

# KOKOPU SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1036

**Principal:** Yaron Overeem

**School Address:** 921 Kokopu Road, RD9

**School Postal Address:** Kokopu Road RD 9, Whangarei, 0179

**School Phone:** 09 434 6765

**School Email:** office@kokopu.school.nz

**Accountant / Service Provider:**

**Education**  **Services.**  
*Dedicated to your school*

# KOKOPU SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

## Index

Page	Statement
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 19	Notes to the Financial Statements
	Independent Auditor's Report

### Other Information

Members of the Board

Kiwisport / Statement of Compliance with Employment Policy

Analysis of Variance

Evaluation of the School's Student Progress and Achievement

Report on how the school has given effect to Te Tiriti o Waitangi

# Kokopu School

## Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Jeff Burson

Full Name of Presiding Member

Signed by:  
  
68B1AF3532340A21

Signature of Presiding Member

20 May 2024

Date:

Yaron Overeem

Full Name of Principal

Signed by:  
  
70B1F4F0E1AC2E32

Signature of Principal

20 May 2024

Date:

**Kokopu School**

**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,358,633	1,163,501	1,205,260
Locally Raised Funds	3	76,553	83,502	86,101
Interest		15,025	500	2,745
<b>Total Revenue</b>		<b>1,450,211</b>	<b>1,247,503</b>	<b>1,294,106</b>
<b>Expense</b>				
Locally Raised Funds	3	23,558	54,980	35,528
Learning Resources	4	961,786	844,944	867,427
Administration	5	84,143	85,890	80,797
Interest		522	-	468
Property	6	314,741	236,400	251,440
Loss on Disposal of Property, Plant and Equipment		17,849	-	-
<b>Total Expense</b>		<b>1,402,599</b>	<b>1,222,214</b>	<b>1,235,660</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>47,612</b>	<b>25,289</b>	<b>58,446</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>47,612</b>	<b>25,289</b>	<b>58,446</b>

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



**Kokopu School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		324,572	324,571	264,251
Total comprehensive revenue and expense for the year		47,612	25,289	58,446
Contributions from / (Distributions to) the Ministry of Education	9	(39,130)	-	-
Contribution - Furniture and Equipment Grant		-	-	1,875
<b>Equity at 31 December</b>		333,054	349,860	324,572
Accumulated comprehensive revenue and expense		333,054	349,860	324,572
<b>Equity at 31 December</b>		333,054	349,860	324,572

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.

EDO Northland  
ASSURANCE *BB*

**Kokopu School**  
**Statement of Financial Position**  
As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	387,500	198,750	590,760
Accounts Receivable	8	65,298	71,106	71,212
GST Receivable		7,099	-	-
Prepayments		5,554	3,659	3,659
Funds Receivable for Capital Works Projects	14	2,674	-	1,436
		468,125	273,515	667,067
<b>Current Liabilities</b>				
GST Payable		-	18,951	18,951
Accounts Payable	10	82,600	80,715	80,820
Revenue Received in Advance	11	2,778	14,208	14,208
Provision for Cyclical Maintenance	12	29,534	24,802	24,802
Finance Lease Liability	13	3,146	3,006	3,006
Funds held for Capital Works Projects	14	164,010	-	398,267
		282,068	141,682	540,054
<b>Working Capital Surplus/(Deficit)</b>		186,057	131,833	127,013
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	188,839	239,184	239,182
		188,839	239,184	239,182
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	38,993	17,947	38,413
Finance Lease Liability	13	2,849	3,210	3,210
		41,842	21,157	41,623
<b>Net Assets</b>		333,054	349,860	324,572
<b>Equity</b>		333,054	349,860	324,572

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

BDO Northland  
ASSURANCE



**Kokopu School**  
**Statement of Cash Flows**  
For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		411,416	405,509	413,156
Locally Raised Funds		79,512	83,502	84,027
Goods and Services Tax (net)		(26,050)	-	21,740
Payments to Employees		(191,865)	(165,504)	(170,948)
Payments to Suppliers		(218,329)	(688,067)	(209,847)
Interest Paid		(522)	-	(468)
Interest Received		15,134	500	2,328
Net cash from/(to) Operating Activities		69,296	(364,060)	139,988
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(37,224)	(27,950)	(42,251)
Net cash from/(to) Investing Activities		(37,224)	(27,950)	(42,251)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	1,875
Contributions from / (Distributions to) Ministry of Education		-	-	-
Finance Lease Payments		(1,677)	-	(3,354)
Funds Administered on Behalf of Other Parties		(233,655)	-	396,831
Net cash from/(to) Financing Activities		(235,332)	-	395,352
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(203,260)</b>	<b>(392,010)</b>	<b>493,089</b>
Cash and cash equivalents at the beginning of the year	7	590,760	590,760	97,671
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>387,500</b>	<b>198,750</b>	<b>590,760</b>

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

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

DDO Northland  
ASSURANCE

# Kokopu School

## Notes to the Financial Statements

### For the year ended 31 December 2023

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 12.





#### *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 9.

#### **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 13. Future operating lease commitments are disclosed in note 19b.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

##### **Other Grants where conditions exist**

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

##### **Donations, Gifts and Bequests**

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





### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

Inventories are consumable items held for sale and comprised of Stationery & Shirts. 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 diminishing value 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	40 years
Buildings	40 years
Furniture and Equipment	4 - 40 years
Information and Communication Technology	3 - 5 years
Motor Vehicles	5 years
Text Books	8 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

### **k) Intangible Assets**

#### *Software costs*

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

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

### **l) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

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

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

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

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

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

### **m) Accounts Payable**

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





**n) Employee Entitlements**

*Short-term employee entitlements*

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

*Long-term employee entitlements*

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

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

**o) Revenue Received in Advance**

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

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

**p) Funds Held in Trust**

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

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

**q) Funds held for Capital works**

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

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

**r) Shared Funds**

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





**s) Provision for Cyclical Maintenance**

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

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

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

**t) Financial Instruments**

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

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

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

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	419,055	404,609	398,304
Teachers' Salaries Grants	714,973	609,996	633,230
Use of Land and Buildings Grants	224,605	147,996	173,726
Other Government Grants	-	900	-
	<u>1,358,633</u>	<u>1,163,501</u>	<u>1,205,260</u>

The school has opted in to the donations scheme for this year. Total amount received was \$17,724.

## 3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	32,074	24,000	12,790
Fees for Extra Curricular Activities	10,020	38,752	20,793
Trading	566	500	-
Fundraising & Community Grants	18,310	250	38,004
After School Care	15,583	20,000	14,514
	<u>76,553</u>	<u>83,502</u>	<u>86,101</u>
<b>Expense</b>			
Extra Curricular Activities Costs	5,899	33,480	20,152
Trading	412	1,500	490
After School Care	17,247	20,000	14,886
	<u>23,558</u>	<u>54,980</u>	<u>35,528</u>
<i>Surplus for the year Locally raised funds</i>	<u>52,995</u>	<u>28,522</u>	<u>50,573</u>

Donations include \$17,910 contribution from students for the Rotorua camp.

## 4. Learning Resources

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	85,525	84,300	89,099
Library Resources	141	200	1,099
Employee Benefits - Salaries	827,137	715,996	740,144
Staff Development	13,261	14,000	3,516
Depreciation	33,723	27,948	31,235
Information Communication Technology	1,517	2,000	2,215
Equipment Repairs	482	500	119
	<u>961,786</u>	<u>844,944</u>	<u>867,427</u>



## 5. Administration

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	5,142	5,000	4,993
Board Fees	2,815	3,000	2,525
Board Expenses	3,063	2,340	841
Communication	2,341	2,050	1,921
Consumables	7,609	7,500	7,349
Operating Leases	-	2,000	-
Other	5,904	12,600	11,463
Employee Benefits - Salaries	48,756	44,500	46,291
Insurance	4,253	4,900	3,854
Service Providers, Contractors and Consultancy	4,260	2,000	1,560
	<u>84,143</u>	<u>85,890</u>	<u>80,797</u>

## 6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	2,846	4,450	2,460
Consultancy and Contract Services	28,891	29,000	20,887
Cyclical Maintenance Provision	15,874	12,000	10,459
Grounds	11,324	10,550	6,985
Heat, Light and Water	8,651	10,000	10,397
Repairs and Maintenance	3,231	6,200	6,523
Use of Land and Buildings	224,605	147,996	173,726
Security	949	1,200	495
Employee Benefits - Salaries	18,370	15,004	19,508
	<u>314,741</u>	<u>236,400</u>	<u>251,440</u>

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

## 7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	387,500	198,750	590,760
Cash and cash equivalents for Statement of Cash Flows	<u>387,500</u>	<u>198,750</u>	<u>590,760</u>

Of the \$387,500 Cash and Cash Equivalents \$164,010 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

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## 8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	4,298	15,783	15,785
Interest Receivable	308	417	417
Teacher Salaries Grant Receivable	60,692	54,906	55,010
	<u>65,298</u>	<u>71,106</u>	<u>71,212</u>
Receivables from Exchange Transactions	4,606	16,200	16,202
Receivables from Non-Exchange Transactions	60,692	54,906	55,010
	<u>65,298</u>	<u>71,106</u>	<u>71,212</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2023</b>						
Building Improvements	81,591	-	(44,154)	-	(3,082)	<b>34,355</b>
Furniture and Equipment	73,667	17,744	(5,808)	-	(8,519)	<b>77,084</b>
Information and Communication Technology	63,520	18,000	(5,889)	-	(16,629)	<b>59,002</b>
Textbooks	8,013	-	(1,128)	-	(1,001)	<b>5,884</b>
Leased Assets	5,647	3,135	-	-	(3,467)	<b>5,315</b>
Library Resources	6,744	1,480	-	-	(1,025)	<b>7,199</b>
<b>Balance at 31 December 2023</b>	<u>239,182</u>	<u>40,359</u>	<u>(56,979)</u>	<u>-</u>	<u>(33,723)</u>	<u><b>188,839</b></u>

The net carrying value of equipment held under a finance lease is \$5,315 (2022: \$5,647)

### 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.

During 2023 the school were advised by the Ministry of Education that ownership of the library and related shade structure would revert back to the Ministry. Accordingly, these items were disposed from the school asset schedule during the year and the resulting loss has been recorded as a distribution to the Ministry of Education.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Building Improvements	93,213	(58,858)	<b>34,355</b>	176,801	(95,210)	<b>81,591</b>
Furniture and Equipment	202,010	(124,926)	<b>77,084</b>	234,955	(161,288)	<b>73,667</b>
Information and Communication Technology	102,100	(43,098)	<b>59,002</b>	118,037	(54,517)	<b>63,520</b>
Textbooks	70,001	(64,117)	<b>5,884</b>	79,241	(71,228)	<b>8,013</b>
Leased Assets	10,389	(5,074)	<b>5,315</b>	18,767	(13,120)	<b>5,647</b>
Library Resources	62,489	(55,290)	<b>7,199</b>	61,009	(54,265)	<b>6,744</b>
<b>Balance at 31 December</b>	<u>540,202</u>	<u>(351,363)</u>	<u><b>188,839</b></u>	<u>688,810</u>	<u>(449,628)</u>	<u><b>239,182</b></u>

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## 10. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	10,398	18,928	14,243
Accruals	5,142	1,055	5,741
Employee Entitlements - Salaries	60,692	54,906	55,010
Employee Entitlements - Leave Accrual	6,368	5,826	5,826
	<u>82,600</u>	<u>80,715</u>	<u>80,820</u>
Payables for Exchange Transactions	82,600	80,715	80,820
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>82,600</u>	<u>80,715</u>	<u>80,820</u>

The carrying value of payables approximates their fair value.

