

WAIRAKEI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 2066

Principal: Paula Farquhar

School Address: 2 Wairakei Village, Wairakei

School Postal Address: Kauri Drive, Wairakei, Taupo, 3332

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Accountant / Service Provider:

Education  Services.
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WAIRAKEI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Wairakei 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.

Tracy michelle Bama
Full Name of Presiding Member

Bama.
Signature of Presiding Member

03 June 2025

Date:

Paula Maere Fagaha
Full Name of Principal

Paula Fagaha
Signature of Principal

03 June 2025

Date:

Wairakei School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,311,166	2,810,775	3,142,054
Locally Raised Funds	3	96,505	82,550	88,209
Interest		21,050	5,000	13,080
Gain on Sale of Property, Plant and Equipment		1,052	-	-
Total Revenue		3,429,773	2,898,325	3,243,343
Expense				
Locally Raised Funds	3	60,196	51,280	77,512
Learning Resources	4	2,385,537	2,131,476	2,252,756
Administration	5	224,350	208,670	224,831
Interest		1,801	764	1,386
Property	6	762,827	494,635	780,438
Total Expense		3,434,711	2,886,825	3,336,923
Net Surplus / (Deficit) for the year		(4,938)	11,500	(93,580)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(4,938)	11,500	(93,580)

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



Wairakei School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January		1,097,364	1,122,220	1,133,308
Total comprehensive revenue and expense for the year		(4,938)	11,500	(93,580)
Contributions from the Ministry of Education - MoE Assets		-	-	41,547
Contributions from the Ministry of Education - Furniture and Equipment Grant		1,516	-	16,089
Equity at 31 December		1,093,942	1,133,720	1,097,364
Accumulated comprehensive revenue and expense		1,093,942	1,133,720	1,097,364
Equity at 31 December		1,093,942	1,133,720	1,097,364

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.



Wairakei School

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	100,189	169,504	106,394
Accounts Receivable	8	208,078	204,326	186,771
GST Receivable		13,566	13,018	7,791
Prepayments		21,795	3,932	8,804
Inventories	9	-	450	-
Investments	10	127,982	71,686	124,261
Funds Receivable for Capital Works Projects	17	23,581	-	27,719
		495,191	462,916	461,740
Current Liabilities				
Accounts Payable	12	198,857	210,792	183,286
Revenue Received in Advance	14	3,895	4,012	7,897
Provision for Cyclical Maintenance	15	67,282	41,880	-
Finance Lease Liability	16	15,288	12,292	13,496
Funds held for Capital Works Projects	17	35,894	-	25,628
		321,216	268,976	230,307
Working Capital Surplus/(Deficit)		173,975	193,940	231,433
Non-current Assets				
Property, Plant and Equipment	11	1,058,483	1,011,351	1,050,100
Intangible Assets		29,678	29,678	29,678
		1,088,161	1,041,029	1,079,778
Non-current Liabilities				
Borrowings	13	-	13,483	-
Provision for Cyclical Maintenance	15	147,826	63,961	190,383
Finance Lease Liability	16	20,368	23,805	23,464
		168,194	101,249	213,847
Net Assets		1,093,942	1,133,720	1,097,364
Equity		1,093,942	1,133,720	1,097,364

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



Wairakei School
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		834,792	772,673	819,220
Locally Raised Funds		97,251	82,550	62,825
Goods and Services Tax (net)		(5,775)	-	5,227
Payments to Employees		(359,257)	(308,600)	(327,083)
Payments to Suppliers		(497,444)	(449,020)	(541,396)
Interest Paid		(1,801)	(764)	(1,386)
Interest Received		20,700	5,000	13,374
Net cash from/(to) Operating Activities		88,466	101,839	30,781
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		1,052	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(94,393)	(81,000)	(36,247)
Purchase of Investments		(3,721)	-	(104,101)
Proceeds from Sale of Investments		-	-	51,526
Net cash from/(to) Investing Activities		(97,062)	(81,000)	(88,822)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,516	-	16,089
Contributions from Ministry of Education		-	-	41,547
Finance Lease Payments		(10,375)	(13,142)	(9,175)
Repayment of Loans		-	-	(20,423)
Funds Administered on Behalf of Other Parties		11,250	-	(25,410)
Net cash from/(to) Financing Activities		2,391	(13,142)	2,628
Net increase/(decrease) in cash and cash equivalents		(6,205)	7,697	(55,413)
Cash and cash equivalents at the beginning of the year	7	106,394	161,807	161,807
Cash and cash equivalents at the end of the year	7	100,189	169,504	106,394

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.



Wairakei School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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



d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	50 years
Furniture and Equipment	5-15 years
Information and Communication Technology	4-5 years
Textbooks	10 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on a comparison to recent market transactions.

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.



s) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	825,632	774,977	821,388
Teachers' Salaries Grants	1,921,420	1,746,896	1,845,373
Use of Land and Buildings Grants	536,437	286,902	473,612
Other Government Grants	27,677	2,000	1,681
	3,311,166	2,810,775	3,142,054

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	12,275	15,100	12,366
Fees for Extra Curricular Activities	34,541	25,500	32,914
Trading	10,878	8,950	9,460
Fundraising and Community Grants	38,811	18,000	19,587
Other Revenue	-	15,000	13,882
	96,505	82,550	88,209
Expense			
Extra Curricular Activities Costs	41,797	42,730	57,485
Trading	11,779	8,550	13,047
Fundraising and Community Grant Costs	6,620	-	6,980
	60,196	51,280	77,512
<i>Surplus for the year Locally Raised Funds</i>	36,309	31,270	10,697

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	129,475	108,100	107,373
Employee Benefits - Salaries	2,119,990	1,907,896	2,015,705
Staff Development	34,199	31,000	33,411
Depreciation	99,584	76,280	91,631
Other Learning Resources	1,407	2,200	1,195
Consultancy & Contract Services	882	6,000	3,441
	2,385,537	2,131,476	2,252,756



5. Administration

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fees	8,800	7,500	6,945
Board Fees and Expenses	33,011	28,700	35,962
Other Administration Expenses	42,524	46,970	47,244
Employee Benefits - Salaries	118,509	110,000	114,341
Insurance	6,506	1,500	6,239
Service Providers, Contractors and Consultancy	15,000	14,000	14,100
	<u>224,350</u>	<u>208,670</u>	<u>224,831</u>

6. Property

	2024	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Consultancy and Contract Services	88,141	80,000	68,973
Cyclical Maintenance	24,725	23,902	87,267
Heat, Light and Water	15,492	17,000	16,949
Rates	1,381	2,450	2,401
Repairs and Maintenance	34,613	33,631	75,361
Use of Land and Buildings	536,437	286,902	473,612
Employee Benefits - Salaries	40,367	36,000	38,027
Other Property Expenses	21,671	14,750	17,848
	<u>762,827</u>	<u>494,635</u>	<u>780,438</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	2024 Budget	2023
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Accounts	48,356	69,504	106,394
Short-term Bank Deposits	51,833	100,000	-
Cash and cash equivalents for Statement of Cash Flows	<u>100,189</u>	<u>169,504</u>	<u>106,394</u>

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

Of the \$100,189 Cash and Cash Equivalents, \$35,894 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 \$100,189 Cash and Cash Equivalents, \$3,895 of Revenue Received in Advance is held by the school, as disclosed in note 14.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	27,090	939	34,047
Receivables from the Ministry of Education	3,952	-	2,563
Interest Receivable	1,886	1,830	1,536
Banking Staffing Underuse	-	16,958	-
Teacher Salaries Grant Receivable	175,150	184,599	148,625
	<u>208,078</u>	<u>204,326</u>	<u>186,771</u>
Receivables from Exchange Transactions	28,976	2,769	35,583
Receivables from Non-Exchange Transactions	179,102	201,557	151,188
	<u>208,078</u>	<u>204,326</u>	<u>186,771</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	-	450	-
	<u>-</u>	<u>450</u>	<u>-</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	127,982	71,686	124,261
Total Investments	<u>127,982</u>	<u>71,686</u>	<u>124,261</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	748,762	-	-	-	(22,834)	725,928
Furniture and Equipment	206,967	48,715	-	-	(38,906)	216,776
Information and Communication Technology	40,318	38,305	-	-	(19,461)	59,162
Textbooks	-	7,373	-	-	(725)	6,648
Leased Assets	35,287	13,574	-	-	(15,312)	33,549
Library Resources	18,766	-	-	-	(2,346)	16,420
	1,050,100	107,967	-	-	(99,584)	1,058,483

The net carrying value of equipment held under a finance lease is \$33,549 (2023: \$35,287)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,061,290	(335,362)	725,928	1,061,290	(312,528)	748,762
Furniture and Equipment	849,616	(632,840)	216,776	802,504	(595,537)	206,967
Information and Communication Technology	458,320	(399,158)	59,162	423,145	(382,827)	40,318
Textbooks	56,551	(49,903)	6,648	49,178	(49,178)	-
Leased Assets	115,050	(81,501)	33,549	101,476	(66,189)	35,287
Library Resources	64,130	(47,710)	16,420	64,130	(45,364)	18,766
	2,604,957	(1,546,474)	1,058,483	2,501,723	(1,451,623)	1,050,100

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	11,250	17,650	18,292
Accruals	7,905	4,497	11,857
Employee Entitlements - Salaries	175,150	184,599	148,625
Employee Entitlements - Leave Accrual	4,552	4,046	4,512
	<u>198,857</u>	<u>210,792</u>	<u>183,286</u>
Payables for Exchange Transactions	198,857	210,792	183,286
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>198,857</u>	<u>210,792</u>	<u>183,286</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due after one year	-	13,483	-
	<u>-</u>	<u>13,483</u>	<u>-</u>

In the Board signed an agreement with (the contractor) for an agreed programme of work covering a Income in Advance year period. The programme provides for Grants in Advance - MOE of the Ministry owned buildings in , with regular maintenance in subsequent years. The agreement has an annual commitment of \$. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Income in Advance	3,895	4,012	4,253
Grants in Advance - MOE	-	-	3,644
	<u>3,895</u>	<u>4,012</u>	<u>7,897</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	190,383	81,939	103,116
Increase to the Provision During the Year	34,371	23,902	37,297
Use of the Provision During the Year	-	-	(4,577)
Other Adjustments	(9,646)	-	54,547
Provision at the End of the Year	215,108	105,841	190,383
Cyclical Maintenance - Current	67,282	41,880	-
Cyclical Maintenance - Non current	147,826	63,961	190,383
	215,108	105,841	190,383

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

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	16,885	12,292	14,888
Later than One Year and no Later than Five Years	21,458	23,805	24,282
Future Finance Charges	(2,687)	-	(2,210)
	35,656	36,097	36,960
Represented by			
Finance lease liability - Current	15,288	12,292	13,496
Finance lease liability - Non current	20,368	23,805	23,464
	35,656	36,097	36,960



17. Funds Held for Capital Works Projects

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

2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Block A refurbishment	220378	(21,731)	30,844	(1)	-	9,112
Drainage & Toilet Refurbishment	236981	(5,988)	15,825	(22,788)	-	(12,951)
Heatpump Installation	246608	25,628	3,168	(39,426)	-	(10,630)
LSPM	243563	-	18,247	(18,247)	-	-
AMS Combined:A&B Toilet Refurbishment	236982	-	26,782	-	-	26,782
Totals		(2,091)	94,866	(80,462)	-	12,313

Represented by:

Funds Held on Behalf of the Ministry of Education	35,894
Funds Receivable from the Ministry of Education	(23,581)

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Relocatable Classroom		12,108	-	(12,108)	-	-
Block A refurbishment	220378	(2,297)	-	(19,434)	-	(21,731)
Block G Remediation	215651	(21,670)	-	21,670	-	-
New Bell System	236983	11,367	3,141	(14,508)	-	-
CMS Roof Replacements	236980	14,021	24,847	(38,868)	-	-
Drainage & Toilet Refurbishment	236981	12,944	-	(18,932)	-	(5,988)
Heatpump Installation	246608	-	25,628	-	-	25,628
Totals		26,473	53,616	(82,180)	-	(2,091)

Represented by:

Funds Held on Behalf of the Ministry of Education	25,628
Funds Receivable from the Ministry of Education	(27,719)



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 Principals and Heads of Departments.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	5,550	4,510
<i>Leadership Team</i>		
Remuneration	1,021,697	1,011,491
Full-time equivalent members	9.26	9.00
Total key management personnel remuneration	<u>1,027,247</u>	<u>1,016,001</u>

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (1 members) and Property (1 members) committees that met 8 and 6 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

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

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	2.00
110 - 120	1.00	2.00
120 - 130	1.00	1.00
	<u>7.00</u>	<u>5.00</u>

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:

	2024 Actual	2023 Actual
Total	\$0	\$0
Number of People	0	0

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$302,724 (2023: \$150,511) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment
	\$
Block A Refurbishment	0
Drainage & Toilet Refurbishment	13,801
Heatpump Installation	2,879
LSPM	1,978
AMS Combined:A&B Toilet Refurbishment	284,066
Total	302,724

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

(b) Operating Commitments

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



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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	100,189	169,504	106,394
Receivables	208,078	204,326	186,771
Investments - Term Deposits	127,982	71,686	124,261
Total financial assets measured at amortised cost	436,249	445,516	417,426

Financial liabilities measured at amortised cost

Payables	198,857	210,792	183,286
Borrowings - Loans	-	13,483	-
Finance Leases	35,656	36,097	36,960
Total financial liabilities measured at amortised cost	234,513	260,372	220,246

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 WAIRAKEI SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Wairakei (the School). The Auditor-General has appointed me, David Fraser using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 03 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 the information included on pages 1, 26 to 95, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

David Fraser

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

Wairakei School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Chris Te Whare	Presiding Member	Elected	Sep 2025
Paula Farquhar	Principal	ex Officio	
Gordon Roberts	Parent Representative	Elected	Sep 2025
Emily Walker	Parent Representative	Co-opted	Sep 2025
Tracey Bouma	Parent Representative	Co-opted	Sep 2025
Tony Young	Parent Representative	Elected	Sep 2025
Virginia McCreadie	Parent Representative	Co-opted	Sep 2025
Gayle Leaf	Parent Representative	Co-opted	Sep 2025
Olivia Graham	Staff Representative	Elected	Sep 2025

Wairakei School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$5,765 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Wairakei School Board:

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

2024 Evaluation and Analysis of Wairakei Primary School Student Progress and Achievement

End of 2024 School-Wide Data	Plans for 2025
Mathematics <p>Analysis of school-wide mathematics data showed that overall 96% of students (365/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 236 were at their expected level and 129 were beyond. 13 students were working towards their expected curriculum level and 2 well below.</p> <p>Overall Māori achievement was 92% (73/79) achieving within or beyond their expected curriculum level.</p> <p>Overall boys achievement was 98% (196/200) and girls achievement was 94% (170/180).</p>	<ol style="list-style-type: none"> Students will receive an hour a day of direct and deliberate instruction in mathematics, reading and writing. Year 0-3 teachers who have not had BSLA professional development will complete this at the start of the year. Year 4-6 teachers will attend three day The Code professional development courses - the first group at the beginning of the year. Remedial literacy programmes will use the BSLA and Code programmes. Will continue maths professional development across the school with The Learner First. They will guide us through the implementation of the refreshed mathematics curriculum. Professional development around the implementation of the refreshed curriculum will occur for all staff. Assessment practices will be reviewed in line with the refreshed curriculum. Target students will be identified by teachers (based on the end of 2024 data). The process for monitoring these students will be reviewed in line with assessment practices. Review the localised curriculum and create a six year overview.
Reading <p>Analysis of school-wide reading data showed that overall 92% of students (351/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 257 were at their expected level and 94 were beyond. 27 students were working towards their expected curriculum level and 3 well below.</p> <p>Overall Māori achievement was 91% (72/79) achieving within or beyond their expected curriculum level.</p> <p>Overall boys achievement was 92% (185/200) and girls achievement was 92% (166/180).</p>	
Writing <p>Analysis of school-wide data showed that overall 87% of students (331/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 271 were at their expected level and 60 were beyond. 48 students were working towards their expected curriculum level and 2 well below.</p> <p>Overall Māori achievement was 86% (68/79) achieving within or beyond their expected curriculum level.</p> <p>Overall boys achievement was 86% (173/200) and girls achievement was 87% (158/180).</p>	

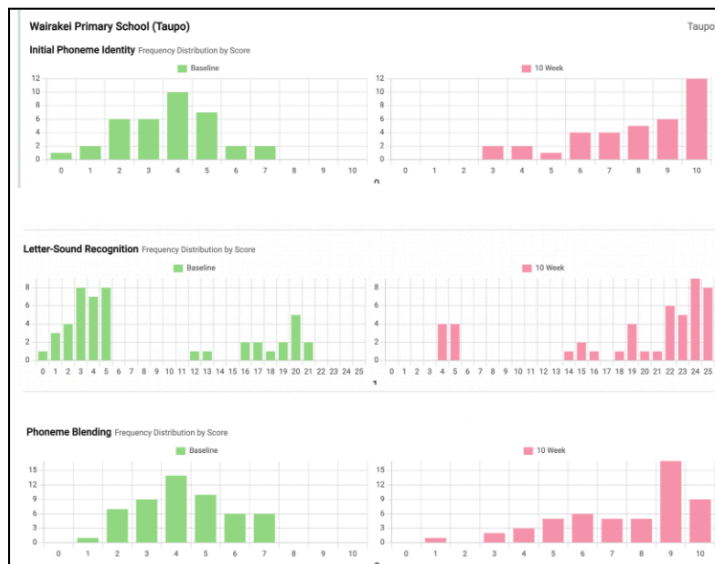
2024 Evaluation and Analysis of Wairakei Primary School Student Progress and Achievement

Structured Literacy

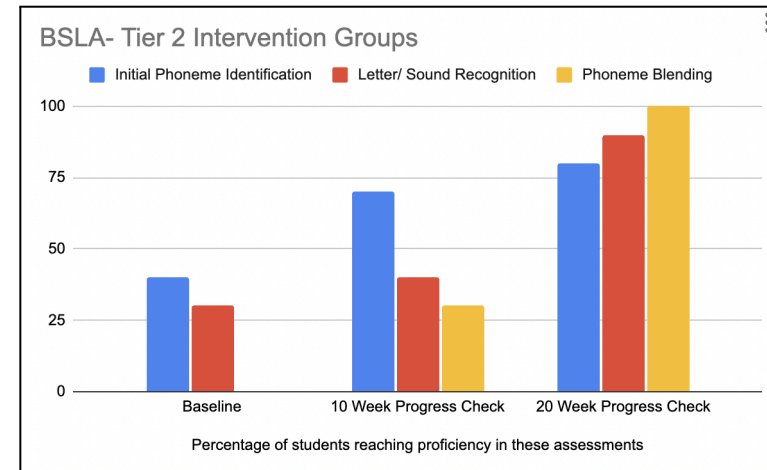
In 2024 we undertook school-wide implementation of structured literacy approaches.

In Years 0-2 teachers undertook professional learning in the Better Start Literacy Approach (BSLA).

Assessment Data was collected to measure the impact of BSLA - Cohort 1:



BSLA Intervention Groups were established to target those not making sufficient progress:



In Years 3-6 The Code was implemented.

The data shows that these approaches are having a positive effect on students' achievement as noted in the table above.

Local Curriculum

Local curriculum is how to bring The New Zealand Curriculum to life at Wairakei Primary School. Each terms' learning is integrated around a central concept.

In 2024 these were:

- Term 1 - Tūrangawaewae
- Term 2 - Zooming in
- Term 3 - Zooming Out - Where in the world?
- Term 4 - Solve a Problem - Make Life Easier

Through these concepts, students have had the opportunity to access and progress in all eight areas of the curriculum.

