

RICHMOND SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 3216

Principal: Tim Brenton

School Address: 14 Cambridge Street, Richmond, Nelson, 7020

School Postal Address: 14 Cambridge Street, Richmond, Nelson, 7020

School Phone: 03 544 8959

School Email: principal@richmondprimary.school.nz

Accountant / Service Provider: Lois Lester

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Paul Suisted	Presiding Member	Elected	29/09/2025
Tim Brenton	Principal ex Officio		
Tina Harper	Parent Representative	Elected	29/09/2025
Christine Irvine	Parent Representative	Elected	29/09/2025
Jesse Clements	Parent Representative	Co-opted	31/12/2024
Vanessa Jones	Parent Representative	Elected	22/11/2026
Bryan Llewelin	Parent Representative	Elected	22/11/2026
Susan Russ	Staff Representative	Elected	29/11/2025

RICHMOND SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Richmond School Statement of Responsibility

For the year ended 31 December 2024

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

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

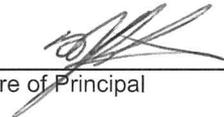
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the School.

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

Paul Darren Suisted
Full Name of Presiding Member

TIMOTHY JAMES BRENTON
Full Name of Principal


Signature of Presiding Member


Signature of Principal

9 June 2025
Date:

9 June 2025
Date:

Richmond School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget \$	2023 Actual \$
Revenue				
Government Grants	2	4,881,970	4,606,243	4,615,458
Locally Raised Funds	3	68,289	103,905	86,581
Interest		67,169	25,000	44,958
Other Revenue		30,003	1,000	15,045
Total Revenue		5,047,431	4,736,148	4,762,042
Expense				
Locally Raised Funds	3	18,033	16,300	32,883
Learning Resources	4	3,559,056	3,456,041	3,211,384
Administration	5	235,476	219,560	211,737
Interest		3,395	-	2,516
Property	6	1,044,527	1,061,004	1,008,698
Total Expense		4,860,487	4,752,905	4,467,218
Net Surplus / (Deficit) for the year		186,944	(16,757)	294,824
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		186,944	(16,757)	294,824

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

Richmond School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,517,781	1,517,781	1,201,565
Total comprehensive revenue and expense for the year		186,944	(16,757)	294,824
Contribution - Furniture and Equipment Grant		-	-	21,392
Equity at 31 December		1,704,725	1,501,024	1,517,781
Accumulated comprehensive revenue and expense		1,704,725	1,501,024	1,517,781
Reserves		-	-	-
Equity at 31 December		1,704,725	1,501,024	1,517,781

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.

Richmond School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	403,482	400,000	463,937
Accounts Receivable	8	293,676	265,000	293,606
GST Receivable		13,583	5,000	-
Prepayments		13,018	11,000	11,801
Inventories	9	7,374	7,000	7,266
Investments	10	954,791	760,000	711,356
		<u>1,685,924</u>	<u>1,448,000</u>	<u>1,487,966</u>
Current Liabilities				
GST Payable		-	-	3,745
Accounts Payable	12	303,999	269,000	249,817
Revenue Received in Advance	13	10,544	5,000	12,076
Provision for Cyclical Maintenance	14	48,400	40,000	33,169
Finance Lease Liability	15	19,595	19,000	19,720
		<u>382,538</u>	<u>333,000</u>	<u>318,527</u>
Working Capital Surplus/(Deficit)		1,303,386	1,115,000	1,169,439
Non-current Assets				
Development Costs	21	22,248		
Property, Plant and Equipment	11	530,833	541,025	505,745
		<u>553,081</u>	<u>541,025</u>	<u>505,745</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	124,836	130,000	134,227
Finance Lease Liability	15	26,906	25,000	23,174
		<u>151,742</u>	<u>155,000</u>	<u>157,401</u>
Net Assets		<u><u>1,704,725</u></u>	<u><u>1,501,025</u></u>	<u><u>1,517,781</u></u>
Equity		<u><u>1,704,725</u></u>	<u><u>1,501,025</u></u>	<u><u>1,517,781</u></u>

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

Richmond School Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,362,062	1,352,458	1,139,955
Locally Raised Funds		96,124	97,405	99,414
Hostel		-	-	-
International Students		-	-	-
Goods and Services Tax (net)		(17,326)	-	(5,980)
Payments to Employees		(679,752)	(521,131)	(452,662)
Payments to Suppliers		(459,053)	(462,266)	(455,994)
Interest Paid		(3,395)	-	(2,516)
Interest Received		57,742	15,000	38,862
Net cash from/(to) Operating Activities		356,402	481,466	361,079
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(151,764)	(200,466)	(140,324)
Purchase of Investments		(243,435)	(285,000)	(222,269)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(395,199)	(485,466)	(362,593)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	21,392
Contributions from Ministry of Education		-	-	4,741
Finance Lease Payments		(21,658)	(1,000)	24,421
Loans Received		-	-	-
Repayment of Loans		-	-	-
Funds Administered on Behalf of Other Parties		-	-	-
Net cash from/(to) Financing Activities		(21,658)	(1,000)	50,554
Net increase/(decrease) in cash and cash equivalents		(60,455)	(5,000)	49,040
Cash and cash equivalents at the beginning of the year	7	463,937	405,000	414,898
Cash and cash equivalents at the end of the year	7	403,482	400,000	463,937

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

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

Richmond School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Richmond 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 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements to Crown Owned Assets	10 - 75 years
Board-owned Buildings	3 - 20 years
Audio Visual	10 - 20 years
Furniture and Equipment	10 - 15 years
Information and Communication Technology	03 - 05 years
Plant & Machinery	10 - 20 years
Sports & Minor Capital	10 - 20 years
Textbooks	12.5% Diminishing value
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

l) Accounts Payable

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

m) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

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

n) Revenue Received in Advance

Revenue received in advance relates to grants received where there are unfulfilled obligations for the Group 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.

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

v) Budget Figures

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

w) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Government Grants - Ministry of Education	1,304,946	1,036,243	1,145,447
Teachers' Salaries Grants	2,803,406	2,800,000	2,756,376
Use of Land and Buildings Grants	773,618	770,000	713,635
	<u>4,881,970</u>	<u>4,606,243</u>	<u>4,615,458</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Revenue			
Donations and Bequests	27,532	91,515	32,829
Fees for Extra Curricular Activities	-	-	11,539
Trading	9,042	7,660	9,177
Fundraising and Community Grants	18,908	1,830	27,332
Other Revenue	12,807	2,900	5,704
	<u>68,289</u>	<u>103,905</u>	<u>86,581</u>
Expense			
Extra Curricular Activities Costs	661	-	12,747
Trading	11,840	14,000	10,845
Fundraising and Community Grant Costs	3,038	-	7,025
Other Locally Raised Funds Expenditure	2,494	2,300	2,266
	<u>18,033</u>	<u>16,300</u>	<u>32,883</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>50,256</u>	<u>87,605</u>	<u>53,698</u>

Donations and Bequests include donations of \$17,570 from Pub Charity for the purchase of laptops.

4. Learning Resources

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Curricular	112,370	126,000	94,315
Employee Benefits - Salaries	3,276,392	3,137,882	2,950,079
Staff Development	25,038	38,800	20,818
Depreciation	129,695	131,757	127,512
Other Learning Resources	15,561	21,602	18,660
	<u>3,559,056</u>	<u>3,456,041</u>	<u>3,211,384</u>

5. Administration

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Audit Fees	8,339	5,950	4,985
Board Fees and Expenses	7,476	9,300	9,293
Operating Leases	166	7,000	(313)
Other Administration Expenses	47,754	53,060	40,637
Employee Benefits - Salaries	147,645	116,000	133,637
Insurance	12,487	13,000	10,541
Service Providers, Contractors and Consultancy	11,610	15,250	12,957
	<u>235,476</u>	<u>219,560</u>	<u>211,737</u>

6. Property

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Consultancy and Contract Services	67,081	62,000	61,614
Cyclical Maintenance	39,009	41,504	47,343
Heat, Light and Water	26,359	31,300	24,487
Rates	13,029	12,000	11,449
Repairs and Maintenance	51,729	63,500	76,497
Use of Land and Buildings	773,618	770,000	713,635
Employee Benefits - Salaries	60,493	64,000	64,474
Other Property Expenses	13,209	16,700	9,199
	<u>1,044,527</u>	<u>1,061,004</u>	<u>1,008,698</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	403,482	400,000	463,937
Cash and cash equivalents for Statement of Cash Flows	<u>403,482</u>	<u>400,000</u>	<u>463,937</u>

8. Accounts Receivable

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Receivables	7,594	5,000	1,150
Receivables from the Ministry of Education	3,537	-	66,000
Interest Receivable	19,624	10,000	10,197
Teacher Salaries Grant Receivable	262,921	250,000	216,259
	<u>293,676</u>	<u>265,000</u>	<u>293,606</u>
Receivables from Exchange Transactions	27,218	15,000	11,347
Receivables from Non-Exchange Transactions	266,458	250,000	282,259
	<u>293,676</u>	<u>265,000</u>	<u>293,606</u>

9. Inventories

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Stationery	7,374	7,000	7,266
	<u>7,374</u>	<u>7,000</u>	<u>7,266</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Current Asset	954,791	760,000	711,356
Short-term Bank Deposits	954,791	760,000	711,356
Total Investments	<u>954,791</u>	<u>760,000</u>	<u>711,356</u>

11. Property, Plant and Equipment

	Opening Balance	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Land	-				-	-
Buildings	92,019				(14,459)	77,560
Audio Visual	4,705	20,169			(4,678)	20,196
Furniture and Equipment	92,218	23,544			(17,880)	97,882
Information and Communication	94,366	45,840			(37,970)	102,236
Plant & Machinery	98,612	12,585			(18,571)	92,626
Sports & Minor Equipment	9,023	12,508			(2,968)	18,563
Textbooks	34,897	10,998			(5,737)	40,158
Leased Assets	41,905	25,265			(22,198)	44,972
Library Resources	38,000	3,874			(5,234)	36,640
	505,745	154,783	-	-	(129,695)	530,833

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of laptops held under a finance lease is \$25,530 (2023: \$38,362)

The net carrying value of photocopiers held under a finance lease is \$19,442 (2023: \$3,545)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated \$	2024 Net Book \$	2023 Cost or \$	2023 Accumulated \$	2023 Net Book \$
Buildings	749,135	(671,575)	77,560	749,135	(657,116)	92,019
Audio	246,720	(226,524)	20,196	226,551	(221,846)	4,705
Furniture and Equipment	449,539	(351,657)	97,882	425,995	(333,777)	92,218
Information and Communication	587,920	(485,684)	102,236	542,080	(447,714)	94,366
Plant & Machinery	301,159	(208,533)	92,626	288,574	(189,962)	98,612
Sports & Minor Equipment	117,666	(99,103)	18,563	105,158	(96,135)	9,023
Textbooks	228,936	(188,779)	40,157	217,939	(183,042)	34,897
Leased Assets	246,974	(202,003)	44,971	221,709	(179,804)	41,905
Library Resources	217,255	(180,615)	36,640	213,381	(175,381)	38,000
	3,145,304	(2,614,473)	530,833	2,990,522	(2,484,777)	505,745

