SPOTSWOOD COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	173
Principal:	Nicola Ngarewa
School Address:	129 South Road, New Plymouth
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Accountant / Service Provider:

SPOTSWOOD COLLEGE

Annual Financial Statements - For the year ended 31 December 2023

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Spotswood College

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

MICHAEL COLE
Full Name of Presiding Member

NICOLA NGARENA
Full Name of Principal

Signature of Presiding Member

Signature of Principal

28/05/2024
Date:

28/05/2024
Date:

Spotswood College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue				
Government Grants	2	13,984,995	10,699,969	12,401,067
Locally Raised Funds	3	875,852	455,960	500,842
Interest		64,427	2,000	8,213
Gain on Sale of Property, Plant and Equipment		13,723	-	3,920
Total Revenue		14,938,997	11,157,929	12,914,042
Expense				
Locally Raised Funds	3	696,011	539,504	367,194
Learning Resources	4	9,290,174	8,252,538	8,516,521
Administration	5	1,648,328	598,521	1,558,335
Interest		10,708	8,499	9,792
Property	6	2,482,886	1,821,077	1,835,736
Other Expenses	7	2,847	2,763	2,763
Loss on Disposal of Property, Plant and Equipment		-	-	1,285
Total Expense		14,130,954	11,222,902	12,291,626
Net Surplus / (Deficit) for the year		808,043	(64,973)	622,416
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		808,043	(64,973)	622,416

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

Spotswood College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Equity at 1 January		2,661,749	1,996,980	2,038,479
Total comprehensive revenue and expense for the year		808,043	(64,973)	622,416
Contributions from / (Distributions to) the Ministry of Education		6,558	-	854
Contribution - Furniture and Equipment Grant		56,266	-	-
Equity at 31 December		3,532,616	1,932,007	2,661,749
Accumulated comprehensive revenue and expense		3,532,616	1,932,007	2,661,749
Equity at 31 December		3,532,616	1,932,007	2,661,749

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.

Spotswood College
Statement of Financial Position
As at 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Assets				
Cash and Cash Equivalents	8	2,830,208	754,189	1,426,468
Accounts Receivable	9	544,658	448,374	570,980
GST Receivable		-	62,641	20,621
Prepayments		5,000	4,494	1,951
Inventories	10	90,858	132,023	133,801
Investments	11	127,796	124,081	125,150
Funds Receivable for Capital Works Projects	19	97,732	-	149,281
		3,696,252	1,525,802	2,428,252
Current Liabilities				
GST Payable		14,042	-	-
Accounts Payable	14	698,414	597,567	706,713
Revenue Received in Advance	15	252,934	97,924	138,844
Provision for Cyclical Maintenance	16	58,837	39,783	44,080
Finance Lease Liability	17	115,594	50,741	81,963
Funds held in Trust	18	130,625	1,097	69,020
Funds held for Capital Works Projects	19	291,887	-	107,181
Funds held on behalf of Truancy Cluster	20	74,660	-	27,828
		1,636,993	787,112	1,175,629
Working Capital Surplus/(Deficit)		2,059,259	738,690	1,252,623
Non-current Assets				
Property, Plant and Equipment	12	1,638,669	1,290,512	1,549,591
Intangible Assets		2,827	5,939	5,674
Work in Progress		-	-	5,423
		1,641,496	1,296,451	1,560,688
Non-current Liabilities				
Provision for Cyclical Maintenance	16	72,156	35,588	48,981
Finance Lease Liability	17	95,983	67,546	102,581
		168,139	103,134	151,562
Net Assets		3,532,616	1,932,007	2,661,749
Equity		3,532,616	1,932,007	2,661,749

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

Spotswood College
Statement of Cash Flows
For the year ended 31 December 2023

	Note	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash flows from Operating Activities				
Government Grants		6,054,810	4,103,487	4,893,035
Locally Raised Funds		706,252	333,700	583,651
International Students		218,948	122,260	22,424
Goods and Services Tax (net)		34,663	-	42,020
Payments to Employees		(3,002,064)	(2,232,183)	(2,513,268)
Payments to Suppliers		(2,700,112)	(2,191,373)	(2,050,255)
Interest Paid		(10,708)	(8,499)	(9,792)
Interest Received		65,226	2,000	7,452
Net cash from/(to) Operating Activities		1,367,015	129,392	975,267
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		8,881	-	2,500
Purchase of Property Plant & Equipment (and Intangibles)		(243,949)	(20,000)	(142,392)
Purchase of Investments		(2,645)	-	(1,070)
Net cash from/(to) Investing Activities		(237,713)	(20,000)	(140,962)
Cash flows from Financing Activities				
Furniture and Equipment Grant		56,266	-	-
Contributions from / (Distributions to) Ministry of Education		6,558	-	854
Finance Lease Payments		(87,079)	(96,919)	(59,009)
Funds Administered on Behalf of Other Parties		298,693	-	(91,398)
Net cash from/(to) Financing Activities		274,438	(96,919)	(149,553)
Net increase/(decrease) in cash and cash equivalents		1,403,740	12,473	684,752
Cash and cash equivalents at the beginning of the year	8	1,426,468	741,716	741,716
Cash and cash equivalents at the end of the year	8	2,830,208	754,189	1,426,468

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, and the 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.

Spotswood College
Notes to the Financial Statements
For the year ended 31 December 2023

1. Statement of Accounting Policies

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

b) Basis of Preparation
Reporting Period
The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

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

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

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

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

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

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

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

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

Cyclical maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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 12.

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 17. Future operating lease commitments are disclosed in note 24b.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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	20-40 years
Buildings	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	6 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

k) Intangible Assets
Software costs
Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance and research expenditure are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

l) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

m) 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.

n) Employee Entitlements

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

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

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

o) 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.

p) 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.

q) 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.

r) 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.

s) Provision for Cyclical Maintenance

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

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

The Schools carries out painting maintenance of the whole school over 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.

t) 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.

u) 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.

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Government Grants - Ministry of Education	5,926,492	4,009,093	5,247,419
Teachers' Salaries Grants	6,472,997	5,498,892	6,022,103
Use of Land and Buildings Grants	1,450,480	1,080,440	998,415
Other Government Grants	135,026	111,544	133,130
	13,984,995	10,699,969	12,401,067

The school has opted in to the donations scheme for this year. Total amount received was $147,185.

3. Locally Raised Funds

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue			
Curriculum related Activities - Purchase of goods and servic	10,303	-	10,085
Fees for Extra Curricular Activities	295,354	15,000	71,680
Trading	234,880	250,700	250,254
Fundraising & Community Grants	116,367	68,000	146,399
International Students	218,948	122,260	22,424
	875,852	455,960	500,842
Expense			
Extra Curricular Activities Costs	278,875	26,537	59,077
Trading	233,147	274,236	281,410
Fundraising & Community Grant Costs	403	-	698
International Student - Student Recruitment	22,249	63,381	6,502
International Student - Employee Benefits - Salaries	116,842	131,000	9,994
International Student - Other Expenses	44,495	44,350	9,513
	696,011	539,504	367,194
Surplus/(Deficit) for the year Locally raised funds	179,841	(83,544)	133,648

During the year the School hosted 21 International students (2022:3)

4. Learning Resources

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Curricular	361,724	469,988	293,349
Library Resources	(12)	3,600	2,997
Employee Benefits - Salaries	7,974,566	6,926,075	7,301,619
Staff Development	29,690	20,000	18,597
Depreciation	287,044	204,000	303,097
Ict	73,531	80,000	106,560
Gateway	59,753	62,000	55,814
Star	48,859	70,000	46,646
Taranaki Activity Centre	185,707	115,375	115,667
Alternative Education	269,312	301,500	272,175
	9,290,174	8,252,538	8,516,521

5. Administration

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Audit Fees	11,650	11,650	11,311
Board Fees	5,575	5,500	2,925
Board Expenses	24,525	20,848	35,873
Communication	26,468	20,200	22,931
Consumables	14,129	2,500	12,261
Legal Fees	-	2,500	1,274
Other	119,662	91,723	90,901
Employee Benefits - Salaries	427,293	400,000	330,581
Insurance	18,348	15,000	13,225
Service Providers, Contractors and Consultancy	28,591	28,600	26,656
Healthy School Lunch Programme	972,087	-	1,010,397
	1,648,328	598,521	1,558,335

6. Property

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Caretaking and Cleaning Consumables	90,986	46,500	54,229
Cyclical Maintenance Provision	37,932	23,387	17,464
Grounds	20,423	13,000	24,399
Heat, Light and Water	153,430	120,000	137,024
Rates	11,152	10,000	9,590
Repairs and Maintenance	240,255	114,750	126,697
Use of Land and Buildings	1,450,480	1,080,440	998,415
Security	15,691	8,000	8,757
Employee Benefits - Salaries	462,537	405,000	459,161
	2,482,886	1,821,077	1,835,736

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. Other Expenses

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Amortisation of Intangible Assets	2,847	2,763	2,763
	2,847	2,763	2,763

8. Cash and Cash Equivalents

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Bank Accounts	2,830,208	754,189	1,426,468
Cash and cash equivalents for Statement of Cash Flows	2,830,208	754,189	1,426,468

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

Of the $2,830,208 Cash and Cash Equivalents $291,887 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. The funds are required to be spent in 2024 on Crown owned school buildings.

