

KAMO SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number: 1030

Principal: Sally Wilson

School Address: Three Mile Bush Road, Kamo

School Postal Address: Three Mile Bush Road, Kamo, 0112

School Phone: 09 435 1482

School Email: dbatten@kamoprimary.school.nz

Accountant / Service Provider:

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KAMO SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Kamo 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.

Daniel Gortz

Full Name of Presiding Member

Sally Wilson

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

14/5/25

Date:

14/5/25

Date:

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,210,254	3,713,278	4,038,320
Locally Raised Funds	3	72,758	23,000	74,213
Interest		59,160	14,000	43,599
Gain on Sale of Property, Plant and Equipment		591	-	-
Other Revenue		-	-	3,820
Total Revenue		4,342,763	3,750,278	4,159,952
Expense				
Locally Raised Funds	3	13,420	14,000	13,972
Learning Resources	4	3,242,448	2,919,069	3,262,212
Administration	5	217,356	211,449	215,834
Interest		6,895	3,261	4,861
Property	6	758,646	667,452	740,731
Loss on Disposal of Property, Plant and Equipment		540	-	6,231
Total Expense		4,239,305	3,815,231	4,243,841
Net Surplus / (Deficit) for the year		103,458	(64,953)	(83,889)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		103,458	(64,953)	(83,889)

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



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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,252,314	1,261,178	1,285,543
Total comprehensive revenue and expense for the year		103,458	(64,953)	(83,889)
Contributions from the Ministry of Education - Contribution from MoE - SNUP Te Mā		-	-	30,970
Contributions from the Ministry of Education - Furniture and Equipment Grant		-	-	19,690
Equity at 31 December		1,355,772	1,196,225	1,252,314
Accumulated comprehensive revenue and expense		1,355,772	1,196,225	1,252,314
Equity at 31 December		1,355,772	1,196,225	1,252,314

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.



Kamo School Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	205,985	25,862	269,016
Accounts Receivable	8	242,429	218,943	243,767
GST Receivable		20,205	49,769	9,739
Prepayments		21,384	14,381	17,424
Inventories	9	1,710	1,734	1,639
Investments	10	894,258	1,130,923	753,341
Funds Receivable for Capital Works Projects	16	83,325	-	44,553
		<u>1,469,296</u>	<u>1,441,612</u>	<u>1,339,479</u>
Current Liabilities				
Accounts Payable	12	379,098	451,463	262,399
Revenue Received in Advance	13	16,277	-	19,232
Provision for Cyclical Maintenance	14	-	8,333	-
Finance Lease Liability	15	24,379	23,753	22,108
Funds held for Capital Works Projects	16	70,856	-	103,392
		<u>490,610</u>	<u>483,549</u>	<u>407,131</u>
Working Capital Surplus/(Deficit)		<u>978,686</u>	<u>958,063</u>	<u>932,348</u>
Non-current Assets				
Property, Plant and Equipment	11	601,590	411,705	512,627
		<u>601,590</u>	<u>411,705</u>	<u>512,627</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	171,543	90,668	132,896
Finance Lease Liability	15	52,961	82,875	59,765
		<u>224,504</u>	<u>173,543</u>	<u>192,661</u>
Net Assets		<u>1,355,772</u>	<u>1,196,225</u>	<u>1,252,314</u>
Equity		<u>1,355,772</u>	<u>1,196,225</u>	<u>1,252,314</u>

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



Kamo School
Statement of Cash Flows
For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,302,144	1,061,732	1,143,836
Locally Raised Funds		64,583	23,000	90,035
Goods and Services Tax (net)		(10,466)	-	40,030
Payments to Employees		(758,430)	(652,648)	(843,901)
Payments to Suppliers		(356,930)	(335,616)	(418,920)
Interest Paid		(6,895)	(3,261)	(4,861)
Interest Received		60,169	-	44,651
Net cash from/(to) Operating Activities		294,175	93,207	50,870
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		591	-	43
Purchase of Property Plant & Equipment (and Intangibles)		(151,730)	(47,000)	(84,881)
Purchase of Investments		(235,263)	-	(27,165)
Proceeds from Sale of Investments		94,346	-	404,747
Net cash from/(to) Investing Activities		(292,056)	(47,000)	292,744
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,690
Contributions from Ministry of Education		-	-	30,970
Finance Lease Payments		(18,497)	(31,404)	(19,461)
Funds Administered on Behalf of Other Parties		(46,653)	-	(116,856)
Net cash from/(to) Financing Activities		(65,150)	(31,404)	(85,657)
Net increase/(decrease) in cash and cash equivalents		(63,031)	14,803	257,957
Cash and cash equivalents at the beginning of the year	7	269,016	11,059	11,059
Cash and cash equivalents at the end of the year	7	205,985	25,862	269,016

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

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



Kamo School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the 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 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	10-20 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Textbooks	8 years
Library Resources	8 years
Leased Assets held under a Finance Lease	Term of Lease

k) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



n) Revenue Received in Advance

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

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

o) Funds Held in Trust

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

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

p) Funds held for Capital works

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

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

q) Shared Funds

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

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

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



t) Borrowings

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

u) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,248,067	1,060,427	1,125,202
Teachers' Salaries Grants	2,420,905	2,243,706	2,367,164
Use of Land and Buildings Grants	494,996	399,145	473,705
Other Government Grants	46,286	10,000	72,249
	4,210,254	3,713,278	4,038,320

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	23,395	2,000	5,342
Fees for Extra Curricular Activities	15,460	16,000	17,073
Trading	5,879	5,000	5,128
Fundraising and Community Grants	22,609	-	1,505
Other Revenue	5,415	-	45,165
	72,758	23,000	74,213
Expense			
Extra Curricular Activities Costs	8,437	9,000	10,275
Trading	4,983	5,000	3,697
	13,420	14,000	13,972
<i>Surplus for the year Locally Raised Funds</i>	59,338	9,000	60,241

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	71,629	77,300	89,299
Information and Communication Technology	549	5,200	5,424
Employee Benefits - Salaries	3,040,446	2,699,457	3,029,903
Staff Development	17,415	33,000	12,539
Depreciation	109,137	92,112	115,340
Other Learning Resources	3,272	12,000	9,707
	3,242,448	2,919,069	3,262,212



5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	7,680	6,000	6,400
Board Fees and Expenses	7,206	7,900	6,198
Operating Leases	5,664	4,500	4,416
Other Administration Expenses	26,164	26,850	32,650
Employee Benefits - Salaries	142,869	136,799	140,265
Insurance	10,913	12,500	9,885
Service Providers, Contractors and Consultancy	16,860	16,900	16,020
	217,356	211,449	215,834

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	68,897	79,200	63,332
Cyclical Maintenance	38,647	23,659	63,124
Heat, Light and Water	29,251	23,500	27,854
Rates	11,851	13,400	11,249
Repairs and Maintenance	52,728	45,150	39,973
Use of Land and Buildings	494,996	399,145	473,705
Employee Benefits - Salaries	43,014	60,098	42,635
Other Property Expenses	19,262	23,300	18,859
	758,646	667,452	740,731

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



7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	205,985	25,862	269,016
Cash and cash equivalents for Statement of Cash Flows	<u>205,985</u>	<u>25,862</u>	<u>269,016</u>

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

Of the \$205,985 Cash and Cash Equivalents, \$70,856 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$205,985 Cash and Cash Equivalents, \$16,277 of Revenue Received in Advance is held by the school, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	3,972	41,898
Receivables from the Ministry of Education	1,120	-	-
Interest Receivable	7,682	9,743	8,691
Teacher Salaries Grant Receivable	233,627	205,228	193,178
	<u>242,429</u>	<u>218,943</u>	<u>243,767</u>
Receivables from Exchange Transactions	7,682	13,715	50,589
Receivables from Non-Exchange Transactions	234,747	205,228	193,178
	<u>242,429</u>	<u>218,943</u>	<u>243,767</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	1,710	1,734	1,639
	<u>1,710</u>	<u>1,734</u>	<u>1,639</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	894,258	1,130,923	753,341
Total Investments	<u>894,258</u>	<u>1,130,923</u>	<u>753,341</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Board-owned Buildings	31,289	-	-	-	(2,135)	29,154
Building Improvements	83,968	-	-	-	(3,344)	80,624
Furniture and Equipment	227,397	148,589	(540)	-	(35,134)	340,312
Information and Communication Technology	89,385	24,445	-	-	(32,435)	81,395
Leased Assets	58,043	20,564	-	-	(27,394)	51,213
Library Resources	22,545	5,042	-	-	(8,695)	18,892
	<u>512,627</u>	<u>198,640</u>	<u>(540)</u>	<u>-</u>	<u>(109,137)</u>	<u>601,590</u>

The net carrying value of equipment held under a finance lease is \$51,213 (2023: \$58,043)

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
	\$	\$	\$	\$	\$	\$
Board-owned Buildings	114,261	(85,107)	29,154	114,261	(82,972)	31,289
Building Improvements	140,697	(60,073)	80,624	140,697	(56,729)	83,968
Furniture and Equipment	826,357	(486,045)	340,312	685,103	(457,706)	227,397
Information and Communication Technology	524,560	(443,165)	81,395	533,584	(444,199)	89,385
Leased Assets	104,242	(53,029)	51,213	98,672	(40,629)	58,043
Library Resources	117,645	(98,753)	18,892	112,602	(90,057)	22,545
	<u>1,827,762</u>	<u>(1,226,172)</u>	<u>601,590</u>	<u>1,684,919</u>	<u>(1,172,292)</u>	<u>512,627</u>

12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	115,423	231,419	53,185
Accruals	7,680	6,200	6,400
Banking Staffing Overuse	12,903	-	-
Employee Entitlements - Salaries	233,627	205,228	193,178
Employee Entitlements - Leave Accrual	9,465	8,616	9,636
	<u>379,098</u>	<u>451,463</u>	<u>262,399</u>
Payables for Exchange Transactions	379,098	451,463	262,399
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>379,098</u>	<u>451,463</u>	<u>262,399</u>

The carrying value of payables approximates their fair value.



13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Govt Revenue Received in Advance	12,534	-	6,623
Other Received In Advance	3,743	-	12,609
	16,277	-	19,232

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	132,896	75,342	99,001
Increase to the Provision During the Year	32,008	23,659	25,158
Use of the Provision During the Year	-	-	(29,229)
Other Adjustments	6,639	-	37,966
Provision at the End of the Year	171,543	99,001	132,896
Cyclical Maintenance - Current	-	8,333	-
Cyclical Maintenance - Non current	171,543	90,668	132,896
	171,543	99,001	132,896

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2026. This plan is based on the schools 10 Year Property plan / painting quotes.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	29,833	23,753	28,162
Later than One Year and no Later than Five Years	58,856	82,875	68,688
Future Finance Charges	(11,349)	-	(14,977)
	77,340	106,628	81,873
Represented by			
Finance lease liability - Current	24,379	23,753	22,108
Finance lease liability - Non current	52,961	82,875	59,765
	77,340	106,628	81,873



16. Funds Held for Capital Works Projects

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

	2024	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
SIP & 5YA ILE Space, Admin reconfig & OLA		227186	(42,842)	-	(40,483)	-	(83,325)
Cyclone Remediation		241279	(905)	-	905	-	-
Leak & Drainage Remediation & Spouting Re		243165	12,147	(12,147)	-	-	-
Boiler Room		242128	91,245	-	(25,854)	-	65,391
Emergency Response 2023		246515	(806)	12,734	(11,928)	-	-
May Storm Damage		245959	-	905	(905)	-	-
Rimu Block Roof Remediation		248540	-	42,261	(36,796)	-	5,465
Totals			58,839	43,753	(115,061)	-	(12,469)

Represented by:

Funds Held on Behalf of the Ministry of Education	70,856
Funds Receivable from the Ministry of Education	(83,325)

	2023	Project No.	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
			\$	\$	\$		\$
SIP & AMS Canopies Block 1		227185	(14,959)	14,959	-	-	-
SIP & 5YA ILE Space, Admin reconfig & OLA		227186	26,042	28,968	(97,852)	-	(42,842)
LSPM - Access Modifications		236048	(2,320)	36,068	(33,748)	-	-
Cyclone Remediation		241279	-	430	(1,335)	-	(905)
Leak & Drainage Remediation & Spouting Re		243165	-	16,101	(3,954)	-	12,147
Boiler Room		242128	-	111,494	(20,249)	-	91,245
Emergency Response 2023		246515	-	-	(806)	-	(806)
Totals			8,763	208,020	(157,944)	-	58,839

Represented by:

Funds Held on Behalf of the Ministry of Education	103,392
Funds Receivable from the Ministry of Education	(44,553)

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,274	3,849
<i>Leadership Team</i>		
Remuneration	416,607	409,087
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	420,881	412,936

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4.00	2.00
110 - 120	1.00	1.00
120 - 130	2.00	1.00
	7.00	4.00

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

19. Compensation and Other Benefits Upon Leaving

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

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



20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

21. Commitments

(a) Capital Commitments

As at 31 December 2024, the Board had capital commitments of \$393,876 (2023: \$28,757) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Boiler Room	50,672
Rimu Block Roof Remediation	343,204
Total	393,876

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16

(b) Operating Commitments

As at 31 December 2024, the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2024 Actual \$	2023 Actual \$
No later than One Year	5,664	5,664
Later than One Year and No Later than Five Years	16,992	22,656
Later than Five Years	-	-
	22,656	28,320

The total lease payments incurred during the period were \$5,664 (2023: \$4,416).



22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	205,985	25,862	269,016
Receivables	242,429	218,943	243,767
Investments - Term Deposits	894,258	1,130,923	753,341

Total financial assets measured at amortised cost

1,342,672	1,375,728	1,266,124
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Financial liabilities measured at amortised cost

Payables	379,098	451,463	262,399
Finance Leases	77,340	106,628	81,873

Total financial liabilities measured at amortised cost

456,438	558,091	344,272
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23. Events After Balance Date

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

24. Comparatives

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



Kamo School

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Sally Wilson	Principal	ex Officio	
Gerald Kairau	Parent Representative	Elected	Sep 2025
Dan Gotz	Parent Representative	Elected	Sep 2025
Nick Marshall	Parent Representative	Elected	Sep 2025
Joanna Holmes	Parent Representative	Elected	Sep 2025
Mark McCullough	Parent Representative	Elected	Sep 2025
Bryce Jones	Parent Representative	Co-opted	Sep 2025
Ben Soole	Staff Representative	Elected	Sep 2025

Kamo School

Kiwisport

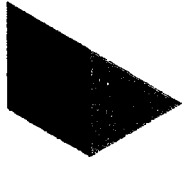
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2024, the school received total Kiwisport funding of \$6,857 (excluding GST). The funding was spent on sporting endeavours.

Statement of Compliance with Employment Policy

For the year ended 31st December 2024 the Kamo School Board:

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

Statement of Variance Reporting



School Name:	Kamo Primary
School Number:	1030

Strategic Aim:	<p>We determined from data that through explicit, planned teaching, we can integrate Reading skills for lifelong learning. All teams will focus on and foster each aspect of our Strategic Direction for growth in our students. Each team was given a specific learning area to look at enriching practice in Reading, Writing, and Mathematics. We were intent on raising student achievement in Mathematics.</p>
Annual Aim:	<p>Priority: Have high aspirations for every learner/ākongā and support these by partnering with their whānau and communities to design and deliver teaching and learning that integrates Reading, Writing and Mathematics to allow progress for each student across the curriculum.</p>
Target:	<p>Not only is Mathematics the target but the reflection of teacher practice is equally a target in Reading for progress to be made.</p> <p>Our Analysis of Variance this year is built off deeper reflection of teacher practice. As a leader I have followed closely the work of Joy McLelland, “The value and purpose of reflective practice for professional learning.” To quote, “Reflection can support teachers to examine their own identities as practitioners, which will support them to contextualise their values and beliefs about teaching. Reflective practice can serve as a way of uncovering what really matters to a teacher, and help them to understand that their priorities may not be the same as other teachers. Gibbs (1998 as cited in Pendrey, 2023) shares that most teachers will begin their careers imitating observed practices of other teachers that they have had throughout their lives. The implication is that if teachers do not implement reflective practice, they stay stagnant in those same practices, expectations and judgements (Larrivee, 2000).”</p> <p>This year our focus on Mathematics was specifically for our Year 5 and 6 students as their data clearly showed these students needed very explicit and directed support in this area.</p>
Baseline Data:	<p>There are many ways to look at data and it is critical that we do so we can clearly see the variables that impact teaching and learning. Below are the percentages of our Year 5 and 6 students who sit within the 0 – 50th percentiles, and the 50th to 100th percentiles for Terms 2 and 4.</p>

Percentiles

	0 – 50th Overall		50 th – 100th Overall	
	Term 2	Term 4	Term 2	Term 4
Year 5	42%	40%	58%	60%
Year 6	49%	44%	51%	56%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																			
<p>We aimed to keep it simple and to the requirements of our localised Mathematics curriculum. Hence, we needed to expect the following:</p> <p>Teachers continuing to collaborate when planning for learners. They set questions, then anticipate and share this teacher knowledge across their teams.</p> <p>Professional discussions at staff meetings. Alongside this we had teachers completing problems to ensure they were feeling empowered, and to understand the perspective of the learner.</p> <p>We increased teacher observations in CRT time. This created lots of discussion and questions increased around teachers' mathematical practice and what students do when they are unsure.</p> <p>We kept our targets as living and constant discussions. We all knew where we were headed.</p> <p>Teachers' use of PaCT has kept them focused on the necessary teaching needed to support learners at each year level.</p>	<p>Our overall end of year data for 2024 showed the following:</p> <table border="1" data-bbox="331 1108 587 1646"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>74%</td> <td>12%</td> <td>10%</td> <td>2%</td> <td>-</td> <td>1%</td> </tr> <tr> <td>Level 2</td> <td>26%</td> <td>82%</td> <td>79%</td> <td>61%</td> <td>23%</td> <td>4%</td> </tr> <tr> <td>Level 3</td> <td>-</td> <td>5%</td> <td>12%</td> <td>38%</td> <td>70%</td> <td>52%</td> </tr> <tr> <td>Level 4</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>6%</td> <td>43%</td> </tr> </tbody> </table> <p>Maths remains a strength of our school. Overall, our students are doing extremely well and have continued to make incredible gains. Here is what the data shows across the school in comparison to the mid-year data:</p> <ul style="list-style-type: none"> • 11% of students across the school were working below their expectation and this has decreased to just 7% at the end of this year. • 72% were working within their expected level and this has changed to 60% who are now working within their expected level. • 17% of students across the school were working above expectation. This has had an impressive increase, and we now have 33% of students achieving above their expected level. <p>The box and whisker plots on our graphs clearly illustrate that each year level is</p>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Level 1	74%	12%	10%	2%	-	1%	Level 2	26%	82%	79%	61%	23%	4%	Level 3	-	5%	12%	38%	70%	52%	Level 4	-	-	-	-	6%	43%	<p>Teachers planning meetings exposed challenge for those teachers who needed to provide content and context for their students.</p> <p>Robust discussion during planning meetings for rich problem solving questions.</p> <p>Discussion after the observations led to teachers identifying areas in their own practice which needed improvement.</p> <p>PaCT continued to prompt teachers of what students needed to learn to be successful.</p> <p>Students are asking teachers for more challenging tasks to push their thinking further and this in turn resulted in teachers talking with each other to develop more challenging tasks.</p> <p>Problem solving questions discussed by staff from other teams led to greater anticipation of answers.</p> <p>Teachers who delivered successful workshops influenced other teachers to ensure this was part of their practice.</p>	<p>We need to revisit the quality of our mixed-ability groupings across all levels of learning.</p> <p>Ensure rich learning connections are made between students.</p> <p>Continue using the problem solving approach to deliver Mathematics education in all classrooms. Along with this, we need to ensure the problems are scaffolded to meet all students needs.</p> <p>Continue delivering workshops where teachers work with students on an identified need to enhance their learning. We can develop this further using Seesaw to demonstrate students learning, so whānau are connected to this new learning.</p> <p>Continue with the collaborative planning within our four teaching teams. Share which problems can be used across the school to best support our students' cultural connections.</p> <p>Ensure that teachers are keeping connected with the refreshed Mathematics Curriculum. This focus will have extra vigilance in 2025.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																
Level 1	74%	12%	10%	2%	-	1%																																
Level 2	26%	82%	79%	61%	23%	4%																																
Level 3	-	5%	12%	38%	70%	52%																																
Level 4	-	-	-	-	6%	43%																																

We need to reinforce the need for materials to be used to support thinking and learning.

doing very well in Maths. The top whisker for every year level shows we have students who are working above the expected curriculum progress, but also the typical student progress (gray band) for the end of the year which is fantastic. It appears as though the tail whiskers show we have a significant number of students underachieving, but the breakdown of the percentages show this isn't the case at all with only 7% of students across the school sitting in this category.

