



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 3339

Principal: Maureen Poulter

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FERNDALE TE AHU

Annual Financial Statements - For the year ended 31 December 2023

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Ferndale Te Ahu

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Full Name of Presiding Member

Full Name of Principal

Signature of Presiding Member

Signature of Principal

Date:

Date:

Ferndale Te Ahu

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Ray Farrelly	Presiding Member	Elected	Sep 2025
Maureen Poulter	Principal	ex Officio	
Anne McMahon	Parent Representative	Elected	Sep 2025
Jo Maynard	Staff Representative	Elected	Sep 2025
Jono Cox	Parent Representative	Elected	Sep 2025
Sonia Parsons-Hill	Parent Representative	Elected	Sep 2025
Averill Commons	Parent Representative	Elected	Sep 2025

Ferndale Te Ahu

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	\$
Revenue				
Government Grants	2	7,556,661	7,070,150	6,740,166
Locally Raised Funds	3	197,250	20,872	53,302
Interest		94,260	16,000	32,925
Total Revenue		7,848,171	7,107,022	6,826,393
Expenses				
Locally Raised Funds	3	69,243	70,742	60,239
Learning Resources	4	6,927,775	6,337,619	6,047,834
Administration	5	408,742	263,223	353,200
Interest		2,322	-	4,195
Property	6	491,346	434,769	307,916
Loss on Disposal of Property, Plant and Equipment		-	-	1,267
Total Expense		7,899,428	7,106,353	6,774,651
Net (Deficit)/Surplus for the year		(51,257)	669	51,742
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(51,257)	669	51,742

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

Ferndale Te Ahu

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,610,752	1,610,752	1,539,510
Total comprehensive revenue and expense for the year		(51,257)	669	51,742
Contribution - Furniture and Equipment Grant		-	-	19,500
Equity at 31 December		1,559,495	1,611,421	1,610,752
Accumulated comprehensive revenue and expense		1,559,495	1,611,421	1,610,752
Equity at 31 December		1,559,495	1,611,421	1,610,752

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.

Ferndale Te Ahu

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	107,069	175,122	432,453
Accounts Receivable	8	276,353	300,843	300,843
GST Receivable		5,034	16,261	16,261
Prepayments		23,377	18,255	18,255
Investments	9	1,581,766	1,411,399	1,411,399
		<u>1,993,599</u>	<u>1,921,880</u>	<u>2,179,211</u>
Current Liabilities				
Accounts Payable	11	441,918	514,852	514,852
Revenue Received in Advance	12	326,993	183,526	183,526
Finance Lease Liability	13	14,234	25,146	25,146
Funds held for Capital Works Projects	14	180,000	180,000	180,000
		<u>963,145</u>	<u>903,524</u>	<u>903,524</u>
Working Capital Surplus		1,030,454	1,018,356	1,275,687
Non-current Assets				
Property, Plant and Equipment	10	534,728	606,704	348,704
		<u>534,728</u>	<u>606,704</u>	<u>348,704</u>
Non-current Liabilities				
Finance Lease Liability	13	5,687	13,639	13,639
		<u>5,687</u>	<u>13,639</u>	<u>13,639</u>
Net Assets		<u>1,559,495</u>	<u>1,611,421</u>	<u>1,610,752</u>
Equity		<u>1,559,495</u>	<u>1,611,421</u>	<u>1,610,752</u>

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

Ferndale Te Ahu

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,763,120	3,447,473	3,364,372
Locally Raised Funds		165,485	20,872	53,602
Goods and Services Tax (net)		11,227	-	231
Payments to Employees		(3,211,700)	(2,759,990)	(2,614,931)
Payments to Suppliers		(634,581)	(681,686)	(523,871)
Interest Paid		(2,322)	-	-
Interest Received		88,092	16,000	27,212
Net cash from Operating Activities		179,321	42,669	306,615
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(315,404)	(300,000)	(61,883)
Purchase of Investments		(170,367)	-	(306,275)
Proceeds from Sale of Investments		-	-	82,308
Net cash (to) Investing Activities		(485,771)	(300,000)	(285,850)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,500
Finance Lease Payments		(18,934)	-	(36,737)
Net cash (to) Financing Activities		(18,934)	-	(17,237)
Net (decrease)/increase in cash and cash equivalents		(325,384)	(257,331)	3,528
Cash and cash equivalents at the beginning of the year	7	432,453	432,453	428,925
Cash and cash equivalents at the end of the year	7	107,069	175,122	432,453

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.

Ferndale Te Ahu

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Ferndale Te Ahu (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.

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13. Future operating lease commitments are disclosed in note 19b.

Recognition of grants

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

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

1.8. Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–40 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease

1.9. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

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

1.10. 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.

1.11. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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 the surplus or deficit in the period in which they arise.

1.12. 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.

1.13. 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.

1.14. Financial Instruments

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

The School's financial liabilities comprise accounts payable, and finance lease 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.

1.15. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.16. Budget Figures

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

1.17. Services received in-kind

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

2. Government Grants

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants - Ministry of Education	3,556,115	3,416,772	3,228,736
Teachers' Salaries Grants	3,428,687	3,319,778	3,170,468
Use of Land and Buildings Grants	279,519	279,519	157,698
Healthy Lunches Grant	211,008	-	135,674
Other Government Grants	81,332	54,081	47,590
	<u>7,556,661</u>	<u>7,070,150</u>	<u>6,740,166</u>

The School has opted in to the donations scheme for this year. Total amount received was \$20,344 (2022: \$19,050).

3. Locally Raised Funds

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	139,927	9,472	26,631
Fees for Extra Curricular Activities	7,925	600	3,075
Other Revenue	49,398	10,800	23,596
	<u>197,250</u>	<u>20,872</u>	<u>53,302</u>
Expenses			
Extra Curricular Activities Costs	21,976	28,222	17,236
Other Locally Raised Funds Expenditure	47,267	42,520	43,003
	<u>69,243</u>	<u>70,742</u>	<u>60,239</u>
<i>Surplus/(Deficit for the year Locally raised funds)</i>	<u>128,007</u>	<u>(49,870)</u>	<u>(6,937)</u>

4. Learning Resources

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	114,067	139,971	107,031
Information and Communication Technology	31,200	60,000	21,551
Library Resources	-	25,100	-
Employee Benefits - Salaries	6,603,218	6,019,548	5,757,612
Staff Development	42,045	51,000	38,267
Depreciation	137,245	42,000	123,373
	<u>6,927,775</u>	<u>6,337,619</u>	<u>6,047,834</u>

5. Administration

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	6,339	10,000	7,538
Board Fees	8,715	8,600	8,171
Board Expenses	13,859	9,880	5,762
Communication	8,220	10,742	11,455
Consumables	34,742	42,500	37,272
Legal Fees	17,600	10,000	6,000
Healthy Lunches Expenses	163,661	-	135,674
Other	73,302	87,401	54,815
Employee Benefits - Salaries	61,656	64,600	70,561
Insurance	15,146	12,000	10,020
Service Providers, Contractors and Consultancy	5,502	7,500	5,932
	<u>408,742</u>	<u>263,223</u>	<u>353,200</u>