12. Accounts Payable

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Creditors	7,338	5,000	5,005
Accruals	8,800	5,000	4,985
Employee Entitlements - Salaries	278,833	250,000	230,799
Employee Entitlements - Leave Accrual	9,028	9,000	9,028
	303,999	269,000	249,817
Payables for Exchange Transactions	303,999	269,000	249,817
	303,999	269,000	249,817

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	5,808
Other revenue in Advance	10,544	5,000	6,268
	10,544	5,000	12,076

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Provision at the Start of the Year	167,396	125,000	120,054
Increase to the Provision During the Year	39,009	41,504	47,343
Use of the Provision During the Year	(33,170)	-	-
Provision at the End of the Year	173,235	166,504	167,397
Cyclical Maintenance - Current	48,400	40,000	33,169
Cyclical Maintenance - Non current	124,836	130,000	134,227
	173,236	170,000	167,396

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

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year Property Plan.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	19,595	19,000	19,720
Later than One Year and no Later than Five Years	26,906	25,000	23,174
	46,501	44,000	42,894
Represented by			
Finance lease liability - Current	19,595	19,000	19,720
Finance lease liability - Non current	26,906	25,000	23,174
	46,501	44,000	42,894

16. Funds Held for Capital Works Projects

There were no capital projects undertaken during the 2024 financial year.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board \$	Closing Balances \$
Reroofing	(14,443)	123,393	92,932	(16,018)	-
Boiler Room Doors	9,702	2,016	11,718	-	-
Totals	(4,741)	125,409	104,650	(16,018)	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

17. Related Party Transactions

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

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

Related parties include the following:

Raewyn Brenton (teacher) is the wife of Tim Brenton the principal

Shannon Mclroy, from Mclroy Painters and Decorators Ltd, is the son-in-law of the principal, Tim Brenton.

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i> Remuneration	4,315	5,635
<i>Leadership Team</i> Remuneration	895,022	824,248
Full-time equivalent members	7	7
Total key management personnel remuneration	<u>899,337</u>	<u>829,883</u>

There are 7 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) committees that met 8 times during the year. 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:

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	20-30	20-30
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100-110	2.00	2.00
110-120	2.00	4.00
120-130	1.00	2.00
130-140	2.00	0.00
	<u>7.00</u>	<u>8.00</u>

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

19. 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 nil. (2023: nil).

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board has not entered into any contractual agreements for capital works (2023:nil).

However, as at 31 December 2024 the school has committed to converting the existing old dental clinic into additional classrooms for the school. The Ministry of Education has approved the conversion up to \$350,000. This project is to be fully funded by the school.

(b) Operating Commitments

As at 31 December 2024, the Board had no operating leases (2023:nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget \$	2023 Actual \$
Cash and Cash Equivalents	403,482	400,000	463,937
Receivables	293,676	265,000	293,606
Investments - Term Deposits	954,791	760,000	711,356
Total financial assets measured at amortised cost	<u>1,651,949</u>	<u>1,425,000</u>	<u>1,468,899</u>

Financial liabilities measured at amortised cost

Payables	303,999	269,000	249,817
Finance Leases	46,501	44,000	42,894
Total financial liabilities measured at amortised cost	<u>350,500</u>	<u>313,000</u>	<u>292,711</u>

23. Events After Balance Date

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

23. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF RICHMOND SCHOOL (NELSON) FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the *statement of financial position as at 31 December 2024*, the *statement of comprehensive revenue and expense*, *statement of changes in net assets/equity and statement of cash flows* for the year ended on that date, and the *notes to the financial statements that include accounting policies and other explanatory information*.

In our opinion the financial statements of the School:

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

Our audit was completed on 9 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 1, 20 to 53, 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.



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

KIWISPORT FUNDING & PUB CHARITY DONATIONS

'Kiwisport' is a government funded initiative to support students' participation in organised sport. In 2024, the school received a total of \$8,176.64 (exclusive GST) 'Kiwisport' funding. \$917.52 (exclusive GST) was spent on extra sports equipment and interschool sports organizational fees. The sports equipment was for in-school and out-of-school P.E./sports activities. \$7,259.12 (exclusive GST) was spent on paying administrators to organize teams, T-shirts, collecting in and sending off team subscriptions, notes home to parents, phone calls to parents and so on.

In recent years although we have applied to Sport Tasman, along with the 'Swim Magic' organisation, for extra funding from the contestable regional Tu Manawa funds to subsidize lessons and transport costs for the 2024 season these were unsuccessful so we used money from the government's 'Opt-in donations' scheme funds (\$79,914.51 exclusive GST). We firmly believe in the importance of all children learning to swim so we bused our students to the Richmond Aquatic Centre during late Term 2 and early Term 3, for 10 lessons over a two week period (each syndicate). They received high quality lessons undertaken by qualified swim instructors. Since we opted into the government's 'Opt-in donation' scheme we can not ask parents to contribute to the cost of the lessons and the cost of buses. The total cost paid from the 'Opt-in donations' scheme being \$39,485.75 (inclusive GST), \$34,485.00 (exclusive GST). The Aquatic Centre personnel spoke highly of our students' behaviour, manners and efforts to improve their swimming skills. They also commented and how our teachers were actively involved assisting and observing the lessons.

On 16th February 2024, we were very fortunate to receive \$8,865.88 (exclusive GST) from the Pub Charity organisation. This was to purchase 16 new ipads to replace many of our older ones. Then on 30th September 2024 we received \$8,703.69 (exclusive GST) to replace 15 laptops.

HOW RICHMOND SCHOOL GIVES EFFECT TO TIRITI O WAITANGI

At Richmond School we continue to make connections from our past, while preparing in our present and for our future selves.

"Mātai ki te rangi, homai te kauhau wānaga ki uta, ka whiti he ora".

Look beyond the horizon and draw near the bodies of knowledge that will take us into the future (Te Mātaiaho 2023).

Richmond School recognises our role and responsibility to honour and give effect to Te Tiriti o Waitangi, under the Education and Training Act 2020. We actively seek to engage and promote the principles – partnership, protection and participation of Te Tiriti o Waitangi. We frequently review and reflect on our culturally responsiveness practices. This year we have been heavily focused on culturally responsiveness practices since one of our PLD contracts has focussed on this led by our contract facilitator, Jenny Bennett. We recognise Rāngitahi o Wairau, who are mana whenua and we endeavour to ensure that Māori are succeeding as Māori. Te Tiriti and its principles (as articulated by the Courts and the Waitangi Tribunal) set out obligations for the Crown and Māori, that guide how tangata Tiriti (non-Māori - those who belong to this land by right of te Tiriti o Waitangi) and tangata whenua can live together with mutual respect.

In the Treaty there were two groups of people -Tangata Whenua (people of the land) - and Tangata Tiriti (people of the Treaty). Tangata Tiriti includes everyone who cannot whakapapa to a Māori

ancestor. It is a political rather than an ethnic term. In te Tiriti, the Crown undertook to respect and uphold the tino rangatiratanga of the many independent hapū in exchange for the right to govern its own subjects within the boundaries of the land granted to them. Those same subjects (citizens) were therefore also bound to recognise the mana whenua status (independent authority) of their local hapū with all their powers of tino rangatiratanga. However, the Crown ('Kāwanatanga' in te Tiriti) began taking to itself the power to govern the whole country and all of its citizens. Now that Tangata Tiriti have begun to understand the Treaty they have begun to accept the responsibility to promote the establishment of an honourable Kāwanatanga - the one promised in the Treaty. The Treaty was and is an invitation to Tangata Tiriti to belong in this land IF the Treaty is honoured. It is the basis of the developing culture of Tangata Tiriti and of their nationhood.

The key principles include rangatiratanga, partnership, participation, active protection, equity and opportunity. They provide for the active protection of taonga, including te reo Māori, tikanga Māori, and mātauranga Māori, and enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

At the beginning of each year we hold our annual mihi whākata. We endeavour to hold a whānau hui once a term. We have two very active kapa haka groups who perform frequently at school and in the community. For example, the senior kapahaka performed at the local council's Matariki evening (only school to do so), at the Waimea Kāhui Akō Cultural Festival held at Waimea College, at local retirement villages and our final assembly.

We firmly believe in and continually refer to the Teaching Council's/Ministry of Education's Tātaiako resource which helps teachers to understand and value what is important when taking a Māori world view in relation to teaching Māori learners. This resource support teachers to develop cultural competence to successfully teach Māori learners. Our approach being, a culturally responsive teacher will recognise during their journey towards demonstrating cultural competence that is important to see themselves as learners alongside whānau and all decisions are made in partnership. It is a framework that highlights five competencies that are essential values that need to be present when engaging Māori learners.

Wānanga

Participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

Whanaungatanga

Actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.

Manaakitanga

Showing integrity, sincerity and respect towards Māori beliefs, language and culture.

Tangata Whenuatanga

Affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.

Ako

Taking responsibility for their own learning and that of Māori learners.

DECLARATION OF BEING A GOOD EMPLOYER

The Richmond School Board of Trustees declares that the school has complied with its employment policy that follows the principle of being a 'Good Employer' (including its 'Equal Employment Opportunities' programme).

CURRICULUM LEVELS EVALUATIONS

- November 2024

Curriculum Levels Categories

- ◆ **Above**
- ◆ **At**
- ◆ **Below**
- ◆ **Well Below**

Reasons for undertaking this evaluation

- **To determine the overall school performance in relation to the previous government's *National Standards*. From 2018 this will be *Curriculum Levels*.**
- **To monitor overall progress of groups (cohorts) of children (Year levels) after a baseline was established in 2010 of cohort and school performance in relation to the government's *National Standards*. From 2018 this will be *Curriculum Levels*. From 2024 this includes a comparative BSLA level (Reading).**
- **To assist with determining and tracking some of our school's annual Achievement Targets.**
- **To provide another indicator of school-wide Literacy and Mathematics performance.**
This may include:
 - Analysis of school-level, year level data, broken down by Māori students, Pasifika students, and by gender on Curriculum Levels progress and achievement in reading, writing and mathematics.
 - Analysis of the difference between the targets that were set in your annual plan and what was actually achieved. This provides an opportunity for the board and management to review the actions of the past school year and identify what has, and hasn't, been effective to support student learning.

National Standards summary 2011 - 2024

% of Richmond School children 'At' or 'Above' the *National Standard*.