All Year groups have produced some wonderful results overall with standouts being in Years 1 and 2. The results for these cohorts are outstanding with so many students sitting well above their expectation – 26% in Year 1 and 87% in Year 2. Many of these students have clearly made accelerated progress in their learning this year.

Year 6 has also produced some incredible results with 43% of students working above their expected curriculum level. This is followed by Year 4 who have 38% working above expectation. These results bode well for the changes in the Mathematics and Statistics Curriculum which comes into force next year.

Year 5 is the most concerning cohort with 23% of students who have not met their expected level. However, at the mid-year point, this was 34% so positive gains have been made.

Teachers talked more about students who needed extra support. For example, there was a greater sense of liberation around the use of resources by teachers and students

Greater consideration was given to neurodiverse students and the way they respond.

A wider range of questions were developed to meet cultural needs.

Cognitively creative and challenging classrooms were created around Mathematics.

Teachers give students a greater sense of autonomy around Mathematics.

Analysing the data more closely, we need to break it down into the quartiles to give us a clearer understanding of where our students are sitting. The following is the percentage of students who are in the 0 – 50th percentiles at this end of year point. In each year group we have the following:

- 50% in Year 1
- 42% in Year 2
- 44% in Year 3
- 41% in Year 4
- 44% in Year 5
- 49% in Year 6

Just as it has been mentioned in the analysis of the other two curriculum areas, we cannot read these percentiles in isolation. The graph very clearly shows that a number of students who are sitting in these lower percentiles are in fact meeting their expected curriculum progress, and in some cases are very much exceeding it.

When we look at the year levels further, 28% of our students overall are working within the 75th – 100th percentile.

These students are all surpassing the end of year expectation and this is a fantastic result. A more detailed breakdown of the year groups working in this higher percentile shows:

- 26% of Year 1
- 32% of Year 2

- 32% of Year 3
- 26% of Year 4
- 26% of Year 5
- 27% of Year 6

We have 27% of students across the school who are working in the 50th – 75th percentile overall. Looking at the box and whisker plots to see exactly where these students sit in relation to their expectations, we can see that all of these students are doing very well.

There isn't a huge difference between the genders. Both have just 7% working below expectation. We see the variance when we look at the percentage of students working within and above their expectation. Boys have 62% and girls have 59% working within their expected curriculum level, and for those working above, boys have 31% while girls have 34%.

Year 2 is really the only cohort that has such a marked difference between the genders. Girls have 91% who are working at and above expectation compared with boys who have 83%. When we look at the curriculum levels themselves, we can see that our girls no longer have any students working in Level 1 for Years 4, 5 and 6 which is fantastic. It's also great to see our Year 5 boys have nobody working in Level 1 of the curriculum.

It's very pleasing to see the data for our Māori students is very similar to our overall data which is always what you hope for. We have 10% of students working below expectation, 63% of students working within their expected curriculum level and 27% of students working above their expected level. Again, it's Year 2 who shine brightly with 82% of Māori students working above. Year 6 is also doing well with 36% above. Year 5 is the most concerning with 29% working below their expected level, but it's great to see that this cohort, and Year 4 do not have any Māori students working in Level 1 of the curriculum.

Breaking the Māori data down into the quartiles, the following are the percentages of Māori students working within the 0 – 50th percentiles. Again, it is important to look on the graph to see exactly where the box and whisker plots are for each year group as you'll see that being in the lower two quartiles does not mean all our students are necessarily underachieving. The data shows:

- 43% in Year 1
- 47% in Year 2
- 44% in Year 3
- 43% in Year 4
- 42% in Year 5
- 50% in Year 6

Just like the overall results with the gender difference, our Māori students have the same percentage working below expectation, except theirs is slightly higher at 10%. We see the change in the genders when we look at those working above expectation. Our Māori girls are performing better than our boys with 31% working above their expected level compared with 23% of boys. This leaves 59% of girls and 67% of boys working within their expected curriculum level.

When we look at the differences in the percentage of Māori students working above in each of the cohorts, the results show some interesting things. Year 1 has a very small difference with 9% of boys and 10% of girls achieving above expectation. In Year 2, boys have 71% working above while girls have 90%. Year 3 has 12% of boys working above while the girls have none. In Year 4, 38% of girls are achieving above expectation compared with 20% of boys. The Year 5 cohort shows 20% of boys are above while no girls are. Finally, in Year 6 we have 43% of girls working above their expected curriculum level in comparison to 29% of boys. There are certainly some significant differences between the genders when it's looked at in this way.

We have two Year groups for our Māori students who show quite a difference between the genders for the

percentages who have not met their expected level; these are Years 5 and 6. Year 5 girls need to be closely monitored next year as they currently have 43% of girls who are underachieving compared with 20% of boys. In Year 6 we have no girls who are below, yet we have 28% of boys who have not met their expected level.

Our students who identify as one of the ethnicities that make up our Pasifika cohort can be easily identified in the data due to the cohort being so small. Therefore, only a general analysis of their data can be made to protect their privacy. Like the overall results, Maths is also the strength of our Pasifika students in comparison to the other two curriculum areas. This cohort has just 8% (2 students) who have not met their expectation. 71% are working within their expected curriculum level and 21% (5 students) of this cohort are working above expectation. Years 1 and 6 are the groups with students working above, and Years 3 and 5 have the two students who are working below their expected level. It is great to see that in Years 1, 4 and 6 all our Pasifika students are meeting or exceeding their curriculum expectations in Maths.

Planning for next year:

Next year we will continue with our Strategic Direction and focus in 2025 on the following:

Learning Area	2024	2025	2026
Reading	Years 3 and 4	Years 5 and 6	Years 1 and 2
Writing	Years 1 and 2	Years 3 and 4	Years 5 and 6
Mathematics	Years 5 and 6	Years 1 and 2	Years 3 and 4

We have our own localised Mathematics Curriculum which guides us in all we do. We have a very detailed analysis of our mid-year and end of year data which is used to inform our practice. This is available to view on our website. But greater than that, we have students and teachers striving to succeed and make the best possible growth and progress they can.

We will continue to apply all of the beneficial and successful aspects we have identified, collated and collaborated on as a school as we know this gets results. We will continue to strive for positive change in our data as we believe all students deserve to learn to their potential.

We are stepping into the refreshed Mathematics Curriculum with a sense of security, as Mathematics is an area our teachers and students produce good results we want to continue building on. The Talk Moves and Five Practices for Orchestrating Productive Discussions are crucial when teaching Mathematics and we will continue to strengthen the practices of revoicing, repeating, reasoning, adding on (to what someone has said), using wait time, revising thinking, and having students turn and talk – these all produce powerful conversations and discussions for learners. Equally, it lets the teacher know who needs extra support and who needs more challenge, while also providing us with a direction of where we

Continuing with what we know works and introducing the refreshed curriculum will guide explicit and knowledge-rich teacher practices that are necessary with the changes ahead.

“Learning for the future” ... our school motto, applies to us all.

Our Analysis of Variance this year has been kept succinct due to the current climate that we as educators face.

Statement of Variance Reporting

School Name:

Kamo Primary

School Number:

1030

Strategic Aim:

We determined from data that through explicit, planned teaching, we can integrate Writing skills for lifelong learning. All teams will focus on and foster each aspect of our Strategic Direction for growth in our students. Each team was given a specific learning area to look at enriching practice in Reading, Writing, and Mathematics. We were intent on raising student achievement in Writing.

Annual Aim:

Priority: Have high aspirations for every learner/ākongā and support these by partnering with their whānau and communities to design and deliver teaching and learning that integrates Reading, Writing and Mathematics to allow progress for each student across the curriculum.

Target:

Not only is Writing the target but the reflection of teacher practice is equally a target in Writing for progress to be made. Our Analysis of Variance this year is built off deeper reflection of teacher practice. As a leader I have followed closely the work of Joy McLelland, "The value and purpose of reflective practice for professional learning." To quote, "Reflection can support teachers to examine their own identities as practitioners, which will support them to contextualise their values and beliefs about teaching. Reflective practice can serve as a way of uncovering what really matters to a teacher, and help them to understand that their priorities may not be the same as other teachers. Gibbs (1998 as cited in Pendrey, 2023) shares that most teachers will begin their careers imitating observed practices of other teachers that they have had throughout their lives. The implication is that if teachers do not implement reflective practice, they stay stagnant in those same practices, expectations and judgements (Larrivee, 2000)."

This year our focus on Writing was specifically for our Year 1 and 2 students as their data clearly showed these students needed very explicit and directed support in this area.

Baseline Data:

There are many ways to look at data and it is critical that we do so we can clearly see the variables that impact teaching and learning. Below are the percentages of our Year 1 and 2 students who sit within the 0 – 50th percentiles, and the 50th to 100th percentiles for Terms 2 and 4.

Percentiles

	0 – 50th Overall		50 th – 100th Overall	
	Term 2	Term 4	Term 2	Term 4
Year 1	0%	37%	0%	63%
Year 2	31%	24%	69%	76%

Actions
What did we do?

We followed the exact same process as we did with Reading. This way we can transfer practice with skills, knowledge and understanding and integrate the two areas of Literacy.

We met as the Senior Leadership Team and with Team Leaders to unpack what we thought might be happening. It was a robust conversation, and we determined teacher support, structure and quality had the highest chance of making change.

A core group had regular meetings and discussed in detail where everyone was currently at, any struggles, supports need or what we need to know as a leading group. We had free, frank and robust professional conversations.

A more detailed and expected framework to teach students was set up.

It was discussed at every team meeting and at Team Leader meetings.

Outcomes
What happened?

Our overall end of year Writing data for 2024 showed the following:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Level 1	98%	54%	42%	12%	8%	3%
Level 2	2%	46%	58%	74%	30%	8%
Level 3	-	-	-	14%	61%	71%
Level 4	-	-	-	-	1%	19%

Overall, our students are doing reasonably well in Writing and have made good gains over the second half of the year. Here is what the data shows across the school in comparison to the mid-year data:

- 33% of students across the school were working below their expectation and this has decreased to 18% at the end of this year.
- 66% were working within their expected level and this hasn't changed too much with 70% who are now working within their expected level.
- 1% of students across the school were working above expectation. This has increased, and we now have 12% of students achieving above their expected level.

Our data shows very clearly that our Year 2 cohort stands out strongly with

Reasons for the variance
Why did it happen?

Teachers looked closely at their practice and shared "What is working for me?" That conversation then was matched with the types of learners in each room and correlations formed.

Open book moderation was a strong area of debate with teachers. This proved to provide an additional focus on practice. Looking at what other students of the same age, younger and older were producing and why proved to be highly beneficial.

This kept teachers connecting with how students were progressing across the school. Teacher observations lived on in team meeting, staff meeting, photocopy machine meet ups, morning tea, and incidental times, as living talk that were being built on continuously.

Our schoolwide Structured Literacy programme is expanding our student's vocabulary by giving all learners words to write with and the ability and desire to take risks with new words.

A contributor for growth at our school is the expectation that

Evaluation
Where to next?

The essence of quality practice in education is reflection. The depth of reflection is critical, and we are learning that going deep into what student learning should look like, brings us to the reality of necessary practice. Along with the need to plan to scaffold the learner.

We will continue to build our cultural capability as more cultural diversity enters our school. This means greater connection with these students and their whānau to develop core words to support the learner's inclusivity. We are constantly doing this for our tangata whenua students and need to apply this to the many cultures at our school.

Metacognition and self-regulation is needed as much in Writing as it is in Reading. The learner must be aware they are there to learn, and to build on to that learning. This requires them to use existing skills and knowledge – not to fear the unknown. The teacher will provide the scaffold for the learner's next step.

<p>The data became very open practice to strive for change, to ensure we stayed focused.</p> <p>Most importantly we kept it simple.</p> <p>Alongside Reading and Writing, we have been running schoolwide Structured Literacy. This has been happening and growing at our school for over three years now and it is daily practice in every room.</p>	<p>many students sitting in the higher two percentiles and a large portion well above expectation, a whopping 46%.</p> <p>The graph is also showing our Year 3 and Year 5 cohorts also have quite a few students sitting in the higher percentile with some sitting above the gray band of typical student progress for the end of the year. However, these two cohorts are interesting as they are also the two with the largest percentages of students working below expectation – 42% at Year 3 and 38% at Year 5.</p> <p>To give us a more detailed picture of the data, we need to look at where our students sit within each of the four quartiles. Below is a breakdown of the percentage of students in each year group who are working in the 0 – 50th percentiles, it shows:</p> <ul style="list-style-type: none"> • 34% in Year 1 • 50% in Year 2 • 42% in Year 3 • 41% in Year 4 • 37% in Year 5 • 48% in Year 6 <p>Overall, 42% of our students sit within these lower two quartiles. As mentioned in the Reading analysis, please take note of exactly where the box and whisker plots sit on the graph and do not read these percentiles in isolation. Some of the students working within these lower two percentiles are already</p>	<p>Structured Literacy lessons will happen in every classroom. This is checked and monitored by Team Leaders and the Senior Leadership Team.</p> <p>A literacy support group of teachers from all aspects of school life was formed to discuss, monitor, agree on direction, visit other schools and reflect on what is needed for us to make best decisions for best practice at Kamo Primary School.</p> <p>Transparency of practice where the entire teaching team moved through everyone's classrooms to look at Writing across our school, was a very encouraging strategy. It created much discussion and further follow through with teachers that wanted to connect with each other.</p>	<p>Measuring change is complex, as it has so many moving parts. With multiple approaches and choosing your best direction in a school will bring greater understanding when we look through a supportive lens at quality teaching. That is our schoolwide expectation for our students to receive each day.</p> <p>We will activate an action plan that has been formed out of this Analysis of Variance.</p>
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meeting, or very close to meeting the expected curriculum progress at the end of the year, and others are sitting within the gray band of typical student progress. In that respect, the data for those students is pleasing and the changes to the overall percentages mentioned above show progress has been made across the school.

Our data further shows we have 32% of our students working in the 75th – 100th percentile in Writing. Some of these students are exceeding the end of year expectation, and typical student progress which is phenomenal. A more detailed breakdown of the year groups shows the following are working in the 75th – 100th percentile:

- 27% of Year 1
- 35% of Year 2
- 30% of Year 3
- 35% of Year 4
- 38% of Year 5
- 29% of Year 6

The remainder of our students are working within the 50th – 75th percentile which is 27% across all year groups. Our Year 2 students have continued to do exceptionally well and the top two percentiles sit above the end of year expectation.

Years 4 and 6 should also be mentioned as they have only a small percentage of students working below expectation –

12% at Year 4 and 11% at Year 6. Both of these equate to 8 students for each of the cohorts.

70% of both boys and girls are sitting within their expected curriculum level. The deciding factor for which gender is working better is the percentage of students working below expectation. Our boys have 23% underachieving compared with our girls who have 12%. The difference for those working above their expected level is 7% for boys and 18% for girls. This information tells us that our girls are performing better than our boys overall.

It is great to see our boys in Year 2 have 35% working above their expectation. This cohort really is a standout as not only is there a large proportion of boys doing well, but so are the girls with 53% working above their expected curriculum level. Our girls are also doing well in Year 6 with 32% working above expectation.

Years 3 and 5 for both genders are the most concerning with 50% of boys and 29% of girls underachieving in Year 3, and 44% of boys and 28% of girls working below expectation in Year 5. Year 3 have no students working above expectation for either gender while Year 5 has just 3% (1 student) of girls exceeding their expected curriculum level.

The data for our Māori students is not too dissimilar to our overall data with

only small differences in the percentages. It follows the same trend as the overall data with the majority of students working within or above their expected curriculum level. The data for those who identify as Māori shows 23% are working below expectation, 68% are working within their expected curriculum level, and 9% of students are working above. Overall this gives us 77% of Māori students working at or above their expectation.

A similar trend to the overall schoolwide data for our Māori students is what we would hope for. Breaking it down further it shows the following percentage of Māori students working in the 0 – 50th percentiles:

- 43% in Year 1
- 30% in Year 2
- 32% in Year 3
- 48% in Year 4
- 30% in Year 5
- 36% in Year 6

Again, it is Year 3 that stands out as the most concerning cohort with 52% of Māori students working below expectation. However, significant progress has been made here as our mid-year data showed that 83% were not on track to be achieving by the end of the year. 52% is still much higher than we would like but we are on the right path to continuing this positive change to reduce it even further. Year 5

is another cohort where significant gains have been made; the mid-year data showed 65% were not on track with their Writing and that is now down to 30%. Again, still higher than we would like, but great progress has been made in two terms.

On a more positive note, Year 2 shines through once again with 29% of our Māori cohort working above their expected curriculum level. Interestingly, at the mid-year check in we had no Māori students working above expectation but thanks to the specific and targeted programmes we identified were needed (and have implemented), that has changed and we now have 9% exceeding their expectation.

The gender difference for our Māori students shows the same as our overall data with girls performing better than boys. Our girls have 14% working below expectation compared with boys who have 30% below. Those working above expectation are 14% for girls and 5% for boys. Overall, this gives us 86% of girls and 70% of boys working within and above their expected curriculum level. The 5% of boys who are achieving above their expected level are in Years 1 and 2 so we are starting to see the changes made in our junior school this year are having a positive effect.