6. Property

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,714	14,000	12,145
Consultancy and Contract Services	44,857	37,750	37,941
Grounds	5,861	3,500	3,076
Heat, Light and Water	18,400	15,000	14,589
Rates	4,850	5,500	5,295
Repairs and Maintenance	98,301	49,000	51,054
Use of Land and Buildings	279,519	279,519	157,698
Security	10,180	11,500	8,325
Employee Benefits - Salaries	19,664	19,000	17,793
	<u>491,346</u>	<u>434,769</u>	<u>307,916</u>

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

7. Cash and Cash Equivalents

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	107,069	175,122	432,453
Cash and Cash Equivalents for Statement of Cash Flows	<u>107,069</u>	<u>175,122</u>	<u>432,453</u>

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

Of the \$107,069 Cash and Cash Equivalents, \$180,000 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$107,069 Cash and Cash Equivalents, \$326,993 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	31,765	-	-
Receivables from the Ministry of Education	-	9,785	9,785
Interest Receivable	14,649	8,481	8,481
Teacher Salaries Grant Receivable	229,939	282,577	282,577
	<u>276,353</u>	<u>300,843</u>	<u>300,843</u>
Receivables from Exchange Transactions	46,414	8,481	8,481
Receivables from Non-Exchange Transactions	229,939	292,362	292,362
	<u>276,353</u>	<u>300,843</u>	<u>300,843</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	1,581,766	1,411,399	1,411,399
	<u>1,581,766</u>	<u>1,411,399</u>	<u>1,411,399</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2023						
Building Improvements	55,087	14,478	-	-	(5,438)	64,127
Furniture and Equipment	157,721	60,599	-	-	(38,761)	179,559
Information and Communication Technology	73,577	12,016	-	-	(30,837)	54,756
Motor Vehicles	24,695	228,311	-	-	(35,910)	217,096
Leased Assets	37,624	7,865	-	-	(26,299)	19,190
Balance at 31 December 2023	348,704	323,269	-	-	(137,245)	534,728

The net carrying value of equipment held under a finance lease is \$19,190 (2022: \$37,624)

Restrictions

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

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	234,755	(170,628)	64,127	220,277	(165,190)	55,087
Furniture and Equipment	490,011	(310,452)	179,559	429,412	(271,691)	157,721
Information and Communication Technology	248,623	(193,867)	54,756	236,606	(163,029)	73,577
Motor Vehicles	501,070	(283,974)	217,096	272,758	(248,063)	24,695
Leased Assets	50,365	(31,175)	19,190	141,822	(104,198)	37,624
Balance at 31 December	1,524,824	(990,096)	534,728	1,300,875	(952,171)	348,704

11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	18,773	23,981	23,981
Accruals	14,384	6,492	6,492
Banking Staffing Overuse	-	23,380	23,380
Employee Entitlements - Salaries	370,552	404,018	404,018
Employee Entitlements - Leave Accrual	38,209	56,981	56,981
	441,918	514,852	514,852
Payables for Exchange Transactions	441,918	514,852	514,852
	441,918	514,852	514,852

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	326,993	183,526	183,526
	326,993	183,526	183,526

13. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	15,420	27,053	27,053
Later than One Year and no Later than Five Years	6,000	14,425	14,425
Future Finance Charges	(1,499)	(2,693)	(2,693)
	19,921	38,785	38,785
Represented by:			
Finance lease liability - Current	14,234	25,146	25,146
Finance lease liability - Non current	5,687	13,639	13,639
	19,921	38,785	38,785

14. Funds Held for Capital Works Projects

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

	2023	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
SIP Playground - 228666		180,000	-	-	-	180,000
Totals		<u>180,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>180,000</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 180,000

	2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
SIP Playground - 228666		180,000	-	-	-	180,000
Totals		<u>180,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>180,000</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 180,000

15. Related Party Transactions

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

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

16. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, and Deputy Principals.

	2023 Actual	2022 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	8,715	8,171
<i>Leadership Team</i>		
Remuneration	421,810	400,470
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>430,525</u>	<u>408,641</u>

There are six members of the Board excluding the Principal. The Board had held eleven 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

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-175	160 - 170
Benefits and Other Emoluments	5-10	0 - 5
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 -110	3.00	3.00
110 -120	1.00	2.00
120 - 130	2.00	-
	<u>6.00</u>	<u>5.00</u>

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

17. Compensation and Other Benefits Upon Leaving

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

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

18. Contingencies

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

Contingent Liability - Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The School is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the School will be required to maintain any buildings that are not replaced.

Pay Equity Settlement Wash Up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash up payments or receipts for the year ended 31 December 2023 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

19. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$180,000 (2022:\$) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
SIP Playground #228666	\$180,000	\$ -	\$180,000
Total	\$180,000	-	\$180,000

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

20. Financial Instruments

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

Financial assets measured at amortised cost

	2023	2023	2022
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	107,069	175,122	432,453
Receivables	276,353	300,843	300,843
Investments - Term Deposits	1,581,766	1,411,399	1,411,399
Total Financial assets measured at amortised cost	<u>1,965,188</u>	<u>1,887,364</u>	<u>2,144,695</u>

Financial liabilities measured at amortised cost

Payables	441,918	514,852	514,852
Finance Leases	19,921	38,785	38,785
Total Financial liabilities measured at amortised Cost	<u>461,839</u>	<u>553,637</u>	<u>553,637</u>

21. Events After Balance Date

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

22. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF FERNDALE TE AU'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Ferndale Te Ahu (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 16, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 27th of May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Statement of Variance, Kiwisport Report, Report on how the school has given effect to Te Tiriti o Waitangi, Evaluation of the School's Students' Progress and Achievement but does not include the financial statements, and our auditor's report thereon.

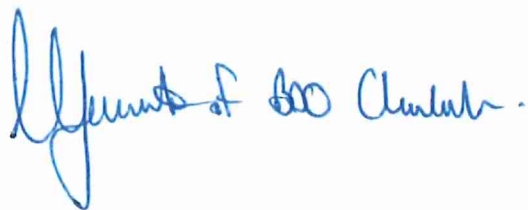
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2023, Ferndale school received total Kiwisport funding of \$2707.25 (excluding GST).

The funding was spent on:

Sports Equipment

Subscriptions and levies to School Sport Canterbury

Transport to tournaments

Swimming fees to Canterbury District Health Board (Hydrotherapy)

Playground Games and Activities

Uniforms

Subscriptions to Big Fun Gym

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Principal's Report

2023 was the final year for our 2020-2023 Strategic Plan. The three strands of this Strategic Plan were Learning - Ako, Connections and Partnerships - Whanaungatanga and Wellbeing - Hauora. 2023 was our final year in establishing Assessment for Learning practices as part of our learning strand. We have seen that embedding Assessment for Learning practices has had a very positive impact on student learning in their Individual Education Goals and Individual Transition Goals in communication and life skills. Alongside this mahi we have made great progress in developing connections and partnerships across our school, with our partner schools where our satellites are placed and with a range of organisations and agencies that support both our students and our whānau. We have continued to make progress in our hauora strand for both students and staff. For more information please go to the Statement of Variance: progress against targets section of this report.

