behalf of the Ministry of Education 91,885

The Library development exceeded Ministry funding, and therefore, the Board contributed \$6,023 of funding to complete and close out the project from retained surpluses. The \$6,023 was treated as a donation to the Ministry of Education via a distribution through equity.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Playground Landscaping Upgrade - 222579 & 233983	(12,191)	18,276	(6,085)	-	-
Convert Library into MPS - 236798	874	350,982	(352,368)	-	(512)
Waharoa and Drainage	(10,798)	-	10,798	-	-
Heat pumps	-	19,101	(19,101)	-	-
Totals	(22,115)	388,359	(366,756)	-	(512)

Represented by:

Funds Receivables from the Ministry of Education (512)

17. Funds Held on Behalf of the Matapuna o te Waihora Learning Centre

Leeston Consolidated School is the lead school and holds funds on behalf of the Matapuna o te Waihora Learning Centre.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	148	148	442
Funds Received from Cluster Members	3,609	-	3,478
Funds Spent on Behalf of the Cluster	(3,726)	-	(3,772)
Funds Held at Year End	31	148	148

18. Funds Held on Behalf of the ECE Kahui Ako Cluster

Leeston Consolidated School is the lead school and holds funds on behalf of the ECE Kahui Ako cluster, a group of schools funded by the Ministry of Education to share professional support.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	6,630	6,630	6,630
Funds Held at Year End	6,630	6,630	6,630

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

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,700	3,830
<i>Leadership Team</i>		
Remuneration	682,222	434,450
Full-time equivalent members	5.00	3.00
Total key management personnel remuneration	685,922	438,280

For the 2024 financial year, there were 6 members of the Board of Trustees excluding the Principal. The Board of Trustees held 10 full meetings of the Board in the 2024 year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in Ad hoc meetings to consider student welfare matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	20 - 25	20 - 25
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	18.00	13.00
110 - 120	2.00	3.00
120 - 130	2.00	-
130 - 140	1.00	-
	23.00	16.00

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	\$ -	\$ -
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$102,000 (2023:\$84,073) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment
Window Joinery Project	\$ 102,000
Total	102,000

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

(b) Operating Commitments

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

(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	212,344	19,823	31,795
Receivables	375,385	361,121	361,121
Funds Owing for Capital Works Projects	-	512	512
Investments - Term Deposits	695,109	738,323	748,323
Total Financial assets measured at amortised cost	<u>1,282,838</u>	<u>1,119,779</u>	<u>1,141,751</u>

Financial liabilities measured at amortised cost

Payables	421,857	517,847	517,847
Finance Leases	72,188	63,585	63,585
Funds held for RTLB Services	76,377	47,913	76,318
Funds held for Matapuna o Te Waihora Learning Cluster	31	148	148
Funds held for ECE Kahui Ako Cluster	6,630	6,630	6,630
Funds Held for Capital Works Projects	91,885	-	-
Total Financial liabilities measured at amortised Cost	<u>668,968</u>	<u>636,123</u>	<u>664,528</u>

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 LEESTON CONSOLIDATED SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

In our opinion the financial statements of the School:

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

Our audit was completed on 30th 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 Members of the Board listing, the He Puna Karumata, Strategic Goals for the Annual Plan 2024, the Student Achievement Target 2024, Statement of How Leeston School has Given Effect to Te Tiriti o Waitangi 2024, Good Employer Declaration 2024, and Kiwisport Funding Initiative Leeston School 2024 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

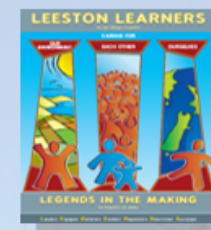
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence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



Michael Rondel,
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

He Puna Karumata – Leeston School



Vision

Leeston Learners: LEGENDS in the Making

Values

Caring for Ourselves, Each Other and our Environment

Strategic Goals

Teaching and Learning

To provide the best possible teaching and learning practice to enable future focused learning creating confident, connected and actively involved, life-long learners

- Implement well-being initiatives planned through Nga Mātāpuna o te Waihora Kahui Ako
- Strengthen our local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau.
- Ensure Te Āo Māori is visible across our Kura in every way

Environment

To provide a safe and supportive learning environment where all students can thrive in a sustainable school environment

- Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.
- Develop our physical environment to meet the learning, emotional, social and physical needs of our Tamariki

Strategic Initiatives

Success Indicators

Teachers and leaders will have the skills to effectively support their own and their student's well-being.

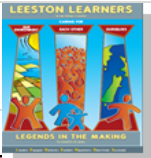



All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.

Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.

Teachers will use the PB4L framework for explicit teaching of our values and key competencies.

The physical environment will provide appropriate play and learning stimulation for the needs of all students.

	Leeston Learners - LEGENDS in the making		Values	Caring for ourselves Caring for each other Caring for our environment
Strategic Goal 1	Strategic Initiatives	2024- 2026	Success indicators	
Teaching and Learning	Implement well-being initiatives planned through Ngā Mātāpuna o te Waihora Kāhui Ako	Develop, implement and embed our wellbeing model Te Whare Mauri Ora into the curriculum and all aspects of Kāhui Ako life. Support student-led initiatives across the Kāhui Ako. Regular post to the community through local papers		
	Strategic Goal A: Students experience an engaging, relevant and localised curriculum within a culture of care.	Development of students' awareness and personal responsibility for wellbeing including that of others.	The curriculum reflects the needs of our student community	
	Strategic Goal B: Students and staff are able to participate and have ownership in opportunities and experiences around wellbeing.	Development of staff awareness and personal responsibility for wellbeing including that of others.	All students and staff individual differences are embraced and all feel a sense of belonging. Student wellbeing is monitored and recognised- programmes are implemented to reflect wellbeing issues.	
	Strategic Goal C: Strong community/whānau as partners in promoting student wellbeing.	Development and sharing of wellbeing resources within the Ellesmere Community.	Our community is invested in and takes collective responsibility for students wellbeing.	
		Active monitoring of student well-being through yearly well-being survey (T3) and longitudinal study data		
	Strengthen our local curriculum, respond to progress, and reinforce learning partnerships with parents and whanau.	Localised curriculum used in planning and stories are visited yearly.	All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.	
		Review effectiveness of DTHM (Digital Technologies and Hanagrau Matihiko curriculum) content		
		Connections with Taumutu and Ngati Moki are strengthened.		
		A structured literacy approach to teaching literacy (BSLA) continues to be embedded in the junior school and for identified children in middle and senior school		
		Teachers interweaving and teaching NZ Histories and te re Māori concepts across the curriculum, supported by WST and Kahui Ako.		
		Middle leaders utilising internal review processes as they grow into their leadership roles.		
	Ensure Te Āo Māori is visible across our Kura in every way	Work with Whakaraupo Carving Centre Trust to complete and bless Waharoa.	Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.	
		Te reo Māori normalised by staff through using as much te reo as possible in class commands and greetings to/from teachers, children, parents		
		Explore opportunities for extension Te Reo group		
		Staff identify target learners and track their progress and implement strategies to achieve accelerated progress.		

Strategic Goal 1 Annual Plan 2024						
Teaching and Learning						
Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Strengthen our local curriculum, respond to progress, and reinforce learning partnerships with parents and whanau.	Teachers gather student perspectives based on our cultural narrative and visit our three river sites (inquiry)	Students to delve deeper into local myths about our area and our cultural narrative.		Review	Team Leaders, AP, DP	Students have visited river sites and Te Waihora as part of their inquiries. Legends have been written and explained, and are hanging in our library and front foyer
	Junior team continue to connect with new Whānau re BSLA and implement programme			Review	Junior Team	Completed
	Team leaders utilise internal review processes from work with Mel			Review	Team Leaders, AP, DP	Although we planned to use designated leadership days to apply review processes from our 2023 work with Evaluation Associates, this didn't go ahead as intended. Without an external facilitator, maintaining momentum proved challenging. In 2025, we plan to engage an external coach or provider to support this work.
	LSC, literacy lead and SENCO working with team leaders to develop a framework to teach aspects of structured literacy through Year 3-6.			Review	Team Leaders, AP, DP	Team leaders in Year 3-6, SENCO and LSC investigated different structured literacy frameworks including iDeal, Agility with Sound, Heggerty and Little Learners Love Literacy. To maintain consistency for our learners it became apparent that we needed a whole school approach. Following a collaborative inquiry, the decision was made to implement the iDeal structured literacy across the school, in 2025, working closely with a facilitated coach.
	Teachers interweaving and teaching NZ Histories and te reo Māori concepts across the curriculum, supported by WST and Kahui Ako			Review	Teachers	The Kahui had a successful TOD in 2024 continuing our work on well-being and culturally responsive practice. A highlight was hearing from Takerei Norton, who shared the work he has been doing managing Kā Huru Manu (www.kahurumanu.co.nz) which records Ngāi Tahu histories, traditions, and place names on the Ngāi Tahu Geographical Information System. Takerei has also overseen the development of Kareao (www.kareao.nz) which provides unprecedented access to the Ngāi Tahu Archive.
	Engage with Mindplus to run MindPlus YourSchool programme for half a day a week.			Review	Team Leaders and LSC	Our LSC partnered with MindPlus to run a half-day weekly programme, which whānau and students found valuable. However, with a new LSC starting in 2025, the decision was made not to continue in 2025.

