

KENAKENA SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Principal:	Bruce McDonald
Ministry Number:	2878
School Address:	Donovan Road, Paraparaumu Beach, Paraparaumu
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KENAKENA SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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KENAKENA 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.

Clinton Victor Davey Smith
Full Name of Presiding Member

Bruce David McDonald
Full Name of Principal

Signature of Presiding Member

Signature of Principal

12/8/25
Date:

12/8/25
Date:

KENAKENA SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	5,264,381	5,285,218	4,928,552
Locally Raised Funds	3	396,665	423,261	241,366
Interest		20,539	16,000	20,135
		<u>5,681,585</u>	<u>5,724,479</u>	<u>5,190,053</u>
Expenses				
Locally Raised Funds	3	154,544	184,678	91,077
Learning Resources	4	4,163,401	4,113,831	3,863,881
Administration	5	346,304	331,366	324,639
Interest		1,498	1,700	1,563
Property	6	1,027,533	990,650	954,355
Loss on Disposal of Property, Plant and Equipment		433	-	-
		<u>5,693,713</u>	<u>5,622,225</u>	<u>5,235,515</u>
Net Surplus / (Deficit) for Year		(12,128)	102,254	(45,462)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(12,128)</u>	<u>102,254</u>	<u>(45,462)</u>

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

KENAKENA SCHOOL

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Balance at 1 January	413,718	413,718	379,612
Total comprehensive revenue and expense for the year	(12,128)	102,254	(45,462)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	46,841	50,000	79,568
Equity at 31 December	448,436	565,972	413,718
Accumulated comprehensive revenue and expense	448,436	565,972	413,718
Equity at 31 December	448,436	565,972	413,718

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.

KENAKENA SCHOOL

Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	328,937	311,472	423,219
Accounts Receivable	8	316,269	203,000	301,669
GST Receivable		-	5,000	-
Inventories	9	4,102	4,500	3,790
Investments	10	113,466	110,000	107,042
Prepayments		12,387	7,000	16,826
		<u>775,161</u>	<u>640,972</u>	<u>852,546</u>
Current Liabilities				
Accounts Payable	12	410,664	295,000	397,096
Finance Lease Liability	15	7,455	5,000	10,674
Funds held for Capital Works Projects	17	62,331	25,000	207,051
GST Payable		3,708	-	13,444
Revenue Received in Advance	13	76,472	25,000	77,783
Provision for Cyclical Maintenance	14	13,167	65,000	6,375
Funds held in Trust	16	36,656	-	26,365
		<u>610,453</u>	<u>415,000</u>	<u>738,788</u>
Working Capital Surplus/(Deficit)		164,708	225,972	113,758
Non-current Assets				
Property, Plant and Equipment	11	354,185	350,000	378,042
		<u>354,185</u>	<u>350,000</u>	<u>378,042</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	67,032	-	67,203
Finance Lease Liability	15	3,422	10,000	10,879
		<u>70,454</u>	<u>10,000</u>	<u>78,082</u>
Net Assets		<u><u>448,436</u></u>	<u><u>565,972</u></u>	<u><u>413,718</u></u>
Equity		<u><u>448,436</u></u>	<u><u>565,972</u></u>	<u><u>413,718</u></u>

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

KENAKENA 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		1,418,705	1,376,508	1,446,899
Locally Raised Funds		233,753	75,261	119,112
International Students		180,547	153,000	27,481
Goods and Services Tax (net)		(9,737)	(10,000)	11,018
Payments to Employees		(1,200,486)	(842,572)	(1,137,278)
Payments to Suppliers		(565,946)	(579,356)	(414,322)
Interest Paid		(1,498)	(1,700)	(1,563)
Interest Received		20,281	13,000	18,654
Net cash from / (to) the Operating Activities		75,619	184,141	70,001
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(65,229)	(175,777)	(235,942)
Purchase of Investments		(6,424)	(10,000)	(4,283)
Net cash from / (to) the Investing Activities		(71,653)	(185,777)	(240,225)
Cash flows from Financing Activities				
Furniture and Equipment Grant		46,841	50,000	79,568
Finance Lease Payments		(10,660)	(4,000)	25,484
Funds Administered on Behalf of Other Parties		(134,429)	5,000	181,280
Net cash from Financing Activities		(98,248)	51,000	286,332
Net increase/(decrease) in cash and cash equivalents		(94,282)	49,364	116,108
Cash and cash equivalents at the beginning of the year	7	423,219	262,108	307,111
Cash and cash equivalents at the end of the year	7	328,937	311,472	423,219

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



KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure 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

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 22b.

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. These 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.

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprise 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 not trivial.

KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

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:

Furniture and equipment	5 - 10 years
Information and communication technology	3 - 5 years
Leased assets	3 - 5 years
Leasehold Improvements	10 - 75 years
Library resources	12.5% Diminishing value
Other	5 - 20 years

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

k) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information.

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

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

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 benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

KENAKENA SCHOOL

Notes to the Financial Statements For the year ended 31 December 2024

1. Statement of Accounting Policies

n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) 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 Revenue and Expense.

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

q) Provision for Cyclical Maintenance

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

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

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

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

u) Services received in-kind

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

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,347,160	1,395,008	1,332,097
Other Government Grants	41,067	31,500	50,491
Teachers' Salaries Grants	3,175,657	3,158,213	2,884,902
Use of Land and Buildings Grants	700,497	700,497	661,062
	<u>5,264,381</u>	<u>5,285,218</u>	<u>4,928,552</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Fees for Extra Curricular Activities	128,786	145,661	93,554
Donations & Bequests	48,078	88,000	71,046
Fundraising & Community Grants	40,367	31,000	24,000
Other revenue	16,173	7,200	9,565
Trading	1,660	3,400	1,087
International Student Fees	161,601	148,000	42,114
	<u>396,665</u>	<u>423,261</u>	<u>241,366</u>
Expenses			
Extra Curricular Activities Costs	104,664	61,012	72,483
Fundraising & Community Grant Costs	3,243	3,731	1,827
Other Locally Raised Funds Expenditure	2,344	2,700	-
Trading	-	66,535	-
International Student - Other Expenses	44,293	50,700	16,767
	<u>154,544</u>	<u>184,678</u>	<u>91,077</u>
<i>Surplus for the year Locally raised funds</i>	<u>242,121</u>	<u>238,583</u>	<u>150,289</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	58,136	76,306	62,173
Employee Benefits - Salaries	3,944,628	3,888,686	3,665,247
Extra-curricular activities	15,520	10,000	19,996
Information and Communication Technology	20,505	23,600	21,630
Library Resources	4,600	5,546	2,473
Staff Development	31,348	42,693	22,973
Depreciation	88,664	67,000	69,389
	<u>4,163,401</u>	<u>4,113,831</u>	<u>3,863,881</u>

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	10,850	5,000	5,391
Board of Trustees Expenses	3,261	2,500	942
Board of Trustees Fees	6,380	7,216	5,907
Communication	15,606	17,700	16,057
Consumables	9,798	10,000	9,829
Employee Benefits - Salaries	248,520	231,500	236,943
Insurance	11,873	9,500	9,410
Other	30,086	38,050	30,272
Service Providers, Contractors and Consultancy	9,930	9,900	9,888
	<u>346,304</u>	<u>331,366</u>	<u>324,639</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,115	17,800	15,977
Cyclical Maintenance Provision	38,779	14,954	2,700
Employee Benefits - Salaries	168,768	148,599	164,322
Grounds	31,441	39,300	46,075
Heat, Light and Water	23,129	19,000	19,129
Rates	9,532	8,700	8,706
Repairs and Maintenance	29,007	34,800	30,051
Security	8,265	7,000	6,333
Use of Land and Buildings	700,497	700,497	661,062
	<u>1,027,533</u>	<u>990,650</u>	<u>954,355</u>

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

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	328,937	250,000	423,219
Bank Call Account	-	61,472	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>328,937</u>	<u>311,472</u>	<u>423,219</u>

Of the \$328,937 Cash and Cash Equivalents, \$62,331 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	6,523	200,000	25,469
Receivables from the Ministry of Education	5,323	-	35,817
Interest Receivable	3,080	3,000	2,822
Teacher Salaries Grant Receivable	301,343	-	237,561
	<u>316,269</u>	<u>203,000</u>	<u>301,669</u>
Receivables from Exchange Transactions	14,926	203,000	64,108
Receivables from Non-Exchange Transactions	301,343	-	237,561
	<u>316,269</u>	<u>203,000</u>	<u>301,669</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	4,102	4,500	3,790
	<u>4,102</u>	<u>4,500</u>	<u>3,790</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	113,466	110,000	107,042

The carrying value of long term deposits longer than 90 days but less than 12 months approximates their fair value at 31 December 2024.



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2024						
Furniture and Equipment	103,348	21,713	-	-	(22,276)	102,785
Information Technology	128,971	19,141	-	-	(35,468)	112,644
Leased Assets	21,264	-	-	-	(10,583)	10,681
Leasehold Improvements	21,595	6,925	-	-	(3,951)	24,569
Library Resources	47,606	14,691	-	-	(6,104)	56,193
Other	55,258	2,770	(433)	-	(10,282)	47,313
Balance at 31 December 2024	378,042	65,240	(433)	-	(88,664)	354,185

The net carrying value of equipment held under a finance lease is \$10,681 (2023: \$21,266).

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	314,734	(211,949)	102,785	299,626	(196,280)	103,346
Information Technology	296,681	(184,037)	112,644	277,540	(148,569)	128,971
Leased Assets	33,268	(22,587)	10,681	39,934	(18,668)	21,266
Leasehold Improvements	125,160	(100,591)	24,569	118,235	(96,640)	21,595
Library Resources	145,667	(89,474)	56,193	130,976	(83,370)	47,606
Other	83,207	(35,894)	47,313	84,440	(29,182)	55,258
Balance at 31 December	998,717	(644,532)	354,185	950,751	(572,709)	378,042

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	23,382	-	47,221
Accruals	10,850	30,000	24,385
Banking staffing overuse	-	-	14,227
Employee Entitlements - salaries	352,612	250,000	290,587
Employee Entitlements - leave accrual	23,820	15,000	20,676
	410,664	295,000	397,096
Payables for Exchange Transactions	410,664	295,000	397,096
	410,664	295,000	397,096

The carrying value of payables approximates their fair value.

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Grants in Advance	10,768	20,000	45,786
International Student Fees	60,592	5,000	11,925
Grants in Advance - Ministry of Education	-	-	15,880
Student Fees in Advance	5,112	-	4,192
	<u>76,472</u>	<u>25,000</u>	<u>77,783</u>

14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Provision at the Start of the Year	73,578	73,578	72,546
Increase to the Provision During the Year	38,779	14,954	4,437
Use of the Provision During the Year	(32,158)	(23,532)	(3,405)
Provision at the End of the Year	<u>80,199</u>	<u>65,000</u>	<u>73,578</u>
Cyclical Maintenance - Current	13,167	65,000	6,375
Cyclical Maintenance - Non current	67,032	-	67,203
	<u>80,199</u>	<u>65,000</u>	<u>73,578</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent 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. Minimum lease payments payable:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
No Later than One Year	8,112	5,000	12,173
Later than One Year and no Later than Five Years	3,592	10,000	11,705
Future Finance Charges	(827)	-	(2,325)
	<u>10,877</u>	<u>15,000</u>	<u>21,553</u>
Represented by			
Finance lease liability - Current	7,455	5,000	10,674
Finance lease liability - Non current	3,422	10,000	10,879
	<u>10,877</u>	<u>15,000</u>	<u>21,553</u>

KENAKENA SCHOOL

Notes to the Financial Statements
For the year ended 31 December 2024

16. Funds held in Trust

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	36,656	-	26,365
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>36,656</u>	<u>-</u>	<u>26,365</u>

These funds are held in trust for hosts of international students.