All of our students have made progress in their learning and if you go to the Evaluation and Analysis of Students' Progress and Achievement section of this report you will see the positive impact our teaching and learning programs have made. You will see how all of our students have made progress with their Individual Education and Individual Transition Goals as well as in Literacy and Mathematics. Alongside this our students have been involved in learning in a range of curriculum areas including; social sciences, science, health and physical education, the arts, technology, languages (NZ Sign Language and Te Reo Māori) and digital technology as well as the key competencies of thinking, using language, symbols, and texts, managing self; relating to others and participating and contributing. Our senior students have focused on preparing for life after school and each student has mapped out their learning plan so they work towards achieving their goals. For some students this has included work experience, accessing the community independently, bussing, developing a range of life skills etc.

At Ferndale Te Ahu we take giving effect to te Tiriti o Waitangi very seriously. Throughout 2023 we continued to develop our knowledge and use of basic Te Reo Māori that we could use within our classrooms as well as learn and use relevant tikanga practices. This year we introduced for the first time the teaching and learning topic Aotearoa New Zealand Histories, this was very successful with students across the school experiencing aspects of our history. For further information please go to the section in this report on Giving Effect to Te Tiriti o Waitangi.

Ngā mihi

Maureen Poulter

Tumuaki - Principal

Ferndale Te Ahu

2023 Ferndale Te Ahu Annual Report

Statement of Variance: progress against targets

Strategic Goal 1	Ferndale Te Ahu will... Grow relevant, challenging and enjoyable learning experiences to enable all learners (ākonga, staff, whānau) to progress and be the best that they can be.
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Annual Target/Goal:		
<p>1. Cultural Responsiveness - Develop knowledge and practice of Te Ao Māori, Te Reo Māori and Tikanga Māori so that it is evident in all settings (including local curriculum). NELP Priorities: <u>1, 2, 3, 5, 6</u>,</p>		
Actions	What did we achieve?	Evidence
<p>TE REO MĀORI & TIKANGA MĀORI</p> <ul style="list-style-type: none"> Enable staff to regularly practice their mihi mihi with colleagues and students (CP, staff meetings, any hui, Circle times) Continue whole school participation in Te Reo Māori learning and practising basic Te Reo Māori Develop a new school karakia which is used at all hui by staff and students 	<ul style="list-style-type: none"> Established suitable karakia and whakataukī Successfully taught Aotearoa NZ (A/NZ) Histories Topic across school Used Toonly Videos in Te Reo Māori and Tikanga Māori within class hui weekly Staff & ākonga given opportunities to develop understanding of mihi and to practise mihi 	<ul style="list-style-type: none"> Reviews of A/NZ Histories showed increase in student knowledge and understanding within A/NZ Histories Student work demonstrated completed work on mihi (planning & evaluations) Staff meeting opportunity to mihi to demonstrate understanding and improvement
	Reasons for any differences between target and outcome	Where to next?
	<ul style="list-style-type: none"> Time constraints for regularly practising mihi 	<ul style="list-style-type: none"> Continue to build staff confidence in mihi mihi Continue to build knowledge and use of Te Reo Māori and Tikanga Māori and school karakia

Annual Target/Goal:		
<p>2. Curriculum and Assessment - Curriculum: Further development of the Ferndale Te Ahu Curriculum to improve ākonga outcomes. Assessment: Develop Assessment for Learning practices to improve ākonga outcomes. NELP Priorities: <u>2, 3, 4, 6</u></p>		
Actions	What did we achieve?	Evidence
<p>CURRICULUM Continue to develop the Ferndale Te Ahu Curriculum to extend staff understanding of evidence based practices in order to accelerate student learning.</p> <p>ASSESSMENT</p> <ul style="list-style-type: none"> Embed Assessment for Learning practices in two curriculum areas - literacy and life skills Build AfL practices into other 	<p>Curriculum</p> <ul style="list-style-type: none"> Undertaken research Engaged in workshops and trialled Te Matāiaho Presented documents to staff for feedback <p>Assessment</p> <ul style="list-style-type: none"> Embedded Assessment for Learning practices across our kura. 	<p>Curriculum</p> <ul style="list-style-type: none"> Development of curriculum documentation Planning, implementation, and evaluations for Aotearoa / NZ Histories <p>Assessment</p> <ul style="list-style-type: none"> Assessment for Learning embedded in planning and resources. AfL observed in classroom

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<p>school wide systems ie. IEP's, Observations, CP Meetings, etc.</p> <ul style="list-style-type: none"> Continue to upskill members of the AfL team, SL and LL teams to support colleagues/PG partners to develop and embed AfL practices.. Explore and develop questioning skills, peer and self assessment as part of AfL practices. 		<p>practice.</p> <ul style="list-style-type: none"> Records of evidence.
	Reasons for any differences between target and outcome	Where to next?
	<p>Curriculum</p> <ul style="list-style-type: none"> Achieved goal. <p>Assessment</p> <ul style="list-style-type: none"> Achieved goal. 	<p>Curriculum</p> <ul style="list-style-type: none"> Continued development and resourcing of Ferndale Te Ahu curriculum in alignment with Te Matāiaho <p>Assessment</p> <ul style="list-style-type: none"> Sustain Assessment for Learning practices across our kura.

Annual Target/Goal:

3. Transition Project -
 Develop a Transition approach to improve ākonga outcomes (including ākonga from other settings and opportunities for connections with the world of work and Tertiary Education).
NELP Priorities: 1, 2, 3, 4, 7

Actions	What did we achieve?	Evidence
<p>TRANSITION CURRICULUM Implement, monitor and evaluate the transition curriculum. Modify and adapt the curriculum as required.</p> <p>COLLABORATION (Steering Committee) Collaborate with Pītau Allenvale to develop a vision and implement collaborative evidence based transition practices for the Phillipstown Transition Hub in order to extend student connections and offer a wider range of learning opportunities. (This may include students from other schools).</p> <p>CONNECTIONS WITH EXTERNAL AGENCIES AND COMMUNITY (Accor, Ara, EGL...) Create and develop networks, partnerships and programs to develop learning and life opportunities for our students.</p>	<p>Transition Curriculum</p> <ul style="list-style-type: none"> Implementation of the transition curriculum. <p>Collaboration (Steering Committee)</p> <ul style="list-style-type: none"> We worked collaboratively with Pītau Allenvale to develop the vision and implement collaborative practices. We established a steering committee which met termly. <p>Connections with External Agencies & Community</p> <ul style="list-style-type: none"> Continued to develop networks and partnerships with external agencies. 	<p>Transition Curriculum</p> <ul style="list-style-type: none"> Transition Curriculum Planning, implementation and evaluation of teaching and learning programs in transition <p>Collaboration (Steering Committee)</p> <ul style="list-style-type: none"> Collaborative documentation Steering committee minutes <p>Connections with External Agencies & Community</p> <ul style="list-style-type: none"> Meeting minutes Whānau / agency events
	Reasons for any differences between target and outcome	Where to next?
	<p>Transition Curriculum</p> <ul style="list-style-type: none"> Achieved goal <p>Collaboration (Steering Committee)</p> <ul style="list-style-type: none"> Achieved goal <p>Connections with External Agencies & Community</p> <ul style="list-style-type: none"> Achieved goal 	<p>Transition Curriculum</p> <ul style="list-style-type: none"> Continue to review and embed transition curriculum. <p>Collaboration (Steering Committee)</p> <ul style="list-style-type: none"> Continue to embed collaborative practices <p>Connections with External Agencies & Community</p> <ul style="list-style-type: none"> Continue to connect with external agencies

