

CENTRAL NORMAL SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2418
Principal: Elly Warnock
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

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
Regan Orr	Principal	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

Accountant / Service Provider: Openbook Solutions Limited

CENTRAL NORMAL SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 18</u>	Notes to the Financial Statements
	Independent Auditor's Report

Central Normal School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Felicity Robinson

Full Name of Presiding Member

Felicity Robinson

Signature of Presiding Member

25/05/2024

Date:

Elena Warnock (Elly)

Full Name of Principal

Elly Warnock

Signature of Principal

25/5/2024

Date:

Central Normal School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,154,325	5,442,413	5,452,732
Locally Raised Funds	3	71,026	33,500	175,345
Interest		20,053	2,000	8,403
Total Revenue		6,245,404	5,477,913	5,636,480
Expense				
Locally Raised Funds	3	100,545	90,095	72,117
Learning Resources	4	4,331,694	3,871,194	3,852,669
Administration	5	754,379	728,453	697,868
Interest		3,295	3,000	2,515
Property	6	1,030,367	794,564	858,104
Loss on Disposal of Property, Plant and Equipment		41	0	0
Total Expense		6,220,321	5,487,306	5,483,273
Net Surplus / (Deficit) for the year		25,083	(9,393)	153,207
Other Comprehensive Revenue and Expense		0	0	0
Total Comprehensive Revenue and Expense for the Year		25,083	(9,393)	153,207

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,334,245	1,334,245	1,181,038
Total comprehensive revenue and expense for the year		25,083	(9,393)	153,207
Contributions from / (Distributions to) the Ministry of Education				
Contribution - Furniture and Equipment Grant		16,388	0	0
Equity at 31 December		1,375,716	1,324,852	1,334,245
Accumulated comprehensive revenue and expense		1,375,716	1,324,852	1,334,245
Equity at 31 December		1,375,716	1,324,852	1,334,245

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 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	93,064	103,882	5,819
Accounts Receivable	8	268,178	240,000	242,743
GST Receivable		27,688	20,000	52,026
Prepayments		22,636	20,000	60,849
Inventories	9	7,708	2,000	2,025
Investments	10	104,500	295,000	293,205
Funds Receivable for Capital Works Projects	16	107,724	0	62,538
		<u>631,498</u>	<u>680,882</u>	<u>719,205</u>
Current Liabilities				
Accounts Payable	12	317,404	315,000	377,891
Revenue Received in Advance	13	10,448	2,000	1,801
Provision for Cyclical Maintenance	14	28,875	0	0
Finance Lease Liability	15	15,637	11,696	12,940
Funds for Resource Teacher Literacy Cluster	17	41,018	35,000	36,843
		<u>413,382</u>	<u>363,696</u>	<u>429,475</u>
Working Capital Surplus/(Deficit)		218,116	317,186	289,730
Non-current Assets				
Property, Plant and Equipment	11	1,344,596	1,213,012	1,213,012
		<u>1,344,596</u>	<u>1,213,012</u>	<u>1,213,012</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	165,698	187,499	156,300
Finance Lease Liability	15	21,298	17,847	12,197
		<u>186,996</u>	<u>205,346</u>	<u>168,497</u>
Net Assets		<u>1,375,716</u>	<u>1,324,852</u>	<u>1,334,245</u>
Equity		<u>1,375,716</u>	<u>1,324,852</u>	<u>1,334,245</u>

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 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,751,229	2,107,413	1,546,074
Locally Raised Funds		55,615	68,269	94,485
Goods and Services Tax (net)		24,336	32,026	(30,802)
Payments to Employees		(1,032,795)	(922,021)	(895,030)
Payments to Suppliers		(596,943)	(1,095,307)	(500,009)
Interest Paid		(3,295)	(3,000)	(2,515)
Interest Received		21,501	2,000	6,894
Net cash from/(to) Operating Activities		219,648	189,380	219,097
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		500	0	0
Purchase of Property Plant & Equipment (and Intangibles)		(284,798)	(143,940)	(396,268)
Purchase of Investments		0	(1,795)	(2,605)
Proceeds from Sale of Investments		188,705	0	0
Net cash from/(to) Investing Activities		(95,593)	(145,735)	(398,873)
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,388	0	0
Finance Lease Payments		(8,120)	(8,120)	(9,293)
Funds Administered on Behalf of Other Parties		(45,078)	62,538	(50,956)
Net cash from/(to) Financing Activities		(36,810)	54,418	(60,249)
Net increase/(decrease) in cash and cash equivalents		87,245	98,063	(240,025)
Cash and cash equivalents at the beginning of the year	7	5,819	5,819	245,844
Cash and cash equivalents at the end of the year	7	93,064	103,882	5,819

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 2023

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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 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 22.



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 and intangible assets

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

Non cash generating assets

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

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

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

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 schools 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	2,284,716	2,112,413	2,109,222
Teachers' Salaries Grants	3,143,210	2,800,000	2,756,348
Use of Land and Buildings Grants	684,982	530,000	577,377
Other Government Grants	41,417	0	9,785
	<u>6,154,325</u>	<u>5,442,413</u>	<u>5,452,732</u>

The school has opted in to the donations scheme for this year. Total amount received was \$70,895.

