

Annual Report 2024

Te Akau School (1998)



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List of all school board members

Board member names	Date that the board member's term finishe
Hayley Thorpe-Smith (Presiding Member)	January 2025
Tom Lilley	September 2025
Melissa Copeland	January 2025
Jamie Andrews	September 2025
James Glenn	September 2025
April Orleans (Principal)	January 2025



Annual Target/Goal: Te Akau School is the valley of As per the annual implementation plan	of lifelong learning.		
Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differences (variances) between the the outcomes Think about both where you had targets or not yet met them.
Action 1 Localised Curriculum Development	 Garden to Table was implemented Staff visited other schools to observe and reflect on how curriculum was adapted to local context New student management system was implemented that better aligns with the local curriculum 	 Lovely gardens Staff visited the following schools: Waerenga School and reflected on their learning New SMS implemented 	As the government prior on the implementation or and standardized nation our focus on localized cushifted
Action 2 Embedded Assessment for Learning practices	 Review of current assessment across the school Draft assessment schedule was written for evaluation in 2025 	New assessment schedule developed for trial in 2025	Goal achieved
Action 3 Investigate the Science of Reading and Literacy Development for hest practice within our context	Staff attended Liz Kane structured literacy PLD raising educational	All staff trained in structured literacy	Goal achieved
achievement for eve	ry New Zealander		

Strategic Goal 1: Our Learning As per the strategic plan



rounded, responsive learning.		
What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any difference (variances) between the the outcomes Think about both where you have targets or not yet met them.
 Termly offsite EOTC opportunities were implemented 		Goal achieved
		Due to a change in leade 4, some goals were arch focus turned to school mand student achievement
Semi-regular staff meetings raisi momening tea shouts yers implemented ry parameter ry parameter	Staff meeting minutes, staff survey feedback.	Goal achieved
	What did we achieve? What were the outcomes of our actions? What impact did our actions have? Termly offsite EOTC opportunities were implemented Semi-regular staff meetings	What did we achieve? What were the outcomes of our actions? What impact did our actions have? This is the sources of information the board used to determine those outcomes. Termly offsite EOTC opportunities were implemented Semi-regular staff meetings Staff meeting minutes, staff survey feedback.

Strategic Goal 2: Our hauora and holistic wellbeing As per the strategic plan

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differed (variances) between the the outcomes Think about both where you has targets or not yet met them.
Action 1 School values and vision are living			
Action 2 Building educationally powerful connections with parents, whānau and the community.	 Hero student management software was opened to whānau to help increase engagement with whānau A whānau event was held each term attendance goal at whānau events was met. 	SMS system running and adopted by more than 80% of whanau.	Goal achieved
Action 3 Board education			
Lifting aspiration and achievement for ever	_		

Strategic Goal 3: Our culture and community

As per the strategic plan



Annual Target/Goal: Te Akau School is a good employer with equitable and planned use of resources to enable quality teaching and learning in a safe enable annual implementation plan

Actions List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	What did we achieve? What were the outcomes of our actions? What impact did our actions have?	Evidence This is the sources of information the board used to determine those outcomes.	Reasons for any differe (variances) between the the outcomes Think about both where you have targets or not yet met them.
Action 1 Personnel: Regular board self-review, effective appraisal and attestation process, Professional Growth Cycle	 A Professional Growth Cycle document was created for staff 	PGC documents as completed by staff members.	Goal achieved
Action 2 Property and Finance: Implement 5YA and 10YPP, board professional development for finance and governance, plan and implement development and maintenance of property. Continue promoting fundraising and seeking grants	 Works as per the 5YA have proceeded with the update of the Library and the LSC space. 		Goal achieved
Action 3 Health and Safety: School is an environment free from discrimination with inclusive practices. School is a physically safe space that promites well being	A behaviour management plan was developed raising educational	Behaviour mar agement process document 2024	Goal achieved

achievement for every New Zealander

Strategic Goal 4: Personnel, Property, Finance and Health and Safety
As per the strategic plan



Evaluation and analysis of the school's students' pand achievement

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Curriculum Achievement Analysis 2024

Introduction

This report provides an overview of student achievement and progress across the curriculum for 2024. It evaluates overall performance in core learning areas, including Mathematics, English Writing, and English Reading. Additionally, it highlights our school's engagement in other curriculum areas such as Science, Social Sciences, Aotearoa New Zealand Histories, and Health and Physical Education.

This analysis is designed to support governance and leadership activities by providing insights into student learning outcomes. It considers the impact of our local curriculum on student achievement and outlines how we have worked to ensure all learners make expected progress.

Student Achievement Overview

Based on data gathered at the end of Term 4, 2024 from our student management system informed by standardised assessment such as PROBE, JAM, GLOSS and e-Asstle, as well as program specific assessment such as the Liz Kane Little Learners Love Literacy Reading Assessment and over-all teacher judgement.