	Reading	Writing	Mathematics
Nationwide 2011	76%	69%	74%
Richmond School 2011	82%	75%	73%
Nationwide 2012	77%	70%	74%
Richmond School 2012	85%	79%	70%
Nationwide 2013	78%	71%	75%
Richmond School 2013	79%	71%	74%
Nationwide 2014	78%	71%	74%
Richmond School 2014	80%	76%	81%
Nationwide 2015	78%	72%	76%
Richmond School 2015	80%	76%	82%
Nationwide 2016	78%	71%	75%
Richmond School 2016	80%	80%	84%
Richmond School 2017	81%	76%	84%
From 2018 the figures are <i>curriculum levels</i> based, since <i>National Standards</i> re no longer a legal requirement			
Richmond School 2018	77.5%	72.2%	84.1%
Richmond School 2019	80.2%	78.0%	82.3%
Richmond School 2020	69.3%	73.7%	79.0%
Richmond School 2021	73.4%	69.1%	77.3%
Richmond School 2022	75.2%	77.4%	79.3%

Richmond School 2023	73.8%	73.3%	79.6%
Richmond School 2024	83.0%	71.2%	79.6%

Reading 2024

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	21	8%	29	10.9%	100	37.6%	116	43.6%	266
	Female	8	3%	27	11.5%	78	33.3%	121	51.7%	234
	Total	29	6%	56	11.2%	178	35.6%	237	47.4%	500
Māori	Male	2	4%	8	17.0%	14	29.8%	23	48.9%	47
	Female	1	2%	3	7.0%	26	60.5%	13	30.2%	43
	Total	3	3%	11	12.2%	40	44.4%	36	40.0%	90
Pasifika	Male	3	43%	1	14.3%	1	14.3%	2	28.6%	7
	Female	1	9%	3	27.3%	3	27.3%	4	36.4%	11
	Total	4	22%	4	22.2%	4	22.2%	6	33.3%	18
Asian	Male	3	12%	6	24.0%	8	32.0%	8	32.0%	25
	Female	1	4%	8	32.0%	6	24.0%	10	40.0%	25
	Total	4	8%	14	28.0%	14	28.0%	18	36.0%	50
MELAA	Male	0	0%	1	10.0%	7	70.0%	2	20.0%	10
	Female	1	11%	4	44.4%	2	22.2%	2	22.2%	9
	Total	1	5%	5	26.3%	9	47.4%	4	21.1%	19
Other	Male	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	1	50.0%	1	50.0%	2
NZ/ European	Male	13	7%	13	7.4%	69	39.4%	80	45.7%	175
	Female	4	3%	9	6.2%	41	28.1%	92	63.0%	146
	Total	17	5%	22	6.9%	110	34.3%	172	53.6%	321

Year 1		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	8	18.2%	24	54.5%	12	27.3%	44
	Female	0	0%	6	14.0%	29	67.4%	8	18.6%	43
	Total	0	0%	14	16.1%	53	60.9%	20	23.0%	87
Māori	Male	0	0%	3	50.0%	0	0.0%	3	50.0%	6
	Female	0	0%	1	6.3%	13	81.3%	2	12.5%	16
	Total	0	0%	4	18.2%	13	59.1%	5	22.7%	22
Pasifika	Male	0	0%	1	50.0%	0	0.0%	1	50.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	1	33.3%	1	33.3%	1	33.3%	3
Asian	Male	0	0%	2	33.3%	1	16.7%	3	50.0%	6
	Female	0	0%	5	83.3%	1	16.7%	0	0.0%	6
	Total	0	0%	7	58.3%	2	16.7%	3	25.0%	12
MELAA	Male	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	0	0.0%	3	100.0%	0	0.0%	3
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	0	0%	2	7.1%	21	75.0%	5	17.9%	28
	Female	0	0%	0	0.0%	13	68.4%	6	31.6%	19
	Total	0	0%	2	4.3%	34	72.3%	11	23.4%	47

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	4%	4	7.5%	31	58.5%	16	30.2%	53
	Female	0	0%	4	12.1%	11	33.3%	18	54.5%	33
	Total	2	2%	8	9.3%	42	48.8%	34	39.5%	86
Māori	Male	0	0%	1	8.3%	7	58.3%	4	33.3%	12
	Female	0	0%	1	25.0%	1	25.0%	2	50.0%	4
	Total	0	0%	2	12.5%	8	50.0%	6	37.5%	16
Pasifika	Male	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0.0%	1	33.3%	2	66.7%	3

Asian	Male	0	0%	1	20.0%	4	80.0%	0	0.0%	5
	Female	0	0%	1	33.3%	2	66.7%	0	0.0%	3
	Total	0	0%	2	25.0%	6	75.0%	0	0.0%	8
MELAA	Male	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Other	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	1	100.0%	0	0.0%	1
NZ/ European	Male	2	6%	2	6.3%	17	53.1%	11	34.4%	32
	Female	0	0%	1	4.3%	7	30.4%	15	65.2%	23
	Total	2	4%	3	5.5%	24	43.6%	26	47.3%	55

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	13%	1	2.2%	8	17.8%	30	66.7%	45
	Female	2	6%	5	15.2%	5	15.2%	21	63.6%	33
	Total	8	10%	6	7.7%	13	16.7%	51	65.4%	78
Māori	Male	1	8%	0	0.0%	3	25.0%	8	66.7%	12
	Female	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	1	8%	0	0.0%	3	23.1%	9	69.2%	13
Pasifika	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	1	25%	0	0.0%	1	25.0%	2	50.0%	4
	Total	1	25%	0	0.0%	1	25.0%	2	50.0%	4
Asian	Male	2	50%	0	0.0%	1	25.0%	1	25.0%	4
	Female	0	0%	2	33.3%	2	33.3%	2	33.3%	6
	Total	2	20%	2	20.0%	3	30.0%	3	30.0%	10
MELAA	Male	0	0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0%	2	100.0%	0	0.0%	0	0.0%	2
	Total	0	0%	2	40.0%	1	20.0%	2	40.0%	5
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	3	12%	1	3.8%	3	11.5%	19	73.1%	26
	Female	1	5%	1	5.0%	2	10.0%	16	80.0%	20
	Total	4	9%	2	4.3%	5	10.9%	35	76.1%	46
		6	13%	1	2.2%	8	17.8%	30	66.7%	45

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	13%	2	6.3%	8	25.0%	18	56.3%	32
	Female	3	7%	0	0.0%	11	25.6%	29	67.4%	43
	Total	7	9%	2	2.7%	19	25.3%	47	62.7%	75
Māori	Male	0	0%	0	0.0%	1	20.0%	4	80.0%	5

	Female	0	0%	0	0.0%	4	57.1%	3	42.9%	7
	Total	0	0%	0	0.0%	5	41.7%	7	58.3%	12
Pasifika	Male	1	100%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	1	100%	0	0.0%	0	0.0%	0	0.0%	1
Asian	Male	0	0%	0	0.0%	0	0.0%	2	100.0%	2
	Female	1	14%	0	0.0%	1	14.3%	5	71.4%	7
	Total	1	11%	0	0.0%	1	11.1%	7	77.8%	9
MELAA	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	3	13%	2	8.3%	7	29.2%	12	50.0%	24
	Female	2	7%	0	0.0%	6	20.7%	21	72.4%	29
	Total	5	9%	2	3.8%	13	24.5%	33	62.3%	53

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	8	18%	6	13.6%	18	40.9%	12	27.3%	44
	Female	1	3%	6	18.2%	10	30.3%	16	48.5%	33
	Total	9	12%	12	15.6%	28	36.4%	28	36.4%	77
Māori	Male	0	0%	3	50.0%	3	50.0%	0	0.0%	6
	Female	0	0%	1	14.3%	4	57.1%	2	28.6%	7
	Total	0	0%	4	30.8%	7	53.8%	2	15.4%	13
Pasifika	Male	2	100%	0	0.0%	0	0.0%	0	0.0%	2
	Female	0	0%	1	50.0%	0	0.0%	1	50.0%	2
	Total	2	50%	1	25.0%	0	0.0%	1	25.0%	4
Asian	Male	1	25%	1	25.0%	2	50.0%	0	0.0%	4
	Female	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	1	20%	1	20.0%	2	40.0%	1	20.0%	5
MELAA	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	1	50%	0	0.0%	0	0.0%	1	50.0%	2
	Total	1	25%	1	25.0%	1	25.0%	1	25.0%	4
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	5	17%	1	3.3%	12	40.0%	12	40.0%	30
	Female	0	0%	4	19.0%	6	28.6%	11	52.4%	21
	Total	5	10%	5	9.8%	18	35.3%	23	45.1%	51

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	12%	4	9.5%	15	35.7%	18	42.9%	42

	Female	3	6%	6	11.5%	12	23.1%	31	59.6%	52
	Total	8	9%	10	10.6%	27	28.7%	49	52.1%	94
Māori	Male	1	20%	2	40.0%	1	20.0%	1	20.0%	5
	Female	1	13%	2	25.0%	1	12.5%	4	50.0%	8
	Total	2	15%	4	30.8%	2	15.4%	5	38.5%	13
Pasifika	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	1	33%	0	0.0%	1	33.3%	1	33.3%	3
	Total	1	20%	1	20.0%	2	40.0%	1	20.0%	5
Asian	Male	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Female	0	0%	1	25.0%	1	25.0%	2	50.0%	4
	Total	0	0%	2	40.0%	1	20.0%	2	40.0%	5
MELAA	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	2	100.0%	2
	Total	0	0%	0	0.0%	1	33.3%	2	66.7%	3
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	4	12%	0	0.0%	12	36.4%	17	51.5%	33
	Female	1	3%	3	8.6%	9	25.7%	22	62.9%	35
	Total	5	7%	3	4.4%	21	30.9%	39	57.4%	68

Richmond School Curriculum Levels - November 2024

- Reading summary

- **Overall, 83.0% are 'At' or 'Above'.** 17.0% of students school-wide are 'Below' and 4.0% are 'Well Below'. **Nearly half of the children are 'Above' – 47.4% which is very pleasing.**
- This percentage is our *Curriculum Levels* result. These OTJs are not the same as the previous annual *National Standards (2011 – 2018)*. The *Curriculum Levels* OTJs are similar to *National Standards*. So, we need to be careful about making sweeping generalisations and comparisons. The outcome percentages are only to be used as a guide of performance only. Having said that we now have comparative Curriculum Levels information during the past seven years (2018 – 2024). 2024 includes a comparative BSLA level.
- **83.0% is significantly higher than last year's 73.8% (2023), 75.2% (2022), 73.4% (2021) and 69.3% (2020). 83.0% is back to pre-Covid percentages which tended to better 80% or better.** It certainly highlights the importance of children being at school, learning in quality instructional learning environments.
- Delving deeper is where there are some year level, gender and ethnic differences. 'At' and 'Above' being: Year 1s – **83.9%** (66.7% 2023, 73.7% 2022), Year 2s – **88.3%** (65.7% 2023, 63.7% 2022), Year 3s – **82.1%** (67.1% 2023, 63.3% 2022), Year 4s – **88.0%** (65.2% 2023, 87.1% 2022), Year 5s – **72.8%** (90.4% 2023, 87.7% 2022) and Year 6s – **82.5%** (80.8% 2023, 79.8% 2022).

Is it too early to say the wonderful improvements in the Junior syndicates are due to the inclusion and focus on the BSLA programme? Similarly, in the Middle syndicate the inclusion and focus on 'The Code'?

Historically at Richmond School, the Years 1s, 2s and 3s are historically lower at Richmond School. Typically too, is the fact that over the duration of their time at Richmond School, children progress well in reading and 80% of children on average are 'At' or 'Above' by the time they are in Years 4, 5 to 6. The Year 6 percentage remains very pleasing. We believe our high quality reading programmes (classroom and targeted programmes such as *Reading Recovery*, *BSLA*, *Early Words*, *Phonics*, *Lexia*, *The Code* and *Reading Plus*) and teacher-aide support are having a significant impact over the time children are at Richmond School.