17. Funds Held for Capital Works Projects

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

2024	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$	
	Classroom Ventilation Improvements	239096	47,092	125	(47,217)	-	
	Staffroom & Staff Toilet Redevelopment	221768	48,318	-	(3,955)	44,363	
	Combine Windows, Cladding, C/rooms	226028	(1,922)	29,001	(27,079)	-	
	Defective Sewer Pipework - Income	226021	24,750	1,645	(26,404)	9	
	LSM Boundary Safety Improvements	241647	95,000	159,839	(236,871)	17,968	
	Replace Heatpumps (Blk A)	245801	(6,187)	7,437	(1,250)	-	
	Blocks A, B - Roofing Improvements	244270	-	40,893	(40,893)	-	
	Investigate Subsidence and Remediate	226023	-	36,488	(36,488)	-	
	Totals		<u>207,051</u>	<u>275,428</u>	<u>(420,157)</u>	<u>9</u>	<u>62,331</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	62,331
Funds Receivable from the Ministry of Education	-
	<u>62,331</u>

2023	Project Number	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$	
	AMS Upgrade Fire Alarm System	226030	3,254	5,891	(9,145)	-	
	Classroom Ventilation Improvements	239096	-	47,092	-	47,092	
	Replace Non Slip Surfacing	226022	-	-	-	-	
	Replace Roof Coverings & Spouting	226020	14,500	5,500	(20,335)	335	
	Staffroom & Staff Toilet Redevelopment	221768	(2,737)	313,883	(262,829)	48,317	
	Combine Windows, Cladding, C/rooms	226028	50,000	393,035	(432,076)	(1,921)	
	Refurbish Classroom & Toilets	226028	(12,880)	-	-	12,880	
	Defective Sewer Pipework - Income	226021	-	24,750	-	24,750	
	LSM Boundary Safety Improvements	241647	-	100,000	(5,000)	95,000	
	Replace Heatpumps (Blk A)	245801	-	9,000	(15,187)	(6,187)	
	Totals		<u>52,137</u>	<u>899,151</u>	<u>(744,573)</u>	<u>335</u>	<u>207,051</u>

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

18. 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.

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	6,380	5,907
<i>Leadership Team</i>		
Remuneration	580,487	623,343
Full-time equivalent members	5.00	5.29
Total key management personnel remuneration	586,867	629,250
Total full-time equivalent personnel	5	5

There are 8 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance 3 members and Property 4 members that meet 3 times and 10 times quarterly respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	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	5 - 6	5 - 6

Other Employees

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

Remuneration	2024	2023
\$000	FTE Number	FTE Number
100 - 110	3	5
110 - 120	1	3
120 - 130	4	1
	8	9

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



KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

20. Compensation and Other Benefits Upon Leaving

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

Pay equity settlement 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.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$131,581 (2023: \$478,219) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
LSM Boundary Safety Improvements	300,339	241,871	58,468
SIP - Staffroom & Staff Toilet Redevelopment	399,738	308,882	90,856
Total	700,077	550,753	149,324

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

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any contracts.
(Operating commitments at 31 December 2023: \$nil)

KENAKENA SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

23. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash and Cash Equivalents	328,937	311,472	423,219
Receivables	316,269	203,000	301,669
Investments - Term Deposits	113,466	110,000	107,042
Total Financial assets measured at amortised cost	<u>758,672</u>	<u>624,472</u>	<u>831,930</u>
Financial liabilities measured at amortised cost			
Payables	410,664	295,000	397,096
Finance Leases	10,877	15,000	21,553
Total Financial Liabilities Measured at Amortised Cost	<u>421,541</u>	<u>310,000</u>	<u>418,649</u>

24. Events After Balance Date

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

25. Comparatives

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



KENAKENA SCHOOL

Members of the Board

As at 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired/ expires
Clinton Smith	Presiding Member	Elected		September 2025
Bruce McDonald	Principal	Appointed	Principal	
Paul Fallon	Parent Rep - Finance & ICT	Elected		September 2025
Kate McDonald	Staff Rep	Elected		September 2025
Dan Stoner	Parent Rep - Personnel	Elected		September 2025
Nina Ive	Parent Rep - Policy & Legislation	Elected		September 2025
Craig Lambie	Parent Rep - Property	Elected		September 2025
Deena Ashby	Co-opted Board Rep	Elected		
Louisa Rodani	Parent Rep Personnel & International Students	Elected		September 2025

KENAKENA SCHOOL

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support student participation in organised sport.

In 2024 the School received total Kiwisport funding of \$8,799 excluding GST (2023: \$8,307).

The funding was used to fund participation in gymnastics tuition, sports co-ordinator fees and the boys mentoring programme.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Kenakena School Board:

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

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF KENAKENA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Kenakena School (the School). The Auditor-General has appointed me, Chrissie Murray, using the staff and resources of Baker Tilly Staples Rodway Audit 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 21, 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 11 September 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 of Trustees 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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 EdPay 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 of Trustees 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 of Trustees is responsible for the other information published in the same documents as the financial statements. The other information obtained at the date of our report is the analysis of variance, a Kiwisport statement and a list of the Trustees, 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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



Chrissie Murray
Baker Tilly Staples Rodway Audit Limited

On behalf of the Auditor-General
Wellington, New Zealand



KENAKENA SCHOOL

"EXCITING... MOTIVATING... POSITIVE"

12 Donovan Road, P.O. Box 1441, Paraparaumu Beach, Tel: (04) 298 4011
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2024 Annual Report



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- Statement of Compliance with Employment Policy
- Statement of Kiwisport Funding

- Kenakena School Operations Plan Review 2024

- Kenakena School Student Achievement Data Report 2024

- 2025 Planning and Reporting Analysis of Variance

- Audited Financial Accounts 2024



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Commentary:

Giving Effect to Te Tiriti o Waitangi in 2024

- Visible in Strategic and Operations Plans – Particularly Goal 6 and 2024 *Operations Plan Review*
- Reflected in Education Review Office *School Evaluation Report 2024* at <https://www.ero.govt.nz/institution/2878/kenakena-school>
- Ākonga Māori are identified as the Kenakena School's *Priority Learners* group, with a focus on student and whānau engagement, and student achievement as reported in the Kenakena School Achievement Data Report 2024.
- An Appointment was made to the role of Cultural Lead (Māori) to guide programmes and pedagogy.
- The Senior Kapahaka Group attracted eighty-eight members from Years 5-8.
- Kapahaka was implemented school wide with weekly sessions.
- Matariki was celebrated with a school community Matariki Hangi involving all students, whānau and kaumatua from Te Atiawa ki Whakarongotai.
- Whole school pōwhiri were implemented at the beginning of each term to welcome new whānau, including international students and their caregivers.
- The principal led his staff onto Waikanae Marae (Whakarongotai) and acted as kaikorero for a tangihanga for a whānau member of a staff member.
- Senior student leaders greet the school in Te Reo Māori at school assemblies.

Statement of Compliance with Employment Policy

Kenakena School has undertaken compliance assurance checks based on the School Docs compliance assurance schedule and has reported to the board that all relevant Personnel and Employment Policies have been implemented.  [CombinedReviewSchedule.pdf](#)

Statement of Kiwisport Funding

In 2024, Kenakena School used its Kiwisport funding to increase students' participation in organised sport through:

- Student participation in Kāpiti Inter-School Sports Association competitions and tournaments, including the funding of teacher supervision and encouragement at those events.
- Purchase of high-quality sports equipment for targeted use in physical education lessons and school-wide availability to students at designated break times.
- Facilitating the participation by students in regional sports events including transportation costs.
- Maintenance of Kenakena's extensive sports fields and hard-court areas.

[Bruce McDonald](#)
[Principal](#)
[Kenakena School](#)
[Donovan Road](#)
[PO Box 1441](#)
[Paraparaumu Beach](#)
[New Zealand](#)
[Ph 0064 4 2984011](#)

Analysis of Variance Reporting



School Name:	2025 Kenakena	School Number:	2878
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Strategic Aim:	THROUGH MEANINGFUL LEARNING CONTEXTS DEVELOP KEY COMPETENCIES FOR THE FUTURE
Annual Aim:	The board continues to aim for 100% of students achieving at or above the expected level for age or year-at-school in reading, mathematics and writing. We continue to focus on students for whom 'Maori' is their first or second 'ethnicity', as recorded on the school's Student Management System. Student and Parent/Caregiver Engagement is a primary consideration in relation to learning and behaviour. This annual analysis of variance provides commentary in relation to that.
Target:	To focus on the pedagogy and learning environment to improve achievement levels of all students, particularly Māori students, in all curriculum areas. To build engagement and communication with whānau of our Priority Learners.
Baseline Data:	We are tracking students who have been identified as NZ Māori in ethnicity 1 or ethnicity 2 on their enrolment form. These are our Priority Learners.

Actions
What did we do?

Teachers are aware of the students in their class who are Priority Learners. We discuss these students at team meetings regularly during the year. If these students represent 22% of our roll, are these students involved in 20% of the opportunities available to our students (TOM, Otago Problem Solving, Tour Guides, Student Leaders, Librarians, Dyslexia Programme)? We have moved to a new Student Management System, Hero, and aiming to get all whānau using this platform. Teachers can see who has seen items

Outcomes
What happened?

Priority Learner Achievement 2024:
Reading:

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					6 (50.00%)		6 (33.33%)		6 (37.50%)		4 (30.77%)		1 (6.67%)					23 (22.77%)
At					4 (33.33%)		7 (38.89%)		8 (50.00%)		5 (38.40%)		7 (46.67%)		3 (25.00%)		7 (46.67%)	41 (40.59%)
Below					2 (16.67%)		1 (5.56%)		2 (12.50%)		4 (30.77%)		7 (46.67%)		9 (75.00%)		8 (53.33%)	33 (32.67%)
Well below							4 (22.22%)											4 (3.96%)
Totals					12		18		16		13		15		12		15	101

The table below shows the percentage of students in each ethnicity group who are 'Above', 'At', or 'Below' the expected reading level. This gives us an idea of how different groups are performing in reading. It's important to note that the number of students in each group varies, so these percentages provide a clearer comparison.

Ethnicity	Above (%)	At (%)	Below (%)
Māori	22.77	40.59	32.67
Pasifika	15.38	30.77	46.15
Asian	24.56	54.39	21.05
MELAA	24.00	44.00	32.00
European/Pākehā	24.91	42.46	28.42

Writing:

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							1 (5.56%)		4 (25.00%)									5 (5.00%)
At					9 (81.82%)		10 (55.56%)		9 (56.25%)		7 (53.85%)		8 (53.33%)		2 (16.67%)		6 (40.00%)	51 (51.00%)
Below					1 (9.09%)		6 (33.33%)		3 (18.75%)		5 (38.46%)		6 (40.00%)		5 (41.67%)		6 (40.00%)	32 (32.00%)
Well below					1 (9.09%)		1 (5.56%)				1 (7.69%)		1 (6.67%)		5 (41.67%)		3 (20.00%)	12 (12.00%)
Totals					11		18		16		13		15		12		15	100

Reasons for the variance
Why did it happen?

Percentage of Priority Learners involved in other opportunities:

Tour guides 2024 – 25% Māori.

Student leaders 2024 – 20% Māori

Kenakena School Structured Literacy Intervention Programme Facilitator

48% of the students that worked with Lee on this programme between January and November 2023 were Māori Priority Learners.
34% of the students in this programme referred to this programme are Māori Priority Learners.

As of September 24, the facilitator worked with 32 children - 6 groups of up to 5 students for half an hour each, 4 days a week. 11 new children will begin in Term 4 as others have reached stage 7 and graduated.

13 children have now reached stage 7 so far this year.
3 children moved from stage 2 to stage 7 in 3 terms.
2 children moved from stage 3 to stage 7 in two terms.
Every child has moved forward at least two stages and, at the most, 4 stages.

Stage 7 is where children are expected to be achieving by the end of Year 2.

Evaluation
Where to next?

Māori students are achieving comparably with other ethnicities in Reading and Writing. Although Asian students are achieving the highest in Maths, Māori students are not far behind Pākehā and Pasifika.

Māori students are well represented in other opportunities.