Annual Target/Goal:

2023 Ferndale Te Ahu Annual Report

4. Outreach Project -		
Develop an Outreach (STOS) service to improve ākonga outcomes within mainstream settings. NELP Priorities: 2, 3, 4, 6		
Actions	What did we achieve?	Evidence
<ul style="list-style-type: none"> Develop accessible, relevant PLD opportunities for Outreach schools to upskill their staff in evidence based strategies and knowledge, to provide better education opportunities for all ākonga with diverse learning needs within mainstream schools. Develop Outreach programmes and approaches to continue to grow inclusive practices to accelerate ākonga connections and learning within mainstream settings. 	<ul style="list-style-type: none"> 2023 was a continuation of the pilot programme that was developed in 2022 in consultation with our Outreach schools. The Pilot Project was responsive to the needs identified by the Outreach Schools and Ferndale Te Ahu. Outreach schools attended PLD opportunities that were offered. PLD videos created and shared with Outreach school to upskill in specific strategies. 	<ul style="list-style-type: none"> Annual review of Outreach service Attendance and feedback for PLD from Outreach kaiako
	Reasons for any differences between target and outcome	Where to next?
	<ul style="list-style-type: none"> The review showed that the majority of schools valued the outreach service with some schools identifying the pilot project had had an impact on practice. 	<ul style="list-style-type: none"> The pilot project has been discontinued (funding no longer provided by MoE) Some aspects of the pilot project have been integrated into the ongoing Outreach service provided.

Strategic Goal 2	Ferndale Te Ahu will... Grow rich and effective connections and partnerships within our school and our wider community.
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Annual Target/Goal:		
5. Whakawhanaungatanga - Grow whanaungatanga (connections) with current and future partners (e.g. Whānau, Mana Whenua...) through developing our understanding of our place, our cultural knowledge and practice, and our new school name. NELP Priorities: 1, 2, 3, 5, 6,		
Actions	What did we achieve?	Evidence
TUAHIWI EDUCATION COURSE Register staff for the Tuahiwi education courses, to supplement their understanding of our local areas, which connects student understanding of who they are and where they are from. NZ HISTORIES Continue with Aotearoa New Zealand Histories PLD and link this to our understanding of our own cultural narrative, plan a NZ histories unit of work for students this year. CULTURAL NARRATIVE Support the staff to implement new knowledge re Cultural Narrative, including: <ul style="list-style-type: none"> Inclusion of Cultural Narrative 	Tuahiwi Education Course <ul style="list-style-type: none"> Multiple staff attended the Tuahiwi education course. A/NZ Histories <ul style="list-style-type: none"> Staff implemented planning, teaching and evaluation of A / NZ Histories curriculum. Cultural Narrative <ul style="list-style-type: none"> Introduced cultural narrative to our school community through the website. 	Tuahiwi Education Course <ul style="list-style-type: none"> Staff development of mihi A/NZ Histories <ul style="list-style-type: none"> Documentation of planning and evaluation from A/NZ Histories curriculum Cultural Narrative <ul style="list-style-type: none"> Information on Website.
	Reasons for any differences between target and outcome	Where to next?
	Tuahiwi Education Course <ul style="list-style-type: none"> Achieved goal 	Tuahiwi Education Course <ul style="list-style-type: none"> Book staff onto the courses for

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<p>info on school website .</p> <ul style="list-style-type: none"> - Rebranding process to ensure new name is incorporated into school identity. 	<p>A/NZ Histories</p> <ul style="list-style-type: none"> • Achieved goal <p>Cultural Narrative</p> <ul style="list-style-type: none"> • Further work to be done including rebranding and development of knowledge of cultural narrative • Challenges included difficulty connecting with a suitable person to support rebranding. 	<p>2024</p> <p>A/NZ Histories</p> <ul style="list-style-type: none"> • PLD opportunities to be provided in 2024 to grow understanding of A / NZ histories and Te Marāiaho <p>Cultural Narrative</p> <ul style="list-style-type: none"> • Continue to develop community knowledge and use of cultural narrative • Rebrand
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Annual Target/Goal:

6. Partnership Development -

Collaborate with partner schools to grow inclusive practices.

NELP Priorities: 1, 2, 3, 6,

Actions	What did we achieve?	Evidence
<p>SUSTAINABILITY AND LOGISTICS To continue to streamline and extend Ferndale Te Ahu partnership systems in order to strengthen and grow practice and improve consistency of partnership experience for all students across satellite classes.</p> <p>WHAKAWHANAUNGTANGA To continue to develop strong support networks between satellite-based, Ferndale Te Ahu staff to share good practice, problem solve challenges and improve the partnership experience for all Ferndale Te Ahu students.</p> <p>FERNDALE TE AHU SCHOOL COMMUNITY To continue to increase awareness of partnership practice at Ferndale Te Ahu by sharing with our wider school team, whānau and beyond.</p>	<p>Sustainability & Logistics:</p> <ul style="list-style-type: none"> • Partnership documents developed for each setting to enable understanding of what partnership development means for all ākonga • Partnership practices increased between Ferndale Te Ahu satellites and partner schools (note there was a reduction of partnership opportunities due to Covid 19). <p>Whakawhanaugātanga:</p> <ul style="list-style-type: none"> • Strong connections throughout the school (note there was a reduction in connection opportunities due to Covid 19) <p>Ferndale Te Ahu School Community:</p> <ul style="list-style-type: none"> • Wider community knowledge of partnership practices across Ferndale Te Ahu. 	<p>Sustainability & Logistics:</p> <ul style="list-style-type: none"> • Documentation <p>Whakawhanaugātanga:</p> <ul style="list-style-type: none"> • Documentation of meetings and events. <p>Ferndale Te Ahu School Community:</p> <ul style="list-style-type: none"> • Staff meeting minutes and whānau newsletters
	<p>Reasons for any differences between target and outcome</p>	<p>Where to next?</p>
	<p>Sustainability & Logistics:</p> <ul style="list-style-type: none"> • Achieved the goal <p>Whakawhanaugātanga:</p> <ul style="list-style-type: none"> • Achieved the goal <p>Ferndale Te Ahu School Community:</p> <ul style="list-style-type: none"> • Achieved the goal 	<p>Sustainability & Logistics:</p> <ul style="list-style-type: none"> • Continue to develop opportunities for all ākonga <p>Whakawhanaugātanga:</p> <ul style="list-style-type: none"> • Continue to develop opportunities for ākonga from Ferndale Te Ahu to connect <p>Ferndale Te Ahu School Community:</p> <ul style="list-style-type: none"> • Continue to communicate with community

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Strategic Goal 3	Ferndale Te Ahu will... Grow a positive environment that will promote wellness and resilience.
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Annual Target/Goal:

7. Ākonga Voice/AAC - Embed AAC into all aspects of the school day. <i>NELP Priorities: 1, 2, 3, 4, 6,</i>

Actions	What did we achieve?	Evidence
<ul style="list-style-type: none"> Teachers/SLTs working together to target/extend the language available to students around specific subjects/themes. Share strategies for developing language amongst the staff. 	<ul style="list-style-type: none"> AAC PLD for teachers new to our kura Increased resourcing for AAC SLT modelling and support to increase of AAC within classrooms Increased use of AAC 	<ul style="list-style-type: none"> PLD timetabling Purchase of resources Observation of teachers increased use of AAC
	Reasons for any differences between target and outcome	Where to next?
	<ul style="list-style-type: none"> Progress has been made towards this goal Further time is needed to embed use of AAC across the school day. 	<ul style="list-style-type: none"> Integration of this goal within the new strategic plan