- The target groups for 2024 were Year 2s, 3s, 4s and 5s. Also, the Year 2, Year 4 and Year 5 boys. **There have been significant improvements with all these cohorts with some being exceptional.** Year 2s 2024 - 88.3% (as Year 1s 2023 – 66.6%), Year 3s 2024 – 82.1% (2023 – 65.7%), Year 4s 2024 - 88.0% ((2023 – 67.1%) and Year 5s – 72.8% (2023 – 65.7%). **The 2024 Year 5s (2025 Year 6s) need to be a target group 2025 – boys 68.2% (2024), girls 78.8% (2024).**
There has been an excellent improvement in the 2024 targeted boys’ percentages – Year 2s 88.0% (63.3% 2023 as Year 1s), Year 4s 81.3% (60.6% as Year 3s 2023) and Year 5s 68.2% (63.2% as Year 4s 2023). **As noted above, the 2025 Year 6 boys need to remain a targeted group in 2025, aiming to boost the percentage to where the other year groups are – 80% +.**
- Another target cohort for 2024 was the 2023 Pasifika cohort:
“To boost the number of Pasifika pupils ‘At’ or ‘Above’ the applicable Curriculum Levels of performance for their year groups (by 1st November 2023), from 52.9% to 70% (17 Pasifika students 2022).”
This year we have 18 Pasifika students. For 2024 the outcome was only 55% overall (boys 42.9% and girls 63.7%). Although these percentages are up on the 2023 percentages they are still well below the general school population. 8 of the 18 Pasifika students were ‘Below’ or ‘Well Below’. This remains a concern. **The Pasifika percentages remain a major concern and will continue to be a focus (targeted group) for 2025. Our Māori students ‘At’ and ‘Above’ percentage 84.4% outperformed our ‘All Students’ 83.0% but not our NZE students (87.9%).**
- Overall, for the first time in many years the boys (81.2%) and girls (85.0%) are very high and similar. In the past there have been significant gender differences (last year 2023 closer to this year – 72.1% boys and 75.6% girls ‘At’ or ‘Above’). The trend over the past few years has been girls out-performing the boys – 70.9% boys and 79.7% girls 2022, 68.8% boys and 78.3% girls 2021, 67.4% boys and 71.3% girls 2020, 73.5% boys and 83% girls 2019, 73.5% boys and 82% girls 2018, 79% boys and 86% girls 2017, 78% boys and 84% girls 2016, 78% and 84% 2015. All the gender %s (male and female) are over 80% except Year 3 girls (78.8%) and the Year 5 boys (68.2%), Year 5 girls (78.8%) and Year 5s overall (72.8%). **The Year 6 boys to be a target group 2025.**
- The targeted cohorts for 2025 (mentioned above) in particular, will need monitoring and resourcing allocated as necessary.**

Writing 2024

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	19	7%	78	29.3%	119	44.7%	50	18.8%	266
	Female	1	0%	46	19.7%	119	50.9%	68	29.1%	234
	Total	20	4%	124	24.8%	238	47.6%	118	23.6%	500
Māori	Male	5	11%	11	23.4%	22	46.8%	9	19.1%	47
	Female	1	2%	9	20.9%	26	60.5%	7	16.3%	43
	Total	6	7%	20	22.2%	48	53.3%	16	17.8%	90
Pasifika	Male	1	14%	4	57.1%	2	28.6%	0	0.0%	7
	Female	0	0%	3	27.3%	6	54.5%	2	18.2%	11
	Total	1	6%	7	38.9%	8	44.4%	2	11.1%	18
Asian	Male	3	12%	7	28.0%	12	48.0%	3	12.0%	25
	Female	0	0%	8	32.0%	12	48.0%	5	20.0%	25
	Total	3	6%	15	30.0%	24	48.0%	8	16.0%	50

MELAA	Male	0	0%	3	30.0%	5	50.0%	2	20.0%	10
	Female	0	0%	7	77.8%	2	22.2%	0	0.0%	9
	Total	0	0%	10	52.6%	7	36.8%	2	10.5%	19
Other	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	1	50.0%	1	50.0%	0	0.0%	2
NZ/ European	Male	10	6%	52	29.7%	77	44.0%	36	20.6%	175
	Female	0	0%	19	13.0%	73	50.0%	54	37.0%	146
	Total	10	3%	71	22.1%	150	46.7%	90	28.0%	321

Year 1		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	8	18.2%	30	68.2%	6	13.6%	44
	Female	0	0%	4	9.3%	33	76.7%	6	14.0%	43
	Total	0	0%	12	13.8%	63	72.4%	12	13.8%	87
Māori	Male	0	0%	1	16.7%	5	83.3%	0	0.0%	6
	Female	0	0%	2	12.5%	12	75.0%	2	12.5%	16
	Total	0	0%	3	13.6%	17	77.3%	2	9.1%	22
Pasifika	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Asian	Male	0	0%	1	16.7%	3	50.0%	2	33.3%	6
	Female	0	0%	2	33.3%	4	66.7%	0	0.0%	6
	Total	0	0%	3	25.0%	7	58.3%	2	16.7%	12
MELAA	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1

	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	0	0%	4	14.3%	20	71.4%	4	14.3%	28
	Female	0	0%	0	0.0%	15	78.9%	4	21.1%	19
	Total	0	0%	4	8.5%	35	74.5%	8	17.0%	47

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	2%	10	18.9%	35	66.0%	7	13.2%	53
	Female	0	0%	5	15.2%	18	54.5%	10	30.3%	33
	Total	1	1%	15	17.4%	53	61.6%	17	19.8%	86
Māori	Male	0	0%	2	16.7%	8	66.7%	2	16.7%	12
	Female	0	0%	1	25.0%	3	75.0%	0	0.0%	4
	Total	0	0%	3	18.8%	11	68.8%	2	12.5%	16
Pasifika	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0%	0	0.0%	3	100.0%	0	0.0%	3
Asian	Male	0	0%	2	40.0%	3	60.0%	0	0.0%	5
	Female	0	0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	0	0%	4	50.0%	4	50.0%	0	0.0%	8
MELAA	Male	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Other	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	1	100.0%	0	0.0%	1
NZ/ European	Male	1	3%	6	18.8%	20	62.5%	5	15.6%	32
	Female	0	0%	1	4.3%	12	52.2%	10	43.5%	23
	Total	1	2%	7	12.7%	32	58.2%	15	27.3%	55

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	11%	8	17.8%	16	35.6%	16	35.6%	45
	Female	0	0%	4	12.1%	15	45.5%	14	42.4%	33
	Total	5	6%	12	15.4%	31	39.7%	30	38.5%	78
Māori	Male	0	0%	4	33.3%	4	33.3%	4	33.3%	12
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	4	30.8%	5	38.5%	4	30.8%	13
Pasifika	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	2	50.0%	2	50.0%	4
	Total	0	0%	0	0.0%	2	50.0%	2	50.0%	4
Asian	Male	2	50%	0	0.0%	2	50.0%	0	0.0%	4

	Female	0	0%	1	16.7%	3	50.0%	2	33.3%	6
	Total	2	20%	1	10.0%	5	50.0%	2	20.0%	10
MELAA	Male	0	0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0%	2	100.0%	0	0.0%	0	0.0%	2
	Total	0	0%	2	40.0%	1	20.0%	2	40.0%	5
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	3	12%	4	15.4%	9	34.6%	10	38.5%	26
	Female	0	0%	1	5.0%	9	45.0%	10	50.0%	20
	Total	3	7%	5	10.9%	18	39.1%	20	43.5%	46
		5	11%	8	17.8%	16	35.6%	16	35.6%	45

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	6%	12	37.5%	10	31.3%	8	25.0%	32
	Female	0	0%	8	18.6%	13	30.2%	22	51.2%	43
	Total	2	3%	20	26.7%	23	30.7%	30	40.0%	75
Māori	Male	0	0%	2	40.0%	2	40.0%	1	20.0%	5
	Female	0	0%	1	14.3%	4	57.1%	2	28.6%	7
	Total	0	0%	3	25.0%	6	50.0%	3	25.0%	12
Pasifika	Male	1	100%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	1	100%	0	0.0%	0	0.0%	0	0.0%	1
Asian	Male	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Female	0	0%	3	42.9%	1	14.3%	3	42.9%	7
	Total	0	0%	3	33.3%	2	22.2%	4	44.4%	9
MELAA	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	1	4%	10	41.7%	7	29.2%	6	25.0%	24
	Female	0	0%	4	13.8%	8	27.6%	17	58.6%	29
	Total	1	2%	14	26.4%	15	28.3%	23	43.4%	53
Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	20%	12	27.3%	19	43.2%	4	9.1%	44
	Female	0	0%	6	18.2%	21	63.6%	6	18.2%	33
	Total	9	12%	18	23.4%	40	51.9%	10	13.0%	77
Māori	Male	3	50%	2	33.3%	1	16.7%	0	0.0%	6
	Female	0	0%	0	0.0%	4	57.1%	3	42.9%	7
	Total	3	23%	2	15.4%	5	38.5%	3	23.1%	13
Pasifika	Male	0	0%	2	100.0%	0	0.0%	0	0.0%	2

	Female	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Total	0	0%	3	75.0%	1	25.0%	0	0.0%	4
Asian	Male	1	25%	1	25.0%	2	50.0%	0	0.0%	4
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	20%	1	20.0%	3	60.0%	0	0.0%	5
MELAA	Male	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Female	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Total	0	0%	2	50.0%	2	50.0%	0	0.0%	4
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	5	17%	6	20.0%	15	50.0%	4	13.3%	30
	Female	0	0%	4	19.0%	14	66.7%	3	14.3%	21
	Total	5	10%	10	19.6%	29	56.9%	7	13.7%	51

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	4%	28	58.3%	9	18.8%	9	18.8%	48
	Female	1	2%	19	38.8%	19	38.8%	10	20.4%	49
	Total	3	3%	47	48.5%	28	28.9%	19	19.6%	97
Māori	Male	2	33%	0	0.0%	2	33.3%	2	33.3%	6
	Female	1	13%	5	62.5%	2	25.0%	0	0.0%	8
	Total	3	21%	5	35.7%	4	28.6%	2	14.3%	14
Pasifika	Male	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Female	0	0%	2	100.0%	0	0.0%	0	0.0%	2
	Total	0	0%	3	100.0%	0	0.0%	0	0.0%	3
Asian	Male	0	0%	3	75.0%	1	25.0%	0	0.0%	4
	Female	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0%	3	50.0%	3	50.0%	0	0.0%	6
MELAA	Male	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Female	0	0%	3	100.0%	0	0.0%	0	0.0%	3
	Total	0	0%	4	100.0%	0	0.0%	0	0.0%	4
Other	Male	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	1	100.0%	0	0.0%	0	0.0%	1
NZ/ European	Male	0	0%	22	62.9%	6	17.1%	7	20.0%	35
	Female	0	0%	9	26.5%	15	44.1%	10	29.4%	34
	Total	0	0%	31	44.9%	21	30.4%	17	24.6%	69