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	25,419	10,000	1,495
Fees for Extra Curricular Activities	11,387	6,000	19,328
Trading	5,908	6,000	6,472
Fundraising & Community Grants	5,554	0	116,973
Other Revenue	22,758	11,500	31,077
	<u>71,026</u>	<u>33,500</u>	<u>175,345</u>
Expenses			
Extra Curricular Activities Costs	91,511	85,595	68,899
Trading	1,625	4,500	3,218
Fundraising and Community Grant Costs	7,409	0	0
	<u>100,545</u>	<u>90,095</u>	<u>72,117</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>(29,519)</u>	<u>(56,595)</u>	<u>103,228</u>

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	63,413	73,921	75,707
Equipment Repairs	5,879	3,000	0
Information and Communication Technology	17,394	25,000	22,722
Library Resources	1,703	2,000	1,318
Employee Benefits - Salaries	3,999,323	3,499,601	3,509,130
Staff Development	78,947	123,732	90,985
Depreciation	165,035	143,940	152,807
	<u>4,331,694</u>	<u>3,871,194</u>	<u>3,852,669</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	5,726	5,897	5,897
Board Fees	3,900	4,400	4,010
Board Expenses	3,690	4,500	7,130
Communication	7,163	7,500	7,245
Consumables	18,276	20,000	22,390
Operating Lease	2,543	0	3,600
Lunch in Schools	520,423	530,000	483,773
Legal Fees	24,276	0	0
Other	59,083	43,100	50,355
Employee Benefits - Salaries	90,442	98,256	98,555
Insurance	14,107	11,000	10,209
Service Providers, Contractors and Consultancy	4,750	3,800	4,704
	<u>754,379</u>	<u>728,453</u>	<u>697,868</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	23,557	16,000	20,478
Cyclical Maintenance	38,274	31,200	31,825
Grounds	43,528	20,200	23,140
Heat, Light and Water	37,168	35,000	42,358
Rates	8,711	2,500	1,252
Repairs and Maintenance	43,999	27,500	26,904
Use of Land and Buildings	684,982	530,000	577,377
Security	22,221	8,000	16,955
Employee Benefits - Salaries	127,927	124,164	117,815
	<u>1,030,367</u>	<u>794,564</u>	<u>858,104</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	93,064	103,882	7,148
Bank Overdraft	0	0	(1,329)
Cash and cash equivalents for Statement of Cash Flows	<u>93,064</u>	<u>103,882</u>	<u>5,819</u>

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

Of the \$93,064 Cash and Cash Equivalents, \$41,017 is held by the School on behalf of the Resource Teacher Literacy cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.



8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	16,000	8,000	1,851
Receivables from the Ministry of Education	23,752	0	0
Interest Receivable	716	2,000	2,163
Teacher Salaries Grant Receivable	227,710	230,000	238,729
	<u>268,178</u>	<u>240,000</u>	<u>242,743</u>
Receivables from Exchange Transactions	16,716	10,000	4,014
Receivables from Non-Exchange Transactions	251,462	230,000	238,729
	<u>268,178</u>	<u>240,000</u>	<u>242,743</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
School Uniforms	7,708	2,000	2,025
	<u>7,708</u>	<u>2,000</u>	<u>2,025</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	104,500	295,000	293,205
Total Investments	<u>104,500</u>	<u>295,000</u>	<u>293,205</u>



11. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	784,659	77,560	0	0	(26,408)	835,811
Furniture and Equipment	281,263	125,411	0	0	(61,035)	345,639
Information and Communication	89,401	64,880	(40)	0	(51,379)	102,862
Motor Vehicles	4,850	0	0	0	(4,850)	0
Leased Assets	22,478	28,808	0	0	(17,208)	34,078
Library Resources	30,361	0	0	0	(4,155)	26,206
Balance at 31 December 2023	1,213,012	296,659	(40)	0	(165,035)	1,344,596

The net carrying value of furniture and equipment held under a finance lease is 34,078 (2022: \$22,478)

Restrictions

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

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	1,101,714	(265,903)	835,811	1,024,154	(239,495)	784,659
Furniture and Equipment	606,205	(260,566)	345,639	480,794	(199,531)	281,263
Information and Communication	409,783	(306,921)	102,862	346,303	(256,902)	89,401
Motor Vehicles	46,896	(46,896)	0	46,896	(42,046)	4,850
Leased Assets	59,081	(25,003)	34,078	54,773	(32,295)	22,478
Library Resources	46,830	(20,624)	26,206	46,830	(16,469)	30,361
Balance at 31 December	2,270,509	(925,913)	1,344,596	1,999,750	(786,738)	1,213,012

12. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	47,702	65,000	117,090
Accruals	15,255	10,000	12,594
Employee Entitlements - Salaries	246,597	230,000	238,729
Employee Entitlements - Leave Accrual	7,850	10,000	9,478
	317,404	315,000	377,891
Payables for Exchange Transactions	317,404	315,000	377,891
	317,404	315,000	377,891

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	9,409	0	0
Other revenue in Advance	1,039	2,000	1,801
	<u>10,448</u>	<u>2,000</u>	<u>1,801</u>

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	156,300	156,300	124,475
Increase to the Provision During the Year	33,441	31,200	31,825
Other Adjustments	4,832	0	0
Provision at the End of the Year	<u>194,573</u>	<u>187,500</u>	<u>156,300</u>
Cyclical Maintenance - Current	28,875	0	0
Cyclical Maintenance - Non current	165,698	187,499	156,300
	<u>194,573</u>	<u>187,499</u>	<u>156,300</u>

The schools 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.