## 11. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	2,039	14,208	14,208
Other Revenue In Advance	739	-	-
	<u>2,778</u>	<u>14,208</u>	<u>14,208</u>

## 12. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	63,215	30,749	52,756
Increase to the Provision During the Year	9,765	12,000	10,459
Use of the Provision During the Year	(10,562)	-	-
Other Adjustments	6,109	-	-
Provision at the End of the Year	<u>68,527</u>	<u>42,749</u>	<u>63,215</u>
Cyclical Maintenance - Current	29,534	24,802	24,802
Cyclical Maintenance - Non current	38,993	17,947	38,413
	<u>68,527</u>	<u>42,749</u>	<u>63,215</u>

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



### 13. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	3,547	3,006	3,432
Later than One Year and no Later than Five Years	3,037	3,210	3,447
Future Finance Charges	(589)	-	(663)
	<u>5,995</u>	<u>6,216</u>	<u>6,216</u>

#### Represented by

Finance lease liability - Current	3,146	3,006	3,006
Finance lease liability - Non current	2,849	3,210	3,210
	<u>5,995</u>	<u>6,216</u>	<u>6,216</u>

### 14. Funds Held for Capital Works Projects

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

2023	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
	SIP Sports Shed	234713	-	5,639	-	5,639
	Electrical Works	233852	3,289	(3,289)	-	-
	Wastewater Upgrades	233859	94,971	(92,500)	9,893	12,364
	Security System Upgrade	233860	(1,008)	-	-	(1,008)
	Pool Re-line, Pool Shed Replacement	233857	106,912	10,350	(102,742)	14,520
	Toilets Vents Installation	233856	6,370	-	(95)	6,275
	AMS: Outdoor Learning Environment	233861	3,320	161,008	(102,548)	61,780
	Cladding & Window Joinery Replacement	233854	139,174	-	(140,412)	(1,238)
	Floor Coverings Replacement	233855	17,469	(17,469)	-	-
	Roofing Works	233853	26,762	65,775	(77,280)	15,257
	Cyclone Gabrielle	241282	-	74,682	(73,650)	1,032
	Repair Fire Alarm Panel	235694	(428)	-	-	(428)
	SW Systems, Carpark Upgrades	233858	-	92,500	(45,357)	47,143
Totals		<u>396,831</u>	<u>296,696</u>	<u>(532,191)</u>	<u>-</u>	<u>161,336</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	164,010
Funds Receivable from the Ministry of Education	(2,674)

A coding adjustment was made in the current financial year to correct the coding of prior year income and expenditure.



2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
SIP Sports Shed	234713	-	69,231	(69,231)	-	-
Electrical Works	233852	-	40,815	(37,526)	-	3,289
Wastewater Upgrades	233859	-	115,000	(20,029)	-	94,971
LSC Space & Sports Shed	220009	(5,780)	62,886	(57,106)	-	-
Security System Upgrade	233860	-	40,500	(41,508)	-	(1,008)
Pool Re-line, Pool Shed Replacement	233857	-	118,712	(11,800)	-	106,912
Toilets Vents Installation	233856	-	6,750	(380)	-	6,370
AMS: Outdoor Learning Environment	233861	-	20,000	(16,680)	-	3,320
Cladding & Window Joinery Replacement	233854	-	149,094	(9,920)	-	139,174
Floor Coverings Replacement	233855	-	77,220	(59,751)	-	17,469
Roofing Works	233853	-	28,312	(1,550)	-	26,762
Repair Fire Alarm Panel	235694	-	3,847	(4,275)	-	(428)
Totals		(5,780)	732,367	(329,756)	-	396,831

**Represented by:**

Funds Held on Behalf of the Ministry of Education

398,267

Funds Receivable from the Ministry of Education

(1,436)

**15. 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.

**16. Remuneration**

*Key management personnel compensation*

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	2,815	2,525
<i>Leadership Team</i>		
Remuneration	135,498	122,134
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	138,313	124,659

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





#### Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	110-120
Benefits and Other Emoluments	3 - 4	3-4
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	1.00	1.00
120 - 130	1.00	-
	<u>2.00</u>	<u>1.00</u>

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

### 17. Compensation and Other Benefits Upon Leaving

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

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

### 18. Contingencies

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

In 2023 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The school is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2023.

The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2023. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The school has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2024.

#### 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.

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## 19. Commitments

### (a) Capital Commitments

As at 31 December 2023, the Board had capital commitments of \$1,593,576 (2022:\$2,077,696) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SIP Sports Shed	77,961	69,231	8,730
Wastewater Upgrades	22,838	10,136	12,702
Security System Upgrade	45,623	41,508	4,115
Pool Re-line, Pool Shed Replacement	246,781	114,542	132,239
Toilets Vents Installation	7,500	475	7,025
AMS: Outdoor Learning Environment	200,300	119,228	81,072
Cladding & Window Joinery Replacement	167,648	150,332	17,316
Roofing Works	313,414	78,830	234,584
Cyclone Gabrielle	86,880	73,650	13,230
Repair Fire Alarm Panel	4,275	4,275	0
SW Systems, Carpark Upgrades	1,127,920	45,357	1,082,563
<b>Total</b>	<b>2,301,140</b>	<b>707,564</b>	<b>1,593,576</b>

### (b) Operating Commitments

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

## 20. Financial Instruments

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

### Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	387,500	198,750	590,760
Receivables	65,298	71,106	71,212
Investments - Term Deposits	-	-	-
<b>Total financial assets measured at amortised cost</b>	<b>452,798</b>	<b>269,856</b>	<b>661,972</b>

### Financial liabilities measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Payables	82,600	80,715	80,820
Finance Leases	5,995	6,216	6,216
<b>Total financial liabilities measured at amortised cost</b>	<b>88,595</b>	<b>86,931</b>	<b>87,036</b>

## 21. Events After Balance Date

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

## 22. Comparatives

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



## Kokopu School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jeffery Burson	Presiding Member	Elected	May 2025
Yaron Overeem	Principal	ex Officio	
Toni Hughes	Parent Representative	Elected	May 2025
Kirsty Tuhiwai	Parent Representative	Elected	May 2025
Ross Harper	Parent Representative	Elected	May 2025
Lucinda McBeth	Parent Representative	Elected	May 2025
Ratama Weavers	Staff Representative	Elected	May 2025

## **Kokopu School**

## **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$1,714 (excluding GST). The funding was spent on sporting endeavours.

## **Statement of Compliance with Employment Policy**

For the year ended 31st December 2023 the Kokopu School Board:

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





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NEW ZEALAND

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF KOKOPU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Kokopu School (the School). The Auditor-General has appointed me, Adelle Wilson, using the staff and resources of BDO Northland, 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 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2023, 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 Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 20 May 2024. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### Responsibilities of the Board for the financial statements

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

**WHANGAREI PARTNERS:** Greg Atkins Scott Kennedy Adelle Wilson

**KERIKERI PARTNERS:** Solomon Dalton Angela Edwards Joanne Roberts

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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 are responsible for the other information. The other information obtained at the date of our report is Members of the Board, Kiwisport, Statement of Compliance with Employment Policy, Analysis of Variance, Evaluation of the School's Student Progress and Achievement and Report on how the school has given effect to Te Tiriti o Waitangi, 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.



Adelle Wilson  
BDO Northland  
On behalf of the Auditor-General  
Whangarei, New Zealand





# Kokopu School

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## **Kiwisport Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$1714.04. The funding was spent on gymnastics (\$1980.00 excluding GST) for year 1 to year 8 students so children can participate in gymnastics activities within the school. The number of students participating in these organised sporting activities increased from 00% to 100% of the school roll.



## Employer Responsibility Policy

Alcohol at School and School Events	<ul style="list-style-type: none"> <li>Clarified the sentence about host responsibility for school events off school property.</li> </ul>
Alcohol at School and School Events (None at School)	<ul style="list-style-type: none"> <li>Clarified the introductory wording and updated the topic title.</li> <li>Added a new section to cover information about the school's process for allowing alcohol at off-site events organised by the school.</li> </ul>
Staff Leave	<ul style="list-style-type: none"> <li>Updated to ensure content is up to date with employment agreements and COVID-19-related leave conditions.</li> <li>Updated default leave application form.</li> </ul>
COVID-19 Health Measures	<ul style="list-style-type: none"> <li>Updated to reflect the removal of COVID-19 requirements.</li> <li>Topic moved out of the Emergency, Disaster, and Crisis Management section and in to the Healthcare section as a subtopic of Infectious Diseases.</li> </ul>
Infectious Diseases	<ul style="list-style-type: none"> <li>Removed information about COVID-19 measures.</li> <li>Removed the conditions listed under "serious illness/infection" as this topic directs to exclusion periods recommended by the Ministry of Health.</li> <li>Reformatted and clarified information about exclusion periods.</li> </ul>
Firearms	<ul style="list-style-type: none"> <li>Released an updated version of Firearms Policy Guidelines.</li> </ul>
Catholic Appointment Committee (Catholic schools only)	<ul style="list-style-type: none"> <li>Clarified the requirement for a proprietor's appointees to be on the appointment committees for special character and teaching positions.</li> <li>Added acceptability criteria that may be considered by the proprietor.</li> </ul>
Use of Drones	<ul style="list-style-type: none"> <li>Updated content to reflect the Civil Aviation Act 2023 and clarified requirements of Parts 101 and 102 of the Civil Aviation Rules.</li> <li>Changed the start of this topic so the type of drone activities the board approves can be made school-specific.</li> <li>Clarified the role of the board as the PCBU, health and safety responsibilities, and risk management procedures.</li> <li>Removed information about drone insurance and added wording about consent requirements.</li> <li>Clarified privacy requirements, and updated previously optional wording about seeking consent.</li> </ul>
Drones Not Allowed	<ul style="list-style-type: none"> <li>Updated the title of this topic to show that drones are not allowed.</li> <li>Updated content to reflect the Civil Aviation Act 2023.</li> <li>Clarified the role of the board as the PCBU.</li> </ul>
Minimising Physical Restraint	<ul style="list-style-type: none"> <li>Updated the <b>Reporting physical restraint</b> section in consultation with the Ministry of Education to clarify requirements.</li> </ul>
Primary Duty of Care	<ul style="list-style-type: none"> <li>Clarified the board's primary duty of care and how this is supported by other policies and procedures.</li> <li>Summarised board responsibilities under the Health and Safety at Work Act 2015.</li> </ul>
Employer Responsibility Policy	<ul style="list-style-type: none"> <li>Updated the wording about recruitment and appointments: The board may delegate the recruitment and appointment process to the principal and senior management, and may be represented in appointment committees. For the specific make up of appointment committees according to positions, see Appointment Committees.</li> </ul>