Through her role as In-School Lead within the Kāhui Ako, Rachel will explore and advise how we can engage and connect with our Māori learners and their whānau. This will also involve supporting Shona in liaising with ECE and tracking our Priority Learner (student and whānau engagement) and achievement – helping provide and support initiatives to enhance achievement and involvement.

A pool party and bbq for Māori whanau and students was held in 2024, with a view to reestablishing a whanau group. It was expressed clearly by whanau in attendance that they did not want to be "othered" or have a separate group but were willing

posted, families can 'like' an item or can comment in more detail. Hero is the main communication tool between home and school.

For the past few years teachers have filled in a doc to track priority students engagement, behaviour, whānau communication and academic achievement during the year. At the end of the term teachers fill in a page on Hero for Priority Learners to record their observations on whānau and any extra programmes they have been involved in.

	Above	At	Below
Māori	5%	51%	32%
Pasifika	0%	53.98%	30.77%
Asian	8.93%	62.50%	28.57%
MELAA	0%	66.67%	25%
Pākehā	6.76%	50.89%	34.16%

- Overall our Asian students are achieving the best results in Writing.
- Pākehā, Māori and Pasifika are achieving similar results within the 55-60% range achieving at or above.

Maths:

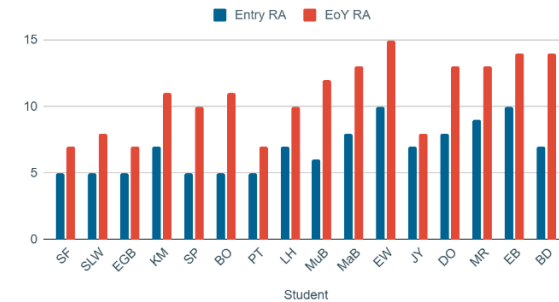
Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					1 (5.56%)		4 (25.00%)			1 (7.69%)		1 (8.33%)						7 (7.14%)
At				6 (50.00%)	8 (44.44%)	8 (50.00%)	7 (58.33%)	5 (38.46%)	2 (16.67%)	7 (46.67%)								43 (43.88%)
Below				6 (50.00%)	9 (50.00%)	4 (25.00%)	3 (25.00%)	6 (46.15%)	8 (66.67%)	5 (33.33%)								41 (41.84%)
Well below							2 (16.67%)	1 (7.69%)	1 (8.33%)	3 (20.00%)								7 (7.14%)
Totals				12	18	16	12	13	12	15								98

	Above	At	Below
Māori	7.14%	43.88%	41.84%
Pasifika	8.33%	50%	33.33%
Asian	17.54%	61.40%	19.30%
MELAA	0%	68%	20%

Kaiako Dyslexia Reading Programme Review 2024
 12%
 25% of the students that came onto the Dyslexia Programme in 2024 are our Māori Priority Learners.
 The data that is shown in these graphs depicts the incremental reading age improvement for each of the programme cohort relative to the assessment of their reading age or when last tested (typically at the end of the previous school year), or when they entered the programme if that was during the current school year. Overall, the outcomes are extremely positive.

2024 Reading Progress - First Year of Programme



- Three new students came in as priority learners, with two now moving on to college. All had been disengaged from learning, completing very little work and struggling to read and write. Motivation was low. However, each student came willingly to LfDT programme sessions, although they had to be managed closely to maintain their interest.

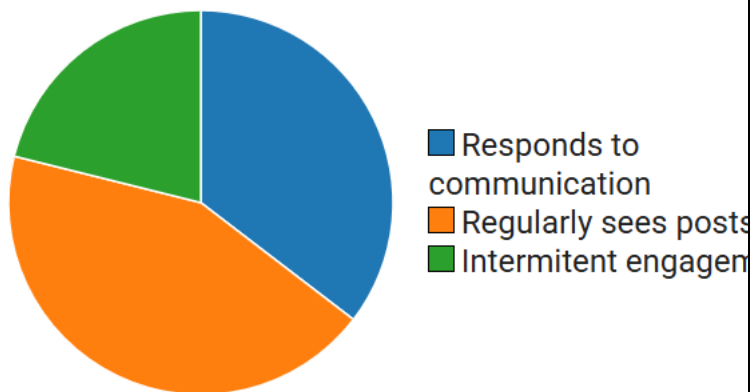
to engage with the school on an issue by issue basis. Rachel assisted Shona with a parent afternoon for new parents. A primary focus for Rachel was the establishment of a support group for whānau of neurodiverse children in conjunction with PBS. This has been very warmly received and is helping parents build connections and support each other through their challenges, which in turn supports their children. Through her Kahui Ako role Rachel is actively engaged in the Pasifika steering group, and ran a staff meeting on the Teaching Council's Unteach Racism professional learning. Rachel was also on the Matariki celebration roopu, and created a bilingual and Te Reo storytime for whānau. She is assisting with the organisation of the kapa haka festival Kenakena is hosting this year.

With the support of Cultural Leadership position we will continue to support Kaiako to build knowledge and use of tikanga, te reo and Te Ao Māori and reflect these in classroom practice, incorporating into teaching plans where appropriate. **This continues to be relevant in 2025. We're using Kate Gallagher's plans and foci to introduce different Te Reo concepts eg feelings,**

Pākehā	9.86%	52.46%	30.99%	6.69%
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- Overall our Asian students are achieving best in Maths
- Māori students are achieving the lowest in Maths

Whānau Engagement



Responds: 35.4%

Regularly sees posts: 43.7%

Intermittent engagement: 21.1% 42 Māori students have been identified. 38.7% females.

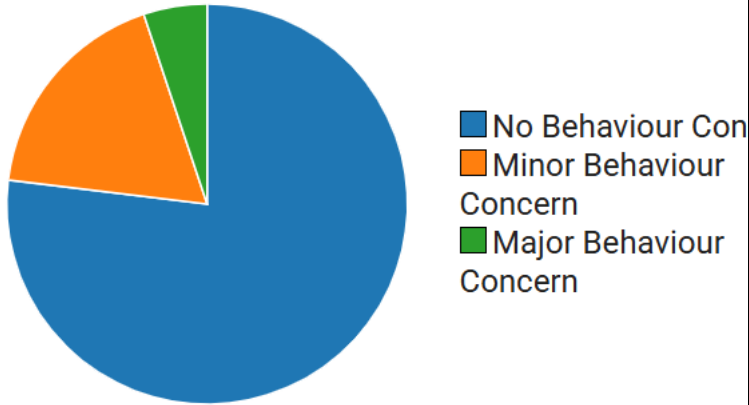
Two made significant progress and should continue to build at an expected reading rate as they now move on to attend college. Considerable effort was put into ensuring their new schools understand their learning styles and need for support. The third also improved and can confidently use their tools which improves their potential to achieve ongoing education.

Māori students are achieving comparably with other ethnicities in Reading and Writing. Although Asian students are achieving the highest in Maths, Māori students are not far behind Pākehā and Pasifika.

greetings, etc at the relevant level.

See below for further detail.

Behaviour Concern



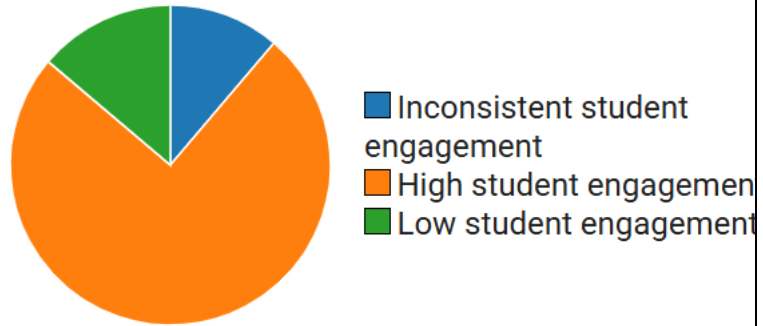
No behaviour concern 76.9%

Minor behaviour concern 17.9%

Major behaviour concern 5.1% (this group is made up of 6 identified Māori students) 50% female.

Student Engagement:

Student Engagement



Inconsistent: 11.2%

High student engagement: 75%

Low student engagement: 13.8% This group is made up of 16 students. 63% female.

Comparing whānau engagement with low student engagement to see if there is a correlation:

9 students appeared in both these categories (21%) which is not overly significant. None of the students identified in low engagement was also identified as a major behavioural issue.

Attendance in 2024 of these 9 students:

45%, 80%, 88.7%, 68%, 87%, 86%, 93%, 94%, 91% - only one student has significant attendance issues (although one other is below the 70% threshold advised by the MOE also).

Planning for next year:

Actions for 2025:

*The results entered from 2023 data report for reading, writing and maths may be slightly skewed due to adjustments made to the expectations against curriculum levels when we transitioned to Hero.

* I was unable identify the number of Priority Learners participating in extra programmes, opportunities and interventions as teachers did not consistently identify them when they added tags on Hero at the end of 2024.

*The actions from 2024 are still relevant for 2025 as we implement the revised curriculum for Literacy and Maths as well as the hour of Reading, Writing and Maths.

DMIC Maths: Continue to implement the DMIC Maths Programme which was originally developed for Māori and Pācific students. This group of students have a long history of underachieving in mathematics in New Zealand classrooms, caused by the many structural inequities they had encountered in previous mathematics programmes. Lifting student achievement has been part of the success of *DMIC*, but the more important focus has been on other valued outcomes including an increase in student voice and agency, increased pro-social skills, enhanced mathematical dispositions and the valuing of the mathematics within the home and cultural context.

2024: Janine McDonald is undergoing a review of Maths at Kenakena as part of her Kahui Ako role. She will be supported by two year 1-4 teachers as they undertake a school-wide review of mathematics pedagogy, assessment and achievement that makes connections to the refreshed curriculum.

2025: The year 3-4 syndicate are now undertaking the DMIC (Developing Mathematical Inquiry Communities) PD which will mean years 3-8 will then align with the pedagogy and delivery of Mathematics at Kenakena School. The year 1-2 syndicate run a structured maths programme that follows a scope and sequence. These programmes align with the refreshed Maths Curriculum.

Improve outcomes in Reading, Writing and Maths Overall outcomes for students in Reading, Writing and Maths has not improved in the past three years with a very slight downward trend in the number of students achieving at or above. However, it's encouraging to see that in 2023 there was an improvement on the percentage of students making accelerated progress in reading, writing and maths compared to 2022.

Steps will be

- Complete PAT Maths and STAR reading tests for all students in year 3-8 to be able to gauge if these trends continue across the school as well as observing the impact of SL and DMIC maths across the school. This year the STAR test (completed by year 3-8) showed that we are tracking slightly below the national average however in Maths the students that completed this test (in year 5-8) achieved at or slightly above the national average.
- We have established Year 3 and Year 5 cohort groups so we can track 'clean data' as these student move through the school.
- We will continue to monitor the effectiveness of the remedial programmes we are implementing for their effectiveness in improving student outcomes.

- Schedule regular opportunities for teams to moderate making an OTJ within and across syndicates to ensure consistency of data, particularly in the transition from year 4 to year 5 syndicates.