Measures		All staff have been formally observed as per professional growth cycle and feedback and next steps identified	Mid-year data shows at or above achievement past 65%	Achievement targets met	All teachers	End of year data showed at or above achievement at 75% for reading, 69% for writing and 73% for maths.
Resources						
Ensure Te Āo Māori is visible across our Kura in every way	Reconnect with Whakaroupo Trust regarding action plan for year in the creation of Waharoa.	Implement as per plan.	Whakanoa and opening of Waharoa, and/or Maihi		Lead Teacher Tikanga Maori Principal	Our Waharoa was completed in time for a beautiful dawn unveiling for Matariki. This was a very special celebration and our thanks to Damian and the Whakaroupo Trust for creating this beautiful Waharoa. Damian spent some time with our Year 6 Leeston Leaders, explaining orally the meanings behind the carvings so that they can be ambassodorts and pass this knowledge on to our visitors and students. With Damian's permission this was taped, so we can do this each year with our Leeston Leaders. We have had many visitors pass underneath our Waharoa since, including a special delegation from America.
	Creatives in school carving project implemented	Official opening of our new library			Principal	The carving project was implemented and was highly successful. Each ākonga involved took home a beautiful carving to gift to Whānau. In addition the Maihi across our Garden of Papatuānuku was completed, and unveiled in a special ceremony in December. In April, we blessed our new library which was officially opened by Bill Whelan at a special ceremony. We are really enjoying this beautiful space.
	Staff to embed singing school waiata with their classes		Kapa haka to perform at Lincoln Event		Lead Teacher/Principa l	Each Thursday morning at admin meeting we sing our school waiata He Puna Karumata. We also sing this when we are welcoming new teachers at our Mihi Whakatau. Unfortunately the Lincoln Kapa Haka festival co-incided with our Waharoa opening, so we were unable to take part in this. However, our junior and senior Kapa Haka groups performed in our very first Cluster Powhakangahau which was very successful.
	New uniforms for senior kapa haka are purchased.	Reconnect with Whakaroupo Trust re the design of our school logo and complete community consultation	School logo completed and updated on all documentation			We designed and purchased new uniforms for our senior kapa haka group. These were worn for the first time at our final assembly. We have reconnected with Whakakroupo Trust, and are still working on completing an updated school logo incorporating our narrative which will continue into 2025.
	Priority learners are identified and strategies are implemented. Report to Board on 2023 voice.		Mid year summary of progress (report to Whanau Hui)	Walk through classes to observe how other teachers are ensuring Te Ao Maori is visible in their classrooms.	All staff LSC SENCO Principal	The Māori Focus team gathered student and whāna voice on what it means to achieve success as Māori at He Puna Karumata Leeston School. We will complete our walkthrough to ensure Te Ao Māori is visible in each classroom in 2025.

Measures	Children have knowledge of local of stories behind pou and the significance of their names		All students will know our school waiata and sing it regularly	Achievement targets met	All teachers	It was heartening hearing our Kapa Haka group and ākonga sing our school Waiata at our special unveiling ceremonies.
				Carvings completed		Completed.
Resources	Budget and release for carvings					
	Budget for kapa haka tutor					
	completed					
	in progress					
	not started					

