



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2418
Principal:	Elly Warnock (Acting)
School Address:	201 Featherston Street, Palmerston North
School Postal Address:	201 Featherston Street, Palmerston North
School Phone:	06 359 3337
School Email:	office@centralnormal.school.nz
Accountant / Service Provider:	Openbook Solutions Limited

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Felicity Robinson	Presiding Member	Elected	June 2025
David Tomlinson	Vice-Presiding Member	Elected	June 2025
Elly Warnock	Principal (Acting)	ex Officio	
Rachael Timutimu	Parent Representative	Elected	June 2025
Sarah Claridge	Parent Representative	Elected	June 2025
Anaru Luke	Parent Representative	Elected	June 2025
Camille Crawford	Parent Representative	Elected	June 2025
Rachel Mason	Staff Representative	Elected	June 2025

CENTRAL NORMAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Central Normal 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.

Felicity Robinson

Full Name of Presiding Member

Felicity Robinson

Signature of Presiding Member

4/6/2025

Date:

Elly Warnock

Full Name of Principal

Elly Warnock

Signature of Principal

31/5/2025

Date:

Central Normal School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	6,590,127	5,569,731	6,154,325
Locally Raised Funds	3	70,583	57,500	71,026
Interest		21,139	2,000	20,053
Total Revenue		6,681,849	5,629,231	6,245,404
Expense				
Locally Raised Funds	3	138,283	116,871	100,545
Learning Resources	4	4,758,633	3,890,637	4,331,694
Administration	5	727,879	750,800	754,379
Interest		3,220	3,500	3,295
Property	6	1,129,687	879,625	1,030,367
Loss on Disposal of Property, Plant and Equipment		659	0	41
Total Expense		6,758,361	5,641,433	6,220,321
Net Surplus / (Deficit) for the year		(76,512)	(12,202)	25,083
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		(76,512)	(12,202)	25,083

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

Central Normal School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,375,716	1,375,716	1,334,245
Total comprehensive revenue and expense for the year		(76,512)	(12,202)	25,083
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,480	0	16,388
Equity at 31 December		1,311,684	1,363,514	1,375,716
Accumulated comprehensive revenue and expense		1,311,684	1,363,514	1,375,716
Equity at 31 December		1,311,684	1,363,514	1,375,716

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.

Central Normal School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	132,829	222,717	93,064
Accounts Receivable	8	305,790	240,000	268,178
GST Receivable		7,835	20,000	27,688
Prepayments		23,684	22,000	22,636
Inventories	9	6,055	5,000	7,708
Investments	10	262,446	110,000	104,500
Funds Receivable for Capital Works Projects	17	9,069	0	107,724
		747,708	619,717	631,498
Current Liabilities				
Accounts Payable	12	372,721	300,000	317,404
Revenue Received in Advance	13	1,415	2,000	10,448
Provision for Cyclical Maintenance	14	18,463	50,500	28,875
Finance Lease Liability	15	17,350	16,401	15,637
Funds held in Trust	16	884	0	0
Funds held for Capital Works Projects	17	48,640	0	0
Funds for Resource Teacher Literacy Cluster	18	45,168	40,000	41,018
		504,641	408,901	413,382
Working Capital Surplus/(Deficit)		243,067	210,816	218,116
Non-current Assets				
Property, Plant and Equipment	11	1,311,639	1,344,597	1,344,596
		1,311,639	1,344,597	1,344,596
Non-current Liabilities				
Provision for Cyclical Maintenance	14	222,090	175,098	165,698
Finance Lease Liability	15	20,932	16,801	21,298
		243,022	191,899	186,996
Net Assets		1,311,684	1,363,514	1,375,716
Equity		1,311,684	1,363,514	1,375,716

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

Central Normal School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,988,004	1,659,731	1,751,229
Locally Raised Funds		66,802	93,366	55,615
Goods and Services Tax (net)		19,853	7,688	24,336
Payments to Employees		(1,305,672)	(978,796)	(1,032,795)
Payments to Suppliers		(617,065)	(585,023)	(596,943)
Interest Paid		(3,220)	(3,500)	(3,295)
Interest Received		18,354	2,000	21,501
Net cash from/(to) Operating Activities		167,056	195,466	219,648
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		0	0	500
Purchase of Property Plant & Equipment (and Intangibles)		(126,510)	(159,386)	(284,798)
Purchase of Investments		(157,946)	(5,500)	0
Proceeds from Sale of Investments		0	0	188,705
Net cash from/(to) Investing Activities		(284,456)	(164,886)	(95,593)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,480	0	16,388
Finance Lease Payments		(8,569)	(8,651)	(8,120)
Funds Administered on Behalf of Other Parties		153,254	107,724	(45,078)
Net cash from/(to) Financing Activities		157,165	99,073	(36,810)
Net increase/(decrease) in cash and cash equivalents		39,765	129,653	87,245
Cash and cash equivalents at the beginning of the year	7	93,064	93,064	5,819
Cash and cash equivalents at the end of the year	7	132,829	222,717	93,064

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.



Central Normal School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–40 years
Board-owned Buildings	20–50 years
Furniture and Equipment	4–10 years
Information and Communication Technology	2–5 years
Motor Vehicles	8 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value/ Straight line

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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.

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

o) Funds held for Capital works

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

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

p) 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.

q) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole School over an 8 to 10 year period, the economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

r) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,961,743	1,659,731	1,764,293
Teachers' Salaries Grants	3,306,489	2,800,000	3,143,210
Use of Land and Buildings Grants	783,959	580,000	684,982
Ka Ora, Ka Ako - Healthy School Lunches Programme	494,929	530,000	520,423
Other Government Grants	43,007	0	41,417
	6,590,127	5,569,731	6,154,325

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	9,758	10,000	25,419
Fees for Extra Curricular Activities	23,820	29,000	11,387
Trading	5,979	7,000	5,908
Fundraising and Community Grants	4,041	0	5,554
Other Revenue	26,985	11,500	22,758
	70,583	57,500	71,026
Expenses			
Extra Curricular Activities Costs	125,956	114,871	91,511
Trading	12,327	2,000	1,625
Fundraising and Community Grant Costs	0	0	7,409
	138,283	116,871	100,545
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	(67,700)	(59,371)	(29,519)

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	105,701	115,455	86,533
Information and Communication Technology	22,686	17,600	17,394
Employee Benefits - Salaries	4,413,329	3,551,696	3,999,323
Staff Development	41,957	40,500	55,827
Depreciation	171,364	159,386	165,035
Other Learning Resources	3,596	6,000	7,582
	4,758,633	3,890,637	4,331,694

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	9,170	6,000	5,726
Board Fees and Expenses	9,688	18,400	7,590
Operating Leases	4,119	0	2,543
Legal Fees	0	0	24,276
Other Administration Expenses	88,748	76,400	84,522
Employee Benefits - Salaries	100,428	100,000	90,442
Insurance	16,213	16,000	14,107
Service Providers, Contractors and Consultancy	4,584	4,000	4,750
Ka Ora, Ka Ako - Healthy School Lunches Programme	494,929	530,000	520,423
	<u>727,879</u>	<u>750,800</u>	<u>754,379</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	45,980	31,025	38,274
Heat, Light and Water	46,801	33,000	37,168
Rates	7,296	7,000	8,711
Repairs and Maintenance	34,222	37,000	43,999
Use of Land and Buildings	783,959	580,000	684,982
Employee Benefits - Salaries	118,317	127,100	127,927
Other Property Expenses	93,112	64,500	89,306
	<u>1,129,687</u>	<u>879,625</u>	<u>1,030,367</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	132,829	222,717	93,064
Cash and cash equivalents for Statement of Cash Flows	<u>132,829</u>	<u>222,717</u>	<u>93,064</u>

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

Of the \$132,829 Cash and Cash Equivalents, \$48,640 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned School buildings.