- **Cohort Group** – We have set up a year 3 2023 cohort we will track as they move through the school to enable us to collect ‘clean’ data. This group has benefitted from Structured Literacy PD being integrated into classroom literacy programmes.
2024: Two new, non dynamic cohorts for current year 3 and year 5 students were established so we can track these students’ progress through their time at Kenakena.
2025 – unfortunately we haven’t been able to pull data on these two cohorts as we this year is a stand alone data report as we transition to assessing against the refreshed curriculum.
- Aim to have Māori students (Priority Learners) involved in 20% of the opportunities offered (sporting, school community contribution, special programmes, interventions)



Kenakena School

Student Achievement 2024

Compiled by Tatia Downer

March 2025

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					19 (61.29%)		11 (34.38%)		15 (51.72%)		5 (13.16%)		6 (20.69%)				2 (7.41%)	58 (26.61%)
At					8 (25.81%)		16 (50.00%)		9 (31.03%)		22 (57.89%)		14 (48.28%)		12 (37.50%)		13 (48.15%)	94 (43.12%)
Below					4 (12.90%)		3 (9.38%)		5 (17.24%)		9 (23.68%)		7 (24.14%)		20 (62.50%)		12 (44.44%)	60 (27.52%)
Well below							2 (6.25%)				2 (5.26%)		2 (6.90%)					6 (2.75%)
Totals					31		32		29		38		29		32		27	218

Reading

Gender	Well above (%)	Above (%)	At (%)	Below (%)	Well below (%)
All	0.00	24.07	43.15	29.25	3.53
Male	0.00	21.97	43.18	30.68	4.17
Female	0.00	26.61	43.12	27.52	2.75

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					1 (50.00%)				1 (25.00%)									2 (15.38%)
At											1 (50.00%)		1 (100.00%)		1 (50.00%)		1 (100.00%)	4 (30.77%)
Below					1 (50.00%)		1 (100.00%)		2 (50.00%)		1 (50.00%)				1 (50.00%)			6 (46.15%)
Well below									1 (25.00%)									1 (7.69%)
Totals					2		1		4		2		1		2		1	13

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					6 (50.00%)		6 (33.33%)		6 (37.50%)		4 (30.77%)		1 (6.67%)					23 (22.77%)
At					4 (33.33%)		7 (38.89%)		8 (50.00%)		5 (38.46%)		7 (46.67%)		3 (25.00%)		7 (46.67%)	41 (40.59%)
Below					2 (16.67%)		1 (5.56%)		2 (12.50%)		4 (30.77%)		7 (46.67%)		9 (75.00%)		8 (53.33%)	33 (32.67%)
Well below							4 (22.22%)											4 (3.96%)
Totals					12		18		16		13		15		12		15	101

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					5 (50.00%)		2 (28.57%)		3 (30.00%)				2 (20.00%)		1 (16.67%)		1 (11.11%)	14 (24.56%)
At					3 (30.00%)		4 (57.14%)		6 (60.00%)		3 (60.00%)		6 (60.00%)		3 (50.00%)		6 (66.67%)	31 (54.39%)
Below					2 (20.00%)		1 (14.29%)		1 (10.00%)		2 (40.00%)		2 (20.00%)		2 (33.33%)		2 (22.22%)	12 (21.05%)
Well below																		0 (0.00%)
Totals					10		7		10		5		10		6		9	57

MELAA students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					3 (100.00%)		3 (60.00%)											6 (24.00%)
At							2 (40.00%)		1 (100.00%)		1 (50.00%)		3 (100.00%)		3 (50.00%)		1 (20.00%)	11 (44.00%)
Below											1 (50.00%)				3 (50.00%)		4 (80.00%)	8 (32.00%)
Well below																		0 (0.00%)
Totals					3		5		1		2		3		6		5	25

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above					26 (65.00%)	16 (36.36%)	10 (33.33%)	7 (14.89%)	5 (14.71%)								7 (14.89%)	71 (24.91%)
At					6 (15.00%)	17 (38.64%)	13 (43.33%)	27 (57.45%)	20 (58.82%)						15 (34.88%)		23 (48.94%)	121 (42.46%)
Below					8 (20.00%)	8 (18.18%)	5 (16.67%)	10 (21.28%)	6 (17.65%)						27 (62.79%)		17 (36.17%)	81 (28.42%)
Well below						3 (6.82%)	2 (6.67%)	3 (6.38%)	3 (8.82%)						1 (2.33%)			12 (4.21%)
Totals					40	44	30	47	34					43			47	285

The table below shows the percentage of students in each ethnicity group who are 'Above', 'At', or 'Below' the expected reading level. This gives us an idea of how different groups are performing in reading. It's important to note that the number of students in each group varies, so these percentages provide a clearer comparison.

Ethnicity	Above (%)	At (%)	Below (%)
Māori	22.77	40.59	32.67
Pasifika	15.38	30.77	46.15
Asian	24.56	54.39	21.05
MELAA	24.00	44.00	32.00
European/Pākehā	24.91	42.46	28.42

Whole School Achievement Data

Writing

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							8 (10.81%)		14 (23.73%)		1 (1.45%)		2 (3.17%)		1 (1.47%)		3 (3.90%)	29 (6.11%)
At					49 (75.38%)		45 (60.81%)		33 (55.93%)		28 (40.58%)		41 (65.08%)		19 (27.94%)		37 (48.05%)	252 (53.05%)
Below					15 (23.08%)		20 (27.03%)		9 (15.25%)		31 (44.93%)		16 (25.40%)		35 (51.47%)		29 (37.66%)	155 (32.63%)
Well below					1 (1.54%)		1 (1.35%)		3 (5.08%)		9 (13.04%)		4 (6.35%)		13 (19.12%)		8 (10.39%)	39 (8.21%)
Totals					65		74		59		69		63		68		77	475

- Overall 59.16% of students are achieving above or well above in Writing with 40.84% achieving below or well below their expected level.
- Comparing achievement at or above across the year groups:
 Year 3 – 71.62%
 Year 4 – 79.66%
 Year 5 – 42.03%
 Year 6 – 68.25%
 Year 7 – 29.41% *56% achieved at or above in this cohort in Year 6**
 Year 8 – 51.95%

Male students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							3 (6.98%)		3 (9.68%)				1 (2.94%)				2 (3.92%)	9 (3.44%)
At					24 (68.57%)		28 (65.12%)		20 (64.52%)		11 (35.48%)		21 (61.76%)		13 (35.14%)		22 (43.14%)	139 (53.05%)
Below					10 (28.57%)		11 (25.58%)		5 (16.13%)		17 (54.84%)		10 (29.41%)		18 (48.65%)		22 (43.14%)	93 (35.50%)
Well below					1 (2.86%)		1 (2.33%)		3 (9.68%)		3 (9.68%)		2 (5.88%)		6 (16.22%)		5 (9.80%)	21 (8.02%)
Totals					35		43		31		31		34		37		51	262

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							5 (16.13%)		11 (39.29%)		1 (2.63%)		1 (3.45%)		1 (3.23%)		1 (3.85%)	20 (9.39%)
At					25 (83.33%)		17 (54.84%)		13 (46.43%)		17 (44.74%)		20 (68.97%)		6 (19.35%)		15 (57.69%)	113 (53.05%)
Below					5 (16.67%)		9 (29.03%)		4 (14.29%)		14 (36.84%)		6 (20.69%)		17 (54.84%)		7 (26.92%)	62 (29.11%)
Well below											6 (15.79%)		2 (6.90%)		7 (22.58%)		3 (11.54%)	18 (8.45%)
Totals					30		31		28		38		29		31		26	213

- 9.39% of females are achieving above the expected level in Writing compared to 3.44% of males
- The same percentage (53.05%) of males and females are at their expected level in Writing.
- A similar percentage of males and females are below or well below in Writing.
- Overall it is concerning that these results indicate that 37.5% of females and 43.52% of males are below/well below their expected level in writing.

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							1 (5.56%)		4 (25.00%)									5 (5.00%)
At					9 (81.82%)		10 (55.56%)		9 (56.25%)		7 (53.85%)		8 (53.33%)		2 (16.67%)		6 (40.00%)	51 (51.00%)
Below					1 (9.09%)		6 (33.33%)		3 (18.75%)		5 (38.46%)		6 (40.00%)		5 (41.67%)		6 (40.00%)	32 (32.00%)
Well below					1 (9.09%)		1 (5.56%)				1 (7.69%)		1 (6.67%)		5 (41.67%)		3 (20.00%)	12 (12.00%)
Totals					11		18		16		13		15		12		15	100

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At					1 (50.00%)				3 (75.00%)				1 (100.00%)		1 (50.00%)		1 (100.00%)	7 (53.85%)
Below					1 (50.00%)		1 (100.00%)				1 (50.00%)				1 (50.00%)			4 (30.77%)
Well below									1 (25.00%)		1 (50.00%)							2 (15.38%)
Totals					2		1		4		2		1		2		1	13

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							2 (28.57%)		1 (11.11%)					1 (16.67%)		1 (11.11%)		5 (8.93%)
At					8 (80.00%)		4 (57.14%)		6 (66.67%)		1 (20.00%)		9 (90.00%)		1 (16.67%)		6 (66.67%)	35 (62.50%)
Below					2 (20.00%)		1 (14.29%)		2 (22.22%)		4 (80.00%)		1 (10.00%)		4 (66.67%)		2 (22.22%)	16 (28.57%)
Well below																		0 (0.00%)
Totals					10		7		9		5		10		6		9	56

MELAA students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At					3 (100.00%)		4 (80.00%)		1 (100.00%)		1 (50.00%)		3 (100.00%)		1 (20.00%)		3 (60.00%)	16 (66.67%)
Below							1 (20.00%)				1 (50.00%)				3 (60.00%)		1 (20.00%)	6 (25.00%)
Well below															1 (20.00%)		1 (20.00%)	2 (8.33%)
Totals					3		5		1		2		3		5		5	24

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							5 (11.63%)		9 (31.03%)		1 (2.13%)		2 (5.88%)				2 (4.35%)	19 (6.76%)
At					28 (71.79%)		27 (62.79%)		14 (48.28%)		19 (40.43%)		20 (58.82%)		14 (32.56%)		21 (45.65%)	143 (50.89%)
Below					11 (28.21%)		11 (25.58%)		4 (13.79%)		20 (42.55%)		9 (26.47%)		22 (51.16%)		19 (41.30%)	96 (34.16%)
Well below									2 (6.90%)		7 (14.89%)		3 (8.82%)		7 (16.28%)		4 (8.70%)	23 (8.19%)
Totals					39		43		29		47		34		43		46	281

	Above	At	Below	Well Below
Māori	5%	51%	32%	12%
Pasifika	0%	53.98%	30.77%	15.38%
Asian	8.93%	62.50%	28.57%	0%
MELAA	0%	66.67%	25%	8.33%
Pākehā	6.76%	50.89%	34.16%	8.19%

- Overall our Asian students are achieving the best results in Writing.
- Pākehā, Māori and Pasifika are achieving similar results within the 55-60% range achieving at or above.

Whole School Achievement Data

Maths

All students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							10 (13.33%)	15 (25.00%)	3 (4.48%)	7 (11.48%)	3 (4.35%)	8 (10.26%)	46 (9.64%)					
At				47 (70.15%)	37 (49.33%)	34 (56.67%)	35 (52.24%)	35 (57.38%)	28 (40.58%)	34 (43.59%)	250 (52.41%)							
Below				20 (29.85%)	28 (37.33%)	10 (16.67%)	20 (29.85%)	15 (24.59%)	31 (44.93%)	26 (33.33%)	150 (31.45%)							
Well below							1 (1.67%)	9 (13.43%)	4 (6.56%)	7 (10.14%)	10 (12.82%)	31 (6.50%)						
Totals					67		75		60		67		61		69		78	477

Year Level	% of student at/above
3	62.66%
4	81.67%
5	56.72%
6	68.86%
7	44.93% <i>55% achieved at or above in this cohort in Year 6*</i>
8	53.85%

Male students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							7 (16.28%)	10 (32.26%)	2 (6.90%)	4 (12.12%)	2 (5.41%)	6 (11.76%)	31 (11.92%)					
At				27 (75.00%)	22 (51.16%)	17 (54.84%)	17 (58.62%)	20 (60.61%)	16 (43.24%)	24 (47.06%)	143 (55.00%)							
Below				9 (25.00%)	14 (32.56%)	3 (9.68%)	8 (27.59%)	7 (21.21%)	17 (45.95%)	16 (31.37%)	74 (28.46%)							
Well below							1 (3.23%)	2 (6.90%)	2 (6.06%)	2 (5.41%)	5 (9.80%)	12 (4.62%)						
Totals					36		43		31		29		33		37		51	260

Female students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							3 (9.38%)		5 (17.24%)		1 (2.63%)		3 (10.71%)		1 (3.13%)		2 (7.41%)	15 (6.91%)
At					20 (64.52%)		15 (46.88%)		17 (58.62%)		18 (47.37%)		15 (53.57%)		12 (37.50%)		10 (37.04%)	107 (49.31%)
Below					11 (35.48%)		14 (43.75%)		7 (24.14%)		12 (31.58%)		8 (28.57%)		14 (43.75%)		10 (37.04%)	76 (35.02%)
Well below											7 (18.42%)		2 (7.14%)		5 (15.63%)		5 (18.52%)	19 (8.76%)
Totals					31		32		29		38		28		32		27	217

- Overall 66.92% of males are achieving at or above their expected level in Maths compared to 56.22% of females.

