

SPOTSWOOD COLLEGE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 173

Principal: Nicola Ngarewa

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Accountant / Service Provider:

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SPOTSWOOD COLLEGE

Annual Financial Statements - For the year ended 31 December 2024

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Spotswood College

Statement of Responsibility

For the year ended 31 December 2024

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

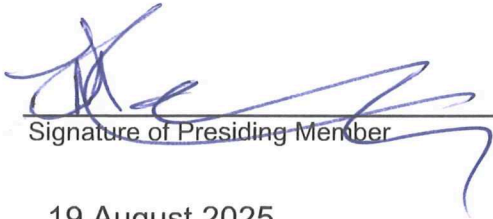
The School's 2024 financial statements are authorised for issue by the Board.

Michael Cole

Full Name of Presiding Member

Darren Scott

Full Name of Principal



Signature of Presiding Member



Signature of Principal

19 August 2025

Date:

19 August 2025

Date:



Spotswood College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	14,214,095	12,480,769	13,984,995
Locally Raised Funds	3	971,736	550,877	875,852
Interest		77,029	28,500	64,427
Gain on Sale of Property, Plant and Equipment		-	-	13,723
Total Revenue		15,262,860	13,060,146	14,938,997
Expense				
Locally Raised Funds	3	800,111	508,854	696,011
Learning Resources	4	10,082,982	8,896,899	9,293,021
Administration	5	1,927,464	1,684,146	1,648,328
Interest		8,858	6,101	10,708
Property	6	2,643,442	1,916,838	2,482,886
Loss on Disposal of Property, Plant and Equipment		1,899	-	-
Total Expense		15,464,756	13,012,838	14,130,954
Net Surplus / (Deficit) for the year		(201,896)	47,308	808,043
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(201,896)	47,308	808,043

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



Spotswood College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2024

	2024	2024	2023
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	3,532,616	2,641,515	2,661,749
Total comprehensive revenue and expense for the year	(201,896)	47,308	808,043
Contributions from the Ministry of Education - TAC Furniture & Equipment Grant	-	-	1,892
Contributions from the Ministry of Education - Distribution to MoE	(18,082)	-	-
Contributions from the Ministry of Education - Net Movement in Trusts	(5,323)	-	4,666
Contribution - Furniture and Equipment Grant	422	-	56,266
Equity at 31 December	3,307,737	2,688,823	3,532,616
Accumulated comprehensive revenue and expense	3,307,737	2,688,823	3,532,616
Equity at 31 December	3,307,737	2,688,823	3,532,616

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Spotswood College Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,981,921	1,680,020	2,830,208
Accounts Receivable	8	687,629	570,980	544,658
GST Receivable		88,586	20,621	-
Prepayments		4,066	1,951	5,000
Inventories	9	68,496	133,801	90,858
Investments	10	303,435	125,150	127,796
Funds Receivable for Capital Works Projects	17	87,421	-	97,732
		<u>3,221,554</u>	<u>2,532,523</u>	<u>3,696,252</u>
Current Liabilities				
GST Payable		-	-	14,042
Accounts Payable	12	941,773	706,713	698,414
Revenue Received in Advance	13	194,449	138,844	252,934
Provision for Cyclical Maintenance	14	49,640	44,080	58,837
Finance Lease Liability	15	87,361	81,963	115,594
Funds held in Trust	16	176,370	69,020	130,625
Funds held for Capital Works Projects	17	1,905	-	291,887
Funds held on behalf of Truancy Cluster	18	116,214	27,828	74,660
		<u>1,567,712</u>	<u>1,068,448</u>	<u>1,636,993</u>
Working Capital Surplus/(Deficit)		<u>1,653,842</u>	<u>1,464,075</u>	<u>2,059,259</u>
Non-current Assets				
Property, Plant and Equipment	11	1,798,901	1,370,787	1,641,496
		<u>1,798,901</u>	<u>1,370,787</u>	<u>1,641,496</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	94,306	48,981	72,156
Finance Lease Liability	15	50,700	97,058	95,983
		<u>145,006</u>	<u>146,039</u>	<u>168,139</u>
Net Assets		<u><u>3,307,737</u></u>	<u><u>2,688,823</u></u>	<u><u>3,532,616</u></u>
Equity		<u><u>3,307,737</u></u>	<u><u>2,688,823</u></u>	<u><u>3,532,616</u></u>

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



Spotswood College

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		4,867,973	5,459,485	6,054,810
Locally Raised Funds		565,263	317,143	706,252
International Students		376,148	215,377	218,948
Goods and Services Tax (net)		(102,628)	-	34,663
Payments to Employees		(3,085,208)	(2,433,325)	(3,002,064)
Payments to Suppliers		(2,629,572)	(2,712,544)	(2,700,112)
Interest Paid		(8,858)	(6,101)	(10,708)
Interest Received		75,167	-	65,226
Net cash from/(to) Operating Activities		58,285	840,035	1,367,015
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	8,881
Purchase of Property Plant & Equipment (and Intangibles)		(437,399)	(204,000)	(243,949)
Purchase of Investments		(183,692)	-	(2,645)
Net cash from/(to) Investing Activities		(621,091)	(204,000)	(237,713)
Cash flows from Financing Activities				
Furniture and Equipment Grant		422	-	56,266
Contributions from Ministry of Education		(5,323)	-	6,558
Distributions to Ministry of Education		(18,082)	-	-
Finance Lease Payments		(104,598)	(124,692)	(87,079)
Funds Administered on Behalf of Other Parties		(157,900)	(257,791)	298,693
Net cash from/(to) Financing Activities		(285,481)	(382,483)	274,438
Net increase/(decrease) in cash and cash equivalents		(848,287)	253,552	1,403,740
Cash and cash equivalents at the beginning of the year	7	2,830,208	1,426,468	1,426,468
Cash and cash equivalents at the end of the year	7	1,981,921	1,680,020	2,830,208

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.



Spotswood College

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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



Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20-40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	6 years
Library Resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	4,810,446	4,312,359	4,555,949
Teachers' Salaries Grants	6,739,420	6,009,746	6,472,997
Use of Land and Buildings Grants	1,586,747	998,415	1,450,480
Ka Ora, Ka Ako - Healthy School Lunches Programme	920,713	1,050,000	1,370,543
Other Government Grants	156,769	110,249	135,026
	<u>14,214,095</u>	<u>12,480,769</u>	<u>13,984,995</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	500	-	-
Curriculum related Activities - Purchase of goods and services	13,674	-	10,303
Fees for Extra Curricular Activities	267,399	48,500	295,354
Trading	202,832	201,000	234,880
Fundraising and Community Grants	104,419	86,000	116,367
Other Revenue	6,764	-	-
International Student Fees	376,148	215,377	218,948
	<u>971,736</u>	<u>550,877</u>	<u>875,852</u>
Expense			
Extra Curricular Activities Costs	263,281	94,474	278,875
Trading	265,835	219,357	233,147
Fundraising and Community Grant Costs	5,949	-	403
International Student - Employee Benefits - Salaries	151,519	120,000	116,842
International Student - Other Expenses	113,527	75,023	66,744
	<u>800,111</u>	<u>508,854</u>	<u>696,011</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>171,625</u>	<u>42,023</u>	<u>179,841</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	460,697	460,065	361,724
Employee Benefits - Salaries	8,490,648	7,553,542	7,974,566
Staff Development	26,520	20,000	29,690
Depreciation	324,475	258,900	289,891
Other Learning Resources	-	-	(12)
Ict	79,622	48,268	73,531
Gateway	58,324	72,249	59,753
Star	63,119	70,000	48,859
Taranaki Activity Centre	136,285	112,375	185,707
Alternative Education	443,292	301,500	269,312
	<u>10,082,982</u>	<u>8,896,899</u>	<u>9,293,021</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,650	13,000	11,650
Board Fees and Expenses	33,467	32,900	30,100
Other Administration Expenses	153,124	119,300	160,259
Employee Benefits - Salaries	423,365	418,946	427,293
Insurance	21,920	15,000	18,348
Service Providers, Contractors and Consultancy	30,285	35,000	28,591
Ka Ora, Ka Ako - Healthy School Lunch Programme	1,253,653	1,050,000	972,087
	<u>1,927,464</u>	<u>1,684,146</u>	<u>1,648,328</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	43,680	22,090	37,932
Heat, Light and Water	161,891	139,000	153,430
Rates	11,779	12,000	11,152
Repairs and Maintenance	233,054	188,250	260,678
Use of Land and Buildings	1,586,747	998,415	1,450,480
Employee Benefits - Salaries	502,887	470,583	462,537
Other Property Expenses	103,404	86,500	106,677
	<u>2,643,442</u>	<u>1,916,838</u>	<u>2,482,886</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	1,981,921	1,680,020	2,830,208
Cash and cash equivalents for Statement of Cash Flows	<u>1,981,921</u>	<u>1,680,020</u>	<u>2,830,208</u>

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

Of the \$1,981,921 Cash and Cash Equivalents, \$1,905 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$1,981,921 Cash and Cash Equivalents, \$194,449 of Revenue Received in Advance is held by the school, as disclosed in note 13.