Richmond School Curriculum Levels - November 2024

- Writing summary

- **Overall, 71.2% are 'At' or 'Above' (73.3% 2023).** 28.8% are 'Well Below' or 'Below' (26.7% 2023, 22.6% 2022, 31.9% 2021, 26.3% 2020, 22% 2019, 27.8% 2018).
- This percentage is our *Curriculum Levels* result. These OTJs are not the same as the previous annual *National Standards (2011 – 2018)*. The *Curriculum Levels* OTJs are similar to *National Standards*. So, we need to be careful about making sweeping generalisations and comparisons. The outcome percentages are only to be used as a guide of performance only. Having said that we now have comparative *Curriculum Levels* information during the past six years (2018 – 2024). 2024 includes a comparative BSLA level.
- **Our 71.2% is below the 2023 percentage of 73.3%.** Other recent *Curriculum Levels* percentages being 77.4% 2022, 69.1% 2021, 73.7% 2020, 78% 2019 and 72.2% 2018. This year's percentage is mid-range for the past six years. The previous *National Standards* percentages being – 2017 (76.2%), 2016 (79.5%), 2015 (76.3%), 2014 (75.7%) and 2013 (78.6%). Nationally (supplied by the Ministry of Education) the overall percentage for 2015 was 71.1% (so this year's percentage is above that).
- **When one drills down into the differences within year levels, there is a huge variety in the percentages at each level.** The well performed year levels being – Year 1s 86.2%, Year 2s 81.4% and Year 3s 78.2%. The other 3 year levels are of concern – **Year 4s – 70.7% (close to the overall average), Year 5s – 64.9% and Year 6s – 48.0%.**
- **On drilling down further what is apparent is the boys' results at Years 3, 4, 5 and 6 are significantly impacting on the overall year results and the overall school-wide percentage.**
Year 3 boys – 71.2%, Year 4 boys – 56.3%, Year 5 – 52.3% and Year 6 – 37.6%.
Year 1 boys 81.8% and Year 2 boys 79.2% both close to 80%.
All girls' percentages above 80% were except the **Year 6s – 59.2%.**
The Year 4 boys (2025), Year 5 boys (2025) and Year 6 boys (2025) must be targeted cohorts for 2025.
We need to significantly boost their overall performances and this will boost the overall percentages school-wide.
When one looks closely at the **gender differences there remains a huge concern with the performance of boys' writing.** We need to brainstorm this again and develop suitable action plans moving forward.

Overall, 36.5% (34.7% 2023, 29.9% 2022, 50.7% 2021, 36.9% 2020, 29.6% 2019, 27% 2018, 31.2% 2017, 28% - 2016) **of the males are 'Below' or 'Well Below'**, whereas, only **20%** (18.1% 2023, 14.9% 2022, 20.4% 2021, 15.8% 2020, 13.2% 2019, 18.1% 2018, 16.3% 2017, 12% - 2016) females are 'Well Below' or 'Below'. **It means over 1/3 of boys are 'Below' or 'Well Below'. This remains an area to continue to focus on.**
Overall, the boys 'At' or 'Above' percentage is 63.5% whereas the girls are 80%.
- The **really pleasing results** were the Year 1s – overall 86.2%, Year 2s 81.4% and the Year 3s 78.2% who were 'At' or 'Above'.
- In terms of **ethnic differences** there are 18 **Pasifika students** in the school – 1 'Well Below', 7 are 'Below', 8 'At' and 2 'Above'. 55.5% are "At' or 'Above'. This is an improvement on 2023 (43.8%).
However, this remains a concern.
2022 we had 33 **Asian students** - overall percentage being 81.8% 'At' or 'Above'. 2023 we have 39 Asian students – 71.8% 'At' or 'Above'. This year we have 50 Asian students – 64% 'At' or 'Above'. The percentages have dropped over time and I suspect because we have a number new Asian families coming into the school during the last 12-18 months, many as ESoL students.
In terms of the 90 **Māori students**, the percentage of males (65.9%), females (76.8%) and overall (71.2%) closely mirror the overall Richmond School percentages. Similar to the 2022 and 2023 percentages.

Maths 2024

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	15	6%	33	12.4%	106	39.8%	112	42.1%	266
	Female	9	4%	45	19.2%	100	42.7%	80	34.2%	234
	Total	24	5%	78	15.6%	206	41.2%	192	38.4%	500
Maori	Male	2	4%	6	12.8%	16	34.0%	23	48.9%	47
	Female	3	7%	7	16.3%	22	51.2%	11	25.6%	43
	Total	5	6%	13	14.4%	38	42.2%	34	37.8%	90
Pasifika	Male	2	29%	2	28.6%	2	28.6%	1	14.3%	7
	Female	1	9%	5	45.5%	4	36.4%	1	9.1%	11
	Total	3	17%	7	38.9%	6	33.3%	2	11.1%	18
Asian	Male	1	4%	2	8.0%	14	56.0%	8	32.0%	25
	Female	1	4%	7	28.0%	12	48.0%	5	20.0%	25
	Total	2	4%	9	18.0%	26	52.0%	13	26.0%	50
MELAA	Male	0	0%	1	10.0%	5	50.0%	4	40.0%	10
	Female	0	0%	3	33.3%	3	33.3%	3	33.3%	9
	Total	0	0%	4	21.1%	8	42.1%	7	36.8%	19
Other	Male	0	0%	0	0.0%	0	0.0%	2	100.0%	2
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	2	100.0%	2
NZ/ European	Male	10	6%	22	12.6%	69	39.4%	74	42.3%	175
	Female	4	3%	23	15.8%	59	40.4%	60	41.1%	146
	Total	14	4%	45	14.0%	128	39.9%	134	41.7%	321

Year 1		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	3	6.8%	33	75.0%	8	18.2%	44
	Female	0	0%	1	2.3%	34	79.1%	8	18.6%	43
	Total	0	0%	4	4.6%	67	77.0%	16	18.4%	87
Māori	Male	0	0%	1	16.7%	4	66.7%	1	16.7%	6
	Female	0	0%	1	6.3%	12	75.0%	3	18.8%	16
	Total	0	0%	2	9.1%	16	72.7%	4	18.2%	22
Pasifika	Male	0	0%	1	50.0%	0	0.0%	1	50.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	1	33.3%	1	33.3%	1	33.3%	3
Asian	Male	0	0%	0	0.0%	4	66.7%	2	33.3%	6
	Female	0	0%	0	0.0%	6	100.0%	0	0.0%	6
	Total	0	0%	0	0.0%	10	83.3%	2	16.7%	12
MELAA	Male	0	0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	0	0.0%	3	100.0%	0	0.0%	3
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	0	0%	1	3.6%	23	82.1%	4	14.3%	28
	Female	0	0%	0	0.0%	14	73.7%	5	26.3%	19
	Total	0	0%	1	2.1%	37	78.7%	9	19.1%	47

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	5	9.4%	24	45.3%	24	45.3%	53
	Female	0	0%	9	27.3%	17	51.5%	7	21.2%	33
	Total	0	0%	14	16.3%	41	47.7%	31	36.0%	86
Maori	Male	0	0%	0	0.0%	5	41.7%	7	58.3%	12
	Female	0	0%	3	75.0%	0	0.0%	1	25.0%	4
	Total	0	0%	3	18.8%	5	31.3%	8	50.0%	16
Pasifika	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0.0%	2	66.7%	1	33.3%	3
Asian	Male	0	0%	0	0.0%	4	80.0%	1	20.0%	5
	Female	0	0%	2	66.7%	1	33.3%	0	0.0%	3
	Total	0	0%	2	25.0%	5	62.5%	1	12.5%	8
MELAA	Male	0	0%	0	0.0%	2	100.0%	0	0.0%	2

	Female	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Other	Male	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	1	100.0%	1
NZ/ European	Male	0	0%	5	15.6%	12	37.5%	15	46.9%	32
	Female	0	0%	3	13.0%	15	65.2%	5	21.7%	23
	Total	0	0%	8	14.5%	27	49.1%	20	36.4%	55

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	2%	8	17.8%	9	20.0%	27	60.0%	45
	Female	0	0%	12	36.4%	9	27.3%	12	36.4%	33
	Total	1	1%	20	25.6%	18	23.1%	39	50.0%	78
Māori	Male	0	0%	1	8.3%	2	16.7%	9	75.0%	12
	Female	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0%	1	7.7%	3	23.1%	9	69.2%	13
Pasifika	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	3	75.0%	1	25.0%	0	0.0%	4
	Total	0	0%	3	75.0%	1	25.0%	0	0.0%	4
Asian	Male	0	0%	1	25.0%	2	50.0%	1	25.0%	4
	Female	0	0%	3	50.0%	2	33.3%	1	16.7%	6
	Total	0	0%	4	40.0%	4	40.0%	2	20.0%	10
MELAA	Male	0	0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Total	0	0%	1	20.0%	2	40.0%	2	40.0%	5
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	1	4%	6	23.1%	4	15.4%	15	57.7%	26
	Female	0	0%	5	25.0%	4	20.0%	11	55.0%	20
	Total	1	2%	11	23.9%	8	17.4%	26	56.5%	46
		1	2%	8	17.8%	9	20.0%	27	60.0%	45

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	16%	3	9.4%	10	31.3%	14	43.8%	32
	Female	4	9%	7	16.3%	11	25.6%	21	48.8%	43
	Total	9	12%	10	13.3%	21	28.0%	35	46.7%	75
Maori	Male	0	0%	0	0.0%	2	40.0%	3	60.0%	5
	Female	2	29%	1	14.3%	2	28.6%	2	28.6%	7
	Total	2	17%	1	8.3%	4	33.3%	5	41.7%	12
Pasifika	Male	1	100%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0

	Total	1	100%	0	0.0%	0	0.0%	0	0.0%	1
Asian	Male	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Female	1	14%	2	28.6%	2	28.6%	2	28.6%	7
	Total	1	11%	2	22.2%	3	33.3%	3	33.3%	9
MELAA	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	4	17%	3	12.5%	7	29.2%	10	41.7%	24
	Female	1	3%	4	13.8%	7	24.1%	17	58.6%	29
	Total	5	9%	7	13.2%	14	26.4%	27	50.9%	53

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	7	16%	9	20.5%	12	27.3%	16	36.4%	44
	Female	3	9%	7	21.2%	9	27.3%	14	42.4%	33
	Total	10	13%	16	20.8%	21	27.3%	30	39.0%	77
Maori	Male	1	17%	4	66.7%	1	16.7%	0	0.0%	6
	Female	0	0%	1	14.3%	2	28.6%	4	57.1%	7
	Total	1	8%	5	38.5%	3	23.1%	4	30.8%	13
Pasifika	Male	1	50%	1	50.0%	0	0.0%	0	0.0%	2
	Female	1	50%	1	50.0%	0	0.0%	0	0.0%	2
	Total	2	50%	2	50.0%	0	0.0%	0	0.0%	4
Asian	Male	1	25%	1	25.0%	1	25.0%	1	25.0%	4
	Female	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	1	20%	1	20.0%	1	20.0%	2	40.0%	5
MELAA	Male	0	0%	0	0.0%	0	0.0%	2	100.0%	2
	Female	0	0%	1	50.0%	0	0.0%	1	50.0%	2
	Total	0	0%	1	25.0%	0	0.0%	3	75.0%	4
Other	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/ European	Male	4	13%	3	10.0%	10	33.3%	13	43.3%	30
	Female	2	10%	4	19.0%	7	33.3%	8	38.1%	21
	Total	6	12%	7	13.7%	17	33.3%	21	41.2%	51