Strategic Goal 1 Annual Plan 2024



Teaching and Learning

Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Implement well-being initiatives planned through Ngā Matapuna o te Waihora Kahui Ako	WST, AST and Lead to discuss and start developing initiatives relating to strategic plan	All staff attend TOD on implemtation of curriculum on 31 May	Continue the collaborative nature of our mahi, unpacking and discovering Te Mātaiaho, spefifically Mātaitipu.	Evaluation and review	All staff (Mana Facilitation/Leadership Lab)	The Kahui had a successful TOD in 2024 continuing our work on well-being and culturally responsive practice. A highlight was hearing from Takerei Norton, who shared the work he has been doing managing Kā Huru Manu (www.kahurumanu.co.nz) which records Ngāi Tahu histories, traditions, and place names on the Ngāi Tahu Geographical Information System. Takerei has also overseen the development of Kareao (www.kareao.nz) which provides unprecedented access to the Ngāi Tahu Archive
	Continuation of Te Whare Mauri Ora learning .	Focus on the principles of Te Mātaiaho, through enacting Te Tiriti o Waitangi, valuing the connection between our focus of Wellbeing and excellence for ākonga.		Evaluation and review	All staff/WSTs/Kahui Ako lead	At Leeston School, this has involved embedding Te Whare Mauri Ora well-being model school-wide through a collaborative evidence based inquiry. Further to Te Whare Mauri Ora, this year we have added the implementation of Te Waka Mauri Ora.
	New WST welcomed and inducted to our teaching programmes	ANZH curriculum lead (WST) working with staff to include elements of ANZH into curriculum planning		Evaluation and review	All staff	We have had numerous staff meetings throughout the year. These involved introducing the ANZH, giving time for teachers to work with their syndicates to write plans, supporting teacher with resources and bringing in guest speakers to enhance our learning.
Measures	Student wellbeing is monitored and recognised and programmes are implemented to reflect Wellbeing issues	Whanau supported to promote well-being	Unpacking Mātaitipu will allow us to notice and understand what our learners bring with them in order to move them forwards.	All members of our community are supported		On-going
Resources	Release for teachers to attend PD					
	Central PLD funding (Mana Faciliation/Leadership Lab)					
	completed					
	in progress					
	not started					

Vision	Leeston Learners - LEGENDS in the making			Values	Caring for ourselves Caring for each other Caring for our environment
Strategic Goal 2	Strategic Initiatives	2024 - 2026			Success indicators
Environment	Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.	Begin implementing Tier Two practices			Teachers will use the PB4L framework for explicit teaching of our values and key competencies.
To provide safe, dynamic and flexible learning spaces where all students can thrive in a sustainable school environment		Acknowledging expected behaviour			
	Develop our physical environment to meet the learning, emotional, social and physical needs of our tamariki	Construction of new classrooms as per MOE plan			The physical environment will provide appropriate play and learning stimulation for the needs of all students.
Existing classrooms are updated as per 5 year property plan					
Investigate building of a bike track and trampoline pit					

Strategic Goal 2 Annual Plan 2024



Environment						
Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.	Team attend first training morning 4/3	Team attend PB4L mini-conference 20 June	Team to attend training half day 28/8	Team to attend training half day 23/10	Leads and Principal	Completed
	Re-introduce behaviour matrix to all staff. Staff to re-introduce behaviour matrix to children using lesson plans adapted to suit their level and needs		identify and group inappropriate behaviours being observed and procedures for responding		All staff	Completed. Teachers enjoyed having time during staff meetings to plan and write updated lessons ready for the new school year in 2025.
	Continue with visible consistencies to enhance culture and climate. February focus: returning to class on time when the bell rings. New focus each month to be identified and introduced to all staff	New focus each month to be identified and introduced to all staff	New focus each month to be identified and introduced to all staff		All staff	This has progressed well. An added incentive for staff was introducing a coffee voucher awarded to the teacher who had their named legend card drawn from the box at assembly.
	Whole school acknowledgement system created and procedures put in place to ensure success is achieved				Leads and Principal/staff	This has been a focus. We have incorporated junior ambassadors to help count junior school legend cards and introduced certificates for individuals who receive 25, 50 and 100 legend cards.
	Walkthrough and TF2 completed	Actions from walkthrough and TF2 implemented	Actions from walkthrough and TF2 implemented	Whole School behaviour plan reviewed	RTLb and PB4L Team	Completed. Feedback was very positive and has given us actions to continue working on in 2025.
Measures	Staff gain an understanding of all expected behaviours as per matrix, and are confident to introduce to their children.	Children have an understanding of the behaviour matrix, and can articulate what each behaviour looks like, sounds like, feels like.		Reflect on behaviour plan language. Flow charts created to go behind behaviour plan to show how to manage low, mid, high level behaviours		Children have a clear understanding of the behaviour matrix and are reminded of the expectations with posters, and explicit lessons incorporated into our teaching of Te Whare Mauri Ora. We are continuing to reflect on the creation of flow charts.
Resources	Budget for release					
	Budget for resources					
Develop our physical environment to meet the learning, emotional, social and physical needs of our tamariki	New library land-scaped and officially opened				Principal/BOT	We opened our new library in April. It has been used extensively since, with staff and PTA enjoying the kitchen area to prepare for our Year 6 Leavers dinner.
	Proceed with 10 YP	Proceed with 10 YP	Proceed with 10 YP	Proceed with 10 YP	Principal/BOT	
		Investigate plans for the building of a bike track and trampoline pit				This will be an action in 2025.
Measures	Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki					Completed
Resources	AMS/10YP					
	Budget for resources					
	completed					
	in progress					