Equal Employment Opportunities	<ul style="list-style-type: none"> <li>• Clarified legislative requirements and described how this relates to the principle of being a good employer.</li> <li>• Clarified the difference between an EEO policy and an EEO programme.</li> <li>• Added information about an EEO representative.</li> </ul>
Application Package	<ul style="list-style-type: none"> <li>• Reworded information about EEO data collection in this topic.</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Added this previously optional topic to all school sites.</li> </ul>
Alcohol, Drugs, and Other Harmful Substances Policy	<ul style="list-style-type: none"> <li>• Added sections about the wellbeing approach to alcohol and drugs, policy requirements, school expectations, and breaches.</li> <li>• Clarified the policy requirements and information for students and staff, and added content about self-disclosures by staff and students.</li> </ul>
Staff Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy	<ul style="list-style-type: none"> <li>• Clarified the processes for managing possible breaches and known breaches, and the connection to formal complaint and serious allegation procedures.</li> <li>• Removed the section about alcohol and drug testing from this policy following legal review.</li> <li>• Highlighted that schools are not obliged to offer support and rehabilitation but are guided by the Teaching Council, and any legal rulings.</li> <li>• Added a section about recording concerns and breaches.</li> </ul>
Student Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy	<ul style="list-style-type: none"> <li>• Clarified the process for responding to breaches, and how the process aligns with student wellbeing and pastoral care, surrender and retention, physical restraint, and privacy.</li> <li>• Added a section about responding to an incident that takes place at school.</li> <li>• Added a section about recording concerns and breaches.</li> </ul>
Fundraising	<ul style="list-style-type: none"> <li>• Updated "liquor" to "alcohol" in the bullet point about prizes for gambling activities.</li> </ul>
Medicines	<ul style="list-style-type: none"> <li>• Added this statement to the introduction: "We ask that students taking medicine that might cause impairment disclose this so we can support the student and ensure everyone's safety. Our Privacy Guidelines apply at all times."</li> </ul>
Before and After School Supervision	<ul style="list-style-type: none"> <li>• Changed the introduction to remove reference to active supervision before and after school.</li> </ul>
Third-Party Use of School Property	<ul style="list-style-type: none"> <li>• To clarify that sleepovers have special arrangements, added: "For conditions around overnight use of school property, see Sleepovers at School."</li> </ul>
Planning and Preparing for Emergencies, Disasters, and Crises Emergency Kits and Supplies Self-Review and Board Assurances	<ul style="list-style-type: none"> <li>• Changed references to "kit(s)" to "supplies", to cover schools that don't have kits.</li> </ul>
Flexible Working Arrangements	<ul style="list-style-type: none"> <li>• Updated the dropdown about grounds for refusal to include potential impact on student learning outcomes.</li> </ul>
Stand-Downs, Suspensions, and Exclusions (and Expulsions)	<ul style="list-style-type: none"> <li>• Updated a sentence to put more emphasis on the board's requirement to consider every statutory option available to them.</li> </ul>





# Analysis of Variance - Kokopu School Targets 2023

## Writing

Strategic Aims	Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.					
Annual Aims	1) Achieving amazing and inspiring things together: Students continue to grow their understanding of writing & gain a better phonetical understanding of spelling patterns. 2) Developing our inspiring teachers: Through Write That Essay, continue to deliver high-quality writing programs that make tangible differences to students learning. Establish a shared structured approach to spelling across the school.					
Target	Continue to lift writing achievement across the school using Write That Essay and growing phonetical understanding. <ul style="list-style-type: none"><li>77% of our students are achieving At their expected level for writing. Our target is for 80%+ of students to be at or above by the end of 2023. (3%+ increase)</li><li>Continued improvement with our targeted students particularly our year 2, 4 and 5 students. Year 2, 65% At/Above. Year 4 54% At/Above. Year 5 64% At/Above.</li></ul>					
Background Information & Baseline Data	<b>Background and Baseline Data:</b> 4 years ago, after several years of concerning writing levels, the staff at Kokopu undertook professional development in the Write That Essay program (WTE). It has had significant positive effects on teaching skills and student achievement. Over 2020, 2021, and 2022 there was pleasing progress in writing using the Write That Essay program. In term 2 2020 only 39% of students were achieving At/Above. In term 4 of 2022 that had risen to 77%. This exceeds our 2021 target of 70%. In digging deeper, it is apparent that we have cohorts of learners who are struggling. These cohorts have been part of our target groups for the last 4 years and has shown accelerated progress. We plan to continue to monitor these cohorts and add others as needed. The first two cohorts below were our original target group from 2020. The third and fourth are from 2022.					
End of year 2022 results - Whole school						
	Well Below	Below	At	Above	Total	
Y0	0%	0%	100%(5)	0%	(5)	
Y1	0%	35%(6)	65%(11)	0%	(17)	
Y2	0%	10%(2)	81%(17)	10%(2)	17%(21)	
Y3	31%(4)	15%(2)	38%(5)	15%(2)	11%(13)	
Y4	0%	36%(5)	36%(5)	29%(4)	12%(14)	
Y5	8%(1)	23%(3)	69%(9)	0%	11%(13)	
Y6	10%(1)	0%	70%(7)	20%(2)	8%(10)	
Y7	0%	10%(2)	85%(17)	5%(1)	17%(20)	
Y8	0%	25%(2)	50%(4)	25%(2)	7%(8)	
Total	5%(6)	18%(22)	66%(80)	11%(13)	(121)	
	23%		77%			
Cohort tracking over time 2020-2022						
Year	Cohort 1			Cohort 2	Cohort 3	Cohort 4
2020 (End of year)	Year 4 - 36% At/Above			Year 3 - 37% At/Above	NA	NA
2021 (End of year)	Year 5 - 53% At/Above			Year 4 - 62% At/Above	NA	NA
2022 (Mid-Year)	Year 6 - 78% At/Above			Year 5 - 59% At/Above	Year 4 - 50% At/Above	Year 3 - 42% At/Above
2022 (End of year)	Year 6 - 80% At/Above			Year 5 - 69% At/Above	Year 4 - 65% At/Above	Year 3 - 53% At/Above



Actions (What did we do?)	Outcomes (What happened?)	Reasons for Variance (Why did it happen?)		
All teachers will continue to engage in WTE PLD through Unit Holder and COL initiatives.	<ul style="list-style-type: none"><li>Through the use of the COL AST, teachers continued to develop their knowledge of the WTE program and can clearly articulate their success and areas to work on.</li><li>The Marking sheet is now fully understood by staff and teachers can easily justify why they place students in an area.</li><li>Mark sheets are being adjusted for poetic writing.</li><li>Teachers' personal writing skills continue to develop this can be seen in day-to-day writing but also in their approach to school reports and letters to parents.</li></ul>	After 5 years of PLD, staff says this is the best change they have made in their teaching practice. It has up skilled them personally which has naturally flowed on to students. The WTE has also been a catalyst/template for other improvements in the school. Understanding that changing together is powerful and that using the same common language and approach is key to succeeding as a school. WTE focuses on Transactional writing but has somewhat neglected the joy of creating poetic and creative writing. The teachers needed to address this so have started adjusting the mark sheets to accommodate this.		
Cohort tracking 2023				
Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4
2020 (End of year)	Year 4 - 36% At/Above	Year 3 - 37% At/Above	NA	NA
2021 (End of year)	Year 5 - 53% At/Above	Year 4 - 62% At/Above	NA	NA
2022 (Mid-Year)	Year 6 - 78% At/Above	Year 5 - 59% At/Above	Year 4 - 50% At/Above	Year 3 - 42% At/Above
2022 (End of year)	Year 6 - 80% At/Above	Year 5 - 69% At/Above	Year 4 - 65% At/Above	Year 3 - 53% At/Above
2023 (Mid-Year)	Year 7 - 67% At/Above	Year 6 - 91% At/Above	Year 5 - 91% At/Above	Year 4 - 46% At/Above
2023 (End of year)	Year 7 - 67% At/Above	Year 6 - 83% At/Above	Year 5 - 61% At/Above	Year 4 - 71% At/Above
<ul style="list-style-type: none"><li>Cohort 4 has had an increase in achievement of 25%.</li><li>Cohort 1 has stayed the same from Term 2</li><li>Cohort 2 has had some decrease of 8%</li><li>Cohort 3 has had a more significant drop of 30%</li></ul>				
Teachers to target students' independent use of <b>Spelling and Punctuation</b> skills to achieve at their appropriate curriculum/WTE level.	<ul style="list-style-type: none"><li>See phonics focus.</li></ul>		<ul style="list-style-type: none"><li>See phonics focus.</li></ul>	
Teachers to target <b>Crafting and Paragraphing</b> in accordance with the WTE scorecards.	<ul style="list-style-type: none"><li>Students have had increased exposure to paragraph styles and structures.</li><li>Even with this extra focus, results have not been easy to move</li><li>Staff identified key areas of paragraphing holding students back.</li><li>A 16% average increase in paragraph length shows the quality of paragraphs are improving but the students are being held back by the variety of paragraph styles they use.</li></ul>		<ul style="list-style-type: none"><li>Staff have identified the year jump from years 2 to 3 and 4 to 5 as problematic. The requirements for paragraphs change from can do to must do. This is difficult to achieve as the students can be inconsistent with this skill depending on the writing genre. They are generally very</li></ul>	

		good at this in a structured transactional writing piece but not so much in poetic.
<p>All year 4-8 students use their WTE online tool as part of their programme.</p>	<ul style="list-style-type: none"> <li>• All year 4- 8 students now have access to and use the WTE online tool.</li> <li>• Students use this tool to draft their work and are given instant feedback as they write. This has made a particularly positive improvement in speed and length of writing.</li> <li>• 10,353 times students sort feedback from Online Tool</li> <li>• 16,192 improvements made to writing</li> <li>• 74% value added on average.</li> <li>• 12% overall improvement to writing strength since 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• Students become self-managing and determined to improve their own learning.</li> <li>• Improved engagement in writing.</li> <li>• Students get measurable feedback instantly instead of waiting for a teacher to mark it and hand it back several days later.</li> <li>• Students know their next steps.</li> </ul>
WTE Online Tool - November Analysis		
<p>Year 4-8 teachers will undergo PLD in the implementation of iDeal phonetical spelling programs. Including iDeal website resources</p>	<ul style="list-style-type: none"> <li>• COL AST and LSC have done PLD with teachers and Teacher Aids.</li> <li>• Program up and running in all year 3-8 classes.</li> <li>• iDeal online subscription and resources purchased</li> <li>• Student pre and post-data collected.</li> </ul> <p>See Reading/Phonics/Spelling for results.</p>	<p>See Phonics results below</p>