As stated in the Reading analysis, our Pasifika cohort is slowly increasing but it is still a very small percentage of our roll

so only a general analysis of the data can be made to prevent the identification of individual students. Overall, 71% of this cohort are working within their expected curriculum level. This leaves 29% working below expectation and while this sounds like a large percentage of them, it equates to only 7 students. Unfortunately, we do not have anyone in our Pasifika cohort who is working above expectation, but we should be very pleased with these results as none of these students speak English as their first language. Therefore having 71% of our Pasifika students writing at their expected level in English is tremendous and worth celebrating.

Planning for next year:

Next year we will continue with our Strategic Direction and focus in 2025 on the following:

Learning Area	2024	2025	2026
Reading	Years 3 and 4	Years 5 and 6	Years 1 and 2
Writing	Years 1 and 2	Years 3 and 4	Years 5 and 6
Mathematics	Years 5 and 6	Years 1 and 2	Years 3 and 4

We have written our own localised curriculum for our school which guides us in all we do. We have a very detailed analysis of our mid-year and end of year data which is used to inform our practice. This is available to view on our website. But greater than that, we have students and teachers striving to succeed and make the best possible growth and progress they can.

We will continue to apply all of the beneficial and successful aspects we have identified, collated and collaborated on as a school as we know this gets results. We will continue to strive for positive change in our data as we believe all students deserve to learn to their potential.

The phases from the refreshed New Zealand Curriculum will be important for our practice next year and will be actioned. We like that each phase has:

- a progress outcome describing what students understand, know, and can do by the end of the phase
- an introduction to the teaching sequence highlighting **how** to teach during this particular phase
- a year-by-year teaching sequence highlighting **what** to teach in the phase, along with teaching considerations for particular aspects of content.

This will guide explicit and knowledge-rich teacher practice that are necessary with the changes ahead.

“Learning for the future” ... our school motto, applies to us all.

Our Analysis of Variance this year has been kept succinct due to the current climate that we as educators face.

Statement of Variance Reporting

School Name:

Kamo Primary

School Number:

1030

Strategic Aim:

We determined from data that through explicit, planned teaching, we can integrate Reading skills for lifelong learning. All teams will focus on and foster each aspect of our Strategic Direction for growth in our students. Each team was given a specific learning area to look at enriching practice in Reading, Writing, and Mathematics. We were intent on raising student achievement in Mathematics.

Annual Aim:

Priority: Have high aspirations for every learner/ākongā and support these by partnering with their whānau and communities to design and deliver teaching and learning that integrates Reading, Writing and Mathematics to allow progress for each student across the curriculum.

Target:

Not only is Mathematics the target but the reflection of teacher practice is equally a target in Reading for progress to be made.

Our Analysis of Variance this year is built off deeper reflection of teacher practice. As a leader I have followed closely the work of Joy McLelland, "The value and purpose of reflective practice for professional learning." To quote, "Reflection can support teachers to examine their own identities as practitioners, which will support them to contextualise their values and beliefs about teaching. Reflective practice can serve as a way of uncovering what really matters to a teacher, and help them to understand that their priorities may not be the same as other teachers. Gibbs (1998 as cited in Pendrey, 2023) shares that most teachers will begin their careers imitating observed practices of other teachers that they have had throughout their lives. The implication is that if teachers do not implement reflective practice, they stay stagnant in those same practices, expectations and judgements (Larriee, 2000)."

This year our focus on Mathematics was specifically for our Year 5 and 6 students as their data clearly showed these students needed very explicit and directed support in this area.

Baseline Data:

There are many ways to look at data and it is critical that we do so we can clearly see the variables that impact teaching and learning. Below are the percentages of our Year 5 and 6 students who sit within the 0 – 50th percentiles, and the 50th to 100th percentiles for Terms 2 and 4.

Percentiles

	0 – 50th Overall		50 th – 100th Overall	
	Term 2	Term 4	Term 2	Term 4
Year 5	42%	40%	58%	60%
Year 6	49%	44%	51%	56%

Actions
What did we do?

We aimed to keep it simple and to the requirements of our localised Mathematics curriculum. Hence, we needed to expect the following:

Teachers continuing to collaborate when planning for learners. They set questions, then anticipate and share this teacher knowledge across their teams.

Professional discussions at staff meetings. Alongside this we had teachers completing problems to ensure they were feeling empowered, and to understand the perspective of the learner.

We increased teacher observations in CRT time. This created lots of discussion and questions increased around teachers' mathematical practice and what students do when they are unsure.

We kept our targets as living and constant discussions. We all knew where we were headed.

Teachers' use of PaCT has kept them focused on the necessary teaching needed to support learners at each year level.

Outcomes
What happened?

Our overall end of year data for 2024 showed the following:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Level 1	74%	12%	10%	2%	-	1%
Level 2	26%	82%	79%	61%	23%	4%
Level 3	-	5%	12%	38%	70%	52%
Level 4	-	-	-	-	6%	43%

Maths remains a strength of our school. Overall, our students are doing extremely well and have continued to make incredible gains. Here is what the data shows across the school in comparison to the mid-year data:

- 11% of students across the school were working below their expectation and this has decreased to just 7% at the end of this year.
- 72% were working within their expected level and this has changed to 60% who are now working within their expected level.
- 17% of students across the school were working above expectation. This has had an impressive increase, and we now have 33% of students achieving above their expected level.

The box and whisker plots on our graphs clearly illustrate that each year level is

Reasons for the variance
Why did it happen?

Teachers planning meetings exposed challenge for those teachers who needed to provide content and context for their students.

Robust discussion during planning meetings for rich problem solving questions.

Discussion after the observations led to teachers identifying areas in their own practice which needed improvement.

PaCT continued to prompt teachers of what students needed to learn to be successful.

Students are asking teachers for more challenging tasks to push their thinking further and this in turn resulted in teachers talking with each other to develop more challenging tasks.

Problem solving questions discussed by staff from other teams led to greater anticipation of answers.

Teachers who delivered successful workshops influenced other teachers to ensure this was part of their practice.

Evaluation
Where to next?

We need to revisit the quality of our mixed-ability groupings across all levels of learning.

Ensure rich learning connections are made between students.

Continue using the problem solving approach to deliver Mathematics education in all classrooms. Along with this, we need to ensure the problems are scaffolded to meet all students needs.

Continue delivering workshops where teachers work with students on an identified need to enhance their learning. We can develop this further using Seesaw to demonstrate students learning, so whānau are connected to this new learning.

Continue with the collaborative planning within our four teaching teams. Share which problems can be used across the school to best support our students' cultural connections.

Ensure that teachers are keeping connected with the refreshed Mathematics Curriculum. This focus will have extra vigilance in 2025.

<p>We need to reinforce the need for materials to be used to support thinking and learning.</p>	<p>doing very well in Maths. The top whisker for every year level shows we have students who are working above the expected curriculum progress, but also the typical student progress (gray band) for the end of the year which is fantastic. It appears as though the tail whiskers show we have a significant number of students underachieving, but the breakdown of the percentages show this isn't the case at all with only 7% of students across the school sitting in this category.</p> <p>All Year groups have produced some wonderful results overall with standouts being in Years 1 and 2. The results for these cohorts are outstanding with so many students sitting well above their expectation – 26% in Year 1 and 87% in Year 2. Many of these students have clearly made accelerated progress in their learning this year.</p> <p>Year 6 has also produced some incredible results with 43% of students working above their expected curriculum level. This is followed by Year 4 who have 38% working above expectation. These results bode well for the changes in the Mathematics and Statistics Curriculum which comes into force next year.</p> <p>Year 5 is the most concerning cohort with 23% of students who have not met their expected level. However, at the mid-year point, this was 34% so positive gains have been made.</p>	<p>Teachers talked more about students who needed extra support. For example, there was a greater sense of liberation around the use of resources by teachers and students</p> <p>Greater consideration was given to neurodiverse students and the way they respond.</p> <p>A wider range of questions were developed to meet cultural needs.</p> <p>Cognitively creative and challenging classrooms were created around Mathematics.</p> <p>Teachers give students a greater sense of autonomy around Mathematics.</p>
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Analysing the data more closely, we need to break it down into the quartiles to give us a clearer understanding of where our students are sitting. The following is the percentage of students who are in the 0 – 50th percentiles at this end of year point. In each year group we have the following:

- 50% in Year 1
- 42% in Year 2
- 44% in Year 3
- 41% in Year 4
- 44% in Year 5
- 49% in Year 6

Just as it has been mentioned in the analysis of the other two curriculum areas, we cannot read these percentiles in isolation. The graph very clearly shows that a number of students who are sitting in these lower percentiles are in fact meeting their expected curriculum progress, and in some cases are very much exceeding it.

When we look at the year levels further, 28% of our students overall are working within the 75th – 100th percentile. These students are all surpassing the end of year expectation and this is a fantastic result. A more detailed breakdown of the year groups working in this higher percentile shows:

- 26% of Year 1
- 32% of Year 2

- 32% of Year 3
- 26% of Year 4
- 26% of Year 5
- 27% of Year 6

We have 27% of students across the school who are working in the 50th – 75th percentile overall. Looking at the box and whisker plots to see exactly where these students sit in relation to their expectations, we can see that all of these students are doing very well.

There isn't a huge difference between the genders. Both have just 7% working below expectation. We see the variance when we look at the percentage of students working within and above their expectation. Boys have 62% and girls have 59% working within their expected curriculum level, and for those working above, boys have 31% while girls have 34%.

Year 2 is really the only cohort that has such a marked difference between the genders. Girls have 91% who are working at and above expectation compared with boys who have 83%. When we look at the curriculum levels themselves, we can see that our girls no longer have any students working in Level 1 for Years 4, 5 and 6 which is fantastic. It's also great to see our Year 5 boys have nobody working in Level 1 of the curriculum.

It's very pleasing to see the data for our Māori students is very similar to our overall data which is always what you hope for. We have 10% of students working below expectation, 63% of students working within their expected curriculum level and 27% of students working above their expected level. Again, it's Year 2 who shine brightly with 82% of Māori students working above. Year 6 is also doing well with 36% above. Year 5 is the most concerning with 29% working below their expected level, but it's great to see that this cohort, and Year 4 do not have any Māori students working in Level 1 of the curriculum.

Breaking the Māori data down into the quartiles, the following are the percentages of Māori students working within the 0 – 50th percentiles. Again, it is important to look on the graph to see exactly where the box and whisker plots are for each year group as you'll see that being in the lower two quartiles does not mean all our students are necessarily underachieving. The data shows:

- 43% in Year 1
- 47% in Year 2
- 44% in Year 3
- 43% in Year 4
- 42% in Year 5
- 50% in Year 6

Just like the overall results with the gender difference, our Māori students have the same percentage working below expectation, except theirs is slightly higher at 10%. We see the change in the genders when we look at those working above expectation. Our Māori girls are performing better than our boys with 31% working above their expected level compared with 23% of boys. This leaves 59% of girls and 67% of boys working within their expected curriculum level.

When we look at the differences in the percentage of Māori students working above in each of the cohorts, the results show some interesting things. Year 1 has a very small difference with 9% of boys and 10% of girls achieving above expectation. In Year 2, boys have 71% working above while girls have 90%. Year 3 has 12% of boys working above while the girls have none. In Year 4, 38% of girls are achieving above expectation compared with 20% of boys. The Year 5 cohort shows 20% of boys are above while no girls are. Finally, in Year 6 we have 43% of girls working above their expected curriculum level in comparison to 29% of boys. There are certainly some significant differences between the genders when it's looked at in this way.

We have two Year groups for our Māori students who show quite a difference between the genders for the

percentages who have not met their expected level; these are Years 5 and 6. Year 5 girls need to be closely monitored next year as they currently have 43% of girls who are underachieving compared with 20% of boys. In Year 6 we have no girls who are below, yet we have 28% of boys who have not met their expected level.

Our students who identify as one of the ethnicities that make up our Pasifika cohort can be easily identified in the data due to the cohort being so small. Therefore, only a general analysis of their data can be made to protect their privacy. Like the overall results, Maths is also the strength of our Pasifika students in comparison to the other two curriculum areas. This cohort has just 8% (2 students) who have not met their expectation. 71% are working within their expected curriculum level and 21% (5 students) of this cohort are working above expectation. Years 1 and 6 are the groups with students working above, and Years 3 and 5 have the two students who are working below their expected level. It is great to see that in Years 1, 4 and 6 all our Pasifika students are meeting or exceeding their curriculum expectations in Maths.

Planning for next year:

Next year we will continue with our Strategic Direction and focus in 2025 on the following:

Learning Area	2024	2025	2026
Reading	Years 3 and 4	Years 5 and 6	Years 1 and 2
Writing	Years 1 and 2	Years 3 and 4	Years 5 and 6
Mathematics	Years 5 and 6	Years 1 and 2	Years 3 and 4

We have our own localised Mathematics Curriculum which guides us in all we do. We have a very detailed analysis of our mid-year and end of year data which is used to inform our practice. This is available to view on our website. But greater than that, we have students and teachers striving to succeed and make the best possible growth and progress they can.

We will continue to apply all of the beneficial and successful aspects we have identified, collated and collaborated on as a school as we know this gets results. We will continue to strive for positive change in our data as we believe all students deserve to learn to their potential.

We are stepping into the refreshed Mathematics Curriculum with a sense of security, as Mathematics is an area our teachers and students produce good results we want to continue building on. The Talk Moves and Five Practices for Orchestrating Productive Discussions are crucial when teaching Mathematics and we will continue to strengthen the practices of revoicing, repeating, reasoning, adding on (to what someone has said), using wait time, revising thinking, and having students turn and talk – these all produce powerful conversations and discussions for learners. Equally, it lets the teacher know who needs extra support and who needs more challenge, while also providing us with a direction of where we

Continuing with what we know works and introducing the refreshed curriculum will guide explicit and knowledge-rich teacher practices that are necessary with the changes ahead.

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Our Analysis of Variance this year has been kept succinct due to the current climate that we as educators face.

2024 End of Year Data

This is our fourth year of using the Progress and Consistency Tool (PaCT) as a way to measure the progress our students are making in Reading, Writing and Maths. PaCT is a tool provided by the Ministry of Education and aligns with Levels 1 – 5 of the New Zealand Curriculum. It has been designed to help teachers make careful, reliable and dependable judgments about students' progress and achievement. It also helps teachers gain a big-picture view of the learning that has taken place in the time our students have been at our school.

To assist you in making sense of the graphs, it is important to understand that they are based on the end of year expectations. Below is a summary of where students should be at both the mid-year and end of year points within the New Zealand Curriculum.

Curriculum Expectations – Mid Year


- Year 0: 1B
- Year 1: 1B
- Year 2: 1B – 1W
- Year 3: 1E – 2B
- Year 4: 2B – 2W
- Year 5: 2E – 3B
- Year 6: 3B – 3W

Curriculum Expectations – End of Year

- Year 0: 1B
- Year 1: 1B – 1W
- Year 2: 1W – 1E
- Year 3: 2B
- Year 4: 2W – 2E
- Year 5: 3B
- Year 6: 3W – 3E

For each level of the curriculum, students can be working at the beginning of the level (B), within the level (W), or towards the end of the level (E). However, PaCT does not break the levels down into these sub-categories. Instead, it gives you an overall curriculum level result which is represented in the graphs. We need to look at the graph in its entirety and analyse the box and whiskers shown, as this reflects the progress and achievement our students are making.

When reading the graphs, please note that the dotted and solid black line (●—●) indicates the expected curriculum progress for typically developing students by the end of the year. This is based on the assumption that each curriculum level takes two years of schooling to achieve. The grey band is the progress typically developing students tend to make by the end of the school year.

Box and whisker plots () are used to show the distribution of overall judgments for each year level. The box represents the range of the middle 50% of students. The line in the box is the median score. The whiskers show the range for the students in the upper and lower 25%. Note that individual scores, shown as dots, replace box and whiskers when there are fewer than eight students in a year level.

PaCT does not provide mid-year expectations, but the results shown on the graphs are our students' mid-year progress to date.

As always, we include all students at Kamo Primary School in our data.

2024 End of Year Data

Writing

Before starting the analysis, there are some clear points that need to be made and understood to help the following information make sense.

This time around, the level of the curriculum where each year level is expected to working has been highlighted on the graphs to further aid your understanding of where our students are sitting in relation to the curriculum. We cannot look at the percentiles in isolation as doing that paints a very different picture to what the graph is actually showing.

Our Year 0 students, who have been at school from anywhere between 9 and 19 weeks, are included in our Year 1 data. While it looks like there is a significant tail of students who are not meeting the end of year expectation for this group, the majority of students sitting there are our Year 0 students who have had less than two terms at school.

It also needs to be noted that the number of English Language Learners (those whose first language is not English), neurodiverse students, and students with additional learning needs has increased over the second half of the year and they are included in this data.