8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,826	38,486	6,438
Receivables from the Ministry of Education	9,193	-	2,382
Interest Receivable	1,871	808	9
Teacher Salaries Grant Receivable	673,739	531,686	535,829
	<u>687,629</u>	<u>570,980</u>	<u>544,658</u>
Receivables from Exchange Transactions	4,697	39,294	6,447
Receivables from Non-Exchange Transactions	682,932	531,686	538,211
	<u>687,629</u>	<u>570,980</u>	<u>544,658</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Canteen	903	1,089	434
Farm	18,320	13,700	11,420
Uniforms	49,273	119,012	79,004
	<u>68,496</u>	<u>133,801</u>	<u>90,858</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	303,435	125,150	127,796
Total Investments	<u>303,435</u>	<u>125,150</u>	<u>127,796</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	936,225	67,745	-	-	(35,168)	968,802
Furniture and Equipment	315,854	329,580	(1,053)	-	(110,128)	534,252
Information and Communication Technology	106,955	14,204	-	-	(49,650)	71,509
Motor Vehicles	43,426	24,338	-	-	(9,575)	58,189
Leased Assets	229,092	47,913	(846)	-	(118,318)	157,841
Library Resources	7,117	-	-	-	(890)	6,227
Intangible Assets	2,827	-	-	-	(746)	2,081
	1,641,496	483,780	(1,899)	-	(324,475)	1,798,901

The net carrying value of equipment held under a finance lease is \$157,841 (2023: \$229,092)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,626,124	(657,322)	968,802	1,558,379	(622,154)	936,225
Furniture and Equipment	1,922,991	(1,388,739)	534,252	1,594,735	(1,278,881)	315,854
Information and Communication Technology	613,025	(541,516)	71,509	598,821	(491,866)	106,955
Motor Vehicles	118,271	(60,082)	58,189	93,932	(50,506)	43,426
Textbooks	178,025	(178,025)	-	178,025	(178,025)	-
Leased Assets	394,401	(236,560)	157,841	564,268	(335,176)	229,092
Library Resources	187,579	(181,352)	6,227	187,579	(180,462)	7,117
Intangible Assets	77,816	(75,735)	2,081	77,816	(74,989)	2,827
	5,118,232	(3,319,331)	1,798,901	4,853,555	(3,212,059)	1,641,496



12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	181,001	103,344	87,997
Accruals	11,650	7,428	11,650
Employee Entitlements - Salaries	673,739	531,686	535,829
Employee Entitlements - Leave Accrual	75,383	64,255	62,938
	<u>941,773</u>	<u>706,713</u>	<u>698,414</u>
Payables for Exchange Transactions	941,773	706,713	698,414
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>941,773</u>	<u>706,713</u>	<u>698,414</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Prov for Sport Unif Replcmt	6,018	-	6,018
Grants in Advance - Ministry of Education	-	-	26,838
Other Revenue In Advance	21,469	138,844	26,735
Students / Other	-	-	1,460
International Student Fees	166,962	-	191,883
	<u>194,449</u>	<u>138,844</u>	<u>252,934</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	130,993	70,971	93,061
Increase to the Provision During the Year	28,351	22,090	21,051
Use of the Provision During the Year	(28,680)	-	-
Other Adjustments	13,282	-	16,881
Provision at the End of the Year	<u>143,946</u>	<u>93,061</u>	<u>130,993</u>
Cyclical Maintenance - Current	49,640	44,080	58,837
Cyclical Maintenance - Non current	94,306	48,981	72,156
	<u>143,946</u>	<u>93,061</u>	<u>130,993</u>

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



15. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	92,884	81,963	122,779
Later than One Year and no Later than Five Years	53,913	97,058	98,686
Future Finance Charges	(8,736)	-	(9,888)
	<u>138,061</u>	<u>179,021</u>	<u>211,577</u>

Represented by

Finance lease liability - Current	87,361	81,963	115,594
Finance lease liability - Non current	50,700	97,058	95,983
	<u>138,061</u>	<u>179,021</u>	<u>211,577</u>

16. Funds held in Trust

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	176,370	69,020	130,625
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>176,370</u>	<u>69,020</u>	<u>130,625</u>

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



17. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Pool Plant & Machinery		226790	(13,473)	13,473	-	-	-
L Block Interior Upgrade		241991	291,887	-	(333,196)	-	(41,309)
BWOF Compliance		237262	(80,609)	112,293	(29,779)	-	1,905
O Blk Staff Area to Performance Room		226787	(3,650)	-	-	-	(3,650)
B11 Refurb of Breakout Space		248919	-	35,658	(35,658)	-	-
S: Interior Refurbish		248918	-	163,126	(223,670)	18,082	(42,462)
Totals			194,155	324,550	(622,303)	18,082	(85,516)

Represented by:

Funds Held on Behalf of the Ministry of Education	1,905
Funds Receivable from the Ministry of Education	(87,421)

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

Represented by:

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



18. Funds held on behalf of Truancy Cluster

Spotswood College is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Funds Held at Beginning of the Year	74,661	27,828	27,828
Funds Received from MOE	249,737	-	191,365
Funds Received from Cluster Members			
Total funds received	<u>324,398</u>	<u>27,828</u>	<u>219,193</u>
Funds Spent on Behalf of the Cluster	208,184	-	144,533
Funds remaining	<u>116,214</u>	<u>27,828</u>	<u>74,660</u>
Funds Held at Year End	<u><u>116,214</u></u>	<u><u>27,828</u></u>	<u><u>74,660</u></u>



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,820	5,575
<i>Leadership Team</i>		
Remuneration	614,609	618,578
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	619,429	624,153

There are 8 members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (5 members) committees that met 11 and 27 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210 - 220	200 - 210
Benefits and Other Emoluments	6 - 7	6 - 7
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	13.00	15.00
110 - 120	11.00	11.00
120 - 130	3.00	3.00
130 - 140	2.00	3.00
	29.00	32.00

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



21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

The Board has been working through a personal grievance matter with an employee throughout the 2024 year. The legal case is ongoing and could result in a potential liability.

23. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$137,394 (2023: \$474,233) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
L Block Interior Upgrade	119,659
BWOF Compliance	1,905
TAC Leadlighting Upgrade	15,830
Total	137,394

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

(b) Operating Commitments

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



24. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	1,981,921	1,680,020	2,830,208
Receivables	687,629	570,980	544,658
Investments - Term Deposits	303,435	125,150	127,796
Total financial assets measured at amortised cost	<u>2,972,985</u>	<u>2,376,150</u>	<u>3,502,662</u>

Financial liabilities measured at amortised cost

Payables	941,773	706,713	698,414
Finance Leases	138,061	179,021	211,577
Total financial liabilities measured at amortised cost	<u>1,079,834</u>	<u>885,734</u>	<u>909,991</u>

25. Events After Balance Date

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

26. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SPOTSWOOD COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the *statement of financial position* as at 31 December 2024, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity* and *statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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

Our audit was completed on 19 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 27 to 89, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Mark Fraser

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

Spotswood College

Members of the Board

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



KiwiSport Statement for a Secondary School in New Zealand

KiwiSport Statement

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

Our KiwiSport funding is utilised to:

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

By leveraging KiwiSport funding, Spotswood College strives to create a vibrant and inclusive sports culture that benefits every student, helping them to lead active, healthy, and balanced lives. For Spotswood College this amounts to \$6109.07 per term.