Teachers will continue to moderate their assessments to make sure there is consistency in assessment judgements.	<ul style="list-style-type: none"><li>Moderation undertaken with COL AST and between teachers.</li></ul>	<ul style="list-style-type: none"><li>refined accuracy of formative and summative assessment</li><li>Teachers would now like to do this across schools in the COL.</li></ul>																																																																								
Year 0-3 classroom will focus on a BSLA literacy approach to establish strong literacy foundation skills.	<ul style="list-style-type: none"><li>Both junior classrooms now use BSLA as their literacy/writing foundation program</li><li>Introduced the LLLL program as an additional resource.</li><li>Students are now phonetically approaching literacy and have improved capability to decode independently.</li></ul>																																																																									
<div>Whole school Data</div> <div>Plus:<ul style="list-style-type: none"><li>85% of year 8 are At or Above.</li><li>83% of year 6 are At or Above.</li><li>81% of year 6 are At or Above.</li><li>There are no Well Below in Years 0, 1, 6, 7 or 8</li></ul></div> <div>Minus:<ul style="list-style-type: none"><li>34% of Year 2 and 3 students are below or well below. This has improved from 50% in the year 3 group since term 2.</li><li>39% of Year 5 students are below or well below.</li><li>Boys are less likely to score well.</li><li>40% of Māori are Below or Well Below. This has improved from 50% in term 2.</li></ul></div> <div>Interesting: New students this year. Above/At = 54%, Below/Well Below = 46%</div>																																																																										
<div>Writing OTJ – Kōkopu School Term 4 2024</div> <table><thead><tr><th></th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr></thead><tbody><tr><td>Y0</td><td>0%</td><td>0%</td><td>100% (5)</td><td>0%</td><td>4% (5)</td></tr><tr><td>Y1</td><td>0%</td><td>18% (2)</td><td>55% (6)</td><td>27% (3)</td><td>9% (11)</td></tr><tr><td>Y2</td><td>5% (1)</td><td>29% (6)</td><td>67% (14)</td><td>0%</td><td>17% (21)</td></tr><tr><td>Y3</td><td>17% (3)</td><td>17% (3)</td><td>56% (10)</td><td>11% (2)</td><td>15% (18)</td></tr><tr><td>Y4</td><td>7% (1)</td><td>21% (3)</td><td>57% (8)</td><td>14% (2)</td><td>11% (14)</td></tr><tr><td>Y5</td><td>8% (1)</td><td>31% (4)</td><td>46% (6)</td><td>15% (2)</td><td>11% (13)</td></tr><tr><td>Y6</td><td>0%</td><td>17% (2)</td><td>75% (9)</td><td>8% (1)</td><td>10% (12)</td></tr><tr><td>Y7</td><td>0%</td><td>33% (3)</td><td>67% (6)</td><td>0%</td><td>7% (9)</td></tr><tr><td>Y8</td><td>0%</td><td>15% (3)</td><td>55% (11)</td><td>30% (6)</td><td>16% (20)</td></tr><tr><td>Total</td><td>5% (6)</td><td>21% (26)</td><td>61% (75)</td><td>13% (16)</td><td>(123)</td></tr><tr><td></td><td colspan="2">26%</td><td colspan="2">74%</td><td></td></tr></tbody></table> <div>74%</div>				Well Below	Below	At	Above	Total	Y0	0%	0%	100% (5)	0%	4% (5)	Y1	0%	18% (2)	55% (6)	27% (3)	9% (11)	Y2	5% (1)	29% (6)	67% (14)	0%	17% (21)	Y3	17% (3)	17% (3)	56% (10)	11% (2)	15% (18)	Y4	7% (1)	21% (3)	57% (8)	14% (2)	11% (14)	Y5	8% (1)	31% (4)	46% (6)	15% (2)	11% (13)	Y6	0%	17% (2)	75% (9)	8% (1)	10% (12)	Y7	0%	33% (3)	67% (6)	0%	7% (9)	Y8	0%	15% (3)	55% (11)	30% (6)	16% (20)	Total	5% (6)	21% (26)	61% (75)	13% (16)	(123)		26%		74%		
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<div>Evaluation – Next Steps</div> <ul style="list-style-type: none"><li>Overall Writing has made significant improvement in the 4 years it has been a strategic and target.</li><li>WTE is now a natural part of our school learning culture.</li><li>It is no longer a strategic goal but how we do things.</li><li>There has been a small drop back this year compared to last year's 77% At/Above to</li><li>Next year we will look at our moderation again</li><li>Having new poetic writing marking sheets next year will help OTJ accuracy</li><li>Continued involvement with the COL AST will keep the writing momentum going.</li></ul>																																																																										
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## Reading/Phonics/Spelling