Of the \$132,829 Cash and Cash Equivalents, \$1,415 of Revenue Received in Advance is held by the School, as disclosed in note 13.

Of the \$132,829 Cash and Cash Equivalents, \$45,168 is held by the School on behalf of the Resource Teacher Literacy cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	779	14,250	16,000
Receivables from the Ministry of Education	3,126	0	23,752
Interest Receivable	3,501	750	716
Teacher Salaries Grant Receivable	298,384	225,000	227,710
	<u>305,790</u>	<u>240,000</u>	<u>268,178</u>
Receivables from Exchange Transactions	4,280	15,000	16,716
Receivables from Non-Exchange Transactions	301,510	225,000	251,462
	<u>305,790</u>	<u>240,000</u>	<u>268,178</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
School Uniforms	6,055	5,000	7,708
	<u>6,055</u>	<u>5,000</u>	<u>7,708</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	262,446	110,000	104,500
Total Investments	<u>262,446</u>	<u>110,000</u>	<u>104,500</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	835,811	35,623	0	0	(28,338)	843,096
Furniture and Equipment	345,639	54,486	(659)	0	(71,775)	327,690
Information and Communication	102,862	18,852	0	0	(49,045)	72,669
Leased Assets	34,078	19,169	0	0	(18,100)	35,147
Library Resources	26,206	10,937	0	0	(4,106)	33,037
	<u>1,344,596</u>	<u>139,067</u>	<u>(659)</u>	<u>0</u>	<u>(171,364)</u>	<u>1,311,639</u>

The net carrying value of furniture and equipment held under a finance lease is \$35,147 (2023: \$34,078)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	1,137,337	(294,241)	843,096	1,101,714	(265,903)	835,811
Furniture and Equipment	637,879	(310,189)	327,690	606,205	(260,566)	345,639
Information and Communication	340,452	(267,783)	72,669	409,783	(306,921)	102,862
Motor Vehicles	46,896	(46,896)	0	46,896	(46,896)	0
Leased Assets	63,957	(28,810)	35,147	59,081	(25,003)	34,078
Library Resources	57,768	(24,731)	33,037	46,830	(20,624)	26,206
	<u>2,284,289</u>	<u>(972,650)</u>	<u>1,311,639</u>	<u>2,270,509</u>	<u>(925,913)</u>	<u>1,344,596</u>

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	28,454	50,000	47,702
Accruals	14,665	18,000	15,255
Employee Entitlements - Salaries	309,790	225,000	246,597
Employee Entitlements - Leave Accrual	19,812	7,000	7,850
	<u>372,721</u>	<u>300,000</u>	<u>317,404</u>

Payables for Exchange Transactions

372,721 300,000 317,404

372,721 300,000 317,404

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	0	0	9,409
Other revenue in Advance	1,415	2,000	1,039
	<u>1,415</u>	<u>2,000</u>	<u>10,448</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	194,573	194,573	156,300
Increase to the Provision During the Year	35,281	31,025	33,441
Other Adjustments	10,699	0	4,832
Provision at the End of the Year	<u>240,553</u>	<u>225,598</u>	<u>194,573</u>
Cyclical Maintenance - Current	18,463	50,500	28,875
Cyclical Maintenance - Non current	222,090	175,098	165,698
	<u>240,553</u>	<u>225,598</u>	<u>194,573</u>

The School's cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the Schools 10 Year Property plan which was prepared by a ministry engaged expert.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	19,888	18,604	18,233
Later than One Year and no Later than Five Years	22,818	18,075	23,322
Later than Five Years	0	0	0
Future Finance Charges	(4,424)	(3,477)	(4,619)
	<u>38,282</u>	<u>33,202</u>	<u>36,935</u>
Represented by			
Finance lease liability - Current	17,350	16,401	15,637
Finance lease liability - Non current	20,932	16,801	21,298
	<u>38,282</u>	<u>33,202</u>	<u>36,935</u>

16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	884	0	0
Funds Held in Trust on Behalf of Third Parties - Non-current	0	0	0
	<u>884</u>	<u>0</u>	<u>0</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expense of the School and therefore are not included in the Statement of Comprehensive Revenue and Expense.



17. Funds Held for Capital Works Projects

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 8, 12 & 16 Upgrade Expenses - Proj # 224411	(107,724)	112,537	(28,813)	24,000	0
Learning Support Modifications - Proj # 246736	0	90,444	(41,804)	0	48,640
Alarm System - Proj # 248066	0	31,266	(40,335)	0	(9,069)
Fire Alarm - Proj # 247850	0	6,101	(6,101)	0	0
Totals	(107,724)	240,348	(117,053)	24,000	39,571

Represented by:

Funds Held on Behalf of the Ministry of Education	48,640
Funds Receivable from the Ministry of Education	(9,069)

Block 8, 12 & 16 Upgrade costs exceeded Ministry funding, and therefore, the Board provided \$24,000 of funding to complete and close out the project from retained surpluses. The \$24,000 was treated as an asset.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 8, 12 & 16 Upgrade Expenses - Proj # 224411	(62,538)	0	(45,186)	0	(107,724)
Totals	(62,538)	0	(45,186)	0	(107,724)

Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	(107,724)

18. Funds held for RTLit Services

Central Normal School is the lead School funded by the Ministry of Education to provide the services of Resource Teachers of Literacy to its cluster of Schools.

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held at Beginning of the Year	41,017	41,017	36,843
Funds Received from MoE	8,258	10,000	10,847
Total funds received	8,258	10,000	10,847
Funds Spent on Behalf of the Cluster	(4,107)	(11,017)	(6,672)
Funds remaining	45,168	40,000	41,017
Funds Held at Year End	45,168	40,000	41,017

19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,680	3,900
<i>Leadership Team</i>		
Remuneration	989,596	983,523
Full-time equivalent members	8.00	8.00
Total key management personnel remuneration	993,276	987,423

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0 - 10	170 - 180
Benefits and Other Emoluments	0 - 1	5 - 6
Termination Benefits	0	0

Principal (Acting)

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	0
Benefits and Other Emoluments	0	0
Termination Benefits	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	5	8
110 - 120	6	2
120 - 130	3	1
	14	11

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



21. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	0	20,000
Number of People	0	2

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or 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 \$119,858 (2023: \$27,062) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
Learning Support Modifications - Proj # 246736	102,019
Alarm System - Proj # 248066	5,251
Norrcom iPads	79,987
iPad cases	5,257
Furniture	7,331
Total	199,845

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

(b) Operating Commitments

As at 31 December 2024 the Board has entered into no contracts. (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	132,829	222,717	93,064
Receivables	305,790	240,000	268,178
Investments - Term Deposits	262,446	110,000	104,500
Total Financial assets measured at amortised cost	<u>701,065</u>	<u>572,717</u>	<u>465,742</u>

Financial liabilities measured at amortised cost

Payables	372,721	300,000	317,404
Finance Leases	38,282	33,202	36,935
Total Financial Liabilities Measured at Amortised Cost	<u>411,003</u>	<u>333,202</u>	<u>354,339</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 CENTRAL NORMAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Central Normal School (the School). The Auditor-General has appointed me, Vivien Cotton, using the staff and resources of BDO Manawatu 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 2 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 the 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 as applicable to entities that qualify as a Tier 2 entity.