Good Employer Statement for a Secondary School in New Zealand

Good Employer Statement

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

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

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





SC Annual Plan and VOA 2024

 [SC Whakapapa.pdf](#)

 [Te Korekoreka An Indigenous Model of Inquiry/ Change](#)



1. Learners at the Centre

1.1 Literacy and Numeracy Enhancement:

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

1.2 Student Voice and Agency:

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

1.3 Celebration of Achievements:

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

Arotahingā - Our Outcomes:

Learners at the Centre:

Literacy and Numeracy:

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

Student Voice and Agency:

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

Celebration of Achievements:

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

Students Will:

Literacy and Numeracy:

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

Student Voice and Agency:

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

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

Celebration of Achievements:

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

Staff Will:

Literacy and Numeracy:

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

Student Voice and Agency:

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

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

Celebration of Achievements:

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

Middle Leaders Will:

Literacy and Numeracy:

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

Student Voice and Agency:

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

Celebration of Achievements:

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

Senior Leaders Will:**Literacy and Numeracy:**

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

Student Voice and Agency:

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

Celebration of Achievements:

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

2. Quality Teaching, Learning and Leadership:

2.1 Culturally Responsive and Inclusive Teaching and Learning:

Be Te Tiriti O Waitangi led through our processes and delivery.

All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment.

Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.

Evidence teaching around our 4 Whenu Of Learning, Deep, Visible, Inclusive and Culturally Responsive.

2.2 Professional Development:

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

Have a focus on literacy and numeracy.

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

Arotahingā - Our Outcomes:

Quality Teaching and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:

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

Professional Development:

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

Students Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

Professional Development:

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

Staff Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

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

Professional Development:

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

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

Middle Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

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

Professional Development:

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

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

Senior Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

Professional Development:

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

3. Connected and Inclusive:

3.1 Inclusive Curriculum Design:

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

3.2 Whānau, Hāpori Engagement:

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

Arotahingā - Our Outcomes:

**Connected and Inclusive:
Inclusive Curriculum Design:**

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

Whānau, Hāpori Engagement:

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

Students Will:

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Staff Will

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Middle Leaders Will:

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Senior Leaders Will:

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

4. Future of Learning and Work:

4.1 Community Partnerships:

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

4.2 Future of Learning and Work:

Community Partnerships:

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

Arotahingā - Our Outcomes:

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

Students Will:

Community Partnerships:

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

Staff Will:

Community Partnerships:

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

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

Middle Leaders Will:

Community Partnerships:

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

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

Senior Leaders Will:

Community Partnerships:

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

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

1. Learners at the Centre

<u>Goal:</u> To enhance literacy and numeracy skills, empower student voice and agency, and celebrate student achievements.		<u>Targets:</u>	<u>Actions/ Tracking Tools:</u>	<u>Variance of Analysis (Next Steps):</u>
1.1	<u>Literacy and Numeracy Enhancement:</u>	Literacy and Numeracy: Outcome: 95% of students participating in dedicated		Variance Analysis: <ul style="list-style-type: none"> • Current Status:

	<p>Establish dedicated data driven literacy and numeracy programmes to address individual student needs and work towards co-requisites and beyond.</p>	<p>literacy and numeracy programs show measurable improvement in their skills over the academic year.</p> <p>Student Voice and Agency: Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey.</p> <p>Celebration of Achievements: Outcome: Implement a monthly recognition program to celebrate student achievements, encouraging a positive learning culture and motivation.</p>		<ul style="list-style-type: none"> ○ 91.8% of Year 11 students have achieved Numeracy, with 67.9% achieving Literacy. ○ 16 students need Literacy or Numeracy to complete Level 1, while 53 students still need Literacy. <ul style="list-style-type: none"> ● Actions Taken: <ul style="list-style-type: none"> ○ The Tupu programme has been implemented for low-literacy and numeracy students in Year 10, providing targeted support with plans for a korekoreka review in Term 4. ○ Co-requisite specific classes have been introduced to support students ahead of assessments, with regular monitoring via TUPU and data collection. ○ New literacy and numeracy programs are regularly adjusted based on P.A.R.O.T data and student progress. ● Variance: <ul style="list-style-type: none"> ○ Numeracy outcomes are tracking well (91.8%), but literacy improvement remains a challenge
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				<p>with only 67.9% completion, showing a gap of 27.1% to meet the target.</p> <ul style="list-style-type: none">● Next Steps:<ul style="list-style-type: none">○ Focus on intensifying literacy support, particularly for the remaining 53 students, using targeted interventions through the Tupu programme and co-requisite classes.○ Continue to track literacy and numeracy data leading into the korekoreka review for insights to improve 2025 plans.○ Collaborate with whānau to co-construct strategies and communicate progress through the IDP process.○ In 2025 we will hope to be able to be part of a Ministry programme of targeted support to help deliver the NCEA co-requisite (particularly in Literacy, as this is our greatest area of need).○ A senior leader needs
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				to oversee the entire literacy progress over the school. This will be in place in 2025.
1.1.1	<p>Develop dedicated literacy and numeracy programs tailored to address these needs.</p> <ul style="list-style-type: none"> • Korekoreka reflection - Tupu programme - To be reviewed and implemented to support low literacy & numeracy students. • A YR 10 programme designed to cater for identified students. 		<p>2024 Junior Literacy Handbook</p> <p>Support Plan - for Students to Achieve Co-req Literacy/Numeracy</p> <p>Spotswood College Literacy Mid Year Data - summary document</p> <p>Mid Year Dibels Data for Teachers - has names in here.</p> <p>2023 Full Year Literacy Co-Req</p> <p>The Tupu programme continues to move forward, supporting and developing students' literacy and numeracy. This is continually monitored to ensure students are progressing.</p> <p>TUPU Data - Feb - July</p> <p>The korekoreka will take place in term 4. This will</p>	

help the C&A team make decisions and actions for 2025.

Staffing:

	Monday	Thursday
YR 9 Literacy	Rebecca Barrett Dae Doberty	Rebecca Barrett Dae Doberty
YR 9 Numeracy	Cameron Moratti Cameron Hopkinson	Lini Abrams Zoe Kirkcaldie
Yr 10 Literacy	Kathleen Saso	Kathleen Saso
Yr 10 Numeracy	Roslyn McGlade	Roslyn McGlade

YR 10 - Tupu programme set up. Will run on a Tuesday P3&4. Some students were part of the programme in 2023.

An application was filed in term 4 of 2023 for further support in literacy (ALL) and numeracy (ALIM) through the ministry. This was undertaken in 2024. Results are yet to come as to the impacts that these programmes had on the learning progress of our students.

[Spotswood College Literacy](#) - website


[Support Plan - for Students to Achieve](#)

			<p>Co-req Literacy/Numeracy</p> <p>2024 Junior Literacy Handbook</p> <p>Spotswood College Literacy Mid Year Data - summary document</p> <p>Mid Year Dibels Data for Teachers - personal details in here</p> <p>2023 Full Year Literacy Co-Req</p> <p>Inside the 2024 Junior Numeracy folder is the following:</p> <p>Also here is our Junior Numeracy Teachers website which allows our team to access a lot of the items in the above list (and some more) and provides links to each of the teachers individual teaching folders where they store their Project Planners, assessment schedules, and classroom teaching and learning checklists.</p>	
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<p>1.1.2</p>	<p>Monitor and adjust the programs as students progress towards co-requisites and beyond.</p> <ul style="list-style-type: none"> Review all programmes targeted towards improving numeracy and literacy and any designated co-requisite classes. Amend and adjust in relation to the data of the specific cohort. Literacy & numeracy leaders, relevant Dean and SLT to collaborate around implementing and designing specific and appropriate courses. 		<p>Newly created co-requisite specific classes in Monday periods 3 & 4 as well as Friday period 1 and Wednesday periods 3 & 4 and Friday period 1 (6 weeks). This is to help students prepare for the co-requisite assessment. The success of these will come out on 5th December. These classes are also under review for 2025.</p> <p>1.1 (new standard 2024) - Across the curriculum areas will mostly be completed. This will provide data on what is happening and provide opportunities to put measures in place to accommodate.</p> <p>Team TUPU has Hui checkpoints to discuss all matters. This agenda is minuted and fed back to the curriculum & assessment team that then goes to SLT</p> <p>Curr & Assess (HTA & DSC) - planning and coordinating programmes that will support identified</p>	
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			at risk students to supplement learning and credits obtained at their year level.	
1.1.3	<p>Collect and analyse data related to student performance, literacy, numeracy, and other areas of learning progression.</p> <ul style="list-style-type: none"> • Through the use of P.A.R.O.T • Pouako to monitor course achievement data and discuss/share with Pouārahi • Data to be communicated through Pouako/Pouārahi/Poutiaki • Pouārahi collates data from their teams and courses within their HUBs on engagement and achievement and feedback to SLT - one reporting each week? • Literacy leader to collate data 		<p>2024 Numeracy Co-R...</p> <p>2024 Corequisite US32604 Numeracy May Test</p> <p>Numeracy Data from Feb - July</p> <p>P.A.R.O.T was found to be ineffective for our school and we moved to School Bridge which will be implemented in 2025.</p> <p>Academic Data Gathering</p> <p>Pouārahi will report to SLT regularly. Next presentation will be Week 8 Wednesday December 4th.</p> <p>Pouārahi AREA Data ...</p> <p>2024</p>	