Annual Target/Goal:

8. Ākonga Hauora - Develop and embed specific programmes and practices to grow and enhance hauora of ākonga including their ability to regulate. <i>NELP Priorities: 1, 2, 3, 5, 6,</i>
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Actions	What did we achieve?	Evidence
WHAKAWHANAUNGATANGA Create and develop opportunities for students to connect positively to improve their taha whānau and hauora PLAY AND LEARNING Explore evidence based Play and Learning theories and approaches that are relevant for our students, to then develop a Ferndale Te Ahu Play and Learning pedagogy and approach. HEALTHY LUNCHES	Whakawhanaungatanga: <ul style="list-style-type: none"> Across the year events were held to improve taha whānau Play & Learning: <ul style="list-style-type: none"> Researched play and learning Healthy Lunches: <ul style="list-style-type: none"> Integrated Ka Ora, Ka Ako Model 2 and 3 Ākonga supported to eat healthy food options 	Whakawhanaungatanga: <ul style="list-style-type: none"> Planning for and record of events Play & Learning: <ul style="list-style-type: none"> Documentation of research Healthy Lunches: <ul style="list-style-type: none"> Planning and evaluation documentation
	Reasons for any differences between target and outcome	Where to next?

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Promote healthy choices that enhance the physical, mental, emotional and spiritual wellbeing of the students.	Whakawhanaungatanga: <ul style="list-style-type: none"> Achieved goal Play & Learning: <ul style="list-style-type: none"> Achieved goal Healthy Lunches: <ul style="list-style-type: none"> Achieved goal 	Whakawhanaungatanga: <ul style="list-style-type: none"> Continue to plan and provide opportunities to improve taha whānau Play & Learning: <ul style="list-style-type: none"> Integrate into practice Healthy Lunches: <ul style="list-style-type: none"> Continue Ka Ora, Ka Ako model 2 and 3
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Annual Target/Goal:

9. Staff Hauora -

Develop various approaches for creating and developing a positive, effective and resilient school culture.

NELP Priorities: 1, 6,

Actions	What did we achieve?	Evidence
WHAKAWHANAUNGATANGA Continue to provide opportunities for positive connections among staff through a range of regularly organised activities, to support our strong and united team, which in turn supports ākongā throughout their school journey due to a positive learning environment.	Whakawhanaungatanga: <ul style="list-style-type: none"> Staff attending different connection activities that were organised. Hauora/Wellbeing: <ul style="list-style-type: none"> Researched evidence based practice to support staff hauora 	Whakawhanaungatanga: <ul style="list-style-type: none"> Planning and scheduling of activities/events. Hauora/Wellbeing: <ul style="list-style-type: none"> Documentation of research
HAUORA/WELLBEING Explore a more proactive approach to school wellbeing through research and discussion with colleagues, to support staff resilience, with a long term view of putting in place further positive actions around ākongā and staff wellbeing.	Reasons for any differences between target and outcome	Where to next?
	Whakawhanaungatanga: <ul style="list-style-type: none"> Achieved goal Hauora/Wellbeing: <ul style="list-style-type: none"> Achieved goal 	Whakawhanaungatanga: <ul style="list-style-type: none"> Integration of aspects of this goal into the new strategic plan Hauora/Wellbeing: <ul style="list-style-type: none"> Integration of aspects of this goal into the new strategic plan

Annual Target/Goal:

10. Coaching -

Develop a culture of support, challenge and professional growth.

NELP Priorities: 2, 3, 6,

Actions	What did we achieve?	Evidence
<ul style="list-style-type: none"> Provide coaching PLD for teachers, therapists and admin staff to develop a coaching culture of support and challenge at Ferndale Te Ahu. Support staff to learn and embed coaching skills in their daily practice i.e. with professional growth conversations, in meetings and professional conversations. Interweave school systems and coaching practices to progress specific school initiatives i.e. development of Assessment for Learning practices across the 	<ul style="list-style-type: none"> Coaching and leadership training sessions scheduled at regular intervals throughout the year Integration of coaching practice into the PGC practice 	<ul style="list-style-type: none"> Documentation of PLD sessions PGC goal documentation
	Reasons for any differences between target and outcome	Where to next?
	<ul style="list-style-type: none"> Progress made on this goal To fully achieve this goal further time and practice opportunities are required. 	<ul style="list-style-type: none"> Continued PLD and implementation of coaching practices throughout the PGC process

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school.		
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Annual Target/Goal:			
<p>11. Base School Develop educational provision at Base School (including Cultural Narrative) . <i>NELP Priorities: 1, 3, 5, 6</i></p>			
Actions	What did we achieve?	Evidence	
<p>NEW BASE SCHOOL, SHIRLEY</p> <ul style="list-style-type: none"> Continue to work alongside relevant parties (Design Team, MoE, etc.) to create a fit for purpose design and construction for the new Base School (Pre-lim Design Phase, Developed Design Phase, Detailed Design Phase, FF&E) Prepare for transition to new site including: <ul style="list-style-type: none"> regular communications with School Community, review and development of vision and values, rebranding (development of school imagery), the inclusion of cultural narrative (working with Ngai Tūāhuriri), whakawhanaungatanga with co-located schools, support for ākongā with transition (as necessary), <p>ONGOING PROPERTY PROJECTS</p> <ul style="list-style-type: none"> Continue to liaise and work with relevant parties to ensure satellite property provision is functional and fit-for-purpose 	<p>New School: (Shirley)</p> <ul style="list-style-type: none"> Completed the new Base School design phase including giving effect to the cultural narrative. Developed vision and values as part of the new strategic plan. Communication with kura community. <p>Ongoing Property Projects:</p> <ul style="list-style-type: none"> Incidental property requirements that have arisen have been addressed. Development of Tētēkura completed and is now occupied. <ul style="list-style-type: none"> Ongoing defects being addressed. 	<p>New School: (Shirley)</p> <ul style="list-style-type: none"> Base school building plans 2024-25 Strategic Plan Newsletters <p>Ongoing Property Projects:</p> <ul style="list-style-type: none"> School documentation and communication Plans, documentation and communication 	
		Reasons for any differences between target and outcome	Where to next?
		<p>New School: (Shirley)</p> <ul style="list-style-type: none"> Project continues <p>Ongoing Property Projects:</p> <ul style="list-style-type: none"> Goal achieved 	<p>New School: (Shirley)</p> <ul style="list-style-type: none"> Moving to build process <p>Ongoing Property Projects:</p> <ul style="list-style-type: none"> Continue to address any issues as they arise

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Evaluation and analysis of students' progress and achievement

In 2023 student achievement targets were set for different cohorts of students. These targets were set as the areas of learning for each group as it was identified as the most important area of focus for improvement. Below are tables that show the level of progress made in each cohort of students.

Annual Target for Literacy Junior and Seniors:

At least 90% of students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale Te Ahu Scale of Achievement in their individual literacy goal in communication.

At least 90% of students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale Te Ahu Scale of Achievement in their individual literacy goal in communication.