Our audit was completed on 8 June 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 of the Kiwisport Report, Analysis of Variance, Student's Progress and Achievement, Te Tiriti O Waitangi Report, Board Listing and Statement of Compliance with Employment Policy, 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



Vivien Cotton
BDO Manawatu Audit Limited
On behalf of the Auditor-General
Palmerston North, New Zealand



**CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA**

Whaia Kia Tutuki - strive to your potential

Statement of Variance Reporting on the 2024 year

**Central Normal School - Te Kura Tuatahi o Papaioea
Palmerston North - Manawatū**

MOE Number: 2418

ANNUAL IMPROVEMENT PLAN: SOCIAL DEVELOPMENT, WELLBEING AND ENGAGEMENT

Strategic Goals:

1. To ensure Māori achieve educational success and excellence as Māori.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are valued and strengthened.

Annual Goal

- To foster a kura whānau (community) that upholds and supports the social, emotional and physical wellbeing of our tamariki and kaiako.

Annual Aspiration

- To have a school culture, where our values lead our actions ensuring every tamaiti and kaiako feels valued and supported. Wairua is inherent in our kura.

Social Development and Wellbeing Targets

- To maintain the positive momentum, attitude and response to Like/Love coming to school
- To maintain the positive momentum of safety that our tamariki have with being at school
- To maintain the self-worth and affirmation that tamariki feel valued and cared for by their kaiako.

2023 Baseline Data:

- Like/Love coming to school: 70% of tamariki either Like or Love coming to school
- Feel safe at school: 86% of tamariki said that they feel safe at school
- Affirmation and self worth from teacher: 96% said that they felt like their teacher made time for them

Actions: What did we do?	What did we achieve?	Evidence	Reasons for any differences (variance) between the targets and the outcomes	Planning for next year - where to next?						
<p>Mana Potential Working with Angeline McDonald to develop a school side pastoral/value/behavioural system that is steeped in Te Ao Māori</p> <p>Te Reo Māori Deliberate use and growth of Te Reo Māori</p> <p>Whānaungatanga Meeting and Greeting</p>	<p>Working with Angeline McDonald throughout the year has had wide ranging impact across our school. We have been able to develop a more consistent approach to behaviour, a stronger focus on our three core values and a pastoral system that envelops each child.</p> <p>We have maintained a number of our social and pastoral initiatives and these</p>	<p><u>Target:</u> To maintain the positive momentum, attitude and response to Like/Love coming to school</p> <table><tr><td></td><td>Like/Love coming to school 2023</td><td>Like/love coming to school 2024</td></tr><tr><td>Response</td><td>70%</td><td>67% ↓3%</td></tr></table> <p><u>Target:</u> To maintain the</p>		Like/Love coming to school 2023	Like/love coming to school 2024	Response	70%	67% ↓3%	<p>Our Targets have not been Meet</p> <p>Our Hauora (Engagement) Survey is a powerful mechanism to understand how our tamariki think about our kura. While there has been a slight decrease in each of our targeted areas, we have had a shift in cohorts during this time.</p> <p>What is great to see is the</p>	<p>We will continue to facilitate the Student Hauora Survey each year, as it continues to provide us with rich information about the culture of our school. Any areas of possible concern are immediately followed up by the Deputy Principal, to ensure clarity of the issue and/or to address any worries that a child may have expressed.</p>
	Like/Love coming to school 2023	Like/love coming to school 2024								
Response	70%	67% ↓3%								

<p>whānau and tamariki at the gates (am and pm)</p> <p>Opportunities Continually seek a range of wide and varied opportunities for our tamariki</p> <p>School Chaplain Kura Kaiāwhina to support our tamariki.</p> <p>Circle Time Circle Time social development strategy to support our senior children develop social and communication skills</p> <p>Pastoral Groups Pastoral/Social groups to support targeted children with development of social skills</p> <p>Government Programmes Breakfast Club, Kids Can and Lunch in Schools</p> <p>Kapa Haka Valuing the importance of Kapa Haka</p> <p>Kaimahi Wellbeing Supporting the wellbeing of staff and value of their contributions and mahi for our school</p>	<p>have proven incredibly necessary and worthwhile.</p> <p>One of our continued initiatives this year was the employment of our own school counsellor. The impact of having a counsellor onsite cannot be overstated. It was invaluable to be able to say to whānau, ‘we have a counsellor here who can support your child and/or you’</p> <p>The continued employment of a nationally recognised kapa haka tutor has been phenomenal. Our tamariki flocked to kapa haka, which was great for their mana and wairua. We entered two groups into Ko Whiri Tika Mai, with one of our roopu comin third. We are off to Te Mana Kuratahi in 2025 in Tauranga!</p>	<p>positive momentum of safety that our tamariki have with being at school</p> <table><tr><td></td><td>Feel safe at school 2023</td><td>Feel safe at school 2024</td></tr><tr><td>Response</td><td>86%</td><td>82.2% ↓3.8%</td></tr></table> <p><u>Target:</u> To maintain the self-worth and affirmation that tamariki feel valued and cared for by their kaiako.</p> <table><tr><td></td><td>Does your teacher care about you?</td><td>Does your teacher care about you?</td></tr><tr><td>Response</td><td>96%</td><td>93.9% ↓2.1%</td></tr></table>		Feel safe at school 2023	Feel safe at school 2024	Response	86%	82.2% ↓3.8%		Does your teacher care about you?	Does your teacher care about you?	Response	96%	93.9% ↓2.1%	<p>continuing number of children who feel safe at school - including all the new tamariki who have come to CNS.</p> <p>Our kaiako and Manawatū Team spend considerable time working with our children to ensure their well being at school is a key priority. Therefore, it is great to see that the response still sits with over 90% of tamariki who feel that their teacher cares about them or makes time for them.</p> <p>The Meet and Greet at the gate, especially in the morning, is invaluable with judging the mood/wellbeing of our children. If there are any issues, we can immediately work through these for success.</p>	<p>Our school counsellor will be returning in a fixed term part time capacity for the year, which will be a great asset for our tamariki and kaiako.</p> <p>Our School Chaplain is being retained, who is wonderful at working alongside those children who require additional pastoral or social support.</p> <p>We have planned to continue to operate a Nurture Space next year. This space will allow for children who need regulation time to be scheduled into the space. It can also be used as an alternative for some children who find the playground overwhelming.</p>
	Feel safe at school 2023	Feel safe at school 2024														
Response	86%	82.2% ↓3.8%														
	Does your teacher care about you?	Does your teacher care about you?														
Response	96%	93.9% ↓2.1%														

ANNUAL IMPROVEMENT PLAN: STUDENT PROGRESS AND ACHIEVEMENT

Strategic Goals:

1. To ensure Māori achieve educational success and excellence as Māori.
2. To ensure all learners are supported to strive towards their own personal excellence.
3. To resource and grow excellence in learning, teaching, leadership, governance and the school environment.
4. To develop a safe, inclusive school environment and culture where wellbeing and community partnerships are valued and strengthened.