Strategic Aims	Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.																																																																																																
Annual Aims	3) Achieving amazing & inspiring things together: Continued improvement across the whole school in students' phonetical awareness, knowing their next steps and sharing this with home.																																																																																																
Target	4) Developing our inspiring teachers: All teachers use a phonics-based system for literacy. BSLA or IDEAL.																																																																																																
Background Information & Baseline Data	<p>Lift reading and phonetical literacy capabilities across the school</p> <ul style="list-style-type: none"><li>85% of students are reading at or above for their age.</li><li>Pre and post-data to be collected for phonetical spelling (iDeal)</li></ul> <p><b>Reading</b></p> <p>Reading is a strength of our students leaving Kokopu School with 88% of our year 8 graduates reading at or above for their age. As we progress down the year groups the reading rates tend to decrease. The effects of COVID-19 were also apparent in 2022. Over the last 4 years we have seen steady accelerated improvement in overall achievement in reading from 57% in 2019 to 74% in 2022. In 2021 we engaged in the BSLA phonics-based reading program for our year 0-2 students. We are now seeing good success in the classroom but more needs to be done to understand the assessment and reporting so we have a clear picture. Seeing success in the year 0-2 area of the school has prompted our senior classrooms to also look into phonetical approaches. In 2022 our year 5-8 classrooms were introduced to the iDeal resource site. It showed good potential and worked well for a small group of target students. In 2023 we wish to target continued phonetical growth using BSLA and iDeal programs.</p> <p><b>Overall Reading Data T4 2022</b></p> <table><tr><th></th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Y0</td><td>0%</td><td>0%</td><td>100% (5)</td><td>0%</td><td>4%(5)</td></tr><tr><td>Y1</td><td>0%</td><td>59% (10)</td><td>18% (3)</td><td>24% (4)</td><td>14%(17)</td></tr><tr><td>Y2</td><td>10% (2)</td><td>33% (7)</td><td>29% (6)</td><td>29% (6)</td><td>17%(21)</td></tr><tr><td>Y3</td><td>8% (1)</td><td>15% (2)</td><td>46% (6)</td><td>31% (4)</td><td>11%(13)</td></tr><tr><td>Y4</td><td>0%</td><td>0%</td><td>29% (4)</td><td>71% (10)</td><td>12%(14)</td></tr><tr><td>Y5</td><td>8% (1)</td><td>31% (4)</td><td>38% (5)</td><td>23% (3)</td><td>11%(13)</td></tr><tr><td>Y6</td><td>10% (1)</td><td>10% (1)</td><td>20% (2)</td><td>60% (6)</td><td>8%(10)</td></tr><tr><td>Y7</td><td>5% (1)</td><td>5% (1)</td><td>30% (6)</td><td>60% (12)</td><td>17%(20)</td></tr><tr><td>Y8</td><td>0%</td><td>13% (1)</td><td>25% (2)</td><td>63% (5)</td><td>7%(8)</td></tr><tr><td>Total</td><td>5% (6)</td><td>21% (26)</td><td>32% (39)</td><td>42% (50)</td><td>121</td></tr><tr><td></td><td colspan="2">26%</td><td colspan="2">74%</td><td></td></tr></table> <table><tr><th>Year</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th></tr><tr><td>2020</td><td>4%</td><td>24%</td><td>59%</td><td>13%</td></tr><tr><td>2021</td><td>3%</td><td>17%</td><td>64%</td><td>17%</td></tr><tr><td>2022</td><td>5%</td><td>21%</td><td>32%</td><td>42%</td></tr></table>						Well Below	Below	At	Above	Total	Y0	0%	0%	100% (5)	0%	4%(5)	Y1	0%	59% (10)	18% (3)	24% (4)	14%(17)	Y2	10% (2)	33% (7)	29% (6)	29% (6)	17%(21)	Y3	8% (1)	15% (2)	46% (6)	31% (4)	11%(13)	Y4	0%	0%	29% (4)	71% (10)	12%(14)	Y5	8% (1)	31% (4)	38% (5)	23% (3)	11%(13)	Y6	10% (1)	10% (1)	20% (2)	60% (6)	8%(10)	Y7	5% (1)	5% (1)	30% (6)	60% (12)	17%(20)	Y8	0%	13% (1)	25% (2)	63% (5)	7%(8)	Total	5% (6)	21% (26)	32% (39)	42% (50)	121		26%		74%			Year	Well Below	Below	At	Above	2020	4%	24%	59%	13%	2021	3%	17%	64%	17%	2022	5%	21%	32%	42%
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Phonics/Spelling		Currently, we only gather spelling data using the Essential Lists. This is not sufficient to gain an understanding of phonetical understanding and we are planning to gather data using iDeal and BSLA to fill this gap. We will do pre-and post-assessments to capture this in 2023.																																																																																																	
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<ul style="list-style-type: none"><li>Year 0-3 teachers will continue with the BSLA program</li><li>Additional BSLA/LLLL resources purchased</li><li>Year 4-8 Teachers engaged in the iDeal program.</li><li>iDeal resources purchased</li></ul> <p>Target data was established after pretesting was completed in term 2.</p>		<ul style="list-style-type: none"><li>All Year 1-2 teachers now have a fully functioning Phonics-based literacy program.</li><li>They are now using both LLLL and BSLA</li><li>Year 3-8 Students now have phonics-based literacy learning in their classes.</li></ul>	All teachers now understand that the old approach to spelling/reading was not catering for all learners. This understanding has led to whole school change and willingness to work together to come up with common practices across the school.																																																																																																
		<p>iDeal Spelling Term 2 data</p> <table><tr><th>Term 2</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Y3</td><td></td><td>36% (5)</td><td>50% (7)</td><td>14% (2)</td><td>14</td></tr><tr><td>Y4</td><td></td><td>38% (5)</td><td>46% (6)</td><td>15% (2)</td><td>13</td></tr><tr><td>Y5</td><td></td><td>58% (7)</td><td>42% (5)</td><td></td><td>12</td></tr><tr><td>Y6</td><td></td><td>58% (7)</td><td>42% (5)</td><td></td><td>12</td></tr><tr><td>Y7</td><td>78% (7)</td><td>22% (2)</td><td></td><td></td><td>9</td></tr><tr><td>Y8</td><td>24% (5)</td><td>43% (9)</td><td>33% (7)</td><td></td><td>21</td></tr><tr><td>Totals</td><td>14.8% 12</td><td>43.2% 35</td><td>37% 30</td><td>4.9% 4</td><td>81</td></tr></table> <p>iDeal Spelling Term 4 Data</p> <table><tr><th>Term 4</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Y3</td><td>0%</td><td>27% (4)</td><td>33% (5)</td><td>40% (6)</td><td>(15)</td></tr><tr><td>Y4</td><td>0%</td><td>29% (4)</td><td>57% (8)</td><td>14% (2)</td><td>(14)</td></tr><tr><td>Y5</td><td>0%</td><td>62% (8)</td><td>38% (5)</td><td>0%</td><td>(13)</td></tr><tr><td>Y6</td><td>0%</td><td>50% (6)</td><td>50% (6)</td><td>0%</td><td>(12)</td></tr><tr><td>Y7</td><td>33% (3)</td><td>67% (6)</td><td>0%</td><td>0%</td><td>(9)</td></tr><tr><td>Y8</td><td>11% (2)</td><td>32% (6)</td><td>58% (11)</td><td>0%</td><td>(19)</td></tr><tr><td>Totals</td><td>6% (5)</td><td>41% (34)</td><td>43% (35)</td><td>10% (8)</td><td>(82)</td></tr></table>	Term 2	Well Below	Below	At	Above	Total	Y3		36% (5)	50% (7)	14% (2)	14	Y4		38% (5)	46% (6)	15% (2)	13	Y5		58% (7)	42% (5)		12	Y6		58% (7)	42% (5)		12	Y7	78% (7)	22% (2)			9	Y8	24% (5)	43% (9)	33% (7)		21	Totals	14.8% 12	43.2% 35	37% 30	4.9% 4	81	Term 4	Well Below	Below	At	Above	Total	Y3	0%	27% (4)	33% (5)	40% (6)	(15)	Y4	0%	29% (4)	57% (8)	14% (2)	(14)	Y5	0%	62% (8)	38% (5)	0%	(13)	Y6	0%	50% (6)	50% (6)	0%	(12)	Y7	33% (3)	67% (6)	0%	0%	(9)	Y8	11% (2)	32% (6)	58% (11)	0%	(19)	Totals	6% (5)	41% (34)	43% (35)	10% (8)	(82)	<ul style="list-style-type: none"><li>Since term 2, the last 6 months, there has been an <b>11.1% improvement</b> in spelling achievement. From 41.9% to 53% At or Above.</li><li>We still have no year 7 students at their expected level</li><li>71% of year 4 at At or Above</li><li>73% of year 3 at At or Above</li><li>It is interesting that the students who have had the most exposure to phonics are doing their best. Eg years 3-4. The students who have had the least Yr 7-8 are struggling.</li><li>We predict that naturally, like writing, student learning will improve over time as they have more time in the programs.</li><li>Now that we have reliable data, we can target students for 2024.</li><li>2024 continues to have Phonics/Spelling as a target and strategic goal.</li><li>The likely group will be those students who are in Below but would normally be At.</li></ul>
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		<ul style="list-style-type: none"><li>Teacher aides had significant assistance through the Learning Support Coordinator. She helped set up programs and upskill each Teacher Aide.</li></ul>	<ul style="list-style-type: none"><li>The LSC was better placed to work with TAs as she had already been working with them on a regular basis.</li></ul>																																																																																																
The unit holder, LSC and AST provided teachers and support staff with PLD in the implementation of the iDeal phonetical spelling program. Including iDeal website resources. Parents are informed about the program and home help resources are available.		<ul style="list-style-type: none"><li>This will be completed in 2024 as part of our new strategic plan.</li></ul>	<ul style="list-style-type: none"><li>We felt that teachers needed this year to cement the program and their own learning before creating support</li></ul>																																																																																																



			materials for families. This way families get the best assistance.																																																																																																
Assessment data collected through iDeal, BSLA and Etap	<ul style="list-style-type: none"><li>iDeal data collection is completed and is now able to be analysed on our SMS.</li><li>BSLA is still too difficult to manage effectively on the SMS and we have added this to next year's goal.</li></ul>	<ul style="list-style-type: none"><li>Teachers have found the BSLA assessments difficult to administer and hard to analyse for trends beyond single students.</li><li>We have decided that the LLLL resources may be a better fit. This is a major focus of our 2024 strategic goal.</li></ul>																																																																																																	
Analyse assessment data and reported to staff, parents and BOT.	<ul style="list-style-type: none"><li>Staff reviewed and made suggestions for next steps</li><li>BOT reviewed and made suggestions for next steps</li><li>Actions/next steps created in the 2024 Strategic plan.</li></ul> <p><b>Delivering effective, consistent and evidence-based literacy learning across the school and home</b></p> <ul style="list-style-type: none"><li>1.1 Develop consistent, evidence-based teaching and learning practices for structured literacy across the school, including the iDeal, Little Learners Love Literacy and BSLA programs.</li><li>1.2 Strengthen assessment in structured literacy to improve learning outcomes and reporting to parents.</li><li>1.3 Develop strong phonetic learners at school aided by whanau.</li></ul>																																																																																																		
Term 4 2023 Reading OTJ	<p><b>Term 4 2023 Reading OTJ</b></p> <table><tr><th></th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th><th>Total</th></tr><tr><td>Y0</td><td>0%</td><td>0%</td><td>100% (5)</td><td>0%</td><td>4% (5)</td></tr><tr><td>Y1</td><td>0%</td><td>18% (2)</td><td>82% (9)</td><td>0%</td><td>9% (11)</td></tr><tr><td>Y2</td><td>10% (2)</td><td>24% (5)</td><td>48% (10)</td><td>19% (4)</td><td>17% (21)</td></tr><tr><td>Y3</td><td>6% (1)</td><td>28% (5)</td><td>50% (9)</td><td>17% (3)</td><td>15% (18)</td></tr><tr><td>Y4</td><td>7% (1)</td><td>7% (1)</td><td>29% (4)</td><td>57% (8)</td><td>11% (14)</td></tr><tr><td>Y5</td><td>8% (1)</td><td>8% (1)</td><td>69% (9)</td><td>15% (2)</td><td>11% (13)</td></tr><tr><td>Y6</td><td>0%</td><td>8% (1)</td><td>67% (8)</td><td>25% (3)</td><td>10% (12)</td></tr><tr><td>Y7</td><td>11% (1)</td><td>11% (1)</td><td>56% (5)</td><td>22% (2)</td><td>7% (9)</td></tr><tr><td>Y8</td><td>0%</td><td>5% (1)</td><td>15% (3)</td><td>80% (16)</td><td>16% (20)</td></tr><tr><td>Total</td><td>4.5% (6)</td><td>13.5% (16)</td><td>50% (62)</td><td>32% (39)</td><td>(123)</td></tr><tr><td></td><td colspan="2">18%</td><td colspan="3">83%</td></tr></table> <table><tr><th>Year (T4)</th><th>Well Below</th><th>Below</th><th>At</th><th>Above</th></tr><tr><td>2020</td><td>4%</td><td>24%</td><td>59%</td><td>13%</td></tr><tr><td>2021</td><td>3%</td><td>17%</td><td>64%</td><td>17%</td></tr><tr><td>2022</td><td>5%</td><td>21%</td><td>32%</td><td>42%</td></tr><tr><td>2023</td><td>4.5%</td><td>13.5%</td><td>50%</td><td>32%</td></tr></table>		Well Below	Below	At	Above	Total	Y0	0%	0%	100% (5)	0%	4% (5)	Y1	0%	18% (2)	82% (9)	0%	9% (11)	Y2	10% (2)	24% (5)	48% (10)	19% (4)	17% (21)	Y3	6% (1)	28% (5)	50% (9)	17% (3)	15% (18)	Y4	7% (1)	7% (1)	29% (4)	57% (8)	11% (14)	Y5	8% (1)	8% (1)	69% (9)	15% (2)	11% (13)	Y6	0%	8% (1)	67% (8)	25% (3)	10% (12)	Y7	11% (1)	11% (1)	56% (5)	22% (2)	7% (9)	Y8	0%	5% (1)	15% (3)	80% (16)	16% (20)	Total	4.5% (6)	13.5% (16)	50% (62)	32% (39)	(123)		18%		83%			Year (T4)	Well Below	Below	At	Above	2020	4%	24%	59%	13%	2021	3%	17%	64%	17%	2022	5%	21%	32%	42%	2023	4.5%	13.5%	50%	32%	<p><b>Plus:</b></p> <ul style="list-style-type: none"><li>These are the best reading results in the last 4 years.</li><li>95% 19/20 of year 8 students are At or Above.</li><li>92 of year 6 students are At or Above</li><li>1/3 of the school is Above</li><li>57% of year 4 students are Above</li><li>80% of year 8 students are Above</li><li>There are no Years 0, 1, 2, 6 and 8 Well Below</li><li>The number of Year 1-2 students achieving At or Above in reading has improved 22% since 2022.</li></ul> <p><b>Minus:</b></p> <ul style="list-style-type: none"><li>34% of our year 2 and 3 students are below.</li><li>32% of Māori are Below/Well Below. This has improved from 50% in Term 2.</li><li>23% of Males are Below/Well Below compared to females 12.5%.</li></ul> <p><b>Interesting:</b></p> <ul style="list-style-type: none"><li>As students move through the school the results get better.</li><li>New students this year. Above/At = 76%, Below/Well Below = 27%</li></ul>
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### Evaluation/Next steps

- In all, this year has been about discovering what the potential of different phonics programs are.
- Teachers have delved into each program and put them into effect in their classrooms.
- The feedback from staff, students and parents has been very positive.
- Our next steps are to take these programs we have tried and set some formal structures and systems around them so that we are all clear about the approach we take at Kokopu School.
- We need to investigate which two of the junior programs we will use as our main program. BSLA or LLLL
- Updating our assessment approach will continue in 2024 as we now know that iDeal can cater for the whole school.
- We will now develop resources and support for whanau so that they can assist at home too.

