

HAMPTON HILL SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 2852

Principal: Claire Hughes

School Address: 4 Rimu Street, Tawa
Wellington

School Postal Address: 4 Rimu Street, Tawa, Wellington

School Phone: 04-232-6509

School Email: office@hamptonhill.school.nz

Members of the Board:

Name	Position	How Position Gained	Name	Term Expired/ Expires
Presiding Member		elected	Matthew Sverdloff	May-25
Principal ex Officio		of right	Claire Hughes	May-25
Parent Representative		elected	Craig Dean	May-25
Parent Representative		elected	Maia Alexander	May-25
Parent Representative		elected	Clare Watson	May-25
Parent Representative		elected	Renee Short	May-25
Parent Representative		elected	Ian Conning	May-25
Staff Representative		elected	Melanie Zimmerman	May-25

Accountant / Service Provider: DavidsonDickson Ltd

HAMPTON HILL SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Hampton Hill School

Statement of Responsibility

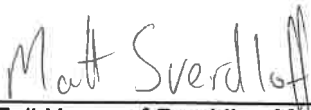
For the year ended 31 December 2023

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

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

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

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



Full Name of Presiding Member



Full Name of Principal



Signature of Presiding Member



Signature of Principal

29 / 05 / 2024

Date:

29 May 2024

Date:

Hampton Hill School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,053,640	1,990,264	2,005,138
Locally Raised Funds	3	28,053	16,710	24,499
Interest		30,614	16,500	9,998
Gain on Sale of Property, Plant and Equipment		71	-	-
Total Revenue		2,112,378	2,023,474	2,039,635
Expense				
Locally Raised Funds	3	1,892	-	7,030
Learning Resources	4	1,249,858	1,247,728	1,392,955
Administration	5	106,509	114,331	113,974
Interest		973	100	643
Property	6	681,372	690,677	511,078
Loss on Disposal of Property, Plant and Equipment		-	-	6,782
Total Expense		2,040,604	2,052,836	2,032,462
Net Surplus / (Deficit) for the year		71,774	(29,362)	7,173
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		71,774	(29,362)	7,173

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

Hampton Hill School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		777,610	777,610	770,437
Total comprehensive revenue and expense for the year		71,774	(29,362)	7,173
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		849,384	748,248	777,610
Accumulated comprehensive revenue and expense		849,384	748,248	777,610
Equity at 31 December		849,384	748,248	777,610

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.

Hampton Hill School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	378,470	239,664	215,893
Accounts Receivable	8	84,902	104,500	109,477
GST Receivable		15,388	5,000	7,898
Inventories	9	2,167	1,500	2,894
Investments	10	264,989	210,000	356,866
Funds Receivable for Capital Works Projects	15	11,441	-	19,047
		<u>757,357</u>	<u>560,664</u>	<u>712,075</u>
Current Liabilities				
Accounts Payable	12	95,082	115,700	116,041
Provision for Cyclical Maintenance	13	18,166	16,485	16,485
Finance Lease Liability	14	6,688	5,500	5,527
Funds held for Capital Works Projects	15	117,417	-	61,215
		<u>237,353</u>	<u>137,685</u>	<u>199,268</u>
Working Capital Surplus/(Deficit)		520,004	422,979	512,807
Non-current Assets				
Investments	10	102,740	-	-
Property, Plant and Equipment	11	242,425	347,169	282,169
		<u>345,165</u>	<u>347,169</u>	<u>282,169</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	9,850	17,900	11,900
Finance Lease Liability	14	5,935	4,000	5,466
		<u>15,785</u>	<u>21,900</u>	<u>17,366</u>
Net Assets		<u>849,384</u>	<u>748,248</u>	<u>777,610</u>
Equity		<u>849,384</u>	<u>748,248</u>	<u>777,610</u>

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

Hampton Hill School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		453,625	479,575	537,711
Locally Raised Funds		34,474	15,210	18,555
Goods and Services Tax (net)		(7,489)	(5,000)	(18,852)
Payments to Employees		(236,250)	(120,215)	(296,310)
Payments to Suppliers		(168,696)	(312,576)	(244,572)
Interest Paid		(973)	(100)	(643)
Interest Received		22,120	16,500	8,164
Net cash from/(to) Operating Activities		96,811	73,394	4,053
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		1,586	(97,505)	(130,840)
Purchase of Investments		(10,863)	(210,000)	(104,043)
Net cash from/(to) Investing Activities		(9,277)	(307,505)	(234,883)
Cash flows from Financing Activities				
Finance Lease Payments		11,235	(3,500)	(5,448)
Funds Administered on Behalf of Other Parties		63,808	-	27,898
Net cash from/(to) Financing Activities		75,043	(3,500)	22,450
Net increase/(decrease) in cash and cash equivalents		162,577	(237,611)	(208,380)
Cash and cash equivalents at the beginning of the year	7	215,893	477,275	424,273
Cash and cash equivalents at the end of the year	7	378,470	239,664	215,893

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

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

Hampton Hill School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20.

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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	10-40 years
Board Owned Buildings	10-40 yeasers
Furniture and equipment	10-15 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) 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.

l) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

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

m) 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 are recorded as revenue as the obligations are fulfilled and the fees earned.

n) 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.

o) Funds held for Capital works

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

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

p) Provision for Cyclical Maintenance

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

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

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

q) 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.