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:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	18,233	16,338	14,808
Later than One Year and no Later than Five Years	23,322	17,111	13,186
Later than Five Years	0	0	0
Future Finance Charges	(4,619)	(3,906)	(2,857)
	<u>36,935</u>	<u>29,543</u>	<u>25,137</u>
Represented by			
Finance lease liability - Current	15,637	11,696	12,940
Finance lease liability - Non current	21,298	17,847	12,197
	<u>36,935</u>	<u>29,543</u>	<u>25,137</u>



16. Funds Held for Capital Works Projects

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

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)

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Block 8, 12 & 16 Upgrade Expenses - Proj # 224411	(24,835)	790,559	(828,262)	0	(62,538)
Totals	(24,835)	790,559	(828,262)	0	(62,538)

Represented by:

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	(62,538)

17. 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.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	36,843	36,843	35,402
Funds Received from MoE	10,847	10,000	10,556
Total funds received	10,847	10,000	10,556
Funds Spent on Behalf of the Cluster	(6,672)	(11,843)	(9,115)
Funds remaining	41,017	35,000	36,843
Funds Held at Year End	41,017	35,000	36,843

18. Related Party Transactions

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

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



19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,900	4,010
<i>Leadership Team</i> Remuneration	983,523	814,263
Full-time equivalent members	8.00	7.00
Total key management personnel remuneration	987,423	818,273

There are 7 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 6	4 - 5
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	8	2
110 - 120	2	2
120 - 130	1	1
	11	5

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

20. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	20,000	0
Number of People	2	0



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

22. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$27,062 (2022:\$79,333) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Classroom Furniture	21,122	0	21,122
Block 8, 12 & 16 Upgrade - Project 224411	978,765	972,825	5,940
Total	999,887	972,825	27,062

(b) Operating Commitments

As at 31 December 2023 the Board has entered into no contracts. (2022: nil)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	93,064	103,882	5,819
Receivables	268,178	240,000	242,743
Investments - Term Deposits	104,500	295,000	293,205
Total Financial assets measured at amortised cost	465,742	638,882	541,767

Financial liabilities measured at amortised cost

Payables	317,404	315,000	377,891
Finance Leases	36,935	29,543	25,137
Total Financial Liabilities Measured at Amortised Cost	354,339	344,543	403,028



24. Events After Balance Date

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

25. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CENTRAL NORMAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

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 Cotton Kelly Smit Limited (CKS Audit), 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 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; 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 the Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 28 May 2024. 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, in terms of the requirements of the Education and Training Act 2020, arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included in the Statement of Variance, the Evaluation of the School's Students' Progress and Achievement 2023, the Kiwisport Report, Te Tiriti o Waitangi Report, the Statement of Compliance with Employment Policy, the Members of the Board and the Statement of Responsibility, 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* 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
CKS Audit
On behalf of the Auditor-General
Palmerston North, New Zealand



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whāia Kōa Tūtaki - strive to your potential

Statement of Variance Reporting on the 2023 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 tamariki 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.
- To investigate the ongoing impact of COVID on our tamariki

2022 Baseline Data:

- Like/Love coming to school: 75% 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: 92% 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>Hana O'Regan Understanding Then to improve Now and Beyond "Changing the Narrative"</p> <p>Te Reo Māori Deliberate use and growth of Te Reo Māori</p> <p>Whānauगतanga Meeting and Greeting whānau and tamariki at the</p>	<p>Beginning the year with Hana O'Regan was incredibly powerful, confronting and aspirational, with how we can do better for Māori - 'when you know better, you can do better'. Increasingly our school views things through a Māori lens, to better the outcomes for Māori.</p> <p>We have maintained a</p>	<p>Target: To maintain the positive momentum, attitude and response to Like/Love coming to school</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Like/Love coming to school 2022</td> <td style="padding: 5px;">75%</td> </tr> <tr> <td style="padding: 5px;">Like/love coming to school 2023</td> <td style="padding: 5px;">70% ↓5%</td> </tr> </table> <p>Response</p>	Like/Love coming to school 2022	75%	Like/love coming to school 2023	70% ↓5%	<p>One Targets has been Met</p> <p>One Targets has not been Meet</p> <p>One Target has remained the same</p> <p>Our Hauora (Engagement) Survey is a powerful mechanism to understand how our tamariki think about</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</p>
Like/Love coming to school 2022	75%							
Like/love coming to school 2023	70% ↓5%							

<p>gates (am and pm)</p> <p>Opportunities Continually seek a range of wide and varied opportunities for our tamariki</p>	<p>number of our social and pastoral initiatives and these have proven incredibly necessary and worthwhile.</p> <p>One of our newest 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><u>Target:</u> To maintain the positive momentum of safety that our tamariki have with being at school</p> <table border="1" data-bbox="304 929 512 1317"> <tr> <td>Feel safe at school 2022</td> <td>86%</td> <td>Feel safe at school 2023</td> <td>86%</td> </tr> <tr> <td>Response</td> <td></td> <td></td> <td>-</td> </tr> </table>	Feel safe at school 2022	86%	Feel safe at school 2023	86%	Response			-	<p>our kura. While there has been a slight decrease in the % of tamariki saying they like/love to come to school, the cohort has increased by 46 children - tamariki who have transitioned into our school.</p> <p>What is great to see is the continuing number of children who feel safe at school - including all the new tamariki who have come to CNS.</p>	<p>expressed.</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 katako.</p> <p>Our School Chaplain is being retained, who is wonderful at working alongside those children who require additional pastoral or social support.</p>
Feel safe at school 2022	86%	Feel safe at school 2023	86%									
Response			-									
<p>School Chaplain Kura Kaiwhina 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>The employment of a nationally recognised kapa haka tutor was phenomenal with reinvigorating our kapa haka. Our tamariki flocked to kapa haka, which was great for their mana and wairua.</p>	<p><u>Target:</u> To maintain the self-worth and affirmation that tamariki feel valued and cared for by their kaiko.</p> <table border="1" data-bbox="735 929 1018 1317"> <tr> <td>Does your teacher care about you?</td> <td>92%</td> <td>Does your teacher care about you?</td> <td>96% ↑4%</td> </tr> <tr> <td>Response</td> <td></td> <td></td> <td></td> </tr> </table>	Does your teacher care about you?	92%	Does your teacher care about you?	96% ↑4%	Response				<p>Our kaiko and Manawatū Team spend considerable time working with our children to ensure their well being at school is a key priority. Therefore, it is positive to see that there is an increase in the number 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><u>We had also developed this target:</u> To investigate the ongoing impact of COVID on our tamariki</p>	<p>We have planned to operate two Nurture Spaces next year, one which will be fully staffed through the course of the day. 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>
Does your teacher care about you?	92%	Does your teacher care about you?	96% ↑4%									
Response												
<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</p>												