At the end of each of these integrated inquiries a Celebration of Learning is held and the community is invited to come in and share the learning with the students.

After the Term 3 Celebration of Learning a survey was sent out to teachers to gather feedback around the format of these celebrations. The following conclusion was written as a result of the feedback.

Conclusion

The 'Celebration of Learning' event served as a valuable, albeit imperfect, authentic assessment tool. It provided students with an opportunity to demonstrate their learning in engaging and varied ways, showcasing cultural awareness and enthusiasm for global perspectives. While logistical challenges were noted, the event generally succeeded in highlighting student growth and deep learning. Teachers gained insights into the benefits of collaborative teaching, curriculum integration, and flexible planning approaches. Moving forward, there's a recognised need to balance structured planning with adaptability to student needs, and to improve event organisation to better represent the full depth of student learning.

Students have regular opportunities to experience and develop their skills in the arts and music. In 2024 Year 5-6 team presented a Wearable Arts Show to showcase their learning.

All students have weekly PE lessons as well as fitness and afterschool sports, have a focus on cross country, athletics and swimming at different times of the year and students are able to compete and represent the school at events. In 2024, Wairakei is the Taupō Interschool swimming and cross country champion.

Expert coaches regularly into school to teach hockey, soccer, disc golf, netball, orienteering, tennis and ki o'rahi through the Taupō Sports - Kiwi Sports programme.

Technology and digital technology is incorporated across the curriculum. Hapara monitors internet usage

The teaching of te reo Māori and tikanga is supported by hapu - Te Rangiita Marae. A kaiako from the marae attends school one morning a week taking lessons in classes. The day starts and ends with karakia.

The development of the localised curriculum is undertaken with their input and support. In 2025 teams will adopt new names - gifted by hapu.

Whare tiaki, student leadership (Manukura and Pou Awhina roles) and buddy class structures encourage tuakana teina practices throughout the school.

In 2024, with support from the Taupō Kāhui Ako ASL's a Wairakei Primary School specific rubric was developed to measure Culturally Relevant and Responsive Pedagogy. It was decided that the 2025 goal as a result of initial observations would be questioned.

Students participate in kapa haka throughout the year and have the opportunity to represent Wairakei Primary School at the Ngāti Tūwharetoa Taiopenga Festival in September. This is supported by Matua Grant. In 2024, 48% (183/380) students participated in this festival across three groups.

2024 Ngāti Tūwharetoa Taiopenga Festival Numbers			
Girls		Boys	
Year 6	21	Year 6	14
Year 5	17	Year 5	8
Year 4	20	Year 4	10
Year 3	29	Year 3	20
Year 2	24	Year 2	20

2024 Mathematics Statement of Variance - Progress Against Targets

Schoolwide Target:

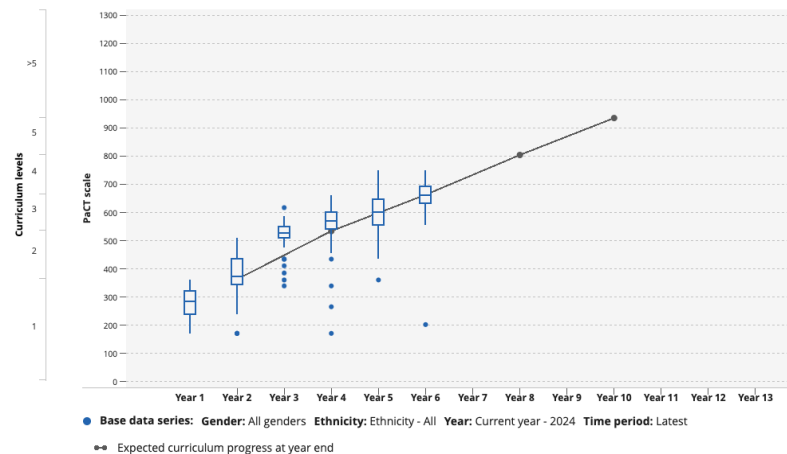
To have 90% of students using mathematics at their expected curriculum level.

Schoolwide Data - Mathematics

Achievement report (school view) - Mathematics

Wairakei School

Gender: All genders Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest

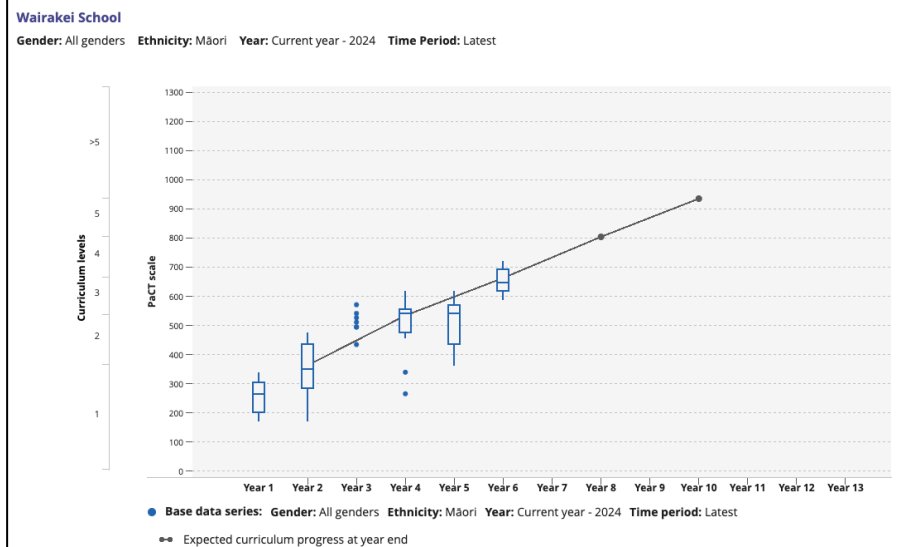


Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	10 (14%)	27 (46%)
NZC Level 3	-	-	23 (39%)	41 (77%)	52 (73%)	31 (53%)
NZC Level 2	-	29 (50%)	34 (58%)	9 (17%)	8 (11%)	-
NZC Level 1	81 (100%)	29 (50%)	2 (3%)	3 (6%)	1 (1%)	1 (2%)
Total	81	58	59	53	71	59

- 100% of Year 1 students are achieving at or above their expected curriculum level
- 100% of Year 2 students are achieving at or above their expected curriculum level
- 97% of Year 3 students are achieving at or above their expected curriculum level - an increase of 6% since mid-year
- 94% of Year 4 students are achieving at or above their expected curriculum level - there has been an increase of the number of students now working above their expected curriculum level (in level 3) - 46% to 77%
- 87% of Year 5 students are achieving at their expected curriculum level - an increase of 11% since mid-year
- 99% of Year 6 students are achieving at or above their expected curriculum level - an increase of 2% since mid-year. There has been an increase in the number of students now working above their expected curriculum level (in level 4) - 22% to 46%.

2024 Mathematics Statement of Variance - Progress Against Targets

Māori Student Data - Mathematics



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	4 (36%)
NZC Level 3	-	-	2 (29%)	8 (62%)	5 (56%)	7 (64%)
NZC Level 2	-	6 (38%)	5 (71%)	3 (23%)	3 (33%)	-
NZC Level 1	23 (100%)	10 (63%)	-	2 (15%)	1 (11%)	-
Total	23	16	7	13	9	11

- 100% of Maori students at Year 1 are achieving at or above their expected curriculum level
- 100% of Maori students at Year 2 are achieving at or above their expected curriculum level
- 100% of Maori students at Year 3 are achieving at their expected curriculum level - 29% are now working above their expected curriculum level (level 3)
- 85% of Maori students at Year 4 are achieving at or above their expected curriculum level - an increase of 3% since mid-year
- 56% of Maori students at Year 5 are achieving at their expected curriculum level - an increase of 13% since mid-year
- 100% of Maori students at Year 6 are achieving at or above their expected curriculum level - an increase of 9%. 36% are now working above their expected curriculum level (level 4) - an increase of 28% since mid-year

Māori students are identified in target students by the green shading in the tables at each year level.

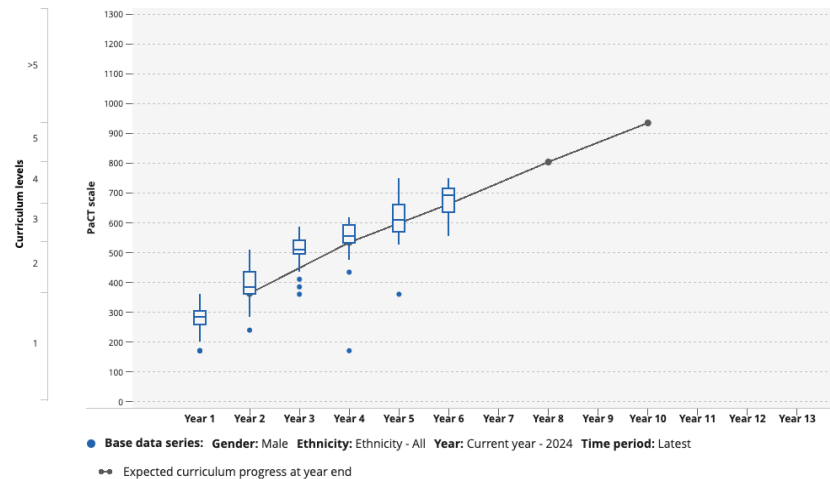
2024 Mathematics Statement of Variance - Progress Against Targets

Male Student Data - Mathematics

Achievement report (school view) - Mathematics

Wairakei School

Gender: Male Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest



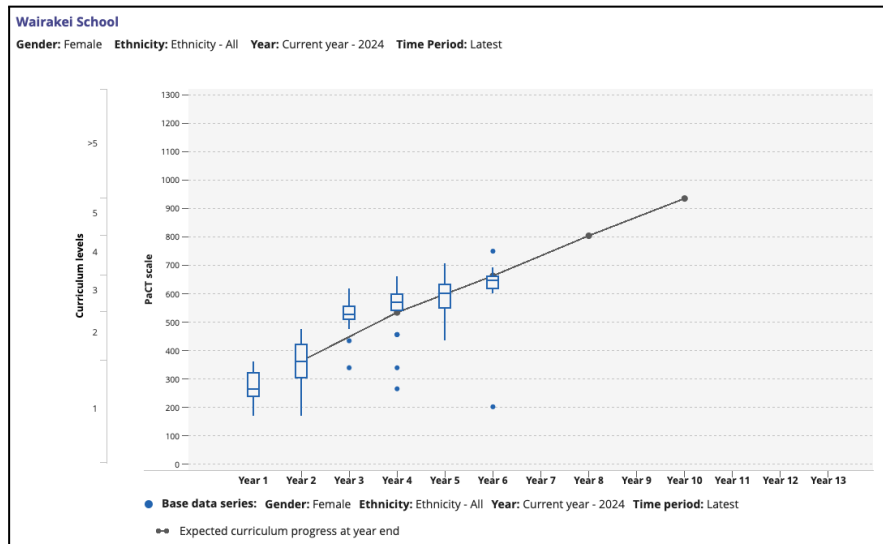
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	8 (22%)	21 (62%)
NZC Level 3	-	-	9 (31%)	20 (74%)	25 (69%)	13 (38%)
NZC Level 2	-	19 (54%)	19 (66%)	6 (22%)	2 (6%)	-
NZC Level 1	40 (100%)	16 (46%)	1 (3%)	1 (4%)	1 (3%)	-
Total	40	35	29	27	36	34

Summary of School wide data - Male Students:

- 100% of Year 1 male students are working at or above their expected curriculum level
- 100% of Year 2 male students are working at or above their expected curriculum level - 54% are working above their expected curriculum level (level 2) - an increase of 9% since mid year.
- 97% of Year 3 male students are working at or above their expected curriculum level - an increase of 7% since mid year. 31% are working above their expected curriculum level (level 3) - an increase of 20% since mid year.
- 96% of Year 4 male students are working at or above their expected curriculum level. 74% are now working above their expected curriculum level (level 3) - an increase of 32% since mid year.
- 91% of Year 5 male students are working at or above their expected curriculum level - an increase of 11%. 22% are now working above their expected curriculum level (level 4) - an increase of 16% since mid year
- 100% of Year 6 male students are working at or above their expected curriculum level - 62% are now working above their expected curriculum level (level 3) - an increase of 27% since mid year

2024 Mathematics Statement of Variance - Progress Against Targets

Female Student Data - Mathematics



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (6%)	6 (24%)
NZC Level 3	-	-	14 (47%)	21 (81%)	27 (77%)	18 (72%)
NZC Level 2	-	10 (43%)	15 (50%)	3 (12%)	6 (17%)	-
NZC Level 1	41 (100%)	13 (57%)	1 (3%)	2 (8%)	-	1 (4%)
Total	41	23	30	26	35	25

Summary of School wide data - Female Students:

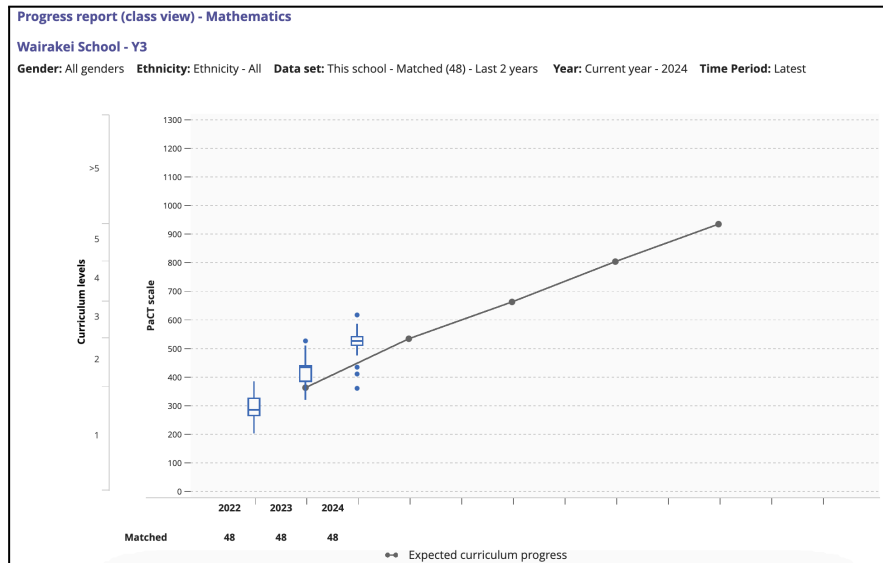
- 100% of Year 1 female students are working at or above their expected curriculum level
- 100% of Year 2 female students are working at or above their expected curriculum level. 43% are working above their expected curriculum level (level 2) - an increase of 8% since mid year.
- 97% of Year 3 female students are working at or above their expected curriculum level - an increase of 4%. 47% are working above their expected curriculum level (level 3) - an increase of 40% since mid year.
- 93% of Year 4 female students are working at or above their expected curriculum level. 81% are working above their expected curriculum level (level 3) - an increase of 31% since mid year.
- 83% of Year 5 female students are working at or above their expected curriculum level - an increase of 10%. 6% are working above their expected curriculum level (level 4) - an increase of 3% since mid year.
- 96% of Year 6 female students are working at or above their expected curriculum level. 24% are working above their expected curriculum level (level 2) - an increase of 20% since mid year.

2024 Mathematics Statement of Variance - Progress Against Targets

Data Over Time

These graphs display progress and achievement in Mathematics for students over their time at Wairakei Primary School

Current Year 3 Students

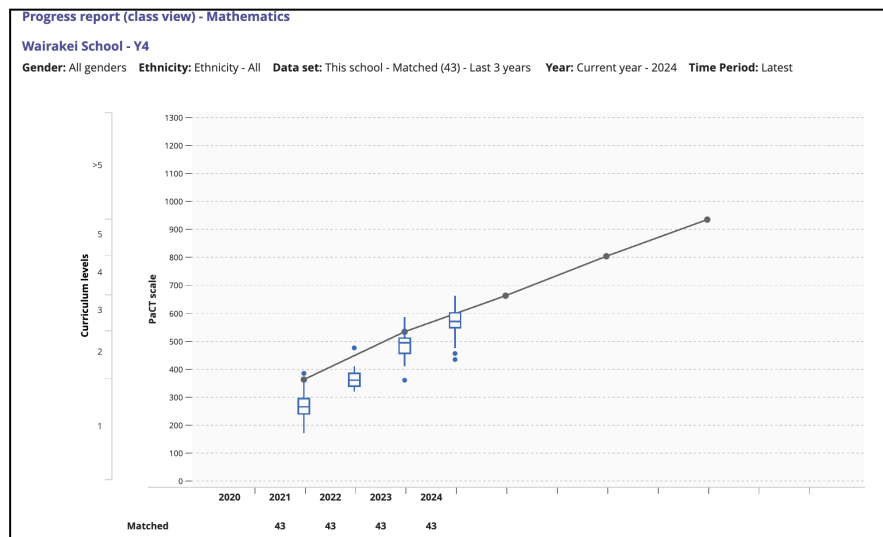


Curriculum levels (working within)	2022	2023	2024
Beyond NZC Level 5	-	-	-
NZC Level 5	-	-	-
NZC Level 4	-	-	-
NZC Level 3	-	-	19 (40%)
NZC Level 2	2 (4%)	42 (88%)	28 (58%)
NZC Level 1	46 (96%)	6 (13%)	1 (2%)
Total	48	48	48

2024 Mathematics Statement of Variance - Progress Against Targets

Data Over Time

Current Year 4 Students

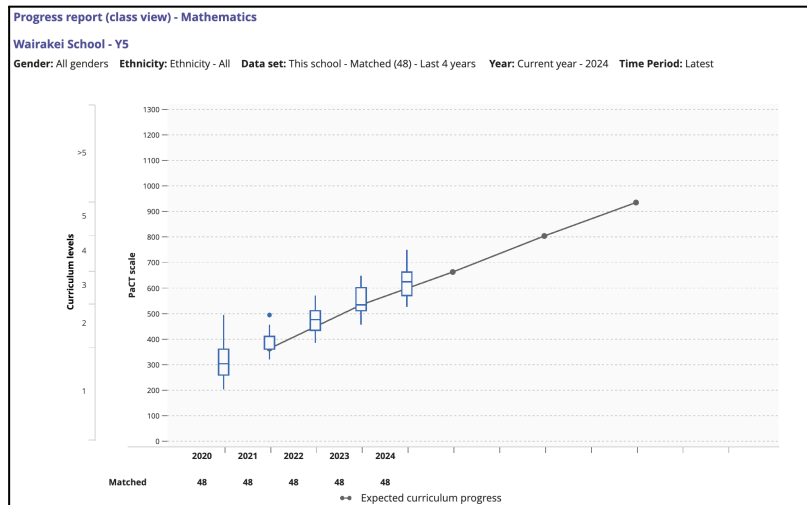


Curriculum levels (working within)	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-
NZC Level 5	-	-	-	-
NZC Level 4	-	-	-	-
NZC Level 3	-	-	4 (9%)	38 (88%)
NZC Level 2	2 (5%)	19 (44%)	38 (88%)	5 (12%)
NZC Level 1	41 (95%)	24 (56%)	1 (2%)	-
Total	43	43	43	43