9. Accounts Receivable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Receivables	6,438	51,690	38,087
Receivables from the Ministry of Education	2,382	-	399
Interest Receivable	9	47	808
Banking Staffing Underuse	-	3,975	-
Teacher Salaries Grant Receivable	535,829	392,662	531,686
	544,658	448,374	570,980
Receivables from Exchange Transactions	6,447	51,737	38,895
Receivables from Non-Exchange Transactions	538,211	396,637	532,085
	544,658	448,374	570,980

10. Inventories

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Canteen	434	614	1,089
Farm	11,420	18,870	13,700
Uniforms	79,004	112,539	119,012
	90,858	132,023	133,801

11. Investments

The School's investment activities are classified as follows:

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Asset			
Short-term Bank Deposits	127,796	124,081	125,150
Total Investments	127,796	124,081	125,150

12. Property, Plant and Equipment

2023	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	931,066	40,484	(2,142)	-	(33,183)	**936,225**
Furniture and Equipment	278,645	144,555	(6,997)	-	(100,349)	**315,854**
Information and Communication Technology	133,881	24,878	-	-	(51,804)	**106,955**
Motor Vehicles	-	45,213	-	-	(1,787)	**43,426**
Leased Assets	197,865	130,881	(749)	-	(98,904)	**229,092**
Library Resources	8,134	-	-	-	(1,017)	**7,117**
Balance at 31 December 2023	1,549,591	386,011	(9,888)	-	(287,044)	**1,638,669**

The net carrying value of equipment held under a finance lease is $229,092 (2022: $197,865)

Restrictions

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

	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $
Building Improvements	1,558,379	(622,154)	**936,225**	1,520,254	(589,188)	**931,066**
Furniture and Equipment	1,594,735	(1,278,881)	**315,854**	1,469,230	(1,190,585)	**278,645**
Information and Communication Technology	598,821	(491,866)	**106,955**	573,943	(440,062)	**133,881**
Motor Vehicles	93,932	(50,506)	**43,426**	80,204	(80,204)	**-**
Textbooks	178,025	(178,025)	**-**	178,025	(178,025)	**-**
Leased Assets	564,268	(335,176)	**229,092**	456,277	(258,412)	**197,865**
Library Resources	187,579	(180,462)	**7,117**	187,579	(179,445)	**8,134**
Balance at 31 December	4,775,739	(3,137,070)	**1,638,669**	4,465,512	(2,915,921)	**1,549,591**

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

	Acquired software	Internally generated software	Total $
Cost			
Balance at 1 January 2022	75,416		**77,816**
Additions	2,400		
Disposals			
Balance at 31 December 2022/1 January 2023	77,816	-	77,816
Additions	-		
Disposals	-		
Balance at 31 December 2023	77,816	-	77,816
Accumulated Amortisation and impairment losses			
Balance at 1 January 2022	69,379		**69,379**
Amortisation expense	2,763		**2,763**
Disposals			
Impairment losses			
Balance at 31 December 2022/1 January 2023	**72,142**	-	**72,142**
Amortisation expense	**2,847**		**2,847**
Disposals			
Impairment losses			
Balance at 31 December 2023	**74,989**	-	**74,989**
Carrying amounts			
At 1 January 2022	6,037	-	8,437
At 31 December 2022/1 January 2023	5,674	-	5,674
At 31 December 2023	2,827	-	2,827

Restrictions
There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for liabilities.
Capital commitments
The amount of contractual commitments for the acquisition of intangible assets is $nil (2022 $nil)

14. AccountsPayable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Creditors	87,997	126,130	103,344
Accruals	11,650	10,473	7,428
Employee Entitlements - Salaries	535,829	392,662	531,686
Employee Entitlements - Leave Accrual	62,938	68,302	64,255
	698,414	597,567	706,713
Payables for Exchange Transactions	698,414	597,567	706,713
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	698,414	597,567	706,713

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Prov for Sport Unif Replcmt	6,018	6,018	6,018
Grants In advance MOE	26,838	64,753	-
Other Revenue In Advance	26,735	27,153	25,931
Students / Other	1,460	-	1,460
International Student Fees	191,883	-	105,435
	252,934	97,924	138,844

16. Provision for Cyclical Maintenance

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Provision at the Start of the Year	93,061	51,984	75,597
Increase to the Provision During the Year	21,051	23,387	22,090
Other Adjustments	16,881	-	(4,626)
Provision at the End of the Year	130,993	75,371	93,061
Cyclical Maintenance - Current	58,837	39,783	44,080
Cyclical Maintenance - Non current	72,156	35,588	48,981
	130,993	75,371	93,061

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan / painting quotes.

17. Finance Lease Liability

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
No Later than One Year	122,779	50,741	90,462
Later than One Year and no Later than Five Years	98,686	67,546	107,005
Future Finance Charges	(9,888)	-	(12,923)
	211,577	118,287	184,544
Represented by			
Finance lease liability - Current	115,594	50,741	81,963
Finance lease liability - Non current	95,983	67,546	102,581
	211,577	118,287	184,544

18. Funds held in Trust

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	130,625	1,097	69,020
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	130,625	1,097	69,020

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

19. 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 projects is included under cash and cash equivalents in note 8.

2023	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
SIP Gym Outdoor Circuit	230606	(7,479)	7,479	-	-	-
SIP Fencing Astro Turf & Pool	226791	(10,409)	10,409	-	-	-
SIP Pool Plant & Machinery	226790	(1,009)	-	(12,464)	-	(13,473)
Pool Top Shed Changing Rooms	226786	960	-	(960)	-	-
SIP - Farm Shed	230617	(3,003)	1,431	1,572	-	-
SIP - Roof Remediation	230616	(137)	137	-	-	-
SIP T: Joinery & Digital	230600	(508)	591	(83)	-	-
A,B, Carpet/Vinyl Replacement	226788	(9,700)	7,312	2,388	-	-
5YA Heating	232916	(13,950)	13,132	818	-	-
SIP Lighting	232484	(3,274)	3,273	1	-	-
5YA A,B & B EXT Carpet	232915	(356)	3,744	(3,388)	-	-
Pager System Installation	235588	(10,390)	-	10,390	-	-
L Block Interior Upgrade	241991	49,927	432,874	(190,914)	-	291,887
BWOF Compliance	237262	(89,066)	-	8,457	-	(80,609)
O Blk Staff Area to Performance Room	226787	-	175,511	(179,161)	-	(3,650)
TAC Heater Replacement	223419	700	-	(700)	-	-
TAC Breakout Space	223421	55,594	11,599	(67,193)	-	-
Totals		(42,100)	667,492	(431,237)	-	194,155

Represented by:

Funds Held on Behalf of the Ministry of Education	291,887
Funds Receivable from the Ministry of Education	(97,732)

2022	Project No.	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions	Closing Balances $
SIP Gym Outdoor Circuit	230606	54,510	-	(61,989)	-	(7,479)
SIP Fencing Astro Turf & Pool	226791	3,130	-	(13,539)	-	(10,409)
SIP Pool Plant & Machinery	226790	(1,009)	-	-	-	(1,009)
Pool Top Shed Changing Rooms	226786	12,613	8,006	(19,659)	-	960
SIP - Farm Shed	230617	7,757	-	(10,760)	-	(3,003)
SIP - Roof Remediation	230616	863	-	(1,000)	-	(137)
SIP T: Joinery & Digital	230600	(508)	-	-	-	(508)
A,B, Carpet/Vinyl Replacement	226788	31,313	-	(41,013)	-	(9,700)
5YA Heating	232916	2,520	-	(16,470)	-	(13,950)
SIP Lighting	232484	(2,274)	-	(1,000)	-	(3,274)
5YA A,B & B EXT Carpet	232915	42,700	-	(43,056)	-	(356)
Pager System Installation	235588	-	-	(10,390)	-	(10,390)
L Block Interior Upgrade	241991	-	80,765	(30,838)	-	49,927
BWOF Compliance	237262	-	-	(89,066)	-	(89,066)
TAC Heater Replacement	223419	4,955	308	(4,563)	-	700
TAC Breakout Space	223421	(1,078)	81,791	(25,119)	-	55,594
Totals		155,492	170,870	(368,462)	-	(42,100)

Represented by:

Funds Held on Behalf of the Ministry of Education	107,181
Funds Receivable from the Ministry of Education	(149,281)

20. Funds held on behalf of Truancy Cluster

Spotswood College is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry of Education.

	2023 Actual $	2023 Budget $	2022 Actual $
Funds Held at Beginning of the Year	27,828	-	-
Funds Received from Cluster Members	191,365	120,000	97,000
Funds Received from MoE			
Total funds received	219,193	120,000	97,000
Funds Spent on Behalf of the Cluster	144,533	120,000	69,172
Funds remaining	74,660	-	27,828
Funds Held at Year End	74,660	-	27,828

20. 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.

21. Remuneration

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

	2023 Actual $	2022 Actual $
Board Members		
Remuneration	5,575	2,925
Leadership Team		
Remuneration	618,578	691,350
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	624,153	694,275

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (4 members) committees that met 10 and 10 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
The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual $000	2022 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	6 - 7	5 - 6
Termination Benefits	-	-

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

Remuneration $000	2023 FTE Number	2022 FTE Number
100 - 110	15.00	10.00
110 - 120	11.00	2.00
120 - 130	3.00	3.00
130 - 140	3.00	-
	32.00	15.00

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

22. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	$30,000
Number of People	-	1

23. Contingencies

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

In 2023 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. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

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

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.

24. Commitments

(a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of $458,403 (2022:$859,829) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	$	$	$
SIP Pool Plant & Machinery	44,973	44,973	0
L Block Interior Upgrade	680,764	221,752	459,012
BWOF Compliance	80,000	80,609	-609
O Blk Staff Area to Performance Room	179,161	179,161	0
Total	**984,898**	**526,495**	**458,403**

(b) Operating Commitments

There are no operating commitments as at 31 December 2023 (Operating commitments at 31 December 2022: nil).

25. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash and Cash Equivalents	2,830,208	754,189	1,426,468
Receivables	544,658	448,374	570,980
Investments - Term Deposits	127,796	124,081	125,150
Total financial assets measured at amortised cost	3,502,662	1,326,644	2,122,598

Financial liabilities measured at amortised cost

Payables	698,414	597,567	706,713
Finance Leases	211,577	118,287	184,544
Total financial liabilities measured at amortised cost	909,991	715,854	891,257

26. Events After Balance Date

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

27. 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 SPOTSWOOD COLLEGE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2023**

The Auditor-General is the auditor of Spotswood College (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 22, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:

    o   its financial position as at 31 December 2023; and

    o   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 28 May 2024. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities 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 arises 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 27, 28 to 87, 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

Spotswood College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Mike Cole	Presiding Member	Elected	Sep 2025
Nicola Ngarewa	Principal	ex Officio	
Michelle Evans	Parent Representative	Appointed	Sep 2025
Katja Eager	Parent Representative	Elected	Sep 2025
Fiona Elliott	Parent Representative	Elected	Sep 2025
Pat Tongi	Parent Representative	Co-opted	Sep 2025
Louise Chapman	Parent Representative	Co-opted	Sep 2025
Chell Lusk	Staff Representative	Elected	Sep 2025
Grace Herlihy	Student Representative	Elected	Dec 2024

Spotswood College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of $23,472 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Spotswood College Board:

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

KiwiSport Statement for a Secondary School in New Zealand

KiwiSport Statement

At Spotswood College], we are committed to promoting physical activity and fostering an enjoyment for sports among our students. Through the KiwiSport initiative, we aim to increase participation in organised sports, improve the skills of young athletes, and provide more opportunities for students to engage in physical activities.

Our KiwiSport funding is utilised to:

- Support a wide range of sporting activities, both traditional and non-traditional, ensuring all students have the chance to participate.
- Provide professional development for our coaches and teachers to enhance the quality of sports coaching.
- Invest in equipment and facilities that make sports more accessible and enjoyable for our students.
- Co-ordinate inter-school competitions and sports events that encourage healthy competition and school spirit.

By leveraging KiwiSport funding, Spotswood College strives to create a vibrant and inclusive sports culture that benefits every student, helping them to lead active, healthy, and balanced lives.

Good Employer Statement for a Secondary School in New Zealand

Good Employer Statement

At Spotswood College, we are dedicated to fostering a supportive and inclusive work environment where every staff member feels valued and respected. As a good employer, we are committed to the following principles:

- Equity and Inclusivity: We promote equal opportunities for all employees, ensuring a diverse and inclusive workplace where differences are celebrated, and discrimination is not tolerated.
- Professional Development: We invest in the continuous professional growth of our staff through regular training, development programs, and opportunities for career advancement.
- Health and Wellbeing: We prioritise the health and wellbeing of our employees by providing a safe and healthy work environment, offering wellness programs, and supporting work-life balance.
- Fair Employment Practices: We adhere to fair and transparent hiring practices, equitable remuneration, and clear, open communication channels between staff and management.
- Positive Work Culture: We cultivate a positive and collaborative work culture, encouraging teamwork, innovation, and a strong sense of community within our school.

By upholding these principles, Spotswood College ensures that we are not only an educational institution but also a workplace where staff are proud to contribute and thrive.

SPOTSWOOD COLLEGE AREA DATA 2023

CONTEXT

Spotswood College is a co-educational school of approximately 1000 students Years 9 – 13. It has an Equity Index number of 494. Data relating to all students, and in particular Maori students' achievement, retention, engagement and attendance (AREA) has been collected, analysed and used to inform future planning. This process has reaffirmed many of the judgments we had made and identified areas where some additional work is required to benefit students.

Spotswood College currently has approximately 35% Maori students.

1. ATTENDANCE

Overall, our attendance rates are as listed below:

Overall Attendance Statistics by Year level *(calculated by half days)*

Year Level	2020	2021	2022	2023
Year 9	83.3%	80%	73.7%	76.7%
Year 10	81.4%	78.6%	70.8%	76.2%
Year 11	77.1%	80.1%	67.5%	77.7%
Year 12	74.2%	76.9%	67.8%	77.8%
Year 13	77%	71%	65.7%	79.3%

AREAS FOR DEVELOPMENT

- Improved attendance must continue to be a focus. In 2024 we will aim for a 90% attendance rate across the school.

- We will continue to track, monitor and address attendance at all levels across the school. The trend clearly indicates that our attendance rates go down in Y11, 12 and 13. We will need to continue to make improvements with attendance being a priority. More resourcing will be put into this and tightly aligned systems from LA to Deans to the appropriate SLT.

- We have introduced the programme PAROT (https://about.parot.nz/) to our school this year. This has been set up so that it automatically sends emails to LA teachers each Monday morning. On this email, students who have lower attendance are identified. Feedback from LA teachers indicates that this is working well for them and having conversations with their students regarding their attendance.

- Having the MOE's District Truancy service onsite also allows easy access to this important support service. Referrals can be made quickly and easily through this team, as well as gaining reports back (as well as next steps) from the staff.

- There continues to be a small number of students where attendance is very poor which makes these young people at high risk of disengaging from education before gaining NCEA Level 2. These students will continue to be identified and monitored through the inter-agency attendance team monitoring and school processes. As a whole school staffing body we will also track, monitor and review the progress we are making with these young people through the At Risk Register. Creative pathways are to continue to be explored to retain these students, in collaboration with their whanau and support team.

- Our Learning Advisory Structure continues with staff having a Mentor group of around a 1:20 staff student ratio. For 2024, students have been placed with teachers who have similar interests or where students are able to continue in an LA class with a teacher where there is an already established relationship. This allows for meaningful mentoring and robust tracking of our young people. It is hoped that this will also allow more regular contact and connection with the families of our young people, and understanding of the students' needs and aspirations. This is something which we have continued over a number of years now and it seems to be a successful model.

- Staff are now requested to stay after school until 3.45pm to allow time for administrative tasks such as contacting parents when required. These phone calls could be to do with attendance, pastoral issues, invites to school functions, congratulatory phone calls and the likes.

2. RETENTION

2023 Leavers:

The table below outlines the number of leavers we have had in 2023 and their destinations.

Year Level	Other School	Unknown	Overseas	NETS	Employment	Other Training

9	13	1	2	8	–	–
10	26	3	8	7	–	2
11	11	9	7	11	8	19
12	2	15	3	–	26	30
13	1	6	4	–	5	2

2024 Leavers (to 15/3/24):

The table below outlines the number of leavers we have had in 2024 and their destinations.

Year Level	Other School	Unknown	Overseas	NETS	Employment	Other Training
9	1					
10	1					
11	1	1		1		6
12	1	2			2	7
13		2			2	

AREAS FOR DEVELOPMENT

- Improved retention of senior students must continue to be a focus, with Level 2 as the bare minimum qualification.
- Improving teaching and learning programmes that engage senior students. As mentioned, this is done through our staff observation tool - Te Tirohanga.
- Significant work has gone into an innovative approach to our curriculum delivery and structure at Spotswood College. Courses and programmes of learning are designed with the student at the centre. The Learning Advisory group developments which have taken place and the use of IDP's (Individual Development Plan meetings) are all relationship-based. This allows us to better understand and meet our student's needs and aspirations.
- We continue to be committed to ensure that every student leaves Spotswood College with a clear learning pathway or a career pathway.
- Creative pathways including 3 + 2 type courses and personalised Level 2 programmes also need to be fully explored and utilised.
- There is a fully documented Off-boarding Process for any leaving students Student Leaving Process, which has been implemented since 2020. This has allowed our school to look at a student holistically before they leave - have they completed the NCEA Level they are working towards?; have they spoken with the Careers

Advisor to ensure there is a pathway for them?; have they got employment or a tertiary course to go to?; are their parents aware of their intentions?

- Wellbeing has to be an interwoven focus across our school.

3. ENGAGEMENT

The level of engagement in school is based on formal use of Student Voice throughout the year, including the Te Tirohanga Ako observation tool. Stand-down and suspension figures are also used.

In 2019 we had 10 stand downs and zero BOT suspensions. In 2020 that figure rose up to 32 stand downs and 1 BOT suspensions. In 2021 we had 41 stand downs and 0 BOT suspensions.

We have worked hard to follow our restorative philosophy over the years as well as throughout the year levels. We continue to get alongside whanau to come up with creative solutions that focus on our student centred approach.

2023:
28 standdowns
2 suspensions
1 TAC stand-down

2022:
25 standdowns
2 suspensions
1 TAC stand-down

2021 Standdowns & Suspensions

2020 Standdowns & Suspensions

2019 Standdowns & Suspensions

AREAS FOR DEVELOPMENT

- A commitment for all teachers to be involved in the observation tool, including all teachers being observers and observees. This should tie into the teacher's PGC (Professional Growth Cycle) so that that continual improvement of practice continues.
- While we have reviewed processes to ensure we are restorative in nature, this now needs to be consistently utilised throughout the school.
- As mentioned previously, other work is being done with tracking At Risk students through a register with the regular individual solution focused hui with a multi-disciplinary team that includes medical, social and educational key workers. This is undertaken by the Poutiaki Roopu.
- The Learning Advisory structure of approximately 1:20 teacher/student ratio should continue to allow for enhanced respectful learning relationships.
- Student Led IDP's continue to take place twice a year for all students. The first IDP of the year will be for students to set goals for the year and the second IDP will align with course selection for the following year.