Below is an overall summary of what the graphs show:

- Overall, our students are doing reasonably well in Writing and have made good gains over the second half of the year. The end of year expectations were used to analyse the mid-year data which allows us to make a direct comparison between the percentages of students working below, at, and above from the two data collection points throughout the year. Here is what the data shows across the school in comparison to the mid-year data:
 - 33% of students across the school were working below their expectation and this has decreased to 18% at the end of this year.
 - 66% were working within their expected level and this hasn't changed too much with 70% who are now working within their expected level.
 - 1% of students across the school were working above expectation. This has increased, and we now have 12% of students achieving above their expected level.
- The position of the box and whisker plots on the graph would suggest there is a lot of work for us to do in Writing and that each year group has a long tail of students who are underachieving. However, this is not entirely an accurate way to read the graph. What it does show very clearly is that our Year 2 cohort stands out strongly with the box and whisker plot showing many students sitting in the higher two percentiles and a large portion well above expectation, a whopping 46%.
- The graph is also showing our Year 3 and Year 5 cohorts also have quite a few students sitting in the higher percentile with some sitting above the gray band of typical student progress for the end of the year. However, these two cohorts are interesting as they are also the two with the largest percentages of students working below expectation – 42% at Year 3 and 38% at Year 5.
- To give us a more detailed picture of the data, we need to look at where our students sit within each of the four quartiles. These are the: 0 – 25th percentile, 25th – 50th percentile, 50th – 75th percentile, and the 75th – 100th percentile. Below is a breakdown of the percentage of students in each year group who are working in the 0 – 50th percentiles, it shows:
 - 34% in Year 1 with none of these being in the 0 – 25th percentile

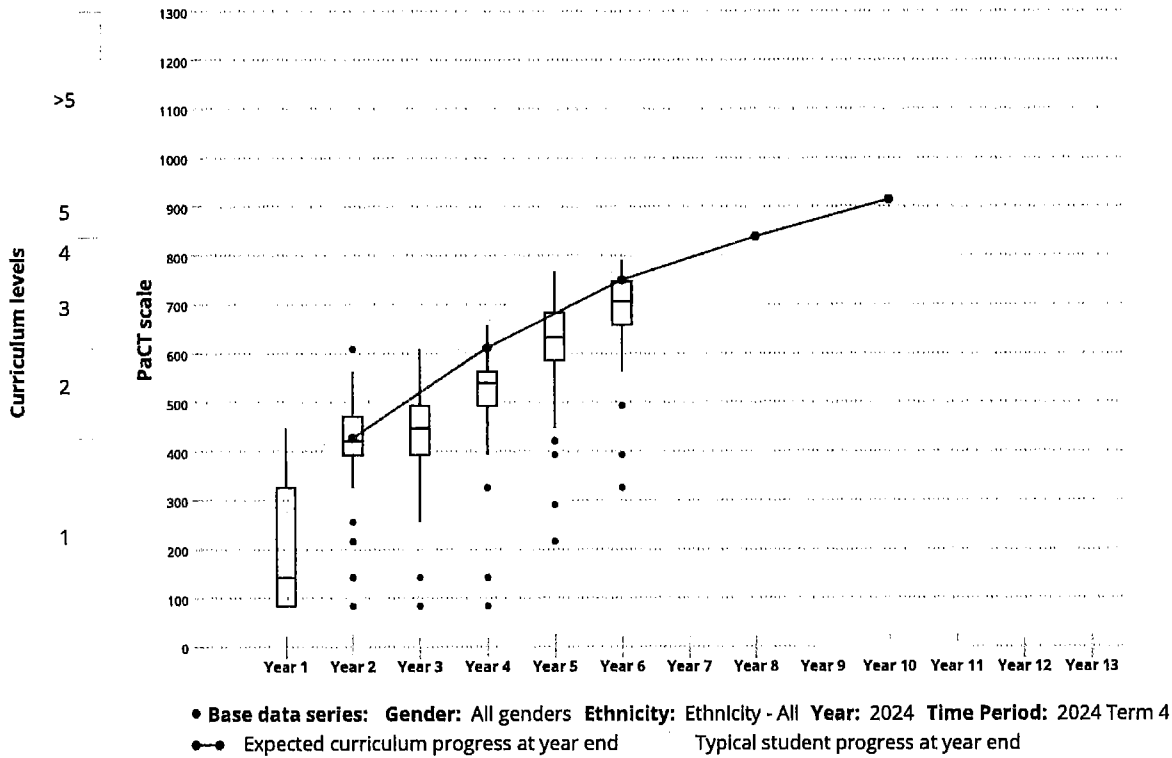
- 50% in Year 2 with 25% of these being in the 0 – 25th percentile
 - 42% in Year 3 with 19% of these being in the 0 – 25th percentile
 - 41% in Year 4 with 23% of these being in the 0 – 25th percentile
 - 37% in Year 5 with 23% of these being in the 0 – 25th percentile
 - 48% in Year 6 with 24% of these being in the 0 – 25th percentile
- Overall, 42% of our students sit within these lower two quartiles. As mentioned in the Reading analysis, please take note of exactly where the box and whisker plots sit on the graph and do not read these percentiles in isolation. Some of the students working within these lower two percentiles are already meeting, or very close to meeting the expected curriculum progress at the end of the year, and others are sitting within the gray band of typical student progress. In that respect, the data for those students is pleasing and the changes to the overall percentages mentioned above show progress has been made across the school.
 - Our data further shows we have 32% of our students working in the 75th – 100th percentile in Writing. As you can see on the graph, some of these students are exceeding the end of year expectation, and typical student progress which is phenomenal. A more detailed breakdown of the year groups shows:
 - 27% of Year 1 are in the 75th – 100th percentile
 - 35% of Year 2 are in the 75th – 100th percentile
 - 30% of Year 3 are in the 75th – 100th percentile
 - 35% of Year 4 are in the 75th – 100th percentile
 - 38% of Year 5 are in the 75th – 100th percentile
 - 29% of Year 6 are in the 75th – 100th percentile
 - The remainder of our students are working within the 50th – 75th percentile which is 27% across all year groups. Our Year 2 students have continued to do exceptionally well and you can see the top two percentiles for their box and whisker plot sit above the end of year expectation.
 - Years 4 and 6 should also be mentioned as they have only a small percentage of students working below expectation – 12% at Year 4 and 11% at Year 6. Both of these equate to 8 students for each of the cohorts.
 - Each of the genders show 70% of both boys and girls are sitting within their expected curriculum level. The deciding factor for which gender is working better is the percentage of students working below expectation. Our boys have 23% underachieving compared with our girls who have 12%. The difference for those working above their expected level is 7% for boys and 18% for girls. This information tells us that our girls are performing better than our boys overall.
 - It is great to see our boys in Year 2 have 35% working above their expectation. This cohort really is a standout as not only is there a large proportion of boys doing well, but so are the girls with 53% working above their expected curriculum level. Our girls are also doing well in Year 6 with 32% working above expectation.
 - Years 3 and 5 for both genders are the most concerning with 50% of boys and 29% of girls underachieving in Year 3, and 44% of boys and 28% of girls working below expectation in Year 5. Year 3 have no students working above expectation for either gender while Year 5 has just 3% (1 student) of girls exceeding their expected curriculum level.

- The data for our Māori students is not too dissimilar to our overall data with only small differences in the percentages. It follows the same trend as the overall data with the majority of students working within or above their expected curriculum level. The data for those who identify as Māori shows 23% are working below expectation, 68% are working within their expected curriculum level, and 9% of students are working above. Overall this gives us 77% of Māori students working at or above their expectation.
- A similar trend to the overall schoolwide data for our Māori students is what we would hope for. Breaking it down further it shows the following percentage of Māori students working in the 0 – 50th percentiles:
 - 43% in Year 1 with none of these being in the 0 – 25th percentile
 - 30% in Year 2 with 24% of these being in the 0 – 25th percentile
 - 32% in Year 3 with 24% of these being in the 0 – 25th percentile
 - 48% in Year 4 with 22% of these being in the 0 – 25th percentile
 - 30% in Year 5 with 24% of these being in the 0 – 25th percentile
 - 36% in Year 6 with 29% of these being in the 0 – 25th percentile
- Again, it is Year 3 that stands out as the most concerning cohort with 52% of Māori students working below expectation. However, significant progress has been made here as our mid-year data showed that 83% were not on track to be achieving by the end of the year. 52% is still much higher than we would like but we are on the right path to continuing this positive change to reduce it even further. Year 5 is another cohort where significant gains have been made; the mid-year data showed 65% were not on track with their Writing and that is now down to 30%. Again, still higher than we would like, but great progress has been made in two terms.
- On a more positive note, Year 2 shines through once again with 29% of our Māori cohort working above their expected curriculum level. Interestingly, at the mid-year check in we had no Māori students working above expectation but thanks to the specific and targeted programmes we identified were needed (and have implemented), that has changed and we now have 9% exceeding their expectation.
- The gender difference for our Māori students shows the same as our overall data with girls performing better than boys. Our girls have 14% working below expectation compared with boys who have 30% below. Those working above expectation are 14% for girls and 5% for boys. Overall, this gives us 86% of girls and 70% of boys working within and above their expected curriculum level. The 5% of boys who are achieving above their expected level are in Years 1 and 2 so we are starting to see the changes made in our junior school this year are having a positive effect.
- As stated in the Reading analysis, our Pasifika cohort is slowly increasing but it is still a very small percentage of our roll so only a general analysis of the data can be made to prevent the identification of individual students. Overall, 71% of this cohort are working within their expected curriculum level. This leaves 29% working below expectation and while this sounds like a large percentage of them, it equates to only 7 students. Unfortunately, we do not have anyone in our Pasifika cohort who is working above expectation, but we should be very pleased with these results as none of these students speak English as their first language. Therefore having 71% of our Pasifika students writing at their expected level in English is tremendous and worth celebrating.

Achievement report (school view) - Writing

Kamo School

Gender: All genders Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



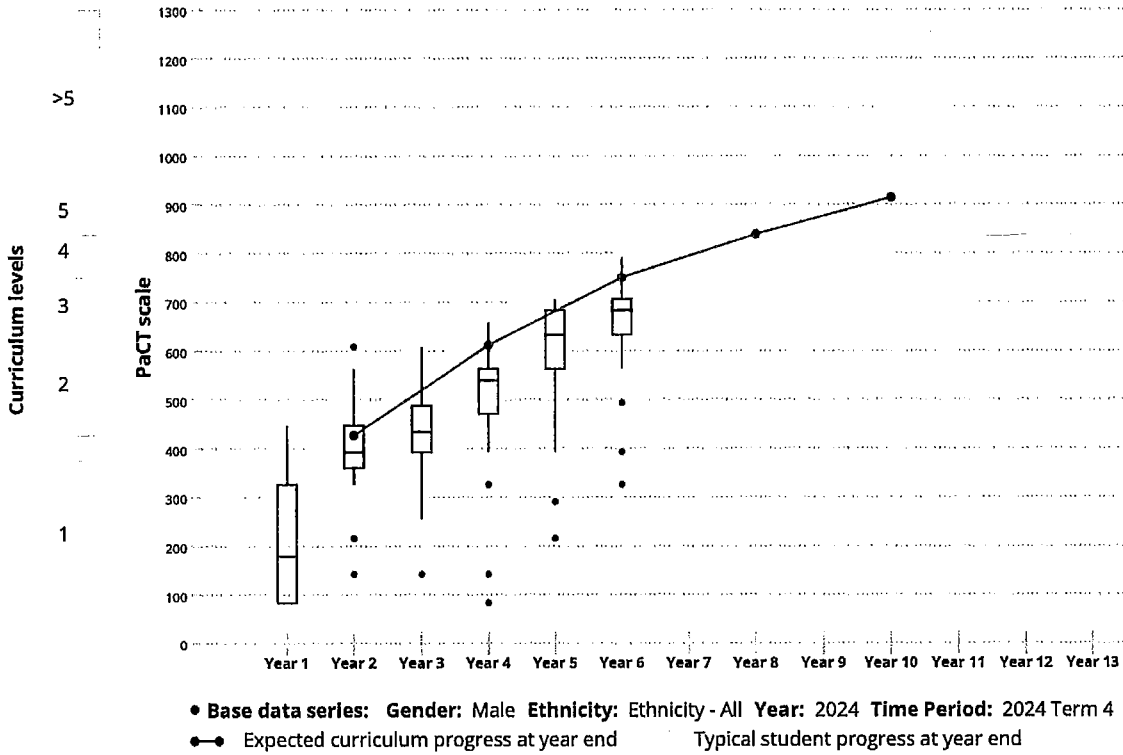
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (1%)	15 (19%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	9 (14%)	47 (61%)	56 (71%)	-	-	-	-	-	-	-
NZC Level 2	2 (2%)	26 (46%)	49 (58%)	49 (74%)	23 (30%)	6 (8%)	-	-	-	-	-	-	-
NZC Level 1	80 (98%)	31 (54%)	35 (42%)	8 (12%)	6 (8%)	2 (3%)	-	-	-	-	-	-	-
Total	82	57	84	66	77	79	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: Male Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



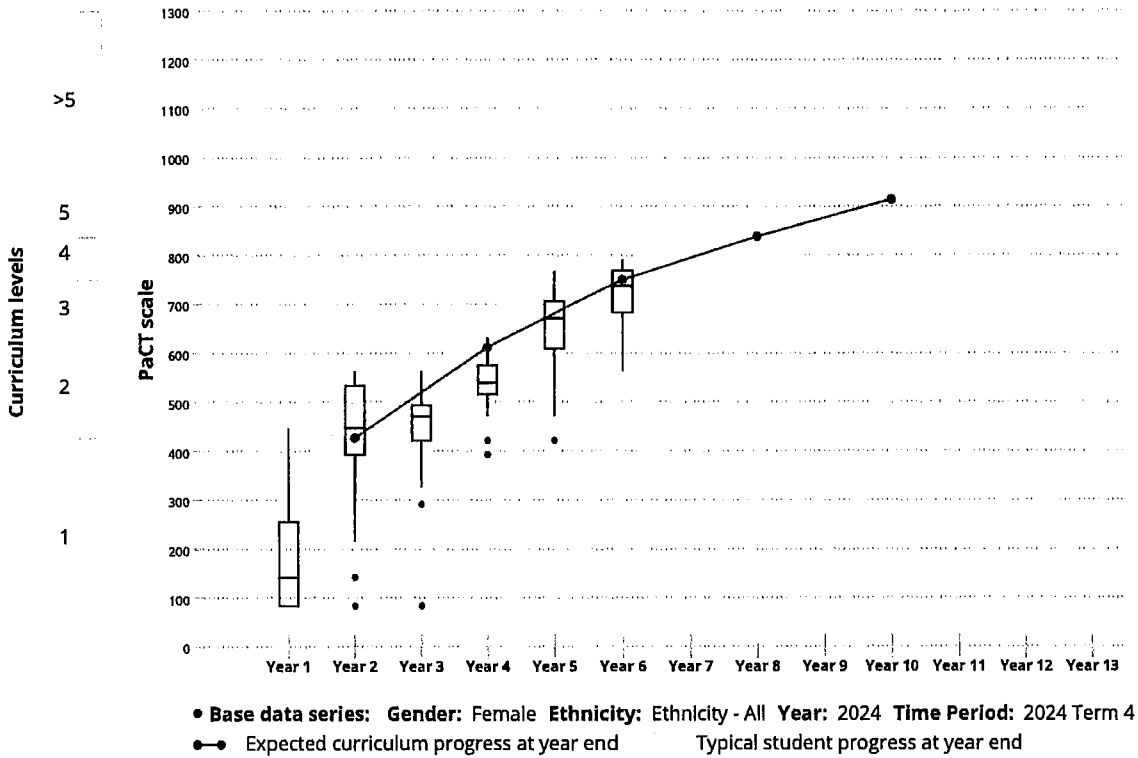
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	2 (5%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	5 (13%)	25 (56%)	31 (79%)	-	-	-	-	-	-	-
NZC Level 2	1 (2%)	8 (35%)	25 (50%)	29 (74%)	15 (33%)	4 (10%)	-	-	-	-	-	-	-
NZC Level 1	41 (98%)	15 (65%)	25 (50%)	5 (13%)	5 (11%)	2 (5%)	-	-	-	-	-	-	-
Total	42	23	50	39	45	39	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: Female Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



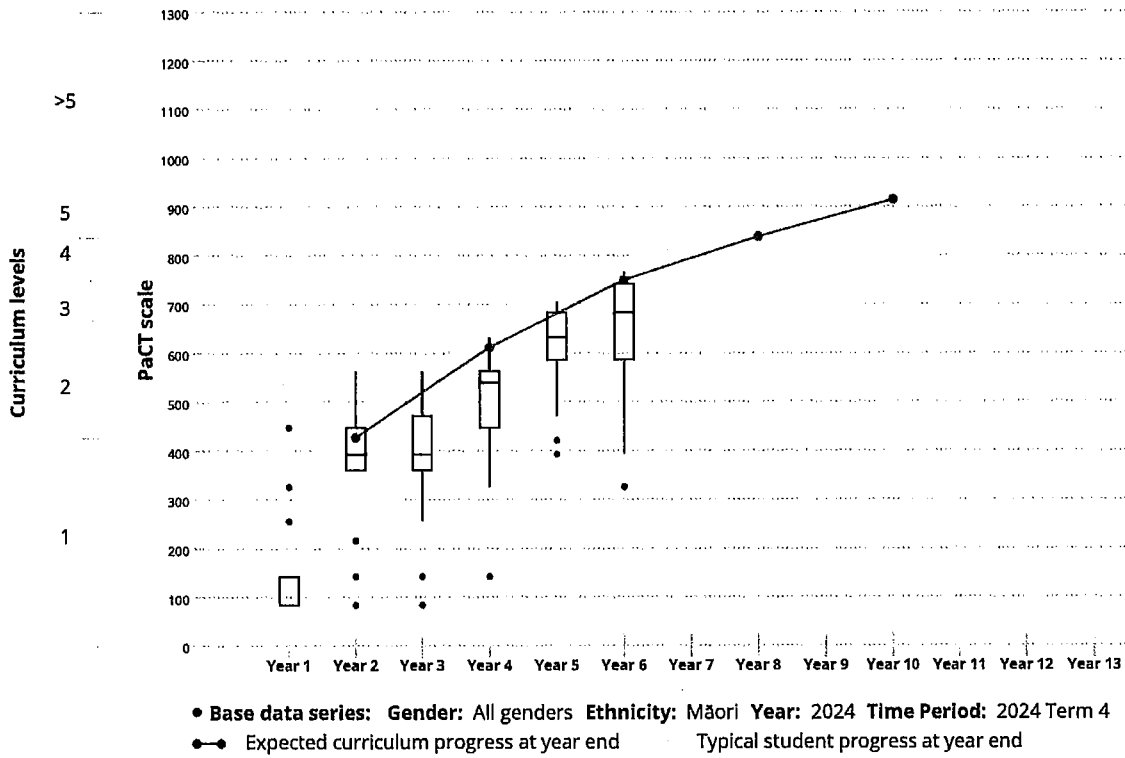
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (3%)	13 (32%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	4 (15%)	22 (69%)	25 (62%)	-	-	-	-	-	-	-
NZC Level 2	1 (2%)	18 (53%)	24 (71%)	20 (74%)	8 (25%)	2 (5%)	-	-	-	-	-	-	-
NZC Level 1	39 (98%)	16 (47%)	10 (29%)	3 (11%)	1 (3%)	-	-	-	-	-	-	-	-
Total	40	34	34	27	32	40	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: All genders Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