Annual Goal:

- For every learner to make progress in their academic, sporting, cultural, behavioural and/or developmental learning, reflective of *their* ability.

Annual Aspiration:

- To accelerate the academic progress of our target children to increase the number of children meeting or exceeding the expected curriculum level.
- To value and recognise pastoral progress of some of our learners, which will support their wellbeing and positively impact their learning.
- To value and recognise the development and/or academic progress of our ORS children, reflective of their respective IEP goals.

Student Progress and Achievement Targets: Kura Auraki

- Writing:
 - To have a positive percentage shift and increase in Writing
 - To have a positive percentage shift and increase in Year 5 Writing
 - To have a positive percentage shift and increase in Year 3 Writing
- Mathematics:
 - To have a positive percentage shift and increase in Year 5 and Year 6 Maths
- Reading:
 - To have a positive percentage shift and increase in Year 3 Reading
- Māori:
 - For Māori to achieve comparably with New Zealand European
- Curriculum:
 - To continue to have a positive percentage increase across all curriculum areas

Student Progress and Achievement Targets: Te Arawaru

- Pāngarau:
 - To have a positive percentage shift and increase in Tau 6 Pāngarau
- Pānui:
 - To have a positive percentage shift and increase in Tau 6 Pānui
 - To have a positive percentage shift and increase in Year 5 Pānui
- Marautanga:
 - To have a positive percentage increase across all Matauranga areas.

2023 Baseline Data: Kura Auraki

- Comprehensive analysis of our end of year data showed:

- That we had a slight increase in the percentages of children at/above in reading and writing
- That the percentage of children at/above for maths has stayed fairly consistent.
- The data for students who start at CNS is better than for those who transition to us later.
- The disparity between data for Māori and New Zealand European has returned over the past two years.

2023 Baseline Data: Te Arawaru

- Comprehensive analysis of our end of year data showed:
 - That we had a slight increase in the percentages of children at/above in pānui, tuhituhi and pāngarau.
 - That the percentages of children achieving at/above decreases as the children progress through the school.

Actions: What did we do?	What did we achieve?	Evidence	Reasons for any differences (variance) between the targets and the outcomes	Planning for next year - where to next?																		
<p>Structured Literacy (SL) Sustaining our Structured Literacy approach</p> <p>Intervention Groups (KA) Intervention groups to support targeted children with acceleration of learning</p> <p>Intervention Groups (TA) Intervention groups to support targeted children with development of social skills</p> <p>Te Ahu o Te Reo Immersion Te Reo learning to improve the reo capability and fluency of all kaiako</p> <p>Level 1 Immersion Movement of our junior Te Arawaru classes to Level 1 immersion</p> <p>Curriculum Refresh Working through the refresh of NZC and TMOA</p>	<p>We maintained our strong approach to teaching Structured Literacy across all our classes. Alongside this, our Intervention and Learning Support groups all follow the same Structured Literacy approach. Targeted/Identified children who required additional support, worked in Intervention groups to accelerate their learning. Our tamariki have shown progress with their learning, and some of this has been reflected in our data.</p> <p>Those teaching staff who did not complete Te Ahu o Te Reo in 2023, completed it in 2024. This further developed our reo ability and confidence. The impact of this was to benefit our tamariki Māori by hearing increased delivery and instruction in Te Reo Māori.</p> <p>Our school wide handwriting</p>	<p><u>Kura Auraki</u></p> <p><u>Target:</u> To have a positive percentage shift and increase in Writing</p> <table><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>All</td><td>64%</td><td>63% ↓1%</td></tr></table> <p><u>Target:</u> To have a positive percentage shift and increase in Year 5 Writing</p> <table><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Year 4/5</td><td>48%</td><td>49% ↑1%</td></tr></table> <p><u>Target:</u> To have a positive percentage shift and increase in Year 3 Writing</p> <table><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Year 3</td><td>52%</td><td>47% ↓5%</td></tr></table>		2023	2024	All	64%	63% ↓1%		2023	2024	Year 4/5	48%	49% ↑1%		2023	2024	Year 3	52%	47% ↓5%	<p>Eight Targets have been Met</p> <p>Seven Targets have not been Met</p> <p>Four Target has invariably remained the same</p> <p>Kura Auraki We have seen a positive shift in our overall Reading Targets, which we are very pleased with and Targets in Maths and Writing have stayed the same.</p> <p>Through the year, we have sustained our focus on teaching Structured Literacy across the school. Code teaching has been prevalent in our senior classes, to support our tamariki with developing their phonological awareness.</p> <p>Unfortunately, the disparity between Māori and New Zealand European is still prevalent.</p>	<p>Next year, we will have 6 new kaiako join our kura. Therefore, valued time will need to be spent on going over our core school pedagogies of Structured Literacy and Rich Task Mathematics.</p> <p>Structured Literacy will continue to be taught across the whole school and next year we have increased the hours of our Literacy intervention Teacher, to address the needs of more tamariki.</p> <p>We are aiming to bring back our Maths Coach, who we only employed for a limited amount of time in 2024. In the past, she has been instrumental in working with our staff to improve their mathematical knowledge and application.</p> <p>Teams will have the support of their Team Leaders who will be in a coaching/mentoring role in 2025.</p>
	2023	2024																				
All	64%	63% ↓1%																				
	2023	2024																				
Year 4/5	48%	49% ↑1%																				
	2023	2024																				
Year 3	52%	47% ↓5%																				

<p>Mathematics Maintaining our mathematics pedagogy</p> <p>Handwriting Deliberate and consistent teaching of handwriting</p> <p>Rangitāne Iwi partnership with Rangitāne</p> <p>Te Reo Matatini Systematic and deliberate teaching of pānui through Te Reo Matatini</p>	<p>scope and sequence was embedded. We have noticed a big improvement with our children's handwriting, which has resulted in their fluency to write.</p>	<p><u>Target:</u> To have a positive percentage shift and increase in Year 5/6 Maths</p> <table><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Year 5</td><td>58%</td><td>63% ↑5%</td></tr><tr><td>Year 6</td><td>51%</td><td>57% ↑6%</td></tr></table> <p><u>Target:</u> To have a positive percentage shift and increase in Year 3 Reading</p> <table><tr><td></td><td>2023</td><td>2024</td></tr><tr><td>Year 3</td><td>61%</td><td>72% ↑11%</td></tr></table> <p><u>Target:</u> For Māori to achieve comparably with NZE</p> <table><tr><td></td><td>NZE</td><td>Māori</td></tr><tr><td>Reading</td><td>86%</td><td>79% ↓7%</td></tr><tr><td>Writing</td><td>75%</td><td>57% ↓18%</td></tr><tr><td>Maths</td><td>84%</td><td>66% ↓18%</td></tr></table> <p><u>Target:</u> To continue to have a positive percentage shift across all three areas</p>		2023	2024	Year 5	58%	63% ↑5%	Year 6	51%	57% ↑6%		2023	2024	Year 3	61%	72% ↑11%		NZE	Māori	Reading	86%	79% ↓7%	Writing	75%	57% ↓18%	Maths	84%	66% ↓18%	<p>Te Arawaru It has been pleasing to note that there has been progress shown, year on year, in the three curriculum areas.</p> <p>When the data is analysed, this progress is evident in the junior school.</p>	<p>Manawatū Team will continue to effectively use assessment data to identify target learners who need support to accelerate their progress and achievement.</p> <p>We will also spend more time as a whole teaching team analysing the data at a class by class level.</p>
	2023	2024																													
Year 5	58%	63% ↑5%																													
Year 6	51%	57% ↑6%																													
	2023	2024																													
Year 3	61%	72% ↑11%																													
	NZE	Māori																													
Reading	86%	79% ↓7%																													
Writing	75%	57% ↓18%																													
Maths	84%	66% ↓18%																													