## Maths

Strategic Aims	Achieving Amazing, Inspiring Things Together - Developing our Inspiring Teachers.																																																																												
Annual Aims	<p>Achieving amazing &amp; inspiring things together:</p> <p>Students will experience more success in mathematics, especially in basic facts, fractions, and problem-solving through strand.</p> <ul style="list-style-type: none"><li>Students will have an increased understanding of fractions.</li></ul> <p>Developing our inspiring teachers:</p> <p>With increased focus on strand, teachers will develop problem-solving and mathematic literacy skills, particularly in fractions.</p>																																																																												
Target	<p><b>Fractions</b></p> <ol style="list-style-type: none"><li>Establish accurate assessment and consistent expectations and programs across the school.</li><li>Overall, lift fractions achievement across the school from 82% at and above to 85%+.</li><li>Empower and involve parents in supporting their child's learning at home.</li></ol>																																																																												
Background Information & Baseline Data	<p><b>Background and Baseline Data:</b></p> <p>Over the last 2 years, by looking at the data and teacher observation, students have had less than satisfactory understanding of fractions. The data shows that lifting fractions knowledge will lift overall student progress and success.</p> <p><b>Year 5-8</b></p> <p>Using the GloSS assessment, we can clearly see the disparity in achievement between the three strategy areas. There is a 17% difference in achievement between Add/Sub and Fractions and a 10% difference with Mult/Div. Year 6 students achieve at 46% and Year 7 65% in comparison with the average of 73% overall. By lifting these two particular groups significant progress will be made towards the target</p> <div><table><caption>Addition/Subtraction</caption><tr><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td>0%</td><td>10%</td><td>55%</td><td>35%</td></tr></table><table><caption>Multiplication/Division</caption><tr><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td>0%</td><td>17%</td><td>57.5%</td><td>25.5%</td></tr></table><table><caption>Ratios and Proportions (Fractions)</caption><tr><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td>1.5%</td><td>25.5%</td><td>51%</td><td>22%</td></tr></table></div> <div><table><caption>Ratios and Proportions (Fractions) year break down</caption><tr><td></td><td>Well Below</td><td>Below</td><td>At</td><td>Above</td><td>Total</td></tr><tr><td>Y3</td><td></td><td></td><td></td><td>100% (3)</td><td>3</td></tr><tr><td>Y4</td><td></td><td></td><td>100% (1)</td><td></td><td>1</td></tr><tr><td>Y5</td><td></td><td>15% (2)</td><td>54% (7)</td><td>31% (4)</td><td>13</td></tr><tr><td>Y6</td><td></td><td>54% (7)</td><td>31% (4)</td><td>15% (2)</td><td>13</td></tr><tr><td>Y7</td><td>11% (1)</td><td>33% (3)</td><td>33% (3)</td><td>22% (2)</td><td>9</td></tr><tr><td>Y8</td><td></td><td>15% (3)</td><td>75% (15)</td><td>10% (2)</td><td>20</td></tr><tr><td>Totals</td><td>1.5% 1</td><td>25.5% 15</td><td>51% 30</td><td>22% 13</td><td>59</td></tr></table></div>					Well Below	Below	At	Above	0%	10%	55%	35%	Well Below	Below	At	Above	0%	17%	57.5%	25.5%	Well Below	Below	At	Above	1.5%	25.5%	51%	22%		Well Below	Below	At	Above	Total	Y3				100% (3)	3	Y4			100% (1)		1	Y5		15% (2)	54% (7)	31% (4)	13	Y6		54% (7)	31% (4)	15% (2)	13	Y7	11% (1)	33% (3)	33% (3)	22% (2)	9	Y8		15% (3)	75% (15)	10% (2)	20	Totals	1.5% 1	25.5% 15	51% 30	22% 13	59
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## Year 1-4

Using the Jam assessment, we can see that there is less of a disparity in achievement for our Juniors.

There is a small group of three year 3 students that fall in the below

Jam Fractions		
Well Below	Below	At
0%	6%	42.5%
		Above
		51.5%

Jam Overall		
Well Below	Below	At
4%	2%	63%
		Above
		31%

Jam overall year breakdown				
	Well Below	Below	At	Above
Y0				
Y1			100% (5)	
Y2			81% (13)	19% (3)
Y3		15% (3)	10% (2)	75% (15)
Y4			10% (1)	90% (9)
Totals	0%	5.8% 3	42.3% 22	51.9% 27
Total				52

### Actions (What did we do?)

### Outcomes (What happened?)

### Reasons for Variance (Why did it happen?)

PLD into the New NZ Maths curriculum

- Teachers now understand the new structure of the maths curriculum including Understand, Know, Do.
- Teachers have adapted their planning to suit the new curriculum
- Kokopu School curriculum folder updated

The new curriculum has a different structure that teachers needed to understand so that they can plan accordingly. Due to the minimal content change in the new curriculum teachers were able to adapt quickly.

Analysis of current practice and assessment tools.

- Current planning methods and assessments were looked at and it was decided to continue these until more information and support materials became available for the new curriculum.
- New curriculum Maths Unit planning templates were obtained to assist with planning. These include Understand, Know Do

Unfortunately, no new resourcing was provided by MOE to support the new Maths curriculum so it was decided to wait for this before making any other changes to the classroom programs.

Through assessment data, staff identified students who have less than satisfactory progress

- Students identified
- Pre-data was gathered and analysed.
- Post data gathered and analysed.

See the data sheet below for variance.

Teachers to investigate a variety of fractions resources that link to the NZC and implement them in class.

- Staff sharing of programs and their effectiveness at staff meetings.
- Additional resources purchased including updated textbooks for year 7-8 and NUMICON sets throughout the junior rooms.
- Improved programs are up and running in classrooms.

See Data on the next page



Year 5-8

Using the GloSS assessment, we can clearly see the disparity in achievement between the three strategy areas. There is a 17% difference in achievement between Add/Sub and Fractions and a 10% difference with Mult/Div. Year 6 students achieve at 46% and Year 7 65% in comparison with the average of 73% overall.

By lifting these two particular groups significant progress will be made towards the target

Term 4 2022 Ratios and Proportions (Fractions) year break down				
	Well Below	Below	At	Above
Y3				100% (3)
Y4			100% (1)	1
Y5		15% (2)	54% (7)	31% (4)
Y6		54% (7)	31% (4)	15% (2)
Y7	11% (1)	33% (3)	33% (3)	22% (2)
Y8		15% (3)	75% (15)	10% (2)
Totals	1.5% 1	25.5% 15	51% 30	22% 13

Plus:

- There has been an overall lift in achievement from 73% - 82% At/Above.
- Year 7 has moved from 55% to 100%. This is one of our Target groups
- Year 5 has moved from 85% to 91%
- There are no students in the school that are Well Below.

Year 1-4

Using the Jam assessment, we can see that there is less of a disparity in achievement for our Juniors. There is a small group of three year 3 students that fall in the below

Term 4 2022 Jam overall year breakdown				
	Well Below	Below	At	Above
Y0				
Y1			100% (5)	5
Y2			81% (13)	19% (3)
Y3		15% (3)	10% (2)	75% (15)
Y4			10% (1)	90% (9)
Totals	0%	5.8% 3	42.3% 22	51.9% 27

Plus:

- 82% of this group are At or Above.
- 100% of year 0/1 students are At or Above
- 67% of year 3's are Above
- There is only 1 student in the school that is Well Below.

Term 4 2023 Ratios and Proportions (Fractions) year break down				
	Well Below	Below	At	Above
Y3	0%	0%	78% (7)	22% (2)
Y4	0%	18% (2)	45% (5)	36% (4)
Y5	0%	15% (2)	69% (9)	15% (2)
Y6	0%	42% (5)	25% (3)	33% (4)
Y7	0%	0%	100% (9)	0%
Y8	0%	21% (4)	42% (8)	37% (7)
Totals	0%	18% (13)	56% (41)	26% (19)

Minus:

- 42% of year 6 are below
- Girls tend to perform better than boys by about 10%. (Data no included)

Term 4 2023 Jam overall year breakdown				
	Well Below	Below	At	Above
Y0	0%	0%	100% (5)	0%
Y1	0%	0%	64% (7)	36% (4)
Y2	0%	24% (5)	38% (8)	38% (8)
Y3	0%	22% (2)	11% (1)	67% (6)
Y4	25% (1)	25% (1)	50% (2)	0%
Totals	2% (1)	16% (8)	46% (23)	36% (18)

Minus:

- There has been an overall drop in achievement from 94% to 82% At/Above Interesting
- The year 4 students are our lower students as they would normally do the GloSS senior test.
- The better Years three students also do the GloSS test.