Mathematics (Number and Algebra)

- Above/Well Above Expected Level: 23.3% of students were judged as performing above or well above expectations.
- At Expected Level: 53.5% of students achieved at the expected curriculum level.
- Workird Towards to pedid Cever 186% of the highest support.

additional support. English Writing Tevernent for every New Zealander

- Above/Well Above Expected Level: 9.3% of students were above expectations.
- At Expected Level: 60.5% of students met expectations.
- Working Towards Expected Level: 25.6% of students required additional support.

English Reading

- Above/Well Above Expected Level: 16.3% of students exceeded expectations.
- At Expected Level: 55.8% of students met expectations.
- Working Towards Expected Level: 23.3% of students were working towards expectations.

This data reflects the need for continued focus on literacy and numeracy, ensuring students receive appropriate support to progress in these essential learning areas.

Analysis by Student Groups

- Boys:
 - o **Above/Well Above Expected Level:** 35% (Mathematics), 15% (Writing), 15% (Reading) of students exceeded expectations.
 - At Expected Level: 45% (Mathematics), 55% (Writing), 60% (Reading) of students met expectations.
 - o **Working Towards Expected Level:** 20% (Mathematics), 30% (Writing), 25% (Reading) of students were working towards expectations.
- Girls:
 - o Above/Well Above Expected Level: 14% (Mathematics), 4% (Writing), 19%



 Achievement levels across genders are generally consistent, though trends boys require additional support in writing, while girls perform slightly stronger

Māori Learners:

- o **Above/Well Above Expected Level:** 25% (Mathematics), 25% (Writing), 3% (Reading) of students exceeded expectations.
- o **At Expected Level:** 41% (Mathematics), 41% (Writing), 33% (Reading) of students met expectations.
- o **Working Towards Expected Level:** 33% (Mathematics, Writing and Reading) of students were working towards expectations.
- Māori learners have shown strong engagement across learning areas. Our school continues
 to support them with culturally responsive teaching strategies, including kapa haka, Māori
 visual arts, and integration of te reo Māori across subjects.

Engagement Across the Curriculum

While this report focuses on literacy and numeracy, our school actively supports learning across the entire curriculum.

Science

- We partnered with **Landcare** to engage students in real-world environmental education.
- Our fortnightly use of House of Science boxes enriched students' hands-on learning experiences in scientific inquiry.
- Our students demonstrated consistent progress in this learning area.

Social Sciences

- Students engaged with global events such as the **Olympics and Paralympics**, fostering discussions on international deoperation and perseverance of UCational
- Commemorations such as Anzac Day provided opportunities for historical reflection and community engagement.

 Commemorations such as Anzac Day provided opportunities for historical reflection and community engagement.
- Our students demonstrated consistent progress in this learning area.

Aotearoa New Zealand Histories

- A schoolwide Matariki celebration included a community kai event, Māori visual art exhibition and kapa haka performances, strengthening our connection with te ao Māori.
- Our students demonstrated consistent progress in this learning area.

Health & Physical Education

- Students participated in a wide range of sports, including cricket and rippa rugby.
- We engaged with local health services such as the dental caravan and public health nurse, ensuring student well-being was a priority.
- Our students demonstrated consistent progress in this learning area.

Conclusion

Our school remains committed to delivering a well-rounded curriculum that supports academic achievement and personal growth. While literacy and numeracy remain key areas of focus, we continue to foster student engagement through hands-on science, historical and cultural learning, and physical well-being initiatives.

We will use this data to refine our teaching strategies and ensure that all students receive the support they need to thrive. Our partnerships with community organizations and the integration of local curriculum elements remain essential to our ongoing success.



How we have given effect to Te Tiriti o Waitangi

Giving Effect to Te Tiriti o Waitangi at Te Akau School

At Te Akau School, we are committed to upholding the principles of Te Tiriti o Waitanthrough our governance, curriculum, and community engagement. Below are key actions undertaken by the Board to meet our obligations under Section 127(1)(d) of the Education and Training Act 2020:

Reflection of Local Tikanga Māori, Mātauranga Māori, and Te Ao Māori in School Plans. Policies. and Curriculum

- Our local curriculum has been designed to integrate tikanga Māori and mātauranga Māori authentically. This includes embedding Aotearoa New Zealand's histories curriculum to ensure that students develop a strong understanding of Māori perspectives on historical events.
- We work closely with local iwi and whānau to ensure that our teaching and learning reflect local knowledge and cultural traditions.