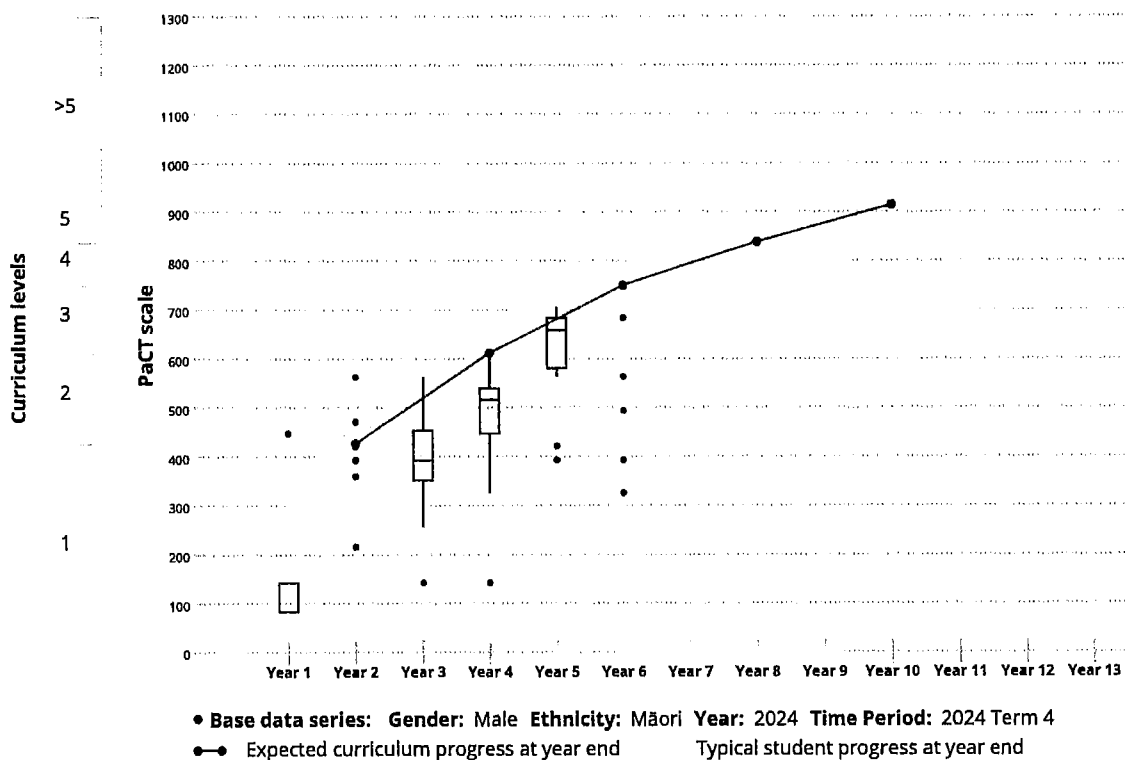
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	2 (14%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	2 (9%)	12 (71%)	8 (57%)	-	-	-	-	-	-	-
NZC Level 2	1 (5%)	5 (29%)	12 (48%)	16 (70%)	3 (18%)	2 (14%)	-	-	-	-	-	-	-
NZC Level 1	20 (95%)	12 (71%)	13 (52%)	5 (22%)	2 (12%)	2 (14%)	-	-	-	-	-	-	-
Total	21	17	25	23	17	14	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: Male Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



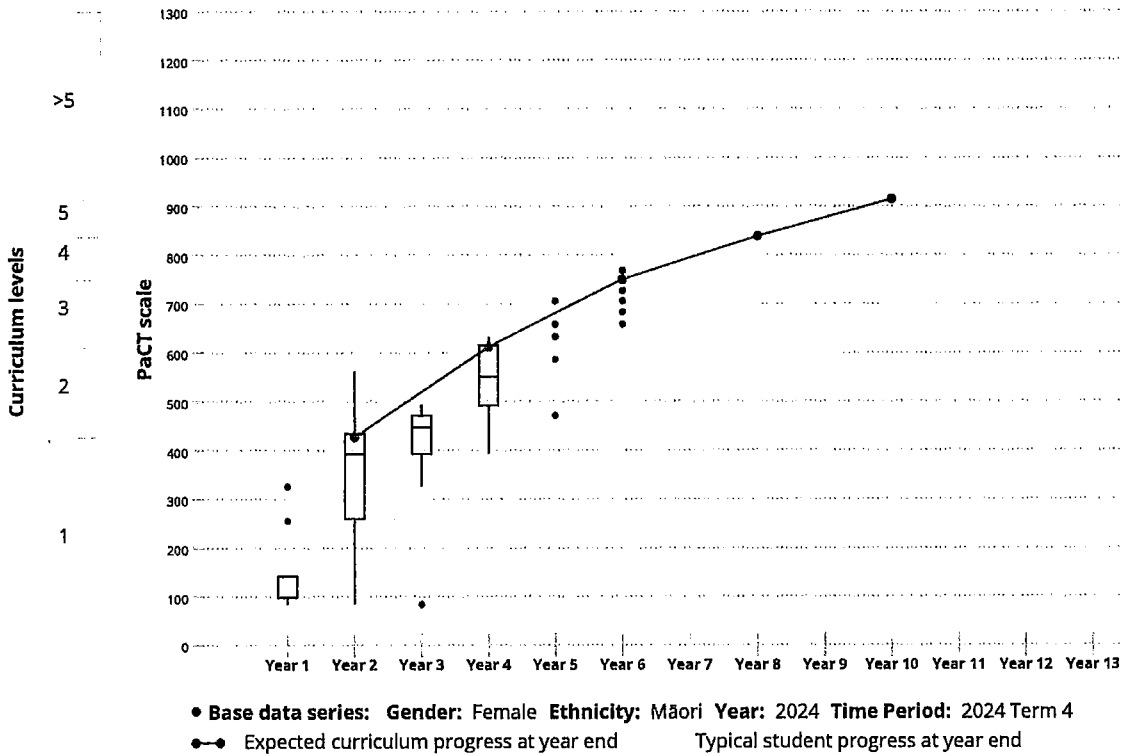
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 3	-	-	-	-	7 (70%)	3 (43%)	-	-	-	-	-	-	-
NZC Level 2	1 (9%)	2 (29%)	6 (38%)	12 (80%)	1 (10%)	2 (29%)	-	-	-	-	-	-	-
NZC Level 1	10 (91%)	5 (71%)	10 (62%)	3 (20%)	2 (20%)	2 (29%)	-	-	-	-	-	-	-
Total	11	7	16	15	10	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: Female Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



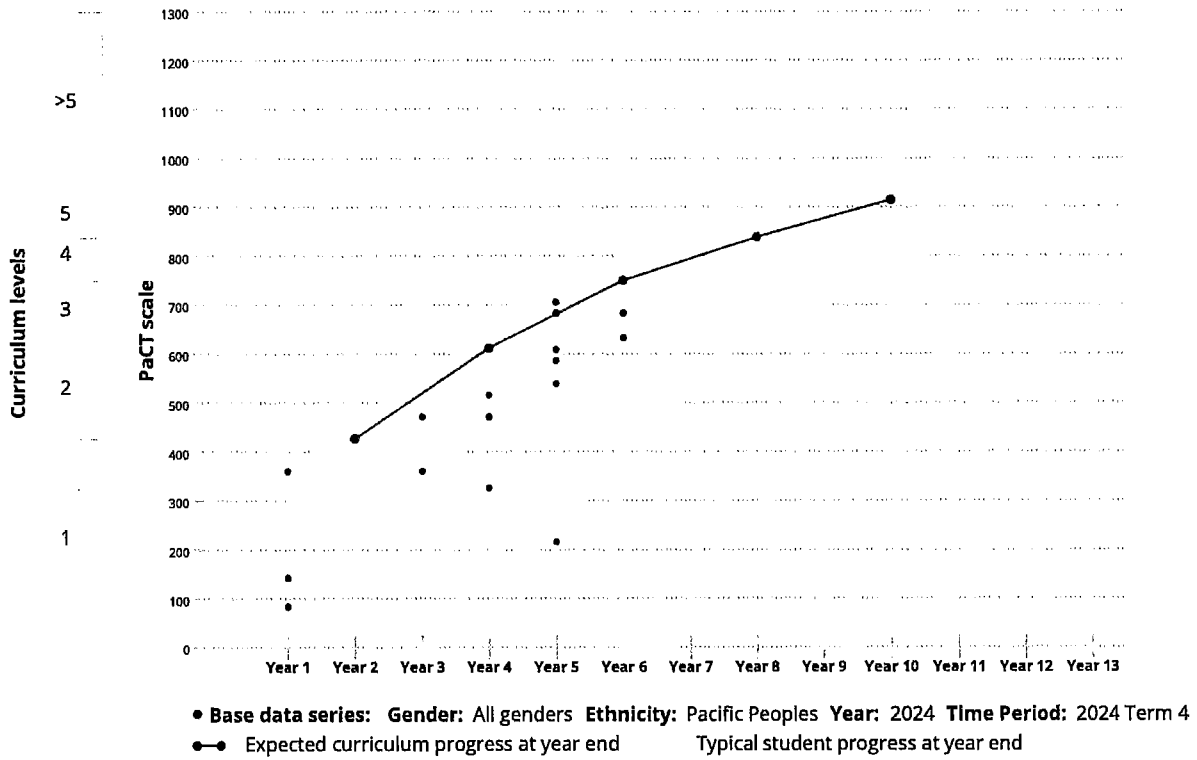
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	2 (29%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	2 (25%)	5 (71%)	5 (71%)	-	-	-	-	-	-	-
NZC Level 2	-	3 (30%)	6 (67%)	4 (50%)	2 (29%)	-	-	-	-	-	-	-	-
NZC Level 1	10 (100%)	7 (70%)	3 (33%)	2 (25%)	-	-	-	-	-	-	-	-	-
Total	10	10	9	8	7	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Writing

Kamo School

Gender: All genders Ethnicity: Pacific Peoples Year: 2024 Time Period: 2024 Term 4



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 3	-	-	-	-	2 (33%)	4 (100%)	-	-	-	-	-	-	-
NZC Level 2	-	-	1 (33%)	3 (75%)	3 (50%)	-	-	-	-	-	-	-	-
NZC Level 1	7 (100%)	-	2 (67%)	1 (25%)	1 (17%)	-	-	-	-	-	-	-	-
Total	7	-	3	4	6	4	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

2024 End of Year Data

Reading

Before starting the analysis, there are some clear points that need to be made and understood to help the following information make sense.

This time around, the level of the curriculum where each year level is expected to working has been highlighted on the graphs to further aid your understanding of where our students are sitting in relation to the curriculum. We cannot look at the percentiles in isolation as doing that paints a very different picture to what the graph is actually showing.

Our Year 0 students, who have been at school from anywhere between 9 and 19 weeks, are included in our Year 1 data. While it looks like there is a significant tail of students who are not meeting the end of year expectation for this group, the majority of students sitting there are our Year 0 students who have had less than two terms at school.

It also needs to be noted that the number of English Language Learners (those whose first language is not English), neurodiverse students, and students with additional learning needs has increased over the second half of the year and they are included in this data.

Below is an overall summary of what the graphs show:

- Overall, our students are doing well in Reading and have made significant gains over the second half of the year. The end of year expectations were used to analyse the mid-year data which allows us to make a direct comparison between the percentages of students working below, at, and above from the two data collection points throughout the year. Here is what the data shows across the school in comparison to the mid-year data:
 - 25% of students across the school were working below their expectation and this has decreased to only 9% at the end of this year.
 - 68% were working within their expected level and this hasn't changed too much with 70% who are now working within their expected level.
 - 7% of students across the school were working above expectation. This has increased tremendously, and we now have 21% of students achieving above their expected level.
- The box and whisker plots on the graph make it look as though we have quite a large tail of students who are not meeting the end of year expectation in each year group. However, when you look at the actual percentages of students, this is not the case at all. Year 2 is a particular standout with 44% of students working above expectation. This is closely followed by Year 6 with 42%, and Year 4 with 33% who are also working above their end of year expectation.
- Year 3 is concerning with 31% of students who are underachieving, followed by Year 5 with 26% below expectation. On a more positive note, while we still have students in Year 6 working below expectation, they are no longer working within Level 1 of the curriculum which is fantastic.
- We can get more specific information for where our students sit when we look at each quartile of our data. The position of the box and whisker plots on the graph show exactly where our students sit within the New Zealand Curriculum. Here is a breakdown of the percentage of students in each year group who are working in the 0 – 50th percentiles.
 - 48% in Year 1 with none of these being in the 0 – 25th percentile
 - 38% in Year 2 with 12% of these being in the 0 – 25th percentile

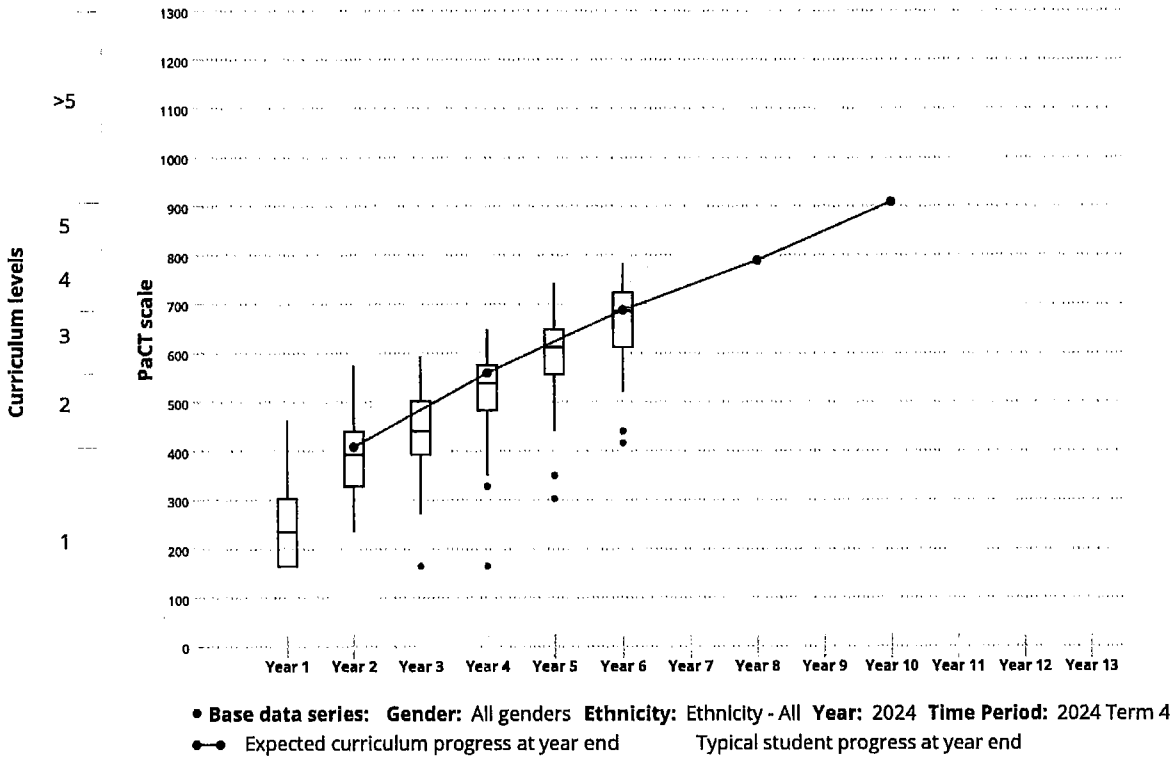
- 42% in Year 3 with 19% of these being in the 0 – 25th percentile
 - 47% in Year 4 with 24% of these being in the 0 – 25th percentile
 - 42% in Year 5 with 23% of these being in the 0 – 25th percentile
 - 49% in Year 6 with 19% of these being in the 0 – 25th percentile
- A word of caution, these percentiles cannot be read in isolation and the overall summary of the data and where the box and whisker plots sit need to be kept in mind. Some of our students working within these percentiles are already meeting, or very close to meeting the expected curriculum progress at the end of the year. In Year 2, we have students sitting in the 0 – 25th percentile who are very close to sitting within the gray band of typical student progress as shown on the graph.
 - We have 31% of our students overall working in the 75th – 100th percentile and these students are all exceeding the end of year expectation. A more detailed breakdown of each year groups shows:
 - 27% of Year 1 are in the 75th – 100th percentile
 - 30% of Year 2 are in the 75th – 100th percentile
 - 29% of Year 3 are in the 75th – 100th percentile
 - 33% of Year 4 are in the 75th – 100th percentile
 - 39% of Year 5 are in the 75th – 100th percentile
 - 28% of Year 6 are in the 75th – 100th percentile
 - This leaves 24% of our students across all year levels working within the 50th – 75th percentile overall. Again, please look at the position of the box and whisker plots to see exactly where they sit as many of these students are sitting above expectation.
 - Looking at the genders, our data shows that our girls are performing better than our boys overall. We have 73% of our boys and 68% of girls who are working within their expected curriculum level and while it looks like this would show boys are outperforming girls, we need to look at the percentages of those working above and below to see the true picture of our gender difference. Our boys have 16% who are working above expectation compared with 27% of girls. Adding these percentages together, it gives us 89% of boys and 95% of girls working at or above their expected curriculum level. This leaves 11% of boys working below expectation compared with 5% of girls.
 - Years 2 and 6 are showing we have large percentages of girls who are achieving above their expected curriculum level with 56% in Year 2 and 55% in Year 6. This is a great achievement and should be celebrated. Comparatively, for our boys it is Year 4 who stands out with the highest percentage of students working above expectation with 36%.
 - Year 3 is the most concerning year for both genders as they have the highest percentages of students working below expectation – 34% for boys and 26% for girls. However, great progress has been made here over the second half of the year. At the mid-year point, our boys were sitting at 58% below and girls were 44%.
 - Our Year 5 cohort has also shown great growth over the second half of the year with 47% of boys and 37% of girls at the mid-year point who were not on track to meet their expectation by the end of the year. This has now decreased to 29% of boys and 22% of girls who have not met their expectation. These are still higher percentages than we would like, but it shows great work by both students and teachers has been done to reduce these percentages.

- Our Māori data shows a similar trend to our overall data in that there have been some great improvements over the second half of the year. Using these same expectations, our mid-year data showed 36% of our students were not on track to meet their end of year expectation. We have had a positive change over the last two terms, and this has reduced significantly to 23% who have not met their expectation. The percentage of students we had working above expectation at the end of Term 2 was only 6% and this has significantly improved to 21%. This is quite an achievement and something to be proud of. It gives us a total of 77% who are working at or above their expected curriculum level.
- Analysing the Māori data further and breaking it into the quartiles, it shows 46% overall are working in the 0 – 50th percentiles (lower two quartiles). Looking at each year level, it shows the following percentage of Māori students working in the 0 – 50th percentiles:
 - 43% in Year 1 with none of these being in the 0 – 25th percentile
 - 48% in Year 2 with 24% of these being in the 0 – 25th percentile
 - 44% in Year 3 with 24% of these being in the 0 – 25th percentile
 - 48% in Year 4 with 26% of these being in the 0 – 25th percentile
 - 47% in Year 5 with 18% of these being in the 0 – 25th percentile
 - 50% in Year 6 with 29% of these being in the 0 – 25th percentile
- Again, a word of caution – as with the overall schoolwide data, we need to look at exactly where the box and whisker plots are sitting on the graph for these lower two quartiles as some of our Māori students sitting in them are on track with their learning. Our intention at the mid-year point was to implement targeted teaching programmes to raise where the percentiles sit on the graph and the overall percentages of our Māori students working at and above expectation and we have done that. Our intention is to continue with the changes we have made to improve our data even more.
- The gender difference with our Māori students is reflective of the overall gender analysis in that our Māori girls are achieving at a higher level than our Māori boys. Girls have just 16% working below expectation while our boys have 29%. The percentage difference for those working above their expected curriculum level is 27% for girls and 17% for boys which is almost exactly the same as the overall data. Combining the number of students we have working at and above their expected curriculum level means 84% of Māori girls and 71% of Māori boys are performing well. These percentages are different to our overall data.
- Year 4 is the standout cohort for our Māori boys with 40% working above expectation. For our girls it is Years 2 and 4 (both 50%) and Year 6 (57%) who are above their expected level.
- Our Pasifika cohort is slowly increasing and over the second half of the year we have had some students leave and new ones arrive. The total number of students who identify as one of the Pasifika ethnicities is now 24 which makes up 5% of our roll. As this is such a small number of students, we analyse this cohort as a whole and do not break it down into the genders as it's too easy to identify these individual students. We also need to be mindful that although the percentages of students can seem large, it equates to only a very small number of students in total.
- Overall, our Pasifika cohort has 4% (1 student) working above expectation, 79% (19 students) working within their expected curriculum level, and 17% (4 students) working below their expected level. The Year 5 cohort is the only group that has anyone working above expectation. We also need to be aware that English is not the first language for any of these students, so this data is quite pleasing considering they are reading in their second, and in some cases third, language.