Māori students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							1 (5.56%)		4 (25.00%)				1 (7.69%)		1 (8.33%)			7 (7.14%)
At					6 (50.00%)		8 (44.44%)		8 (50.00%)		7 (58.33%)		5 (38.46%)		2 (16.67%)		7 (46.67%)	43 (43.88%)
Below					6 (50.00%)		9 (50.00%)		4 (25.00%)		3 (25.00%)		6 (46.15%)		8 (66.67%)		5 (33.33%)	41 (41.84%)
Well below											2 (16.67%)		1 (7.69%)		1 (8.33%)		3 (20.00%)	7 (7.14%)
Totals					12		18		16		12		13		12		15	98

Pasifika students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals	
Well above																		0 (0.00%)	
Above									1 (25.00%)									1 (8.33%)	
At									2 (50.00%)	1 (100.00%)		1 (100.00%)	2 (100.00%)					6 (50.00%)	
Below					2 (100.00%)		1 (100.00%)											1 (100.00%)	4 (33.33%)
Well below									1 (25.00%)									1 (8.33%)	
Totals					2		1		4		1		1		2		1	12	

Asian students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							2 (28.57%)		3 (30.00%)			2 (20.00%)		1 (16.67%)			2 (22.22%)	10 (17.54%)
At					8 (80.00%)		2 (28.57%)		5 (50.00%)		3 (60.00%)		7 (70.00%)		4 (66.67%)		6 (66.67%)	35 (61.40%)
Below					2 (20.00%)		3 (42.86%)		2 (20.00%)		2 (40.00%)		1 (10.00%)		1 (16.67%)			11 (19.30%)
Well below																	1 (11.11%)	1 (1.75%)
Totals					10		7		10		5		10		6		9	57

MELAA students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above																		0 (0.00%)
At					3 (100.00%)		4 (80.00%)		1 (100.00%)		1 (50.00%)		2 (66.67%)		3 (50.00%)		3 (60.00%)	17 (68.00%)
Below							1 (20.00%)				1 (50.00%)		1 (33.33%)		2 (33.33%)			5 (20.00%)
Well below															1 (16.67%)		2 (40.00%)	3 (12.00%)
Totals					3		5		1		2		3		6		5	25

European / Pākehā students

Judgement	End of Year 0	Mid Year 1	End of Year 1	Mid Year 2	End of Year 2	Mid Year 3	End of Year 3	Mid Year 4	End of Year 4	Mid Year 5	End of Year 5	Mid Year 6	End of Year 6	Mid Year 7	End of Year 7	Mid Year 8	End of Year 8	Totals
Well above																		0 (0.00%)
Above							7 (15.91%)		7 (24.14%)		3 (6.38%)		4 (11.76%)		1 (2.33%)		6 (12.77%)	28 (9.86%)
At					30 (75.00%)		23 (52.27%)		18 (62.07%)		23 (48.94%)		20 (58.82%)		17 (39.53%)		18 (38.30%)	149 (52.46%)
Below					10 (25.00%)		14 (31.82%)		4 (13.79%)		14 (29.79%)		7 (20.59%)		20 (46.51%)		19 (40.43%)	88 (30.99%)
Well below											7 (14.89%)		3 (8.82%)		5 (11.63%)		4 (8.51%)	19 (6.69%)
Totals					40		44		29		47		34		43		47	284

	Above	At	Below	Well Below
Māori	7.14%	43.88%	41.84%	7.14%
Pasifika	8.33%	50%	33.33%	8.33%
Asian	17.54%	61.40%	19.30%	1.75%
MELAA	0%	68%	20%	12%
Pākehā	9.86%	52.46%	30.99%	6.69%

- Overall our Asian students are achieving best in Maths
- Māori students are achieving the lowest in Maths however they are not significantly different from Pākehā or Pasifika in 'above' or 'well below'.

2024: Janine McDonald is undertaking a review of Maths at Kenakena as part of her Kahui Ako role. She will be supported by two year 1-4 teachers as they undertake a school-wide review of mathematics pedagogy, assessment and achievement that makes connections to the refreshed curriculum.

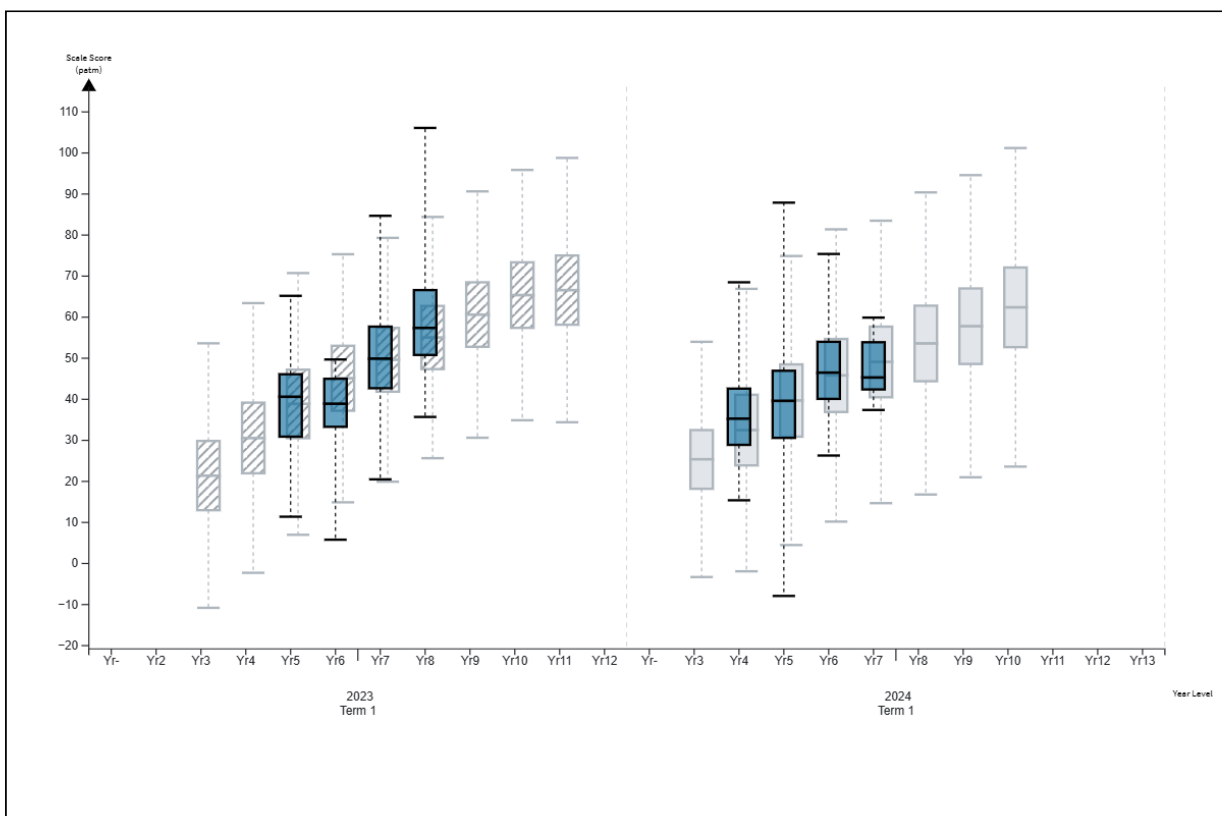
2025: The year 3-4 syndicate are now undertaking the DMIC (Developing Mathematical Inquiry Communities) PD which will mean years 3-8 will then align with the pedagogy and delivery of Mathematics at Kenakena School. The year 1-2 syndicate run a structured maths programme that follows a scope and sequence. These programmes align with the refreshed Maths Curriculum.

Standardised Tests – Maths PAT and Reading STAR test

General Structure of the Data

- The data tracks **PAT Maths progress over time**.
- It is categorised by **Year Level, Term, and Year**.
- Key metrics include:
 - **Mean Scale Score** (average performance).
 - **Standard Deviation** (spread of scores).
 - **Highest and Lowest Scores**.
 - **Upper Quartile, Median, and Lower Quartile Scores**.

Maths PAT 2023-2024



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	5	50/53	38.0 (38.9)	11.0 (12.4)	65.2 (70.7)	44.7(47.2)	39.2 (38.9)	30.9(30.5)	11.4 (7.0)
2023	Term 1	6	60/65	44.7 (45.1)	12.0 (11.7)	69.6 (75.3)	53.4(53.0)	45.0 (45.1)	37.6(37.2)	5.8 (14.9)
2023	Term 1	7	70/75	50.1 (49.6)	11.5 (11.5)	84.7 (79.3)	57.7(57.4)	49.9 (49.6)	42.7(41.8)	20.5 (19.9)
2023	Term 1	8	68/75	58.2 (55.0)	12.4 (11.4)	106.1 (84.4)	66.6(62.7)	57.4 (55.0)	50.8(47.3)	35.7 (25.7)
2024	Term 1	4	50/53	36.9 (32.5)	11.1 (12.7)	68.5 (66.9)	42.6(41.1)	35.3 (32.5)	28.9(23.9)	15.4 (-1.9)
2024	Term 1	5	61/66	39.7 (39.7)	13.9 (13.1)	87.9 (74.9)	46.9(48.5)	39.6 (39.7)	30.6(30.9)	-7.9 (4.5)
2024	Term 1	6	58/61	46.9 (45.8)	10.5 (13.2)	75.4 (81.4)	54.0(54.7)	46.5 (45.8)	40.1(36.9)	26.3 (10.2)
2024	Term 1	7	10/11	47.5 (49.1)	7.1 (12.7)	59.9 (83.5)	50.9(57.7)	46.6 (49.1)	42.4(40.5)	37.4 (14.7)

Key Findings from 2023 (Term 1)

- **Year 5:** 50/53 students completed; Median Score = **39.2**
- **Year 6:** 60/65 students completed; Median Score = **45**
- **Year 7:** 70/75 students completed; Median Score = **49.9**.
- **Year 8:** 68/75 students completed; Median Score = **57.4**

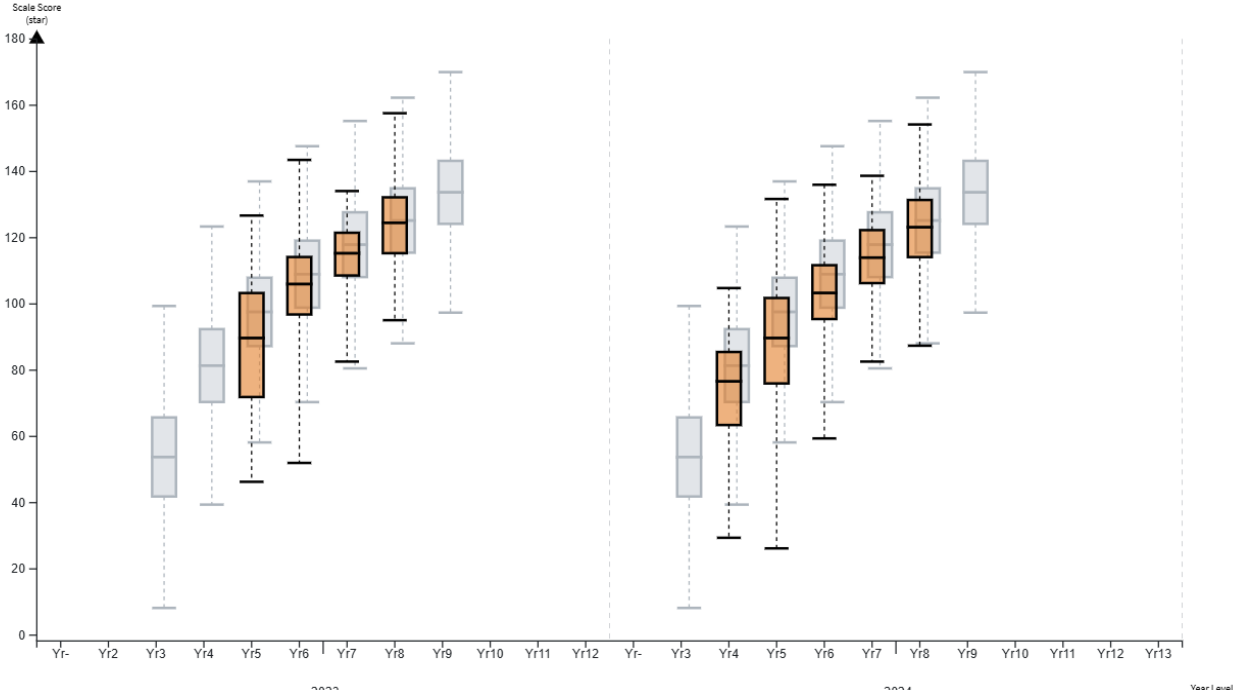
Key Findings from 2024 (Term 1)

- **Year 4:** 50/53 students completed; Median Score = **35.3**
- **Year 5:** 61/66 students completed; Median Score = **39.6**
- **Year 6:** 58/61 students completed; Median Score = **46.5**
- **Year 7:** 10/11 students completed; Median Score = **46.6**

Observations

- **Year 8 students in 2023 had the highest Median Score (57.4).**
- All year groups achieved above the national Median Score in term one 2023.
- All year groups also achieved above the national Median Score in term one 2024 except year 5 (0.3 below).
- Year 8 students sat the test in 2024 yet no results are available due to an NCER error.