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	457,297	393,921	537,711
Teachers' Salaries Grants	1,023,913	1,023,913	1,073,282
Use of Land and Buildings Grants	572,430	572,430	394,145
	<u>2,053,640</u>	<u>1,990,264</u>	<u>2,005,138</u>

The school has opted in to the donations scheme for this year. Total amount received was \$28,820.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	16,165	12,810	9,342
Fees for Extra Curricular Activities	1,336	400	2,124
Trading	633	-	650
Fundraising & Community Grants	671	500	4,616
Other Revenue	9,248	3,000	7,767
	<u>28,053</u>	<u>16,710</u>	<u>24,499</u>
Expense			
Extra Curricular Activities Costs	1,165	-	7,011
Trading	727	-	19
	<u>1,892</u>	<u>-</u>	<u>7,030</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>26,161</u>	<u>16,710</u>	<u>17,469</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	42,251	56,100	67,313
Information and Communication Technology	4,846	-	4,718
Library Resources	781	750	767
Employee Benefits - Salaries	1,162,765	1,146,878	1,270,197
Staff Development	6,919	9,000	18,930
Depreciation	32,296	35,000	31,030
	<u>1,249,858</u>	<u>1,247,728</u>	<u>1,392,955</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,792	6,750	6,594
Board Fees	2,155	4,000	3,850
Board Expenses	7,297	12,231	5,401
Communication	1,560	3,000	1,854
Consumables	5,321	5,800	4,973
Operating Leases	569	700	569
Legal Fees	-	-	2,609
Other	4,080	4,850	5,284
Employee Benefits - Salaries	66,638	64,250	72,731
Insurance	6,347	7,000	4,359
Service Providers, Contractors and Consultancy	5,750	5,750	5,750
	<u>106,509</u>	<u>114,331</u>	<u>113,974</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	6,080	7,000	5,743
Consultancy and Contract Services	30,128	31,000	27,719
Cyclical Maintenance	(369)	6,000	6,546
Grounds	12,367	13,000	13,457
Heat, Light and Water	18,565	14,000	13,744
Rates	1,257	1,000	831
Repairs and Maintenance	8,007	13,747	21,600
Use of Land and Buildings	572,430	572,430	394,145
Security	2,067	2,500	3,088
Employee Benefits - Salaries	30,840	30,000	24,205
	<u>681,372</u>	<u>690,677</u>	<u>511,078</u>

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cheque account	160,758	-	6,791
Fundraising	11,299	89,664	6,257
Petty Cash	101	-	101
Short-term Bank Deposits with a Maturity of Three Months or Less	206,312	150,000	202,744
Cash and cash equivalents for Statement of Cash Flows	<u>378,470</u>	<u>239,664</u>	<u>215,893</u>

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

Of the \$378,470 Cash and Cash Equivalents, \$117,417 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.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	368	4,500	6,789
Interest Receivable	10,897	-	2,403
Teacher Salaries Grant Receivable	73,637	100,000	100,285
	<u>84,902</u>	<u>104,500</u>	<u>109,477</u>
Receivables from Exchange Transactions	11,265	4,500	9,192
Receivables from Non-Exchange Transactions	73,637	100,000	100,285
	<u>84,902</u>	<u>104,500</u>	<u>109,477</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	735	-	813
School Uniforms	1,432	1,500	2,081
	<u>2,167</u>	<u>1,500</u>	<u>2,894</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	264,989	210,000	356,866
Non-current Asset			
Long-term Bank Deposits	102,740	-	-
Total Investments	<u>367,729</u>	<u>210,000</u>	<u>356,866</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	145,992	-	(16,742)	-	(1,379)	127,871
Furniture and Equipment	70,357	-	-	-	(11,473)	58,884
Information and Communication Technology	33,685	-	-	-	(10,823)	22,862
Leased Assets	9,806	7,200	-	-	(5,829)	11,177
Library Resources	22,329	2,094	-	-	(2,792)	21,631
Balance at 31 December 2023	282,169	9,294	(16,742)	-	(32,296)	242,425

The net carrying value of computers held under a finance lease is \$11,177 (2022: \$9,806)

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	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	179,813	(51,942)	127,871	196,626	(50,634)	145,992
Furniture and Equipment	360,372	(301,488)	58,884	360,372	(290,015)	70,357
Information and Communication Technology	60,589	(37,727)	22,862	60,589	(26,904)	33,685
Leased Assets	24,037	(12,860)	11,177	33,642	(23,836)	9,806
Library Resources	81,673	(60,042)	21,631	79,579	(57,250)	22,329
Balance at 31 December 2023	706,484	(464,059)	242,425	730,808	(448,639)	282,169

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	5,658	3,500	4,370
Accruals	10,457	5,200	6,136
Employee Entitlements - Salaries	75,648	105,000	102,392
Employee Entitlements - Leave Accrual	3,319	2,000	3,143
	95,082	115,700	116,041
Payables for Exchange Transactions	95,082	115,700	116,041
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	95,082	115,700	116,041

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	28,385	29,271	33,299
Increase to the Provision During the Year	6,793	6,000	6,546
Use of the Provision During the Year	-	-	(11,460)
Other Adjustments	(7,162)	-	-
Provision at the End of the Year	<u>28,016</u>	<u>35,271</u>	<u>28,385</u>
Cyclical Maintenance - Current	18,166	16,485	16,485
Cyclical Maintenance - Non current	9,850	17,900	11,900
	<u>28,016</u>	<u>34,385</u>	<u>28,385</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools Plan as per quotes.