Achievement report (school view) - Reading

Kamo School

Gender: All genders Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



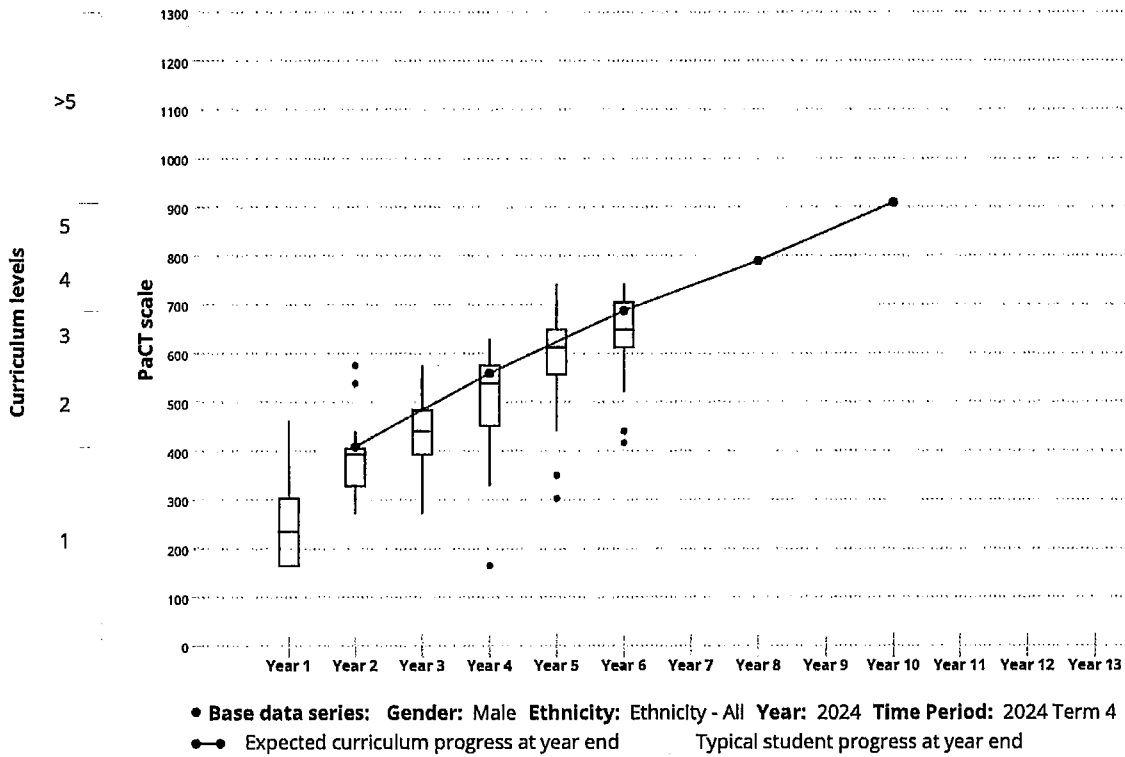
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	8 (10%)	33 (42%)	-	-	-	-	-	-	-
NZC Level 3	-	2 (4%)	4 (5%)	22 (33%)	49 (64%)	38 (48%)	-	-	-	-	-	-	-
NZC Level 2	3 (4%)	23 (40%)	54 (64%)	35 (53%)	17 (22%)	8 (10%)	-	-	-	-	-	-	-
NZC Level 1	79 (96%)	32 (56%)	26 (31%)	9 (14%)	3 (4%)	-	-	-	-	-	-	-	-
Total	82	57	84	66	77	79	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: Male Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



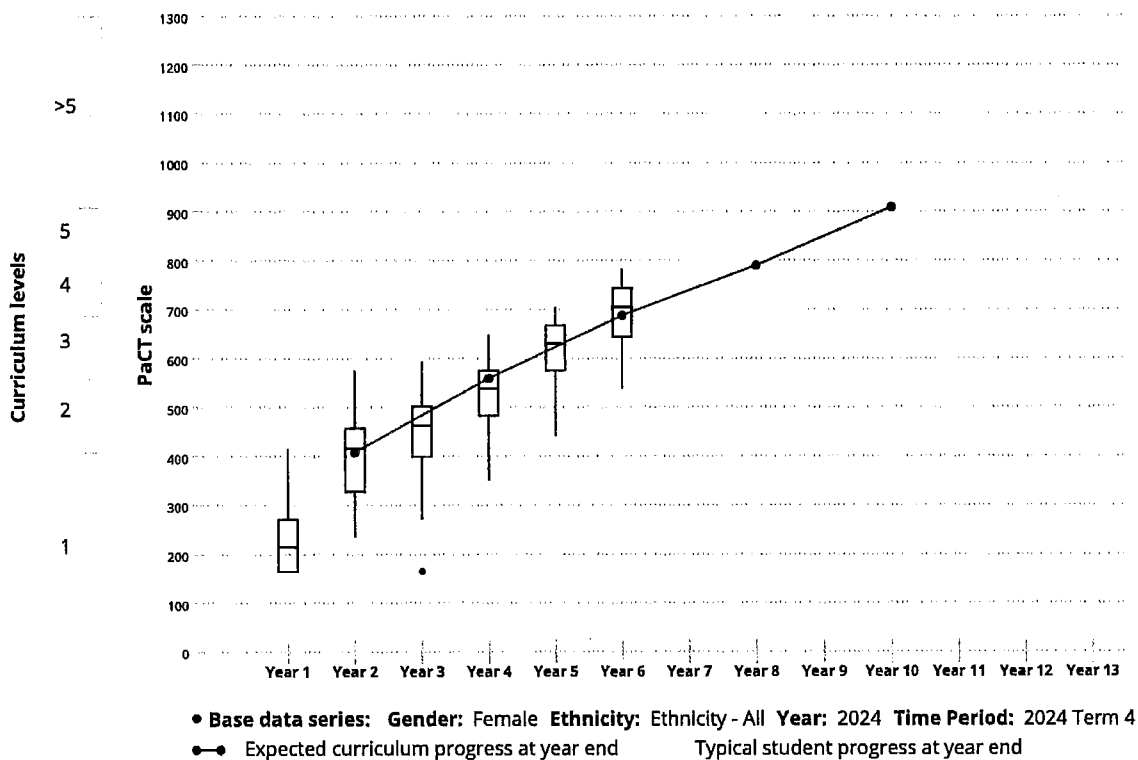
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	4 (9%)	11 (28%)	-	-	-	-	-	-	-
NZC Level 3	-	1 (4%)	2 (4%)	14 (36%)	28 (62%)	23 (59%)	-	-	-	-	-	-	-
NZC Level 2	2 (5%)	5 (22%)	31 (62%)	18 (46%)	10 (22%)	5 (13%)	-	-	-	-	-	-	-
NZC Level 1	40 (95%)	17 (74%)	17 (34%)	7 (18%)	3 (7%)	-	-	-	-	-	-	-	-
Total	42	23	50	39	45	39	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: Female Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



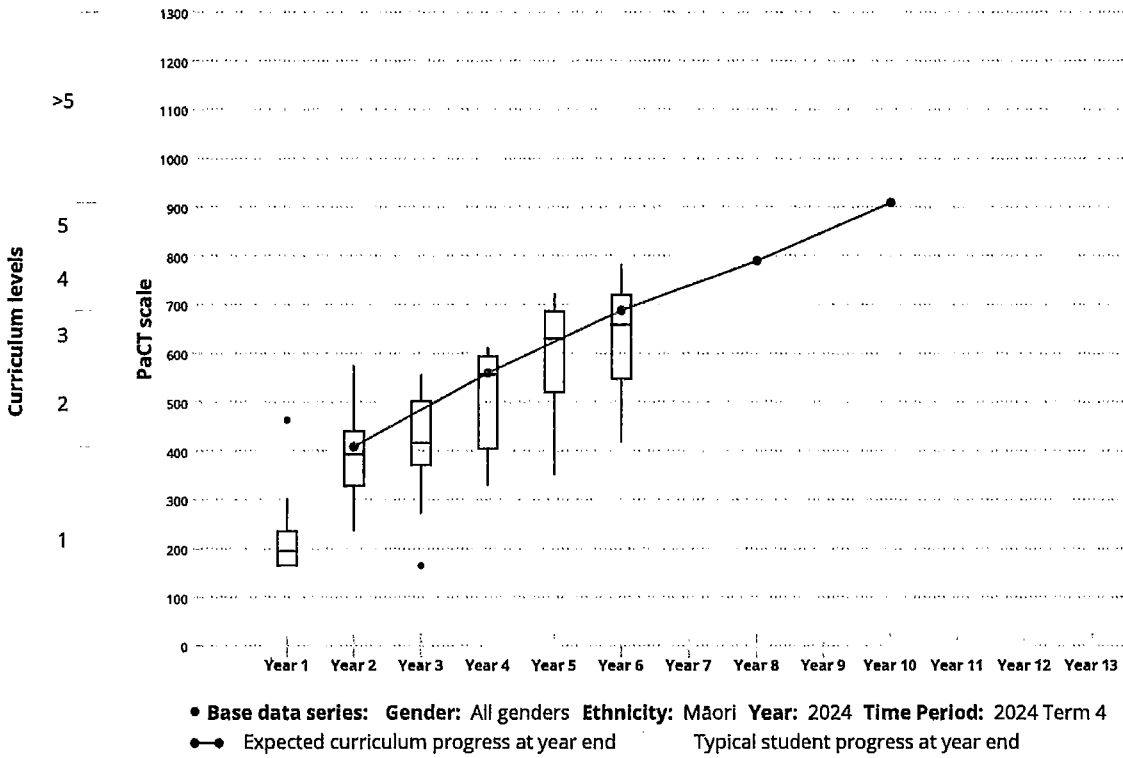
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	4 (12%)	22 (55%)	-	-	-	-	-	-	-
NZC Level 3	-	1 (3%)	2 (6%)	8 (30%)	21 (66%)	15 (38%)	-	-	-	-	-	-	-
NZC Level 2	1 (2%)	18 (53%)	23 (68%)	17 (63%)	7 (22%)	3 (8%)	-	-	-	-	-	-	-
NZC Level 1	39 (98%)	15 (44%)	9 (26%)	2 (7%)	-	-	-	-	-	-	-	-	-
Total	40	34	34	27	32	40	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: All genders Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



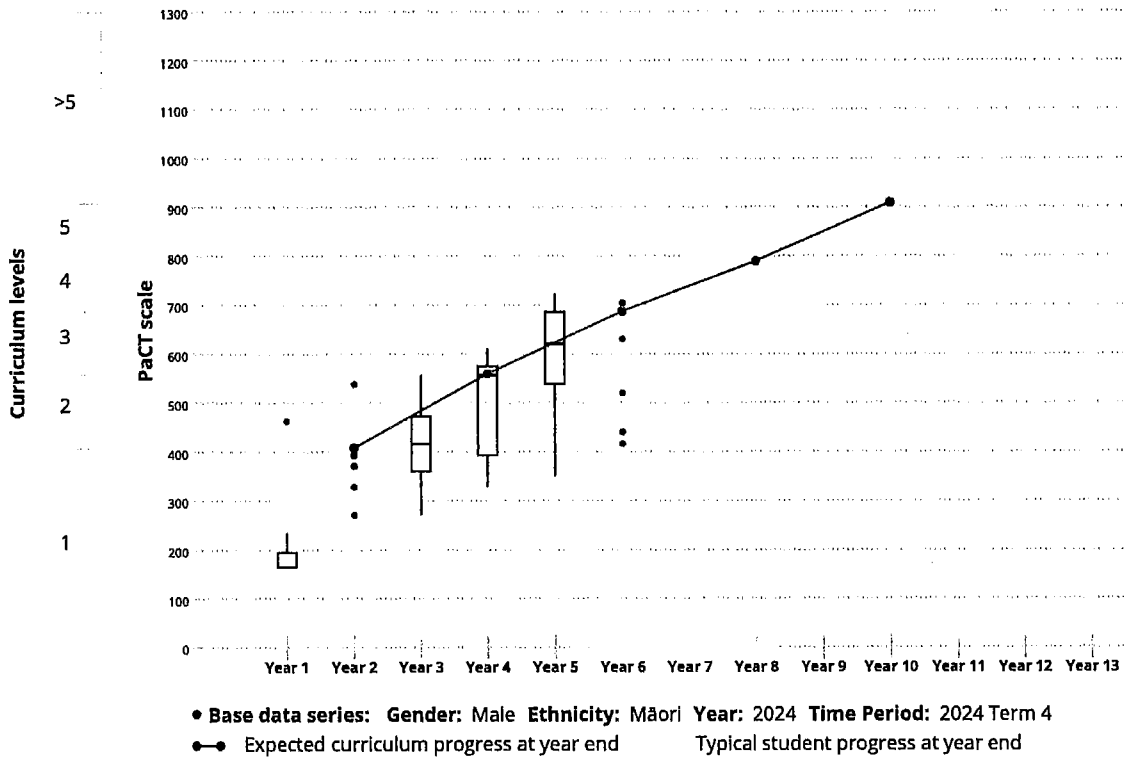
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	3 (18%)	5 (36%)	-	-	-	-	-	-	-
NZC Level 3	-	1 (6%)	-	10 (43%)	8 (47%)	5 (36%)	-	-	-	-	-	-	-
NZC Level 2	1 (5%)	5 (29%)	14 (56%)	7 (30%)	5 (29%)	4 (29%)	-	-	-	-	-	-	-
NZC Level 1	20 (95%)	11 (65%)	11 (44%)	6 (26%)	1 (6%)	-	-	-	-	-	-	-	-
Total	21	17	25	23	17	14	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: Male Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



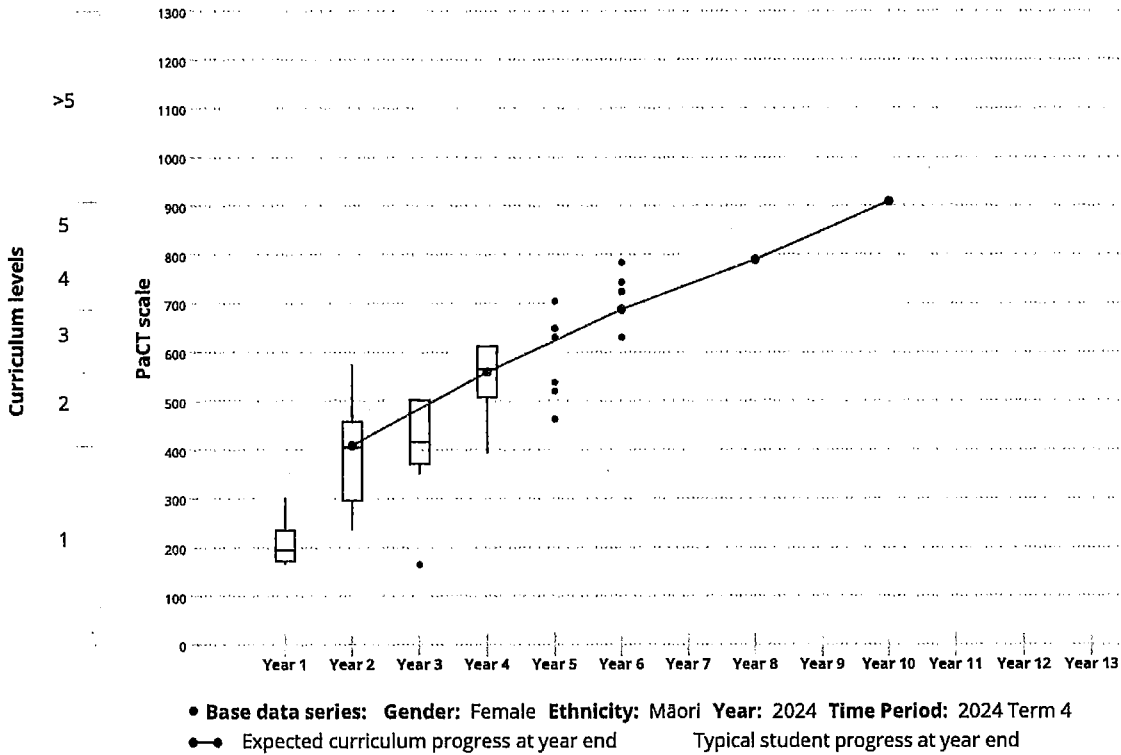
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (20%)	1 (14%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	6 (40%)	5 (50%)	2 (29%)	-	-	-	-	-	-	-
NZC Level 2	1 (9%)	1 (14%)	9 (56%)	4 (27%)	2 (20%)	4 (57%)	-	-	-	-	-	-	-
NZC Level 1	10 (91%)	6 (86%)	7 (44%)	5 (33%)	1 (10%)	-	-	-	-	-	-	-	-
Total	11	7	16	15	10	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: Female Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



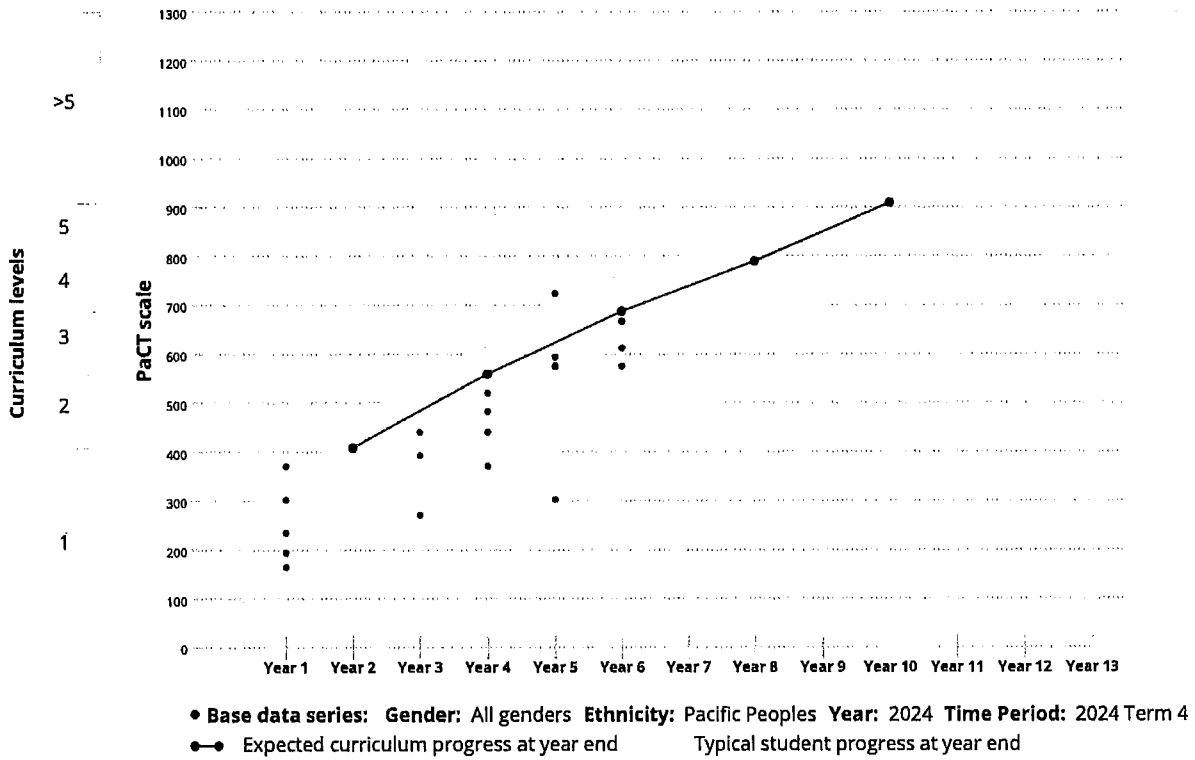
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (14%)	4 (57%)	-	-	-	-	-	-	-
NZC Level 3	-	1 (10%)	-	4 (50%)	3 (43%)	3 (43%)	-	-	-	-	-	-	-
NZC Level 2	-	4 (40%)	5 (56%)	3 (38%)	3 (43%)	-	-	-	-	-	-	-	-
NZC Level 1	10 (100%)	5 (50%)	4 (44%)	1 (12%)	-	-	-	-	-	-	-	-	-
Total	10	10	9	8	7	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Reading

Kamo School

Gender: All genders Ethnicity: Pacific Peoples Year: 2024 Time Period: 2024 Term 4



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (17%)	-	-	-	-	-	-	-	-
NZC Level 3	-	-	-	-	4 (67%)	4 (100%)	-	-	-	-	-	-	-
NZC Level 2	-	-	1 (33%)	3 (75%)	-	-	-	-	-	-	-	-	-
NZC Level 1	7 (100%)	-	2 (67%)	1 (25%)	1 (17%)	-	-	-	-	-	-	-	-
Total	7	-	3	4	6	4	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

2024 End of Year Data

Maths

Before starting the analysis, there are some clear points that need to be made and understood to help the following information make sense.