	2023	2023
Reading	75%	78% ↑3%
Writing	64%	63% ↓1%
Maths	72%	71% ↓1%

Te Arawaru

Target: To have a positive percentage shift and increase in Tau 6 Pāngarau

	2023	2023
Tau 6	12%	62% ↑50%

Target: To have a positive percentage shift and increase in Year 5 and Year 6 Pānui

	2023	2024
Tau 5	43%	41% ↓2%
Tau 6	36%	33% ↓3%

Target: To have a positive percentage increase across all Matauranga areas

	2023	2024
Pānui	67%	71% ↑4%
Tuhituhi	70%	82% ↑12%
Pāngarau	69%	73% ↑4%

Elly Warnock
Tumuaki/Principal
20 December 2024



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

End of Year Achievement Data - Kura Auraki November 2024



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

KURA AURAKI: READING

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	3 (15.79%)		9 (18.37%)		21 (30.88%)		18 (30.51%)		12 (20.69%)		26 (44.07%)		18 (29.51%)	107 (28.69%)
At	16 (84.21%)		40 (81.63%)		38 (55.88%)		25 (42.37%)		28 (48.28%)		15 (25.42%)		25 (40.98%)	187 (50.13%)
Below					9 (13.24%)		16 (27.12%)		18 (31.03%)		18 (30.51%)		18 (29.51%)	79 (21.18%)
Well below														0 (0.00%)
Totals	19		49		68		59		58		59		61	373

	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	<u>TOTAL</u> <u>Mid</u>	<u>Total</u> <u>End</u>
At/Above <small>↑↓ mid Year Comparative</small>	49/49 (100%) -	49/49 100%	56/67 (83%)	59/68 86% ↑3%	43/58 (74%)	43/59 72% ↓2%	43/57 (75%)	40/58 68% ↓7%	37/58 (63%)	41/59 69% ↑6%	41/60 (68%)	43/61 70% ↑2%	261/348 (75%)	294/373 78% ↑3%
Below	-		11/67 (17%)	9/68 14%	15/58 (26%)	16/59 27%	21/56(3 8%)	18/58 32%	21/58 (37%)	18/59 31%	19/60 (32%)	18/61 30%	87/348 (25%)	79/373 22%
Males (180)	21/21 (100%)	21/21 100%	30/36 (83%)	31/37 84%	23/31 (74%)	24/32 75%	18/27 (66%)	20/29 69%	20/30 (66%)	22/31 71%	20/35 (58%)	21/36 58%	132/180 (73%) ↑7%	147/194 76%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

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Females (168)	28/28 (100%)	28/28 100%	26/31 (83%)	28/31 90%	20/27 (74%)	19/27 70%	17/29 (58%)	20/29 69%	17/28 (60%)	19/28 68%	21/25 (84%)	22/25 88%	129/168 (76%) ↑4%	147/179 82%
Māori (130)	10/10 (100%)	13/13 100%	25/32 (78%)	27/32 84%	12/19 (63%)	13/19 68%	16/25 (64%)	20/26 77%	13/20 (65%)	14/21 67%	15/24(6 2%)	17/24 71%	91/130 (70%)	114/145 79%
Pasifika (31)	3/3 (100%)	2/2 100%	2/2 (100%)	3/3 100%	6/7 (84%)	5/7 71%	5/7 (71%)	5/7 71%	2/6 (33%)	3/6 50%	4/6 (66%)	4/6 66%	22/31 (70%) ↑3%	22/31 71%
NZE (142)	31/31 (100%)	30/30 100%	24/24 (100%)	24/24 100%	21/23 (91%)	20/25 80%	11/17 (64%)	11/17 64%	17/23 (73%)	18/23 78%	20/24 (83%)	20/25 80%	124/142 (87%) ↑13%	130/151 86%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

KURA AURAKI: WRITING

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above			2 (4.08%)		7 (10.29%)		5 (8.47%)		1 (1.72%)		13 (22.03%)		8 (13.11%)	36 (9.65%)
At	19 (100.00%)		47 (95.92%)		46 (67.65%)		23 (38.98%)		26 (44.83%)		16 (27.12%)		23 (37.70%)	200 (53.62%)
Below					15 (22.06%)		31 (52.54%)		31 (53.45%)		30 (50.85%)		30 (49.18%)	137 (36.73%)
Well below														0 (0.00%)
Totals	19		49		68		59		58		59		61	373

	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	<u>TOTAL</u> <u>Mid</u>	Total End
At/Above ↑↓ 2023 Comparative	49/49 (100%)	49/49 100%	53/67 (79%) ↑38%	54/68 79% -	37/58 (63%) ↑1%	28/59 47% ↓16%	22/56 (39%) ↓9%	27/58 46% ↑7%	28/58 (48%) ↓10%	29/59 49% ↑1%	27/60 (45%) ↑5%	31/61 51% ↑6%	216/348 (62%) ↑4%	236/373 63% ↑1%
Below	-	-	14/67 (21%)	15/68 21%	21/58 (36%)	31/59 53%	34/56 (60%)	31/58 54%	30/58 (51%)	30/59 51%	33/60 (55%)	30/61 49%	132/348 (37%)	137/373 27%
Males (180)	21/21 (100%)	21/21 100%	28/36 (77%)	28/37 75%	18/31 (58%)	13/32 40%	8/27 (29%)	10/29 34%	10/30 (33%)	11/31 35%	10/35 (28%)	13/36 36%	95/180 (52%) ↓14%	104/194 53%
Females (168)	28/28 (100%)	28/28 100%	25/31 (80%)	25/31 80%	19/27 (70%)	15/27 55%	14/29 (48%)	17/29 59%	18/28 (64%)	18/28 64%	17/25 (68%)	18/25 72%	121/168 (72%)	132/179 73%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