14. 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	7,573	5,500	6,292
Later than One Year and no Later than Five Years	6,403	4,000	5,994
Future Finance Charges	(1,353)	-	(1,293)
	<u>12,623</u>	<u>9,500</u>	<u>10,993</u>
Represented by			
Finance lease liability - Current	6,688	5,500	5,527
Finance lease liability - Non current	5,935	4,000	5,466
	<u>12,623</u>	<u>9,500</u>	<u>10,993</u>

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

	2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
B Block	<i>closed</i>	-	38,120	(21,307)	(16,813)	-
Boiler Room	<i>ongoing</i>	(11,441)	-	-	-	(11,441)
Weather tightness	<i>ongoing</i>	61,215	650,000	(602,586)	-	108,629
AMS Combined Block C	<i>ongoing</i>	(7,606)	41,044	(28,360)	-	5,078
Roofing Block C,D,H,E	<i>ongoing</i>	-	37,474	(33,764)	-	3,710
Totals		42,168	766,638	(686,017)	(16,813)	105,976

Represented by:

Funds Held on Behalf of the Ministry of Education	117,417
Funds Receivable from the Ministry of Education	(11,441)

	2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
B Block		(77,805)	-	(24,945)	102,750	-
Boiler Room		(11,441)	-	-	-	(11,441)
Weather tightness		103,517	-	(42,302)	-	61,215
AMS Combined Block C		-	-	(76,906)	-	(7,606)
Totals		14,271	-	(144,153)	102,750	42,168

Represented by:

Funds Held on Behalf of the Ministry of Education	61,215
Funds Receivable from the Ministry of Education	(19,047)

16. 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 condition 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.

17. 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 \$
<i>Board Members</i>		
Remuneration	3,410	3,850
<i>Leadership Team</i>		
Remuneration	261,374	265,671
Full-time equivalent members	2.11	2
Total key management personnel remuneration	264,784	269,521

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) committees that meet prior to board meetings. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100-110	140-150
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Principal 2

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	30-40	0
Benefits and Other Emoluments	-	-
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	1.00	2.00
110-120	1.00	0.00
	2.00	2.00

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

18. 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	\$0	-
Number of People	0	-

19. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash up amounts

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

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$657,047 (2022:\$229,946) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roofing Block C,D,H,E Project 230931	41,638	33,764	7,874
Boiler / Weathertightness	1,013,664	738,965	274,699
AMS Classrooms - Block C	410,440	35,966	374,474
Total	1,465,742	808,695	657,047

The MoE are still to fund \$598,216 to cover the projects, the Board of Trustees are contributing \$19,315 to the weathertight project.

(b) Operating Commitments

As at 31 December 2023, the Board had no entered into any contracts:

2022: (Nil)

21. 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	378,470	239,664	215,890
Receivables	84,902	104,500	109,470
Investments - Term Deposits	367,729	210,000	356,860
Total financial assets measured at amortised cost	<u>831,101</u>	<u>554,164</u>	<u>682,220</u>

Financial liabilities measured at amortised cost

Payables	95,082	115,700	116,040
Borrowings - Loans	-	-	-
Finance Leases	12,623	9,500	10,990
Painting Contract Liability	-	-	-
Total financial liabilities measured at amortised cost	<u>107,705</u>	<u>125,200</u>	<u>127,030</u>

22. Events After Balance Date

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

22. Comparatives

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



Statement of Compliance with Employment Policy

For the year ended 31st December 2023 the Hampton Hill School Board:

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



Hampton Hill School

GROW PEOPLE TO THRIVE

HAMPTON HILL SCHOOL - KIWISPORT FUNDING 2023

We used the funding for the purchase of additional sports equipment to enable our students to partake in weekend sports events

AMOUNT ALLOCATED TO SPEND BY MOE \$2827.44



School Name: Hampton Hill School

2023 Statement of Variance

School Number: 2852

Summary Statement

It is important to note that when I arrived at Hampton Hill School at the beginning of the second term, 2023 I was unable to find specific achievement targets that had been identified by the outgoing Principal. For this reason, as I worked to familiarise myself with my new kura, I identified the need to set some achievement targets; this was done with the leadership team based on 2023 mid-year achievement data. These targets were put in place early term 3, and were developed based on the mid-year achievement data. Reflecting back on the targets that were set, and given the very short time-frame that we had to work within, they were overly optimistic.

Our mid year and end of year data indicates that achievement in writing for Year 1 - 3 students made significant progress with 80% at the end of the year achieving at or well above.

Strongest achievement gains for Year 4 was in mathematics with 87% at or above expectation.

The Year 5 & 6 cohort are of significant concern, particularly in writing, but also in both reading and mathematics.

It is clear from this data that our priority learners are our Māori students and our 2024 Year 6 cohort; both groups have not made the progress that is required to set them up for future learning success.