This time around, the level of the curriculum where each year level is expected to working has been highlighted on the graphs to further aid your understanding of where our students are sitting in relation to the curriculum. We cannot look at the percentiles in isolation as doing that paints a very different picture to what the graph is actually showing.

Our Year 0 students, who have been at school from anywhere between 9 and 19 weeks, are included in our Year 1 data. While it looks like there is a significant tail of students who are not meeting the end of year expectation for this group, the majority of students sitting there are our Year 0 students who have had less than two terms at school.

It also needs to be noted that the number of English Language Learners (those whose first language is not English), neurodiverse students, and students with additional learning needs has increased over the second half of the year and they are included in this data.

Below is an overall summary of what the graphs show:

- Maths remains a strength of our school. Overall, our students are doing extremely well and have made continued to make incredible gains over the second half of the year. The end of year expectations were used to analyse the mid-year data which allows us to make a direct comparison between the percentages of students working below, at, and above from the two data collection points throughout the year. Here is what the data shows across the school in comparison to the mid-year data:
 - 11% of students across the school were working below their expectation and this has decreased to just 7% at the end of this year.
 - 72% were working within their expected level and this has changed to 60% who are now working within their expected level.
 - 17% of students across the school were working above expectation. This has had an impressive increase, and we now have 33% of students achieving above their expected level.
- The box and whisker plots on the graph clearly illustrate that each year level is doing very well in Maths. The top whisker for every year level shows we have students who are working above the expected curriculum progress, but also the typical student progress (gray band) for the end of the year which is fantastic. As with the Reading and Writing data, it appears as though the tail whiskers show we have a significant number of students underachieving, but the breakdown of the percentages show this isn't the case at all with only 7% of students across the school sitting in this category.
- All Year groups have produced some wonderful results overall with standouts being in Years 1 and 2. The results for these cohorts are outstanding with so many students sitting well above their expectation – 26% in Year 1 and 87% in Year 2. Many of these students have clearly made accelerated progress in their learning this year. Year 6 has also produced some incredible results with 43% of students working above their expected curriculum level. This is followed by Year 4 who have 38% working above expectation. These results bode well for the changes in the Mathematics and Statistics Curriculum which comes into force next year.

- Year 5 is the most concerning cohort with 23% of students who have not met their expected level. However, at the mid-year point, this was 34% so positive gains have been made.
- Analysing the data more closely, we need to break it down into the quartiles to give us a clearer understanding of where our students are sitting. The following is the percentage of students who are in the 0 – 50th percentiles at this end of year point. In each year group we have the following:
 - 50% in Year 1 with 20% of these being in the 0 – 25th percentile
 - 42% in Year 2 with 21% of these being in the 0 – 25th percentile
 - 44% in Year 3 with 19% of these being in the 0 – 25th percentile
 - 41% in Year 4 with 18% of these being in the 0 – 25th percentile
 - 44% in Year 5 with 25% of these being in the 0 – 25th percentile
 - 49% in Year 6 with 25% of these being in the 0 – 25th percentile
- Just as it has been mentioned in the analysis of the other two curriculum areas, we cannot read these percentiles in isolation. The graph very clearly shows that a number of students who are sitting in these lower percentiles are in fact meeting their expected curriculum progress, and in some cases are very much exceeding it.
- When we look at the year levels further, 28% of our students overall are working within the 75th – 100th percentile. These students are all surpassing the end of year expectation and this is a fantastic result. A more detailed breakdown of the year groups working in this higher percentile shows:
 - 26% of Year 1 are in the 75th – 100th percentile
 - 32% of Year 2 are in the 75th – 100th percentile
 - 32% of Year 3 are in the 75th – 100th percentile
 - 26% of Year 4 are in the 75th – 100th percentile
 - 26% of Year 5 are in the 75th – 100th percentile
 - 27% of Year 6 are in the 75th – 100th percentile
- We have 27% of students across the school who are working in the 50th – 75th percentile overall. Looking at the box and whisker plots to see exactly where these students sit in relation to their expectations, we can see that all of these students are doing very well.
- When we look at the genders, there isn't a huge difference between them. Both have just 7% working below expectation. We see the variance when we look at the percentage of students working within and above their expectation. Boys have 62% and girls have 59% working within their expected curriculum level, and for those working above, boys have 31% while girls have 34%.
- Year 2 is really the only cohort that has such a marked difference between the genders. Girls have 91% who are working at and above expectation compared with boys who have 83%. When we look at the curriculum levels themselves, we can see that our girls no longer have any students working in Level 1 for Years 4, 5 and 6 which is fantastic. It's also great to see our Year 5 boys have nobody working in Level 1 of the curriculum.
- It's very pleasing to see the data for our Māori students is very similar to our overall data which is always what you hope for. We have 10% of students working below expectation, 63% of students working within their expected curriculum level and 27% of students working above their expected level. Again, it's Year 2 who shine brightly with 82% of Māori students working above. Year 6 is also doing well with 36% above. Year 5 is the most concerning

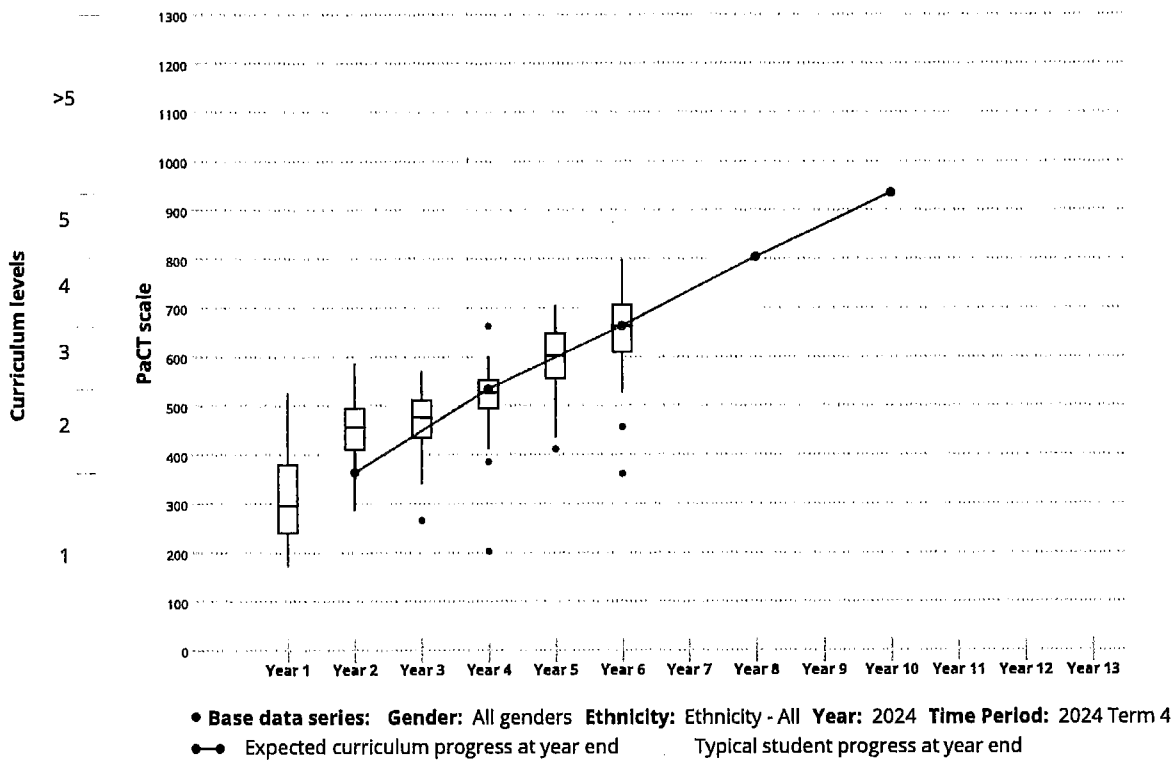
with 29% working below their expected level, but it's great to see that this cohort, and Year 4 do not have any Māori students working in Level 1 of the curriculum.

- As with the overall schoolwide data, we can break the Māori data down into the quartiles to give a more detailed analysis of where our students are sitting. The following are the percentages of Māori students working within the 0 – 50th percentiles. Again, it is important to look on the graph to see exactly where the box and whisker plots are for each year group as you'll see that being in the lower two quartiles does not mean all our students are necessarily underachieving. The data shows:
 - 43% in Year 1 with 14% of these being in the 0 – 25th percentile
 - 47% in Year 2 with 18% of these being in the 0 – 25th percentile
 - 44% in Year 3 with 24% of these being in the 0 – 25th percentile
 - 43% in Year 4 with 17% of these being in the 0 – 25th percentile
 - 42% in Year 5 with 24% of these being in the 0 – 25th percentile
 - 50% in Year 6 with 29% of these being in the 0 – 25th percentile
- Just like the overall results with the gender difference, our Māori students have the same percentage working below expectation, except theirs is slightly higher at 10%. We see the change in the genders when we look at those working above expectation. Our Māori girls are performing better than our boys with 31% working above their expected level compared with 23% of boys. This leaves 59% of girls and 67% of boys working within their expected curriculum level.
- When we look at the differences in the percentage of Māori students working above in each of the cohorts, the results show some interesting things. Year 1 has a very small difference with 9% of boys and 10% of girls achieving above expectation. In Year 2, boys have 71% working above while girls have 90%. Year 3 has 12% of boys working above while the girls have none. In Year 4, 38% of girls are achieving above expectation compared with 20% of boys. The Year 5 cohort shows 20% of boys are above while no girls are. Finally, in Year 6 we have 43% of girls working above their expected curriculum level in comparison to 29% of boys. There are certainly some significant differences between the genders when it's looked at in this way.
- We have two Year groups for our Māori students who show quite a difference between the genders for the percentages who have not met their expected level; these are Years 5 and 6. Year 5 girls need to be closely monitored next year as they currently have 43% of girls who are underachieving compared with 20% of boys. In Year 6 we have no girls who are below, yet we have 28% of boys who have not met their expected level.
- As mentioned in the Reading and Writing analysis, our students who identify as one of the ethnicities that make up our Pasifika cohort can be easily identified in the data due to the cohort being so small. Therefore, only a general analysis of their data can be made to protect their privacy. Like the overall results, Maths is also the strength of our Pasifika students in comparison to the other two curriculum areas. This cohort has just 8% (2 students) who have not met their expectation. 71% are working within their expected curriculum level and 21% (5 students) of this cohort are working above expectation. Years 1 and 6 are the groups with students working above, and Years 3 and 5 have the two students who are working below their expected level. It is great to see that in Years 1, 4 and 6 all our Pasifika students are meeting or exceeding their curriculum expectations in Maths.

Achievement report (school view) - Mathematics

Kamo School

Gender: All genders Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



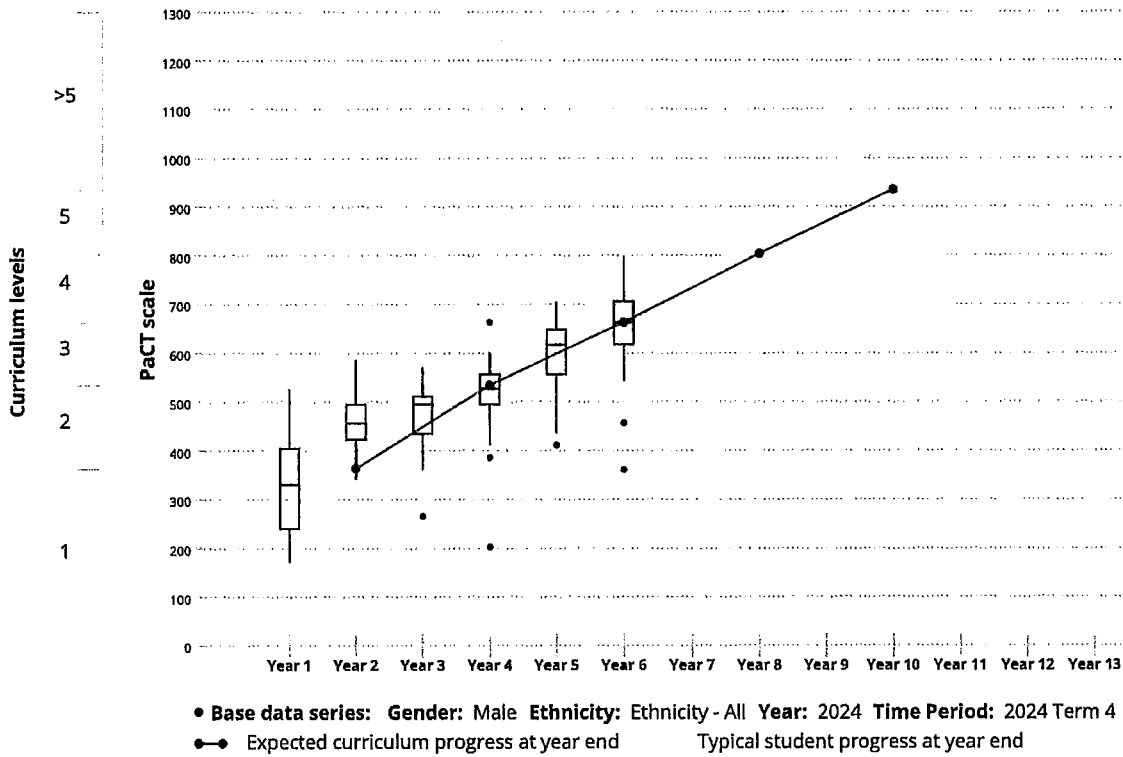
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	5 (6%)	34 (43%)	-	-	-	-	-	-	-
NZC Level 3	-	3 (5%)	10 (12%)	25 (38%)	54 (70%)	41 (52%)	-	-	-	-	-	-	-
NZC Level 2	21 (26%)	47 (82%)	66 (79%)	40 (61%)	18 (23%)	3 (4%)	-	-	-	-	-	-	-
NZC Level 1	61 (74%)	7 (12%)	8 (10%)	1 (2%)	-	1 (1%)	-	-	-	-	-	-	-
Total	82	57	84	66	77	79	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: Male Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



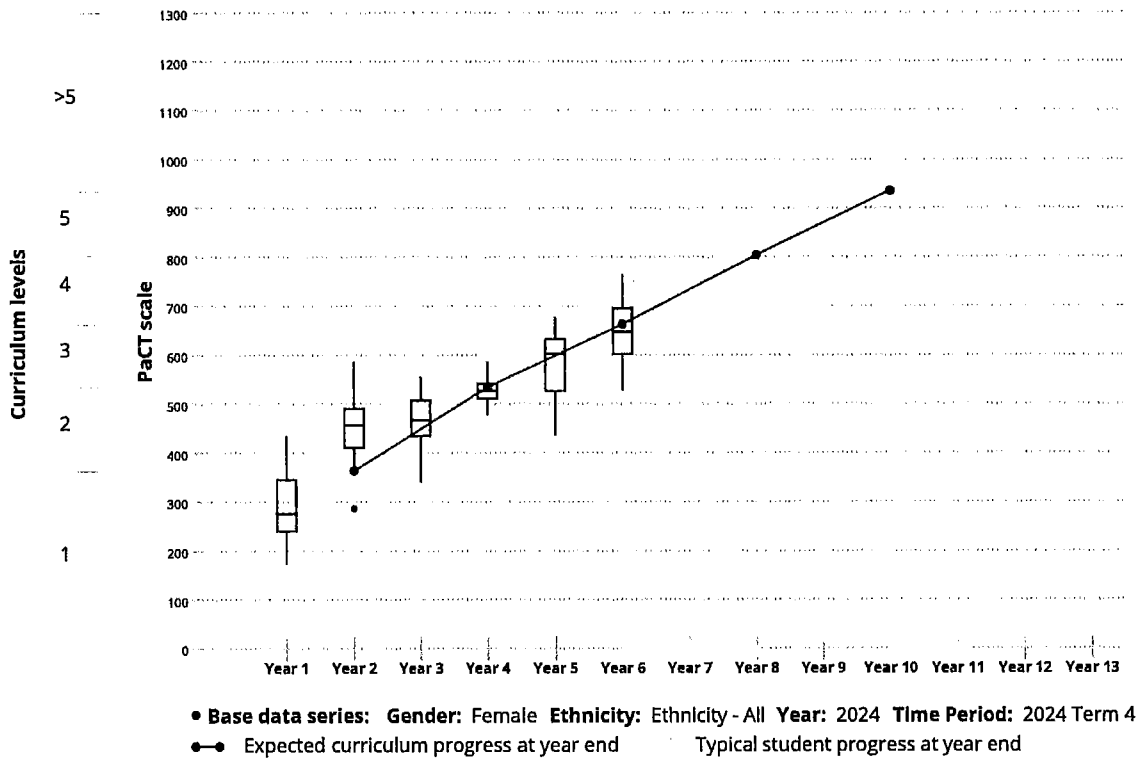
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	4 (9%)	17 (44%)	-	-	-	-	-	-	-
NZC Level 3	-	2 (9%)	6 (12%)	16 (41%)	32 (71%)	20 (51%)	-	-	-	-	-	-	-
NZC Level 2	12 (29%)	17 (74%)	40 (80%)	22 (56%)	9 (20%)	1 (3%)	-	-	-	-	-	-	-
NZC Level 1	30 (71%)	4 (17%)	4 (8%)	1 (3%)	-	1 (3%)	-	-	-	-	-	-	-
Total	42	23	50	39	45	39	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: Female Ethnicity: Ethnicity - All Year: 2024 Time Period: 2024 Term 4