<p>school</p> <p>Play Based Learning Implementing our Play Based Learning pedagogy</p>		<p>This is something that is hard to ascertain and/or judge. One of our wonderings in this space is the impact COVID has had on our 5 year olds. We are noticing an increasing number of our 5 year olds with a range of diverse and complex needs. Wonderings are:</p> <ul style="list-style-type: none"> • Increased anxiety from Lockdowns. • Pressure on whānau has manifested in tamariki • Mask wearing for a long period of time removed the ability to read facial expressions • Mask wearing for a long period of time prevented children from seeing sounds being articulate (speech issues) 	
---	--	--	--

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.

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 6 Writing
- Mathematics:
 - To have a positive percentage shift and increase in 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 4 and Tau 6 Pāngarau
- Pānui:
 - To have a positive percentage shift and increase in Year 5 Pānui
- Marautanga:
 - To have a positive percentage increase across all Matauranga areas.

2022 Baseline Data: Kura Auraki

- Comprehensive analysis of our end of year data showed:
 - Writing continued to be our lowest curriculum area and an area we aimed to see improvement in this area
 - To see a positive percentage shift in our three core curriculum areas
 - We wanted Māori to achieve comparable to New Zealand European

2022 Baseline Data: Te Arawaru

- Comprehensive analysis of our end of year data showed:
 - To see a positive percentage shift in our three core curriculum areas
 - To see a positive percentage shift with our tuakana

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>Curriculum Refresh Working through the refresh of NZC and TMOA</p> <p>Writing Initiative Allowance for staff innovation or creativity with the acceleration/development of writing</p> <p>Mathematics Maintaining our mathematics pedagogy</p> <p>Handwriting Deliberate and consistent teaching of handwriting</p> <p>Mathematics Mathematics Support</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>All teaching staff participated in and completed Te Ahu o Te Reo. 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 scope and sequence was introduced. We have noticed a big improvement with our children's handwriting, which has resulted in their fluency to write.</p> <p>While no major writing</p>	<p>Kura Auraki</p> <p>Target: To have a positive percentage shift and increase in Writing</p> <table border="1" data-bbox="371 965 523 1361"> <tr> <td>2022</td> <td>2023</td> </tr> <tr> <td>60%</td> <td>64% ↑4%</td> </tr> </table> <p>All</p> <p>Target: To have a positive percentage shift and increase in Year 6 Writing</p> <table border="1" data-bbox="687 965 839 1361"> <tr> <td>2022</td> <td>2023</td> </tr> <tr> <td>46%</td> <td>49% ↑3%</td> </tr> </table> <p>Year 6</p> <p>Target: To have a positive percentage shift and increase in Year 3 Reading</p> <table border="1" data-bbox="1007 965 1158 1361"> <tr> <td>2022</td> <td>2023</td> </tr> <tr> <td>55%</td> <td>61% ↑6%</td> </tr> </table> <p>Year 3</p> <p>Target: For Māori to achieve comparably with NZE</p>	2022	2023	60%	64% ↑4%	2022	2023	46%	49% ↑3%	2022	2023	55%	61% ↑6%	<p>Nine Targets have been Met</p> <p>Five Targets have not been Met</p> <p>One Target has invariably remained the same</p> <p>Kura Auraki We have seen a positive shift in our Reading and Writing Targets, which we are very pleased with.</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 has widened. Of greatest concern is the widening disparity in Writing and we know that this is something that we need to address.</p> <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>We had disruption to our</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. Our Literacy intervention teacher will also be undertaking literacy coaching with our staff to continue to improve their teaching practice.</p> <p>We are aiming to sustain our Maths Coach, has been instrumental in working with our staff to improve their mathematical knowledge and application.</p> <p>Te Arawaru will have the support of Mahi to not only take intervention groups, but to also coach staff with effective literacy practice in Te Reo Hanganga.</p> <p>Manawatu Team will continue to effectively use assessment data to identify target learners who need support to</p>
2022	2023															
60%	64% ↑4%															
2022	2023															
46%	49% ↑3%															
2022	2023															
55%	61% ↑6%															

Teacher

Rangitāne

Iwi partnership with Rangitāne

Te Reo Matatini

Systematic and deliberate teaching of pānui through Te Reo Matatini

initiative was undertaken by staff, teachers certainly paid credence to providing a well planned and executed writing programme. Especially in senior classes, our kaiako integrated writing into other curriculum areas, such as science, where tamariki can see the purpose for their writing.

We (mostly) maintained our Mathematics Intervention Support. While Bridget worked alongside tamariki, she also spent time coaching staff with improved mathematical pedagogy and practice.

	NZE	Māori
Reading	82%	74% ↓6%
Writing	74%	54% ↓20%
Maths	80%	69% ↓11%

Target: To continue to have a positive percentage shift across all three areas

	2022	2023
Reading	70%	75% ↑5%
Writing	60%	64% ↑4%
Maths	73%	72% ↓1%

Te Arawaru

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

	2022	2023
Tau 5	45%	36% ↓9%

Intervention Support in Te Arawaru through the course of the year, with the departure of our intervention teacher (for pānui and tuhi). We then secured Mahi (from Mahi By Mahi) to take our intervention groups and our tamariki began to make excellent progress.