Analysis of Student Data with a Focus on Māori Students

- We conduct analyses of student achievement data to monitor progress for Māori learners specifically.
- By disaggregating assessment data, we identify trends, strengths, and areas for improvement in Māori student achievement and well-being.
- Interventions and targeted support strategies are developed based on these insights, ensuring equitable educational outcomes.

Lifting aspiration and raising educational Providing Instruction in Tikanga Maori and Te Reo Maori

- Our teachers incorporate tikanga Mayrento daily Gassroom Culines, including karakia, waiata, and traditional narratives.
- Te reo Māori instruction is embedded across all year levels, with increasing opportunities for students to develop their proficiency.
- We have partnered with local Māori educators to enhance staff capability and ensure culturally responsive teaching practices.

Whānau Matariki Event

- This year, we hosted a school-wide Whānau Matariki event, bringing together students, staff, and the wider community to celebrate Matariki in a meaningful way.
- The event featured storytelling, traditional kai, kapa haka performances, and an art exhibition of Matariki focussed artwork.
- Feedback from whānau was very positive, reinforcing the value of such initiatives in strengthening school-community connections.

Engagement with Local Kaumātua

- In Term 4, we engaged with a local kaumātua and hosted him at our school.
- The kaumātua shared valuable knowledge, stories, and tikanga with staff, enriching our understanding of local Māori history and traditions.
- This engagement strengthened our ties with the local Māori community and provided students with an authentic learning experience. We hope to build on this.



- Students participated in a Te Ao Māori focused personal development participated in Raglan.
- This program provided students with hands-on experiences in martial arts, storytelling, and cultural practices, deepening their understanding of te ao Ma
- The initiative was well received by students and whānau, further enriching our culturally responsive curriculum.

Commitment to Equitable Outcomes for Māori Students

- Our Board has prioritised initiatives that ensure Māori students have the same opportunities to excel as their peers.
- We have engaged with whānau and iwi to discuss strategies for lifting Māori student achievement and well-being.
- Funding has been allocated to support culturally responsive teaching resources and programs that directly benefit Māori learners.

Through these initiatives, Te Akau School continues to demonstrate its commitment to giving effect to Te Tiriti o Waitangi, fostering a learning environment where Māori students feel valued, supported, and empowered to succeed.



Statement of compliance with employment policy

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

The Board of Te Akau School is committed ensuring a safe, supportive, and equitable working environment in compliance with section 597(1) of the Education and Training Act 2020 and the Health and Safety at Work Act 2015. The following initiatives and policies demonstrate our commitment to good and safe working conditions for all staff:

Health, Safety, and Well-being Policies

- The school maintains an up-to-date Health and Safety Policy, reviewed annually, ensuring alignment with legislative requirements and best practices.
- Regular risk assessments and hazard identification are conducted for all school environments, including classrooms, playgrounds, and workspaces.
- Emergency response plans, including fire, earthquake, and lockdown drills, are

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- Property and maintenance checks are conducted regularly to ensure safe and compliant facilities.
- Classrooms are equipped with appropriate heating, ventilation, and appropriate furniture to prevent workplace-related injuries.
- Staff have access to first aid training, with designated first aid officers available on-site.

Staff Well-being and Support

- The school promotes work-life balance, ensuring manageable workloads and encouraging professional collaboration to reduce stress.
- A confidential complaints and grievance procedure is in place to ensure staff concerns are addressed in a fair and timely manner.



Staff have access to ongoing professional learning and develo (PLD) in areas such as cultural competency, inclusivity, and mental hear awareness.

The school upholds an **Equal Employment Opportunities (EEO)** programme, ensuring recruitment, promotion, and employment policies are fair and free from discrimination.

What is in your equal employment opportunities programme? How have you been fulfilling this programme?

Te Akau School's Equal Employment Opportunities (EEO) Programme ensures fair and equitable treatment of all employees in recruitment, retention, and professional development. Our programme includes:

- **Fair and Transparent Hiring Practices** – Ensuring recruitment processes are free from bias and provide equal access to opportunities.
- **Professional Development** Providing staff with training and career growth opportunities regardless of background or identity.
- Inclusive Workplace Culture Promoting diversity, cultural competency and well-being initiatives. achievement for every www seement for every work seement for every seement for every work seement for every work seement for every seement for every work seement for every work seement for every seement for every work seement for every work seement for every seement for every work seement for every work seement for every seement for every work seement for every work seement for every seement for every work seement for every work seement for every seement for Supporting work-life balance through

reasonable accommodations where needed.

Te Akau School ensures a fair, transparent, and merit-based selection process for all appointments. Our recruitment practices align with the principles of Equal Employment Opportunities (EEO) and best practice quidelines.

To uphold impartiality, we:

- Follow clear selection criteria based on skills, experience, and qualifications relevant to the role.
- Use structured interview processes with standardised questions to ensure consistency and fairness.
 - Consult guidance from the New **Zealand School Boards Association** (N7CRA) and the New Zealand

Lifting aspiration and

How do you practise impartial selection of suitably qualified persons for appointment?