Evaluation – Where to next

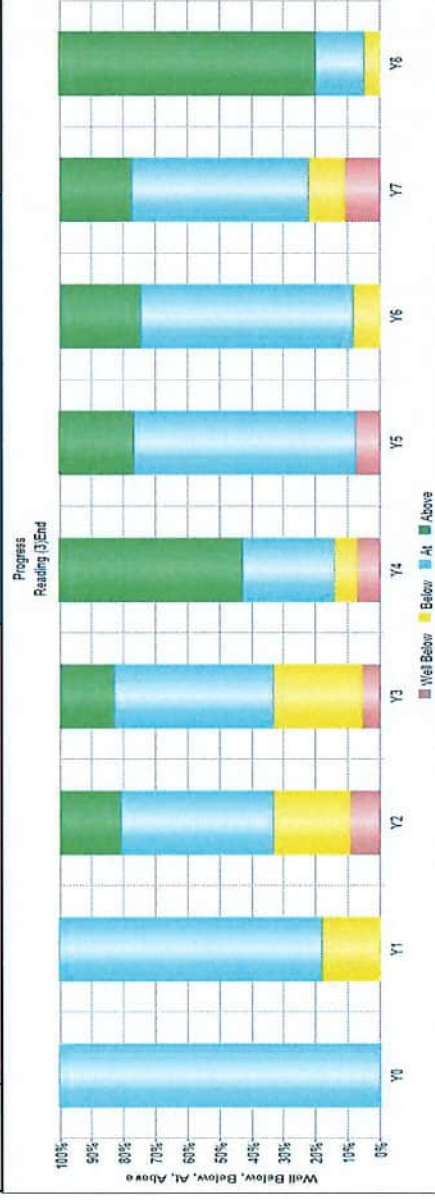
- In all, Students as a whole have made pleasing progress (11%) over 2023 in fractions.
- Our overall At and Above for Maths is now 83% which can be attributed to the rise in fractions knowledge. These are the highest Maths results in the last 5 years.
- There are still a number of year 6 students who are not doing as well with fractions. There was improvement in this group but 54% of the group (7 students) are still Below. Their year 7 teacher next year will continue to focus on improving this.
- Next year we will not have a school-wide focus on maths but individual students will continue to have support.



# Reading OTJ – Kōkopu School Term 4 2023



	Well Below	Below	At	Above	Total
Y0	0%	0%	100% (5)	0%	4% (5)
Y1	0%	18% (2)	82% (9)	0%	9% (11)
Y2	10% (2)	24% (5)	48% (10)	19% (4)	17% (21)
Y3	6% (1)	28% (5)	50% (9)	17% (3)	15% (18)
Y4	7% (1)	7% (1)	29% (4)	57% (8)	11% (14)
Y5	8% (1)	8% (1)	69% (9)	15% (2)	11% (13)
Y6	0%	8% (1)	67% (8)	25% (3)	10% (12)
Y7	11% (1)	11% (1)	56% (5)	22% (2)	7% (9)
Y8	0%	5% (1)	15% (3)	80% (16)	16% (20)
<b>Total</b>	<b>4.5% (6)</b>	<b>13.5% (16)</b>	<b>50% (62)</b>	<b>32% (39)</b>	<b>(123)</b>
	<b>18%</b>		<b>82%</b>		



Gender	Well Below	Below	At	Above	Total
Male	7.6%	15.2%	48.5%	28.8%	66
Female	1.8%	10.5%	52.6%	35.1%	57

Ethnic	Well Below	Below	At	Above	Total
Māori	8.0%	24.0%	48.0%	20.0%	25
Pasifika	0%	33.3%	66.7%	0%	3
Asian	33.3%	0%	33.3%	33.3%	3
MELAA	0%	0%	50.0%	50.0%	2
NZ/European	3.3%	10.0%	51.1%	35.6%	90

## Reading OTJ T4 2023



### Plus:

- These are the best reading results in the last 4 years.
- 95% 19/20 of year 8 students are At or Above.
- 92 of year 6 students are At or Above
- 1/3 of the school is Above
- 57% of year 4 students are Above
- 80% of year 8 students are Above
- There are no Years 0, 1, 2, 6 and 8 Well Below

### Minus:

- 34% of our year 2 and 3 students are below.
- 32% of Māori are Below/Well Below . This has improved from 50% in Term 2.
- 23% of Males are Below/Well Below compared to Female 12.5%.

### Interesting:

- As students move through the school the results get better.
- New students this year. Above/At = 76%, Below/Well Below = 27%

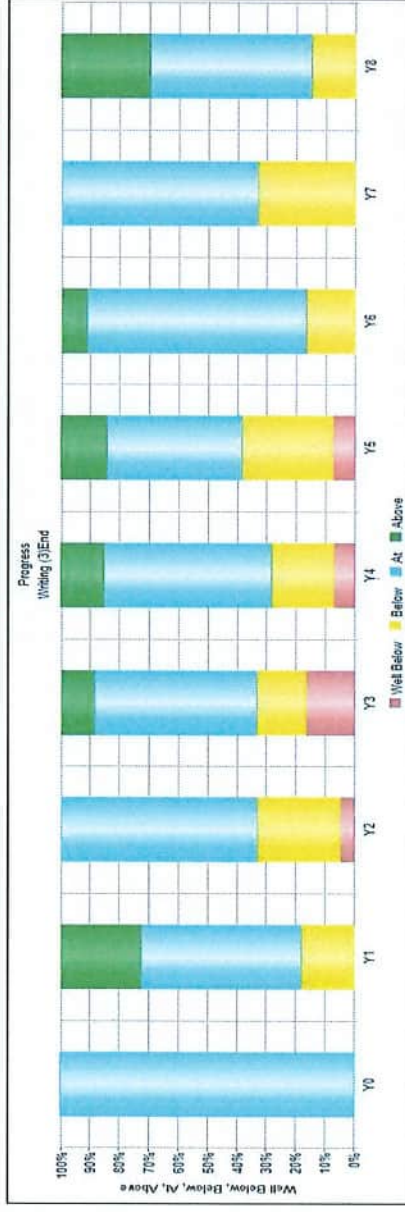
Year (T4)	Well Below	Below	At	Above
2020	4%	24%	59%	13%
2021	3%	17%	64%	17%
2022	5%	21%	32%	42%
2023	4.5%	13.5%	50%	32%



# Writing OTJ – Kōkopu School Term 4 2023



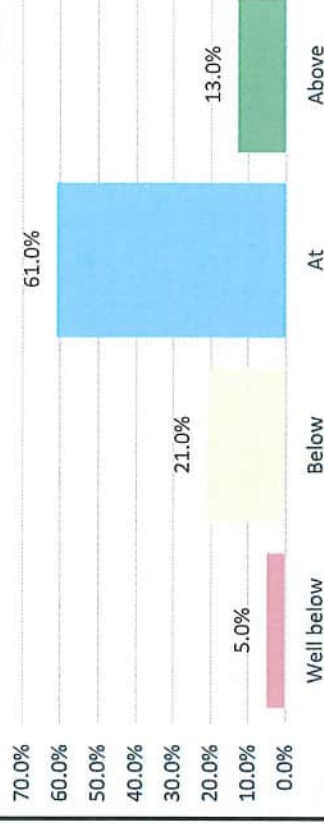
	Well Below	Below	At	Above	Total
Y0	0%	0%	100% (5)	0%	4% (5)
Y1	0%	18% (2)	55% (6)	27% (3)	9% (11)
Y2	5% (1)	29% (6)	67% (14)	0%	17% (21)
Y3	17% (3)	17% (3)	56% (10)	11% (2)	15% (18)
Y4	7% (1)	21% (3)	57% (8)	14% (2)	11% (14)
Y5	8% (1)	31% (4)	46% (6)	15% (2)	11% (13)
Y6	0%	17% (2)	75% (9)	8% (1)	10% (12)
Y7	0%	33% (3)	67% (6)	0%	7% (9)
Y8	0%	15% (3)	55% (11)	30% (6)	16% (20)
<b>Total</b>	<b>5% (6)</b>	<b>21% (26)</b>	<b>61% (75)</b>	<b>13% (16)</b>	<b>(123)</b>
	<b>26%</b>		<b>74%</b>		



Gender	Well Below	Below	At	Above	Total
Male	7.6%	25.8%	54.5%	12.1%	66
Female	1.8%	15.8%	68.4%	14.0%	57

Ethnic	Well Below	Below	At	Above	Total
Māori	8.0%	32%	52.0%	8.0%	25
Pasifika	0%	33.3%	66.7%	0%	3
Asian	33.3%	0%	66.7%	0%	3
MELAA	0%	50%	0%	50.0%	2
NZ/Euro	3.3%	17.8%	64.4%	14.4%	90

## Writing OTJ T4 2023



### Plus:

- 85% of year 8 are At or Above.
- 83% of year 6 are At or Above.
- 81% of year 6 are At or Above.
- There are no Well Below in Years 0, 1, 6, 7 or 8

### Minus:

- 34% of Year 2 and 3 students are below or well below. This has improved from 50% in the year 3 group since term 2.
- 39% of Year 5 students are below or well below.
- Boys are less likely to score well.
- 40% of Māori are Below or Well Below. This has improved from 50% in term 2.

### Interesting:

New students this year. Above/At = 54%, Below/Well Below = 46%

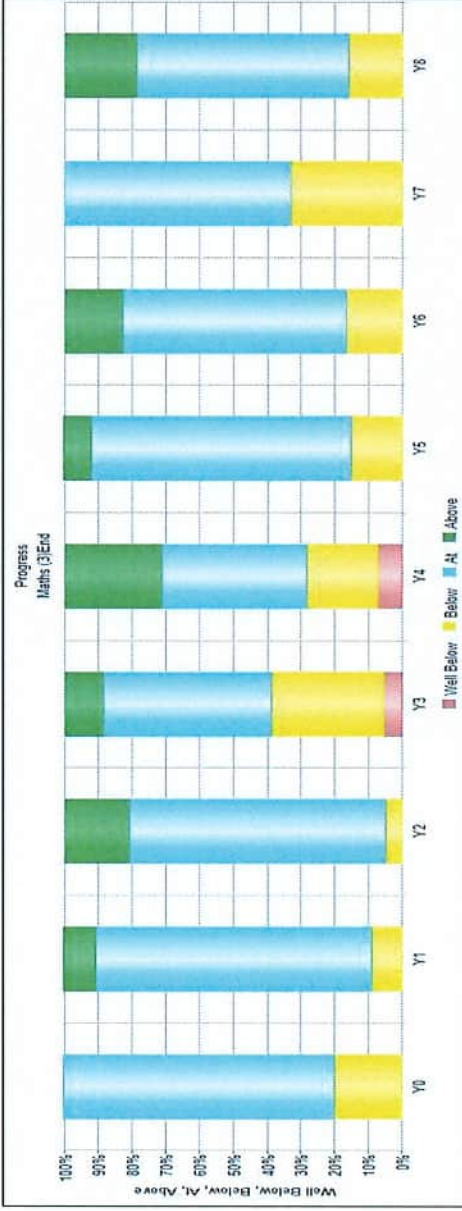
Year T4	Well Below	Below	At	Above
2020	6%	32%	31%	31%
2021	8%	29%	56%	8%
2022	5%	18%	66%	11%
2023	5%	21%	61%	13%