- Systems and structures are also being implemented to be guided by student voice, through prefect and student councils, class observations, student surveys and planning. This year Student Prefects (and other interested students) are invited to meetings to add their voice to what is happening in those spaces - Sports Committee, Enviro Committee and Komiti Maori.
- Review processes will allow us to measure the success of our innovative approaches to curriculum and delivery.
- Culturally Responsive programmes like whole day Kapa Haka will be strengthened. We have also added in other programmes such as the Build A House programme (through AGC Training), Level 1 and 2 TOPEC and Agriculture which are there to be accessed for students who prefer a more "hands-on" approach to their schooling. The introduction of Te Reo classes at all levels has also been successful. The introduction of Mātauranga Māori aspects of teaching and learning into the new NCEA Level 1 standards also ensures parity with other bodies of knowledge.
- Te Waka Wai Ora is a wellbeing space for students which has been established recently. This space gives students access to youth workers, guidance counsellors, PHN (among some services), when needed. It is well accessed by students.

4. ACHIEVEMENT

[2023 NCEA Analysis](#)

NCEA: 2023

Our overall achievement rates in NCEA:

Level One:	71.4%
Level Two:	83.9%
Level Three:	79.2%
UE:	45.5%

Spotswood College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	75.9	84.2	56.0	30.8
2020	91.3	95.3	68.3	37.8
2021	78.1	84.1	61.7	34.6
2022	73.4	83.8	79.4	39.7
2023	71.4	83.9	79.2	45.5

Since 2019, there has been a gradual incline in the Level 3 NCEA pass rates. Level 2 continues to hover around the early-80% mark, reaching 95.3% in 2020 (perhaps due to the effect of Covid and the changes to NCEA for this year). Level 1 has also been variable but mostly hovering around the mid-70% mark. Again, it peaked to 91.3% in 2020. The UE rate pass rate continues to improve with the 2023 pass rate (45.5%) being the highest since 2019.

Spotswood College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian				
2019	100.0	66.7	75.0	50.0
2020	100.0	100.0	66.7	66.7
2021	100.0	71.4	66.7	50.0
2022	50.0	100.0	57.1	42.9
2023	83.3	50.0	100.0	100.0
European				
2019	76.0	87.1	59.0	36.1
2020	90.9	93.6	71.0	41.9
2021	79.3	86.7	65.5	43.1
2022	77.0	86.2	83.0	43.4
2023	73.2	84.9	77.6	49.3
Māori				
2019	65.9	78.9	53.6	21.4
2020	86.5	100.0	61.9	19.0
2021	75.0	77.4	40.0	8.0
2022	64.4	83.3	76.9	38.5
2023	68.2	84.4	80.8	38.5

Maori achievement at all levels has been variable over the past 5 years.
Level 2 and 3 pass rates are on a par with those of European students. Level 1 pass rates are sightly less. UE achievement is significantly less for Maori students when compared with total achievement for European students, but it has improved significantly by 30.5% over the past 5 years.

AREAS FOR DEVELOPMENT

- Ensure that teaching programmes are meaningful and take into account students' interests and what they want to learn about. This will be helped by teachers completing 'Getting to Know You' information as well as developing class profiles for each class at the start of each semester.

- Continued support has been put in place for Literacy and Numeracy non-specialist teachers. This is particularly important with the introduction of the co-requiste requirements at Level 1 NCEA. In conjunction with this, TUPU has been introduced to the junior school. TUPU is a Literacy and Numeracy booster course where students get extra teaching to help bring them up to a level where they would be more successful with the co-requisites than if they didn't have this support. We have investigated how we report on Literacy and Numeracy results to whanau but this is part of an ongoing conversation with the leaders in these areas.

- Continue to use STAR funding to augment programmes of learning, including Level 2-3 NCEA standards in Level 1 programmes, resulting in an increased individualisation of programmes that cater to student pathways, including WITT (hospitality), Farming, TOPEC and other work ready programmes.

- Systematic approach to Gateway programmes, with Level 2 students on specialised programmes, including some on 3+2 programmes.

- Continue to explore innovative aligned programmes and pathways.

- Strengthen community connections by encouraging staff to take trips out of school.

- Ongoing tracking of students at senior levels to ensure immediate interventions in terms of progress towards their NCEA certificates.

- Continue work with differentiation and negotiated assessments within each course.
- Robust monitoring to ensure no crossover of assessments (ie students doing the same assessment twice in two different courses).
- Greater collaboration around solutions/ interventions for priority learners.
- Wider use of Poutiaki related personnel (Why Ora staff, RTLB, SENCO etc) and the communication of where students are at in terms of attendance and/or support they are receiving.
- Year 9 and 10 students also have the opportunity to work in NCEA classes where they are able, reinforcing that age is not a barrier to learning at levels the students are capable of.

Student Voice
NZCER
Snapshot at Learning

Staff Survey
Staff Wellbeing Action Plan

IN SUMMARY

With our lens with a focus on Te Tiriti O Waitangi, a strengths based approach and identified areas for development, we can see an improvement in all round performance by our students. With the dedicated staff, leadership and whanau that we have, as well as the local agencies we can tap into, we look forward with optimism to the year ahead.

Variance of Analysis 2023

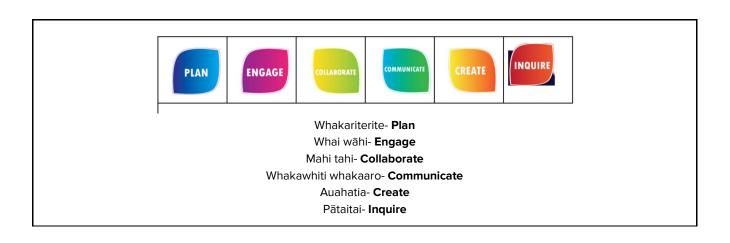| KAWA |
|---|
| Ka Hono-**We Connect**
Ka Whakakaha- **We Strengthen and**
Ka Whakamanawa tātou i tātou- **We Inspire each other.**

Whāia te iti kahurangi kia hangaia he rā whai hua mō te āpōpō
To achieve personal excellence and build a better world for tomorrow. |
| **TIKANGA** |
| Ka tū Te Tiriti kei runga- **A values led learning community that is Te Tiriti led** Arā ko te manaakitanga, te whakawhanaungatanga, te whakamana me te pono. **Manaakitanga, Whanaungatanga, Whakamana, Pono** Ko ngā akonga kei waenganui- **Students at the centre** Ko te hāpori kei te pito o te manawa- **Community at the heart** Ka whai koha ki ngā tōpito katoa o te ao- **Contributing to local and global communities** Ngā whāinga o te ao - **Global Goals** Kia ruku hōhonu, kia whai māramatanga, kia whai wāhi- **Deep, visible, inclusive and culturally responsive learning** |
| **Nga pukenga matua - Core Competencies:** |

PLAN	ENGAGE	COLLABORATE	COMMUNICATE	CREATE	INQUIRE

Whakariterite- **Plan**
Whai wāhi- **Engage**
Mahi tahi- **Collaborate**
Whakawhiti whakaaro- **Communicate**
Auahatia- **Create**
Pātaitai- **Inquire**

1. Akonga - Student Success - "We will strengthen each other to achieve personal excellence".

Goal:	Target	Update/ Next Steps/ Who (WHAT ARE THE ONGOING TRACKING TOOLS SHOWING US OF THE SUCCESS OF THE ACTIONS)	Outcomes/ VOA

| 1.1 | **1. Akonga Student Success**

We will inspire each other to achieve personal excellence.

1.1
Teaching and learning is visible, deep, inclusive and culturally responsive to assist student learning progression in **Core competencies, Literacy, Numeracy, STEAM** and the framework of **Impact Inquiry** | >50% Level one certificates are gained with merit or excellence endorsement.

>50% Level two certificates are gained with merit or excellence endorsement.

>50% Level three certificates are gained with merit or excellence endorsement.

>40% UE

100% of teachers and students can explain their learning progression towards the
Core Competencies
Literacy
Numeracy
STEAM
And the process of Impact Inquiry

>95% of students negotiated assessment opportunities. | Literacy and Numeracy e-asttle results (link turned off)

Need JCEA Tracker

Year 11 Achievement Data 2023 (link turned off)

Year 12 Achievement Data 2023(link turned off)

Year 13 Achievement Data 2023 (link turned off)

Progression of merit and excellence grades as well as UE (link turned off)

Student Survey to be carried out at the end of term 1 and term 3 which is used to inform next steps (link turned off) | 1.1 SPOTSWOOD COLLEGE: A R E A DATA 2023 |

	1.1.1 Staff and students embed co-designed strategies to develop Visible, Deep, Inclusive and culturally responsive practices. Tau Mai Te Reo Strategy through Core Competencies ● Junior Literacy ● Junior Numeracy STEAM And the framework of Impact Inquiry Design Thinking		Snapshot At Learning to be utilised as a tracking tool at the end of each semester Health Programme Review was completed and will continue in 2023 within the LA Curriculum.	
1.1.2	1.1.2 A new E-learning strategy will need to be co-constructed.	100% of students have access to a device to use at school.		1.1.2 This has been successfully achieved, however the sustainability of school of this has a school

	1.1.2.a Some staff will begin work towards gaining their Google certification.			against other growing demands has meant we will need to source a multitude of responses. 1.1.2.a Due to industrial action which led to restrictions on what PPTA members could participate in, rolling strikes and whole day strikes at the first part of 2023, this goal was left.
1.1.3	1.1.3 Staff and students continue to strengthen formative assessment opportunities and negotiated assessments so as to maximise opportunities for student success.		Snapshot Of Learning	1.1.3 Progress was made across most learning area, however moving forward, with the pending core requisite and NCEA changes it has been identified that Literacy and Numeracy will need to be the focus for 2024 and beyond.
1.1.4	1.1.4 Staff to have matauranga Māori as part of their planning. 1.1.5 NZ Histories to be co-designed to be delivered through the		Ahurewa/ Matahiko Course Outline	1.1.4 Models have been designed to assist in all teaching staff implementing Mātauranga Māori into their courses and unit planning. This will need

LA Curriculum. 1.1.6 Whole day kaupapa Māori programs to be trialled.			to be further embedded in 2024 1.1.4.a This has been completed 1.1.4.b Several whole day courses have been implemented to continue into 2024 with further efforts to grow more kaupapa Māori based programs of learning in partnership with other providers.