In 2024 we need to ensure that:

- classroom teachers fully understand the current position for each student in their class
- classroom teachers identify target students to monitor and track

- our teacher aides are used to support target students, including Māori and Year 6
- we develop a stronger understanding of progression
- we develop robust moderation practices
- we ensure our assessment practices are effective, with diagnostic, formative and summative assessments clearly understood
- we have teachers who are data literate
- we use culturally responsive practices in our kura to support all our learners

2023 Curriculum Achievement Focus & Targets - Summary

Curriculum Area	Target Group	Baseline Data as at Mid-Year 2023 Status	Target Statement
Mathematics	Year 6	Well Below - 14 ākongā (33%) <ul style="list-style-type: none"> - X5 NZE - X7 NZM - X2 Pasifika - X5 Male - X9 Female Below - 0 ākongā At - 26 ākongā (60%) Above - 3 ākongā (7%)	<p>Goal 1 x7 (16%) Year 6 ākongā currently achieving Well Below in mathematics will be achieving Below or At by the end of 2023</p> <ul style="list-style-type: none"> - <i>Sub-target #1:</i> increase the achievement of x3 Year 6 Māori ākongā who are currently achieving Well Below to Below or At by the end of 2023 - <i>Sub-target #2:</i> increase the achievement of x4 Year 6 female ākongā who are currently achieving Well Below to Below or At by the end of 2023 <p>Goal 2 x4 (10%) Year 6 ākongā currently achieving At in mathematics are expected to achieve Above by the end of 2023</p>
Specific Actions (What did we do?)			Reasons for the variance (Why did it happen?)
Connecting learning to maths games: trying to find a way that ākongā have an opportunity to use their strategies while having fun. Instruction - teaching number strategies (rounding and compensating, splitting			There are two important considerations when viewing this data: 1) The expectations for achievement
Outcomes (What happened?)			Reasons for the variance (Why did it happen?)
Goal 1 Of the 7 identified priority ākongā, 4 made 'expected' progress, moving one level.			There are two important considerations when viewing this data: 1) The expectations for achievement

<p>factors)</p> <p>Instruction - teaching about transformations - how to recognize reflection, translation, rotation. How to create matching shapes and place them as if they were reflected, translate, or rotated</p> <p>GLOSS testing - using this to see where they are and where to next</p> <p>Questioning - peering with mixed ability peers to share thinking.</p> <p>Sharing tracking with ākonga so they are aware of where they are currently working at, and where they need to go to next.</p> <p>Using hands-on group activities to support collaboration and communications with others to support.</p>	<p>Three made no progress as they did not shift from their mid-year level.</p> <p>Sub-target #1 X3 Māori ākonga were identified as priority ākonga:</p> <ul style="list-style-type: none"> ● x2 moved one sub-level. ● x1 student made no shift in their mathematics level. <p>Sub-target #2 x6 females were priority ākonga:</p> <ul style="list-style-type: none"> ● x3 moved one level ● X3 did not move a level <p>Goal 2 Of the 4 identified ākonga, all made one level increase from Level 3 to Early Level 4. As they are Year 6 this means they are still 'at' expected level.</p> <p>Year 6 End of Year outcome: Well Below = 1 student (2%)</p> <ul style="list-style-type: none"> ● X1 Asian <p>Below = 19 (44%)</p> <ul style="list-style-type: none"> ● X8 NZM ● X7 NZE ● X4 Pasifika <p>At = 21 (49%)</p> <ul style="list-style-type: none"> ● X14 NZE ● X4 Asian ● X2 NZM 	<p>in the Mid Year and the End of Year are staggered to reflect the time of year. The end of year outcomes, as shown below, do not reflect the individual achievement of our ākonga. When comparing individual ākonga, the progress made is less than expected.</p> <p>2) The achievement goals were set in the middle of the year, as no specific achievement goals had been identified at the start of the year prior to me beginning in the role. With just six months to show significant progress, it was always going to be challenging.</p> <p>Taking into consideration the points above, the outcomes of progress, as shown, are for individual ākonga from the mid-year of 2023 to the end of 2023.</p>
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	<ul style="list-style-type: none"> • X1 Other European <p>Above = 2 (5%)</p> <ul style="list-style-type: none"> • X1 NZE • X1 Asian
<p>Looking toward 2024 - Actions</p> <ul style="list-style-type: none"> • Early identification of ākongā who are achieving 'well-below' and 'below' expectations for mathematics across the school. • Mathematics to become a focus area for 2024 • Establish expectations with regard to effective and explicit teaching in mathematics; this will also be reflected in all effective teaching practice across other curriculum areas • Once the final documentation is made available, unpack Te Mātaiaho with teaching staff • Review and refine current assessment practices in maths teaching to ensure we are accurately identifying student achievement in mathematics • Establish school-wide moderation processes for mathematics • Ensure 1 hour a day of maths teaching is happening across the school • Use the SPRING into Maths programme, implemented by teacher aides, to support ākongā who are working below expectation. • Ensuring teacher aide support is focused towards ākongā who are working below and well below expectation. 	