2024 Mathematics Statement of Variance - Progress Against Targets

Data Over Time

Current Year 5 Students

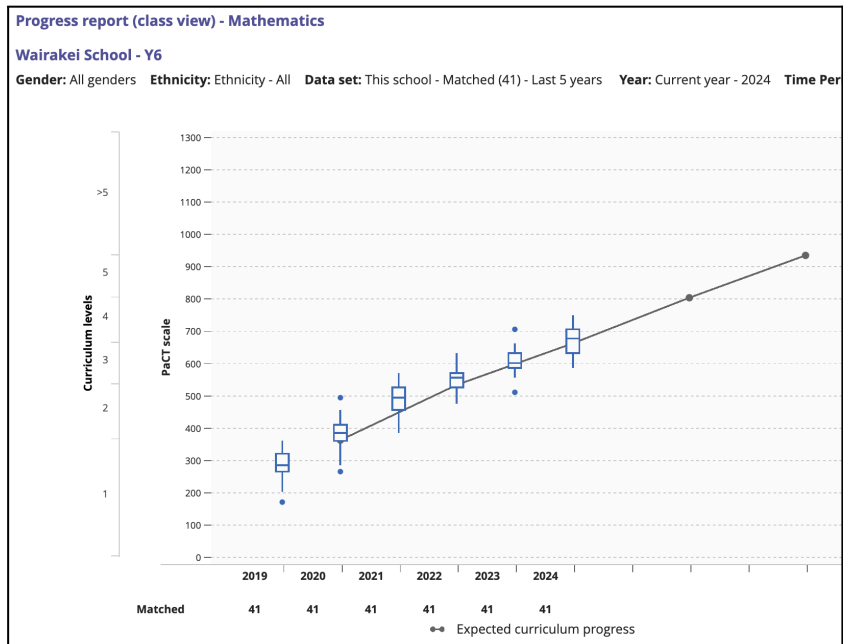


Curriculum levels (working within)	2020	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-	-
NZC Level 5	-	-	-	-	-
NZC Level 4	-	-	-	-	8 (17%)
NZC Level 3	-	-	9 (19%)	24 (50%)	38 (79%)
NZC Level 2	6 (13%)	23 (48%)	39 (81%)	24 (50%)	2 (4%)
NZC Level 1	42 (88%)	25 (52%)	-	-	-
Total	48	48	48	48	48

2024 Mathematics Statement of Variance - Progress Against Targets

Data Over Time

Current Year 6 Students



Curriculum levels (working within)	2019	2020	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (2%)	21 (51%)
NZC Level 3	-	-	6 (15%)	26 (63%)	39 (95%)	20 (49%)
NZC Level 2	-	24 (59%)	35 (85%)	15 (37%)	1 (2%)	-
NZC Level 1	41 (100%)	17 (41%)	-	-	-	-
Total	41	41	41	41	41	41

2024 Mathematics Statement of Variance - Progress Against Targets

Target Students Data:

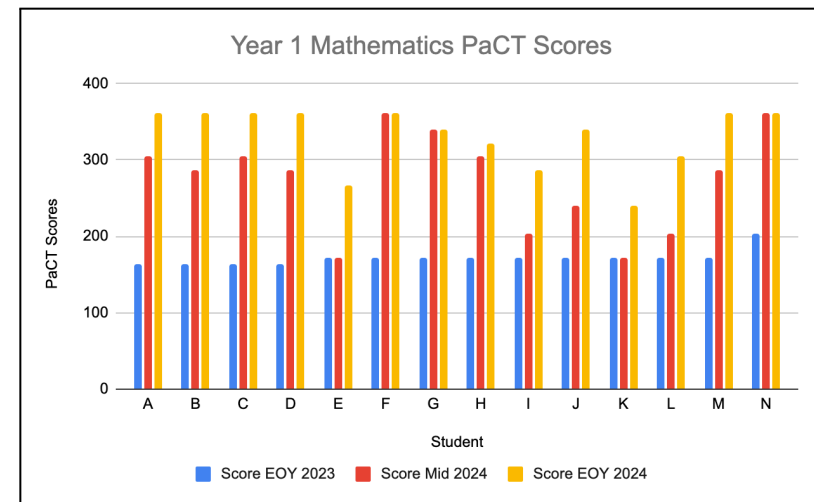
Within each year level one or two groups of target students were identified.

Year 1:

The target score for these students will mean that these students are working at their expected year level if they reach or exceed this score.

Year One: 14 identified target students to be achieving a PaCT score above 300

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	163	304	361
B	163	286	361
C	163	304	361
D	163	286	361
E	172	172	266
F	172	361	361
G	172	340	340
H	172	304	321
I	172	203	286
J	172	240	340
K	172	172	240
L	172	203	304
M	172	286	361
N	203	361	361



Summary of Year 1 Target Student Data:

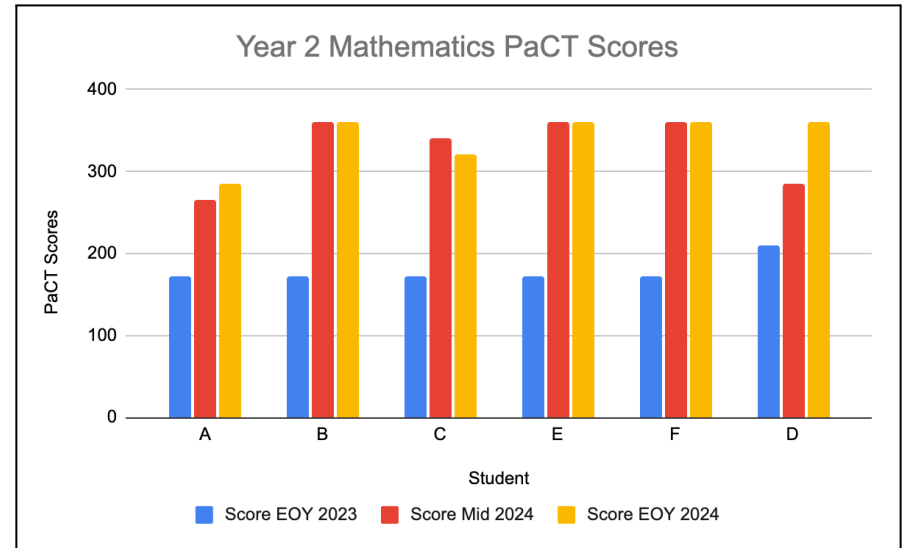
- 11 students have achieved a score over 300
- 5 students are now working at their expected curriculum level (approx 300)
- The scores for both students who identify as Māori have increased and both are working at their expected curriculum level

Year 2:

The target score for these students will mean that these students are working at their expected year level if they reach or exceed this score.

Year Two: 6 identified target students to be achieving a PaCT score above 400

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	172	266	286
B	172	361	361
C	172	340	321
E	172	361	361
F	172	361	361
D	209	286	361



Summary of Year 2 Target Student Data:

- 4 students have increased their PaCT scores
- 4 students are close to working at their expected curriculum level (approx 400)
- The score for the Māori student has continued to increase

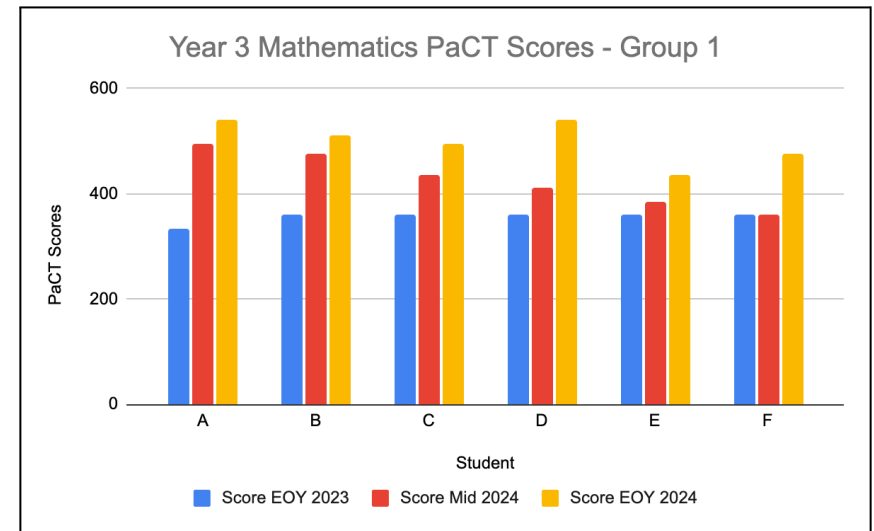
Year 3:

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 3: Group 1 - 6 identified target students to be achieving a PaCT score above 400

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	334	495	541
B	361	476	511
C	361	435	495
D	361	411	541
E	361	385	435
F	361	361	476



Summary of Year 3 Target Student Data - Group 1:

- All target students in group 1 have achieved a score above 400
- All students have increased their PaCT scores and 3 of these students are working at their expected curriculum level (approx 500). 1 student is close to achieving this.
- The score for the Māori student has increased and they are close to working at their expected curriculum level (approx 500)

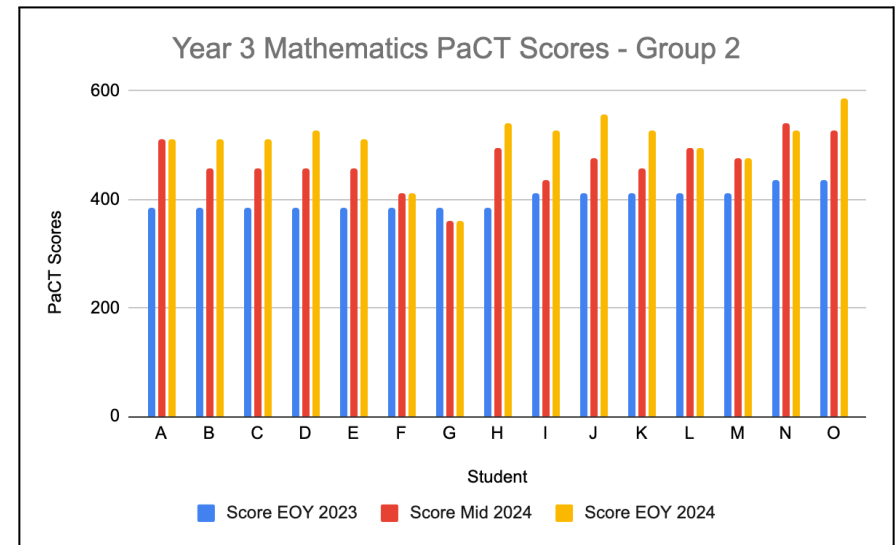
Year 3:

Group 2:

The target score for these students will mean that these students are working at their expected year level if they reach or exceed this score.

Year 3: Group 2 - 15 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	385	511	511
B	385	456	511
C	385	456	511
D	385	456	527
E	385	456	511
F	385	411	411
G	385	361	361
H	385	495	541
I	411	435	527
J	411	476	556
K	411	456	527
L	411	495	495
M	411	476	476
N	435	541	527
O	435	527	586



Summary of Year 3 Target Student Data - Group 2:

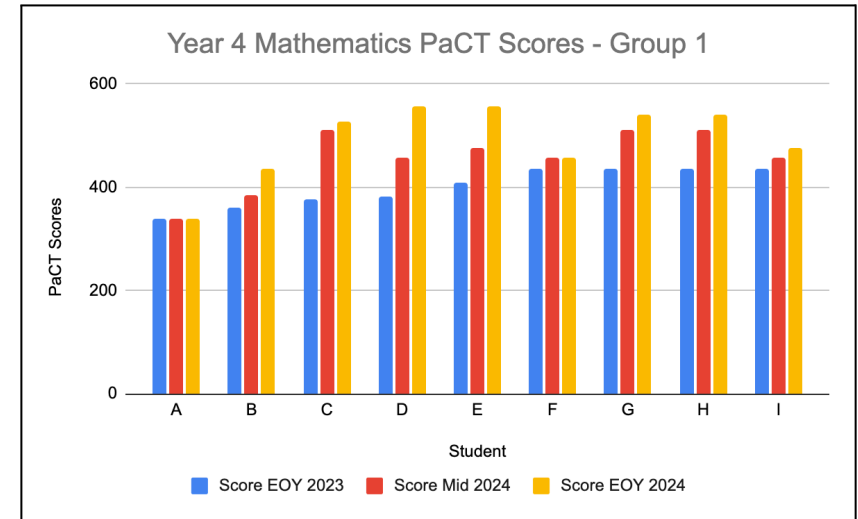
- 8 students have increased their PaCT scores
- 3 students are very close to achieving a score above 500
- 11 students have achieved scores above 500 and are now working at their expected curriculum level
- 2 Māori students have increased - and they are working at their expected curriculum area. 1 Māori student is close to working at their expected curriculum level.

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 4: Group 1 - 9 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	340	340	340
B	361	385	435
C	376	511	527
D	383	456	556
E	408	476	556
F	435	456	456
G	435	511	541
H	435	511	541
I	435	456	476



Summary of Year 4 Target Student Data - Group 1:

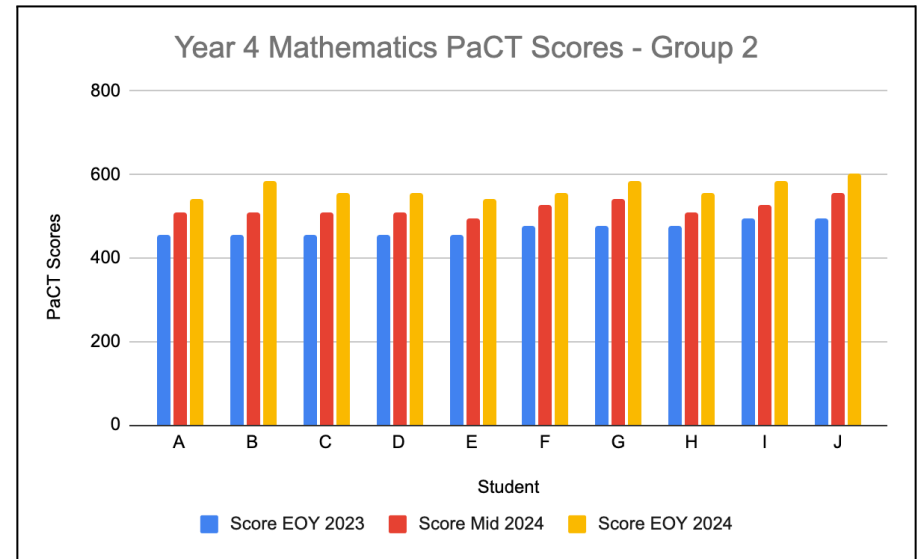
- 7 students have increased their PaCT scores
- 2 students are close to achieving a score above 500
- 5 students have achieved a score above 500
- The score for 5 Māori students have increased and 4 have achieved a score above 500

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 4: Group 2 - 10 identified target students to be achieving a PaCT score above 550

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	456	511	541
B	456	511	586
C	456	511	556
D	456	511	556
E	456	495	541
F	476	527	556
G	476	541	586
H	476	511	556
I	495	527	586
J	495	556	602



Summary of Year 4 Target Student Data - Group 2:

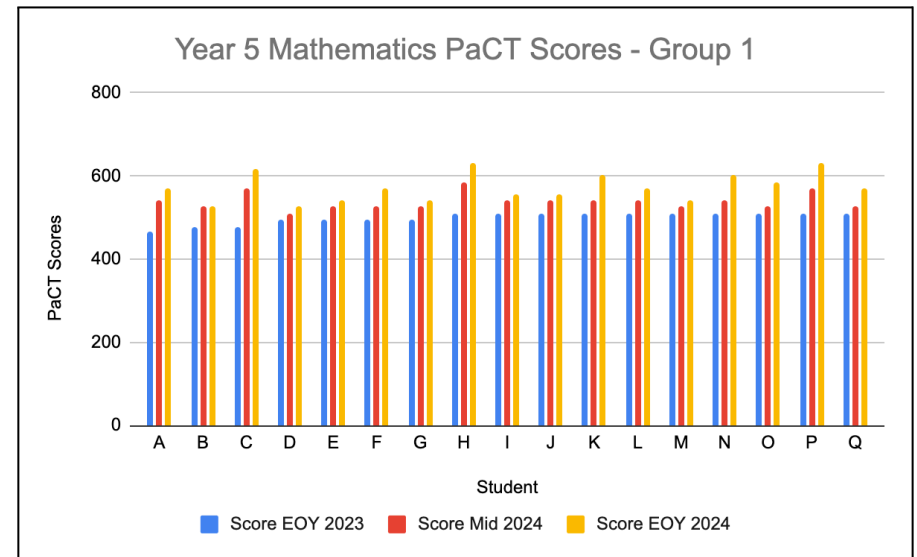
- All students have increased their PaCT scores
- 2 students are close to achieving a score above 550
- 8 students have achieved a score above 550 and are working at the expected curriculum level.

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 5: Group 1 - 17 identified target students to be achieving a PaCT score above 550

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	465	541	571
B	476	527	527
C	476	571	617
D	495	511	527
E	495	527	541
F	495	527	571
G	495	527	541
H	511	586	633
I	511	541	556
J	511	541	556
K	511	541	602
L	511	541	571
M	511	527	541
N	511	541	602
O	511	527	586
P	511	571	633
Q	511	527	571



Summary of Year 5 Target Student Data - Group 1:

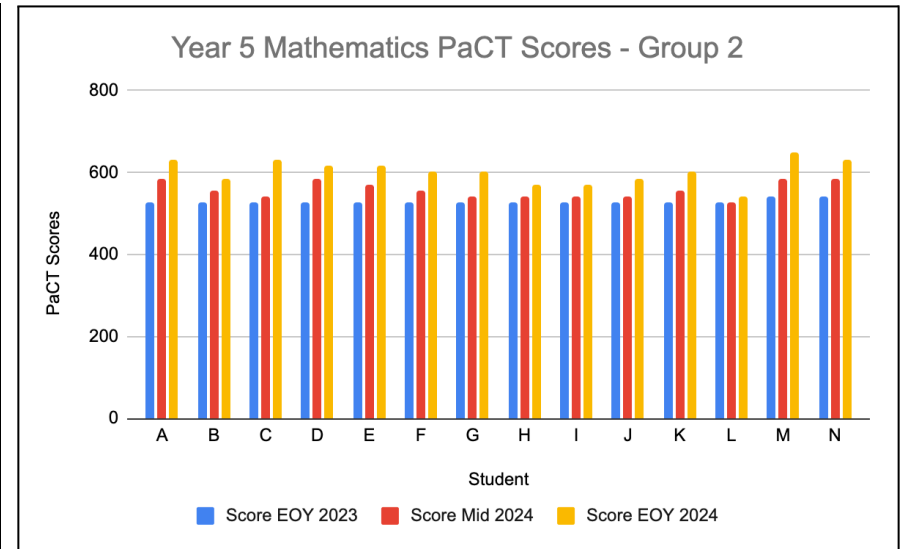
- 16 students have increased their PaCT scores
- 12 students have achieved a score above 550. 1 of these students identify as Māori.
- 5 students are close to achieving a score of 550.
- 12 students have achieved a score over 625 and are working at their expected curriculum level. 3 others are close to achieving this.