	<ul style="list-style-type: none"> Numeracy leader to collate data 		Learning Hub Goals -	
1.1.4	<p>Share relevant data with students and their whānau.</p> <ul style="list-style-type: none"> Reporting regularly IDPs which are student-led and constructed by students in LA time. In the presentation, there will be Literacy and Numeracy data as well as goal setting for their year. Literacy and Numeracy teachers will unpack what the e-asttle report means for students in their class so the students can explain it to their whanau. 		<p>Senior reports sent out Friday 1st November.</p> <p>Report Process 2024</p> <p>Markbook Set Ups Info</p> <p>IDPs were held on Wednesday 11th September.</p> <p>Course Selection 2025</p> <p>IDP Checklist 2024</p> <p>Student Led IDP handbook</p> <p>IDP Whanau letter</p> <p>Parent teacher Interviews were held on Wednesday 18th September.</p> <p>Parent Teacher Interview Letter</p>	
1.1.5	<p>Collaborate with students and whānau to identify areas of improvement.</p> <ul style="list-style-type: none"> This will be through reports, IDPs, and any 		<p>Celebrations Analysis 2024</p> <p>(contains information from student voice as well as whanau and staff voice)</p>	


	<p>other methods of communication (such as phone calls), emails etc. by all staff (LA teachers, classroom teachers, poutiaki and SLT).</p>		<p>Reports</p> <p>Whānau survey</p> <p>IDPs</p>	
1.1.6	<p>Co-construct targeted interventions and monitor progress.</p> <ul style="list-style-type: none"> • These will be held with whānau and students to ensure thorough communication and that all parties have the same goal. Regular updates will need to be communicated to whanau. 		<p>Reading program, TUPU and across school literacy/ numeracy - support programs for students at risk and cultural enhanced programs through Komiti Māori</p>	<p> Copy of Structured Appra...</p>
1.2	<p><u>Student Voice and Agency:</u></p> <p>Empower students to have a say in their learning experiences, ensuring their voices are heard.</p> <p>Encourage student-led initiatives and projects that align with the curriculum.</p>		<p>Student voice has been specifically targeted as a key component within the courses that are delivered.</p> <p>Student voice also connects with negotiated assessment which is an invaluable part and process of a course to ensure students are using</p>	<p>Variance Analysis:</p> <ul style="list-style-type: none"> • Current Status: <ul style="list-style-type: none"> ○ The Junior Leadership Programme has been developed, and student council participation is ongoing. ○ Student-led initiatives have been a focus, with student voice

	Support student negotiated assessments.		<p>an assessment method that suits their needs and strengths.</p> <p>End of year reviews</p>	<p>integrated into course reflections and assessments.</p> <ul style="list-style-type: none"> ● Actions Taken: <ul style="list-style-type: none"> ○ A student survey was distributed to gather feedback on learning experiences, and data has been used to adjust individual programmes. ○ The introduction of a new Junior Prefect Application process and initiatives such as QSA are aligned with student-led goals. ○ Senior prefects for 2025 are currently being selected. ● Variance: <ul style="list-style-type: none"> ○ End of years Review shows evidence that Student agency has grown, but ensuring consistent engagement and negotiated assessments for all students remains an ongoing goal especially at Level 1 ● Next Steps: <ul style="list-style-type: none"> ○ Expand student-negotiated assessments at Level 1 to align better with student interests and strengths. ○ Further refine the Junior Leadership
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				Programme and ensure the feedback loops remain strong, particularly between students, Pouako, and SLT.
1.2.1	<p>Create platforms for students to express their opinions and concerns regarding their learning experiences.</p> <ul style="list-style-type: none"> • Collect data from students, such as google forms or anecdotal conversations to gauge students' learning experiences. • Data will need to be reviewed and reported to SLT to make any adjustments to learning programmes (either individually or school-wide). 		<p>Celebrations Analysis 2024 (contains information from student voice as well as whanau and staff voice)</p> <p>At the end of each course students have the opportunity to contribute to the reflection process. This information and data forms part of the mid year review and end of year department review.</p> <p>Where applicable teaching staff use the data to amend their programmes accordingly to provide successful outcomes for students.</p> <p>Stymie has been used through Te Waka Waiora.</p>	
1.2.2	Establish student-led initiatives and projects that align with the curriculum.		<p>Student Leadership A...</p> <p>Junior Prefect Applica...</p>	To continue supporting and growing student led initiatives through the established forums,

	<ul style="list-style-type: none"> Implement any necessary changes from identified themes 		<p>process 2025 is in place</p> <p>QSA and other student-led CWOM courses for 2025 have been accepted and timetabling is underway to factor these in.</p>	<p>and be agile and responsive to other opportunities.</p>
1.2.3	<p>Support student-negotiated assessments that reflect their interests and goals.</p> <ul style="list-style-type: none"> Pouako to identify students strengths through class profiling and ensure students are aware of options to complete assessments (ie speech, poster etc) as well as themes which interest the students. 		<p>Whilst the changes to NCEA level 1 have made this difficult to achieve, opportunities still exist with NCEA levels 2 and 3. Evidence of some areas exploring this, continue to grow this across more areas of the school</p>	<p>A focus on NCEA levels 2 and 3 moving forward, with those who have best practice sharing more widely with others.</p>
1.3	<p><u>Celebration of Achievements:</u></p> <p>Recognise and celebrate student achievements. Highlight success stories to inspire and motivate other learners.</p>			<p>Variance Analysis:</p> <ul style="list-style-type: none"> Current Status: <ul style="list-style-type: none"> Achievement Assemblies have been held regularly, with a significant number of students being recognised, and feedback gathered

				<p>from student and whānau surveys.</p> <ul style="list-style-type: none"> ● Actions Taken: <ul style="list-style-type: none"> ○ Celebration systems, including badges, certificates, and guest speakers, have been trialled. ○ Surveys have been conducted to gather feedback on what recognition methods are most meaningful. ● Variance: <ul style="list-style-type: none"> ○ The current recognition system is positively received, but further refinement based on survey feedback is required to enhance its motivational impact. ● Next Steps: <ul style="list-style-type: none"> ○ Continue to build the recognition program by incorporating student and whānau feedback to ensure it resonates with the wider community. ○ Increase visibility and frequency of success stories, both in school assemblies and external communications, to further inspire students. ○ Enhance the recognition
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				<p>framework by incorporating feedback and diversifying methods of celebration.</p> <ul style="list-style-type: none"> ○ Increase the frequency of success stories shared via assemblies, newsletters, and social media. <p>Moving Forward:</p> <p>The <i>Learners at the Centre</i> initiative has made significant progress in its first year, especially in numeracy improvement and fostering student voice. Literacy outcomes need continued attention. The foundation for celebrating achievements is progressive, with further refinement based on feedback, it will foster a culture of recognition and motivation. For 2025, the focus will be on deepening these foundations through targeted literacy interventions, enhancing student agency, and strengthening data-driven feedback loops with students and whānau.</p>
1.3.1	Implement a system to recognise and celebrate student achievements in		Achievement Assemblies have become a termly business as usual	<p> Korereka School Celebrati...</p> <p>School Celebrations Action Plan</p>

	<p>various aspects of learning.</p> <ul style="list-style-type: none"> • Surveys will need to be completed by students and whanau early in 2024 to see what they would prefer as recognition (eg badges, certificates, vouchers) • A Google form will need to be made available so that staff can nominate students for their achievements (learning, sporting, cultural, attendance etc) to be completed regularly before school or level assemblies each term. • Student council to support coordinating, designing and developing the reward system 		<p>A google form was not used, but rather staff emailed in their nominations regularly. This still worked and the information was collated prior to the assembly.</p>	<p>2024 Celebrations - student considerations (survey) 2024 Celebrations - student considerations (responses) 2024 Celebrations - whanau considerations (survey) 2024 Celebrations - whanau considerations (responses)</p> <p>Celebrations Analysis 2024 (contains information from student voice as well as whanau and staff voice which was done at the start of 2024).</p> <p>Draft surveys were constructed to share with staff, students and whānau to gather feedback for next steps. Actionable points were identified and some were acted on.</p> <p>School Celebrations Analysis 2024 A further review will need to be undertaken at the start of 2025 to see what other points we can take.</p>
1.3.2	Share success stories and achievements to inspire and motivate other learners.			Ongoing, happening in LAs, courses and student led initiatives.