However, pānui and tuhi will continue to be focuses for us next year and we are fortunate to be able to re-employ Mahi in this role.

accelerate their progress and achievement.

Target: To have a positive percentage shift and increase in Tau 4 and Tau 6 Pāngarau

	2022	2023
Tau 4	37%	57% ↑20%
Tau 6	29%	12% ↓17%

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

	2022	2023
Pānui	60%	67% ↑7%
Tuhituhi	64%	70% ↑6%
Pāngarau	60%	69% ↑9%

Regan Orr
Tumuaki/Principal
29 November 2023



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA
Whānau Eke - Kōwhiri ki te Pūnaha Matatapu

End of Year Achievement Reporting Kura Auraki December 2023

READING

All Years in the Cohort		Below	At/Above
Year 0 (14)	-	14 (100%)	
Year 1 (68)	-	68 (100%)	
Year 2 (60)	18 (30%)	42 (70%)	
Year 3 (56)	22 (39%)	34 (61%)	
Year 4 (61)	17 (28%)	44 (72%)	
Year 5 (59)	15 (25%)	44 (75%)	
Year 6 (57)	20 (35%)	37 (65%)	
TOTAL (375)	92 (25%)	283 (75%)	

Males - 2011 in the cohort		Below	At/Above
Year 0 (8)	-	8 (100%)	
Year 1 (38)	-	38 (100%)	
Year 2 (33)	9 (27%)	24 (73%)	
Year 3 (26)	9 (34%)	17 (66%)	
Year 4 (32)	10 (31%)	22 (69%)	
Year 5 (33)	12 (36%)	21 (64%)	
Year 6 (34)	14 (41%)	20 (59%)	
TOTAL (204)	54 (26%)	150 (74%)	

FEMALES: 172 Females in the cohort		Below	At/Above
Year 0 (6)	-	6 (100%)	
Year 1 (30)	-	30 (100%)	
Year 2 (27)	9 (33%)	18 (67%)	
Year 3 (30)	13 (43%)	17 (57%)	
Year 4 (29)	7 (24%)	22 (76%)	
Year 5 (26)	3 (11%)	23 (89%)	
Year 6 (23)	6 (26%)	17 (74%)	
TOTAL (171)	38 (22%)	133 (78%)	

MĀORI: 147 children in the cohort		Below	At/Above
Year 0 (4)	-	4 (100%)	
Year 1 (33)	-	33 (100%)	
Year 2 (19)	7 (37%)	12 (63%)	
Year 3 (23)	9 (39%)	14 (61%)	
Year 4 (22)	5 (22%)	17 (78%)	
Year 5 (24)	7 (29%)	17 (71%)	
Year 6 (22)	10 (45%)	12 (55%)	
TOTAL (147)	38 (26%)	109 (74%)	

NZEP/PA/KEHA - 152 children in the cohort		Below	At/Above
Year 0 (8)	-		8 (100%)
Year 1 (23)	-		23 (100%)
Year 2 (26)	2 (8%)		24 (92%)
Year 3 (19)	9 (47%)		10 (53%)
Year 4 (26)	7 (26%)		19 (74%)
Year 5 (26)	4 (15%)		22 (85%)
Year 6 (24)	6 (25%)		18 (75%)
TOTAL (152)	28 (18%)		124 (82%)

OTHER ETHNICITIES		Below	At/Above
Pasifika (35)	11 (31%)		24 (69%)
Asian (32)	12 (38%)		20 (62%)
MELAA (5)	0		5 (100%)

STUDENTS WHO STARTED AT GNS		At/Above (2022)	At/Above (2023)
	74%		83% ↑9%

READING Year on Year Comparison: 2022/2023

Difference in cohort between 2022/2023
 2022: 340
 2023: 376

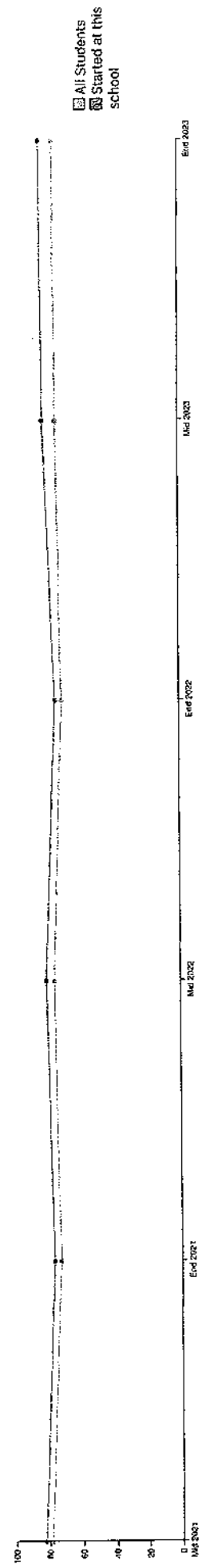
	At/Above	At/Above
	2022	2023
ALL	70%	75% ↑5%
2022 Year 0/2023 Year 1	100%	100%
2022 Year 1/2023 Year 2	57%	70% ↑13%
2022 Year 2/2023 Year 3	55%	61% ↑6%
2022 Year 3/2023 Year 4	74%	72% ↓2%
2022 Year 4/2023 Year 5	74%	75% ↑1%
2022 Year 5/2023 Year 6	65%	65% -
Males	66%	74% ↑8%
Females	72%	78% ↑6%
Māori	67%	74% ↑7%
NZE	72%	82% ↑10%
Pasifika	76%	69% ↓7%
Asian	68%	62% ↓6%
MELAA	NA%	100%