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 5: Group 2 - 15 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	527	586	633
B	527	556	586
C	527	541	633
D	527	586	617
E	527	571	617
F	527	556	602
G	527	541	602
H	527	541	571
I	527	541	571
J	527	541	586
K	527	556	602
L	527	527	541
M	541	586	648
N	541	586	633



Summary of Year 5 Target Student Data - Group 2

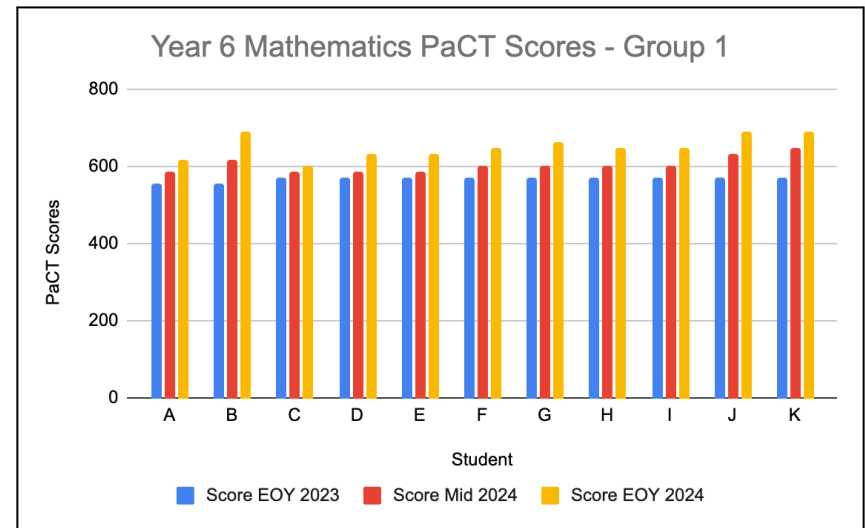
- 11 students have increased their PaCT scores
- 4 students have achieved a score above 625
- 5 students are close to achieving a score above 625
- All Māori students have increased their score

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 6: Group 1 - 11 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	556	586	617
B	556	617	692
C	571	586	602
D	571	586	633
E	571	586	633
F	571	602	648
G	571	602	663
H	571	602	648
I	571	602	648
J	571	633	692
K	571	648	692



Summary of Year 6 Target Student Data - Group 1:

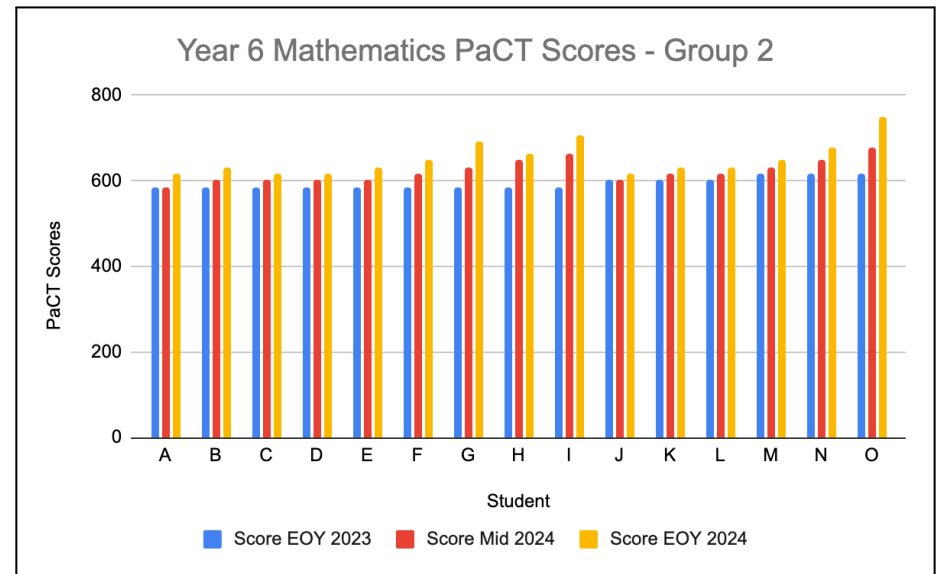
- All students have increased their PaCT scores
- 2 students are close to achieving a score above 625
- 9 students have achieved a score above 625
- 3 students have achieved a score above 675 and are working at their expected curriculum level - they are very close to achieving a score above their expected curriculum level.

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 6: Group 2 - 15 identified target students to be achieving a PaCT score above 675

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	586	586	617
B	586	602	633
C	586	602	617
D	586	602	617
E	586	602	633
F	586	617	648
G	586	633	692
H	586	648	663
I	586	663	706
J	602	602	617
K	602	617	633
L	602	617	633
M	617	633	648
N	617	648	677
O	617	677	750



Summary of Year 6 Target Student Data - Group 2:

- All students have increased their PaCT scores
- 5 students are close to achieving a score above 675
- Both Māori students have increased their score
- 4 students have achieved a score above 625 and are working within their expected curriculum level - 1 of these students has exceeded this and is now working above their expected curriculum level and another is very close.

Actions/Evidence <i>What did we do?</i>	What did we achieve? <i>What were the outcomes of the actions?</i> <i>What impact did the actions have?</i>	Reasons for any differences (variances) between the target and the outcome.
<ul style="list-style-type: none"> ➤ Continued focus on basic facts in Te Mihi team ➤ Professional learning - Learner First ➤ Identified target students in all classes ➤ Extension Maths at Year 5-6 - Term 2-3. Extended to include younger students. ➤ Participation in math matters competition - increased number of teams. ➤ Achieved 1st and 2nd in Year 5 competition and 2nd in the Year 6 competition. ➤ Used student tracking sheets to monitor student achievement across the year using PaCT data ➤ Use of Term 1 PAT data to inform teaching and learning moving forward 	<p>Analysis of school-wide mathematics data showed that overall 96% of of students (365/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 236 were at their expected level and 129 were beyond. 13 students were working towards their expected curriculum level and 2 well below.</p> <p>Overall Māori achievement was 92% (73/79) achieving within or beyond their expected curriculum level. Overall boys achievement was 98% (196/200) and girls achievement was 94% (170/180)</p> <p>Summary of School Wide Data - Year Level Breakdown:</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 students are achieving at or above their expected curriculum level ➤ 100% of Year 2 students are achieving at or above their expected curriculum level ➤ 97% of Year 3 students are achieving at or above their expected curriculum level - an increase of 6% since mid-year ➤ 94% of Year 4 students are achieving at or above their expected curriculum level - there has been an increase of the number of students now working above their expected curriculum level (in level 3) - 46% to 77% ➤ 87% of Year 5 students are achieving at their expected curriculum level - an increase of 11% since mid-year ➤ 99% of Year 6 students are achieving at or above their expected curriculum level - an increase of 2% since mid-year. There has been an 	<p>Students that are new to Wairakei Primary School in 2024.</p> <p>Identified ISC students who are representative in Māori and Year 5 data.</p> <p>ORS funded students represented in the data for Year 6, Year 4 and Year 1.</p>

<ul style="list-style-type: none"> ➤ Teachers were able to identify the need to have accelerant work available for students to access ➤ The tracking sheets provided regular opportunities for staff to look at the data provided in PaCT and then play for direct and deliberate teaching to the needs of the students ➤ Moderation meetings - across team focus. Teachers were able to discuss their students levels with students in different teams - robust discussions around what each curriculum level looks like ➤ Professional learning - Learner First mathematics. 	<p>increase in the number of students now working above their expected curriculum level (in level 4) - 22% to 46%.</p> <p>Summary of School Wide Data - Māori Students:</p> <ul style="list-style-type: none"> ➤ 100% of Maori students at Year 1 are achieving at or above their expected curriculum level ➤ 100% of Maori students at Year 2 are achieving at or above their expected curriculum level ➤ 100% of Maori students at Year 3 are achieving at their expected curriculum level - 29% are now working above their expected curriculum level (level 3) ➤ 85% of Maori students at Year 4 are achieving at or above their expected curriculum level - an increase of 3% since mid-year ➤ 56% of Maori students at Year 5 are achieving at their expected curriculum level - an increase of 13% since mid-year ➤ 100% of Maori students at Year 6 are achieving at or above their expected curriculum level - an increase of 9%. 36% are now working above their expected curriculum level (level 4) - an increase of 28% since mid-year <p>Summary of School wide data - Male Students:</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 male students are working at or above their expected curriculum level ➤ 100% of Year 2 male students are working at or above their expected curriculum level - 54% are working above their expected curriculum level (level 2) - an increase of 9% since mid year. ➤ 97% of Year 3 male students are working at or above their expected curriculum level - an increase of 7% since mid year. 31% are working above their expected curriculum level (level 3) - an increase of 20% since mid year. 	
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- 96% of Year 4 male students are working at or above their expected curriculum level. 74% are now working above their expected curriculum level (level 3) - an increase of 32% since mid year.
- 91% of Year 5 male students are working at or above their expected curriculum level - an increase of 11%. 22% are now working above their expected curriculum level (level 4) - an increase of 16% since mid year
- 100% of Year 6 male students are working at or above their expected curriculum level - 62% are now working above their expected curriculum level (level 3) - an increase of 27% since mid year

Summary of School wide data - Female Students:

- 100% of Year 1 female students are working at or above their expected curriculum level
- 100% of Year 2 female students are working at or above their expected curriculum level. 43% are working above their expected curriculum level (level 2) - an increase of 8% since mid year.
- 97% of Year 3 female students are working at or above their expected curriculum level - an increase of 4%. 47% are working above their expected curriculum level (level 3) - an increase of 40% since mid year.
- 93% of Year 4 female students are working at or above their expected curriculum level. 81% are working above their expected curriculum level (level 3) - an increase of 31% since mid year.
- 83% of Year 5 female students are working at or above their expected curriculum level - an increase of 10%. 6% are working above their expected curriculum level (level 4) - an increase of 3% since mid year.
- 96% of Year 6 female students are working at or above their expected curriculum level. 24% are working above their expected curriculum level (level 2) - an increase of 20% since mid year.

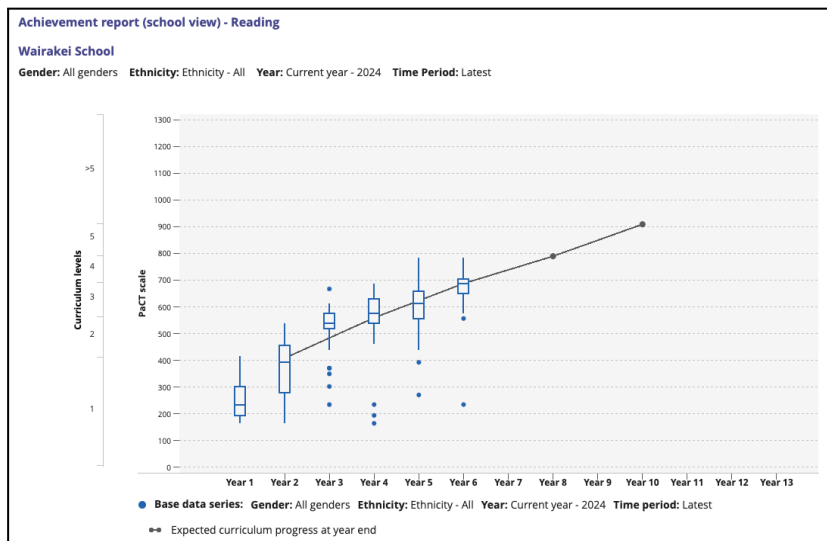
Planning for next year - where to next?

- Unpacking of refreshed maths curriculum - what does it look like and how will it be used within the classroom?
- Unpacking of standardised testing and assessment tools in 2025. How can we use these to track student progress in mathematics as we have done using PaCT?
- Use of Kahui Ako PAT maths data in term 1 to identify students for student trackers and remedial programmes
- Continued professional learning with The Learner First in 2025 in particular for new teachers to the school and those who have not been on the PL.
- Look at running a 'math-a-thon' in 2025
- Professional Learning on Maths No Problem for all staff as this is the maths resource the school has chosen from the MOE choices.

2024 Reading Statement of Variance - Progress Against Targets

Schoolwide Target:

To have 90% of students reading at the appropriate curriculum level



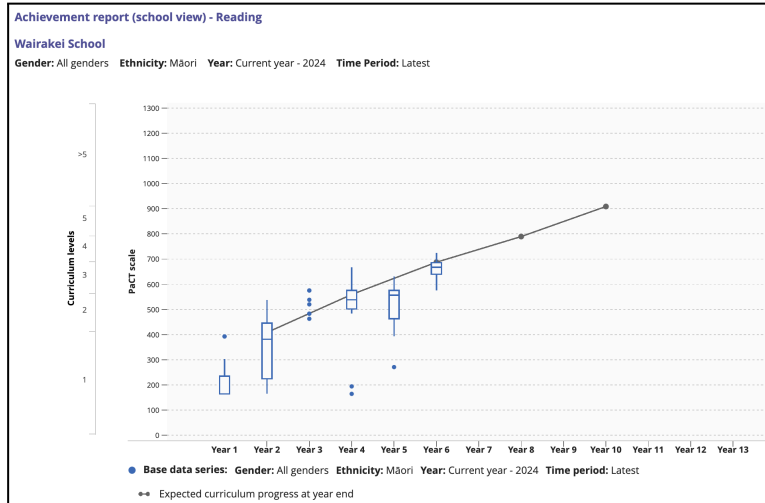
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	4 (6%)	21 (36%)
NZC Level 3	-	-	16 (27%)	28 (53%)	47 (66%)	36 (61%)
NZC Level 2	2 (2%)	23 (40%)	38 (64%)	22 (42%)	18 (25%)	1 (2%)
NZC Level 1	79 (98%)	35 (60%)	5 (8%)	3 (6%)	2 (3%)	1 (2%)
Total	81	58	59	53	71	59

Schoolwide Data - Summary of Schoolwide Data

- 100% of Year 1 students are achieving at or above their appropriate curriculum level
- 100% of Year 2 students are achieving at or above their appropriate curriculum level. 40% are working above their expected curriculum level - an increase of 11% since mid year.
- 91% of Year 3 students are achieving at or above their appropriate curriculum level - an increase of 5%. 27% are working above their expected curriculum level - an increase of 22% since mid year.
- 95% of Year 4 students are achieving at or above their appropriate curriculum level. 53% are working above their expected curriculum level - an increase of 28% since mid year.
- 72% of Year 5 students are achieving at or above their appropriate curriculum level - an increase of 18%. 6% are working above their expected curriculum level - an increase of 3% since mid year.
- 97% of Year 6 students are achieving at or above their appropriate curriculum level. 36% are working above their expected curriculum level - an increase of 21% since mid year.

2024 Reading Statement of Variance - Progress Against Targets

Māori Student Data Reading



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	2 (18%)
NZC Level 3	-	-	2 (29%)	5 (38%)	4 (44%)	9 (82%)
NZC Level 2	-	7 (44%)	5 (71%)	6 (46%)	3 (33%)	-
NZC Level 1	23 (100%)	9 (56%)	-	2 (15%)	2 (22%)	-
Total	23	16	7	13	9	11

- 100% of Māori students at Year 1 are achieving at or above their expected curriculum level
- 100% of Māori students at Year 2 are achieving at or above their expected curriculum level
- 100% of Māori students at Year 3 are achieving at their expected curriculum level
- 85% of Māori students at Year 4 are achieving at or above their expected curriculum level - an increase of 4%
- 44% of Māori students at Year 5 are achieving at or above their expected curriculum level - an increase of 1%
- 100% of Māori students at Year 6 are achieving at or above their expected curriculum level - an increase of 18%

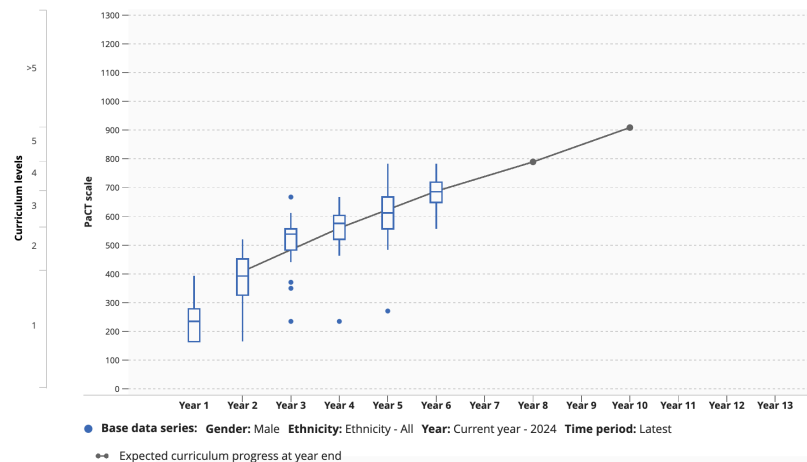
2024 Reading Statement of Variance - Progress Against Targets

Male Student Data - Reading

Achievement report (school view) - Reading

Wairakei School

Gender: Male Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (6%)	16 (47%)
NZC Level 3	-	-	5 (17%)	14 (52%)	23 (64%)	17 (50%)
NZC Level 2	-	14 (40%)	21 (72%)	12 (44%)	10 (28%)	1 (3%)
NZC Level 1	40 (100%)	21 (60%)	3 (10%)	1 (4%)	1 (3%)	-
Total	40	35	29	27	36	34

Summary of School wide data - Male Students:

- 100% of Year 1 male students are working at their expected curriculum level
- 100% of Year 2 male students are working at or above their expected curriculum level
- 89% of Year 3 male students are working at their expected curriculum level - an increase of 3%
- 96% of Year 4 male students are working at or above their expected curriculum level
- 70% of Year 5 male students are working at their expected curriculum level - an increase of 18%
- 97% of Year 6 male students are working at or above their expected curriculum level

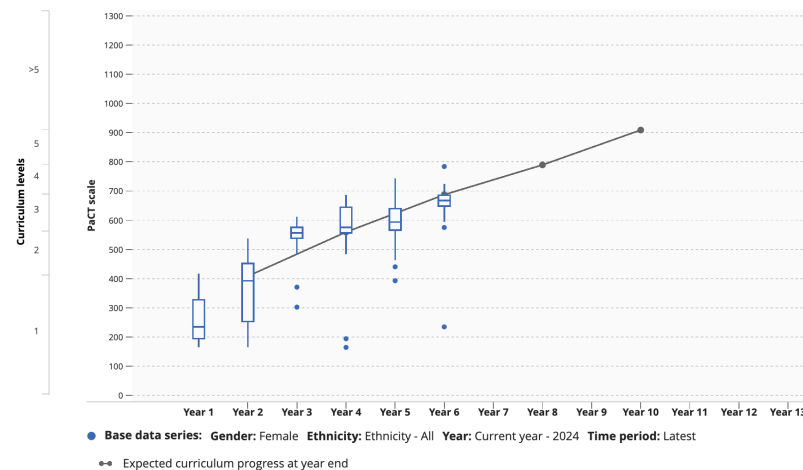
2024 Reading Statement of Variance - Progress Against Targets

Female Student Data - Reading

Achievement report (school view) - Reading

Wairakei School

Gender: Female Ethnicity: Ethnicity - All Year: Current year - 2024 Time Period: Latest



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (6%)	5 (20%)
NZC Level 3	-	-	11 (37%)	14 (54%)	24 (69%)	19 (76%)
NZC Level 2	2 (5%)	9 (39%)	17 (57%)	10 (38%)	8 (23%)	-
NZC Level 1	39 (95%)	14 (61%)	2 (7%)	2 (8%)	1 (3%)	1 (4%)
Total	41	23	30	26	35	25

Summary of School wide data - Female Students:

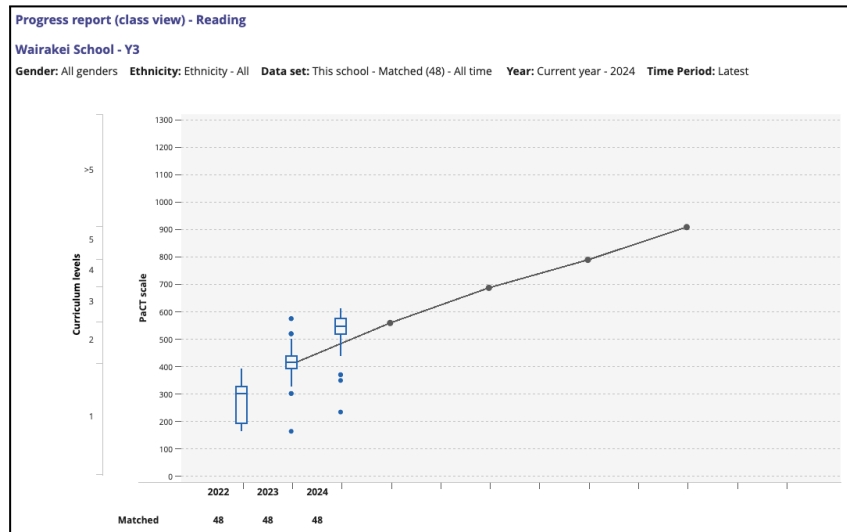
- 100% of Year 1 female students are working at or above their expected curriculum level
- 100% of Year 2 female students are working at or above their expected curriculum level
- 94% of Year 3 female students are working at their expected curriculum level
- 92% of Year 4 female students are working at or above their expected curriculum level - an increase of 3%
- 75% of Year 5 female students are working at their expected curriculum level - an increase of 17%
- 96% of Year 6 female students are working at or above their expected curriculum level - an increase of 4%

2024 Reading Statement of Variance - Progress Against Targets

Data Over Time

These graphs display progress and achievement in Reading for students over their time at Wairakei Primary School

Current Year 3 Students



Curriculum levels (working within)	2022	2023	2024
Beyond NZC Level 5	-	-	-
NZC Level 5	-	-	-
NZC Level 4	-	-	-
NZC Level 3	-	2 (4%)	13 (27%)
NZC Level 2	-	28 (58%)	31 (65%)
NZC Level 1	48 (100%)	18 (38%)	4 (8%)
Total	48	48	48

2024 Reading Statement of Variance - Progress Against Targets

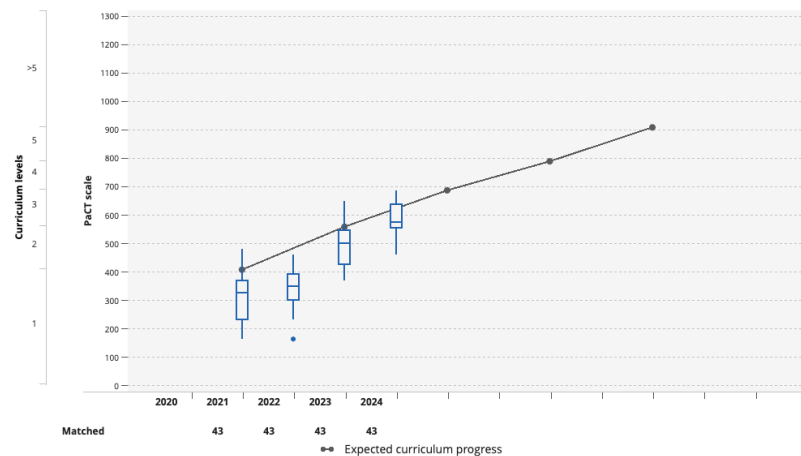
Data Over Time

Current Year 4 Students

Progress report (class view) - Reading

Wairakei School - Y4

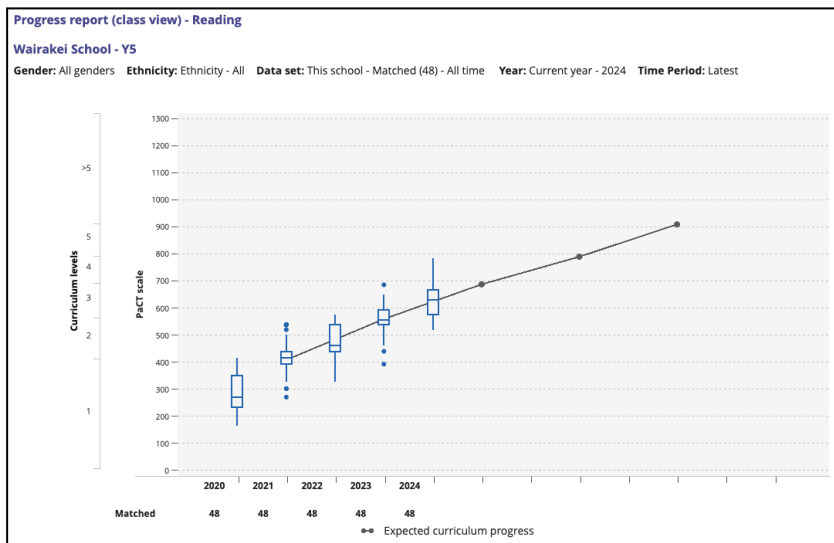
Gender: All genders Ethnicity: Ethnicity - All Data set: This school - Matched (43) - Last 3 years Year: Current year - 2024 Time Period: Latest



Curriculum levels (working within)	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-
NZC Level 5	-	-	-	-
NZC Level 4	-	-	-	-
NZC Level 3	-	-	6 (14%)	24 (56%)
NZC Level 2	7 (16%)	8 (19%)	32 (74%)	19 (44%)
NZC Level 1	36 (84%)	35 (81%)	5 (12%)	-
Total	43	43	43	43

2024 Reading Statement of Variance - Progress Against Targets

Current Year 5 Students



Curriculum levels (working within)	2020	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-	-
NZC Level 5	-	-	-	-	-
NZC Level 4	-	-	-	-	3 (6%)
NZC Level 3	-	-	4 (8%)	20 (42%)	37 (77%)
NZC Level 2	4 (8%)	28 (58%)	37 (77%)	27 (56%)	8 (17%)
NZC Level 1	44 (92%)	20 (42%)	7 (15%)	1 (2%)	-
Total	48	48	48	48	48

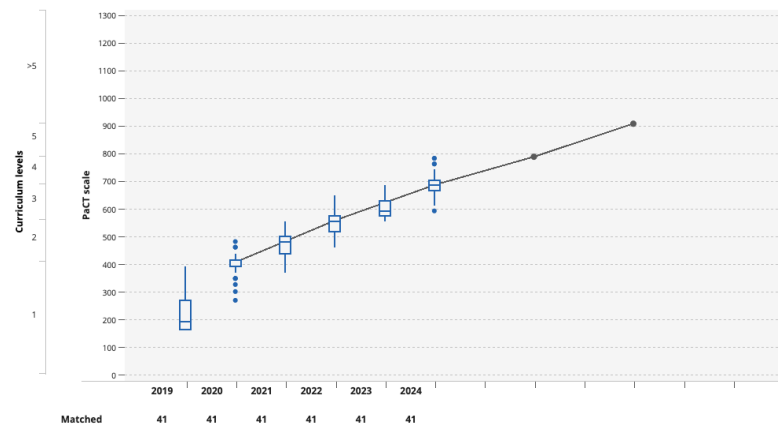
2024 Reading Statement of Variance - Progress Against Targets

Current Year 6 Students

Progress report (class view) - Reading

Wairakei School - Y6

Gender: All genders Ethnicity: Ethnicity - All Data set: This school - Matched (41) - All time Year: Current year - 2024 Time Period: Latest



Curriculum levels (working within)	2019	2020	2021	2022	2023	2024
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	17 (41%)
NZC Level 3	-	-	-	12 (29%)	36 (88%)	24 (59%)
NZC Level 2	-	14 (34%)	39 (95%)	29 (71%)	5 (12%)	-
NZC Level 1	41 (100%)	27 (66%)	2 (5%)	-	-	-
Total	41	41	41	41	41	41

2024 Reading Statement of Variance - Progress Against Targets

Target Students Data:

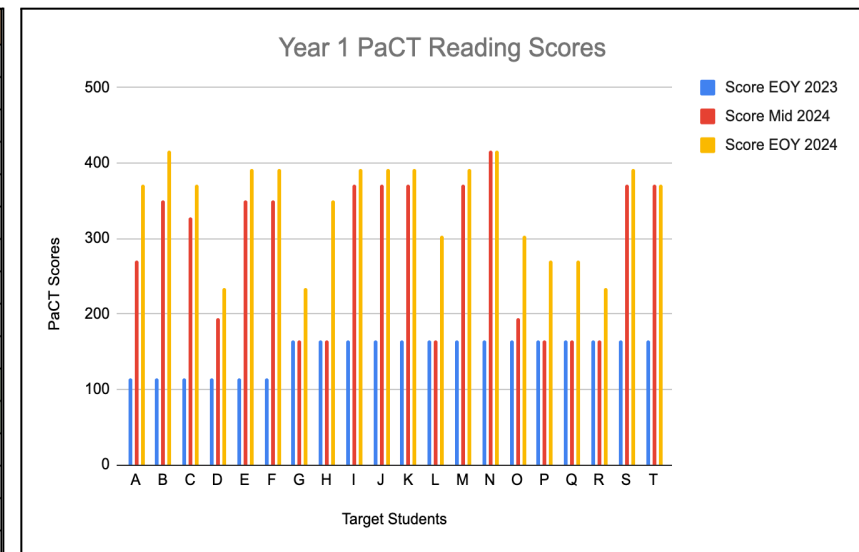
Within each year level two groups of target students were identified.

Year One:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year One: 20 identified target students to be achieving a PaCT score above 300

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	115	271	371
B	115	350	416
C	115	328	371
D	115	194	235
E	115	350	393
F	115	350	393
G	165	165	235
H	165	165	350
I	165	371	393
J	165	371	393
K	165	371	393
L	165	165	303
M	165	371	393
N	165	416	416
O	165	194	303
P	165	165	271
Q	165	165	271
R	165	165	235
S	165	371	393
T	165	371	371



Summary of Year 1 Target Student Data:

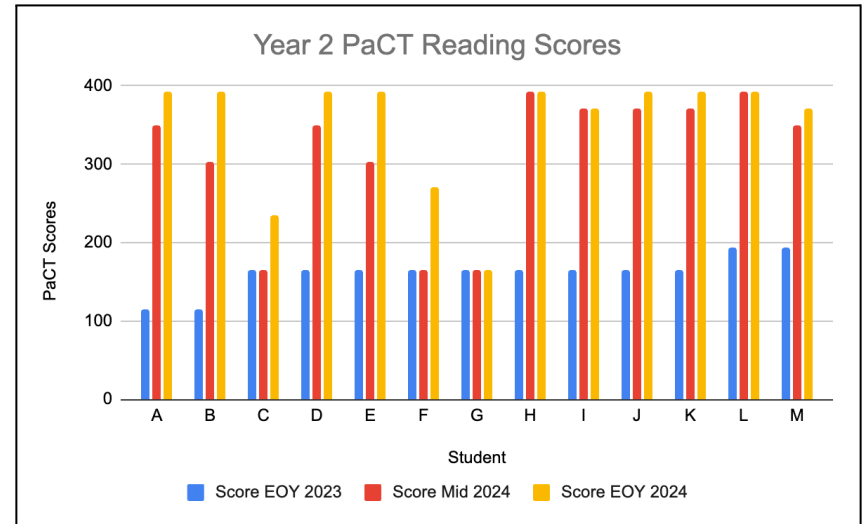
- 18 student's scores have increased - including the 2 Māori students
- 15 students have achieved a score above 300 - including the 2 Māori students.
- 2 students are achieving a year level above their expected curriculum level (approx 400). 9 other students are very close to working a year level above their expected curriculum level.

Year Two

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year Two: Group 1 - 7 identified target students to be achieving a PaCT score above 300

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	115	350	393
B	115	303	393
C	165	165	235
D	165	350	393
E	165	303	393
F	165	165	271
G	165	165	165
H	165	393	393
I	165	371	371
J	165	371	393
K	165	371	393
L	194	393	393
M	194	350	371



Summary of Year 2 Target Student Data:

- 9 students have increased their scores
- 10 students have achieved a score above 300
- 10 students are close to achieving at their expected curriculum level (approx 400)

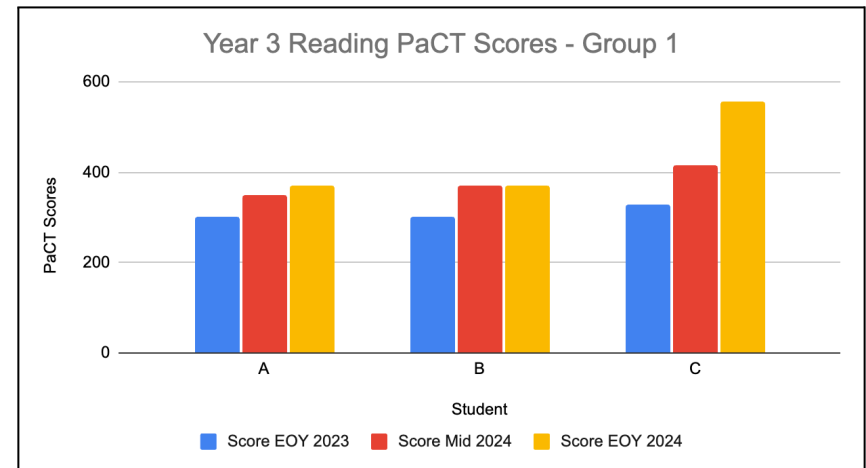
Year Three:

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 3: Group 1 - 3 identified target students to be achieving a PaCT score above 400

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	303	350	371
B	303	371	371
C	328	416	557



Summary of Year 3 Target Student Data - Group 1:

- 2 target students are close to achieving a score above 400
- 1 student is now working well above their expected curriculum level

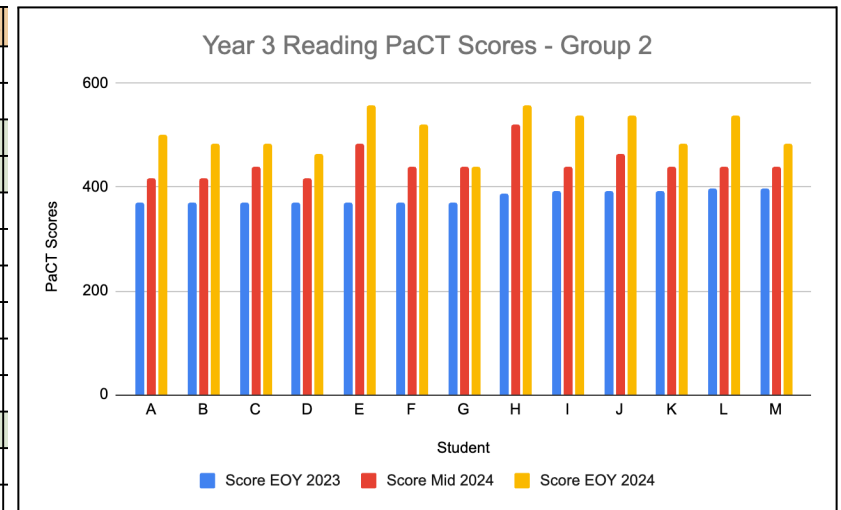
Year 3:

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 3: Group 2 - 13 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	371	416	502
B	371	416	483
C	371	440	483
D	371	416	463
E	371	483	557
F	371	440	520
G	371	440	440
H	388	520	557
I	393	440	538
J	393	463	538
K	393	440	483
L	398	440	538
M	398	440	483



Summary of Year 3 Target Student Data - Group 2:

- All students have increased their PaCT scores
- 7 students have achieved a score over 500 and are now working within their expected curriculum level
- 4 students are close to achieving a score above 500

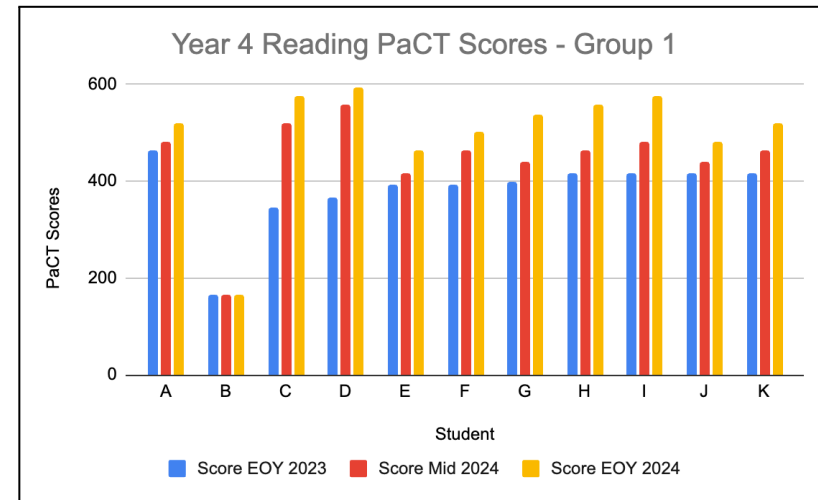
Year Four:

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 4: Group 1 - 11 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	463	483	520
B	165	165	165
C	345	520	575
D	366	557	594
E	393	416	463
F	393	463	502
G	398	440	538
H	416	463	557
I	416	483	575
J	416	440	483
K	416	463	520



Summary of Year 4 - Group 1 Target Student Data:

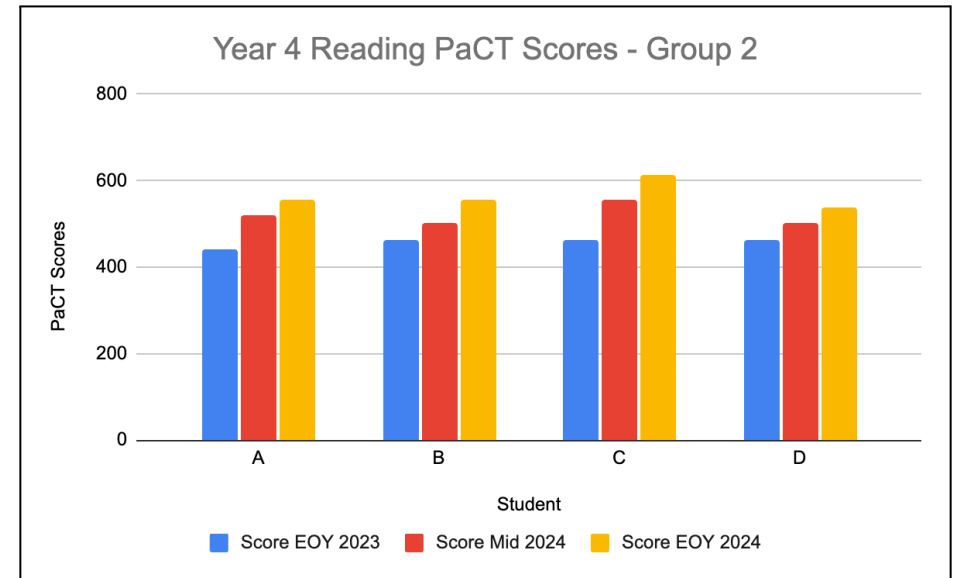
- 10 students have increased their PaCT scores
- 8 students have achieved a score above 500 - including 4 Māori students.
- 1 student is close to achieving a score of 500
- 4 students are close to achieving at their expected curriculum level (approx 550)
- 4 students have achieved a score at their expected curriculum level (approx 550)

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 4: Group 2 - 4 identified target students to be achieving a PaCT score above 550

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	440	520	557
B	463	502	557
C	463	557	612
D	463	502	538



Summary of Year 4 - Group 2 Target Student Data:

- All students have increased their PaCT scores
- 3 students have achieved a score above 550
- 1 student is close to achieving a score of 550