Regarding the Annual Work Plan for Board Focus on Leaders of Learning, there have been commendable efforts made to inspire each other to create futures despite challenges. The goal of embedding the New Curriculum to further develop leaders of learning practices is essential for improving student outcomes in attendance, retention, engagement, and achievement.

2.1 Embedding New Curriculum:

- The aim to achieve >95% student engagement and understanding of the Impact Inquiry framework is ambitious. Ongoing tracking through AREA Data, Snapshot At Learning, and SC Teaching and Learning Snapshot shows significant success in this goal
- Co-development and co-evaluation of tasks by staff and students are positive steps towards fostering ownership and accountability. The analysis from Snapshot At Learning and SC Teaching and Learning Snapshot indicates variable success with further work to do.
- Staff embedding Literacy, Numeracy, STEAM, and Impact Inquiry framework for visible, deep,

inclusive, and culturally responsive learning requires close monitoring. The review of the Core Competencies has been delayed to align with the refresh of the National Curriculum.
- Systems to monitor attendance, retention, engagement, and achievement of students, along with proactive responses, are crucial. Utilising AREA Data and Weekly Attendance Statistics aided in tracking progress and identifying areas for intervention. More advanced and aligned plaforms need to be explored in 2024.

While these actions demonstrate a commitment to improving leadership practices and student outcomes, rigorous tracking, analysis, and evaluation are necessary to ensure effectiveness. Collaborative efforts between staff, SLT, LA, Poutiaki, whānau, and the wider community will be vital in achieving the desired outcomes. Continuous monitoring and adjustment of strategies based on data insights will be key to fostering a culture of learning and growth among leaders and students alike.

2. Rangatiratanga - Leaders of Learning - "We will inspire each other to create our futures".

Goal:		Target	Update/ Next Steps/ Who (WHAT ARE THE ONGOING TRACKING TOOLS SHOWING US OF THE SUCCESS OF THE ACTIONS)	Outcomes
2.1	**2. Rangatiratanga Leaders of Learning** **We will inspire each other to create our futures.**	> 95% of students are actively engaged in their programs of learning > 95% of junior students understand and use elements of the Impact Inquiry framework.	AREA Data Snapshot At Learning Student survey (link turned off)	All needs updating AREA Data Staff are upskilled through an aligned **PLD Plan 2023** Supported with Lesson

	2.1 To embed the **New Curriculum** to further develop practice of leaders of learning to improve **Attendance, Retention, Engagement and Achievement of students.**	100% of staff and students develop the ability to develop, assign and evaluate tasks. 100% of staff are reflective, agile and responsive to student learning needs.		Observations. Pouārahi,Teacher Key Tasks & Observation 2023 Significant Learning matrices Teacher Profile Requirements 2023 2023 Pouārahi Check Sheet
2.1.1	2.1.1 Staff and students co-develop tasks and co-evaluating these tasks.		Snapshot At Learning	2.1.1 Steady progress was made in most learning areas.
2.1.2	2.1.2 Staff embed the Literacy Numeracy STEAM And the framework of Impact Inquiry to support visible, deep, inclusive, and culturally responsive learning. Core Competencies will need to be reviewed. Course Implementation & Processes Handbook		Staff Core Competencies Presentation Inquiry	2.1.2 Steady progress was made in most learning areas. 2.1.2.a The review of the Core Competencies has been delayed to better align with the refresh of the National Curriculum. This work will be picked up again once the refresh has been completed.

			AREA Data	2.1.3 As a school
	[Spotswood College Staff Website](#)			
2.1.3	2.1.3 SLT will embed systems to aid robust monitoring of Attendance, Retention, Engagement and Achievement of students and develop proactive responses with LA, Poutiaki, staff, whanau, and the wider community to engage students.		AREA Data

Weekly Attendance Statistics - | 2.1.3 As a school actionable use of data has improved and in 2024 we will look to adopt new data platforms such as PAROT and have more defined roles of who is collecing data and for what purpose, as well as sharing appropriate data with whānau and students. |

Regarding the Annual Work Plan for Board Focus on Leaders of Learning, there have been commendable efforts made to inspire each other to create futures despite challenges. The goal of embedding the New Curriculum to further develop leaders of learning practices is essential for improving student outcomes in attendance, retention, engagement, and achievement.

2.1 Embedding New Curriculum:

- The aim to achieve >95% student engagement and understanding of the Impact Inquiry framework is ambitious. Ongoing tracking through AREA Data, Snapshot At Learning, and SC Teaching and Learning Snapshot shows significant success in this goal
- Co-development and co-evaluation of tasks by staff and students are positive steps towards fostering ownership and accountability. The analysis from Snapshot At Learning and SC

Teaching and Learning Snapshot indicates variable success with further work to do.
- Staff embedding Literacy, Numeracy, STEAM, and Impact Inquiry framework for visible, deep, inclusive, and culturally responsive learning requires close monitoring. The review of the Core Competencies has been delayed to align with the refresh of the National Curriculum.
- Systems to monitor attendance, retention, engagement, and achievement of students, along with proactive responses, are crucial. Utilising AREA Data and Weekly Attendance Statistics aided in tracking progress and identifying areas for intervention. More advanced and aligned plaforms need to be explored in 2024.

While these actions demonstrate a commitment to improving leadership practices and student outcomes, rigorous tracking, analysis, and evaluation are necessary to ensure effectiveness. Collaborative efforts between staff, SLT, LA, Poutiaki, whānau, and the wider community will be vital in achieving the desired outcomes. Continuous monitoring and adjustment of strategies based on data insights will be key to fostering a culture of learning and growth among leaders and students alike.

3. Whanaungatanga - Powerful Partnerships - "We will connect with each other to build a better world for tomorrow".

Goal:		Target	Update/ Next Steps/ Who (WHAT ARE THE ONGOING TRACKING TOOLS SHOWING US OF THE SUCCESS OF THE ACTIONS)	Outcomes
3.1	*3. Whanaungatanga Powerful*	*100% Learning Advisors deliver and track the Learning Advisor Role.*	Snapshot At Learning	Snapshot At Learning

	Partnerships **_We will connect with each other to build a better world for tomorrow._** 3.1 To enhance practice in **Learning Advisory** so as to improve student success and engagement. 3.2 To grow **students, staff, whanau, hapu, iwi, local and global community partnerships**. 3.3 To promote the Sustainable Development Goals.	_>80% of tutees agree/strongly agree that their Learning Advisor helps them with their learning at school, wellbeing and their future._	Sustainable Goals across the Curriculum	3.1 This has been successfully completed. 3.2 Tākai `here have been established and a strengthened relationship with Ngāti Te Whiti, Digial Natives, Waka Ama and Kapa Haka 3.3 This has been successfully achieved, the focus will need to shift to the implementation of Mātauranga Māori
3.1.1	3.1.1 The Learning Advisory Curriculum (Learning Advisory Curriculum			3.1.1 This has been successfully completed. This focus now needs to

	Handbook 2021) will be implemented focusing on responsive personalised support and learning for students - growing respectful learning relationships, planning for success, NZ History, Health and Wellbeing, Digital Fluency and getting future ready.			be on the consistency in the delivery of this across the schoo.
3.1.2	3.1.2 Learning Advisors develop a tracking process for student coverage of the curriculum and connectedness to future pathways.			3.1.2 A model has been successfully devised, but implementation of this has been inconsistent and the next steps would focus on an across the school approach.
3.2	3.2.1 All courses need to have an aspect of community connection in their planning and delivery. 3.2.2 A TTOW based framework for connections with whanau will be trialled with a focus group.	80% families are engaged in community connect points. Tātai Heke are formalised with key partners.	**ERO - TTOW** ERO Takai Here - Powerful Partnerships	3.2.1 This was successfully implemented, but an effective evaluation tool for the effectiveness of this is required. 3.2.2 This has been initiated, and further clarification will be

	3.2.3 Tākai Here are formalised with key stakeholders.			required for the continuation of next steps. 3.2 .3 Tākai `here have been established and a strengthened relationship with Ngāti Te Whiti
3.3.1	3.3.1 Sustainable Development Goals are included in the overall curriculum.		Sustainable Development Goals	3.3.1 This has been successfully implemented and next year the focus will need to go into Mātauranga Māori implementation.

Variance Analysis:

In the pursuit of the Annual Work Plan for Board Focus on Powerful Partnerships, significant strides have been made in fostering connections and collaborations with various stakeholders to build a better world for tomorrow. The establishment of a Tākai Here with Māori partners has facilitated the co-construction of programs such as e-sports/Matahiko, waka ama, and whole-day kapa haka, demonstrating a commitment to whanaungatanga and powerful partnerships.

3.1 Enhancing Learning Advisory Practice:

- The goal of enhancing practice in Learning Advisory to improve student success and engagement is commendable. However, there is a need for ongoing tracking and analysis to gauge the effectiveness of actions taken and to ensure this is consistent across the schol.
- Implementation of the Learning Advisory Curriculum focusing on responsive personalised

support, learning relationships, NZ History, Health, and Wellbeing is a positive step. Tracking student coverage of the curriculum and connectedness to future pathways will be crucial for monitoring progress.

3.2 Growing Partnerships:

- The aim to grow partnerships with students, staff, whanau, hapu, iwi, and the local and global community is ambitious. Formalising tākai here with key stakeholders and trialing a TTOW-based framework for connections with whanau are steps in the right direction. However, tracking engagement levels of families in community connect points and partners involved in Tātai Heke will be essential for assessing the impact of these initiatives.