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| <ul style="list-style-type: none">• Guest speakers share their stories to students when they are available to come to school. | | | |
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Variance Analysis: Learners at the Centre

Goal: Enhance literacy and numeracy skills, empower student voice and agency, and celebrate student achievements.

Overall Progress

The school has made progress in numeracy achievement, fostering student voice, and implementing culturally responsive teaching practices. Literacy outcomes, however, remain a priority, with a notable gap between literacy and numeracy achievement rates. While initiatives like Tupu, co-requisite classes, and mātauranga Māori integration have created a strong foundation, challenges persist in ensuring consistent application across all classrooms.

1. Literacy and Numeracy Enhancement

Current Status:

Numeracy: 91.8% of Year 11 students have achieved Numeracy. Co-requisite programmes are effective, with regular data reviews driving targeted support.

Literacy: 67.9% of Year 11 students have achieved Literacy, leaving 53 students requiring additional intervention.

Programme Implementation: The Tupu and co-requisite initiatives are in place, with staff actively engaging in the integration of mātauranga Māori into their practices.

Variance:

A 27.1% gap exists between Literacy and Numeracy achievement, indicating the need for more focused support in Literacy.

Next Steps:

Intensify differentiated support for literacy, particularly for students identified through the initial testing.

Collaborate with whānau through the IDP process to tailor strategies for individual needs.

Strengthen professional development focused on innovative literacy teaching practices.

2. Student Voice and Agency

Current Status:

Platforms for student voice, such as surveys and reflections, are embedded in school programs.

Initiatives like QSA, Junior Leadership, and student-led events have increased engagement and agency.

Variance:

Consistency in negotiated assessments, especially at Levels 2 and 3, requires improvement to fully reflect individual learner needs.

Next Steps:

Expand the scope of student-negotiated assessments to better capture diverse strengths and interests.

Strengthen feedback mechanisms within the Junior Leadership Program to ensure alignment with strategic goals.

3. Celebration of Achievements

Current Status:

Regular Achievement Assemblies and recognition systems (e.g., badges, certificates) are in place, supported by feedback from surveys.

Celebrations increasingly reflect the diversity and achievements of the school community.

Variance:

Recognition efforts, while appreciated, require greater visibility and alignment with school-wide engagement strategies.

Next Steps:

Enhance the recognition framework by incorporating feedback and diversifying methods of celebration.

Increase the frequency of success stories shared via assemblies, newsletters, and social media.

4. Culturally Responsive and Inclusive Practices

Current Status:

Te Tiriti o Waitangi to guide teaching and learning processes.

Mātauranga Māori, tikanga, and te reo are increasingly integrated into classroom environments and course content.

The Kaupapa Māori Komiti provides strategic cultural guidance, with initiatives such as kapa haka and attending key community events.

Variance:

While progress is evident, some staff face challenges consistently embedding culturally responsive practices into their pedagogy.

Next Steps:

Provide additional coaching and mentoring for staff needing support in culturally responsive teaching.

Conduct regular audits to ensure alignment with the 4 Whenu of Learning.

Maintain a strong focus on cultural inclusivity in professional learning programs.

Moving Forward

The Learners at the Centre initiative is building momentum, with gains in numeracy, student voice, and cultural inclusivity. However, the literacy gap and consistency in embedding inclusive practices must remain priorities. Continued engagement with whānau, targeted support for staff, and regular

evaluation will ensure sustained progress. Looking ahead to 2025, the focus will be on literacy development, deepening culturally responsive practices, celebrating diverse achievements, and driving innovation in teaching and learning.

Quality Teaching, Learning and Leadership:

2.1 Culturally Responsive and Inclusive Teaching and Learning: DSH

Be Te Tiriti O Waitangi led through our processes and delivery.

All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment.

Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.

Evidence teaching around our 4 Whenu Of Learning, Deep, Visible, Inclusive and Culturally Responsive.

Pouarahi ensures teachers' planning and delivery meets the TTOW expectations. SLT to support when required.

This will be included in the PLD for teachers.

2.2 Professional Development:

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

Have a focus on literacy and numeracy.

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

Arotahingā - Our Outcomes:

Quality Teaching and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:

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

Professional Development:

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

Students Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

Junior students will engage in school waiata and school haka during the Hauora space.

Professional Development:

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

Staff Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

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

Professional Development:

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

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

Middle Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

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

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

Professional Development:

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

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

Senior Leaders Will:

Culturally Responsive and Inclusive Teaching and Learning:

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



Professional Development:

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

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

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



2. Quality Teaching, Learning and Leadership:

<p>Goal: Culturally Responsive and Inclusive Teaching and Learning:</p> <p>Be Te Tiriti O Waitangi led through our processes and delivery.</p> <p>All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment.</p> <p>Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students.</p> <p>Evidence teaching around our 4 Pou Of Learning, Deep, Visible, Inclusive and Culturally Responsive.</p>	<p><u>Targets:</u></p>	<p>Actions</p>	<p>VOA/ Next Steps</p>	
<p>2</p>	<p>Quality Teaching, Learning, and Leadership</p> <p>To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.</p>	<p>Quality Teaching and Leadership:</p> <p>Culturally Responsive and Inclusive Teaching and Learning:</p> <p>Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.</p>	<p> Māori Development Pla...</p> <p> Spotswood College ERO...</p> <p>All courses in Numeracy, literacy, Senior Learning Programmes, Junior Steams, have mātauranga Māori content and context within planning and their pedagogical practices</p>	<p>Variance of Analysis:</p> <p>Current Status:</p> <p>Te Tiriti O Waitangi-Led Processes: Teaching and learning processes have shown strong alignment with Te Tiriti.</p> <p>Actions Taken: A concerted effort has been made to incorporate te reo and mātauranga Māori across all</p>

		<p>Professional Development: Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.</p>	<p>PLD on Friday mornings was focused on Mātauranga Māori. Inquiry template shared with those staff attending: Mātauranga Māori Inquiry Planning Template</p> <p>Ongoing guest speaker coming in - with the next on Friday 23rd August. Sharing session to be held on Friday 30th August and 6th September.</p>	<p>areas of learning, supported by regular staff engagement in mātauranga inquiries.</p> <p>Integration of mātauranga Māori: Literacy, numeracy, and other courses, such as senior learning programmes, have seen the successful inclusion of mātauranga Māori content in planning and pedagogical practices. Courses have been audited to ensure the cultural relevance of content, with an increase in culturally responsive practices observed.</p> <p>Kaupapa Māori Kōmiti: This committee has played a pivotal role in shaping the cultural direction of the school, including initiatives such as the intended kaupapa Māori focused courses with literacy, numeracy and UE focuses that also continues to celebrate the rich cultural diversity within the student body.</p> <p>School Productions and Cultural Events: The successful school production involved a diverse student group, and moving forward, this will be expanded</p>
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				<p>into a full-day course similar to kapa haka.</p> <p>Audit of the 4 Whenu of Learning: Teaching practices have shown alignment with the 4 Pou. Hub Leaders have aligned their goals for 2024 to the Pou and have presented actionable steps to SLT on how they will further embed these practices in the coming year.</p> <p>Variance: Consistency Across Staff: While there has been significant progress, some staff have struggled to consistently embed te reo, tikanga Māori, and mātauranga Māori into everyday teaching. This remains a key area for ongoing focus, with support from senior leadership to strengthen commitment across all learning hubs.</p> <p>Teacher Workload: The requirement for staff to balance regular teaching duties with professional development and cultural responsibilities has at times led to challenges in full participation.</p>
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				<p>Next Steps: Continue with offering greater support and coaching for staff needing assistance in integrating culturally responsive teaching practices.</p> <p>Regular audits and feedback sessions will be conducted by the Pouarahi and SLT to ensure Te Tiriti O Waitangi and mātauranga Māori are continuously reflected in all classroom environments.</p> <p>Moving Forward: Focus on preparing all staff for a stronger integration of mātauranga Māori into 2025 courses.</p>
2.1.2	Ensure that all educational processes and delivery are Te Tiriti O Waitangi led.		Board adopted TTOW policy	Continued progress on this at a strategic level
2.1.2	Require all staff to incorporate te reo, tikanga Māori, and mātauranga Māori into the classroom environment, fostering an inclusive atmosphere.		All staff are either a part of Kāhui Whetu staff kapa haka team or undertaking their own mātauranga Māori inquiry	