How are you recognising,

- The aims and aspirations of Māori,
- The employment requirements of Māori, and
- Greater involvement of Māori in the Education service?

- Maintain diverse and represe selection panels to minimise bis support inclusive decision-making.
- Ensure all applications are review objectively, with decisions made based on merit rather than personal connections or external influences.

Te Akau School is committed to recognising and supporting Māori in alignment with **Te Tiriti o Waitangi** and our obligations under the **Education and Training Act 2020**.

Aims and Aspirations of Māori

- We engage with whānau, local iwi, and kaumātua to ensure Māori perspectives and aspirations are reflected in our school culture and curriculum.
- The Aotearoa New Zealand Histories
 Curriculum and Te Ao Māori
 programmes are integrated into teaching
 to uphold Māori identity, language, and
 culture.
- We host events such as our Whānau
 Matariki celebration, which strengthens
 cultural connections and acknowledges

Lifting aspiration and Marishing educational achievement for Every New Zealander

- We ensure fair and equitable hiring practices, encouraging Māori applicants and recognising te reo Māori and tikanga Māori as valued skills in teaching and leadership roles.
- We take advice from NZSBA and NZEI to support inclusive recruitment policies that meet the needs of Māori staff.

Greater Involvement of Māori in Education

- We collaborate with local Māori educators and community members to enhance Māori engagement in school decision-making.
- Students participate in Te Ao
 Māori-focused programmes, such as the
 development initiative at The Refinery in
 Raglan, to deepen their cultural
 understanding and strengthen connections



professional development, and persor support. Specifically:

Supporting a Beginning Teacher:

- 1. We provided comprehensive mentorship and guidance through the pairing of the beginning teacher with an experienced mentor teacher. This mentorship has involved regular meetings for feedback, advice, and shared teaching strategies, creating a supportive environment for professional growth.
- 2. Professional development opportunities were offered to the beginning teacher, ensuring access to workshops, resources, and training that fostered skill-building and reflective practice.

Supporting a New Principal:

 Given that the principal was new to the profession, we

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leadership skills through targeted professional learning opportunities. This included leadership workshops, participation in peer networks, and mentoring by experienced school leaders.

Collaborative Professional Development:

We implemented a whole-staff approach to professional learning, where all teachers, including the beginning teacher and the principal, were encouraged to collaborate and share best practices. This included participation in school-wide initiatives, like curriculum planning, Structured Literacy professional development and staff



How are you recognising the employment requirements of women?

professional skills and by cohesive team environme

At Te Akau School, we recognize the employment requirements of women throu several key initiatives:

- Workplace Flexibility: We offer flexible working hours and remote work options to support work-life balance, as well as a supportive approach to parental leave.
- Career Advancement: Women have equal access to professional development and leadership opportunities, including mentorship and involvement in decision-making processes.
- Supportive Environment: We maintain a safe, inclusive workplace with a zero-tolerance policy for discrimination and encourage open feedback to improve conditions.
- Gender Equality: We promote gender equality through ongoing training and policies that empower women in all aspects of the school.

achievement for eve

Lifting aspiration and realisingve மெருவி women's health through wellness programs and prioritize mental and physical well-being.

How are you recognising the employment requirements of persons with disabilities? At Te Akau School, we recognize the employment requirements of persons with disabilities through the following initiatives:

- Workplace Accessibility: We ensure that our physical environment is accessible, with necessary accommodations such as ramps, accessible restrooms, and modified workspaces to support employees with disabilities.
- Flexible Working Conditions: We offer flexible hours and remote work options where needed to accommodate health or mobility challenges, ensuring employees can manage their work responsibilities effectively.
- **Inclusive Employment Practices: We**



- disabilities, have access to trainmentorship, and leadership roles
- Supportive Work Environment:
 foster a culture of inclusion and
 respect by providing disability
 awareness training for all staff and
 maintaining a zero-tolerance policy for
 discrimination.
- Health and Well-being: We ensure access to any required health resources or support services, including adjustments to workloads or responsibilities, to support the well-being of employees with disabilities.

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	yes	
Has this policy or programme been made available to staff?	yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	yes	
Has your EEO programme/policy appointed someone to coordinate	yes	
Does your LEO programme policy provide for regular reporting on	ducati	onal
compliance with the policy and/or achievements under the policy?	-	
Does your EEC programme policy set procritics and objectives V	ealand	ung r

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our <u>Schools Annual Financial Statement</u> Resources webpage.

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.



This statement shows the value and movements of the Government's investment over the coupear in the school or kura, (this is known as 'equity') in the financial statement.



Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.



Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.