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													↑7%	
Māori (130))	10/10 (100%)	13/13 100%	23/32 (71%)	23/32 72%	9/19 (47%)	8/19 42%	9/22 (41%)	12/26 46%	9/25 (36%)	9/21 43%	8/20 (40%)	8/24 33%	64/130 (49%) ↓2%	83/145 57%
Pasifik a (31)	3/3 (100%)	2/2 100%	2/2 (100%)	3/3 100%	3/7 (42%)	3/7 42%	3/7 (42%)	3/7 42%	3/6 (50%)	3/6 50%	3/6(50%)	4/6 67%	17/31 (54%) ↓2%	18/31 58%
NZE (142)	31/31(1 00%)	30/30 100%	23/24 (95%)	22/24 91%	21/23 (91%)	16/25 64%	7/17 (41%)	9/17 52%	12/23 (52%)	12/23 52%	17/24 (70%))	17/25 68%	111/14 2 (78%) ↑14%	113/151 75%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

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KURA AURAKI: MATHS

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	2 (10.53%)		5 (10.20%)		8 (11.76%)		12 (20.34%)		7 (12.07%)		19 (32.20%)		20 (32.79%)	73 (19.57%)
At	17 (89.47%)		44 (89.80%)		49 (72.06%)		23 (38.98%)		27 (46.55%)		18 (30.51%)		15 (24.59%)	193 (51.74%)
Below					11 (16.18%)		24 (40.68%)		24 (41.38%)		22 (37.29%)		26 (42.62%)	107 (28.69%)
Well below														0 (0.00%)
Totals	19		49		68		59		58		59		61	373

	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	<u>TOTAL</u> <u>Mid</u>	Total End
At/ Above ↑↓ 2023 Comparative	51/51 (100%)	49/49 100%	66/67 (98%) ↑1%	57/68 83% ↓15%	41/58 (70%) ↓10%	35/59 59% ↓11%	33/56 (58%) ↓9%	34/58 59% ↑1%	35/58 (60%) ↑2%	37/59 63% ↑3%	32/59 (54%) ↑4%	35/61 57% ↑3%	258/349 (73%) ↓2%	266/373 71% ↓2%
Below	-	-	1/67 (1%)	11/68 17%	17/58 (30%)	24/59 41%	23/56 (42%)	24/58 41%	23/58 (40%)	22/59 37%	27/59 (46%)	26/61 43%	91/349 (27%)	107/373 29%
Males (181)	22/22(10 0%)	21/21 100%	35/36 (97%)	31/37 83%	24/31 (77%)	21/32 65%	21/27 (78%)	21/29 72%	19/30 (63%)	19/31 61%	18/35 (51%)	18/36 50%	139/181 (77%) -	139/194 72%
Females (168)	29/29 (100%)	28/28 100%	31/31 (96%)	26/31 83%	17/27 (63%)	14/27 52%	12/29 (41 %)	13/29 45%	16/28 (657%)	18/28 64%	14/24 (58%)	17/25 68%	119/168 (71%)	127/179 71%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

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Māori (131)	11/11 (100%)	13/13 100%	31/32 (97%)	24/32 75%	11/19 (58%)	9/19 47%	15/25 (60%)	15/26 58%	13/20 (65%)	15/21 71%	8/24 (33%)	10/24 42%	89/131 (68%)	96/145 66%
Pasifika (31)	3/3 (100%)	2/2 100%	2/2 (100%)	3/3 100%	4/7 (57%)	4/7 57%	4/7 (57%)	4/7 57%	1/6 17%	1/6 17%	1/6 (17%)	2/6 33%	15/31 (48%) ↓19%	16/31 51%
NZE (143)	32/32 (100%)	30/30 100%	24/24 (100%)	24/24 100%	21/23 (91%)	19/25 76%	12/17 (71%)	12/17 71%	15/23 (65%)	15/23 65%	21/24 (87%)	20/25 80%	125/143 (87%) ↑6%	127/151 84%



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

End of Year Achievement Data - Te Arawaru November 2024



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

TE ARAWARU: PĀNUI

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (5.88%)		8 (53.33%)				3 (21.43%)		1 (5.56%)		3 (25.00%)		1 (8.33%)	17 (16.83%)
At	16 (94.12%)		7 (46.67%)		8 (61.54%)		7 (50.00%)		12 (66.67%)		2 (16.67%)		3 (25.00%)	55 (54.46%)
Below					5 (38.46%)		4 (28.57%)		5 (27.78%)		7 (58.33%)		8 (66.67%)	29 (28.71%)
Well below														0 (0.00%)
Totals	17		15		13		14		18		12		12	101

	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	<u>TOTAL Mid</u>	<u>Total End</u>
At/ Above	15/15 (100%)	15/15 100%	9/13 (69%) ↓31%	8/13 62% ↓7%	12/14 (86%) ↑5%	10/14 71% ↓15%	13/20 (65%) ↑22%	13/18 72% ↑7%	5/13 (38%) ↓22%	5/12 41% ↑3%	5/12 (41%) ↓3%	4/12 33% ↓8%	59/87 (68%) ↑2%	72/101 71% ↑3%
Below	-	-	4/13 (31%)	5/13 38%	2/14 (14%)	4/14 22%	7/20 (35%)	5/18 28%	8/13 (62%)	7/12 59%	7/12 (59%)	8/12 67%	28/87 (32%)	29/101 29%
Males (53)	8/8 (100%)	8/8 100%-	4/7 (57%)	4/6 67%	10/11 (91%)	8/11 72%	9/13 (69%)	7/11 64%	2/6 (33%)	2/5 40%	4/8 (50%)	3/8 37%	37/53 (69%)	41/58 71%
Female s (34)	7/7 (100%)	7/7 100%	5/6 (83%)	4/7 57%	2/3 (67%)	2/3 67%	4/7 (57%)	6/7 85%	3/7 (43%)	3/7 43%	1/4 (25%)	¼ 25%	22/34 (64%)	31/43 72%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

TE ARAWARU: TUHITUHI

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above	1 (5.88%)		8 (53.33%)		2 (15.38%)		5 (35.71%)		3 (16.67%)		5 (41.67%)		2 (16.67%)	26 (25.74%)
At	16 (94.12%)		7 (46.67%)		6 (46.15%)		6 (42.86%)		13 (72.22%)		3 (25.00%)		6 (50.00%)	57 (56.44%)
Below					5 (38.46%)		3 (21.43%)		2 (11.11%)		4 (33.33%)		4 (33.33%)	18 (17.82%)
Well below														0 (0.00%)
Totals	17		15		13		14		18		12		12	101

	Year 1 Mid	Year 1 End	Year 2 Mid	Year 2 End	Year 3 Mid	Year 3 End	Year 4 Mid	Year 4 End	Year 5 Mid	Year 5 End	Year 6 Mid	Year 6 End	<u>TOTAL</u> <u>Mid</u>	<u>Total</u> <u>End</u>
At/Above	15/15 (100%)	15/15 100%	9/13 (69%) ↓31%	8/13 62% ↓7%	12/14 (86%) ↑14%	11/14 77% ↓9%	16/20 (80%) ↑37%	16/18 88% ↑8%	5/13 (38%) ↓36%	8/12 67% ↑29%	3/12 (25%) ↓7%	8/12 66% ↑41%	60/87 (69%) ↑6%	83/101 82% ↑13%