Curriculum Area	Target Group	Baseline Data as at Mid-Year 2023	Target Statement
Reading	Year 4	Well Below - 3 ākongā (10%) Below - 2 ākongā (7%) At - 13 ākongā (41%) Above - 12 ākongā (41%)	<p>Goal 3 x1 (3%) student currently achieving at Well Below to be Below or At by the end of 2023</p> <p>Goal 4 x5 (17%) ākongā currently achieving at At to be Above by the end of 2023</p>
Specific Actions (What did we do?)		Outcomes (What happened?)	Reasons for the variance (Why did it happen?)
BSLA - one of the Year 4 teachers completed the BSLA programme in the second half of the year. Introduction of early words Targeted small group teaching		<p>Goal 3 This goal was not achieved. Two of the four ākongā moved one level, however, they are still both achieving below expectation.</p>	<p>Insufficient time for improvement to be made (two terms) Change in teacher in one of the classrooms - Term 3 they had three teachers in the room, and term 4 they had a different</p>

<p>Ensuring those student who had english as a second language received additional teacher aide support to help them to access the curriculum</p> <p>Phonics and spelling support and continued reading group time.</p> <p>Focused comprehension building activities</p> <p>Vocabulary practice</p>	<p>Goal 4 This goal was not achieved. Of the four ākonga, three moved a level, however, they still remain 'at'.</p>	<p>teacher again. Change in team leadership, with a teacher asked to step into the role for three terms. New to leadership, so required additional support.</p>
<p>Looking toward 2024 - Actions</p> <ul style="list-style-type: none"> • BSLA Structured Literacy approach to be embedded within the junior classrooms to build student knowledge and capability. • Ensure 1 hour a day of reading is happening across the school. • Early identification of ākonga who are achieving 'well-below' and 'below' expectations for reading across the school. • Regular tracking and monitoring of ākonga achieving 'well-below' and 'below' expectations, and also of ākonga who are on the cusp of being 'below'. • Ensure spelling and handwriting programmes are regular and consistent; essential spelling words are the main resource for spelling • Provide additional support for ākonga who have english as a second or other language (ESOL) 		

Curriculum Area	Target Group	Baseline Data as at Mid-Year 2023 Status	Target Statement
Literacy - BSLA	Year 1 - 2	<p>x10 Year 1 ākonga have been involved in BSLA since Term 1</p> <p>x10 Year 2 ākonga have been involved in BSLA since Term 1</p>	<p>Goal 5 To get 8 (80%) of Year 1 ākonga achieving proficiency at Tupu level (Mid level 1) by the end of 2023</p> <p>To get 8 (80%) of Year 2 ākonga achieving proficiency at Mahuri level (End of level 1) by the end of 2023</p>
Specific Actions (What did we do?)			Reasons for the variance (Why did it happen?)
BSLA training - x3 teachers undertook this training, two in the first half of the year, and two in the second half of the year. Therefore the target ākonga and end of year data only included ākonga whose teachers had completed the			<p>Goal 5 To get 8 (80%) of Year 1 ākonga achieving proficiency at Tupu level (Mid level 1) by</p> <p>The BSLA programme was introduced this year, therefore the teachers were still undertaking the training and still developing their own skills</p>

<p>BSLA training in the first two terms of 2023. The BSLA training programme started in the last few weeks of term 1.</p> <p>Trialled splitting class into two groups for the whole class *phoneme session as focus ākongā and new ākongā in class are getting lost at the whole class phoneme session.</p> <p><i>*any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the English words pad, pat, bad, and bat.</i></p> <p>In order to continue to extend other children, 2 separate sessions were taken. Taumata 1 sessions for early readers to revisit what they missed and Taumata 4 for other ākongā in the class.</p> <p>Reading and writing in small groups every day</p> <p>Using teacher aides to support learners</p> <p>Double reading - joining other groups to focus on phonemes. Follow up phoneme and utility words. Reading and writing group work 4 times a week.</p>	<p>the end of 2023</p> <p>60% (6/10) of the ākongā achieved this goal.</p> <p>To get 8 (80%) of Year 2 ākongā achieving proficiency at Mahuri level (End of level 1) by the end of 2023</p> <p>60% (6/10) of the ākongā achieved this goal.</p>	<p>and capabilities in using the programme.</p> <p>Some of the ākongā started school with minimal pre-reading capability.</p> <p>Four of the ākongā who did not meet the expected target also had other supports and interventions in place, including behavioural interventions.</p>
<p>Looking toward 2024 - Actions</p> <ul style="list-style-type: none"> • Teacher aides are used to support classroom BSLA (tier 1) • All teachers in the junior school to be trained in BSLA • Ensure 1 hour a day of reading and writing is happening across the school. • Ensure regular discussion at syndicate level to evaluate the effectiveness of BSLA, and supporting teachers with programme implementation. • Ensure handwriting is explicitly taught regularly each week. • Ensure essential spelling words are explicitly taught. 		