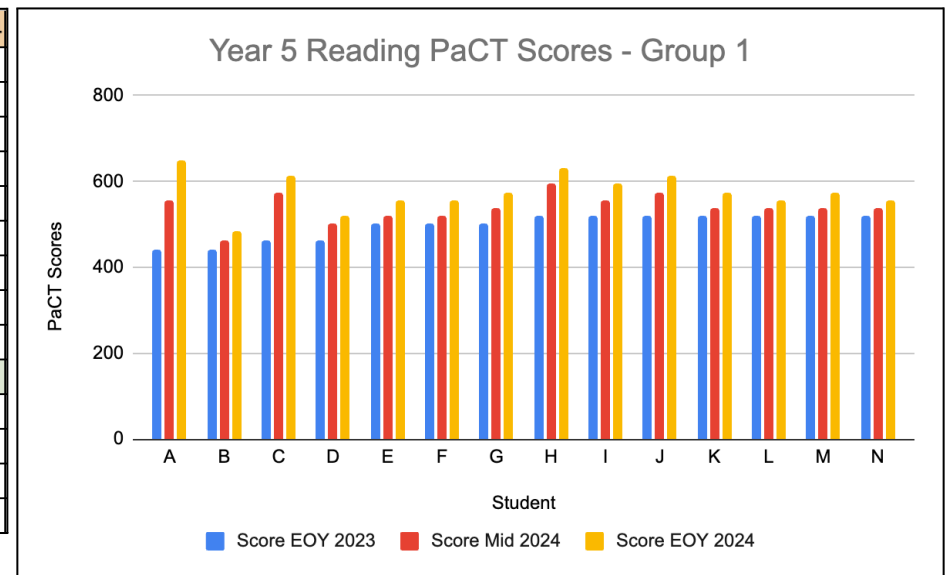
Year Five:

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 5: Summary of Year 5 Target Student Data - Group 1:

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	440	557	649
B	440	463	483
C	463	575	612
D	463	502	520
E	502	520	557
F	502	520	557
G	502	538	575
H	520	594	630
I	520	557	594
J	520	575	612
K	520	538	575
L	520	538	557
M	520	538	575
N	520	538	557



Summary of Year 5 Target Student Data - Group 1:

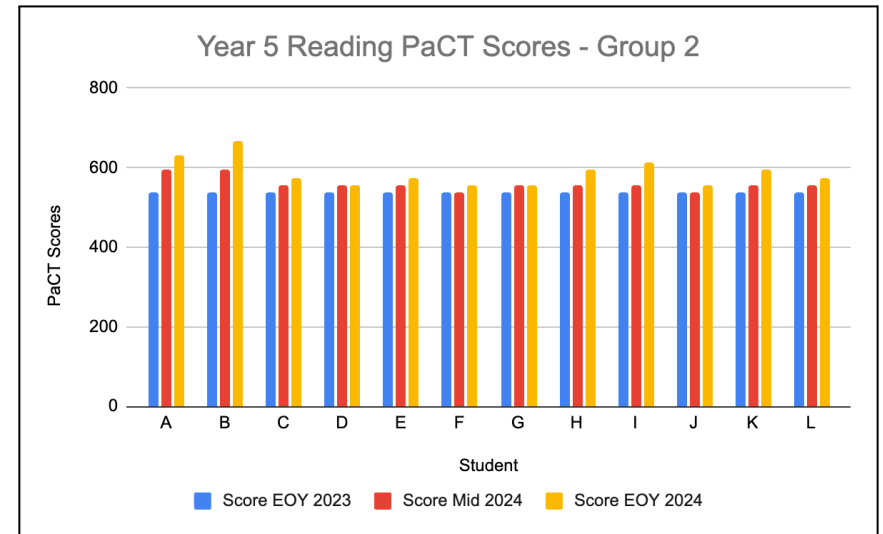
- All students have increased their PaCT scores
- 12 students have achieved a score above 550. Including the Māori student
- 1 student is close to achieving a score above 550
- 2 students are close to working at their expected curriculum level (approx 625)
- 2 students are working at their expected curriculum level (approx 625)

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 5: Group 2 - 12 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	538	594	630
B	538	594	667
C	538	557	575
D	538	557	557
E	538	557	575
F	538	538	557
G	538	557	557
H	538	557	594
I	538	557	612
J	538	538	557
K	538	557	594
L	538	557	575



Summary of Year 5 Target Student Data - Group 2:

- 10 students have increased their PaCT scores
- 1 student is close to achieving a score of 625
- 2 students are working at their expected level (approx 625)

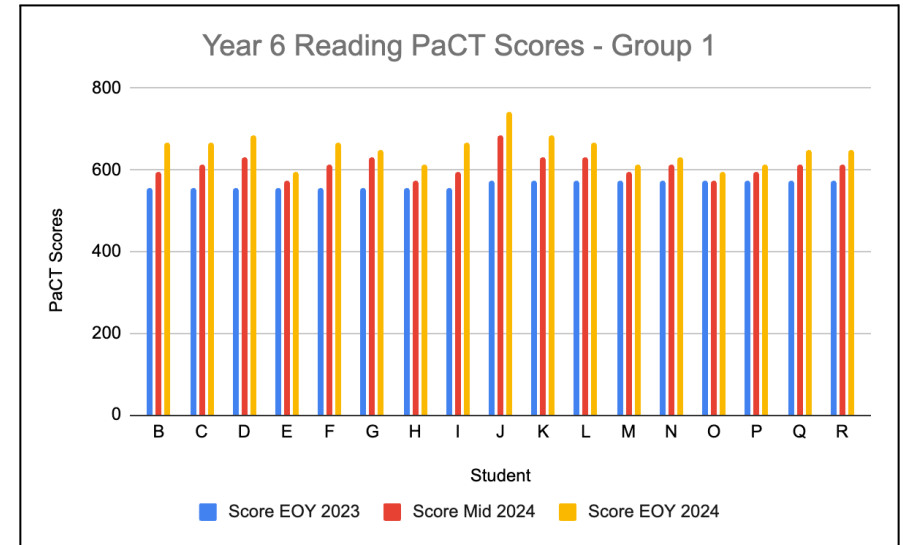
Year Six:

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Group 1 - 17 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
B	557	594	667
C	557	612	667
D	557	630	686
E	557	575	594
F	557	612	667
G	557	630	649
H	557	575	612
I	557	594	667
J	575	686	743
K	575	630	686
L	575	630	667
M	575	594	612
N	575	612	630
O	575	575	594
P	575	594	612
Q	575	612	649
R	575	612	649



Summary of Year 6 Target Student Data - Group 1:

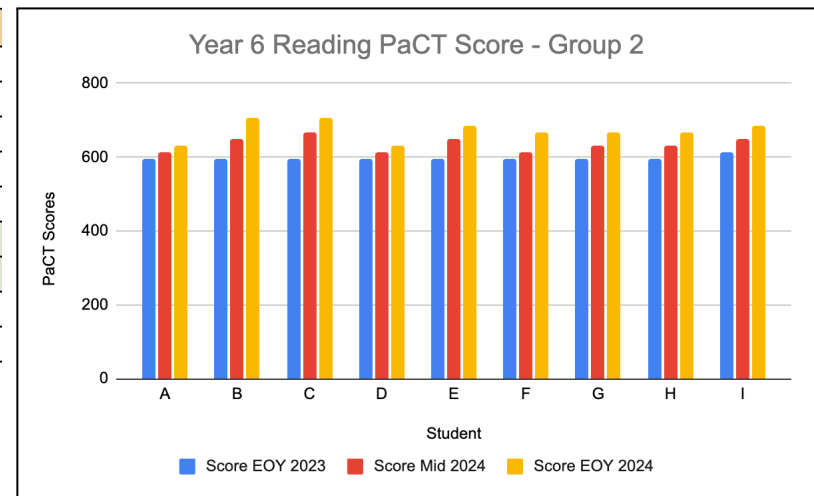
- All students have increased their PaCT scores - including the 4 Māori students
- 12 students have achieved a score over 625
- 3 students have achieved a score above 675 and are working at their expected curriculum level. Another 9 are close to achieving this.

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 6: Group 2 - 9 identified target students to be achieving a PaCT score above 675

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	594	612	630
B	594	649	705
C	594	667	705
D	594	612	630
E	594	649	686
F	594	612	667
G	594	630	667
H	594	630	667
I	612	649	686



Summary of Year 6 Target Student Data - Group 2:

- All students have increased their PaCT scores
- All students have achieved a score above 675
- 2 students are working above their expected curriculum level (a score of approx 699)

Actions/Evidence <i>What did we do?</i>	What did we achieve? <i>What were the outcomes of the actions?</i> <i>What impact did the actions have?</i>	Reasons for any differences (variances) between the target and the outcome.
<ul style="list-style-type: none"> ➤ Peer tutors established to work with students to master sight words in Year 1-2 ➤ Cross grouping for phonics teaching - specific to student needs in junior school ➤ Heggerty phonemic awareness programme again in term 4 ➤ Professional Learning around The Code in Year 3-6 ➤ Teachers identified target students in all classes. ➤ Used student tracking sheets to monitor student achievement across the year using PaCT data. ➤ School wide moderation of PaCT levelling within teams and as a whole staff. 	<p>Analysis of school-wide reading data showed that overall 92% of students (351/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 257 were at their expected level and 94 were beyond. 27 students were working towards their expected curriculum level and 3 well below.</p> <p>Overall Māori achievement was 91% (72/79) achieving within or beyond their expected curriculum level.</p> <p>Overall boys achievement was 92% (185/200) and girls achievement was 92% (166/180)</p> <p>Summary of Schoolwide Data - Year Level Breakdown</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 students are achieving at or above their appropriate curriculum level ➤ 100% of Year 2 students are achieving at or above their appropriate curriculum level. 40% are working above their expected curriculum level - an increase of 11% since mid year. ➤ 91% of Year 3 students are achieving at or above their appropriate curriculum level - an increase of 5%. 27% are working above their expected curriculum level - an increase of 22% since mid year. ➤ 95% of Year 4 students are achieving at or above their appropriate curriculum level. 53% are working above their expected curriculum level - an increase of 28% since mid year. ➤ 72% of Year 5 students are achieving at or above their appropriate curriculum level - an increase of 18%. 6% are working above their expected curriculum level - an increase of 3% since mid year. 	<p>Students that are new to Wairakei Primary School in 2024.</p> <p>Identified ISC students who are representative in Māori and Year 5 data.</p> <p>ORS funded students represented in the data for Year 6, Year 4 and Year 1.</p>

<p>➤ Integrated approach to reading and writing - particularly in years 3-6</p>	<p>➤ 97% of Year 6 students are achieving at or above their appropriate curriculum level. 36% are working above their expected curriculum level - an increase of 21% since mid year.</p> <p>Summary of Māori Student Data:</p> <ul style="list-style-type: none"> ➤ 100% of Māori students at Year 1 are achieving at or above their expected curriculum level ➤ 100% of Māori students at Year 2 are achieving at or above their expected curriculum level ➤ 100% of Māori students at Year 3 are achieving at their expected curriculum level ➤ 85% of Māori students at Year 4 are achieving at or above their expected curriculum level - an increase of 4% ➤ 44% of Māori students at Year 5 are achieving at or above their expected curriculum level - an increase of 1% ➤ 100% of Māori students at Year 6 are achieving at or above their expected curriculum level - an increase of 18% <p>Summary of School wide data - Male Students:</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 male students are working at their expected curriculum level ➤ 100% of Year 2 male students are working at or above their expected curriculum level ➤ 89% of Year 3 male students are working at their expected curriculum level - an increase of 3% ➤ 96% of Year 4 male students are working at or above their expected curriculum level ➤ 70% of Year 5 male students are working at their expected curriculum level - an increase of 18% ➤ 97% of Year 6 male students are working at or above their expected curriculum level 	
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	<p>Summary of School wide data - Female Students:</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 female students are working at or above their expected curriculum level ➤ 100% of Year 2 female students are working at or above their expected curriculum level ➤ 94% of Year 3 female students are working at their expected curriculum level ➤ 92% of Year 4 female students are working at or above their expected curriculum level - an increase of 3% ➤ 75% of Year 5 female students are working at their expected curriculum level - an increase of 17% ➤ 96% of Year 6 female students are working at or above their expected curriculum level - an increase of 4% 	
Planning for next year - where to next?		

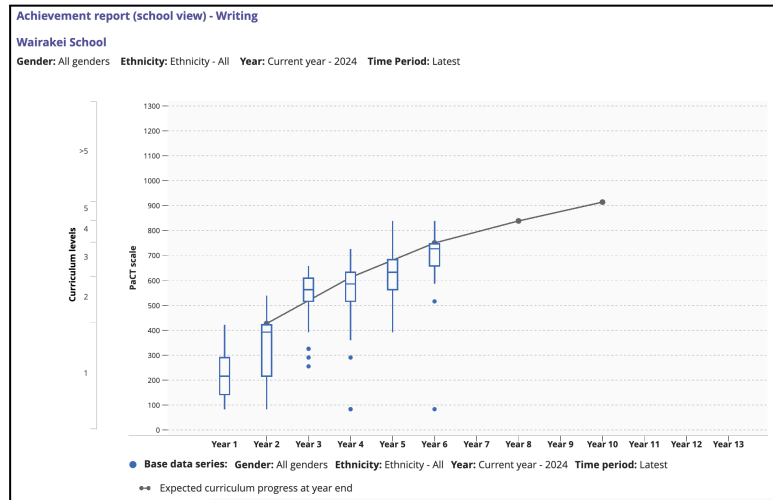
- Professional learning in Years 0-3 - Better Start Literacy - cohort 3 starting. Funding approved by the Ministry of Education. Kim Stevens to support this in school.
- Professional learning in Years 4-6 - The Code three day course
- Purchasing of further texts suitable for older readers who need support - including decidable texts and novels
- Unpacking of refreshed english curriculum - what does it look like and how will it be used within the classroom?
- Unpacking of standardised testing and assessment tools in 2025. How can we use these to track student progress in reading as we have done using PaCT
- Tier 2 BSLA students have been identified from term 4 2024 testing and will be receiving the Tier 2 intervention starting in Term 1 2025.

2024 Writing Statement of Variance - Progress Against Targets

Schoolwide Target:

To have 90% of students writing at the appropriate curriculum level

Schoolwide Data

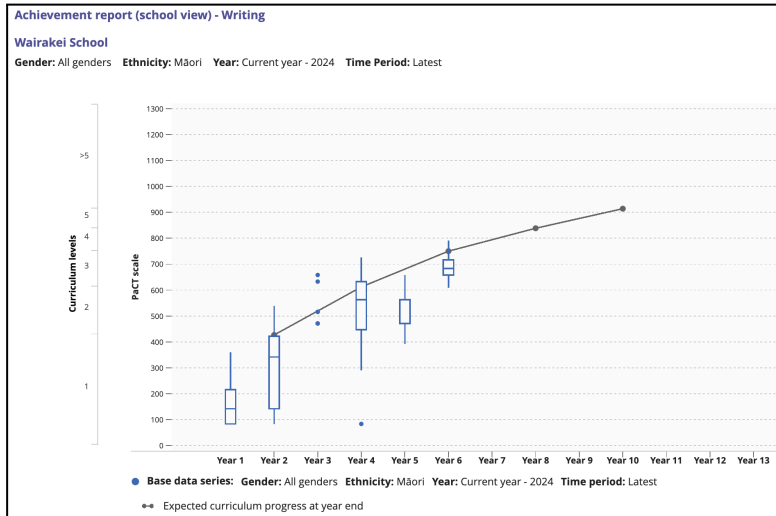


Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	4 (6%)	11 (19%)
NZC Level 3	-	-	14 (24%)	18 (34%)	34 (48%)	43 (73%)
NZC Level 2	-	13 (22%)	38 (64%)	30 (57%)	32 (45%)	4 (7%)
NZC Level 1	81 (100%)	45 (78%)	7 (12%)	5 (9%)	1 (1%)	1 (2%)
Total	81	58	59	53	71	59

- 100% of Year 1 students are achieving at or above their expected curriculum level
- 100% of Year 2 students are achieving at or above their expected curriculum level
- 88% of Year 3 students are achieving at or above their expected curriculum level - an increase of 11% since mid-year
- 91% of Year 4 students are achieving at or above their expected curriculum level - an increase of 10% since mid-year. Notably 34% of students are now working above their expected curriculum level - an increase of 22%.
- 54% of Year 5 students are achieving at their expected curriculum level - an increase of 24%
- 92% of Year 6 students are achieving at or above their expected curriculum level - an increase of 14%. Notably 19% of students are now working above their expected curriculum level - an increase of 16%.

2024 Writing Statement of Variance - Progress Against Targets

Māori Student Data Writing



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	1 (9%)
NZC Level 3	-	-	2 (29%)	4 (31%)	2 (22%)	9 (82%)
NZC Level 2	-	3 (19%)	5 (71%)	6 (46%)	6 (67%)	1 (9%)
NZC Level 1	23 (100%)	13 (81%)	-	3 (23%)	1 (11%)	-
Total	23	16	7	13	9	11

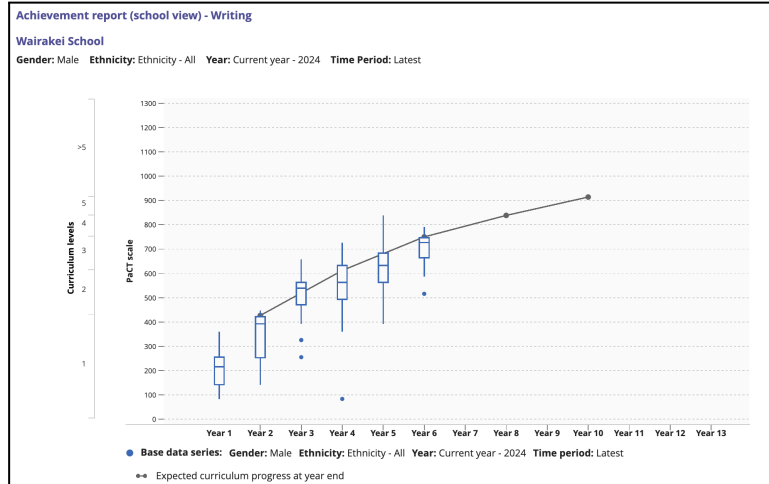
Summary of School wide data - Māori Students:

- 100% of Year 1 Māori students are working at or above their expected curriculum level
- 100% of Year 2 Māori students are working at or above their expected curriculum level
- 100% of Year 3 Māori students are working at or above their expected curriculum level -an increase of 17%
- 77% of Year 4 Māori students are working at or above their expected curriculum level - an increase of 23%
- 22% of Year 5 Māori students are working at or above their expected curriculum level - an increase of 22%
- 91% of Year 6 Māori students are working at or above their expected curriculum level - an increase of 24%

Māori students are identified in target students by the green shading in the tables at each year level.