2.1.3	Promote culturally responsive teaching practices that recognise and celebrate the diverse cultural backgrounds of all students.		Kaupapa Māori komiti continues to guide cultural development across the school, students and staff attended the Koroneihana and tangihanga of Kingi Tuheitia.	
2.1.4	Provide evidence of teaching practices that align with the 4 Whenu Of Learning: Deep, Visible, Inclusive, and Culturally Responsive.		This continues to be one of the focus points of Te Tirohanga lesson observations to give feedback into best practice across the school. Komiti Māori offer guidance and support around this.	
2.2	<p>Professional Development:</p> <p>Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Whenu Of Learning.</p> <p>Have a focus on literacy and numeracy.</p> <p>Encourage collaboration among educators to share best practices and</p>		<p> Professional Learning...</p> <p> Professional Growth ... -</p> <p>has been devised with a focus on the 4 Pou of Learning which includes literacy and is based on collaboration and sharing best practice.</p>	Staff PGCs and overall PL progress and feedback will be reviewed as part of EOY reviews which will be the basis of PL for 2025.

	innovative teaching methods.			
2.2.1	Develop and offer ongoing professional development opportunities for teachers to enhance their understanding and application of the 4 Whenu Of Learning.		<p>Professional Learning... Professional Growth ... -</p> <p>has been devised with a focus on the 4 Pou of Learning which includes literacy and is based on collaboration and sharing best practice.</p>	Staff PGCs and overall PL progress and feedback will be reviewed as part of EOY reviews which will be the basis of PL for 2025.
2.2.2	Encourage collaboration among educators through regular meetings, workshops, and sharing sessions.		Monday and Friday focus have become collaborative session (as above)	PL will have a focus on deepening the collaborative approach.
2.2.3	Create a platform for educators to share best practices, innovative teaching methods, and resources.		Continues to happen through PL and staff briefings (as above)	Exploration of spaces for this to be stored.

Variance Analysis Statement:

Quality Teaching, Learning, and Leadership:

Progress has been made toward achieving the annual target of promoting culturally responsive and inclusive teaching and learning, underpinned by Te Tiriti o Waitangi-led practices. Integration of **te reo, tikanga Māori, and mātauranga Māori** is evident across most teaching programs, particularly in numeracy, literacy, and senior learning courses. These efforts have been reinforced through professional development sessions focused on the 4 Whenu of Learning and mātauranga Māori inquiries.

Strengths Identified:

- **Te Tiriti Alignment:** Processes and delivery are aligned with Te Tiriti o Waitangi, as reflected in classroom practices and cultural events.
- **Professional Development:** Participation in PLD sessions has increased teacher capability to embed culturally responsive teaching.
- **School-Wide Initiatives:** Events such as the school production, kapa haka, Poly Club, and staff participation in kaupapa Māori initiatives highlight a growing cultural environment.
- **Middle and Senior Leadership:** SLT and Pouārahi have actively supported and monitored the integration of cultural practices through audits and feedback sessions.

Areas for Improvement:

1. **Consistency:** While many staff have embraced the integration of cultural practices, variability remains in the depth and frequency of implementation across hubs.
2. **Teacher Workload:** Balancing cultural responsibilities, professional development, and regular teaching duties has posed challenges for some staff, impacting full engagement.
3. **Audit Frequency:** Increased regularity of audits and follow-up is needed to maintain momentum and accountability.

Next Steps:

- Provide **targeted coaching and mentoring** for staff requiring additional support in integrating te reo, tikanga Māori, and mātauranga Māori into daily teaching practices.
- Implement **ongoing collaborative platforms**, such as Monday and Friday morning sessions, to encourage sharing of best practices and innovative methods.
- Conduct **regular audits** led by Pouarahi and SLT to ensure continued alignment with Te Tiriti and the 4 Whenu of Learning.
- Develop a **revised PLD plan for 2025**, building on current successes, with an emphasis on workload balance and tailored support.

Outcomes Achieved:

Culturally responsive teaching has increased school-wide, fostering a learning environment that celebrates diversity

and reflects New Zealand's bicultural heritage. Moving forward, the school will refine its focus on consistency and sustained professional learning to achieve full alignment with its strategic goals.

3. Connected and Inclusive:

Inclusive Curriculum Design: SLT

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

Whānau, Hāpori Engagement: NNG

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

Arotahingā - Our Outcomes:

Connected and Inclusive:

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Students Will:

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Staff Will

Inclusive Curriculum Design:

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

Whānau, Hāpori Engagement:

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

Middle Leaders Will:**Inclusive Curriculum Design:**

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

Whānau, Hāpori Engagement:

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

Senior Leaders Will:**Inclusive Curriculum Design:**

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

Whānau, Hāpori Engagement:


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

3. Connected and Inclusive

<p>Goal: To create a connected and inclusive educational environment by developing a culturally responsive and inclusive curriculum, fostering strong connections with students' whānau, and involving the wider community in the learning journey.</p>	<p>Targets</p>	<p>Actions</p>	<p>VOA/ Next Steps</p>	
<p>3</p>	<p>Inclusive Curriculum Design</p>	<p>Connected and Inclusive: Inclusive Curriculum Design: Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.</p> <p>Whānau, Hāpori Engagement: Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.</p>	<p>Te Korekoreka An Indi...</p> <p>Review Current Com...</p> <p>Course Selection Process</p>	<p>Variance Analysis:</p> <p>Inclusive Curriculum Design: Current Status: There has been significant advancement in developing a culturally responsive and inclusive curriculum. The school has made strides in integrating diverse cultural perspectives, especially with the implementation of the New Zealand Histories Curriculum. This curriculum is being delivered across Learning Advisory (LA) classes. Teachers are also actively incorporating mātauranga Māori and te reo into lesson plans, aligning well with the broader goals of fostering inclusivity.</p> <p>Variance: Despite the overall positive progress, regular review mechanisms of the curriculum, particularly utilising the annual korekoreka process, could be</p>