	not started					
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Student Achievement Target 2024				
Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved lifelong learners.				
Curriculum Area: Reading				
Annual Targets:	The number of male students achieving at and above their expected curriculum level in reading is increased (achievement goal). The number of boys making sufficient or accelerated progress is increased.	Student Group:	Boys across all year groups	
	The number of māori students in Year 4 and Year 5 at and above their expected curriculum level in in reading is increased (achievement goal).	Student Group:	Māori students in Year 4 and Year 5	
	The number of students in Year 4 achieving at and above their expected curriculum level in in reading is increased (achievement goal).	Student Group:	Year 3 students	
Baseline Data:	At the end of 2023, 73% of our male students were at or above their expected curriculum level in reading			
EOY Data:	At the end of 2024, 70% of our male students were at or above their expected curriculum level in reading			similar result
Baseline Data:	At the end of 2023, 60% of our Māori students in Year 3 and 50% of our Māori students in Year 4 were at or above their expected curriculum level in reading			
EOY Data:	At the end of 2024, 66% of our Māori students in Year 4 and 57% of our Māori students in Year 5 were at or above their expected level in reading			
Baseline Data:	At the end of 2023, 66% of our Year 3 students were at or above their expected curriculum level in reading			
EOY Data:	At the end of 2024, 76% of our Year 4 students were at or above their expected curriculum level in reading			Improved result
Action Plan				
What will the school do to meet the target	When and Who	Resources allocated to meet target	Review Mid-year	Review End-year
Identify the males students who are currently achieving below and well below their expected curriculum level for reading and discuss their progress as a group, identifying gaps in learning, strengths and next steps. Think about phonological gaps (assessment), incorporating art work, keeping lessons short and interest based learning.	Principal, LSC, Waiwhio Team Leader and Teaching Team, Literacy Focus Group	N/A	Students in Waiwhio and Waikekewai identified on the cummlative assessment sheet. Well below students also put as Priority Learners (another tab on the cummlative) which has adaptive plans attached.	Waiwhio & Waikekekawai - completed - Priority learners. At the end of 2024, 75% of learners were achieving at or above their curriculum level. Children who are identified as below will be reported to next years teacher during class transition meetings. They will be tracked from the beginning of 2025 by the literacy focus team and reported on throughout the year.
Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	LSC, Waiwhio Team Leader and Teaching TeamFebruary: Principal, LSC, Waiwhio Team Leader and Teaching Team, Literacy Focus Group	N/A	Waitatari - BSLA - chn monitored and key areas of learning are identified. Waiwhio - chn grouped appropriately and some chn using the Structured Literacy book e.g. Little Learners Love Literacy to help decode. Waikekewai - Small group working with TA using Magic Belt series (supervised by RTLB Jo Anderson.	Accelerated Learning in Literacy strategies focused teaching and leanring. Waikekewai teachers are familiar with these strategies.
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.	LSC, Waiwhio Team Leader and Teaching Team:	Release for IEP as required	All students had a mid year report and parents were invited in for learning conferences. This allowed the teachers to communicate with parents and what they could do at home.	Individual tecahers communicated with parents.
Implement learning programmes and groupings to include strategies in explicit teaching and structured literacy, incorporating ALL programme through MOE PLD initiative	Across year: LSC, Waiwhio Team Leader and Teaching Team:	Literacy Budget ALL Budget	ALL programme - Ms Davison and Miss Lusty have been involved in ALL Literacy through Otago University. They started in term 2 and will finish in term 3.	Ms Davision and Mrs Scott (nee Lusty) completed ALL programmes and presented at the Impact Day.
Observe other teachers taking reading lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students’ response to them. The overarching question is, “How could I use this in my own teaching of reading?	Term 2/3: Teacher; LSC	CRT time	Waiwhio team - observed Southbridge teachers using the iDeal programme. We were able to see what the children did and the assessment the teachers can use for their data. This was a great opportunity to see the programme in action.	Following observations by Waiwhio Team, the Deputy Principal at Southbridge presented to Leeston staff on iDeal. After discussing this and other structured literacy frameworks available, it was decided by staff and the leadership team, with Board support, to undergo intensive PLD to incorporate the iDeal framework school-wide in 2025.