3.3 Promoting Sustainable Development Goals:

- The inclusion of Sustainable Development Goals (SDGs) in the overall curriculum aligns with the goal of building a better world for tomorrow. Surveying staff to determine coverage of SDGs in their classes has provided insights into the integration and effectiveness of SDGs across the curriculum, and for 2024 and beyond the focus will shift to Mātauranga Māori

While progress has been made in establishing powerful partnerships and promoting collaboration, continuous monitoring, tracking, and evaluation will be necessary to ensure that these initiatives effectively contribute to the overarching goal of building a better world for tomorrow. Collaborative efforts between stakeholders and ongoing engagement with the community will be key to achieving sustained progress and impact in this area.

4. Tirohanga Whakamua - Future Focused - "We will ALWAYS be a future focused school".

Goal:	Target	Update/ Next Steps/ Who	Outcomes

			(WHAT ARE THE ONGOING TRACKING TOOLS SHOWING US OF THE SUCCESS OF THE ACTIONS)	
4.1	**4. Tirohanga Whakamua Future Focused** ***We will ALWAYS be a future focused school.*** 4.1 To build leadership capability of middle leaders to rigorously inquire with their teachers so as to enhance teacher practice and student success. 4.2 To build student leadership capability. 4.3 To enhance BOT leadership	100% of middle leaders are solution focused supporting and challenging areas of practice needing to be improved with their teams. 100% of middle leaders feel supported by the Senior Leadership Team. 100% of student leaders feel supported by the Senior Leadership Team. 100% BOT will have engaged in the strategic focus.	Surveys	4.1 Middle leaders continue to develop solution focused strategies supporting and challenging areas of practice needing to be improved with their teams. Staff wellbeing survey indicates leaders feel supported by the Senior Leadership Team., but would like to see more opportunities and mentoring around Senior Leadership development. Teacher practice improves and results in improved student outcomes. 4.2 Student voice indicates a need for more student leadership growth at the Junior Level of the school and positive incentives to encourage leadership and overall general student growth opportunities. 4.3 BOT meetings continue to have a strategic focus, with BOT meeting evaluations indicating that

				they feel meetings have a strategic focus.
4.1.1	4.1.1 Middle leaders will engage in in-depth PLP to develop interpersonal skills and strategies for understanding teachers' thinking around challenges of practice.	*100% of Middle leaders continue to develop solution focused strategies supporting and challenging areas of practice needing to be improved with their teams.*		4.1.1 Due to industrial action which led to restrictions on what PPTA members could participate in, rolling strikes and whole day strikes at the first part of 2023, this goal was left.
4.1.2	*4.1.2 SLT meet with middle leaders weekly to maintain focus on annual plan and targets.*	*100% of Middle leaders feel supported by the Senior Leadership Team.*	Staff Wellbeing Survey Staff Wellbeing Strategy - Draft	4.1.2 This was successfully implemented
4.1.3	4.1.3 SLT will meet with middle leaders weekly to maintain focus on the annual plan and targets.			4.1.3 This was implemented
4.2.1	4.2.1 SLT meet with student leaders weekly to support and develop their leadership.	*100% of student leaders feel supported by the Senior Leadership Team.*	Student Leader Survey	4.1.2 This was successfully implemented
4.3	4.3.1 BOT will focus on the	*100% of BOT will have engaged in the strategic focus.*		4.3 This was achieved

	strategic focus.			

Variance Analysis:

In pursuit of the Annual Work Plan for Board Focus on Future Focused Education, significant strides have been made in fostering a culture of continuous improvement and leadership development. The goal of building leadership capability among middle leaders, enhancing student leadership, and strengthening BOT leadership reflects a commitment to future-focused education.

4.1 Building Leadership Capability:
The focus on developing middle leaders' ability to rigorously inquire with their teams to enhance teacher practice and student success is commendable. The engagement of middle leaders in in-depth PLP was left due to industrial action however, regular meetings with SLT to maintain focus on the annual plan and targets are steps in the right direction. Tracking middle leaders' progress through Pouārahi Check sheet 2023 and ongoing surveys provided valuable insights into their development and support needs.
Ensuring that middle leaders feel supported by the SLT is crucial for maintaining morale and motivation. The ongoing meetings and support strategies, including fortnightly meetings and staff wellbeing initiatives, demonstrate a commitment to nurturing leadership capabilities.
Improvements in teacher practice resulting from the support and challenge provided by middle leaders will ultimately lead to improved student outcomes. Therefore, tracking teacher practice and student outcomes will be essential for assessing the effectiveness of these leadership development initiatives.

4.2 Student Leadership Development:
The focus on building student leadership capability is essential for fostering a culture of student agency and empowerment. Regular meetings with SLT to support and develop student leaders ensure that they feel supported and valued. Surveying student leaders has provided feedback on their experiences and areas for improvement, facilitating ongoing development.

4.3 Enhancing BOT Leadership:
Ensuring that the BOT remains focused on strategic priorities is crucial for driving the school's vision forward. Engaging in strategic focus and attending appropriate training sessions has equipped the BOT members with the necessary skills and knowledge to fulfill their roles effectively.

Overall, while progress has been made in developing leadership capability among middle leaders, student leaders, and BOT members, continuous tracking, monitoring, and evaluation will be necessary to ensure that these initiatives effectively contribute to a future-focused education. Collaboration between SLT, middle leaders, students, and BOT members will be essential for sustaining progress and achieving the desired outcomes.

OVERALL VARIANCE OF ANALYSIS STATEMENT

In light of recent directives and changes from the Ministry of Education (MOE), as well as impending shifts in the education landscape, it is evident that strategic direction and adaptability is paramount for Spotswood College. With the MOE's emphasis on explicitly highlighting the National Education Learning Priorities (NELPs), the curriculum refresh being put on hold, and anticipated changes to the NCEA Level 1 framework followed by Level 2 and Level 3, we are navigating through a period of significant transformation.

One notable change we have made is the consultation and subsequent implementation of timetable adjustments for 2024, and the banning of cellphones in schools. These changes highlight the need for schools to not only adapt to evolving educational policies but also to proactively engage with their communities to ensure alignment with stakeholders' expectations and needs.

In response to these developments, it is important for our kura to focus on both consolidating existing initiatives and preparing for upcoming changes. By further embedding current practices, we can solidify our foundations and ensure continuity amidst transitions. This entails leveraging established frameworks, such as those related to teaching and learning improvement, student success, powerful partnerships, and future-focused education, to drive ongoing progress.

Spotswood College must proactively prepare for and embrace pending changes to effectively navigate through the evolving educational landscape. This includes aligning strategies, resources, and stakeholder engagement processes to accommodate these shifts in curriculum, assessment, and school policies. Fostering a culture of adaptability, innovation, and collaboration will be essential for successfully integrating new initiatives and responding effectively to emerging challenges.

By balancing continuity and change, Spotswood College can position ourselves to not only meet current needs but also to anticipate and address future demands. Through strategic direction, community engagement, and a commitment to continuous improvement, we can navigate through the complexities of educational changes while staying true to our vision of

providing quality education and preparing students for success in an ever-changing world.

STRATEGIC ANNUAL PLAN WORK STREAM UPDATES

Annual Plan 2024 (note please this is the working plan minus the last column, this is not the infographic version)

1. Learners at the Centre

1.1 Literacy and Numeracy Enhancement: HTA/ DSC

Establish dedicated data driven literacy and numeracy programmes to address individual student needs and work towards co-requisites and beyond.

1.2 Student Voice and Agency: SLT

Empower students to have a say in their learning experiences, ensuring their voices are heard.
Encourage student-led initiatives and projects that align with the curriculum.
Support student negotiated assessments.

1.3 Celebration of Achievements: HTA

Recognise and celebrate student achievements.
Highlight success stories to inspire and motivate other learners.

Arotahingā - Our Outcomes:

Learners at the Centre:

Literacy and Numeracy:
Outcome: 95% of students participating in dedicated literacy and numeracy programs show measurable improvement in their skills over the academic year.

Student Voice and Agency:

Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey.

Celebration of Achievements:
Outcome: Implement a monthly recognition program to celebrate student achievements, encouraging a positive learning culture and motivation.

<u>**Students Will:**</u>

Literacy and Numeracy:

Students will: Participate in dedicated literacy and numeracy programs tailored to their individual needs, working towards achieving co-requisites and beyond.

Student Voice and Agency:

Students will: Actively contribute to decisions about their learning experiences, initiating and leading projects aligned with the curriculum.

Students will: Collaborate with educators to negotiate assessment methods that reflect their learning strengths and preferences.

Celebration of Achievements:

Students will: Be actively involved in recognising and celebrating their achievements, sharing success stories to inspire and motivate their peers.

<u>**Staff Will:**</u>

Literacy and Numeracy:

Staff will: Develop and implement dedicated literacy and numeracy programs tailored to individual student needs, regularly assessing and adjusting the strategies for improvement.

Student Voice and Agency:

Staff will: Empower students to have a say in their learning experiences, creating a collaborative environment where student input is valued and incorporated into the teaching process.

Staff will: Support and facilitate student-led initiatives and projects aligned with the curriculum.

Celebration of Achievements:

Staff will: Establish and promote a positive learning culture by recognising and celebrating student achievements regularly.

Middle Leaders Will:

Literacy and Numeracy:

Middle Leaders will: Collaborate with teachers to develop and implement dedicated literacy and numeracy programs, ensuring alignment with individual student needs and continuous improvement.

Student Voice and Agency:

Middle Leaders will: Support and guide teachers in empowering students to have a say in their learning experiences, fostering a collaborative environment where student input is valued and incorporated into teaching practices.