STAR Reading Test



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 1	5	41/53	87.6 (97.6)	21.6 (15.3)	126.7 (137.0)	103.3(107.9)	89.7 (97.6)	71.9(87.3)	46.3 (58.2)
2023	Term 1	6	60/64	104.4 (109.0)	15.0 (15.0)	143.5 (147.6)	114.2(119.1)	106.0 (109.0)	96.8(98.9)	52.0 (70.4)
2023	Term 1	7	60/71	114.5 (117.9)	10.8 (14.5)	134.1 (155.2)	121.5(127.7)	115.3 (117.9)	108.6(108.1)	82.6 (80.6)
2023	Term 1	8	61/70	123.3 (125.2)	11.8 (14.4)	157.6 (162.3)	132.2(134.9)	124.5 (125.2)	115.3(115.5)	95.1 (88.1)
2024	Term 1	4	49/55	73.9 (81.4)	16.7 (16.3)	104.8 (123.4)	85.5(92.4)	76.6 (81.4)	63.5(70.4)	29.4 (39.4)
2024	Term 1	5	55/65	88.3 (97.6)	19.0 (15.3)	131.7 (137.0)	101.8(107.9)	89.7 (97.6)	76.0(87.3)	26.2 (58.2)
2024	Term 1	6	51/59	102.2 (109.0)	16.7 (15.0)	136.0 (147.6)	111.7(119.1)	103.3 (109.0)	95.5(98.9)	59.4 (70.4)
2024	Term 1	7	63/71	113.8 (117.9)	11.4 (14.5)	138.7 (155.2)	122.3(127.7)	114.0 (117.9)	106.3(108.1)	82.6 (80.6)
2024	Term 1	8	72/76	123.3 (125.2)	13.2 (14.4)	154.2 (162.3)	131.4(134.9)	123.2 (125.2)	114.1(115.5)	87.4 (88.1)

Key Findings from 2023 (Term 1)

- **Year 5:** 41/53 students completed; Median Score = **89.7**
- **Year 6:** 60/64 students completed; Median Score = **106**
- **Year 7:** 60/71 students completed; Median Score = **115.3**
- **Year 8:** 61/70 students completed; Median Score = **124.5**

Key Findings from 2024 (Term 1)

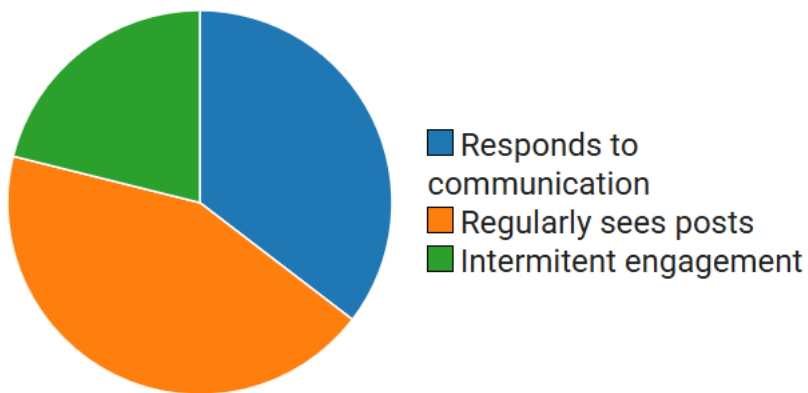
- **Year 4:** 49/55 students completed; Median Score = **76.6**
- **Year 5:** 55/65 students completed; Median Score = **89.7**
- **Year 6:** 51/59 students completed; Median Score = **103.3**
- **Year 7:** 63/71 students completed; Median Score = **114**
- **Year 8:** 72/76 students completed; Median Score = **123.2**
- In 2023 and 2024 all year levels achieved below the Median Score. There were greater 'Highest Scores' achieved in 2023.
- Year 7 and 8 achieved results closest to the Median Score out of all the year groups.
- The cohort results coming in lower down the school are weaker, the median then gets closer as students progress through the school.

Priority Learners

A Priority Learner has been identified as NZ Māori under 'Ethnicity 1' or 'Ethnicity 2' on their enrolment form

Whanau Engagement:

Whānau Engagement



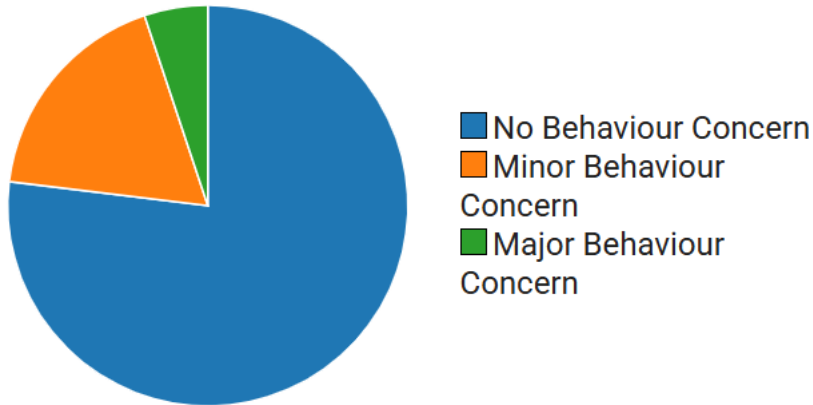
Responds: 35.4%

Regularly sees posts: 43.7%

Intermittent engagement: 21.1% 42 Māori students have been identified. 38.7% females.

Behaviour Concern:

Behaviour Concern



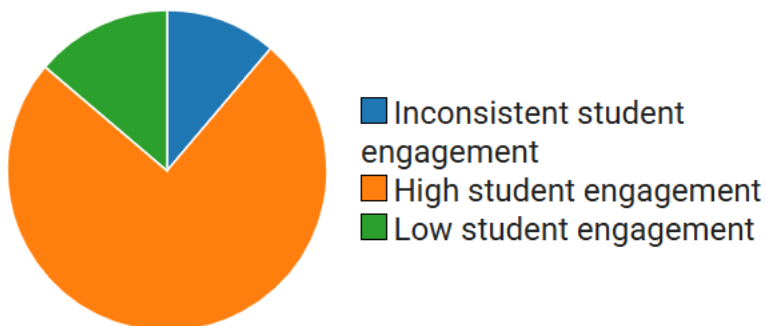
No behaviour concern 76.9%

Minor behaviour concern 17.9%

Major behaviour concern 5.1% (this group is made up of 6 identified Māori students) 50% female.

Student Engagement:

Student Engagement



Inconsistent: 11.2%

High student engagement: 75%

Low student engagement: 13.8% This group is made up of 16 students. 63% female.

Comparing whānau engagement with low student engagement to see if there is a correlation:

9 students appeared in both these categories (21%) which is not overly significant. None of the students identified in low engagement were also identified as a major behavioural issue.

Attendance in 2024 of these 9 students:

45%, 80%, 88.7%, 68%, 87%, 86%, 93%, 94%, 91% - only one student has significant attendance issues (although one other is below the 70% threshold advised by the MOE also).

Tour guides 2024 - 25% Māori.

Student leaders 2024 - 20% Māori

Kenakena School Interventions and Special Programmes

Lee Norris

Kenakena School Structured Literacy Intervention Programme Facilitator

48% of the students that worked with Lee on this programme between January and November 2023 were Māori Priority Learners.

34% of the students in this programme referred to this programme are Māori Priority Learners.

As of September 24, 32 children have been involved- 6 groups of up to 5 students for half an hour each, 4 days a week. 11 new children will begin in Term 4 as others have reached stage 7 and graduated.

13 children have now reached stage 7 so far this year.

3 children moved from stage 2 to stage 7 in 3 terms.

2 children moved from stage 3 to stage 7 in two terms.

Every child has moved forward at least two stages and, at the most, 4 stages.

Stage 7 is where children are expected to be achieving by the end of Year 2.

Considerations Moving Forward:

- There is work to be done and discussions to be had around smoothly transitioning the children back into the classroom.
- There are a very small number of children who make progress and then become very stuck with a phonetic programme. What can be done differently for them to cater for more visual learners?
- What is my role in communication with parents?

- Continued discussion around the best candidates for the programme. Looking at whether we select children who have fallen behind and with a boost will move quickly ahead or children with complex learning difficulties who could be on the program for years.

2025 comment: There has been discussion between the coordinators of this Structured Literacy intervention and the Dyslexia Programme. Students who don't make accelerated progress within the first two terms of the SL programme will be reviewed by Janet (Dyslexia Lead). A decision will then be made as to whether these students should be reintegrated into the classroom programme and a referral made to the Dyslexia Programme when they reach year 3-4. Maxine (Dyslexia Programme teacher aide) is also looking to run a Dyslexia alphabet intervention for year 3-4 students in Term 2. This will pick up more dyslexic students earlier and hopefully ensure there are less confusions to untangle when the students start the Dyslexia Programme in year 5-6.

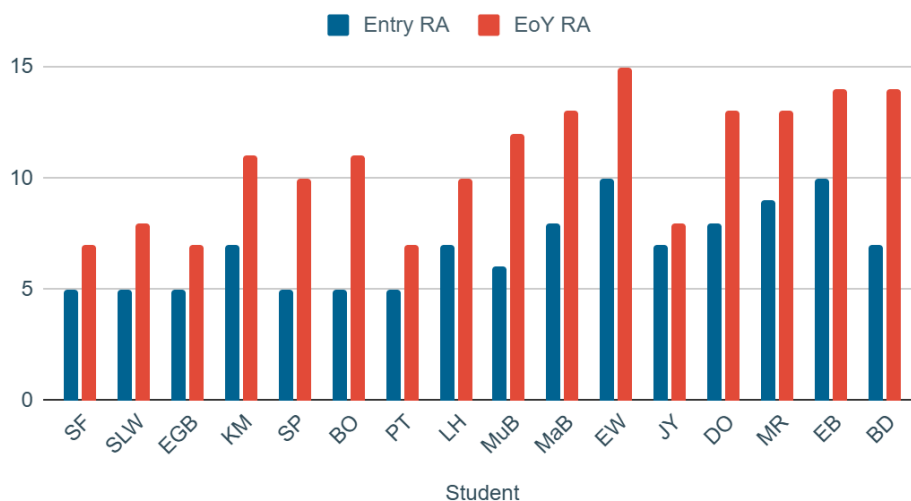
A Structured Literacy Intervention will also be implemented for groups of students in year 5-8 this year.