Annual Target: Literacy End of Year Analysis – Junior and Senior School Goals

	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior	0	0.00%	0	0.00%	17	19.32%	71	80.68%
Seniors	0	0.00%	0	0.00%	9	23.08%	30	76.92%
Total	0	0.00%	0	0.00%	26	20.47%	101	79.53%

Percentage of Juniors who have made significant progress or have achieved their goal - 100%

Percentage of Seniors who have made significant progress or have achieved their goal - 100%

Percentage overall who have made significant progress or have achieved their goal - 100%

Annual Target for Literacy for Māori and Pasifika Junior and Seniors:

Maori and Pasifika students in years 0 to 10 will make significant progress or achieve their goal on the Ferndale Te Ahu Scale of Achievement at an equal or greater percentage than their peers in their individual literacy goal in communication (as per Student Target 1 for 2023).

MMaori and Pasifika students in years 11 to 13+ will make significant progress or achieve their goal on the Ferndale Te Ahu Scale of Achievement at an equal or greater percentage than their peers in their individual literacy goal in communication (as per Student Target 2 for 2023).

Annual Target: Literacy End of Year Analysis – Junior Ethnicity

Juniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior Total	0	0.00%	0	0.00%	17	19.32%	71	80.68%
Māori	0	0.00%	0	0.00%	8	24.24%	25	75.76%

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Pasifika	0	0.00%	0	0.00%	0	0.00%	5	100.00%
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Percentage of Juniors who have made significant progress or have achieved their goal - 100%

Percentage of Junior Māori students who have made significant progress or have achieved their goal - 100%

Percentage of Junior Pasifika students who have made have achieved their goal - 100%

Annual Target: Literacy End of Year Analysis – Senior Ethnicity

Seniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Senior Total	0	0.00%	0	0.00%	9	23.08%	30	76.92%
Māori	0	0.00%	0	0.00%	2	22.22%	7	77.78%
Pasifika	0	0.00%	0	0.00%	1	25.00%	3	75.00%

Percentage of Seniors who have made significant progress or have achieved their goal - 100%

Percentage of Senior Māori students who have made significant progress or have achieved their goal - 100%

Percentage of Senior Pasifika students who have made significant progress or have achieved their goal - 100%

REFLECTION

In 2021 we raised each Student Achievement Target to either students making significant progress or achieving their goal and Maori and Pasifika students to achieve at an equal or greater percentage. These higher targets for junior and senior students have been continued for both 2022 and 2023. For the first time all students have either made significant progress or have achieved their Annual Target Literacy Goals.

Literacy Student Achievement Targets - Junior Students

The Literacy SAT data shows that 100% of junior students have made significant progress in their literacy goals or have achieved their goal. The results for junior students in literacy goals is higher than the target set of at least 90% of this cohort of students making significant progress or achieving their goal.

All junior Māori students and Pasifika students have made significant progress or have achieved their literacy goals; this means they have attained the same criteria as their peers. While the same criteria has been met of note is that 100% of junior Pasifika students achieved their Literacy goal. With junior Māori students (33 students) 75.76% achieved their goal compared to the junior total (88 students) of achievement of 80.68%. This is an area that can be a focus for 2024.

Literacy Student Achievement Targets - Senior Students

The Literacy SAT data shows that 100% of senior students have made significant progress or achieved their literacy goal. The results for senior students in literacy goals is higher than the target set of at least 90% of this cohort of students making significant progress or achieving their goal.

100% of senior Māori students and senior Pasifika students have made significant progress or have achieved their literacy goals; this means they have attained the same criteria as their peers. There were marginal differences between the ethnic groups in goal achievement. 77.78% of Senior Māori students (9 students) achieved their Literacy goal in comparison to the senior total (39 students) percentage of achievement of 76.92% while 75% of senior Pasifika students (4 students) achieved their Literacy goal.

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Annual Target: Life Skills Goal Analysis – Junior and Senior School Goals

Annual Target for Life Skills Goals Junior and Seniors:

At least 90% of students in years 0 to 10 will make significant progress or achieve their IEP life skills goal on the Ferndale Te Ahu Scale of Achievement.

At least 90% of students in years 11 to 13+ will make significant progress or achieve their ITP life skills goal on the Ferndale Te Ahu Scale of Achievement.

Annual Target: Life Skills Goal End of Year Analysis – Junior and Senior School Goals

	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior	0	0.00%	0	0.00%	23	26.14%	65	73.86%
Seniors	0	0.00%	0	0.00%	11	28.21%	28	71.79%
Total	0	0.00%	0	0.00%	34	26.77%	93	73.23%

Percentage of Juniors who have made significant progress or have achieved their goal - 100%

Percentage of Seniors who have made significant progress or have achieved their goal - 100%

Percentage overall who have made significant progress or have achieved their goal - 100%

Annual Target: Life Skills Goal Analysis – By Ethnicity

Annual Target Life Skills Goals - Ethnicity - Junior and Seniors:

Maori and Pasifika students in years 0 to 10 will make significant progress or achieve their IEP life skill goal on the Ferndale Te Ahu Scale of Achievement at an equal or greater percentage than their peers.(as per Student Target 5 for 2023).

Maori and Pasifika students in years 11 to 13+ will make significant progress or achieve their ITP life skill goal on the Ferndale Te Ahu Scale of Achievement at an equal or greater percentage than their peers (as per Student Target 6 for 2023).

Annual Target: Life Skills Goal End of Year Analysis – Junior Ethnicity

Juniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%

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Junior Total	0	0.00%	0	0.00%	23	26.14%	65	73.86%
Junior Maori	0	0.00%	0	0.00%	9	27.27%	24	72.73%
Jnr Pasifika	0	0.00%	0	0.00%	2	40.00%	3	60.00%

Percentage of Juniors who have made significant progress or have achieved their goal - 100%

Percentage of Junior Maori students who have made significant progress or have achieved their goal - 100%

Percentage of Junior Pasifika students who have made significant progress or have achieved their goal - 100%

Annual Target: Life Skills Goal End of Year Analysis – Senior Ethnicity

Seniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Senior Total	0	0.00%	0	0.00%	11	28.21%	28	71.79%
SNR Maori	0	0.00%	0	0.00%	4	44.44%	5	55.56%
SNR Pasifika	0	0.00%	0	0.00%	1	25.00%	3	75.00%

Percentage of Seniors who have made significant progress or have achieved their goal - 100%

Percentage of Senior Maori students who have made significant progress or have achieved their goal - 100%

Percentage of Senior Pasifika students who have made significant progress or have achieved their goal - 100%

REFLECTION

In 2023 we set an Annual Target for Life Skills Goals for each student. The target set was in line with percentages set for the Annual Target for Literacy Goals. All students have either made significant progress or have achieved their Annual Target Life Skills Goals.

Life Skills Student Achievement Targets - Junior Students

The Life Skills SAT data shows that 100% of junior students have made significant progress in their Life Skills goals or have achieved their goal. The results for junior students in Life Skills goals is higher than the target set of at least 90% of this cohort of students making significant progress or achieving their goal.

All junior Māori students and Pasifika students have made significant progress or have achieved their literacy goals; this means they have attained the same criteria as their peers. While the same criteria has been met there are differences in percentages in achievement of goals within the ethnic groupings. The total number of juniors (88 students) who achieved their goal was 73.86%. For junior Māori students (33 students) the percentage achieving their goal was 72.73% which was slightly lower than their peers. For junior Pasifika students (5 students) only 60% achieved their goal. This is an area that can be a focus for 2024.