Celebration of Achievements:

Middle Leaders will: Facilitate and promote a positive learning culture by recognising and celebrating student achievements within their respective departments or areas of responsibility.

Senior Leaders Will:

Literacy and Numeracy:

Senior Leaders will: Oversee the development and implementation of dedicated literacy and numeracy programs, ensuring they are data driven and align with the school's overall goals and policies.

Student Voice and Agency:

Senior Leaders will: Champion initiatives that empower students to have a meaningful say in their learning experiences, fostering a culture where student input is valued and integrated into the school's educational practices.

Celebration of Achievements:

Senior Leaders will: Encourage and support the creation of a positive learning culture by recognising and celebrating student achievements at the school level.

Red indicates attention needed
Amber indicates some concerns around rate of progress
Black indicates progress

1. **Learners at the Centre**			
Goal:	**Targets:**	**Update/ Next Steps/ TRACKING TOOLS**	**Actions (WHAT HAS HAPPENED THIS MONTH TO**

			MOVE TOWARDS THE GOAL/ OUTCOMES)
To enhance literacy and numeracy skills, empower student voice and agency, and celebrate student achievements.			
1.1	**Literacy and Numeracy Enhancement:** Establish dedicated data driven literacy and numeracy programmes to address individual student needs and work towards co-requisites and beyond.	**Literacy and Numeracy:** Outcome: 95% of students participating in dedicated literacy and numeracy programs show measurable improvement in their skills over the academic year. **Student Voice and Agency:** Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey. **Celebration of Achievements:** Outcome: Implement a monthly recognition program to celebrate student achievements, encouraging a positive learning culture and motivation.	
1.1.1	Develop dedicated literacy and numeracy programs tailored to address these needs.	Testing at Year 9 & 10 Identified students at Year 9 & 10	Tupu Letter Document Programme

	● Korekoreka reflection - Tupu programme - To be reviewed and implemented to support low literacy & numeracy students. ● A YR 10 programme designed to cater for identified students.		Letter sent to whanau of identified students outlining the programme and its intent to support identified students with Literacy & numeracy Meeting with identified students (8/3) Tupu has started 12/3 - Yr 10s Yr 9s - 14/3 Staffing: <table><tr><td></td><td>Monday</td><td>Thursday</td></tr><tr><td>YR 9 Literacy</td><td>Rebecca Barrett Dee Doherty</td><td>Rebecca Barrett Dee Doherty</td></tr><tr><td>YR 9 Numeracy</td><td>Cameron Moratti Cameron Hopkinson</td><td>Link Abrams Zoe Kirkcaldie</td></tr><tr><td>Yr 10 Literacy</td><td>Kathleen Saso</td><td>Kathleen Saso</td></tr><tr><td>Yr 10 Numeracy</td><td>Roslyn McGlade</td><td>Roslyn McGlade</td></tr></table> YR 10 - Tupu programme set up. Will run on a Tuesday P3&4. Some students were part of the programme in 2023. An application was filed in term 4 of 2023 for further support in literacy (ALL) and numeracy (ALIM)	Timetable Start up for tupu Review from 2023

				through the ministry - waiting on confirmation	
1..1.2	Monitor and adjust the programs as students progress towards co-requisites and beyond. ● Review all programmes targeted towards improving numeracy and literacy and any designated co-requisite classes. Amend and adjust in relation to the data of the specific cohort. Literacy & numeracy leaders, relevant Dean and SLT to collaborate around implementing and designing specific and appropriate courses.			MWL - has created a tracking sheet for LEVEL 1 Lit & Num. This will support student attainment of Num & Lit and identify where further support is required and what those plans will look like. 2024 - 40% of the cohort have numeracy 2024 - 37% of the cohort have passed literacy 16% of students have got 5 credits towards literacy No designated co req class for 2024 1.1 (new standard 2024) - Across the curriculum areas will mostly be completed. This will provide data on what is happening and provide opportunities to put	

			measures in place to accommodate. Team TUPU have Hui checkpoints to discuss all matters. This agenda is minuted and fed back to the curriculum & assessment team that then goes to SLT	
1.1.3	Collect and analyse data related to student performance, literacy, numeracy, and other areas of learning progression. ● Through the use of P.A.R.O.T ● Pouako to monitor course achievement data and discuss/share with Pouārahi ● Data to be communicated through Pouako/Pouārahi/ Poutiaki ● Pouārahi collate data from their teams and courses within		Academic Data Gathering Pouārahi will report to SLT regularly starting Wednesday 3rd April. Pouārahi AREA Data Presentation First Hui - Focussed on HUB goals for 2024, alignment to strat plan, and	

		their HUBs on engagement and achievement and feedback to SLT - one reporting each week? ● Literacy leader to collate data ● Numeracy leader to collate data		actions on delivery AREA data - Achievement focussed to date Learning Hub Goals - Pouārahi have submitted their departmental goals for the year. This should align with the Strategic Plan. (Some amendments need to be made here as at 15/3/24). From this, staff should be able to come up with a PGC goal (something they can work on for the year).	
1.1.4		Share relevant data with students and their whānau. ● Reporting regularly ● IDPs which are student-led and constructed by students in LA time. In the presentation, there will be Literacy and Numeracy data as well as goal setting for their year.		Reports sent out Friday 15th March Report Process 2024 **Markbook Set Ups Info** IDPs held on Wednesday 20th March. IDP Checklist 2024 Student Led IDP handbook One of these should be set as an assignment in your LA Google Classroom:	

| | | | | IDP Presentation Suggestion 2024 (**new template for 2024).

Student Prep IDPs Term 1 2024

Student Prep #2 IDP

IDP Whanau letter

Parent teacher Interviews were held on Wednesday 27th March.
Parent Teacher Interview Letter | |
|---|---|---|---|---|---|
| | • Literacy and Numeracy teachers will unpack what the e-asttle report means for students in their class so the students can explain it to their whanau. | | | | |
| 1.1.5 | Collaborate with students and whānau to identify areas of improvement.
• This will be through reports, IDPs, and any other methods of communication (such as phone calls), emails etc. by all staff (LA teachers, classroom teachers, poutiaki and SLT). | | | Reports

Whanau survey | |

1.1.6	Co-construct targeted interventions and monitor progress. ● These will be held with whānau and students to ensure thorough communication and that all parties have the same goal. Regular updates will need to be communicated to whanau.			
1.2	**Student Voice and Agency:** Empower students to have a say in their learning experiences, ensuring their voices are heard. Encourage student-led initiatives and projects that align with the curriculum. Support student negotiated assessments.		Student voice has been specifically targeted as a key component within the courses that are delivered. Student voice also connects with negotiated assessment which is an invaluable part and process of a course to ensure students are using an assessment method that suits their needs and strengths.	

1.2.1	Create platforms for students to express their opinions and concerns regarding their learning experiences. ● Collect data from students, such as google forms or anecdotal conversations to gauge students' learning experiences. ● Data will need to be reviewed and reported to SLT to make any adjustments to learning programmes (either individually or school-wide).		At the end of each course students have the opportunity to contribute in the reflection process. This information and data forms part of the mid year review and end of year department review. Where applicable teaching staff use the data to amend their programmes accordingly to provide successful outcomes for students	
1.2.2	Establish student-led initiatives and projects that align with the curriculum. ● Implement any necessary changes from identified themes		A new project is the Junior Leadership Programme. This will allow students to contribute to the wider school community	Student run clubs are underway Prefects and a selection of other students have been identified to join school wide committees - including the Environmental Committee, Sports Committee and Komiti Māori
1.2.3	Support student-negotiated assessments			

	that reflect their interests and goals. ● Pouako to identify students strengths through class profiling and ensure students are aware of options to complete assessments (ie speech, poster etc) as well as themes which interest the students.			
1.3	**Celebration of Achievements:** Recognise and celebrate student achievements. Highlight success stories to inspire and motivate other learners.			
1.3.1	Implement a system to recognise and celebrate student achievements in various aspects of learning. ● Surveys will need to be completed	2024 Celebrations: Please share this survey with the students in your LA class. 2024 Celebrations - Student Considerations If you would like to share		Korereka School Celebration Plan 24 Draft surveys have been constructed to share with staff,

	by students and whanau early in 2024 to see what they would prefer as recognition (eg badges, certificates, vouchers) ● A Google form will need to be made available so that staff can nominate students for their achievements (learning, sporting, cultural, attendance etc) to be completed regularly before school or level assemblies each term. ● Student council to support coordinating, designing and developing the reward system	your thoughts and opinions regarding our celebrations, then please complete this survey. 2024 Celebrations - Whanau considerations		students and whānau to gather feedback for next steps.
1.3.2	Share success stories and achievements to inspire and motivate other learners.			

	● Guest speakers share their stories to students when they are available to come to school.			

Quality Teaching, Learning and Leadership:

2.1 Culturally Responsive and Inclusive Teaching and Learning: DSH

Be Te Tiriti O Waitangi led through our processes and delivery.
All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment.
Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.
Evidence teaching around our 4 Pou Of Learning, Deep, Visible, Inclusive and Culturally Responsive.

2.2 Professional Development: ASC/ JRB

Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Pou Of Learning.

Have a focus on literacy and numeracy.

Encourage collaboration among educators to share best practices and innovative teaching methods.

Arotahingā - Our Outcomes:

Quality Teaching and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:
Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.
Professional Development:

Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Students Will:

Culturally Responsive and Inclusive Teaching and Learning:

Students will: Experience Te Tiriti O Waitangi-led processes and delivery, with teachers incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Professional Development:

Students will: Benefit from innovative teaching methods resulting from ongoing professional development opportunities for teachers.