2024 Writing Statement of Variance - Progress Against Targets

Male Student Data - Writing



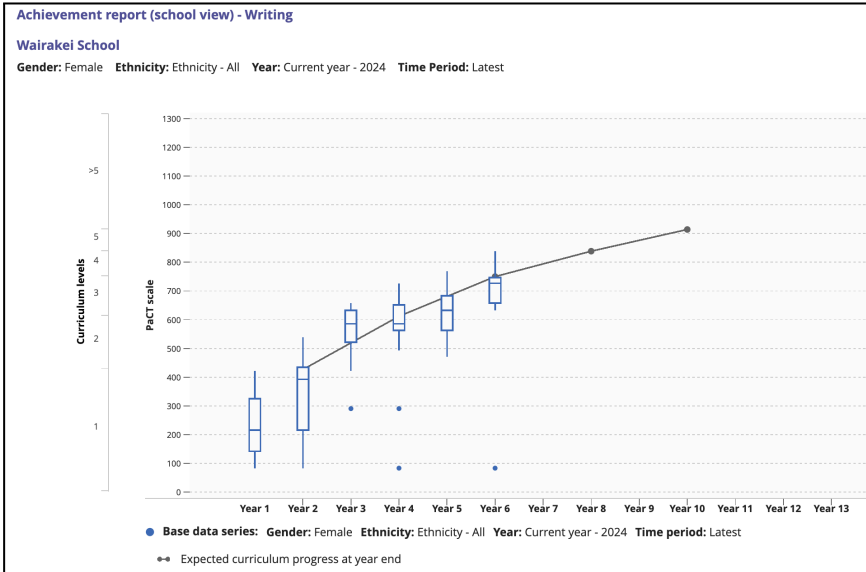
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (6%)	8 (24%)
NZC Level 3	-	-	4 (14%)	9 (33%)	18 (50%)	22 (65%)
NZC Level 2	-	7 (20%)	20 (69%)	15 (56%)	15 (42%)	4 (12%)
NZC Level 1	40 (100%)	28 (80%)	5 (17%)	3 (11%)	1 (3%)	-
Total	40	35	29	27	36	34

Summary of School wide data - Male Students:

- 100% of Year 1 male students are working at their expected curriculum level
- 100% of Year 2 male students are working at or above their expected curriculum level. 20% of male Year 2 students are working above their expected curriculum level - an increase of 17%.
- 81% of Year 3 male students are working at or above their expected curriculum level - an increase of 13%
- 89% of Year 4 male students are working at or above their expected curriculum level - an increase of 16%. 33% of male Year 4 students are working above their expected curriculum level - an increase of 25%.
- 56% of Year 5 male students are working at or above their expected curriculum level - an increase of 24%
- 89% of Year 6 male students are working at or above their expected curriculum level - an increase of 10%. 24% of male Year 6 students are working above their expected curriculum level - an increase of 21%.

2024 Writing Statement of Variance - Progress Against Targets

Female Student Data - Writing



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (6%)	3 (12%)
NZC Level 3	-	-	10 (33%)	9 (35%)	16 (46%)	21 (84%)
NZC Level 2	-	6 (26%)	18 (60%)	15 (58%)	17 (49%)	-
NZC Level 1	41 (100%)	17 (74%)	2 (7%)	2 (8%)	-	1 (4%)
Total	41	23	30	26	35	25

Summary of School wide data - Female Students:

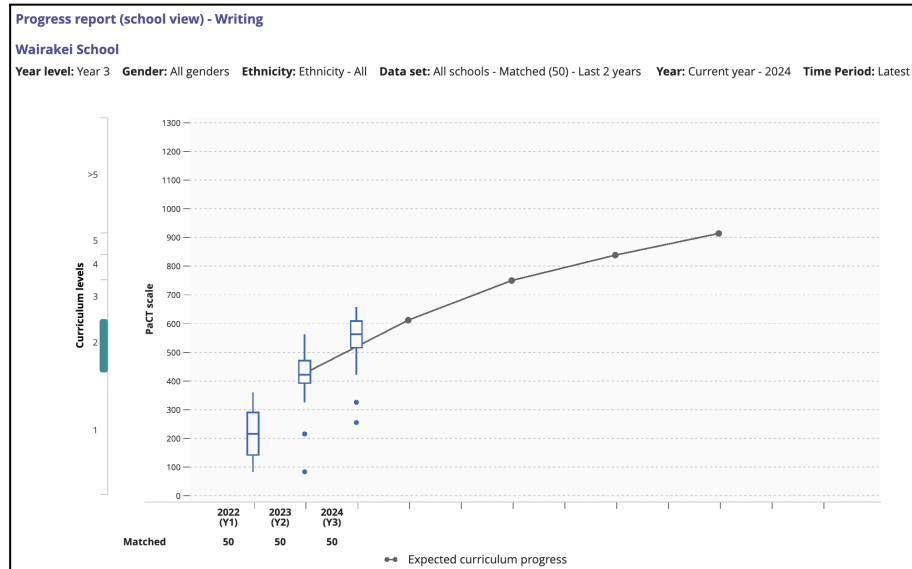
- 100% of Year 1 female students are working at or above their expected curriculum level
- 100% of Year 2 female students are working at or above their expected curriculum level. 26% of female Year 2 students are working above their expected curriculum level - an increase of 16%.
- 93% of Year 3 female students are working at or above their expected curriculum level - an increase of 7%
- 91% of Year 4 female students are working at or above their expected curriculum level. 35% of female Year 4 students are working above their expected curriculum level - an increase of 10%.
- 52% of Year 5 female students are working at or above their expected curriculum level - an increase of 22%
- 96% of Year 6 female students are working at or above their expected curriculum level - an increase of 16%. 12% of female Year 6 students are working above their expected curriculum level - an increase of 8%.

2024 Writing Statement of Variance - Progress Against Targets

Data Over Time

These graphs display progress and achievement in Writing for students over their time at Wairakei Primary School

Current Year Three Students

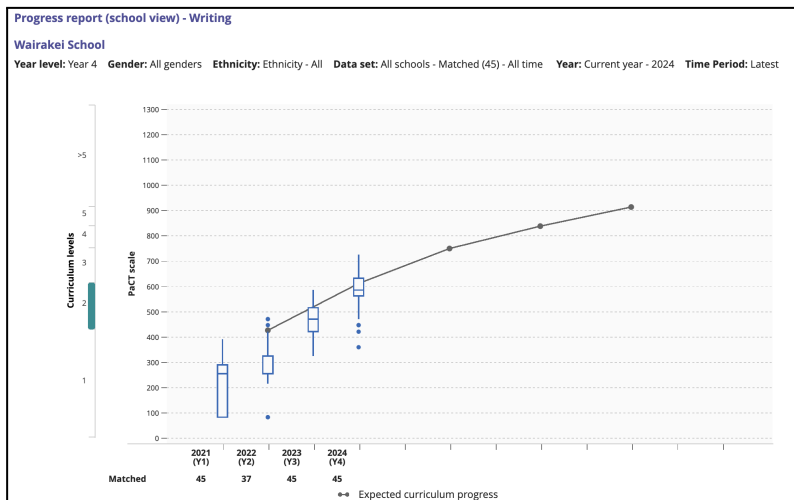


Curriculum levels (working within)

	Year 1	Year 2	Year 3
Beyond NZC Level 5	-	-	-
NZC Level 5	-	-	-
NZC Level 4	-	-	-
NZC Level 3	-	-	12 (24%)
NZC Level 2	-	23 (46%)	33 (66%)
NZC Level 1	50 (100%)	27 (54%)	5 (10%)
Total	50	50	50

2024 Writing Statement of Variance - Progress Against Targets

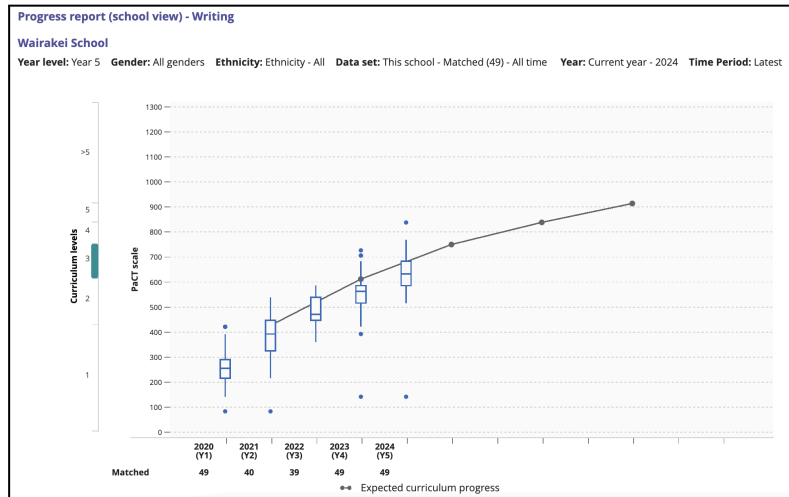
Current Year Four Students



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4
Beyond NZC Level 5	-	-	-	-
NZC Level 5	-	-	-	-
NZC Level 4	-	-	-	-
NZC Level 3	-	-	-	16 (36%)
NZC Level 2	-	3 (8%)	33 (73%)	27 (60%)
NZC Level 1	45 (100%)	34 (92%)	12 (27%)	2 (4%)
Total	45	37	45	45

2024 Writing Statement of Variance - Progress Against Targets

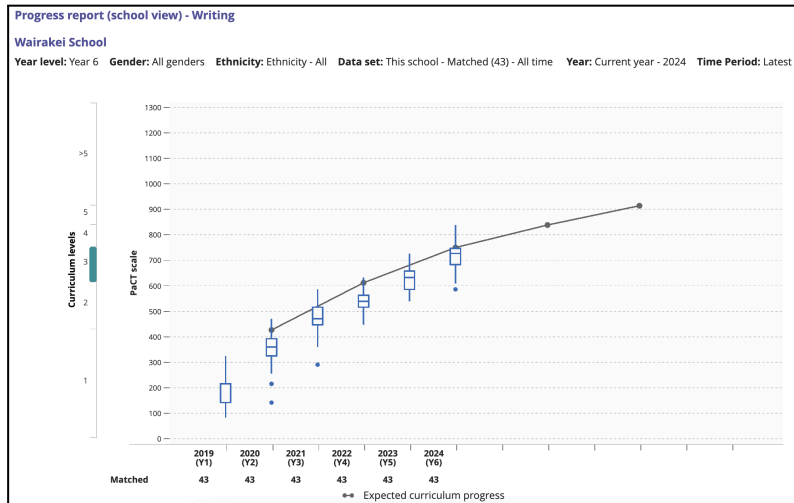
Current Year 5 Students



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5
Beyond NZC Level 5	-	-	-	-	-
NZC Level 5	-	-	-	-	-
NZC Level 4	-	-	-	-	3 (6%)
NZC Level 3	-	-	-	11 (22%)	27 (55%)
NZC Level 2	-	12 (30%)	32 (82%)	35 (71%)	18 (37%)
NZC Level 1	49 (100%)	28 (70%)	7 (18%)	3 (6%)	1 (2%)
Total	49	40	39	49	49

2024 Writing Statement of Variance - Progress Against Targets

Current Year 6 Students



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beyond NZC Level 5	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	9 (21%)
NZC Level 3	-	-	-	1 (2%)	25 (58%)	32 (74%)
NZC Level 2	-	3 (7%)	37 (86%)	42 (98%)	18 (42%)	2 (5%)
NZC Level 1	43 (100%)	40 (93%)	6 (14%)	-	-	-
Total	43	43	43	43	43	43

2024 Writing Statement of Variance - Progress Against Targets

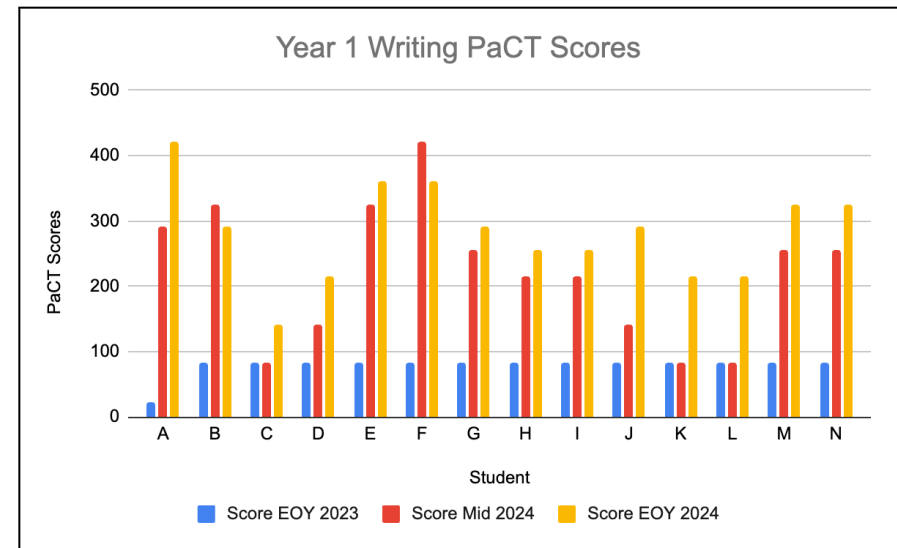
Target Students Data:

Year One: 14 identified target students to be achieving a PaCT score above 300

Within each year level one or two groups of target students were identified.

The target score for these students will mean that these students are working at their expected year level if they reach or exceed this score.

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	22	291	421
B	84	326	291
C	84	84	142
D	84	142	216
E	84	326	360
F	84	421	360
G	84	255	291
H	84	216	255
I	84	216	255
J	84	142	291
K	84	84	216
L	84	84	216
M	84	255	326
N	84	255	326



Summary of Year 1 Target Student Data:

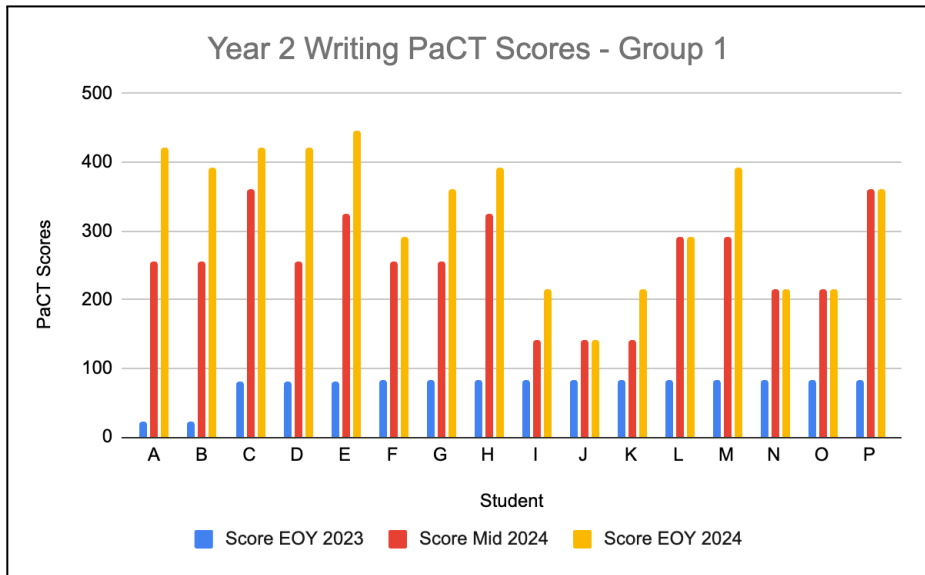
- All students scores have increased
- 5 students have achieved a score above 300 and is working within the expected curriculum level
- 1 student has achieving a score of 400 - and working above their expected curriculum level

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year Two: Group 1 - 16 identified target students to be achieving a PaCT score above 300

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	22	255	421
B	22	255	393
C	81	360	421
D	81	255	421
E	81	326	447
F	84	255	291
G	84	255	360
H	84	326	393
I	84	142	216
J	84	142	142
K	84	142	216
L	84	291	291
M	84	291	393
N	84	216	216
O	84	216	216
P	84	360	360



Summary of Year 2 Target Student Data - Group 1:

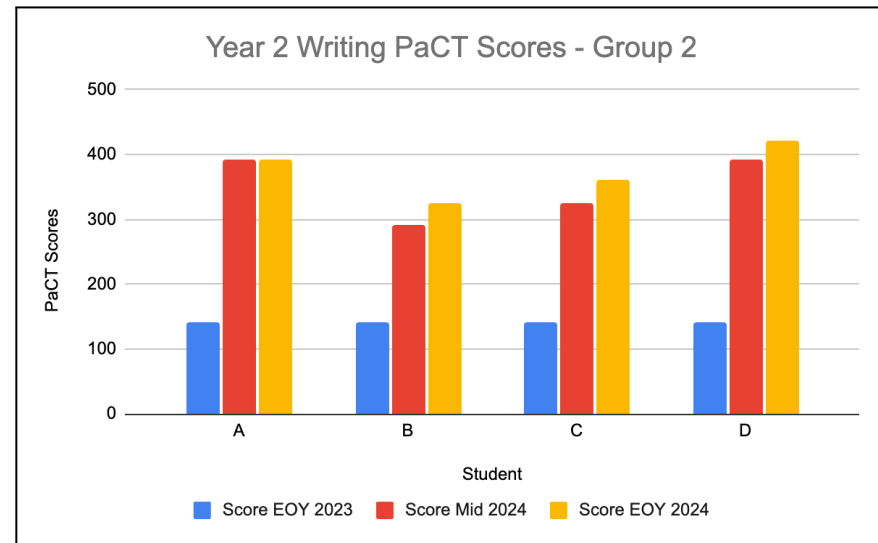
- 9 target students have achieved a score above 300 - including the 2 Māori students
- 12 students have increased their PaCT scores
- 4 students are achieving at their expected curriculum level (approx 400)
- 3 students are close to achieving at their expected curriculum level (approx 400)

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year Two: Group 2 - 4 identified target students to be achieving a PaCT score above 400

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	142	393	393
B	142	291	326
C	142	326	360
D	142	393	421



Summary of Year 2 Target Student Data - Group 2

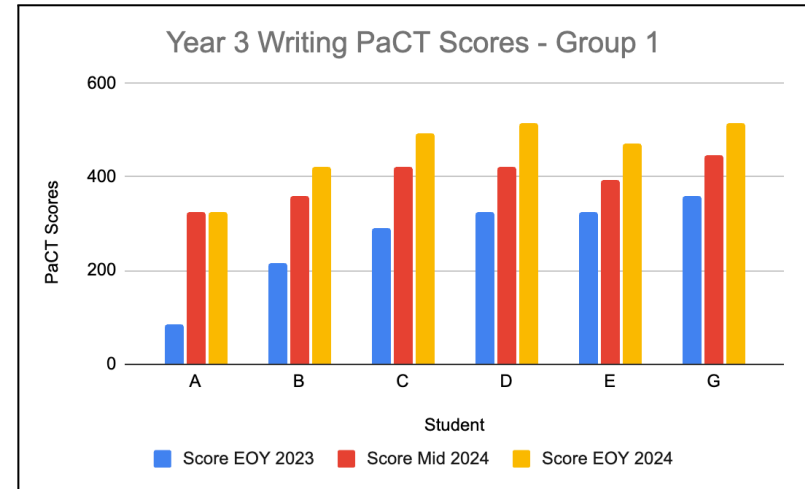
- All students have increased their PaCT scores
- 1 student is close to achieving at their expected curriculum level (approx 400)
- 1 student has achieved a score above 400

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 3: Group 1 - 6 identified target students to be achieving a PaCT score above 400

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	84	326	326
B	216	360	421
C	292	421	493
D	326	421	516
E	326	393	471
G	360	447	516



Summary of Year 3 Group 1 Target Student Data:

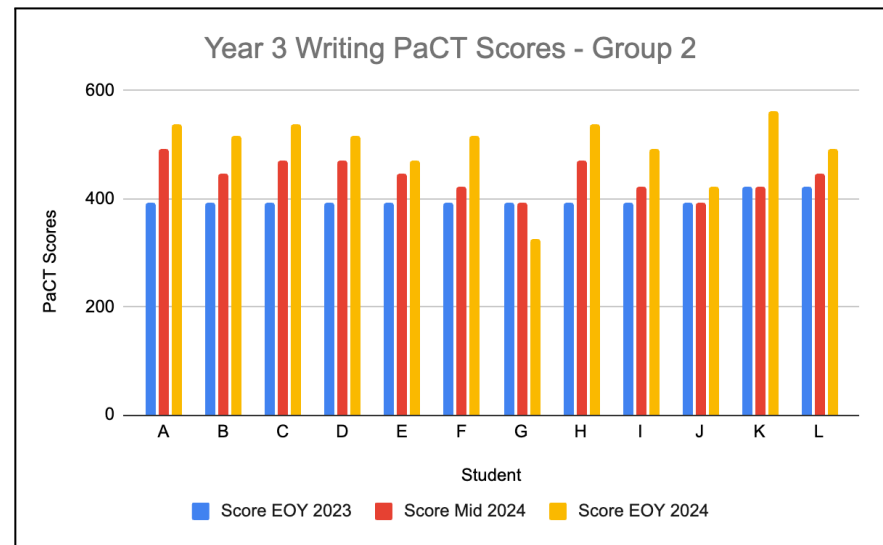
- 5 students have increased their PaCT scores
- 5 students in group 1 have achieved a score above 400 - 3 are close
- 2 students are achieving at their expected curriculum level (approx 500) - another 2 are close