Hampton Hill School gives effect to Te Tiriti o Waitangi by:

- *We ensure our policies, goals, initiatives and activities reflect and respect local tikanga.*
- *In 2023 we worked extensively with Poutama Pounamu to review and improve our cultural competencies, ensuring that, as a staff, we are culturally responsive to the needs of all our ākonga.*
- *Part of the work we did with Poutama Pounamu included classroom observations, coaching and mentoring.*
- *Regular staff meetings were held to upskill teaching staff.*
- *Regular attendance, by Principal, at Ūpane workshops run by Ngati Toa*
- *We take all reasonable steps to make instruction available in te reo Māori as we work to grow our own capabilities.*
- *We welcome new whānau appropriately once each term with a student-led powhiri.*
- *Our tamariki have opportunities to engage in cultural events including school-wide kapa haka.*
- *We have a kapa haka performance group, Te Tiri o Te Puke, who once each year celebrate at a combined Kahui Ako cultural event which includes all the schools in the Tawa area.*
- *Structured Literacy (BSLA) was implemented last year to address learner needs in both reading and writing. This included additional support in class for ākonga who were on tier 2, utilising our support staff to work with specific focus ākonga.*
- *We recognise and acknowledge that some of our māori learners are achieving lower than expectation, for this reason we ensure early identification of student achievement, targeting specific learners and actively tracking their progress; incorporating culturally responsive teaching practice to target learner needs.*
- *For ākonga who are underachieving or who have additional needs, IEP's (Individual Education Plans) are developed with whānau to support learner needs*
- *To offer additional support, we include whānau through student goal setting.*
- *ākonga, identified as requiring additional support, within the constraints of school budget, have teacher aides who work with them either individually or as part of a learning group.*
- *Regular meetings are held with the leadership team and SENCo to monitor student needs, implementing additional support within the constraints of the school budget.*
- *We meet with whānau once each term through our whānau rōpū; board representation is included in these meetings.*
- *Matariki is celebrated as a community with whānau invited to attend an evening celebration which includes the sharing of kai.*

Whole School Mid and End of Year Data - Reading, Writing and Mathematics

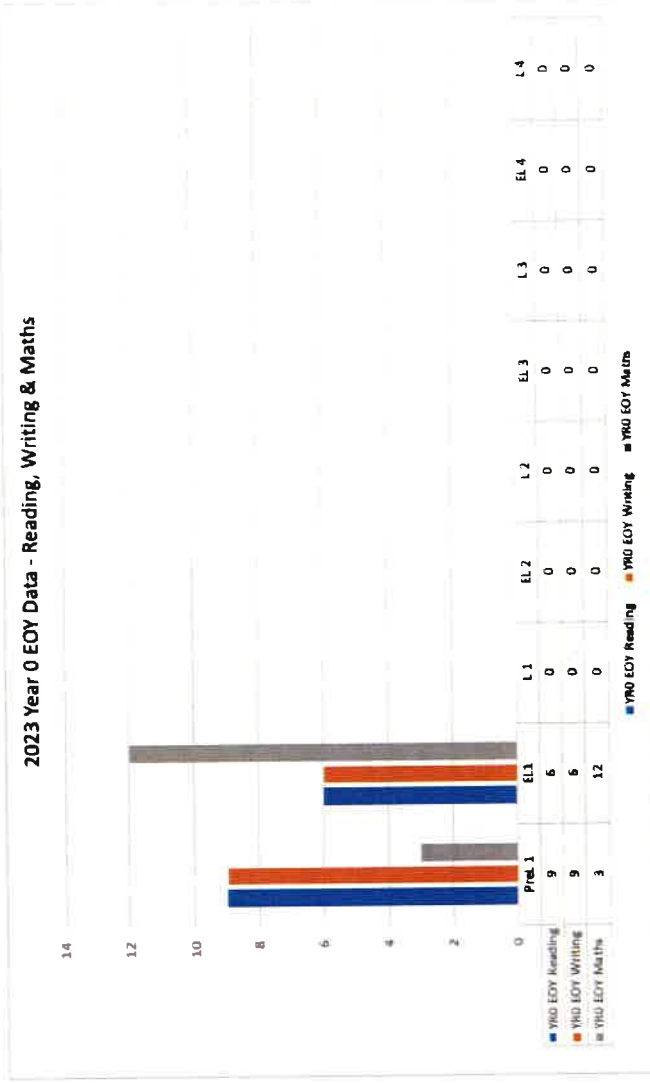
Note: comments made for each data set focuses on progress made from the mid-year to end of year.

Data has been collated into two groups; 'well-below and below', and 'at and above'.

A comparison has been made with regards to the **smallest shifts** made from the mid-year to the end of the year with regards to well-below and below, and the **largest shifts** made from being at and above from mid-year to end of year.

Year 0

Reading, Writing & Mathematics



ākonga classified as Year 0 begin their schooling in the second half of the school year. ākonga are expected to be achieving at Pre Level 1 and Early Level 1.