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	4%	5	10.4%	18	37.5%	23	47.9%	48
	Female	2	4%	9	18.4%	20	40.8%	18	36.7%	49
	Total	4	4%	14	14.4%	38	39.2%	41	42.3%	97
Māori	Male	1	17%	0	0.0%	2	33.3%	3	50.0%	6
	Female	1	13%	1	12.5%	5	62.5%	1	12.5%	8

	Total	2	14%	1	7.1%	7	50.0%	4	28.6%	14
Pasifika	Male	0	0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0%	1	50.0%	1	50.0%	0	0.0%	2
	Total	0	0%	1	33.3%	2	66.7%	0	0.0%	3
Asian	Male	0	0%	0	0.0%	2	50.0%	2	50.0%	4
	Female	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0.0%	3	50.0%	3	50.0%	6
MELAA	Male	0	0%	1	100.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	1	33.3%	2	66.7%	3
	Total	0	0%	1	25.0%	1	25.0%	2	50.0%	4
Other	Male	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0%	0	0.0%	0	0.0%	1	100.0%	1
NZ/ European	Male	1	3%	4	11.4%	13	37.1%	17	48.6%	35
	Female	1	3%	7	20.6%	12	35.3%	14	41.2%	34
	Total	2	3%	11	15.9%	25	36.2%	31	44.9%	69

Richmond School Curriculum Levels - November 2024

- Mathematics summary

- Overall, 79.6% are 'At' or 'Above'. **This is exactly the same as 2023 (79.6%).**
- This percentage is our *Curriculum Levels* result. These OTJs are not the same as the previous annual *National Standards (2011 – 2018)*. The *Curriculum Levels* OTJs are similar to *National Standards*. So, we need to be careful about making sweeping generalisations and comparisons. The outcome percentages are only to be used as a guide of performance only. Having said that we now have comparative *Curriculum Levels* information during the past seven years (2018 – 2024).
- Our 79.6% is the same as last year's *Curriculum Levels* percentage of 79.6% (79.3% 2022, 77.3% 2021, 79.0% 2020, 82.3% 2019 and 84.1% 2018). The previous *National Standards* percentages being 85.2% (2017), 84.2% (2016), 82.1% (2015) and 80.7% (2014).
Although, the percentage is not back into the 80+ percentages of pre-Covid percentages, the last 3 years have all be 79% which is very pleasing.
- Especially pleasing were the Year 1s – 95.1% (97.5% 2023, 98.4% 2022, 96.1% 2021, 90.4% 2020, 95.1% 2019), Year 2s 83.7% (82.6% 2023) and Year 6s 81.5%, were 'At' or 'Above' the standard.
Not so pleasing were the Year 3s – 73.1%, Year 4s 74.7%, and the Year 5s were very poor – 66.3%.
- There was a closing gap between the gender difference (5% now) – 81.9% of males (83.4% 2023, 80.1% 2022, 79.5% 2021, 79.6% 2020, 81.5% 2019, 85.7% 2018, 85.4% 2017, 86% 2016, 84% 2015) and females 76.9% (72.9% 2023, 78.6% 2022, 75.0% 2021, 78.4% 2020, 83.2% 2019, 84.1% 2018, 84.5% 2017, 82% 2016, 79% 2015) 'At' or 'Above'.

Where the discrepancies occurred were in the percentages for the year levels.

Year 1 they are very similar (boys 98.0%, girls 96.5%). Year 2 boys 87.1% which is better than girls 71.5% (**low**). **Year 3 boys very low and girls believe the school average** - 63.6%, girls 74.4%. Year 4 boys 64.3% and girls 62.9%. **Both Year 4 percentages are very low**. Year 5 boys 91.3% which is very pleasing, girls 71.7% (**low**). Year 6 boys 88.1% which is very pleasing, girls 76.9%.

- In terms of ethnic differences the overall number and percentage of Māori students in the school, 80% of Māori students are 'At' or 'Above' (72.9% 2023, 74.3% 2022) – this is slightly higher than the overall school percentage (79.6%). Males 82.9% (higher than the overall school male population of 81.9%) and females 76.8% (virtually the same as the overall school female population of 76.9%).

There are 18 Pasifika students – 44.4% are 'At' or 'Above' (50% 2023, 60% 2022, 40% 2021, 41.7% 2020). This is still much lower than the overall school-wide percentage of 79.6%. Males 42.9% and females 45.5%.

There are 50 (up from 38 2023) Asian students. Only nine are 'Below' and one 'Well Below'. 78% are 'At' or 'Above' (74.3% 2023, 81.8% 2022, 88.0% 2021, 93.8% 2020). This is very pleasing. Males 88% and females 68.0%.

Two Main Achievement Targets for 2024

Richmond School

STUDENT ACHIEVEMENT TARGET: Action Plan 2024

Strategic goal:

With emphasis on Reading we will develop programmes to improve student achievement in Literacy.

Target area:

Reading

Student group:

Gender: Both

Ethnicity: All

Students: All years especially Year 2s, 3s, 4s and 5s and the Year 2, 4 and 5 boys. Also the Pasifika children.

Annual Aim:

To significantly improve the reading performance of pupils as per the applicable Curriculum Levels of performance for their year groups. All years especially Year 2s, 3s, 4s and 5s and the Year 2, 4 and 5 boys. Also the Pasifika children.

Annual Target:

To significantly boost the percentage of children 'At' or 'Above' the applicable Curriculum Levels of performance for their year groups, by 1st November 2024. The main target groups being especially Year 2s, Year 3s, Year 4s and Year 5s 2024. Also, the Year 2, Year 4 and Year 5 boys.

And secondly, to boost the number of Pasifika pupils 'At' or 'Above' the applicable Curriculum Levels of performance for their year groups (by 1st November 2024), from 50% to 70% (16 Pasifika students 2023). Especially the boys from 40%.

Literacy Achievement Target

Historical position:

2020 saw a significant drop in the overall percentage to 69.3% of children 'At' or 'Above' the Curriculum Levels performance (from the historical overall percentage of around 80%). 2021 saw an improvement (73.4%) but this is still well below historical percentages. 2022 was 75.2% and 2023 73.8%.

Richmond School 2018	77.5%
Richmond School 2019	80.2%
Richmond School 2020	69.3%
Richmond School 2021	73.4%
Richmond School 2022	75.2%
Richmond School 2023	73.8%

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All	Male	28	11%	41	16.6%	63	25.5%	115	46.6%	247
	Female	15	7%	41	17.8%	49	21.3%	125	54.3%	230
	Total	43	9%	82	17.2%	112	23.5%	240	50.3%	477
Māori	Male	4	10%	9	22.0%	11	26.8%	17	41.5%	41
	Female	4	12%	6	17.6%	9	26.5%	15	44.1%	34
	Total	8	11%	15	20.0%	20	26.7%	32	42.7%	75
Pasifika	Male	2	40%	1	20.0%	1	20.0%	1	20.0%	5
	Female	2	18%	3	27.3%	3	27.3%	3	27.3%	11
	Total	4	25%	4	25.0%	4	25.0%	4	25.0%	16

The main target groups being especially Year 2s 2024 (as Year 1s 2023 66.6%), Year 3s 2024 (as Year 2s 2023 65.7%), Year 4s 2024 (as Year 3s 2023 67.1%) and Year 5s 2024 (as Year 4s 2023 65.2%).

Also the **boys** in Year 2s 2024 (63.3% as Year 1s 2023), Years 4s 2024 (60.6% as Year 3s 2023) and Year 5s 2024 (63.2% as Year 4s 2023).

These cohorts need to be closely monitored and accelerated.

In terms of other ethnic differences:

<u>Māori</u>	Male	4	10%	9	22.0%	11	26.8%	17	41.5%	41
	Female	4	12%	6	17.6%	9	26.5%	15	44.1%	34
	Total	8	11%	15	20.0%	20	26.7%	32	42.7%	75
<u>Pasifika</u>	Male	2	40%	1	20.0%	1	20.0%	1	20.0%	5
	Female	2	18%	3	27.3%	3	27.3%	3	27.3%	11
	Total	4	25%	4	25.0%	4	25.0%	4	25.0%	16

- Our Māori students 'At' and 'Above' percentage 69.4% 2023. This is similar (but lower) to the previous 2 years - 75.7% 2022 and 72.9% 2021.
- There are 16 **Pasifika** students in the school - 8 are in the 'At' or 'Above' categories (50% 2023, 52.9% 2022), 2 boys (40% 2023, 42.9% 2022) and 6 girls (54.6% 2023, 60% 2022). This needs to be a target group 2024 (especially the boys).

Action plan:

What the school will do to meet the target	When will it be done by?	Who is involved/responsible?	Resources allocated to meet target
Teachers to be aware of the under-performing male and Pasifika students in their classrooms and who are 'Well Below' and 'Below' the expected Curriculum Levels for Writing. Many of the targeted students will be on our Special Needs register and will have teacher-aide support (as noted on classroom 'Teacher-aide Action Plans'). Some will be our children receiving 'Class Learning Support' funding (from the Ministry of Education).	Throughout 2024	Syndicate leaders, literacy curriculum team and class teacher. Teacher-aides.	Lists. Teacher-aide support. 'Class Learning Support' funding (from the Ministry of Education).
Teachers to specifically focus on the explicit teaching of Reading using individual baseline data results and Teacher Inquiry techniques.	Throughout 2024	Class teachers	Class time
Teachers to give targeted feedback and feed-forward so students know what their next learning steps are.	Throughout the year	Class teachers	Class time
Syndicates to spend time considering ways to boost performance and share ideas and resources.	Throughout the year	Class teachers and syndicates	Syndicate meetings

For the past 3 years, teacher Rachel Dippie provided training sessions and on-going guidance for teachers and teacher-aides. This is to continue in 2024 with more teachers and teacher-aides trained and guided.	During 2024	Teachers and Teacher-aides	PD sessions, syndicate meetings and individual support
7 teachers (including 2 being facilitators) to be trained in the BSLA (Better Start Literacy Approach) literacy approach. Training at the start of Term 1 and beyond. A number of teacher-aides to undertake the on-line version of BSLA (Better Start Literacy Approach) programme.	Terms 1 - 4 2024	6 Junior class teachers and Rochelle Krammer. Teacher-aides.	Numerous training sessions (most on-line). Release time for assessment. Numerous parent information sessions.
The Middle syndicate is trialing the CODE literacy programme.	Terms 1 - 4 2024	Middle syndicate throughout 2024	CODE resource.
Reading Recovery teachers to provide parent sessions in-school time and after school.	Terms 1 - 4 2024	Rochelle Krammer and Jess O'Connor	Extra time for preparation and presentation
Precision Teaching for a number of children who are 'Well Below' their age levels can be utilised as a very intensive but successful method of improving performance. Room 3 are underway with this tried and trusted method (devised by Monash University, Australia). This is seen as a significant approach for those struggling to grasp phonics.	Terms 1 - 4 2024	Class teachers and teacher-aides	Extra time for tutoring of teacher-aides and also need for teacher-aide involvement.
Syndicate leaders, Literacy leaders, Reading Recovery Teachers, 'Across-school' and 'Within school' Waimea Community of Learning Kāhui Ako Lead Teachers, to provide ideas to individual teachers and at syndicate and staff meetings.	Throughout 2024	Syndicate leaders, Literacy leaders, Reading Recovery Teachers	Individual conversations, syndicate and staff meetings, teacher-aides
For teachers and teacher-aides to become familiar with the following documents and apply new knowledge about Pasifika children and Tapasa Cultural Competencies. <ul style="list-style-type: none"> • https://teachingcouncilnz-uat.cwp.govt.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf • https://teachingcouncil.nz/assets/Files/Tapasa/Quality_Practise_Template_Tapasa.pdf 	Throughout 2024	Class teachers and teacher-aides	Website links. Presentations at Accord Days, staff and syndicate meetings and whānau hui.
Literacy presentations at parent meetings e.g. interviews, Class Introduction evenings, literacy related sessions (e.g. BSLA) and whānau hui.	Throughout 2024 Throughout 2024	Class teachers, Literacy leaders, Reading Recovery teachers, BSLA teachers and facilitators, and management.	Presentations and discussions as noted - interviews, Class Introduction evenings, literacy related sessions (e.g. BSLA) and whānau hui.