Kenakena Dyslexia Reading Programme Review 2024

25% of the students that came onto the Dyslexia Programme in 2024 are our Māori Priority Learners.

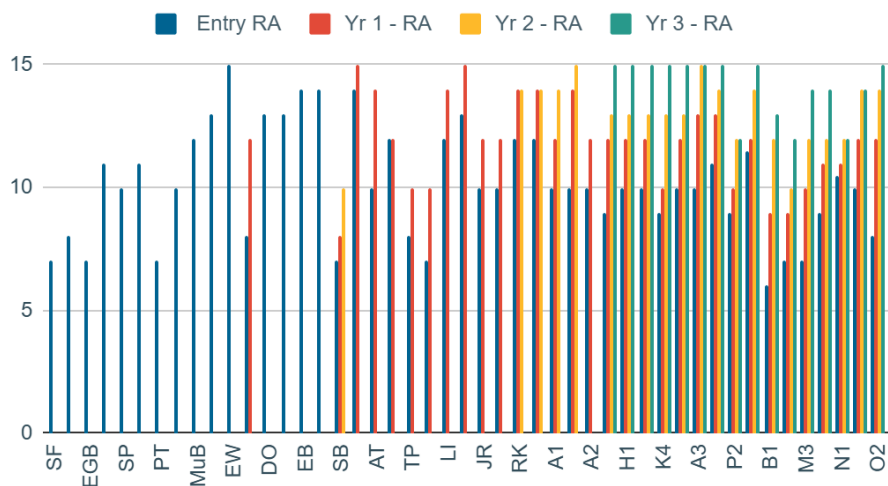
The data that is shown in these graphs depicts the incremental reading age improvement for each of the programme cohort relative to the assessment of their reading age or when last tested (typically at the end of the previous school year), or when they entered the programme if that was during the current school year. Overall, the outcomes are extremely positive.

2024 Reading Progress - First Year of Programme



In the first phase of the programme (now titled Learning Foundations) students learn focus and regulation tools, as well as reading and spelling foundations. For some students, as is shown in the graph above, this alone can result in a significant improvement over a very short period.

2024 Reading Progress - All Students



Students who have been on the programme for more than 1 year typically show accelerated improvement, some of them quite significant. Speed of progress will vary for each individual student depending on the stage they are at in their own learning journey. Note that when students have hit their natural reading age progress will consolidate over time as they continue to read and develop as competent learners.

Once the programme is complete, students typically have reached the expected reading age for their actual age. In some instances this is exceeded. The average change in reading age over the duration of the programme for the 2024 graduating group is 4.94 years, setting them above the standard expectation of an improvement of 1 year for each chronological year.

Some highlights of the 2024 year include:

- All graduating students have finished with increased self-confidence and an ability to advocate for themselves as neuro diverse learners. They have mastered the tools for learning and can use them in a variety of settings – social, sporting and academic. As for programme graduates from previous years, these students are likely to go on to succeed in their schooling and become positive contributors. Some may go on to become recognised leaders.
- Three new students came in as priority learners, with two now moving on to college. All had been disengaged from learning, completing very little work and struggling to read and write. Motivation was low. However, each student came willingly to LfDT programme sessions, although they had to be managed closely to maintain their interest. Two made significant progress and should continue to build at an expected reading rate as they now move on to attend college. Considerable effort was put into ensuring their new schools understand their learning styles and need for support. The third also improved and can confidently use their tools which improves their potential to achieve ongoing education.

- A group of 4 year 8 students who had previously completed the programme, returned to specifically improve spelling and extend their reading capability. All are now reading at two years above their actual age and reading for pleasure. In a term 4 research and essay writing assignment all received commended or highly commended results.

Numicon – Last year this programme was implemented within the year 3-4 syndicate. Although no pre data is available to show progress.

Numicon started Term 3 last year with 2 year 3/4 groups of 5. (one child from each class per group) The groups run for 25 minutes per session 4 days a week. Each group moves through the program at their own speed. The initial pre-testing for the program was very intensive and involved about 4-5 hours per child individually and was done with the help of any TAs that had a spare moment! It was decided that this would be better off put into the running of the program. Each child was to be JAM tested and then retested by teachers. It has now been decided I will do a Maths Snapshot Assessment at the beginning of each yr 3/4 group (NIP) and the Big Ideas (5-8) has a pre and post assessment.

The initial plan was that the existing children would continue this year for first 5 or so weeks then we would look at putting in some new children. Unfortunately with Elsje being out of action this has reduced the time Numicon has run so we will keep those kids going until next term.

Most of the children have become far more enthusiastic about coming to Numicon and they love the equipment that is used on a daily basis. Numicon has made maths a more positive experience for all the children. Jocelyn recently commented on Axels ability to be more involved in class and actually is engaged in math lessons. The Rm 2 students have not progressed as much as the other children, although this is an across the board reflection of their overall learning. Unfortunately 2 children left at the end of last year which we were unable to provide post-testing for. These two boys had made great progress!

In October last year a third group (3 seniors) was added to the program. Two of these girls have become more positive about their maths and all are enjoying the program.

Teacher reflection:

L's participation in the Numicon program has aided in an improvement in her attitude towards maths, her self image as a learner in general, and the organisation of her written work. She now more-readily participates in maths lessons with an improved ability to manipulate basic numbers more efficiently, offers her ideas in class discussions, and is able to work from the front of an exercise book and from left to right on the page. These were all areas of concern for L before she began working on the Numicon program. It has been an invaluable boost to L in a personal and academic way.

Structured Literacy - additional classroom support.

Shelly (RTLit) has run PD and mentoring sessions with Teacher Aides to support them in running structured literacy support in the classroom. This is based on the spelling programme, The Code, and provides TAs with a framework for each group they work with which involves: Review of recently learnt sounds, introduction of a new sound and words containing that sound, dictated sentences, and learning of a heart word.

The TA support will look slightly different in each syndicate. In Koromiko, TAs will be supporting literacy in the classroom by following the directions of the teachers, this might include one on one or small group instruction in an area of literacy i.e. handwriting. In Kahikatea, TAs will be working with a small group of students on an intervention programme that provides extra support using the same work that they are covering in the whole class sessions. In Kauri, TAs will be running small groups with up to four students using the framework provided by Shelley.

The timetables will be set so that the same TA will be in each class for the four literacy sessions per week - this should be in place for all teachers by the start of term 2.

Neuro-Nuture Initiatives (Sam Edwards, SENCO)

A Neuroscience approach to provide Anxiety support:

A session for the student and whanau to attend which builds a bridge between home and school to help relieve the stress around school refusal.

The format is as follows:



[Anxiety Framework August 2024](#)

ADHD Whanau Support: (This has just been introduced with one whānau to date)

A session helping whanau to understand the neuroscience around ADHD, the strengths and challenges their child might face and some strategies that they can do at home to support a child with ADHD.

A Neuroscience approach to help a new child arriving at Kenakena with trauma

A Google Slide presentation designed for a one hour session with the new class teacher and any TAs that might be working with the child. The slide show can also be printed off and read by the teacher/teacher aides if they have already completed some Trauma Informed training but ideally everyone working with the child will work through the Slide show with the SENCo.



[Trauma Informed Practice - Welcoming a New child at Kenakena](#)

Nurture Group

Two mornings per week with the SENCo and AP in 2024.

Reflection:

Challenges:

- The environment needs to be consistent and appropriate. Ideally a space with the relevant equipment and the ability to serve breakfast would be great.

- Mondays worked very well for the teachers as this seemed to be the day when the students arrived at school most dysregulated. However, some of the target students either didn't attend school regularly on Mondays or were often late to school.
- The mix of students attending needs to be constantly assessed to ensure that the sessions are achieving the objectives as some combinations of students did not work.

Positives:

- All students involved were able to gain an improved sense of safety by building connections with two more members of staff.
- Students were able to find new activities that they enjoyed (i.e. playing the keyboard), and/or found relaxed them (i.e. colouring and playing lego)
- All students gained a better understanding of the Zones of Regulation, knowledge of their brain, and emotions.

Sense Rugby - Term 1, 2025

A group of up to 10 neurodiverse students from year 3/4 working with two Occupational Therapists.

Rock and Water Programme (Changing to Mitey Intervention Programme)

Two programmes ran during 2024, one for year 5/6 and one for year 3/4 (Jocelyn's students).

In 2025 this is changing to a 'Mitey Intervention Programme'. Sam and Kate have spoken to Alina from Mitey who has found a contact at a school in Porirua. Sam had made contact with that person to arrange a meeting (also including Kirsty who will run the programme).

Playground Socialisation Support

Four groups ran in 2024

In 2025 30 minutes per lunch time, every day, has been scheduled for a student to be supported by a TA. The target student is decided by Dayna and Sam (at present it is Jasper). The TA supports the student to move from spending playtime in PlaySpace to being able to be successful in the playground with other students. (This has dropped to just Wed, Thurs, Fri while Elsje is off).

A TA paid to have time to complete Lucid tests

Kirsty has paid time to complete SENCO related work i.e. changing timetables and completing Lucids for students. She has support materials which can be used by teachers if students are low in certain areas. Kirsty and Sam met with Alistair (RTLb) at the end of term 4 2024 to learn more about reading the results of a Lucid and how to provide teachers with support materials. This is an area that needs time to look at it as quite often the test can identify problems around low executive functioning skills which connect to ADHD.

PlaySpace

A TA is paid to supervise students in the PlaySpace area at morning tea play and lunch time play every day. Students can choose to spend time in the PlaySpace and take a friend with them. Students may also be asked to spend time in PlaySpace by their teachers.

Truancy Initiative coordinated by Fun Zone:

Motu and Rangi, Fun Zone business owners are hoping to secure ongoing funding through the Charitable Trust for this important initiative.

As they assess the needs of the various schools, they plan is to coordinate the use of a couple of vans, each equipped with a dedicated driver and support staff. These team members will serve as the primary points of contact for families, ensuring that communication is clear and support is readily available. They will arrange a pickup between 7:30 and 7:45am. The kids will go to Before School, where they can have breakfast and, if needed, lunch prepared. If they need to change out of their pajamas, they can do that too. Fun Zone is trying to remove ALL boundaries.

We are waiting for confirmation of funding from Fun Zone but it will be hugely beneficial for our target truancy students hopefully.

Special Programmes / Opportunities:

Otago University Maths Problem Solving Challenge 2024 Results

The Otago University Maths Problem Solving Challenge is Problem Challenge is an extension mathematics problem solving competition aimed primarily at children in years 7 and 8 (however includes some capable year 6). Shown are the results of the Kenakena students who participated last year and who gained excellence, merit, and participation in the 5 challenges throughout the year. Each challenge has 5 questions, with a total score of 25/25 as 100%. The same questions are given to all the participating students.

2/27 students are Priority Learners - 1 of these students earned participation and 1 earned merit.

Results for 2022 Otago Problem Solving

	Year 6	Year 7	Year 8
Participation	1	2	3
Merit	1	7	4
Excellence	7	6	8

Results for 2023 Otago Problem Solving

Result	Y6	Y7	Y8
Participation	0	2	1
Merit	5	1	2
Excellence	2	7	10
Perfect Score		2	3

Results for 2024 Otago Problem Solving

	<u>Year 6</u>	<u>Year 7</u>	<u>Year 8</u>
Participation	0	1	3
Merit	1	3	4
Excellence	4	4	7

In Year 7 2023, 2 students got a perfect score, in 2024 we didn't get quite the same result (these two students each got one question wrong throughout the competition) which was acknowledged to be more difficult than the previous year.