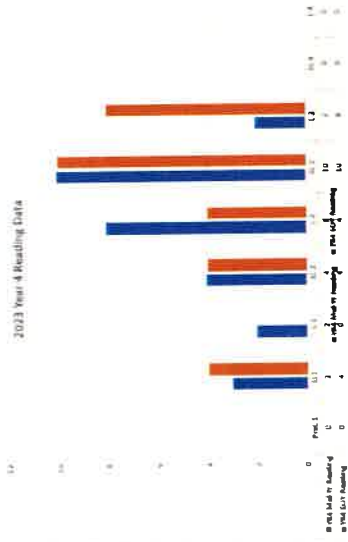
Year 1																																																																																												
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<p>Comment The least progress made at Year 1 level was in Writing, with 20% achieving either well-below or below expectation; a shift of 9%. However, at the same time the greatest progress made at Year 1 level was in writing with an increase of 9% who were either at or above expectation. Note: this is not clean data with an increase of three ākonga from mid-year to end of year.</p>																																																																																												

Year 2			
Reading	Writing	Mathematics	
<p>2023 Year 2 Reading Data</p> <p>Mid Year Total # of ākongā = 19 Well Below & Below = 47% At & Above = 53%</p> <p>End of Year Total # of ākongā = 20 Well Below & Below = 35% At & Above = 65%</p>	<p>2023 Year 2 Writing Data</p> <p>Mid Year Total # of ākongā = 19 Well Below & Below = 21% At & Above = 79%</p> <p>End of Year Total # of ākongā = 20 Well Below & Below = 20% At & Above = 80%</p>	<p>2023 Year 2 Maths Data</p> <p>Mid Year Total # of ākongā = 19 Well Below & Below = 47% At & Above = 53%</p> <p>End of Year Total # of ākongā = 20 Well Below & Below = 25% At & Above = 75%</p>	
Well Below = Pre Level 1		Below = Early Level 1	
Well Below = Pre Level 1		At = Level 1 & Early Level 2	
Well Below = Pre Level 1		Above = Level 2+	
<p>Comment The least progress made at Year 2 level was in reading, with 35% achieving either well-below or below expectation; a shift of 12%. The greatest progress made at Year 2 level was in writing with 80% achieving at or above expectation; a shift of 59%. <i>Note:</i> this is not clean data with an increase of <u>one</u> student from mid-year to end of year.</p>			

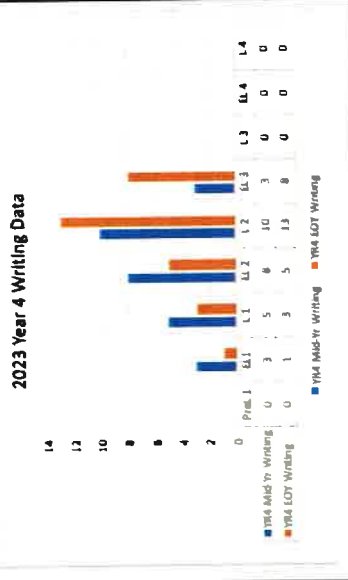
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<p>Mid Year Total # of ākongā = 21 Well Below & Below = 38% At & Above = 62%</p>	<p>Mid Year Total # of ākongā = 21 Well Below & Below = 86% At & Above = 14%</p>	<p>Mid Year Total # of ākongā = 21 Well Below & Below = 67% At & Above = 33%</p>	<p>Mid Year Total # of ākongā = 21 Well Below & Below = 14% At & Above = 86%</p>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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The least progress made at Year 3 level was in reading, with 20% achieving either well-below or below expectation, a shift of 18%. The greatest progress made at Year 3 level was in writing with 81% achieving at or above expectation; a shift of 67%.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			

Year 4

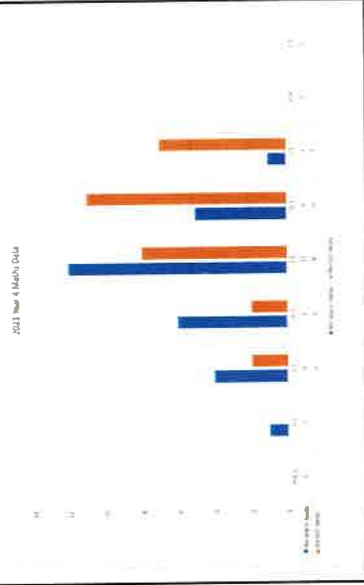
Reading



Writing



Mathematics



Mid Year

Total # of akonga = 29
Well Below & Below = 31%
At & Above = 69%

End of Year

Total # of akonga = 30
Well Below & Below = 27%
At & Above = 73%

Mid Year

Total # of akonga = 29
Well Below & Below = 55%
At & Above = 45%

End of Year

Total # of akonga = 30
Well Below & Below = 30%
At & Above = 70%

Mid Year

Total # of akonga = 29
Well Below & Below = 38%
At & Above = 62%

End of Year

Total # of akonga = 30
Well Below & Below = 13%
At & Above = 87%

Well Below = Pre Level 1 & Level 1 Below = Early Level 2 At = Level 2 & Early Level 3 Above = Level 3+

The least progress made at Year 4 level was in both writing and mathematics.

In writing, 30% were either well-below or below expectation; a shift of 25%.

In mathematics, 13% were either well-below or below expectation; a shift of 25%

Therefore, the greatest progress made at Year 4 level was also in both writing and mathematics with an improvement of 25% for each achieving at or above expectation.

Note: this is not clean data with an increase of one student from mid-year to end of year.