Gather data at mid and end of year on this group. Discuss progress made including attitudes towards reading. Strategies used will be critiqued, discussed, examined and adapted where required.	Leadership Team, Teachers		Data from the Edge - Achievement levels and cumulative (running records, STAR test and Asttle test for y4 - Y6 students.)	Priority learners are identified on teachers cumulative files. After attending EDGE conference we are now able to incorporate this data into Edge which we will do in 2025.
Teachers will use strutured literacy practices for all children in year 1-2, and for those who need it in Year 3-6	Teachers. LSC, RTLit		Waiwhio - Using Heggerty programm and Little Learners Love Literacy - heart words and different levels for the books.	This was completed.
To embed e-learning opportunities tailored to students' individual needs and interests, to improve achievement and engagement.	Teachers, LSC		E-learning - reading different websites to enhance reading across a wide spectrum of achievement levels.	Waitatri is picking up Redaing Eggs for next year. Waiwhio and Waiekekewai will continue with Stepsweb.

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Student Achievement Target 2024											
Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved lifelong learners.											
Curriculum Area: Writing											
Annual Targets:	The number of Year 4 students achieving at and above their expected curriculum level in writing is increased (achievement goal).			Student Group:	Year 4 students in 2024						
	The number of Māori students achieving at or above is increased.			Student Group:	Māori students						
	The number of Year 3, Year 4 and Year 5 male students achieving at and above their expected curriculum level in writing is increased (achievement goal).			Student Group:	Year 3, 4 and 5 male students in 2024						
Baseline Data:	At the end of 2023, 51% of Year 3 students were at or above their expected curriculum level in writing.										
EOY Data:	At the end of 2024, 59% of our Year 4 students were at or above their expected curriculum level in writing						Improved result				
Baseline Data:	At the end of 2023, 64% of Māori students were at or above their expected curriculum level in writing.										
EOY Data:	At the end of 2024, 73% of Māori students were at or above their expected curriculum level in writing						Improved result				
Baseline Data:	At the end of 2023, 65% of Year 2, 51% of Year 3 and 68% of Year 4 male students were at or above their expected curriculum level in writing.										
EOY Data:	At the end of 2024, 31% of Year 3, 42% of Year 4 and 56% of Year 5 male students were at or above expected level in writing						lesser result across all 3 years				
What will the school do to meet the target		February: Principal, LSC, Waiwhio Team Leader and Teaching Team:		Resources allocated to meet target		Review Mid-year			End of year review		
Identify the Year 3, Year 4 and Year 5 students, and the Māori students who are currently achieving below and well below their expected curriculum level for writing and discuss their progress as a group, identifying gaps in learning, strengths and next steps.				N/A		Students in Waiwhio and Waikewai identified on the cumulative assessment sheet. Well below students also put as Priority Learners (another tab on the cumulative) which has adaptive plans attached.			On the cumulative file - identified as priority learners to ensure teachers are aware of chn. At the end of 2024, 69% of learners were achieving at or above their curriculum level. Children who are identified as below will be reported to next years teacher during class transition meetings. They will be tracked from the beginning of 2025 by the literacy focus team and reported on throughout the year.		
Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.		February: LSC, Waiwhio and Waikewai Team Leaders and Teaching Team:		N/A		Waitatari - identified as part of the BSLA programme. Waiwhio and Waikewai - cumulative and achievement levels on the Edge.			Strategies used from ALL programme.		
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.		March: LSC, Waiwhio and Waikewai Team Leaders and Teaching Team:		Release for IEP as required Adaptive practice - need to contact parents and share at learning conferences		All students had a mid year report and parents were invited in for learning conferences. This allowed the teachers to communicate with parents and what they could do at home.			End of year reports sent out - majority of teachers have stated whether children are learning at their curriculum level or working towards (below). Teachers have regular contact with children who are well below.		
Implement learning programmes and groupings to include strategies in explicit teaching and structured literacy, incorporating ALL programme through MOE PLD initiative		Across year: LSC, Waiwhio and Waikewai Team Leaders and Teaching Team:		Identify chn and ALL term 3		Accelerated Learning in Literacy (ALL) programme implented by Ms Davison and Miss Lusty (Otago University) in term 2 and 3.			Ms Davison and Mrs Scott (nee Lusty) presented at impact Day. This was shared with the Board.		
Observe other teachers taking writing lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students’ response to them. The overarching question is, “How could I use this in my own teaching of writing?”		Teacher; LSC		CRT time - use this time to go down to juniors and observe the teachers at what they doing.		Waiwhio - observed Southbridge teachers for Ideal programme - spelling and writing components.			No further observations.		
Gather data at mid and end of year on this group. Discuss progress made including attitudes towards writing. Strategies used will be critiqued, discussed, examined and adapted where required.		Leadership Team, Teachers				Data from the Edge - Achievement levels and cumulative (running records, STAR test and Asttle test for y4 - Y6 students.)			Priority learners are identified on teachers cumulative files. After attending EDGE conference we are now able to incorporate this data into Edge which we will do in 2025.		
Enrichment spelling activities through the use of Steps Web online programme		Waiwhio and Waikewai teachers				Waiwhio and Waikewai using the Stepsweb as part of their spelling programme.			Continued with Stepsweb - this will be used in 2025.		
To embed e-learning opportunities tailored to students’ individual needs and interests, to improve achievement and engagement.		Waiwhio and Waikewai teachers		IXL and Mathletics etc make sure right level		E-Learning - Stepsweb, IXL, Pobble 365.			Continued for 2025.		