Life Skills Student Achievement Targets - Senior Students

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The Life Skills SAT data shows that 100% of senior students have made significant progress or achieved their Life Skills goal. The results for senior students in life skills is higher than the target set of at least 90% of this cohort of students making significant progress or achieving their goal.

100% of senior Māori students and senior Pasifika students have made significant progress or have achieved their Life Skills goals; this means they have attained the same criteria as their peers. While the same criteria has been met there are differences in percentages in achievement of goals within the ethnic senior groupings. The total number of seniors (39 students) who achieved their goal was 71.79%. The percentage for achievement of goals for Senior Pasifika students (4 students) was 75%. However for senior Māori students (9 students) the percentage achieving their goal was 55.56%. This is an area that can be a focus for 2024.

2023 IEP/ITP/GLP End of Year Analysis – Junior and Senior School Goals

	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior	0.00%	0	0.00%	0.00%	55	20.84%	209	79.16%
Seniors	0.00%	0	0.00%	0.00%	31	26.5%	86	73.5%
Total	0.00%	0	0.00%	0.00%	86	22.57%	295	77.43%

Percentage of Juniors who have made significant progress or have achieved their IEP goal - 100%

Percentage of Seniors who have made significant progress or have achieved their ITP/GLP goal - 100%

Percentage overall who have made significant progress or have achieved their IEP/ITP/GLP goal - 100%

2023 IEP/ITP/GLP End of Year Analysis – Junior Ethnicity

Juniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior Total	0.00%	0	0.00%	0.00%	55	20.84%	209	79.16%
Jnr Māori	0.00%	0	0.00%	0.00%	25	25.25%	74	74.75%
Jnr Pasifika	0.00%	0	0.00%	0.00%	2	13.33%	13	86.66%

Percentage of Juniors who have made significant progress or have achieved their IEP goal - 100%

Percentage of Junior Māori students who have made significant progress or have achieved their IEP goal - 100%

Percentage of Junior Pasifika students who have made significant progress or have achieved their IEP goal - 100%

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2023 IEP/ITP/GLP End of Year Analysis – Senior Ethnicity

Seniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Senior Total	0.00%	0	0.00%	0.00%	31	26.5%	86	73.5%
Māori	0.00%	0	0.00%	0.00%	9	33.33%	18	66.67%
Pasifika	0.00%	0	0.00%	0.00%	3	25%	9	75%

Percentage of Seniors who have made significant progress or have achieved their ITP/GLP goal - 100%

Percentage of Senior Māori students who have made significant progress or have achieved their ITP/GLP goal - 100%

Percentage of Senior Pasifika students who have made significant progress or have achieved their ITP/GLP goal - 100%

Reflection

The results show that all Ferndale Te Ahu students have made significant progress or have achieved their IEP/ITP/GLP goals. While all students showed they made significant progress or achieved their IEP/ITP/GLP goals, when looking at the results for achievement of goals, there are differences in the level of achievement with the ethnic groups identified. Junior Māori students are marginally below their peers with 74.75% achieving their goal in comparison to the junior total of 79.16% while 66.67% of Senior Māori students (27 students) achieved their ITP/GLP goals compared to the senior total (117 students) of 73.5%. Both junior Pasifika and senior Pasifika have higher rates of achievement of their IEP/ITP/GLP goals than the junior and senior totals.

2023 Literacy End of Year Analysis – Junior and Senior School Goals

	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior	0	0.00%	0	0.00%	15	17.05%	73	82.95%
Seniors	0	0.00%	1	2.56%	11	28.21%	27	69.23%
Total	0	0.00%	1	0.79%	26	20.47%	100	78.74%

Percentage of Juniors who have made significant progress or have achieved their Literacy goal - 100%

Percentage of Seniors who have made significant progress or have achieved their Literacy goal - 97.44%

Percentage overall who have made significant progress or have achieved their Literacy goal - 99.21%

2023 Literacy End of Year Analysis – Junior Ethnicity

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Juniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior Total	0	0.00%	0	0.00%	15	17.05%	73	82.95%
Jnr Māori	0	0.00%	0	0.00%	3	9.09%	30	90.91%
Jnr Pasifika	0	0.00%	0	0.00%	2	40.00%	3	60.00%

Percentage of Juniors who have made significant progress or have achieved their Literacy goal- 100%

Percentage of Junior Māori students who have made significant progress or have achieved their Literacy goal - 100%

Percentage of Junior Pasifika students who have made significant progress or have achieved their Literacy goal - 100%

2023 Literacy End of Year Analysis – Senior Ethnicity

Seniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Senior Total	0	0.00%	1	2.56%	11	28.21%	27	69.23%
Māori	0	0.00%	0	0.00%	5	55.56%	4	44.44%
Pasifika	0	0.00%	0	0.00%	0	0.00%	4	100.00%

Percentage of Seniors who have made significant progress or have achieved their Literacy goal - 97.44%

Percentage of Senior Māori students who have made significant progress or have achieved their Literacy goal- 100%

Percentage of Senior Pasifika students who have achieved their Literacy goal - 100%

Literacy Reflection

The End of Year Literacy results show that students in the main have made excellent progress in their individual Literacy goal.

Junior

100% of junior students have made significant progress or have achieved their Literacy goal. This means that 100% of junior Māori students have made significant progress or have achieved their Literacy goal and 100% of junior Pasifika students have made significant progress or achieved their goal. While our number of junior Pasifika is low with 5 students in total in this group it is worth noting that only 60% of junior Pasifika students achieved their goal in comparison to the junior total (88 students) of 82.95% achieving their goal. This is an area of development for 2024.

Senior

97.44% of senior students have made significant progress or achieved their Literacy goal. 100% of senior Māori students have made significant progress or achieved their Literacy goal and 100% of senior Pasifika students have achieved their Literacy goal. For the one senior student who has begun to make progress with their Literacy goal they have done well with the first part of the goal but have not been as willing to engage with the second part of their goal. What is also worth noting is that only 44.44% of senior Māori students (9 students) achieved their literacy goal in comparison to the senior total (38 students) of 69.23%. This is an area of development for 2024.