Staff Will:

Culturally Responsive and Inclusive Teaching and Learning:

Staff will: Lead by example in incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Staff will: Engage in continuous professional development to enhance their ability to deliver culturally responsive teaching practices.

Professional Development:

Staff will: Actively participate in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Staff will: Collaborate with colleagues to share best practices and innovative teaching methods.

Middle Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

Middle Leaders will: Lead efforts to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into the classroom environment within their departments.

Middle Leaders will: Champion and support professional development opportunities related to the 4 Pou of Learning, fostering a culture of continuous improvement.

Professional Development:

Middle Leaders will: Facilitate and encourage collaboration among educators within their departments to share best practices and innovative teaching methods.

Middle Leaders will: Advocate for and coordinate ongoing professional development opportunities for teachers within their areas of responsibility.

Senior Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

Senior Leaders will: Lead the integration of te reo, tikanga Māori, and mātauranga Māori into the overall school environment, ensuring that culturally responsive teaching practices are embedded throughout the institution.

Professional Development:

Senior Leaders will: Spearhead and coordinate ongoing professional development opportunities for all staff, emphasising the importance of the 4 Pou of Learning and promoting a culture of continuous improvement.

Action Plan: Quality Teaching, Learning, and Leadership - DSH and SLT

Goal: To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.

2. Quality Teaching, Learning and Leadership:

Goal: Culturally Responsive and Inclusive Teaching and Learning: Be Te Tiriti O Waitangi led through our processes and delivery. All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment. Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students. Evidence teaching around our 4 Pou Of Learning, Deep, Visible, Inclusive and Culturally Responsive.	Targets:	Update/ Next Steps	Actions
2 **Quality Teaching, Learning, and Leadership**	**Quality Teaching and Leadership:**	All courses in Numeracy, literacy, Senior Learning Programmes, Junior Steams, ith their overview MUST have Matauranga Maori content and context within planning and	

	To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.	**Culturally Responsive and Inclusive Teaching and Learning:** Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed. **Professional Development:** Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.	their pedagogical practices PLD on Friday mornings focused on Matauranga Maori	
2.1.2	Ensure that all educational processes and delivery are Te Tiriti O Waitangi led.			A Te Tiriti O Waitangi policy for was adpoted by the Board at the February meeting Te Tiriti o Waitangi | Treaty of Waitangi Policy
2.1.2	Require all staff to incorporate te reo, tikanga Māori, and mātauranga Māori into the classroom environment, fostering an inclusive atmosphere.		All courses in Numeracy, literacy, Senior Learning Programmes, Junior Steams, ith their overview MUST have Matauranga Maori content and context within planning and their pedagogical practices	

2.1.3	Promote culturally responsive teaching practices that recognise and celebrate the diverse cultural backgrounds of all students.			
2.1.4	Provide evidence of teaching practices that align with the 4 Pou Of Learning: Deep, Visible, Inclusive, and Culturally Responsive.		HUBs aligning their HUB goals for 2024 to the Pou and annual plan. Actions on how these will be actioned is part of our HUB leader presentations to SLT.	
2.2	**Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Pou Of Learning. Have a focus on literacy and numeracy. Encourage collaboration among educators to share best practices and innovative teaching methods.			

2.2.1	Develop and offer ongoing professional development opportunities for teachers to enhance their understanding and application of the 4 Pou Of Learning.			[PLD draft plan](#) - has been devised with a focus on the 4 Pou of Learning which includes literacy and is based on collaboration and sharing best practice. PLD committee has approved 1 staff member attending a Literacy based conference 3 staff members attending the KAMAR conference
2.2.2	Encourage collaboration among educators through regular meetings, workshops, and sharing sessions.			
2.2.3	Create a platform for educators to share best practices, innovative teaching methods, and resources.			

3. Connected and Inclusive:

Inclusive Curriculum Design: SLT

Develop a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences.

Whānau, Hāpori Engagement: NNG

Foster strong connections with students' whānau to create a supportive learning community.
Hold regular meetings, workshops, and events to involve whānau in their child's education journey.

<u>Arotahingā - Our Outcomes:</u>

Connected and Inclusive:
Inclusive Curriculum Design:
Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.

Whānau, Hāpori Engagement:
Outcome: Increase attendance at whānau workshops and events by strengthening connections 7between the school, students, and their whānau.

<u>Students Will:</u>

Inclusive Curriculum Design:

Students will: Engage in a curriculum that reflects diverse perspectives, contributing to discussions about inclusive content and experiences.

Whānau, Hāpori Engagement:

Students will: Participate in meetings, workshops, and events that involve their whānau, creating a strong and supportive learning community.

<u>Staff Will</u>

Inclusive Curriculum Design:

Staff will: Collaborate to design an inclusive curriculum that reflects diverse perspectives, ensuring that content is culturally responsive and engaging for all students.

Whānau, Hāpori Engagement:

Staff will: Foster strong connections with students' whānau, involving them in the education journey through regular meetings, workshops, and events.

Middle Leaders Will:

Inclusive Curriculum Design:

Middle Leaders will: Work collaboratively with teachers to design an inclusive curriculum that reflects diverse perspectives within their specific subject areas.

Whānau, Hāpori Engagement:

Middle Leaders will: Facilitate strong connections with students' whānau within their departments, organising department-specific meetings, workshops, and events.

Senior Leaders Will:

Inclusive Curriculum Design:

Senior Leaders will: Oversee the development of an inclusive curriculum that reflects diverse perspectives, ensuring consistency across all departments and subject areas.

Whānau, Hāpori Engagement:

Senior Leaders will: Facilitate strong connections with students' whānau at the school level, organising events and initiatives that involve the broader community in the education journey.

3. Connected and Inclusive

Goal: To create a connected and inclusive educational environment by developing a culturally responsive and inclusive curriculum, fostering strong connections with students' whānau, and involving the wider community in the learning journey.		**Targets**	**Update/ Next Steps**	**Actions**
3	**Inclusive Curriculum Design**	**Connected and Inclusive: Inclusive Curriculum Design:** Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content. **Whānau, Hāpori Engagement:** Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.		

3.1	Develop and implement a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences in the curriculum.			
3.1.2	Incorporate diverse cultural and historical perspectives into lesson plans, teaching materials, and classroom activities.			The NZ Histories Curriculum has been reviewed and continues to be delivered across the school through LA.
3.1.3	Regularly review and update the curriculum to ensure it remains inclusive and relevant. ● Ensure that the korekoreka process is undertaken annually ● Follow the korekoreka process for the Curriculum & Assessment Handbook ● Consult with the local community and contributing schools			

3.2	**Whānau, Hapū, Iwi Engagement** Establish and maintain strong connections with students' whānau, hapū, and iwi to create a supportive and inclusive learning community. Organise regular meetings, workshops, and events that involve whānau in their child's education journey. Engage local leaders and advisors to facilitate dialogue and collaboration between the school and the wider community.			Whānau Meet Teacher Picnic has been held Student Led IDPs with a focus on 90% attendance by whānau is to be held, followed by a Parent Teacher Interview evening. A contract has been signed between SC and Ngāti Maru where they will be one of the key AE providers for our consortium.

4. Future of Learning and Work:

Community Partnerships:

Collaborate with hāpori, organisations, businesses, and institutions to provide students with real-world experiences and mentorship opportunities.

Future of Learning and Work:
Community Partnerships:

Outcome: Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.

Arotahingā - Our Outcomes:

Outcome: Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.

Students Will:

Community Partnerships:

Students will: Collaborate with local businesses, community organisations, and tertiary institutions, gaining real-world experiences through mentorship opportunities.

Staff Will:

Community Partnerships:

Staff will: Collaborate with local businesses, community organisations, and tertiary institutions, establishing partnerships to provide students with diverse opportunities for real-world experiences.

Staff will: Take part in regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Middle Leaders Will:

Community Partnerships:

Middle Leaders will: Lead efforts to establish partnerships with local businesses, community organisations, and tertiary institutions within their subject areas, providing students with subject-specific real-world experiences.

Middle Leaders will: Lead the regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Senior Leaders Will:

Community Partnerships:

Senior Leaders will: Lead efforts to establish and maintain partnerships with local businesses, community organisations, and tertiary institutions, providing students with a comprehensive range of real-world experiences.

Senior Leaders will: Lead the regular review and assessment process at the school level, ensuring that data analysis, feedback, and reflection guide informed decisions and improvements aligned with the strategic Pou.

4. Future of Learning and Work:

Goal: To enhance the future of learning and work by establishing meaningful partnerships with local organisations, businesses, and institutions, providing students with real-world	Targets	Update/ Next Steps	Actions

	experiences and mentorship opportunities.			
4.	**Community Partnerships** *Future of Learning and Work: Community Partnerships:* *Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.*	Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.	Community connect P5 on Fridays Feedback from staff and students that are working with local primary schools and organisations	

4.1.1	Identify potential local organisations, businesses, and institutions that align with the educational goals and aspirations of the school. ● A staff wide Document that staff can input into ● Create a package offering benefits from connecting with Spotswood College		Spotswood College has been invited to Devon Intermediate to be part of their Cultural Day in WK 10, 5th April. We have our Kapa Haka group and Pasifika roopu that will be attending. Other workshops are also available. Sustaining these connections and opportunities will further support transition of students and promotion of the college	
4.1.2	Establish relationships with these entities through formal partnerships or collaborative agreements. ● Digitally store formal			

	partnerships and agreements.			
4.1.3	Develop programmes that offer students opportunities for real-world experiences, such as internships, apprenticeships, or job-shadowing. ● Create a document with businesses that currently offer opportunities			
4.1.4	Facilitate mentorship opportunities by connecting students with professionals in relevant fields.			
4.1.5	Encourage educators to integrate real-world case studies and			

	projects into the curriculum, leveraging the expertise of community partners.			