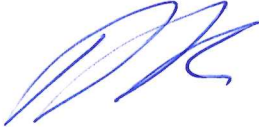
Student Achievement Target 2024					
Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved life long learners.					
Curriculum Area: Maths					
Annual Targets:	The number of students in Year 4 achieving at and above their expected curriculum level in numeracy is increased.	Student Group:	Year 4 students in 2024		
	The number of Māori students in Year 5 and Year 6 achieving at and above their expected curriculum level in numeracy is increased.	Student Group:	Māori students in Year 5 and Year 6 in 2024		
Baseline Data:	At the end of 2023, 64% of Year 3 students were achieving at or above curriculum expectations.				
EOY Data:	At the end of 2024, 61% of year 4 students were achieving at or above curriculum expectations				simialr result
Baseline Data:	At the end of 2023, 33% of Year 4 Māori students, 66% of year 5 Māori students were achieving at or above curriculum expectations				
EOY Data:	At the end of 2024, 58% of year 5 Māori students and 58% of year 6 Māori students were achieving at or above curriculum expectations				improved result
Action Plan					
What will the school do to meet the target	When and Who	Resources allocated to meet target	Review Mid-year	Review End-year	
Identify the Year 4 students and Year 5 and year 6 Māori students who are currently achieving below and well below their expected curriculum level for maths and discuss their progress as a group, identifying gaps in learning, strengths and next steps.	February: Principal, LSC, Team Leaders and Teaching Teams, Numeracy and Te Ao Maori Focus group	N/A	Ongoing. Children are identified in teams, and progress is tracked. Those achieving below their expected curriculum level have been part of interventions such as ALiM or Numicon	<p>Year 4 - Well below. 1 child at the beginning of 2024. He has moved up one sub level, however is still tracking below the expceted level for the Year 4 expectation.</p> <p>Year 4 - Below. 2 children at the beginning of 2024. Both children have made progress and are now working at the expected Year 4 level.</p> <p>Year 5 - Well below. 2 children at the beginning of 2024. 1 child has made 1 sub level progress . This child is an ORRS funded child. The other has made no progress and has many specific learning difficulties identified.</p> <p>Year 5 - Below. 1 child below at the beginning of 2024 and it still at the same level. This child is ORRS funded.</p> <p>Year 6 - Well Below. 2 chldren below at the beggining of 2024. 1 child has made progress however is still not at the expected level. The other child has moved 1 sub level and is not at the expected level for a year 6 child.</p> <p>Year 6 - Below. 1 child below at the beginning and has not made progress this year.</p> <p>Gaps in learning - In consultation with staff, LSC and the numeracy focus team, there are many barrriers to learning. Three of these children have attendance well below 90%. All of the children in the well below category have identified speicifice learning difficulties ie: ORRS funded, autisium, ADHD, global develpmental delay and anxiety. In the below category 1 child is ORRS funded and the rest of the children have no known diagnosis for lack of progress.</p> <p>Next steps - Children who are identified as below will be reported to next years teacher during class transition meetings. They will be tracked from the beginning of 2025 by the numeracy focus team and reported on throughout the year. There are provisions for these children to be part of the ALim groups for further acceleration or support programs for remediation.</p>	

Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	February: Principal, LSC, Team Leaders and Teaching Teams:	N/A	Ideas shared at Numeracy team meetings, shared back with teaching teams. Will review end of year data to pinpoint specific numeracy areas that may require some professional development for teachers.	At the end of 2024, 73% of children were achieving at or above their curriculum level. For 2025 the numeracy focus team will be completing the next round of ALim. Many of the children who are not making sufficient progress will be identified by classroom teachers to be involved in these groups. Data for the 2025 teacher is transferred to new teachers so that they are identified as needing support. Team leaders track these children and suitable support will be put in place. Staff will undertake significant PD in teaching numeracy pedagogy and implementing the Numicon teaching resource as advised by the MOE.
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.	March:	Release for IEP as required	Achieved through IEPs, Learning Conferences, and reports. Achievements celebrated with certificates, messages on SeeSaw or Dojo and work shared on Portfolio platforms such as SeeSaw or Dojo.	At the end of 2024 with the support of the SENCO and LSC children of concern will have completed their final year IEP with whānau. This will be reported through transition meetings and shared documentation for next year's teacher.
Implement learning programmes and groupings to include strategies in explicit teaching incorporating ALiM programme.	Across year: LSC, Team Leaders and Teaching Teams:	Numeracy Budget	Working on this this term across the entire school. Priority children for this intervention were selected by looking at data, and identifying those achieving just below the expected curriculum level for their age. In addition to this a Numicon intervention programme has been running in the senior school for those working in level 1 of the curriculum with success.	ALiM has been successfully implemented in junior, middle and senior school for 2024. Each team had one staff member who undertook 2 cycles of ALiM. Results were very positive and reported at the impact day and to the Board.
Observe other teachers taking numeracy lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is, "How could I use this in my own teaching of maths?"	Teacher; LSC	CRT time	Has not been achieved to date.	While this was not achieved by each teacher and the LSC this was a strong focus for all staff during the first Principal Growth Cycle Observations. This led to feedback regarding the implementation of maths within the whole school, suitable planning formats, discussion related to the amount of time dedicated to teaching maths and suitable learning activities for the classes while they were not at instructional lessons.
Gather data at mid and end of year on this group. Discuss progress made including attitudes towards numeracy. Strategies used will be critiqued, discussed, examined and adapted where required. Revisit Maths Talk Moves with staff.	Leadership Team, Teachers		Data gathered mid year, and priority students identified by comparing data from mid 2023-mid 2024, which highlighted those who had not made progress of at least 1 sub level in this time frame.	Due to the up and coming changes in the delivery of numeracy, continuation of Maths Talk Moves has not been a large focus this year. Maths Tracking for 2024 - Data analysed on each Year level page.
To embed e-learning opportunities tailored to students' i	Teachers, LSC		We utilise mathletics and IXL well, allowing students to access learning based on their current needs. Will continue to use these e-learning opportunities.	Mathletics and IXL continue to be used and utilised well within the middle and senior school. The junior team works on maths apps as a tool to practice skills learnt in maths lessons and this is delivered at a stage appropriate level.
Teachers ensure they are aware of a holistic approach when connecting with Whānau and tamariki.	Leadership Team, Teachers, Te Ao Mā		Achieved across the school, and continues to be an area of importance for all kaiako	This is ongoing and achieved across the school. With more professional development in 2025 it will be important to deliver a parent information evening as staff undertake change to teaching numeracy and the resources (Numicon) that will be part of the programs in class.

Kiwisport funding initiative Leeston School 2024

Kiwisport is a government funding initiative to support student's participation in organised sport. During 2024, the school received Kiwisport funding totalling \$ 4733.04 (excluding GST). The funding was spent on funding our annual financial commitment towards the Physical Activity Activator initiative through Sewlyn Sports Trust and purchasing sporting equipment.

BOT:



Principal:



Date:

29/5/25

How Leeston School has given effect to Te Tiriti o Waitangi 2024

All parts of 127 (1)(d) of the Education and Training Act 2020 are covered in our Annual plan and Analysis of Variance document specifically see the strategic initiatives under our teaching and learning goals:

- Ensure Te Āo Māori is visible across our Kura in every way
- Implement well-being initiatives planned through Nga Mātāpuna o te Waihora Kahui Ako

Progress made towards making instruction available in tikanga and te reo Māori

Leeston Consolidated School (He Puna Karumata) has continued to progress towards making instruction available in tikanga and te reo Māori. A cultural lead within the school actively models the correct use of tikanga and te reo Māori, fostering an environment of cultural responsiveness. Demonstrating a commitment to enhancing language proficiency, three staff members have successfully completed the Te Ahu o te Reo Māori programme—a nationwide initiative aimed at strengthening te reo Māori capacity and capability in the education sector. This has empowered kaiako to incorporate te reo Māori and tikanga practices more confidently into their teaching, enriching the cultural learning experiences of tamariki.

BOT:



Principal:



Date:

29/5/25.

Leeston School

Good Employer Declaration 2024

The board declares that the school has complied with its employment policy that follows the principle of being a good employer (including its equal employment opportunities programme).

BOT:



Principal:



Date:

29/5/25.