Overview of Reading Achievement: 2021 - 2023

Counts ↑ Mid 2021 End 2021 Mid 2022 End 2022 Mid 2023 End 2023

Well above	0	0	0	0	0	0
Above	37	58	67	77	81	107
At	94	79	114	112	163	176
Below	37	54	60	82	91	92
Well below	0	0	0	0	0	0
Total At or above	131 out of 168	137 out of 191	181 out of 241	189 out of 271	244 out of 335	283 out of 375
Percentage At or above	78%	72%	75%	70%	73%	75%

Percentage of students at or above



WRITING

	Below	At/Above
ALL: 375 children in the cohort		
Year 0 (14)	-	14 (100%)
Year 1 (68)	-	68 (100%)
Year 2 (60)	20 (33%)	40 (63%)
Year 3 (56)	27 (48%)	29 (52%)
Year 4 (61)	32 (52%)	29 (48%)
Year 5 (59)	27 (45%)	32 (55%)
Year 6 (57)	29 (51%)	28 (49%)
TOTAL (375)	135 (36%)	240 (64%)

	Below	At/Above
MALES: 204 Males in the cohort		
Year 0 (8)	-	8 (100%)
Year 1 (38)	-	38 (100%)
Year 2 (33)	9 (27%)	24 (73%)
Year 3 (26)	14 (54%)	12 (46%)
Year 4 (32)	21 (65%)	11 (35%)
Year 5 (33)	21 (63%)	12 (37%)
Year 6 (34)	21 (61%)	13 (39%)
TOTAL (204)	86 (42%)	117 (58%)

FEMALES: 171 females in the cohort		Below	At/Above
Year 0 (6)	-	6 (100%)	
Year 1 (30)	-	30 (100%)	
Year 2 (27)	11 (40%)	16 (60%)	
Year 3 (30)	13 (43%)	17 (57%)	
Year 4 (29)	11 (38%)	18 (62%)	
Year 5 (26)	6 (23%)	20 (77%)	
Year 6 (23)	8 (34%)	15 (66%)	
TOTAL (171)	49 (29%)	122 (71%)	

MAORI: 147 children in the cohort		Below	At/Above
Year 0 (4)	-	4 (100%)	
Year 1 (33)	-	33 (100%)	
Year 2 (19)	10 (53%)	9 (47%)	
Year 3 (23)	13 (56%)	10 (44%)	
Year 4 (22)	13 (59%)	9 (41%)	
Year 5 (24)	16 (67%)	8 (33%)	
Year 6 (22)	16 (72%)	6 (28%)	
TOTAL (147)	68 (46%)	79 (54%)	

MŪZU/PĀKEHA: 152 children in the cohort		Below	At/Above
Year 0 (8)	-	-	8 (100%)
Year 1 (23)	-	-	23 (100%)
Year 2 (26)	2 (8%)	2 (8%)	24 (92%)
Year 3 (19)	9 (47%)	9 (47%)	10 (53%)
Year 4 (26)	13 (50%)	13 (50%)	13 (50%)
Year 5 (26)	7 (26%)	7 (26%)	19 (74%)
Year 6 (24)	9 (38%)	9 (38%)	15 (62%)
TOTAL (152)	40 (26%)	40 (26%)	112 (74%)

OTHER ETHNICITIES		Below	At/Above
Pasifika (35)	14 (47%)	14 (47%)	21 (53%)
Asian (32)	10 (31%)	10 (31%)	22 (69%)
MELAA (5)	-	-	5 (100%)

STUDENTS WHO STARTED AT CNS		At/Above (2022)	At/Above (2023)
	67%	67%	73% ↑ 6%

WRITING Year on Year Comparison 2022/2023

Difference in cohort between 2022/2023
 2022: 340
 2023: 376

	At/Above	At/Above
	2022	2023
ALL	60%	64% ↑4%
2022 Year 0/2023 Year 1	100%	100% -
2022 Year 1/2023 Year 2	52%	63% ↑11%
2022 Year 2/2023 Year 3	64%	52% ↓8%
2022 Year 3/2023 Year 4	62%	48% ↓14%
2022 Year 4/2023 Year 5	70%	55% ↓15%
2022 Year 5/2023 Year 6	46%	49% ↑3%
Males	54%	58% ↑4%
Females	67%	71% ↑4%
Māori	54%	54% -
NZE	65%	74% ↑9%
Pasifika	63%	53% ↓10%
Asian	60%	69% ↑9%
MELAA	NA%	100%

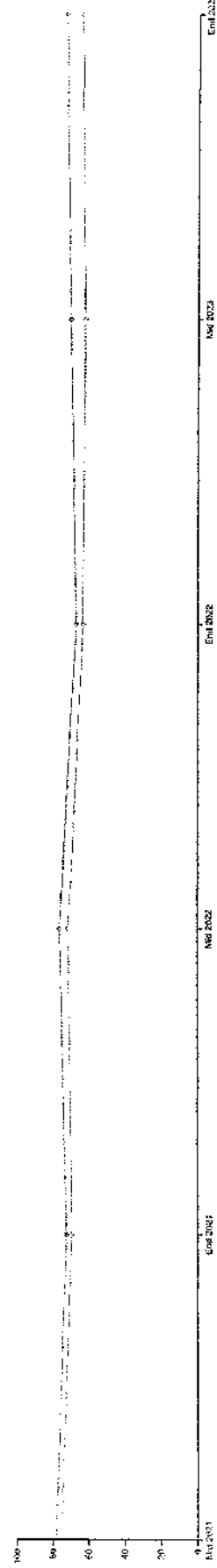


Overview of Writing Achievement 2021 - 2023

Counts ↑ Mid 2021 End 2021 Mid 2022 End 2022 ↑ Mid 2023 End 2023

Well above	0	0	0	0	0	0
Above	19	33	36	44	35	32
At	107	99	134	128	170	208
Below	42	59	71	99	128	135
Well below	0	0	0	0	0	0
Total At or above	126 out of 168	132 out of 191	170 out of 241	172 out of 271	205 out of 333	240 out of 375
Percentage At or above	75%	69%	71%	63%	62%	64%