Year 5			
Reading	Writing	Mathematics	
<p>2023 Year 5 Reading Data</p>	<p>2023 Year 5 Writing Data</p>	<p>2023 Year 5 Maths Data</p>	
Mid Year Total # of ākongā = 30 Well Below & Below = 47% At & Above = 53%	Mid Year Total # of ākongā = 30 Well Below & Below = 80% At & Above = 20%	Mid Year Total # of ākongā = 30 Well Below & Below = 77% At & Above = 23%	Mid Year Total # of ākongā = 30 Well Below & Below = 77% At & Above = 23%
End of Year Total # of ākongā = 31 Well Below & Below = 61% At & Above = 39%	End of Year Total # of ākongā = 31 Well Below & Below = 61% At & Above = 39%	End of Year Total # of ākongā = 31 Well Below & Below = 42% At & Above = 58%	End of Year Total # of ākongā = 31 Well Below & Below = 42% At & Above = 58%
Well Below = Pre Level 1 - Early Level 2 Below = Level 2 At = Early Level 3 & Level 3 Above = Early Level 4+			
Comment The least progress made at Year 5 level was in reading with 39% achieving well-below or below; a shift of 8% The greatest progress made at Year 5 level was in mathematics with 58% achieving at or above expectation; a shift of 35%. <u>However, achievement in mathematics at the Year 5 level is of significant concern.</u> <u>While there was a shift of 19% in writing for ākongā achieving at or above, this is also an area of significant concern with just 39% of ākongā achieving at or above expectation.</u> Note: this is not clean data with an increase of <u>one</u> student from mid-year to end of year.			

Year 6			
Reading	Writing	Mathematics	
<p>2024 Year 6 Reading Data</p>	<p>2023 Year 6 Writing Data</p>	<p>2023 Year 6 Maths Data</p>	<p>End of Year Total # of ākongā = 43 Well Below & Below = 24% Plus Above = 70%</p>
<p>Mid Year Total # of ākongā = 42 Well Below & Below = 40% At & Above = 60%</p>	<p>Mid Year Total # of ākongā = 42 Well Below & Below = 62% At & Above = 38%</p>	<p>Mid Year Total # of ākongā = 42 Well Below & Below = 62% At & Above = 38%</p>	<p>End of Year Total # of ākongā = 43 Well Below & Below = 49% At & Above = 51%</p>
<p>End of Year Total # of ākongā = 43 Well Below & Below = 47% At & Above = 53%</p>	<p>Well Below = Pre Level 1 - Level 2 Below = Early Level 3 At = Level 3 & Early Level 4 Above = Level 4+</p>		<p>End of Year Total # of ākongā = 43 Well Below & Below = 47% At & Above = 53%</p>
<p>Comment The least improvement made at Year 6 level was in writing with 49% achieving well-below or below expectation; a shift of 13%. The greatest improvement made at Year 6 level was in reading with 76% achieving at or above expectation; a shift of 16%. Achievement in both writing and mathematics is of significant concern for our Year 6 cohort with just over 50% in each achieving at or above. Note: this is not clean data with an increase of <u>one</u> student from mid-year to end of year.</p>			

2023 Mid-Year and End of Year Māori Achievement Data

Reading	Writing	Mathematics																																													
<p>2023 Reading Data - Māori Students</p> <table border="1"> <thead> <tr> <th>Achievement Level</th> <th>Mid Year (%)</th> <th>End of Year (%)</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>31%</td> <td>23%</td> </tr> <tr> <td>Below</td> <td>21%</td> <td>17%</td> </tr> <tr> <td>At</td> <td>48%</td> <td>60%</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Achievement Level	Mid Year (%)	End of Year (%)	Well Below	31%	23%	Below	21%	17%	At	48%	60%	Above	0%	0%	<p>2023 Writing Data - Māori Students</p> <table border="1"> <thead> <tr> <th>Achievement Level</th> <th>Mid Year (%)</th> <th>End of Year (%)</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>38%</td> <td>26%</td> </tr> <tr> <td>Below</td> <td>40%</td> <td>31%</td> </tr> <tr> <td>At</td> <td>22%</td> <td>43%</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Achievement Level	Mid Year (%)	End of Year (%)	Well Below	38%	26%	Below	40%	31%	At	22%	43%	Above	0%	0%	<p>2023 Mathematics Data - Māori Students</p> <table border="1"> <thead> <tr> <th>Achievement Level</th> <th>Mid Year (%)</th> <th>End of Year (%)</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>33%</td> <td>15%</td> </tr> <tr> <td>Below</td> <td>34%</td> <td>24%</td> </tr> <tr> <td>At</td> <td>33%</td> <td>57%</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Achievement Level	Mid Year (%)	End of Year (%)	Well Below	33%	15%	Below	34%	24%	At	33%	57%	Above	0%	0%
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<p>Comment - Total number of ākonga = 42 It is promising to see a 12% increase in the number of Māori ākonga achieving 'at' in reading. However, we still have too many ākonga who are well below and below. Of concern, is that we have no Māori ākonga who are achieving above expectation in reading.</p>	<p>Comment - Total number of ākonga = 42 We have significantly more ākonga achieving well-below and below (57%) than we do who are achieving at (43%). Of concern, is that we have no Māori ākonga who are achieving above expectation in writing.</p>	<p>Comment - Total number of ākonga = 42 Drops in the number of ākonga who are well-below and below are evident. However, with just 57% of ākonga who are at there is still significant concern. It is concerning that we had no ākonga who were achieving above expectations in mathematics.</p>																																													
<p>Our Māori ākonga made up nearly 25% of the total number of ākonga at Hampton Hill School in 2023.</p>																																															