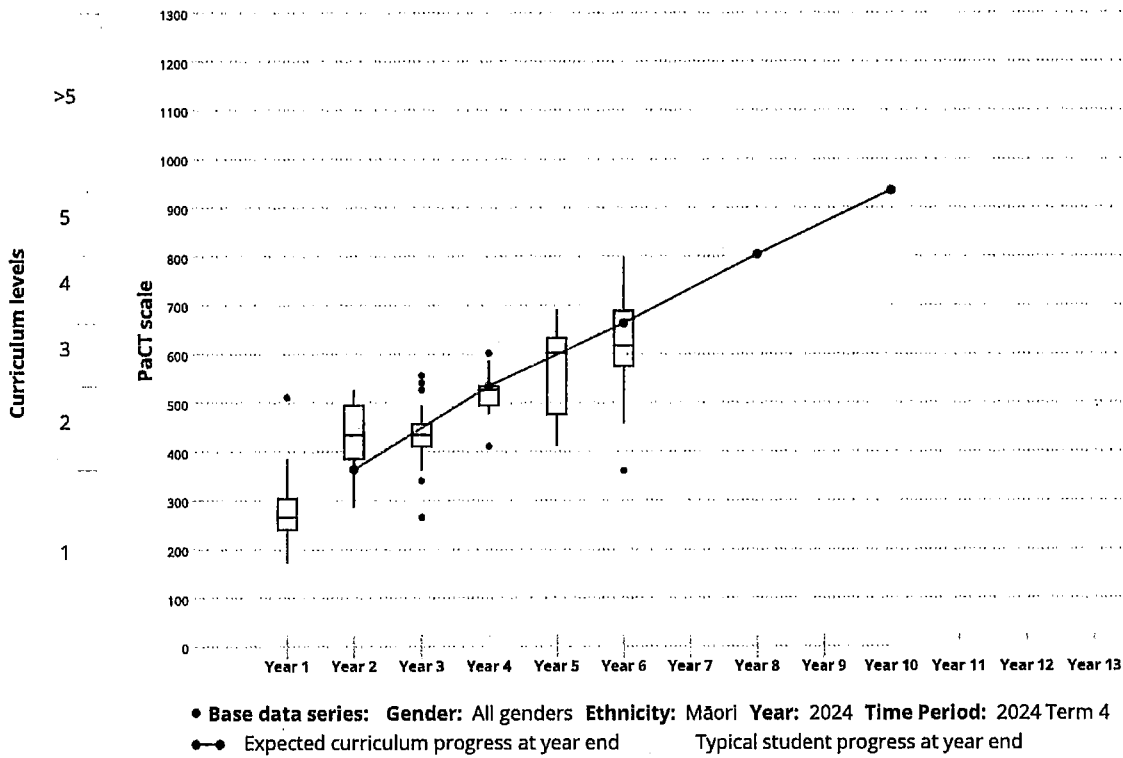
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	1 (3%)	17 (42%)	-	-	-	-	-	-	-
NZC Level 3	-	1 (3%)	4 (12%)	9 (33%)	22 (69%)	21 (52%)	-	-	-	-	-	-	-
NZC Level 2	9 (22%)	30 (88%)	26 (76%)	18 (67%)	9 (28%)	2 (5%)	-	-	-	-	-	-	-
NZC Level 1	31 (78%)	3 (9%)	4 (12%)	-	-	-	-	-	-	-	-	-	-
Total	40	34	34	27	32	40	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: All genders Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



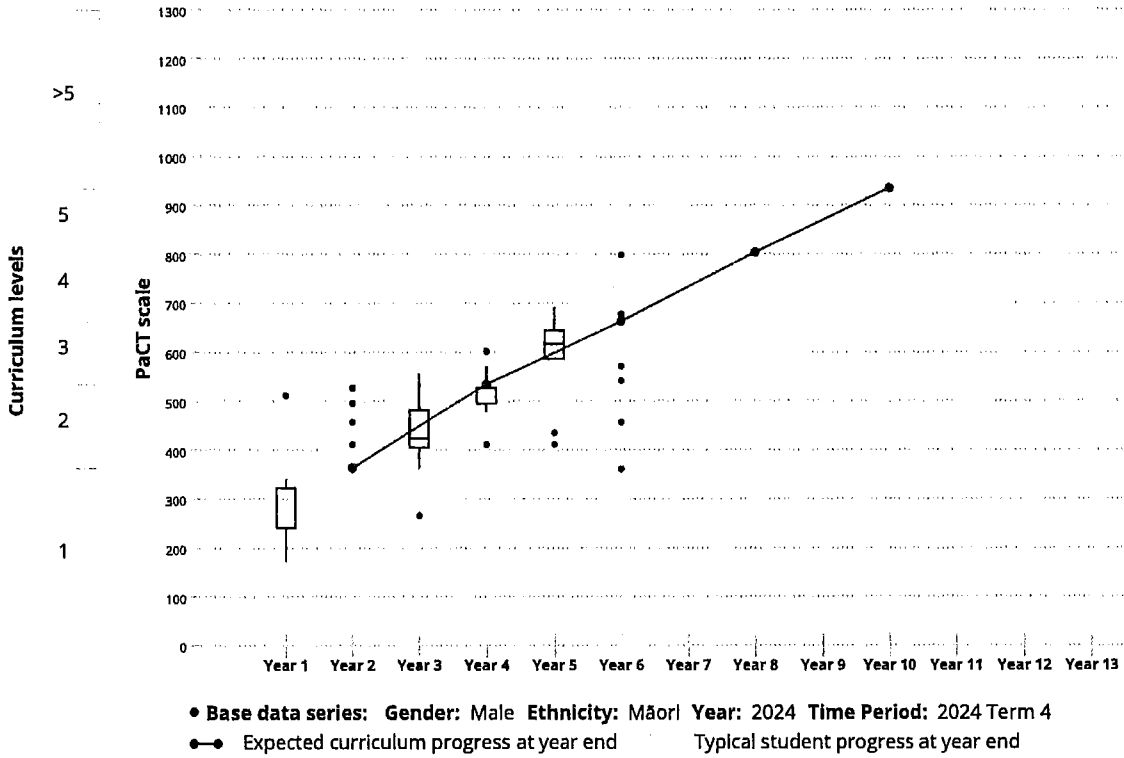
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (12%)	5 (36%)	-	-	-	-	-	-	-
NZC Level 3	-	-	2 (8%)	6 (26%)	10 (59%)	7 (50%)	-	-	-	-	-	-	-
NZC Level 2	2 (10%)	14 (82%)	18 (72%)	17 (74%)	5 (29%)	1 (7%)	-	-	-	-	-	-	-
NZC Level 1	19 (90%)	3 (18%)	5 (20%)	-	-	1 (7%)	-	-	-	-	-	-	-
Total	21	17	25	23	17	14	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: Male Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



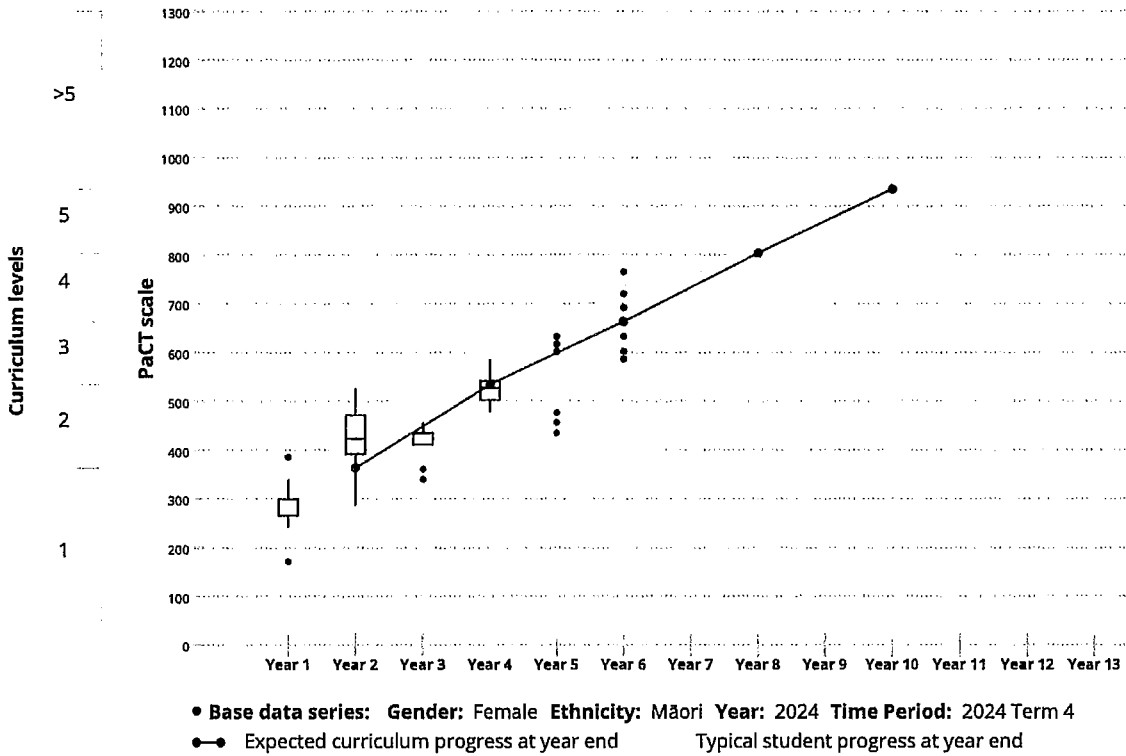
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	2 (20%)	2 (29%)	-	-	-	-	-	-	-
NZC Level 3	-	-	2 (12%)	3 (20%)	6 (60%)	3 (43%)	-	-	-	-	-	-	-
NZC Level 2	1 (9%)	5 (71%)	11 (69%)	12 (80%)	2 (20%)	1 (14%)	-	-	-	-	-	-	-
NZC Level 1	10 (91%)	2 (29%)	3 (19%)	-	-	1 (14%)	-	-	-	-	-	-	-
Total	11	7	16	15	10	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: Female Ethnicity: Māori Year: 2024 Time Period: 2024 Term 4



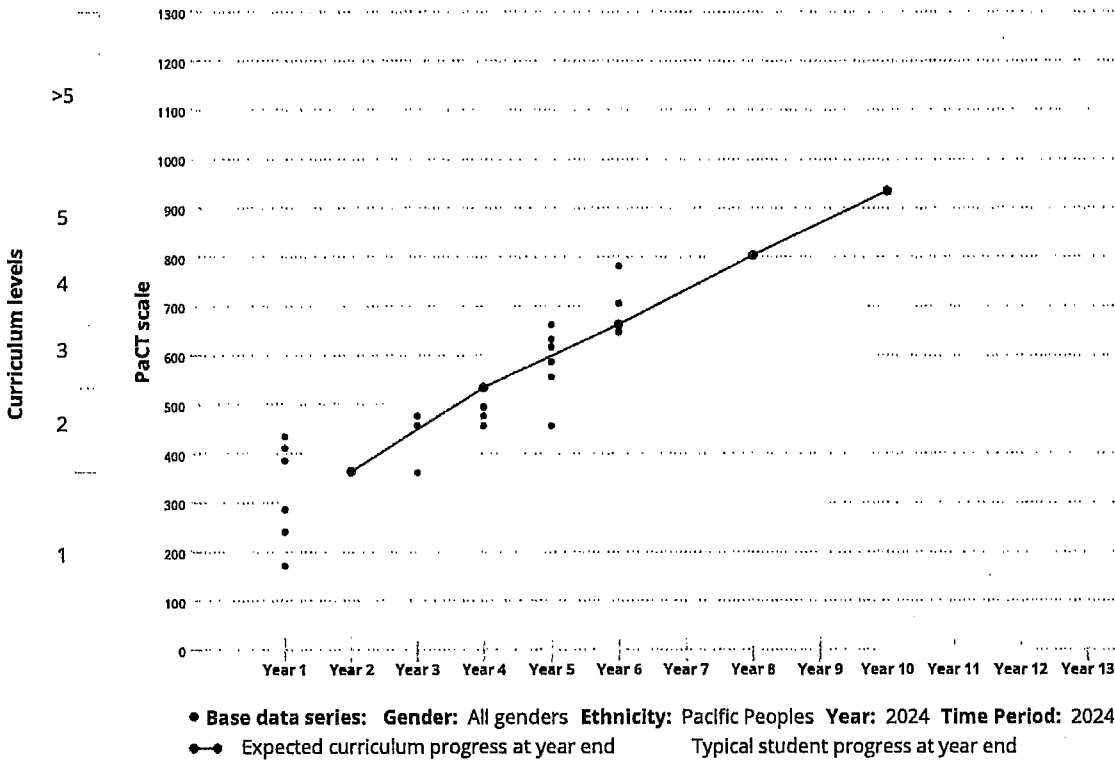
Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	3 (43%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	3 (38%)	4 (57%)	4 (57%)	-	-	-	-	-	-	-
NZC Level 2	1 (10%)	9 (90%)	7 (78%)	5 (62%)	3 (43%)	-	-	-	-	-	-	-	-
NZC Level 1	9 (90%)	1 (10%)	2 (22%)	-	-	-	-	-	-	-	-	-	-
Total	10	10	9	8	7	7	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Achievement report (school view) - Mathematics

Kamo School

Gender: All genders Ethnicity: Pacific Peoples Year: 2024 Time Period: 2024 Term 4



Curriculum levels (working within)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Beyond NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 5	-	-	-	-	-	-	-	-	-	-	-	-	-
NZC Level 4	-	-	-	-	-	2 (50%)	-	-	-	-	-	-	-
NZC Level 3	-	-	-	-	5 (83%)	2 (50%)	-	-	-	-	-	-	-
NZC Level 2	3 (43%)	-	2 (67%)	4 (100%)	1 (17%)	-	-	-	-	-	-	-	-
NZC Level 1	4 (57%)	-	1 (33%)	-	-	-	-	-	-	-	-	-	-
Total	7	-	3	4	6	4	-	-	-	-	-	-	-

Note: Students that do not have any confirmed judgments are omitted from these results.

Learning for the future

Ahuwhenua – Manaakitia – Mana Motuhake – Manawanui – Aroha

How we have given effect to Te Tiriti o Waitangi 2024 Onwards

2023 Reflection: Niho Taniwha was the resource that supported and encouraged thinking that we needed to extend through 2024.

The intention: Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives.

The Law: Section 127(1) (d) of the Education Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi

The following are aspects presented by NZSTA at training for consideration that we are building on and growing from:

We must consider:	Our response:
Does the composition of our board reflect the make-up of the school? Do we ensure we have a range of perspectives?	Three of our five elected and one seconded members are Māori. Our board chairperson always ensures speaking rights for all members.
What understanding do the school staff have of local tikanga? How could we strengthen this?	Our board chair who is Tangata whenua, is outstanding in providing guidance, explanation and support around tikanga. 2024 we reached out to our local whanau for further local knowledge. We are still to gain traction with Ngamahinga at Ngararatunua Marae and the Hapu Ngati Kahu o. Torongare. 2 Church Road, Ngararatunua 0176
Do we understand the aspirations and needs of our community? How could we gain a better understanding of these aspirations and needs?	With Niho taniwha we learnt that many of our whanau are learners as well. They would love for the school to share any learning.
Do we have honest and reciprocal partnerships with whanau, hapu and iwi and the community?	We continue to hold hui with our Māori community. They are honest in their passion and what they want. We have two whanau classes and will plan to grow more. Teachers cultural capability with whanau is ever increasing and is supported by Niho Taniwha. We renamed our whanau classes Akomanga Hapae, meaning Māori Elevation Classes.
Do our strategic thinking, goals, priorities and targets reflect the community aspirations? What steps do we need to take to improve this?	We believe they do, but we also feel we would like it to develop some more directed specificity. Whanau request "I want them to read and write in English and

	<p>learn the tikanga, that I/we did not learn at school.”</p> <p>We monitor very closely the achievement data of our Māori students and critically reflect on our teacher practice.</p>
<p>Do we meaningfully incorporate te reo Māori, matauranga Māori , te ao Māori and local tikanga Māori into the everyday life of our school?</p>	<p>We believe this is growing. Our karakia is local. We incorporate the local history and we are often reaching out to our local community for more. We plan and practice that tikanga is every day in what we are building at KPS. During 2024 we consulted with our community with Board of Trustees approval to seek a name change to Te Kamo Primary. We will go through the required process.</p>
<p>Is our school a safe place, free from racism, discrimination and bullying? How can we ensure our school is a safe place?</p>	<p>This we are always aware of through our PB4L stance.</p> <p>In 2024 we looked as SLT to see if our Restorative approach helps staff, supports whanau them when dealing with conflict.</p>
<p>How do we measure achievement of goals related to giving effect to Te Tiriti o Waitangi? How will we know that we are making progress?</p>	<p>We look for evidence.</p> <p>We discuss them as a board</p> <p>We discuss them as staff.</p> <p>We discuss them with students</p> <p>.We discuss them with the community.</p> <p>We seek external reflection e.g. kahui ako, WPA, PLD.</p>
<p>What questions do we need to ask about giving effect to Te Tiriti o Waitangi in our ongoing programme of review?</p>	<p>What is the depth to our evidence?</p> <p>Who is truly gaining?</p> <p>How do we plan forward?</p> <p>What relationships do we need to strengthen?</p> <p>Is this a commitment by the school with sincerity? If not why not?</p> <p>Does our teaching of local histories reflect best knowledge and contain no bias from the past?</p>

Ki ngā whakaeke haumi

'Ally yourself with those who have already banded together'

We have much to do but we are strengthening!

This waka we are paddling for learning around Te Tiriti o Waitangi has endless destinations. I believe we have left the shore, the journey will be endless, but the passion and drive will not wane! We aim to document our findings so that at KPS it will be accessible for all, and open to critique, especially to the voices that matter – those of Tangata Whenua.

Sally Wilson - Representing Kamo Primary School

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

57 Clyde Street
PO Box 627
WHANGAREI 0140
Phone: (09) 438 2312
Fax: (09) 438 2912
info@bennettca.co.nz
www.bennettca.co.nz

The Auditor-General is the auditor of Kamo School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 20, 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 Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 14 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