Performing Arts

Reflection of the Performing Arts Programme for 2024:

- The teacher act at the Talent Show was a great way to bring staff together and show the students and whanau that we're prepared to also 'go out of our comfort zone'. Twenty-seven members of staff took part (or 30 staff members if you include Kirsty and Hannah who held the tarp, and Jan who took photos) including 1 office staff member, 7 teacher aides and the whole of the management team (excluding poor Dayna who would have performed on the night if she wasn't injured!)
- The Kenakena Talent Show was a fantastic opportunity to showcase our performing arts programme. All 300 tickets were sold and we raised \$1,000 in door sales after overheads.
- More boys signed up for optional performing arts groups and trips than ever before.
- Kenakena is still the only Kāpiti school that takes part in the Shakespeare Wellington Festival every year.
- The Ukulele Group, Senior Singers and Glee Club did a fantastic job showcasing Kenakena at the Festival of Fun.
- The Ukulele Group and Senior Singers had a very large audience in Coastlands for the Christmas Carols event - again, they showcased Kenakena brilliantly.
- Students in years 7 and 8 were able to choose to attend the Wellington World of Wearable Arts event and/or the RNZ Ballet's performance of A Midsummer Night's Dream.
- Every student at Kenakena was given the opportunity to attend the RNZ Ballet Creative workshops at school. 124 students chose to attend the sessions, and all the year 6 boys took part as part of their TKR programme.
- In addition to the Friday programme Diane and Tracy organised a focus on dance for the Koromiko syndicate in Term 4 and put on a fantastic performance for the school whānau.

EPro8

The EPro8 Challenge is an inter-school science and engineering competition. Every year over 35,000 students from throughout New Zealand take part. The events are designed to promote science, engineering and problem solving - great future focussed work skills!

We hired equipment to enable 7 teams of 4 students to take part in a within school challenge. This was an intense competition with some fantastic skills shown, and we would have loved to have had more teams entered into the inter school. We had one year 5/6, and one year 7/8 team registered for the inter schools competition at PBS. The year 7/8 team came first and the year 5/6 team came second. From there, both teams advanced to regionals, where they performed really well and earned a spot in the *Grand Final*. They went up against top schools from Wairarapa, Kāpiti, Wellington, and the Hutt Valley—including private schools—and held their own in a tough competition. In the end, both teams finished in an incredible second place!

Kenakena School Achievement Data Report 2025 - Summary

Key Findings (8 Main Points)

1. Reading

- 67% of students are achieving at or above their expected level.
- Year 7 students have the lowest achievement (37.68% at or above).

2. Writing

- 59.16% of students are achieving at or above their expected level.
- Year 7 students have the lowest achievement (29.41%).
- Boys are underperforming compared to girls.

3. Mathematics

- 62.66% of Year 3 students are at or above, improving to 81.67% in Year 4.
- Year 7 students have the lowest achievement (44.93%).
- Asian students are performing the best, while Māori students have the lowest results.

4. Standardised Testing (PAT Maths & STAR Reading)

- Most year groups performed above the national average in Maths but below in Reading.
- Year 5 students performed slightly below the national average in both.
- Year 8 results were unavailable due to an NCER error.

5. Priority Learners & Māori Achievement

- Māori students are underperforming in Maths and Writing.
- Engagement with Māori whānau remains an area for improvement.

6. Interventions & Special Programmes

- Structured Literacy and Dyslexia Programmes are showing positive impacts.
- DMIC Maths Professional Development is expanding across year levels.

- New neurodiversity initiatives are in place to support students with anxiety, ADHD, ASD and trauma.

Syndicate Commentary 2025

<p>Kowhai/ Kowhai-iti</p>	<p>Our observations were:</p> <ul style="list-style-type: none"> • Curriculum level 1 is very broad and so when making an OTJ we wouldn't put a child above level 1 unless we considered them to be "gifted" hence why we didn't have any children above in reading, writing or maths. • With the new Structured literacy approach reading and writing are taught together. The focus is on learning and writing letter sounds so writing stories comes later. • Children are coming to school with less resilience and ability to adapt to change. We are finding that we are spending more time in the day dealing with these situations.
<p>Koromiko</p>	<p>Thanks Tatia for all this information, it is always interesting. And raises questions!</p> <p>A reflection on the drop in achievement for all odd numbered years: this has been an issue every year, at every school I have taught at over the past twenty years. As the ākongā move to a new syndicate the level of work, and expectations, are always a significant jump up. As tamariki come into Kormiko syndicate for example, they move from lots of play-based learning to a more structured approach with more directed play-based learning incorporated.</p> <p>At every level these transitions take time to adjust to, contributing to the drop in achievement levels. This is where the old curriculum (in which two years were allowed for each level) gave tamariki a longer period to embed new skills and learning.</p>
<p>Kahikatea</p>	<p>We also thought the data was interesting. Comments/observations from the team are:</p> <ul style="list-style-type: none"> • Some students seem to struggle with focus and attention for more than very short periods of time, this affects learning during the school day. Some also appear to have less vocab and book knowledge compared to a few years ago • Really hoping the SL approach will show greater achievements in the next few years • Wondered about students with dyslexia completing the PAT's online (reading) and how much this lowers data, when those students could possibly have good comprehension but are unable to read questions correctly? What assessments is the unit using? • Definitely agree re the 2 year transition into a new syndicate and needing time to adjust.
<p>Kauri</p>	<p><u>Reading data</u> - A significantly lower performance by students who were in Y7 in 2024, compared to all other years. How does this cohort perform in 2025 as Y8 students?</p> <p><u>Writing and maths data</u> - The difference isn't as clear, but like reading the Year 7 cohort are lower than all other year groups.</p>

PAT data from 2023-2024 - This data shows that in PAT maths, Kenakena year groups score inconsistently when compared to the national average. Some cohorts are above and some below (more often slightly above national average). However in PAT reading, the Kenakena average begins reasonably low in Year 4 when compared to the national average and consistently improves every year through to Year 8 (every year group is below national average but by Year 8 they almost equal national average).

Dyslexia Programme - The bar graph showing each student's improved reading age within the first year of the program shows the considerable positive impact the program has on its students. We see this progress impacting literacy lessons in the classroom.

Otago Problem Solving - It's interesting to see that the Year 7 (2024) cohort had a lower number of participants than previous years, and their total scores were lower than the two cohorts of Year 7s who were before them. They also performed at a lower level in Year 6 than other cohorts. It will be interesting to see how they perform as a Year 8 cohort in this year's competition.

Other questions:

1. Why are our girls performing so much lower than boys in maths? This data is only for Whole School Achievement - are they performing lower in PAT maths too? The 2022 Pisa testing matches this - in New Zealand at primary school, boys typically outperform girls in maths but according to a UNESCO study on gender from 2022 that gap shrinks with age and in some cases by college age, girls are outperforming boys. [UNESCO](#) [PISA](#)
2. Regarding Whanau Engagement, Behaviour Concerns and Student Engagement, do these percentages vary between year groups? Do they change over time? For example do major behaviour concerns increase or decrease with age? Note: This is our first year of collecting this data in this format.

Actions for 2024:

Improve outcomes in Reading, Writing and Maths Overall outcomes for students in Reading, Writing and Maths has not improved in the past three years with a very slight downward trend in the number of students achieving at or above. However, it's encouraging to see that in 2023 there was an improvement on the percentage of students making accelerated progress in reading, writing and maths compared to 2022.

Steps will be

- Complete PAT Maths and STAR reading tests for all students in year 3-8 to be able to gauge if these trends continue across the school as well as observing the impact of SL and DMIC maths across the school. This year the STAR test (completed by year 3-8) showed that we are tracking slightly below

the national average however in Maths the students that completed this test (in year 5-8) achieved at or slightly above the national average.

- We have established Year 3 and Year 5 cohort groups so we can track 'clean data' as these student move through the school.
- We will continue to monitor the effectiveness of the remedial programmes we are implementing for their effectiveness in improving student outcomes.
- Schedule regular opportunities for teams to moderate making an OTJ within and across syndicates to ensure consistency of data, particularly in the transition from year 4 to year 5 syndicates.

Continue to focus on engagement with our Priority Learner whānau and ākongā outcomes (See Rachel's reflection on 2024 below)

- Through her role as In-School Lead within the Kāhui Ako, Rachel will explore and advise how we can engage and connect with our Māori learners and their whānau. This will also involve supporting Shona in liaising with ECE and tracking our Priority Learner (student and whānau engagement) and achievement – helping provide and support initiatives to enhance achievement and involvement.
- With the support of Cultural Leadership position we will continue to support Kaiako to build knowledge and use of tikanga, te reo and Te Ao Māori and reflect these in classroom practice, incorporating into teaching plans where appropriate.
- Continue to monitor if 20% of our Māori students are involved in 20% of our learning opportunities and programmes.
- Build resources and expertise to run effective Neuro-Nuture programmes to support our most vulnerable students.

Actions for 2025:

*The results entered from 2023 data report for reading, writing and maths may be slightly skewed due to adjustments made to the expectations against curriculum levels when we transitioned to Hero.

* I was unable identify the number of Priority Learners participating in extra programmes, opportunities and interventions as teachers did not consistently identify them when they added tags on Hero at the end of 2024.

*The actions from 2024 are still relevant for 2025 as we implement the revised curriculum for Literacy and Maths as well as the hour of Reading, Writing and Maths.

Steps will be

- Complete PAT Maths and STAR reading tests for all students in year 3-8 to be able to gauge if these trends continue across the school as well as observing the impact of SL and DMIC maths across the school. This year the STAR test (completed by year 3-8) showed that we are tracking slightly below the national average however in Maths the students that completed this test (in year 5-8) achieved at or slightly above the national average.
- We have established Year 3 and Year 5 cohort groups so we can track 'clean data' as these student move through the school.
- We will continue to monitor the effectiveness of the remedial programmes we are implementing for their effectiveness in improving student outcomes.
- Schedule regular opportunities for teams to moderate making an OTJ within and across syndicates to ensure consistency of data, particularly in the transition from year 4 to year 5 syndicates.
- Explore discrepancies between the standardised tests and OTJ.
- Explore a model for planning and evaluating programmes of learning.

- **Cohort Group** – We have set up a year 3 2023 cohort we will track as they move through the school to enable us to collect ‘clean’ data. This group has benefitted from Structured Literacy PD being integrated into classroom literacy programmes.
2024: Two new, non dynamic cohorts for current year 3 and year 5 students were established so we can track these students’ progress through their time at Kenakena.
2025 – unfortunately we haven’t been able to pull data on these two cohorts as we this year is a stand alone data report as we transition to assessing against the refreshed curriculum. I have established new year 3 and year 5 cohorts with our 2025 students.
- Aim to have Māori students (Priority Learners) involved in 20% of the opportunities offered (sporting, school community contribution, special programmes, interventions)
- Rachel’s reflection on 2024:

Through her role as In-School Lead within the Kāhui Ako, Rachel will explore and advise how we can engage and connect with our Māori learners and their whānau. This will also involve supporting Shona in liaising with ECE and tracking our Priority Learner (student and whānau engagement) and achievement – helping provide and support initiatives to enhance achievement and involvement.

A pool party and bbq for Māori whanau and students was held in 2024, with a view to reestablishing a whanau group. It was expressed clearly by whanau in attendance that they did not want to be “othered” or have a separate group but were willing to engage with the school on an issue by issue basis. Rachel assisted Shona with a parent afternoon for new parents. A primary focus for Rachel was the establishment of a support group for whānau of neurodiverse children in conjunction with PBS. This has been very warmly received and is helping parents build connections and support each other through their challenges, which in turn supports their children. Through her Kahui Ako role Rachel is actively engaged in the Pasifika steering group, and ran a staff meeting on the Teaching Council’s Unteach Racism professional learning. Rachel was also on the Matariki celebration roopu, and created a bilingual and Te Reo storytime for whānau. She is assisting with the organisation of the kapa haka festival Kenakena is hosting this year.

With the support of Cultural Leadership position assigned to Kate Gallagher we will continue to support Kaiako to build knowledge and use of tikanga, te reo and Te Ao Māori and reflect these in classroom practice, incorporating into teaching plans where appropriate. **This continues to be relevant in 2025.** We’re using Kate Gallagher’s plans and foci to introduce different Te Reo concepts eg feelings, greetings, etc at the relevant level. The Matariki Hangi will be an opportunity for closer connection to whānau also.