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2023 Maths End of Year Analysis – Junior and Senior School Goals

	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior	0	0.00%	7	8.05%	28	32.18%	52	59.77%
Seniors	0	0.00%	1	2.56%	9	23.08%	29	74.36%
Total	0	0.00%	8	6.35%	37	29.37%	81	64.29%

Percentage of Juniors who have made significant progress or have achieved their Maths goal - 91.95%

Percentage of Seniors who have made significant progress or have achieved their Maths goal - 97.44%

Percentage overall who have made significant progress or have achieved their Maths goal - 93.66%

2023 Maths End of Year Analysis – Junior Ethnicity

Juniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Junior Total	0	0.00%	7	8.05%	28	32.18%	52	59.77%
Jnr Māori	0	0.00%	2	6.06%	12	36.36%	19	57.58%
Jnr Pasifika	0	0.00%	1	20.00%	1	20.00%	3	60.00%

Percentage of Juniors who have made significant progress or have achieved their Maths goal - 91.95%

Percentage of Junior Māori students who have made significant progress or have achieved their Maths goal - 93.94%

Percentage of Junior Pasifika students who have made significant progress or have achieved their Maths goal - 80%

2023 Maths End of Year Analysis – Senior Ethnicity

Seniors	No Progress made		Beginning to show progress		Developing towards The goal		Goal has been achieved	
	No.	%	No.	%	No.	%	No.	%
Senior Total	0	0.00%	1	2.56%	9	23.08%	29	74.36%
Māori	0	0.00%	1	11.11%	4	44.44%	4	44.44%
Pasifika	0	0.00%	0	0.00%	0	0.00%	4	100.00%

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Percentage of Seniors who have made significant progress or have achieved their Maths goal - 97.44%

Percentage of Senior Māori students who have made significant progress or have achieved their Maths goal - 88.88%

Percentage of Senior Pasifika students who have achieved their Maths goal - 100%

Maths Reflection

The End of Year Maths results show that students in the main have made excellent progress in their individual Maths goals

Junior

91.95% of junior students have made significant progress or have achieved their Maths goal. 93.94% of junior Māori students have made significant progress or have achieved their Literacy goal and 80% of junior Pasifika students have made significant progress or achieved their goal. For the junior students who are beginning to make progress for the majority of these students this has been due to sickness. Of the four students who are European/Pakeha/or another ethnicity all four students have had time off for significant illnesses. For the two junior Māori students one had significant time away for illness and one student missed a number of sessions due to absence from school. The junior Pasifika student also had time away from school due to sickness. Please note that despite being unwell or absent all of these students still made some progress. What is also worth noting is there are only marginal differences in the number of student who have achieved their Maths goal with a junior total of 59.77%, a junior Māori total of 57.58% and a junior Pasifika total of 60%

Senior

97.44% of senior students have made significant progress or achieved their Maths goal. 88.88% of senior Māori students have made significant progress or achieved their Maths goal and 100% of senior Pasifika students have achieved their Maths goal. With the senior Māori student who has begun to make progress this is due to being absent or late for maths sessions. What is also worth noting is there is a marked difference in the number of senior Māori students who achieved their goal with a percentage of 44.44% (9 students) compared to the senior total of 74.36% (38 students). This is an area for further development in 2024.

Overall Reflection

The results show that all students made either progress, significant progress or achieved their individual goals in Literacy, Maths, Life Skills and in their IEP/ITP/GLP goals for 2023. Each year we work on the nature and quality of our goals supporting teachers to construct goals that can be achieved in a one year time frame.

Other factors that have helped us achieve our targets include:

- Greater involvement of students in the discussion to identify their individual learning goals
- The development and implementation of the Collaborative Therapy Model which includes;
 - Therapist involvement in developing IEP/ITP/GLP goals with teachers and whānau
 - Therapists being based in classrooms to support IEP/ITP/GLP programmes.
 - Combined therapist/teacher meetings to plan and discuss individual student IEP/ITP/GLP programmes
 - Therapist assessment at the end of each year which contributes to the setting of IEP/ITP/GLP goals
- Spread of IEP/ITP/GLP meetings over four days – to help ensure parents can access the meetings and that Therapists can attend.
- Staff PLD - 'Assessment for Learning' and 'Coaching Leadership'
- Alignment of the IEP/ITP/GLP template with Assessment for Learning integrating learning intentions, success criteria and the why.
- CP Meetings dedicated to discussing students who were not achieving at the expected level throughout the year
- Further embedding of TEACCH to help develop programmes to meet students goals
- Purchase and creation of targeted resources

Overall these results show that we are on the right track towards establishing individual goals that are set at the correct level for our students.

Next Steps

The data collected shows really pleasing results however there are still areas that require further focus and these are as follows:

- Ensuring accurate data is collected through

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- Careful messaging to staff
- Ongoing focus on students who are not meeting expectations in learning through CP meetings and Therapist and Teacher meetings
- Further work to unpack perimeters of categorisation on the Ferndale Scale of Achievement.
- Further work and PLD on how we can teach in more culturally responsive ways to support both our Māori, Pasifika ākonga and our ākonga from other ethnicities in their learning
- Continued opportunities for students to engage in the discussion to identify their individual learning goals.
- Continued implementation of the Collaborative Therapy Model with therapists working within classrooms and with teachers to support IEP/ITP/GLP programs
- Continued focus on embedding Assessment for Learning practices
- Continued dedicated meetings focused on students who are not achieving at the expected level
- Induction for new staff on goal writing and tracking of student progress
- Continued targeted purchase and making of new resources
- Strengthening of communication around learning goals with whānau.
- Continue to develop our approach to support ākonga and whānau with student absences.

Other Curriculum Areas

Over 2023 our students experienced learning in a range of curriculum areas including, social sciences - Aotearoa NZ Histories, science, the arts, health and physical education, technology, digital technology, languages (NZ Sign language and Te Reo Māori) as well as other topics within our school curriculum including life skills, leisure skills and belonging and participating in their community. Data shows that the majority of students made progress in all areas.

How we have given effect to Te Tiriti o Waitangi

At Ferndale Te Ahu we give effect to Te Tiriti o Waitangi in a number of ways. We hold core values at the centre of what we do; ako, wānanga, manaakitanga, whanaungatanga and tangata whenuatanga. We do this in a number of ways including; through our engagement with whānau at the beginning of 2023 to determine the most important learning goals based on a student's individual learning needs, our ongoing relationships and communication with our whānau, culturally locating our students, their our teaching and learning programs for students and whānau and through the development of Te Reo Māori and tikanga practices across our kura.

We have continued with our focus throughout the year to upskill staff and students in basic Te Reo Māori through weekly Toonly - Te Reo Māori at Ferndale Te Ahu. In 2023 there was a focus on reviewing past learning of greetings, farewells, asking how someone how they are and responses, positive words of praise, words of exclamation. The new learning that took place in 2023 in Te Reo Māori was seasons and weather. Alongside this there was a focus through the weekly videos of learning more about tikanga and putting these practices in place. This year we developed our school booklet of karakia that we use at appropriate times including, starting the school day, at the beginning and end of meetings and prior to eating food.

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At Ferndale Te Ahu we prioritise our Māori learners and focus on our Māori learners attaining the same or a higher level than their peers. We track learning achievements and use this information to inform the progress we are making with this.

This year every student focused on learning about Aotearoa New Zealand histories. The focus was on voyages and they experienced this through the stories of Kupe. Teachers used a range of teaching approaches to make this relevant for each student including drama, stories, sensory stories, art and experiential learning. For most students this was an introduction to Aotearoa NZ History with each student experiencing the learning in a way that suited them best. Evaluations showed that some students did gain some understanding while others were immersed in an experience that enabled them to experience this learning.

In 2023 a number of students developed their mihimihi. Some students were able to do this through words, or on their AAC app others created a visual mihimihi. These were shared within their classes. Alongside our students undertaking this learning staff also explored and practised their own mihimihi.

To continue to support our staff developing their understanding and to make connections with our local iwi a number of staff have attended the Tuahiwi Education Course. This has deepened many staff's understanding.

We identify that we can build on the developments made throughout 2023. We will continue to deepen our understanding and practices to honour Te Tiriti o Waitangi and this will be an ongoing focus in 2024.