Involve as many of the identified children in specific support programmes such as <i>ipad Apps, Lexia, Early Words</i> and additional teacher-aid support (with associated Action Plans). Reading Plus program as deemed appropriate.	Throughout 2024	Class teachers, SENCo, Special Needs committee and teacher-aid	<i>Ipad Apps, Lexia</i> and additional teacher-aid support (an associated Action Plans)
Teachers to celebrate reading successes within class, within syndicates and males/Pasifika pupils to visit management with reading successes.	Throughout 2024	Class teachers, syndicate teachers, SENCo, management	Personnel time
In Term 4 2024 re-check performance.	Term 4 2024	Class teachers	OTJs determining Curriculum Level
Re-evaluate the students who were performing 'At' and 'Above' Writing Curriculum Level on 1 st November 2024 and provide data for school-wide evaluation.	Term 4 2024	Deputy Principal	Curriculum Level evaluation

End-of-year results:

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	21	8%	29	10.9%	100	37.6%	116	43.6%	266
	Female	8	3%	27	11.5%	78	33.3%	121	51.7%	234
	Total	29	6%	56	11.2%	178	35.6%	237	47.4%	500
Māori	Male	2	4%	8	17.0%	14	29.8%	23	48.9%	47
	Female	1	2%	3	7.0%	26	60.5%	13	30.2%	43
	Total	3	3%	11	12.2%	40	44.4%	36	40.0%	90
Pasifika	Male	3	43%	1	14.3%	1	14.3%	2	28.6%	7
	Female	1	9%	3	27.3%	3	27.3%	4	36.4%	11
	Total	4	22%	4	22.2%	4	22.2%	6	33.3%	18

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	4%	4	7.5%	31	58.5%	16	30.2%	53
	Female	0	0%	4	12.1%	11	33.3%	18	54.5%	33
	Total	2	2%	8	9.3%	42	48.8%	34	39.5%	86
Māori	Male	0	0%	1	8.3%	7	58.3%	4	33.3%	12
	Female	0	0%	1	25.0%	1	25.0%	2	50.0%	4
	Total	0	0%	2	12.5%	8	50.0%	6	37.5%	16
Pasifika	Male	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0%	0	0.0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0.0%	1	33.3%	2	66.7%	3

	Well Below	Below	At	Above	Total
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Year 3		No	%	No	%	No	%	No	%	No
All	Male	6	13%	1	2.2%	8	17.8%	30	66.7%	45
	Female	2	6%	5	15.2%	5	15.2%	21	63.6%	33
	Total	8	10%	6	7.7%	13	16.7%	51	65.4%	78
Māori	Male	1	8%	0	0.0%	3	25.0%	8	66.7%	12
	Female	0	0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	1	8%	0	0.0%	3	23.1%	9	69.2%	13
Pasifika	Male	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	1	25%	0	0.0%	1	25.0%	2	50.0%	4
	Total	1	25%	0	0.0%	1	25.0%	2	50.0%	4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	13%	2	6.3%	8	25.0%	18	56.3%	32
	Female	3	7%	0	0.0%	11	25.6%	29	67.4%	43
	Total	7	9%	2	2.7%	19	25.3%	47	62.7%	75
Māori	Male	0	0%	0	0.0%	1	20.0%	4	80.0%	5
	Female	0	0%	0	0.0%	4	57.1%	3	42.9%	7
	Total	0	0%	0	0.0%	5	41.7%	7	58.3%	12
Pasifika	Male	1	100%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	1	100%	0	0.0%	0	0.0%	0	0.0%	1

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	8	18%	6	13.6%	18	40.9%	12	27.3%	44
	Female	1	3%	6	18.2%	10	30.3%	16	48.5%	33
	Total	9	12%	12	15.6%	28	36.4%	28	36.4%	77
Māori	Male	0	0%	3	50.0%	3	50.0%	0	0.0%	6
	Female	0	0%	1	14.3%	4	57.1%	2	28.6%	7
	Total	0	0%	4	30.8%	7	53.8%	2	15.4%	13
Pasifika	Male	2	100%	0	0.0%	0	0.0%	0	0.0%	2
	Female	0	0%	1	50.0%	0	0.0%	1	50.0%	2
	Total	2	50%	1	25.0%	0	0.0%	1	25.0%	4

Analysis of Variance/Recommendations:

It is wonderful to report the first part of the school-wide target was achieved with significant improvements made in terms of the reading attainments for the targeted groups:

“To significantly boost the percentage of children ‘At’ or ‘Above’ the applicable Curriculum Levels of performance for their year groups, by 1st November 2024. The main target groups being especially Year 2s, Year 3s, Year 4s and Year 5s 2024. Also, the Year 2, Year 4 and Year 5 boys.”

The target groups for 2024 were Year 2s, 3s, 4s and 5s. Also, the Year 2, Year 4 and Year 5 boys. **There have been significant improvements with all these cohorts with some being exceptional.** Year 2s 2024 - 88.3% (as Year 1s 2023 – 66.6%), Year 3s 2024 – 82.1% (as Year 2s 2023 – 65.7%), Year 4s 2024 - 88.0% (as Year 3s 2023 – 67.1%) and Year 5s – 72.8% (as Year 4s 2023 – 65.7%).

The 2024 Year 5s (2025 Year 6s) need to be a target group 2025 – boys 68.2% (2024), girls 78.8% (2024).

There has been an excellent improvement in the 2024 targeted boys' percentages – Year 2s 88.0% (63.3% 2023 as Year 1s), Year 4s 81.3% (60.6% as Year 3s 2023) and Year 5s 68.2% (63.2% as Year 4s 2023).

As noted above, the 2025 Year 6 boys need to remain a targeted group in 2025, aiming to boost the percentages to where the other year groups are – 80% +.

In terms of the second part of the 2024 Reading target:

“To boost the number of Pasifika pupils ‘At’ or ‘Above’ the applicable Curriculum Levels of performance for their year groups (by 1st November 2024), from 50% to 70% (16 Pasifika students 2023). Especially the boys from 40%.”

This part of the target wasn't achieved. However, the percentage of Pasifika children 'At' or 'Above' did increase from 50% to 55.5% (10 of the 18 Pasifika children). This needs to remain a targeted group in 2025.

Future directions:

- The 2024 Year 5s (2025 Year 6s) students need to remain a target group in 2025 with the aim of boosting their performance to 80% or more – boys 68.2% (2024), girls 78.8% (2024).
- The reading attainments of the Pasifika children 'At' or 'Above' needs to remain a targeted group in 2025. 2024 – 55.5%. The aim should be to boost the percentage to at least 70%.

STUDENT ACHIEVEMENT TARGET: Action Plan 2024

Strategic goal:

With emphasis on Writing we will develop programmes to improve student achievement in Literacy.

Target area:

Writing

Student group:

Gender: All

Ethnicity: All

Students:

All years especially Year 5s 2024 and the Year 3, 4 and 5 2024 boys.
Also, the Pasifika children.

Annual Aim:

To improve the overall writing performance and in particular the Year 5s and especially the Year 3, 4 and 5 boys (2024) and Pasifika students applicable Curriculum Levels of performance.

Annual Target:

- To significantly boost the percentage of children 'At' or 'Above' the applicable Writing Curriculum Levels of performance for their year groups, by 1st November 2024 (especially Year 3, 4 and 5 boys).
- And secondly, to boost the number of Pasifika pupils 'At' or 'Above' the applicable Writing Curriculum Levels of performance for their year groups (by 1st November 2024), from 43.8% (2023) to 70% and significantly improve boys' percentage (20.0% 2023).

Literacy Achievement Target

The Year level targets being:

Year 2 – 80% of boys writing at a Lii (*The Year 1 level*) and 55% of boys in Year 2 writing at L1iii (*Their expected Year 2 level*)

Year 3 – 80% of boys writing at a Liii (*The Year 2 level*) and 60% of boys in Year 3 writing at L2b (*Their expected Year 3 level*)

Year 4 – 80% of boys writing at a L2b (*The Year 3 level*) and 65% of boys in Year 4 writing at L2p (*Their expected Year 4 level*)

Year 5 – 80% of boys writing at a L2p (*The Year 4 level*) and 72% of boys in Year 5 writing at L2a/3b (*Their expected Year 5 level*)

Year 6 – 80% of boys in Year 6 writing at L3p (*The expected Year 6 level*)

HISTORICAL POSITION: From last year's 2023 Analysis of Variance information:

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	17	7%	69	27.7%	126	50.6%	37	14.9%	249
	Female	4	2%	36	16.1%	125	56.1%	58	26.0%	223
	Total	21	4.4%	105	22.2%	251	53.2%	95	20.1%	472
Māori	Male	4	9%	9	20.5%	28	63.6%	3	6.8%	44
	Female	1	3%	4	13.3%	17	56.7%	8	26.7%	30
	Total	5	7%	13	17.6%	45	60.8%	11	14.9%	74
Pasifika	Male	0	0%	4	80.0%	1	20.0%	0	0.0%	5
	Female	0	0%	5	45.5%	5	45.5%	1	9.1%	11
	Total	0	0%	9	56.3%	6	37.5%	1	6.3%	16

Richmond School 2018	72.2%
Richmond School 2019	78.0%
Richmond School 2020	73.7%
Richmond School 2021	69.1%
Richmond School 2022	77.4%
Richmond School 2023	73.3%

It is disappointing to report the overall percentage of children 'At' or 'Above' (73.3%) in writing in 2023 is lower than than the 2022 percentage 77.4%, similar to 2020 73.7% and up on the 2021 percentage 69.1%. Although all in the range - 69% to 77.4% we need to aim at 80%+.