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 3: Group 2 - 12 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	393	493	539
B	393	447	516
C	393	471	539
D	393	471	516
E	393	447	471
F	393	421	516
G	393	393	326
H	393	471	539
I	393	421	493
J	393	393	421
K	421	421	563
L	421	447	493



Summary of Year 3 Target Student Data - Group 2

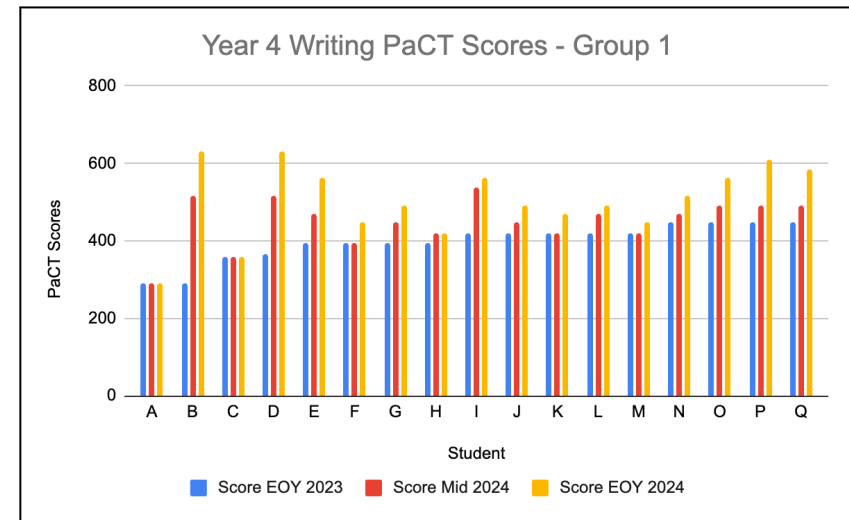
- 11 students have increased their PaCT scores
- 2 students are close to achieving a score of 500
- 7 students have achieved a score of 500 or over

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 4: Group 1 - 18 identified target students to be achieving a PaCT score above 500

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	291	291	291
B	292	516	633
C	360	360	360
D	366	516	633
E	393	471	563
F	393	393	447
G	393	447	493
H	393	421	421
I	421	539	563
J	421	447	493
K	421	421	471
L	421	471	493
M	421	421	447
N	447	471	516
O	447	493	563
P	447	493	609
Q	447	493	586



Summary of Year 4 Target Student Data - Group 1:

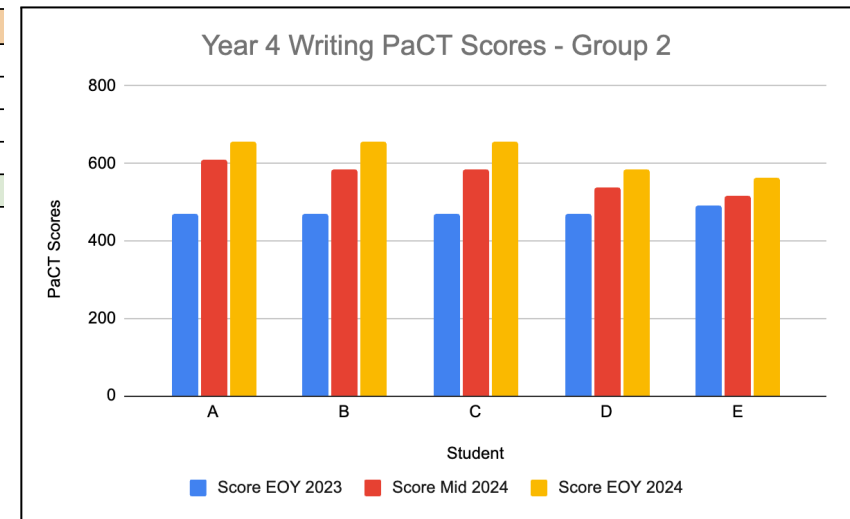
- 15 students have increased their PaCT scores
- 8 students have achieved a score above 500 - 3 are close
- 7 students have achieved a score above 550 - and are working at their expected curriculum level.
- 2 students are working above their expected curriculum level.

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 4: Group 2 - 5 identified target students to be achieving a PaCT score above 550

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	471	609	658
B	471	586	658
C	471	586	658
D	471	539	586
E	493	516	563



Summary of Year 4 - Group 2 Target Student Data:

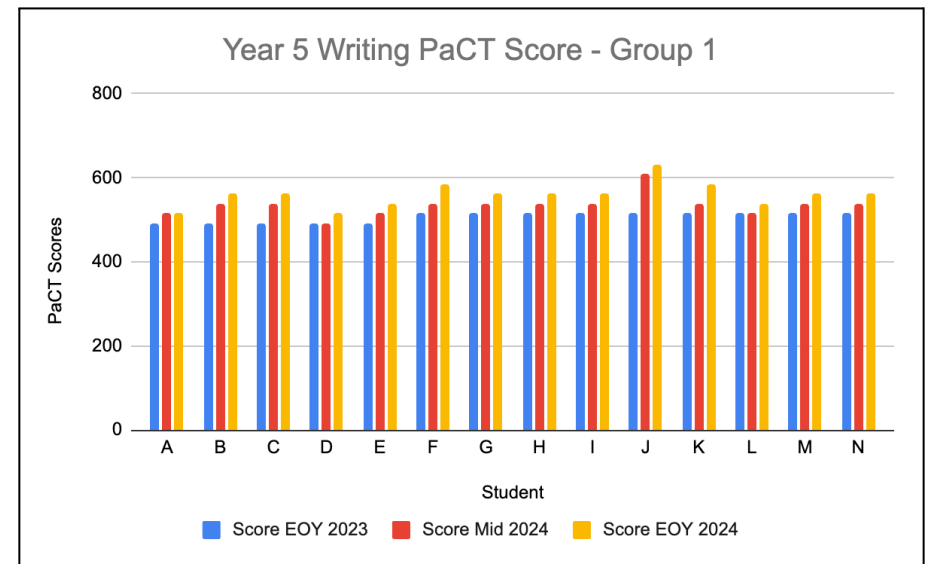
- All students have increased their PaCT scores
- All students have achieved a score of above 550 and are working within or above their expected curriculum level

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year 5: Group 1 - 14 identified target students to be achieving a PaCT score above 550

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	493	516	516
B	493	539	563
C	493	539	563
D	493	493	516
E	493	516	539
F	516	539	586
G	516	539	563
H	516	539	563
I	516	539	563
J	516	609	633
K	516	539	586
L	516	516	539
M	516	539	563
N	516	539	563



Summary of Year 5 Target Student Data - Group 1:

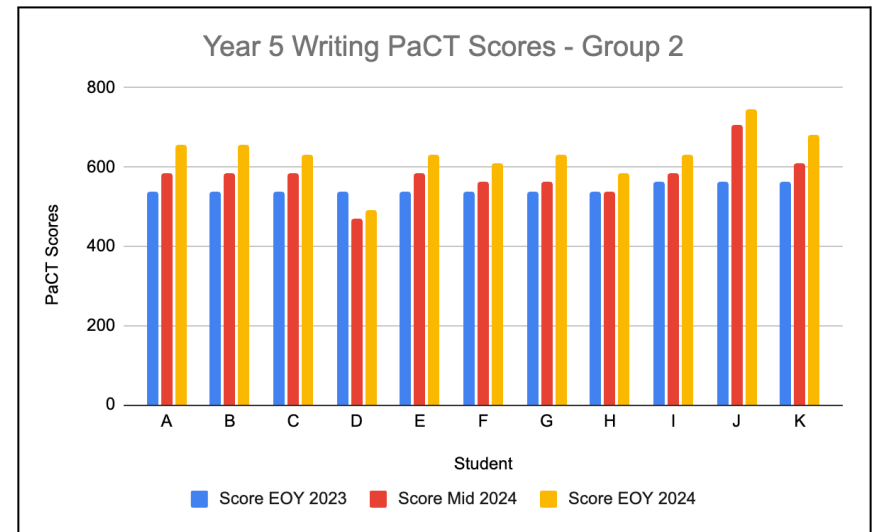
- 13 students have increased their PaCT scores
- 10 students have achieved a score above 550
- 4 students are close to achieving a score above 550
- All Māori students have increased their score.
- 1 student has achieved a score above 625 - working at their expected curriculum level.

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year 5: Group 2 - 11 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	539	586	658
B	539	586	658
C	539	586	633
D	539	471	493
E	539	586	633
F	539	563	609
G	539	563	633
H	539	539	586
I	563	586	633
J	563	706	747
K	563	609	683



Summary of Year 5 Target Student Data - Group 2:

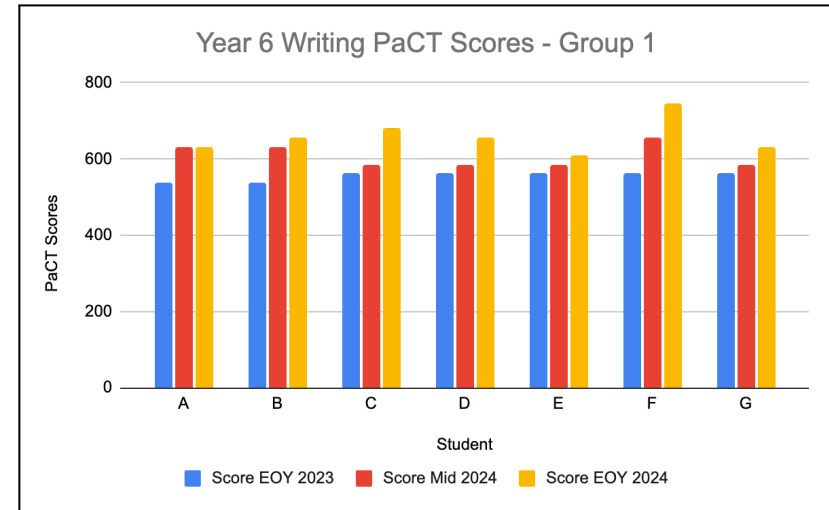
- All students have increased their PaCT scores since mid-year
- 8 students have achieved a score above 625 - 7 are working within their expected curriculum level. 1 is working well above their expected curriculum level.

Group 1:

The target score for these students will mean that these students are working at approximately 1 year level below their expected year level if they reach or exceed this score.

Year Six: Group 1 - 8 identified target students to be achieving a PaCT score above 625

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	539	633	633
B	539	633	658
C	563	586	683
D	563	586	658
E	563	586	609
F	563	658	747
G	563	586	633



Summary of Year 6 Target Student Data - Group 1:

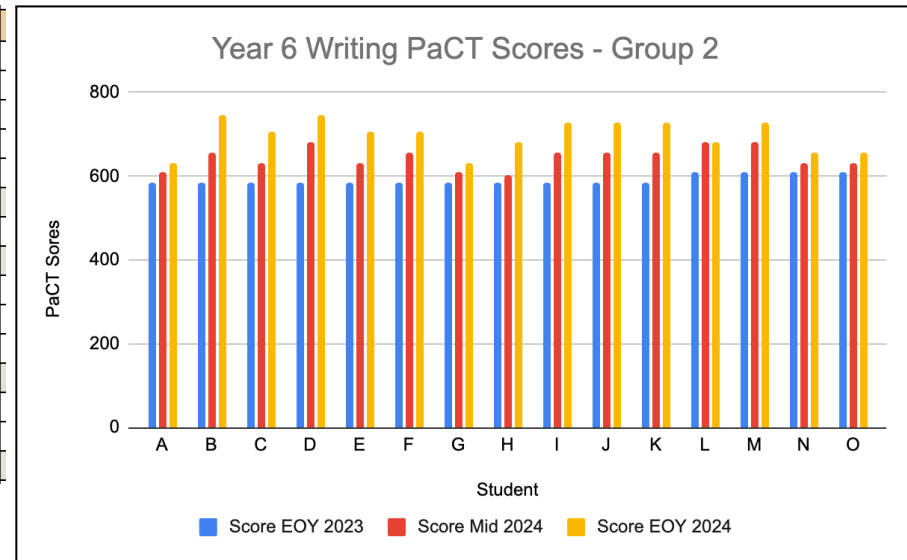
- 6 students have increased their PaCT scores
- 6 students have achieved a score above 625 - 1 is close
- 1 students is working above their expected curriculum level

Group 2:

The target score for these students will mean that these students are working at their expected curriculum level if they reach or exceed this score.

Year Six: Group 2 - 15 identified target students to be achieving a PaCT score above 675

Student	Score EOY 2023	Score Mid 2024	Score EOY 2024
A	586	609	633
B	586	658	747
C	586	633	706
D	586	683	747
E	586	633	706
F	586	658	706
G	586	609	633
H	586	603	683
I	586	658	727
J	586	658	727
K	586	658	727
L	609	683	683
M	609	683	727
N	609	633	658
O	609	633	658



Summary of Year 6 Target Student Data - Group 2:

- 14 students have increased their PaCT scores
- 11 students have achieved a score above 675
- 2 students are close to achieving a score of 675
- 9 students are working above their expected curriculum level

Actions/Evidence <i>What did we do?</i>	What did we achieve? <i>What were the outcomes of the actions?</i> <i>What impact did the actions have?</i>	Reasons for any differences (variances) between the target and the outcome.
<ul style="list-style-type: none"> ➤ Sampling of 100 randomly selected students across the school twice during the year. ➤ Staff used these to identify strengths and weaknesses across the school in writing. ➤ Peer tutors were established to work with students to master Heart Words in years 1-3 ➤ Heggerty phonemic awareness programme in term 4 ➤ The Code implemented throughout Year 3-6. ➤ Phonics programs implemented across the school ➤ Identified target students in all classes. ➤ Used student tracking sheets to monitor student 	<p>Analysis of school-wide writing data showed that overall 87% of students (331/380) were achieving within or beyond their expected curriculum level. Out of 380 students, 271 were at their expected level and 60 were beyond. 48 students were working towards their expected curriculum level and 2 well below.</p> <p>Overall Māori achievement was 86% (68/79) achieving within or beyond their expected curriculum level.</p> <p>Overall boys achievement was 86% (173/200) and girls achievement was 87% (158/180)</p> <p>Summary of Schoolwide Data Year Level Breakdown</p> <ul style="list-style-type: none"> ➤ 100% of Year 1 students are achieving at or above their expected curriculum level ➤ 100% of Year 2 students are achieving at or above their expected curriculum level ➤ 88% of Year 3 students are achieving at or above their expected curriculum level an increase of 11% since mid-year ➤ 91% of Year 4 students are achieving at or above their expected curriculum level an increase of 10% since mid-year. Notably 34% of students are now working above their expected curriculum level an increase of 22%. ➤ 54% of Year 5 students are achieving at their expected curriculum level an increase of 24% ➤ 92% of Year 6 students are achieving at or above their expected curriculum level an increase of 14%. Notably 19% of students are now working above their expected curriculum level an increase of 16%. 	<p>Students that are new to Wairakei Primary School in 2024.</p> <p>Identified ISC students who are representative in Māori and Year 5 data.</p> <p>ORS funded students represented in the data for Year 6, Year 4 and Year 1.</p>

achievement across the year using PaCT data.

-
- School wide moderation of PaCT levelling within teams and as a whole staff.
-
- Integrated approach to reading and writing particularly in Years 3-6 increased student agency regarding choice of genre to showcase learning.

Summary of School wide data Māori Students:

- 100% of Year 1 Māori students are working at or above their expected curriculum level
- 100% of Year 2 Māori students are working at or above their expected curriculum level
- 100% of Year 3 Māori students are working at or above their expected curriculum level -an increase of 17%
- 77% of Year 4 Māori students are working at or above their expected curriculum level an increase of 23%
- 22% of Year 5 Māori students are working at or above their expected curriculum level an increase of 22%
- 91% of Year 6 Māori students are working at or above their expected curriculum level an increase of 24%

Summary of School wide data Male Students:

- 100% of Year 1 male students are working at their expected curriculum level
- 100% of Year 2 male students are working at or above their expected curriculum level. 20% of male Year 2 students are working above their expected curriculum level an increase of 17%.
- 81% of Year 3 male students are working at or above their expected curriculum level an increase of 13%
- 89% of Year 4 male students are working at or above their expected curriculum level an increase of 16%. 33% of male Year 4 students are working above their expected curriculum level an increase of 25%.
- 56% of Year 5 male students are working at or above their expected curriculum level an increase of 24%

- 89% of Year 6 male students are working at or above their expected curriculum level an increase of 10%. 24% of male Year 6 students are working above their expected curriculum level an increase of 21%.

Summary of School wide data Female Students:

- 100% of Year 1 female students are working at or above their expected curriculum level
- 100% of Year 2 female students are working at or above their expected curriculum level. 26% of female Year 2 students are working above their expected curriculum level an increase of 16%.
- 93% of Year 3 female students are working at or above their expected curriculum level an increase of 7%
- 91% of Year 4 female students are working at or above their expected curriculum level. 35% of female Year 4 students are working above their expected curriculum level an increase of 10%.
- 52% of Year 5 female students are working at or above their expected curriculum level an increase of 22%
- 96% of Year 6 female students are working at or above their expected curriculum level an increase of 16%. 12% of female Year 6 students are working above their expected curriculum level an increase of 8%.

Planning for next year - where to next?

- Writing samples will be collected again in 2025. The same students will be used to generate samples.
- Continued focus on the writing process for both teaching and learning how can we extend what has happened in 2025?
- Consistency of writing pedagogy for writing in Years 0-3 using BSLA as a starting point.
- Moderation of Writing in teams to develop a better understanding of where students are at and their next steps.

During 2024 Wairakei Primary School used 100% of the Kiwi Sport funding on providing buses for our school swimming programme. 95% of children were involved in this programme during the year.

Paula Farquhar
Principal

Community Consultation was conducted in October 2024.

How Wairakei Primary has given effect to te Tiriti o Waitangi?

Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.

Section 127(10)(d) OF the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:

- (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
- (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
- (iii) achieving equitable outcomes for Māori students.

You must include progress that your school has made towards instruction available in tikanga Māori and te reo Māori

In 2024 the school:

- Continued relationship with hapu - marae kaiako taking lessons in classes
- Tūrangawaewae Concept - localised curriculum
- All students and staff welcomed onto the marae
- O a Tia waiata sung regularly in school - unpacking of the meaning of the kupu
- Pōwhiri each term. Māori students have been given the opportunity to take on leadership roles.
- Kapa haka - weekly. Māori students have been given the opportunity to take on leadership roles.
- Participation in Ngāti Tūwharetoa Taiopenga Festival
- Daily karakia, waiata
- Review and correction of pronunciation
- CRRP
- Tuakana teina - whare tiaki/buddy classes
- Matariki celebration - including whānau in the celebration
- Māori language week participation - phrases of the week becoming engrained
- BSLA - te reo Māori vocabulary included in instruction
- Staff attendance at Mana Whenua
- Roopū Mahana Māori established