				<p>further strengthened. Community consultation, particularly with hapū and iwi, may need more structure and engagement to ensure the curriculum remains responsive and relevant.</p> <p>Whānau, Hāpori Engagement:</p> <p>Current Status: The school has been proactive in engaging whānau through regular meetings, workshops, and events. However, there is room for improvement in increasing attendance at these events. Individual Development Plans (IDPs) continue to be well received, but further emphasis on aligning these sessions with students' course selection processes could enhance engagement.</p> <p>Variance: Engaging the broader hapū, iwi, and community in a meaningful, consistent manner is still an area needing improvement. While efforts to work with Ngāti Mutunga are ongoing, building stronger, more frequent connections with local iwi and whānau remains a target.</p> <p>Next Steps</p> <p>Inclusive Curriculum Design: Annual Curriculum Review: Formalise the korekoreka process to ensure that the curriculum is not only updated regularly but also reviewed through the lens of cultural inclusivity. A timeline should be set for engaging local hapū and iwi in curriculum discussions, ensuring their input is integrated into the school's pedagogical</p>
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				<p>framework.</p> <p>Expand Teacher Training: Offer additional professional development focused on embedding diverse cultural perspectives into all subject areas, not just through the NZ Histories Curriculum. Encourage collaboration across departments to share best practices in inclusive teaching.</p> <p>Student Participation in Curriculum Development: Involve students in feedback sessions about how they perceive the inclusivity of the curriculum. This will ensure that students' diverse experiences are reflected in lesson plans and learning materials.</p> <p>Whānau, Hāpori Engagement: Strengthen Whānau Communication: Implement a structured communication strategy to increase attendance at whānau events. This could include personalised invitations, reminders, and feedback surveys to understand barriers to attendance.</p> <p>Targeted Engagement with Local Iwi: Continue building on the work with Ngāti Mutunga and expand outreach to other local iwi. Establish regular, formal channels of communication with hapū and iwi to gather input on both curriculum development and whānau engagement practices.</p> <p>Enhance IDP Focus: Link the second round of IDPs more closely with the</p>
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				course selection process, ensuring that whānau are fully involved in guiding students' academic pathways. This alignment will foster greater involvement in students' educational journeys and more informed decision-making by students and families.
3.1	Develop and implement a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences in the curriculum.			Ongoing
3.1.2	Incorporate diverse cultural and historical perspectives into lesson plans, teaching materials, and classroom activities.		<p>LA Curriculum Senior Planning: here Junior Planning: here Website - all things LA here Reflections / Surveys / Feedback here and here</p>	The NZ Histories Curriculum was co-constructed with members of whānau and hapū. This has been reviewed and continues to be delivered across the school through LA.
3.1.3	Regularly review and update the curriculum to ensure it remains inclusive and relevant. <ul style="list-style-type: none"> • Ensure that the korekoreka process is undertaken annually • Follow the korekoreka process for the Curriculum & 		<p> Te Korekoreka An Indi...</p>	Ongoing

	<p>Assessment Handbook</p> <ul style="list-style-type: none"> Consult with the local community and contributing schools 			
3.2	<p>Whānau, Hapū, Iwi Engagement</p> <p>Establish and maintain strong connections with students' whānau, hapū, and iwi to create a supportive and inclusive learning community.</p> <p>Organise regular meetings, workshops, and events that involve whānau in their child's education journey.</p> <p>Engage local leaders and advisors to facilitate dialogue and collaboration between the school and the wider community.</p>		<p>Wānanga, including IDPs and key community events have been used to connect with whānau. Further exploration of this is required.</p> <p>W Parent Whanau Voice...</p> <p>W Parent Whanau Voice...</p>	

Variance Analysis Statement for Annual Target: Connected and Inclusive

Inclusive Curriculum Design

Current Status:

The school has made progress in integrating diverse cultural perspectives into the curriculum, with particular success

in delivering the New Zealand Histories Curriculum through Learning Advisory (LA) classes. Mātauranga Māori and te reo Māori have been incorporated into lesson plans across various subjects, reflecting a commitment to fostering inclusivity.

Variance:

While the curriculum reflects diverse perspectives, the annual korekoreka model of inquiry/ change could be further formalised to ensure sustained responsiveness. Engagement with whānau, hapū and iwi in the curriculum design process has been initiated but requires more structured and consistent collaboration to embed their voices effectively.

Next Steps:

1. Formalise the Annual Review Process: Establish clear timelines and methodologies for Te Korekoreka reviews, integrating feedback from whānau, hapū and iwi.
2. Expand Teacher Training: Provide professional development across hubs, emphasising embedding cultural inclusivity beyond specific curricula like New Zealand Histories.
3. Student Engagement: Involve students in feedback and development sessions to ensure their diverse perspectives are represented in the curriculum.

Whānau, Hāpori Engagement

Current Status:

The school has actively sought to involve whānau through meetings, workshops, and Individual Development Plans (IDPs). Positive feedback has been received for IDPs, which align with students' course selection processes. Efforts to engage with Ngāti Mutunga have been ongoing, with some success in fostering collaboration.

Variance:

Attendance at whānau events remains an area for improvement, with challenges in reaching wider engagement consistently. Additionally, the connection with other local iwi and hapū requires strengthening to ensure representation and inclusivity in both curriculum and community activities.

Next Steps:

1. Strengthen Communication Strategies: Personalise invitations and use targeted communication methods, such as reminders and surveys, to encourage higher participation at whānau events.
 2. Deepen Hapū and Iwi Partnerships: Expand outreach to include more local iwi and hapū, establishing regular and formal communication channels.
 3. Enhance IDPs: Align the next round of IDPs more closely with course selection, ensuring they serve as a bridge between whānau engagement and students' academic planning.
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Overall Variance Summary

Progress towards creating a connected and inclusive school environment is evident in curriculum development and whānau engagement initiatives. However, further consistency in curriculum review and increased participation from whānau, hapū and iwi stakeholders are needed to fully realise the outcomes. Structured processes, professional development, and enhanced communication will be pivotal in achieving these goals.

4. Future of Learning and Work:

Community Partnerships:

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

Future of Learning and Work:

Community Partnerships:

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

Arotahingā - Our Outcomes:

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

Students Will:

Community Partnerships:

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

Staff Will:

Community Partnerships:

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

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

Middle Leaders Will:

Community Partnerships:

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

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


Senior Leaders Will:

Community Partnerships:

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

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

Future of Learning and Work:

<p>Goal: To enhance the future of learning and work by establishing meaningful partnerships with local organisations, businesses, and institutions, providing students with real-world experiences and mentorship opportunities.</p>	<p><u>Targets</u></p>	<p>Actions</p>	<p>VOA/ Next Steps</p>	
<p>4.</p>	<p>Community Partnerships <i>Future of Learning and Work:</i> Community Partnerships: <i>Establish partnerships with local businesses, community</i></p>	<p>Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.</p>	<p>A central document has begun to be developed which will be the main platform for noting any partnerships and be the basis of an annual review of how well we connect and strengthen each other. This will need to continue to develop in 2025.</p> <p> Copy of COMMUNIT...</p>	<p>Variance of Analysis: 1. Identifying Local Partners:</p> <p>Current Status: While there are some established connections there is no comprehensive, collaborative document that staff can easily contribute to.</p> <p>Next Steps: Still needing centralised and easily accessible documentation for staff</p>

	<p><i>organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.</i></p>			<p>input.</p> <p>2. Formalising Partnerships:</p> <p>Current Status: Formal agreements with partners are not systematically stored in a digital, easily accessible format.</p> <p>Variance: Inconsistent processes for recording and managing partnership agreements.</p> <p>3. Developing Real-World Experience Programs:</p> <p>Current Status: Limited documentation on which businesses are offering internships, apprenticeships, or job-shadowing opportunities.</p> <p>Variance: Lack of centralised tracking and communication between school and businesses.</p> <p>4. Mentorship Opportunities:</p> <p>Current Status: Mentorship programs are primarily focused on senior students, with limited extension to the junior school.</p> <p>Variance: Mentorship facilitation needs to be fully expanded to include junior students.</p> <p>5. Curriculum Integration:</p>
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				<p>Current Status: Educators are not consistently integrating real-world case studies and projects into their lessons, despite the presence of community partnerships.</p> <p>Next Steps and Actions</p> <p>1. Identifying Local Partners</p> <p>Create a collaborative digital document for staff to input potential local organisations, businesses, and institutions that align with school objectives. Due Date: End of Term 4 - Responsibility - SLT</p> <p>2. Formalising Partnerships</p> <p>Action: Implement a digital storage system for all partnership agreements, allowing for easy access and tracking of formal partnerships. Due Date: End of Term 3 Responsibility - SLT</p> <p>3. Developing Real-World Experience Programs</p> <p>Action: Create a list of businesses currently offering real-world experience opportunities and share it with staff and students. Due Date: Mid-Term 4 Responsibility: SLT</p> <p>4. Expanding Mentorship Opportunities</p> <p>Action: Facilitate additional mentorship programs, specifically aimed at junior school students, leveraging LAs and</p>
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				<p>community partnerships. Due Date: End of Term 4 Responsibility: SLT</p> <p>5. Curriculum Integration</p> <p>Action: Develop a framework for educators to integrate real-world case studies into their teaching plans, encouraging the use of community expertise. Due Date: Beginning of Term 1 (Next Year) Responsibility: C&A</p> <p>Set up a quarterly review process to assess the effectiveness of these actions. Collect feedback from staff and students involved in partnerships to continuously refine and adjust strategies.</p>
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4.1.1	<p>Identify potential local organisations, businesses, and institutions that align with the educational goals and aspirations of the school.</p> <ul style="list-style-type: none"> • A staff wide Document that 		<p>As above, work and development has begun to take place in this space but does need to be added to the centralised platform.</p>	