When one drills down into the differences where the percentages are significantly lower than the others.

For 2024, there needs to be a Writing Target since **26.7%** of all children (more than one in three) are 'Well Below' or 'Below' the Curriculum Level for their age.

The two year levels of concern being the Year 4s 2023 – 56.5% and the Year 6s 2023 – 51.1%. Both percentages are significantly lower than the average (73.3%). The Year 6s have moved onto intermediate schooling so the Year 5s 2024 group need to be a target group.

Also, the target cohorts for 2024 being Year 2 boys 2023 – **71.8%**, Year 3 boys 2023 – **69.7%** and Year 4 2023 – **45.3%**.

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
	Male	4	10%	7	17.9%	20	51.3%	8	20.5%	39

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
	Male	3	9%	7	21.2%	11	33.3%	12	36.4%	33
All	Female	0	0%	2	4.7%	19	44.2%	22	51.2%	43
	Total	3	4%	9	11.8%	30	39.5%	34	44.7%	76

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
	Male	7	17%	16	38.1%	12	28.6%	7	16.7%	42

In 2024 we need to boost the number of Pasifika pupils 'At' or 'Above' the applicable Writing Curriculum Levels of performance for their year groups (by 1st November 2024).

The percentage of the current 16 Pasifika 2023 children 'At' or 'Above' was - 43.8% 2023 (less than the 2022 percentage - 50.1%). The girls' percentage was 54.6% but the boys' percentage was only 20%. Need to target these children in the future.

Pasifika	Male	0	0%	4	80.0%	1	20.0%	0	0.0%	5
	Female	0	0%	5	45.5%	5	45.5%	1	9.1%	11
	Total	0	0%	9	56.3%	6	37.5%	1	6.3%	16

So, at staff and syndicate meetings in early 2024, teachers will be brainstorming suitable action plans to improve Writing (and in fact Literacy – Reading and Writing) to see what improvements can be made in terms of literacy teaching and learning in 2024.

Action plan:

What the school will do to meet the target	When will it be done by?	Who is involved/responsible?	Resources allocated to meet target
<p>Teachers to be aware of the under-performing male and Pasifika students in their classrooms and who are 'Well Below' and 'Below' the expected Curriculum Levels for Writing.</p> <p>Many of the targeted students will be on our Special Needs register and will have teacher-aide support (as noted on classroom 'Teacher-aide Action Plans'). Some will be our children receiving 'Class Learning Support' funding (from the Ministry of Education).</p>	Throughout 2024	<p>Syndicate leaders, literacy curriculum team and class teacher.</p> <p>Teacher-aides.</p>	<p>Lists.</p> <p>Teacher-aide support.</p> <p>'Class Learning Support' funding (from the Ministry of Education).</p>
Teachers to specifically focus on the explicit teaching of Writing using individual baseline data results and Teacher Inquiry techniques.	Throughout 2024	Class teachers	Class time
Teachers to give targeted feedback and feed-forward so students know what their next learning steps are.	Throughout the year	Class teachers	Class time
Syndicates to spend time considering ways to boost performance and share ideas and resources.	Throughout the year	Class teachers and syndicates	Syndicate meetings
Literacy leaders, Reading Recovery teacher to provide ideas to individual teachers, at syndicate and staff meetings.	Throughout 2024	Syndicate leaders, Reading Recovery teachers and literacy curriculum team	Syndicate and staff meetings
For the past 3 years, teacher Rachel Dippie provided training sessions and on-going guidance for teachers and teacher-aides. This is to continue in 2024 with more teachers and teacher-aides trained and guided.	During 2024	Teachers and Teacher-aides	PD sessions, syndicate meetings and individual support
<p>7 teachers (including 2 being facilitators) to be trained in the BSLA (Better Start Literacy Approach) literacy approach. Training at the start of Term 1 and beyond.</p> <p>A number of teacher-aides to undertake the on-line version of BSLA (Better Start Literacy Approach) programme.</p>	Terms 1 - 4 2024	6 Junior class teachers and Rochelle Krammer. Teacher-aides.	<p>Numerous training sessions (most on-line). Release time for assessment.</p> <p>Numerous parent information sessions.</p>
The Middle syndicate is trialing the CODE literacy programme.	Terms 1 - 4 2024	Middle syndicate throughout 2024	CODE resource.

Reading Recovery teachers to provide parent sessions in-school time and after school.	Terms 1 - 4 2024	Rochelle Krammer and Jess O'Connor	Extra time for preparation and presentation
Precision Teaching for a number of children who are 'Well Below' their age levels can be utilised as a very intensive but successful method of improving performance. Room 3 are underway with this tried and trusted method (devised by Monash University, Australia). This is seen as a significant approach for those struggling to grasp phonics.	Terms 1 - 4 2024	Class teachers and teacher-aides	Extra time for tutoring of teacher-aides and also need for teacher-aide involvement.
For teachers and teacher-aides to become familiar with the following documents and apply new knowledge about Pasifika children and Tapasa Cultural Competencies. <ul style="list-style-type: none"> https://teachingcouncilnz-uat.cwp.govt.nz/assets/Files/Tapasa/Tapasa-Cultural-Competencies-Framework-for-Teachers-of-Pacific-Learners-2019.pdf https://teachingcouncil.nz/assets/Files/Tapasa/Quality Practise Template Tapasa.pdf 	Throughout 2024	Class teachers and teacher-aides	Website links. Presentations at Accord Days, staff and syndicate meetings and whānau hui.
Literacy presentations at parent meetings e.g. interviews, Class Introduction evenings, literacy related sessions (e.g. BSLA) and whānau hui.	Throughout 2024 Throughout 2024	Class teachers, Literacy leaders, Reading Recovery teachers, BSLA teachers and facilitators, and management.	Presentations and discussions as noted - interviews, Class Introduction evenings, literacy related sessions (e.g. BSLA) and whānau hui.
Syndicates, inter-syndicate and staff meeting writing moderation exercises.	Throughout 2024	Syndicate leaders and literacy curriculum team	Syndicate and staff meetings
Involve as many of the identified children in specific support programmes such as iPad Apps, Lexia, Early Words and additional teacher-aide support (with associated Action Plans).	Throughout 2024	Class teachers, SENCo, Special Needs committee and teacher-aide	<i>Ipod Apps, Lexia</i> and additional teacher-aide support (with associated Action Plans)
Teachers to celebrate writing successes within class, within syndicates and males/Pasifika pupils to visit management with writing successes.	Throughout 2024	Class teachers, syndicate teachers, SENCo, management	Personnel time
In Term 4 2024 re-check performance.	Term 4 2024	Class teachers	OTJs determining Curriculum Level category
Re-evaluate the students who were performing 'At' and 'Above' Writing Curriculum Level on 1 st November 2024 and provide data for school-wide evaluation.	Term 4 2024	Deputy Principal	Curriculum Level evaluation

End-of-year results:

All Students		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	19	7%	78	29.3%	119	44.7%	50	18.8%	266
	Female	1	0%	46	19.7%	119	50.9%	68	29.1%	234
	Total	20	4%	124	24.8%	238	47.6%	118	23.6%	500
Māori	Male	5	11%	11	23.4%	22	46.8%	9	19.1%	47
	Female	1	2%	9	20.9%	26	60.5%	7	16.3%	43
	Total	6	7%	20	22.2%	48	53.3%	16	17.8%	90
Pasifika	Male	1	14%	4	57.1%	2	28.6%	0	0.0%	7
	Female	0	0%	3	27.3%	6	54.5%	2	18.2%	11
	Total	1	6%	7	38.9%	8	44.4%	2	11.1%	18

Year 1		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	8	18.2%	30	68.2%	6	13.6%	44
	Female	0	0%	4	9.3%	33	76.7%	6	14.0%	43
	Total	0	0%	12	13.8%	63	72.4%	12	13.8%	87

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	2%	10	18.9%	35	66.0%	7	13.2%	53
	Female	0	0%	5	15.2%	18	54.5%	10	30.3%	33
	Total	1	1%	15	17.4%	53	61.6%	17	19.8%	86

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	11%	8	17.8%	16	35.6%	16	35.6%	45
	Female	0	0%	4	12.1%	15	45.5%	14	42.4%	33
	Total	5	6%	12	15.4%	31	39.7%	30	38.5%	78

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	6%	12	37.5%	10	31.3%	8	25.0%	32
	Female	0	0%	8	18.6%	13	30.2%	22	51.2%	43
	Total	2	3%	20	26.7%	23	30.7%	30	40.0%	75

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	9	20%	12	27.3%	19	43.2%	4	9.1%	44
	Female	0	0%	6	18.2%	21	63.6%	6	18.2%	33
	Total	9	12%	18	23.4%	40	51.9%	10	13.0%	77

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	4%	28	58.3%	9	18.8%	9	18.8%	48
	Female	1	2%	19	38.8%	19	38.8%	10	20.4%	49
	Total	3	3%	47	48.5%	28	28.9%	19	19.6%	97

Analysis of Variance/Recommendations:

“To significantly boost the percentage of children ‘At’ or ‘Above’ the applicable Curriculum Levels of performance for their year groups, by 1st November 2024. Especially the Year 5s and the Year 3, 4, 5 boys.”

This part of the target was only partially successful.

Percentage improvements ‘At’ and ‘Above’ in the following years:

- Year 2 – 81.4% (74.6% 2023).
- Year 4 – 70.7% (56.5% 2023).

Percentage decreases in ‘At’ and ‘Above’ categories, in the following years:

- Year 1 – 86.2% (87.8% 2023).
- Year 3 – 78.2% (84.2% 2023).
- Year 5 – 64.9% (87.0% 2023).
- Year 6 – 48.0% (51.1% 2023).

The boys in Years 3, 4 and 5:

- Year 3 – 71.2% (71.8% as Year 2s 2023).
- Year 4 – 56.3% (69.7% as Year 3s 2023).
- Year 5 – 52.3% (45.5% as Year 4s 2023).

When one factors in the girls’ performances at each year level – the girls are performing very well and all above 80% at all year levels, except our Year 6s:

- Year 1 – 90.7%
- Year 2 – 84.8%
- Year 3 – 87.9%
- Year 4 – 81.4%
- Year 5 – 81.8%
- **Year 6 – 59.2%**

The Year 4, 5 and 6 boys need to remain targeted groups in 2025, aiming to boost the percentage to where the other year groups are – 80% +.

In terms of the second part of the 2024 Writing target:

“To boost the number of Pasifika pupils ‘At’ or ‘Above’ the applicable Curriculum Levels of performance for their year groups (by 1st November 2024), from 43.8% to 70% (16 Pasifika students 2023). Especially the boys from 20%.”

This part of the target wasn’t achieved.

The percentage of Pasifika children ‘At’ or ‘Above’ did increase from 43.8% to 55.5% (10 of the 18 Pasifika children).

The percentage of Pasifika boys ‘At’ or ‘Above’ did increase from 20.0% to 28.6%.

The Pasifika students need to remain a targeted group in 2025.

Future directions:

- The 2025 Year 4, 5 and 6 boys need to remain targeted groups in 2025, aiming to boost the percentages to where the other year groups are – 80% +.
- The Pasifika students need to remain a targeted group in 2025.