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

Below	-		4/13 (31%)	5/13 38%	2/14 (14%)	3/14 23%	4/20 (20%)	2/18 12%	8/13 (62%)	4/12 33%	9/12 (75%)	4/12 34%	27/87 (31%)	18/101 17%
Males (53)	8/8 (100%)	8/8 100%	4/7 (57%)	4/6 66%	10/11 (91%)	9/11 81%	10/13 (78%)	9/11 81%	1/6 (17%)	3/5 60%	2/8 (25%)	7/8 87%	35/53 (66%)	49/58 84%
Females (35)	7/7 (100%)	7/7 100%	5/6 83%	4/7 57%	2/3 (67%)	3/5 67%	6/7 (86%)	7/7 100%	4/7 (57%)	5/7 71%	1/4 (25%)	1/4 25%	25/34 (73%)	34/43 79%

TE ARAWARU: PĀNGARAU

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Totals
Well above														0 (0.00%)
Above			1 (6.67%)				6 (42.86%)		1 (5.56%)		1 (8.33%)			9 (8.82%)
At	17 (100.00%)		14 (93.33%)		3 (23.08%)		4 (28.57%)		14 (77.78%)		5 (41.67%)		8 (61.54%)	65 (63.73%)
Below					10 (76.92%)		4 (28.57%)		3 (16.67%)		6 (50.00%)		5 (38.46%)	28 (27.45%)
Well below														0 (0.00%)
Totals	17		15		13		14		18		12		13	102



CENTRAL NORMAL SCHOOL TE KURA TUATAHI O PAPAIOEA

Whaia Kia Tutuki - strive to your potential

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		TOTAL	
At/Above	14/14 (100%)	15/15 100%	11/12 (92%) ↓8%	3/13 23% ↓69%	11/14 (78%) ↓13%	10/14 71% ↓7%	17/20 (85%) ↑35%	15/18 83% ↓2%	5/13 (38%) ↑29%	6/12 50% ↑12%	7/12 (58%) ↑39%	8/13 62% ↑3%	65/85 (76%) ↑10%	74/102 73% ↓3%
Below	-	-	1/12 (8%)	10/13 77%	3/14 (22%)	4/14 29%	3/20 (15%)	3/18 17%	8/13 (62%)	6/12 50%	5/12 (42%)	5/13 38%	20/85 (24%)	28/102 27%
Males (52)	7/7(100 %)	8/8 100%	7/7(100 %)	3/6 50%	9/11 (81%)	8/11 72%	12/13 (92%)	10/11 91%	2/6 (33%)	2/5 40%	6/8 (75%)	7/9 78%	43/52 (82%)	47/59 79%
Females (35)	7/7 (100%)	7/7 100%	4/5 (80%)	0/7 -	2/3 (67%)	3/5 66%	5/7 (71%)	5/7 71%	3/7 (42%)	4/7 57%	1/4 (25%)	1/4 25%	22/33 (67%)	27/43 63%

Kura Auraki

Focus	Target	End of 2023	Mid 2024	End 2024
Writing	To have a positive percentage shift and increase in Writing	66%	62%	63%
	To have a positive percentage shift and increase in Year 5 Writing	53%	48%	49%



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Whaia Kia Tutuki - strive to your potential

Mathematics	To have a positive percentage shift and increase in Year 5 and Year 6 Maths	<table><tr><td>Yr5</td><td>Yr6</td></tr><tr><td>57%</td><td>51%</td></tr></table>	Yr5	Yr6	57%	51%	<table><tr><td>Yr5</td><td>Yr6</td></tr><tr><td>60%</td><td>54%</td></tr></table>	Yr5	Yr6	60%	54%	<table><tr><td>Yr5</td><td>Yr6</td></tr><tr><td>63%</td><td>57%</td></tr></table>	Yr5	Yr6	63%	57%																								
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Reading	To have a positive percentage shift and increase in Year 3 Reading and Writing	<table><tr><td>Reading</td><td>Writing</td></tr><tr><td>60%</td><td>52%</td></tr></table>	Reading	Writing	60%	52%	<table><tr><td>Reading</td><td>Writing</td></tr><tr><td>74%</td><td>63%</td></tr></table>	Reading	Writing	74%	63%	<table><tr><td>Reading</td><td>Writing</td></tr><tr><td>72%</td><td>47%</td></tr></table>	Reading	Writing	72%	47%																								
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Māori	For Māori to achieve comparably with New Zealand European	<table><tr><td></td><td>NZE</td><td>Māori</td></tr><tr><td>Reading</td><td>84%</td><td>76%</td></tr><tr><td>Writing</td><td>76%</td><td>58%</td></tr><tr><td>Maths</td><td>85%</td><td>73%</td></tr></table>		NZE	Māori	Reading	84%	76%	Writing	76%	58%	Maths	85%	73%	<table><tr><td></td><td>NZE</td><td>Māori</td></tr><tr><td>Reading</td><td>74%</td><td>65%</td></tr><tr><td>Writing</td><td>64%</td><td>51%</td></tr><tr><td>Maths</td><td>87%</td><td>72%</td></tr></table>		NZE	Māori	Reading	74%	65%	Writing	64%	51%	Maths	87%	72%	<table><tr><td></td><td>NZE</td><td>Māori</td></tr><tr><td>Reading</td><td>86%</td><td>79%</td></tr><tr><td>Writing</td><td>75%</td><td>57%</td></tr><tr><td>Maths</td><td>84%</td><td>66%</td></tr></table>		NZE	Māori	Reading	86%	79%	Writing	75%	57%	Maths	84%	66%
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Curriculum	To continue to have a positive percentage increase across all curriculum areas	<table><tr><td>Reading</td><td>77%</td></tr><tr><td>Writing</td><td>66%</td></tr><tr><td>Maths</td><td>75%</td></tr></table>	Reading	77%	Writing	66%	Maths	75%	<table><tr><td>Reading</td><td>68%</td></tr><tr><td>Writing</td><td>58%</td></tr><tr><td>Maths</td><td>75%</td></tr></table>	Reading	68%	Writing	58%	Maths	75%	<table><tr><td>Reading</td><td>78%</td></tr><tr><td>Writing</td><td>63%</td></tr><tr><td>Maths</td><td>71%</td></tr></table>	Reading	78%	Writing	63%	Maths	71%																		
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CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

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Te Arawaru

Focus	Target	End of 2023		Mid 2024		Mid 2024	
Pāngarau, Pānui & Tuhituhi	To have a positive percentage shift and increase in Tau 6 Pāngarau, Pānui and Tuhituhi						
		Pāngarau	71%	Pāngarau	58%	Pāngarau	62%
		Pānui	67%	Pānui	41%	Pānui	33%
		Tuhituhi	70%	Tuhituhi	25%	Tuhituhi	66%
Pānui	To have a positive percentage shift and increase in Tau 5 Pānui	38%		38%		41%	
Marautanga	To have a positive percentage increase across all Marautanga areas.						
		Pāngarau	83%	Pāngarau	76%	Pāngarau	73%
		Pānui	72%	Pānui	68%	Pānui	71%



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		Tuhituhi	73%	Tuhituhi	69%	Tuhituhi	82%

Evaluation

This year we have seen a positive shift in the end of year data from mid 2024 in three year levels in kura auraki for reading, writing and maths. There has been a positive shift in the percentage of the total number of students being AT/Above in reading and writing. There has been a positive shift in the mid-year data from 2024 in two year levels in Te Arawaru for pānui and pangarau and in two year levels for tuhituhu. There has been a positive shift in the percentage of the total number of students being At/Above across pānui and tuhituhi.