	<p>staff can input into</p> <ul style="list-style-type: none"> • Create a package offering benefits from connecting with Spotswood College 			
4.1.2	<p>Establish relationships with these entities through formal partnerships or collaborative agreements.</p> <ul style="list-style-type: none"> • Digitally store formal partnerships and agreements. 		<p>This has been achieved with Te Heru Mapara, Te Kawa O Te Rongo, And Hāpai Hoe,</p>	
4.1.3	<p>Develop programmes that offer students opportunities for real-world experiences, such as internships, apprenticeships, or job-shadowing.</p>		<p>As above this work has been started but needs to be centralised. It is important to note that Te Waka Manaaki has developed a transition course which will be reviewed and further developed in 2025. This will also lead out into a pilot programme of a mātauranga Māori based transition course, He Manawa Piharau - an external review of this will take place at the</p>	<p>Further develop TWM transition programme and being part of the pilot programmed He Manawa Piharau</p>

	<ul style="list-style-type: none"> ● Create a document with businesses that currently offer opportunities 		end of 2025.	
4.1.4	Facilitate mentorship opportunities by connecting students with professionals in relevant fields.		This work has begun and needs to continue to grow and develop.	
4.1.5	Encourage educators to integrate real-world case studies and projects into the curriculum, leveraging the expertise of community partners.		Increase modelling, mentoring and expectations around this.	

Variance Analysis Statement: Future of Learning and Work – Community Partnerships

Goal:

To establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences and mentorship.

Progress Overview:

Efforts to build community partnerships are underway, with some initial success in fostering connections through activities such as *Community Connect* on Fridays. Feedback from staff and students engaged in partnerships with local organisations has been positive. However, challenges

remain in formalising, documenting, and fully integrating these partnerships into the curriculum and broader school initiatives.

Key Areas of Variance

1. Identifying Local Partners:

- **Variance:** There is no centralised, collaborative document for staff to input information about potential partners. This limits the ability to identify and coordinate opportunities across the school.
- **Next Steps:** Develop a shared digital document by the end of Term 4 to streamline staff contributions and improve visibility of potential partnerships.

2. Formalising Partnerships:

- **Variance:** Partnership agreements are not systematically recorded or stored in a way that ensures accessibility for staff. This creates inconsistencies in the management and tracking of these relationships.
- **Next Steps:** Implement a digital storage system by the end of Term 3 to organise and maintain formal agreements efficiently.

3. Developing Real-World Experience Programs:

- **Variance:** Limited documentation exists on businesses offering internships, apprenticeships, or job-shadowing opportunities. Communication between the school and these businesses needs to be strengthened.
- **Next Steps:** Compile and distribute a list of current opportunities to staff and students by mid-Term 4 to enhance awareness and access.

4. Expanding Mentorship Opportunities:

- **Variance:** Mentorship programs primarily cater to senior students, with few opportunities for juniors to benefit from these experiences.
- **Next Steps:** Expand mentorship programs to include junior students, leveraging Learning Advisory (LA) groups and community partnerships. This expansion will be facilitated by the end of Term 4.

5. Curriculum Integration:

- **Variance:** Educators are inconsistently incorporating real-world case studies and community expertise into lessons, limiting the impact of existing partnerships.
 - **Next Steps:** Develop a curriculum integration framework by the beginning of Term 1 (next year) and provide professional development to ensure consistent application.
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Summary and Recommendations

While there is evidence of progress, key variances in documentation, formalisation, and program integration limit the full potential of the

Future of Learning and Work strategic goal. Addressing these gaps through the outlined actions and adhering to timelines will ensure that students gain richer real-world learning experiences and mentorship opportunities.

Regular review and feedback processes, combined with collaboration across staff, will enable continuous improvement and alignment with the school's strategic Pou.



Te Tiriti o Waitangi | Treaty of Waitangi Policy

Outcome statement Spotswood College will be committed to creating a school environment and culture that:

- embraces ngā mātāpono o Te Tiriti
- recognises the unique status of Māori as Tangata whenua, the Indigenous people of Aotearoa, New Zealand
- enables ākonga Māori to achieve and succeed as Māori
- encourages ākonga non-Māori and kaimahi to engage with and develop an understanding of te ao Māori.

Scoping This policy applies to all kaimahi and Board of Trustees members.

Background Spotswood College is committed to embracing the principles of Te Tiriti o Waitangi in all our mahi. We acknowledge Te Tiriti is New Zealand's founding document and the basis of a mutually beneficial relationship between Māori and the Crown. Ākonga Māori are a priority for Spotswood College and it is important we place our mahi in the context of Te Tiriti mātāpono/principles.

This will lead us to build an environment at Spotswood College for ākonga Māori to achieve success as Māori. We also acknowledge our responsibility to give effect to Te Tiriti under section 127 of the Education and Training Act 2020. Spotswood College has adopted Te Tiriti mātāpono developed by the Waitangi Tribunal¹.

We endorse the Tribunal's view that these mātāpono are useful because they are derived not just from the strict terms of Te Tiriti's two texts but also from the surrounding circumstances in which the Te Tiriti agreement was entered into.

The establishment of this Policy underpins our ongoing commitment to actively seek to foster Māori development, mātauranga Māori, and te ao Māori within all aspects of the school.

¹<https://www.waitangitribunal.govt.nz/treaty-of-waitangi/principles-of-the-treaty/>

Spotswood Colleges Statement of Commitment to Te Tiriti o Waitangi Te Tiriti o Waitangi

Ngā mātāpono o Te Tiriti as developed by the Waitangi Tribunal

Spotswood College will:

- work in partnership with iwi, whānau, and other Māori stakeholders, in both the way we work within Spotswood College and with external partners, and genuinely involve Māori stakeholders in our mahi through consultation and decision-making processes
- ensure that mutual benefit or mutual advantage for all cultures forms a cornerstone of Spotswood College Mahi
- recognise the constitutional status of Māori as the first inhabitants of New Zealand which gives rise to a Māori expectation of equal treatment
- acknowledge the principle of reciprocity stems from the principle of equal treatment of Māori
- respect Māori presence and perspective in our mahi to continue to give effect to the guarantee of tino rangatiratanga to Māori and the right to make autonomous decisions concerning Māori
- enable ākonga Māori to enjoy and achieve education success as Māori and enable them to have equitable access to all educational, occupational, and social opportunities via internal policies and plans
- ensure a relevant and genuine Māori perspective in our curriculum planning. Ensure our teaching and learning approach, focuses on engaging ākonga in learning that is relevant to them within their context and prepares them to be productive, positive, and successful citizens. By putting ākonga at the centre of their learning, and recognising their passions and interests, we will provide educational options to our learners that promote Māori knowledge and te ao Māori
- contribute to the revitalisation and sustainability of Tikanga via the implementation of Te Rautaki Reorua. This will enable us to redress historical biases and actively protect te reo Māori me ngā tikanga
- actively protect Māori knowledge, interests, values, and other tāonga. We will show commitment to knowing, respecting, and valuing where ākonga are, where they come from, and building on what they bring with them.

Specifically, pursuant to section 127 Spotswood College will:

- have active leadership in providing a Māori perspective in the school by the Board of Trustees and the Senior Leadership Team
- work to ensure our plans, policies and local curriculum reflect local Tikanga Māori, ngā mana ōrite mo te mātauranga Māori and te ao Māori
- take all reasonable steps to make instruction available in Tikanga Māori and te reo Māori me ngā tikanga and
- achieve equitable outcomes for ākonga Māori.

More information Ka Hikitia – Ka Hāpaitia. The Māori education strategy Tātaiako – Cultural competencies for teachers of Māori

<https://teachingcouncil.nz/assets/Files/Code-and-Standards/Tataiako-cultural-competencies-for-teachers-of-Maori-learners.pdf>learners The Statement of National Education and Learning Priorities Created: Sep 2022 Next review: Sep 2025