Percentage of students at or above



MATHEMATICS

	Below	At/Above
ALL: 375 children in the cohort.		
Year 0 (14)	-	14 (100%)
Year 1 (68)	-	68 (100%)
Year 2 (61)	13 (21%)	47 (79%)
Year 3 (56)	15 (27%)	41 (73%)
Year 4 (61)	26 (43%)	35 (57%)
Year 5 (59)	25 (42%)	34 (58%)
Year 6 (57)	28 (49%)	29 (51%)
TOTAL (375)	107 (28%)	268 (72%)

	Below	At/Above
MALES: 204 Males in the cohort.		
Year 0 (8)	-	8 (100%)
Year 1 (38)	-	38 (100%)
Year 2 (33)	5 (15%)	28 (85%)
Year 3 (26)	5 (19%)	21 (81%)
Year 4 (32)	13 (40%)	19 (60%)
Year 5 (33)	15 (45%)	18 (55%)
Year 6 (34)	15 (44%)	19 (56%)
TOTAL (204)	53 (26%)	151 (74%)



FEMALES: 171 Females in the cohort	Below	At/Above
Year 0 (6)	-	6 (100%)
Year 1 (30)	-	30 (100%)
Year 2 (27)	8 (30%)	19 (70%)
Year 3 (30)	10 (33%)	20 (67%)
Year 4 (29)	13 (45%)	16 (55%)
Year 5 (26)	10 (38%)	16 (62%)
Year 6 (23)	13 (57%)	10 (43%)
TOTAL (171)	54 (32%)	117 (68%)

MĀORI: 147 children in the cohort	Below	At/Above
Year 0 (4)	-	4 (100%)
Year 1 (33)	-	33 (100%)
Year 2 (19)	5 (26%)	14 (74%)
Year 3 (23)	6 (26%)	17 (74%)
Year 4 (22)	7 (32%)	15 (68%)
Year 5 (24)	15 (63%)	9 (37%)
Year 6 (22)	13 (59%)	9 (41%)
TOTAL (147)	46 (31%)	101 (69%)

MŌHIOI/PAKEHA - 152 children in the cohort		Below	At/Above
Year 0 (8)	-		8 (100%)
Year 1 (23)	-		23 (100%)
Year 2 (26)	1 (4%)		25 (99%)
Year 3 (19)	4 (21%)		15 (79%)
Year 4 (26)	12 (46%)		14 (54%)
Year 5 (26)	4 (15%)		22 (85%)
Year 6 (24)	9 (38%)		15 (62%)
TOTAL (152)	30 (20%)		122 (80%)

OTHER ETHNICITIES		Below	At/Above
Pasifika (35)	18 (51%)		17 (49%)
Asian (32)	10 (31%)		22 (69%)
MELAA (5)	-		5 (100%)

STUDENTS WHO STARTED AT GNS		At/Above (2022)	At/Above (2023)
	85%		81% ↓3%



MATHEMATICS Year on Year Comparison: 2022/2023

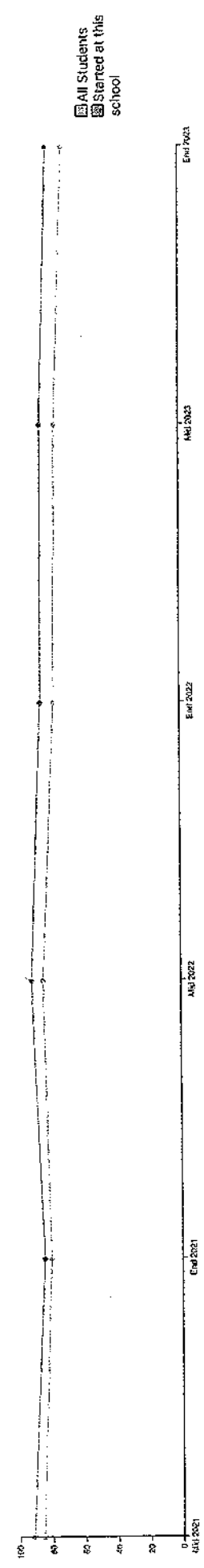
	2022	2023
ALL	73%	72% ↓1%
2022 Year 0/2023 Year 1	100%	100%
2022 Year 1/2023 Year 2	89%	79% ↓10%
2022 Year 2/2023 Year 3	80%	73% ↓7%
2022 Year 3/2023 Year 4	72%	57% ↓15%
2022 Year 4/2023 Year 5	68%	58% ↓10%
2022 Year 5/2023 Year 6	58%	51% ↓7%
Males	78%	74% ↓4%
Females	68%	68% -
Māori	70%	69%
NZE	80%	80% -
Pasifika	61%	49% ↓12%
Asian	82%	69% ↓13%
MELAA	NA	100%