What next?

We have analysed the data as a Leadership team and Identified areas of need at each year level. We will also use this data to select students for intervention groups for 2025. Early in term 1 2025 Team leaders will facilitate data analysis and discussions with their teams to identify areas of need and teaching strategies to move students from below to AT.



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Whāia Kia Tutuki - strive to your potential

Year 0-3 Teachers who have not had structured literacy training have now had the first 3 days of PD with Marianne Brown and this PD continues into next year with some online workshops. One of the focus areas for this PD is writing and we would hope to see the results of this in the 2025 data.

Early in Term 1 our year 4-6 teachers and new 1-3 teachers will also have this training with Marianne.

Ryan, Sarah and Catherine are working on our implementation of the new Maths curriculum and it will be interesting to see the maths data next year following the new curriculum.

Assessments and Data collection in 2025 will be different due to new assessments from the MOE. These are yet to be finalised and shared with schools.

Ngā mihi

Catherine Pallesen

Deputy Principal



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

How we have given effect to Te Tiriti o Waitangi

In 2024, as per Section 127 (1)(d) of the Education and Training Act 2020, our school gave effect to Te Tiriti through the following actions:

- a strong reference to Te Tiriti o Waitangi in our Strategic Plan
- our first Strategic Goal is focused on Māori achieving as Māori, where tikanga is highly valued
- staff, who had not already, participating in Te Ahu o Te Reo for two terms
- operating 6 classes at Māori Immersion Level 1
- connection and engagement with Mana Whenua, Rangitāne
- Principal and Team leader of Te Arawaru spending time with Veronica Tawhai looking at how we can further give effect to Te Tiriti o Waitangi
- Involvement in the Māori Achievement Collaborative
- Infusing Te Ao Māori cultural practices across kura, ie:
 - pōhwiri held at the beginning of each term to welcome new tamariki, kaiako and whānau
 - pōwhiri or mihi whakatau to welcome visitors to kura
 - kai karakia before shared kai
- increased use of Te Reo in school documents, ie: Staff Meeting Agenda/Hui
- employment of a reputable kapa haka tutor
- Kapa Haka participation at Pae Tamariki & Ko Whiri Tika Mai
- Strategic Plan Targets focused on equitable outcomes for Māori
- Ensuring the office personnel answer the telephone or greet visitors in Māori (eg: Kia Ora)
- Almost all staff adopting the honorific of Matua or Whaea

Elly Warnock

Tumuaki

12 December 2024



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tutuki - strive to your potential

Central Normal School - Use of Kiwisport Funding: 2024

In the year 2024, Central Normal School/Te Kura Tuatahi o Papaioea received a total of: **\$7,767.05 (excluding GST)**

Kiwisport funding is provided to schools to assist with three key aims:

- to increase the number of school-aged children participating in organised sport
- increase the availability and accessibility of sport opportunities for all school-aged children
- support children in developing skills that will enable them to participate effectively in sport.

During the 2024 year, we used our Kiwisport funding to:

- contribution towards children playing sports for the school
- contribution towards entry to Ricoh Sports tournament
- purchasing equipment for students to be active at break times

Elly Warnock
Tumuaki/Principal



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kia Tūtahi – strive to your potential

Statement of Compliance with Employment Policy

Compliance with a good employer policy:

Reporting on Principles of being a Good Employer	
<p>How have you met your obligations to provide good and safe working conditions?</p> <p>What is your equal employment opportunities programme? How have you been fulfilling your programme?</p>	<p>Central Normal School operates as a good employer in providing a safe working environment for all staff, that is devoid of:</p> <ul style="list-style-type: none">• harassment• racism• sexism• ageism• and any other form of discriminatory abuse <p>Employers are afforded the dignity and respect they deserve in relation to our five school values of: Mana, Manaakitanga, Hauora, Kaitiakitanga and Whānaungatanga.</p> <p>Central Normal School has a Health and Safety Committee, which meets twice termly to discuss health and safety related matters to maintain a physically safe working environment.</p> <p>Central Normal School as an employer strives to always operate in good faith for every employee.</p> <p>Our school follows a robust appointment process, where applicants are selected on merit and the skills and aspirations they will bring to our school.</p> <p>Once appointed, all employees are inducted into school using our Induction Process, to ensure they have the full and clear understanding of how our school operates.</p>
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Central Normal School consistently ensures impartial selection of applicants through a robust and transparent process. Positions are advertised with a very clear job description and overview so that all potential applicants have access to the same information. Transparency is paramount.</p> <p>Criteria is established for shortlisting applicants and for the interview process. The appointment panel uses the criteria to appoint the best person for the position, ensuring a fair and transparent process.</p> <p>The person best suited to the position who most closely adheres to the selection criteria is appointed.</p>



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kōa Tātaki - strive to your potential

<p>How are you recognising: - the aims and aspirations of Māori - the employment requirements of Māori - greater involvement of Māori in the Education Service</p> <p>How have you enhanced the abilities of individual employees?</p>	<p>Central Normal School is a culturally rich school, where Te Ao Māori permates across our school and our practices.</p> <p>Our Strategic Plan deliberately places a strong emphasis on the aspiration and development of Māori, where our first Strategic Goal is: To ensure Māori achieve education success and excellence as Māori where Tikanga is highly valued. Alongside this, we uphold the principles of Te Tiriti o Waitangi, where more often, we are viewing policies and practice for our school through a Māori kaupapa lens.</p> <p>As a school with 6 Rumaki classes, we have 6 kaiako at our school who teach through Te Reo and Te Ao Māori. With this, our Māori kaiako are able to support our Auraki teachers with kaupapa practices. We also deliberately seek opportunities to improve and enhance our Te Reo and Tikanga, through programmes such as Te Ahu o Te Reo and by engaging high quality kapa haka tutors.</p> <p>Specific and tailored professional development is sought for our Māori kaiako to ensure their educational aspirations are met.</p> <p>Te Reo is interspersed into everyday conversational language, which continues to grow daily.</p> <p>Central Normal School as an employer, meets at least annually, 1-1, to understand the goals and aspirations of individual employees and what pathway they may wish to follow.</p> <p>Professional Development is delivered school-wide then where needed, tailored to the specific needs of individual employees.</p> <p>Central Normal School has a very clear Concerns and Complaints policy, should an employee wish to raise any concern.</p>
<p>How are you recognising the employment requirements of women?</p>	<p>Central Normal School recognises and values the employment opportunities and aspirations of women. Recent Collective Agreement settlements have endeavoured to break down the gender divide and ensure they are fairly remunerated for the tasks and duties they perform and as an employer, we adhere to following the Collective Agreements.</p> <p>Central Normal School currently has 95% of women employees.</p>

How are you recognising the employment requirements of persons with disabilities?	Central Normal School is an equal opportunities employer, and no one is marginalised if they have a disability. Engagement is had with any person with a disability to ensure their specific needs are met to ensure access to employment and where needed, physical access to buildings. .
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Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

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