# Maths OTJ – Kōkopu School Term 4 2023



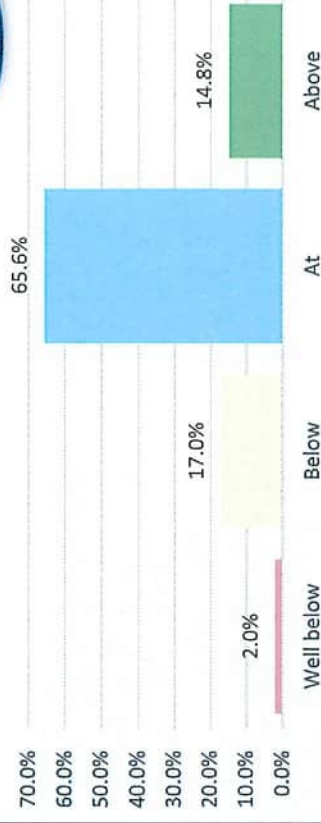
Year	Well Below	Below	At	Above	Total
Y0	0%	20% (1)	80% (4)	0%	4% (5)
Y1	0%	9% (1)	82% (9)	9% (1)	9% (11)
Y2	0%	5% (1)	76% (16)	19% (4)	17% (21)
Y3	6% (1)	33% (6)	50% (9)	11% (2)	15% (18)
Y4	7% (1)	21% (3)	43% (6)	29% (4)	11 (14)
Y5	0%	15% (2)	77% (10)	8% (1)	11% (13)
Y6	0%	17% (2)	67% (8)	17% (2)	10% (12)
Y7	0%	33% (3)	67% (6)	0%	7% (9)
Y8	0%	16% (3)	63% (12)	21% (4)	16% (19)
<b>Total</b>	<b>2% (2)</b>	<b>17% (22)</b>	<b>66% (80)</b>	<b>15% (18)</b>	<b>(122)</b>
	<b>19%</b>		<b>81%</b>		



Gender	Well Below	Below	At	Above	Total
Male	3.0%	24.2%	53.0%	19.7%	66
Female	0%	10.7%	80.4%	8.9%	56

Ethnic	Well Below	Below	At	Above	Total
Māori	4.0%	32.0%	60.0%	4%	25
Pasifika	0%	0%	100%	0%	3
Asian	0%	33.7%	66.7%	0%	3
MELAA	0%	50%	0%	50.0%	2
NZ/Euro	1.1%	13.5%	67.4%	18.0%	89

## Maths OTJ T4 2023



### Plus:

- 81% of the School is At/Above. The highest in the last 4 years.
- 95% of year 2 are At/Above.
- 91% of year 2 are At/Above.
- 83% of year 8 are At/Above.
- 84% of year 6 are At/Above.
- 85% of year 5 are At/Above.
- There are only 2 students in the school that are Well Below.
- 29% of Year 4 students are above.

### Minus:

- 39% of Year 3 students are Below or Well Below.
- 33% of Year 7 students are Below or Well Below.
- 28% of Year 4 students are Below or Well Below.
- Māori students achieve at 64% At or Above compared to non-Māori 85%.
- Girls outperform boys by 89.3% to 72.7%.

### Interesting:

- Boys are more likely to be Above than girls. 19.7% v 8.9%.
- New students this year. Above/At = 55% Below/Well Below = 45%

Year T2	Well Below	Below	At	Above
2020	8%	35%	45%	12%
2021	3%	14%	69%	14%
2022	3%	17%	68%	12%
2023	2%	17%	66%	15%



# Writing/Spelling - TARGET GROUP – Kōkōpu School Term 4 2023



## Writing Background and Baseline Data:

In the last 3 years, after several years of concerning writing levels particularly with boys the staff at Kōkōpu have undertaken professional development in the Write That Essay program (WTE). It has had significant positive effects on teaching skills and student achievement. We initially tracked cohorts 1 and 2 and in 2022 added cohorts 3 and 4 as we were seeing similar patterns.

Year	Cohort 1	Cohort 2	Cohort 3	Cohort 4
2020 (End of year)	Year 4 - 36% At/Above	Year 3 - 37% At/Above	NA	NA
2021 (End of year)	Year 5 - 53% At/Above	Year 4 - 62% At/Above	NA	NA
2022 (Mid-Year)	Year 6 - 78% At/Above	Year 5 - 59% At/Above	Year 4 - 50% At/Above	Year 3 - 42% At/Above
2022 (End of year)	Year 6 - 80% At/Above	Year 5 - 69% At/Above	Year 4 - 65% At/Above	Year 3 - 53% At/Above
2023 (Mid-Year)	Year 7 - 67% At/Above	Year 6 - 91% At/Above	Year 5 - 91% At/Above	Year 4 - 46% At/Above
2023 (End of year)	Year 7 - 67% At/Above	Year 6 - 83% At/Above	Year 5 - 61% At/Above	Year 4 - 71% At/Above

- Cohort 4 has had an increase in achievement of 25%.
- Cohort 1 has stayed the same from Term 2
- Cohort 2 has had some decrease of 8%
- Cohort 3 has had a more significant drop of 30%

## Phonics/Spelling

Currently (2022), we only gather spelling data using the Essential Lists. This is not sufficient to gain any understanding of phonetical understanding and we are planning to gather data using iDeal and BSLA to fill this gap. We will do Pre and Post assessments to capture this in 2023.

Term 2	Well Below	Below	At	Above	Total
Y3		36% (5)	50% (7)	14% (2)	14
Y4		38% (5)	46% (6)	15% (2)	13
Y5		58% (7)	42% (5)		12
Y6		58% (7)	42% (5)		12
Y7	78% (7)	22% (2)			9
Y8	24% (5)	43% (9)	33% (7)		21
Totals	14.8% 12	43.2% 35	37% 30	4.9% 4	81

Term 4	Well Below	Below	At	Above	Total
Y3	0%	27% (4)	33% (5)	40% (6)	(15)
Y4	0%	29% (4)	57% (8)	14% (2)	(14)
Y5	0%	62% (8)	38% (5)	0%	(13)
Y6	0%	50% (6)	50% (6)	0%	(12)
Y7	33% (3)	67% (6)	0%	0%	(9)
Y8	11% (2)	32% (6)	58% (11)	0%	(19)
Totals	6% (5)	41% (34)	43% (35)	10% (8)	(82)

- Since term 2, the last 6 months, there has been an **11.1% improvement** in spelling achievement. From 41.9% to 53% At or Above.
- We still have no year 7 students at their expected level
- 71% of year 4 at At or Above
- 73% of year 3 at At or Above
- It is interesting that the students who have had the most exposure to phonics are doing the best. Eg year 3-4.



# Fractions TARGET GROUP – Kōkopu School Term 4 2023



## Background and Baseline Data:

Over the last 2 years, with looking at the data and teacher observation, students have had less than satisfactory understanding of fractions. The data shows that lifting fractions knowledge will lift overall student progress and success.

## Year 5-8

Using the GloSS assessment, we can clearly see the disparity in achievement between the three strategy areas. There is a 17% difference in achievement between Add/Sub and Fractions and a 10% difference with Mult/Div. Year 6 students achieve at 46% and Year 7 65% in comparison with the average of 73% overall.

By lifting these two particular groups significant progress will be made towards the target

Term 4 2022 Ratios and Proportions (Fractions) year break down				
	Well Below	Below	At	Above
Y3				100% (3)
Y4			100% (1)	
Y5		15% (2)	54% (7)	31% (4)
Y6		54% (7)	31% (4)	15% (2)
Y7	11% (1)	33% (3)	33% (3)	22% (2)
Y8		15% (3)	75% (15)	10% (2)
Totals	1.5% 1	25.5% 15	51% 30	22% 13
				59

### Plus:

- There has been an overall lift in achievement from 73% - 82% At/Above.
- Year 7 has moved from 55% to 100%. This is one of our Target groups
- Year 5 has moved from 85% to 91%
- There are no students in the school that are Well Below.

## Year 1-4

Using the Jam assessment, we can see that there is less of a disparity in achievement for our juniors. There is a small group of three year 3 students that fall in the below

Term 4 2022 Jam overall year breakdown				
	Well Below	Below	At	Above
Y0				
Y1			100% (5)	
Y2			81% (13)	19% (3)
Y3		15% (3)	10% (2)	75% (15)
Y4			10% (1)	90% (9)
Totals	0%	5.8% 3	42.3% 22	51.9% 27
				52

### Plus:

- 82% of this group are At or Above.
- 100% of year 0/1 students are At or Above
- 67% of year 3's are Above
- There is only 1 student in the school that is Well Below.

Term 4 2023 Ratios and Proportions (Fractions) year break down				
	Well Below	Below	At	Above
Y3	0%	0%	78% (7)	22% (2)
Y4	0%	18% (2)	45% (5)	36% (4)
Y5	0%	15% (2)	69% (9)	15% (2)
Y6	0%	42% (5)	25% (3)	33% (4)
Y7	0%	0%	100% (9)	0%
Y8	0%	21% (4)	42% (8)	37% (7)
Totals	0%	18% (13)	56% (41)	26% (19)
				(73)

### Minus:

- 42% of year 6 are below
- Girls tend to perform better than boys by about 10%. (Data no included)

Term 4 2023 Jam overall year breakdown				
	Well Below	Below	At	Above
Y0	0%	0%	100% (5)	0%
Y1	0%	0%	64% (7)	36% (4)
Y2	0%	24% (5)	38% (8)	38% (8)
Y3	0%	22% (2)	11% (1)	67% (6)
Y4	25% (1)	25% (1)	50% (2)	0%
Totals	2% (1)	16% (8)	46% (23)	36% (18)
				(50)

### Minus:

- There has been an overall drop in achievement from 94% to 82% At/Above
- Interesting
- The year 4 students are our lower students as they would normally do the GloSS senior test.
- The better Years three students also do the GloSS test.



# Te Tiriti o Waitangi

## OUR POLICY (This policy was assured at our March 2024 Board of Trustees Meeting)

At present we are finding it very hard to find a Kapa Haka teacher. The teachers do incorporate Te Reo in everyday lessons and we are just negotiating with a teacher to take waiata.

Our scheduled local marae visit was postponed by the marae committee but will take place later on this year.

## Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Kokopu School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Kokopu School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving [equitable outcomes](#) for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Kokopu School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

### Partnership

Kokopu School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

### Protection

Kokopu School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with [Ka Hikitia Ka Hāpaitia](#).

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

### Participation

Kokopu School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).