Overview of Maths Achievement: 2021 - 2023

Counts

	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well above	0	0	0	0	0	0
Above	37	47	61	67	64	71
At	106	105	141	143	191	197
Below	25	39	39	61	80	107
Well below	0	0	0	0	0	0
Total At or above	143 out of 168	152 out of 191	202 out of 241	210 out of 271	255 out of 335	268 out of 375
Percentage At or above	85%	80%	84%	77%	76%	71%

Percentage of students at or above



End of Year 2023	READING		WRITING		MATHEMATICS	
	Below	A/ Above	Below	A/ Above	Below	A/ Above
Year 0	-	14 (100%)	-	14 (100%)	-	14 (100%)
Year 1	-	68 (100%)	-	68 (100%)	-	68 (100%)
Year 2	18 (30%)	42 (70%)	20 (33%)	40 (63%)	13 (21%)	47 (79%)
Year 3	22 (39%)	34 (61%)	27 (48%)	29 (52%)	15 (27%)	41 (73%)
Year 4	17 (28%)	44 (72%)	32 (52%)	29 (48%)	26 (43%)	35 (57%)
Year 5	15 (25%)	44 (75%)	27 (45%)	32 (55%)	25 (42%)	34 (58%)
Year 6	20 (35%)	37 (65%)	29 (51%)	28 (49%)	28 (49%)	29 (51%)
TOTAL	92 (25%)	283 (75%)	135 (36%)	240 (64%)	107 (29%)	268 (72%)
Māori	38 (26%)	109 (74%)	68 (46%)	79 (54%)	46 (31%)	101 (69%)
NZE	28 (18%)	124 (82%)	40 (26%)	112 (74%)	30 (20%)	122 (80%)
Males	54 (26%)	150 (74%)	86 (42%)	117 (58%)	53 (26%)	151 (74%)
Females	38 (22%)	133 (78%)	49 (29%)	122 (71%)	54 (32%)	117 (68%)

Summary:

- Our comparative data shows:

	2019	2020	2021	2022	2023 <small>since 2019</small>	
Reading	53%	65%	72%	70%	75% ↑22%	Increase of 5% with the number of children At/Above in Reading between 2022/2023
Writing	42%	52%	63%	60%	64% ↑22%	Increase of 4% with the number of children At/Above in Writing between 2022/2023
Maths	59%	65%	75%	73%	72% ↑13%	Decrease of 1% with the number of children At/Above in Maths between 2022/2023

2023	NZE	Māori	
Reading	82%	74%	Disparity of 8% between NZE and Māori [disparity has increased by 3%]
Writing	74%	54%	Disparity of 20% between NZE and Māori [disparity has increased by 9%]
Maths	80%	69%	Disparity of 11% between NZE and Māori [disparity has increased by 1%]

2022	NZE	Māori	
Reading	72%	67%	Disparity of 5% between NZE and Māori
Writing	65%	54%	Disparity of 11% between NZE and Māori
Maths	80%	70%	Disparity of 10% between NZE and Māori

- We need to sustain our focus on trying to reduce the disparity between Māori and New Zealand European.



	Females	Males	
Reading	78%	74%	Disparity of 7% between Females and Males
Writing	71%	58%	Essentially achieving comparably
Maths	68%	74%	Disparity of 4% between Males and Females.

Wonderings and What we Know:

- We have seen a slight positive shift of achievement, year on year, in Reading and Writing
- Reading has had a positive shift across most cohorts
- Our Writing data has highlighted a focus on the middle area of our school
- Maths has effectively stayed the same - 73%/72%
- Maths has shown a decrease across most cohorts
- Males continue to achieve better in Maths than Females
- Females outperform Males in Writing and achieve slightly better in Reading
- We know we need to continue to look into effective Writing practice and pedagogy
- Where we can, sustain our Maths Coaching model, as this was making a difference to staff pedagogy

Possible Kura Auraki Target areas for 2024:

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

Focuses and considerations for us:

- Explicit teaching of Structured Literacy and consistency of application
- Maths and Literacy Coaching for staff
- Deliberate and authentic teaching of Writing

Regan Orr

Tumuaki





CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

— Whaka Kā Tūtuki - strive to your potential —

How we have given effect to Te Tiriti o Waitangi

In 2023, 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
- all staff participating in Te Ahu o Te Reo for two terms
- operating 2 classes at Māori Immersion Level 2
- operating 3 classes at Māori Immersion Level 1
- connection and engagement with Mana Whenua, Rangitāne
- Teacher Only Day with Rangitāne learning about Rangitānetanga
- 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, eg: at staff events (Learning Conferences)
- increased use of Te Reo in school documents, ie: Staff Meeting Agenda/Hui
- employment of a reputable kapa haka tutor
- participation at Pae Tamariki
- 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

Regan Orr

Tumuaki

28 November 2023



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

Whaka Kōhū Tutahi - strives 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>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>What is your equal employment opportunities programme? How have you been fulfilling your programme?</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**

Whatā iā Tutēki - 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>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 5 Rumaki classes, we have 5 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>How have you enhanced the abilities of individual employees?</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 91% of women employees.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>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. .</p>



CENTRAL NORMAL SCHOOL
TE KURA TUATAHI O PAPAIOEA

Whakaaro, Teiwhiri - i te ora to year potentials

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?	✓	



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

— Whakaaro Te Tahi - Mōre to your potential —

Central Normal School - Use of Kiwisport Funding: 2023

In the year 2023, Central Normal School/Te Kura Tuatahi o Papaioea received a total of: **\$7,369**

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 2023 year, we used our Kiwisport funding to:

- purchase an outdoor storage rack full of sports balls for children to use at break times
- contribution towards children playing sports for the school
- contribution towards entry to Ricoh Sports tournament

Elly Warnock
Tumuaki/Principal