

OUR LADY OF KAPITI SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024



Principal:	Viv Conroy
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OUR LADY OF KAPITI SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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OUR LADY OF KAPITI SCHOOL

Statement of Responsibility

For the year ended 31 December 2024

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

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

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

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

Sanele Chadwick

Full Name of Presiding Member

[Signature]

Signature of Presiding Member

28/5/2025

Date:

Sose Annandale

Full Name of Principal

[Signature]

Signature of Principal

28/5/25.

Date:

OUR LADY OF KAPITI SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	1,981,942	1,871,658	1,858,205
Locally Raised Funds	3	88,847	12,000	45,128
Interest		15,731	10,000	14,854
Use of Land and Buildings Integrated		514,584	450,000	236,114
Total Revenue		2,601,104	2,343,658	2,154,301
Expenses				
Locally Raised Funds	3	41,313	50,400	52,096
Learning Resources	4	1,667,174	1,610,935	1,572,283
Administration	5	208,934	168,000	150,436
Interest		688	-	356
Property	6	660,758	594,800	383,971
Total Expense		2,578,868	2,424,135	2,159,142
Net Surplus/(Deficit) for the Year		22,236	(80,477)	(4,841)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		22,236	(80,477)	(4,841)

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

OUR LADY OF KAPITI SCHOOL

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Balance at 1 January 2024	463,025	443,097	421,749
Total comprehensive revenue and expense for the year	22,236	(80,477)	(4,841)
Contributions from / (Distributions to) the Ministry of Education Contribution - Furniture and Equipment Grant	107,559	29,000	46,117
Equity at 31 December 2024	592,820	391,620	463,025
Accumulated comprehensive revenue and expense	592,820	391,620	463,025
Equity at 31 December 2024	592,820	391,620	463,025

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.

OUR LADY OF KAPITI SCHOOL

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	539,718	402,420	473,477
Accounts Receivable	8	133,015	100,000	108,059
GST Receivable		10,888	6,200	5,268
Prepayments		10,477	6,500	4,510
		694,098	515,120	591,314
Current Liabilities				
Accounts Payable	10	169,118	145,000	149,274
Revenue Received in Advance	11	-	2,000	2,627
Provision for Cyclical Maintenance	12	-	52,500	61,250
Finance Lease Liability	13	2,743	3,000	4,646
		171,861	202,500	217,797
Working Capital Surplus/(Deficit)		522,238	312,620	373,517
Non-current Assets				
Property, Plant and Equipment	9	130,923	81,500	94,861
		130,923	81,500	94,861
Non-current Liabilities				
Provision for Cyclical Maintenance	12	57,730	-	-
Finance Lease Liability	13	2,611	2,500	5,353
		60,341	2,500	5,353
Net Assets		592,820	391,620	463,025
Equity		592,820	391,620	463,025

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

OUR LADY OF KAPITI SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		570,786	521,658	596,959
Locally Raised Funds		86,772	(86,000)	39,563
Goods and Services Tax (net)		(5,620)	(3,691)	2,699
Payments to Employees		(355,199)	(352,935)	(368,602)
Payments to Suppliers		(287,684)	(57,300)	(238,695)
Interest Paid		(688)	-	(356)
Interest Received		15,731	10,000	14,854
Net cash from / (to) the Operating Activities		24,098	31,732	46,422
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(60,770)	(39,131)	(26,080)
Net cash (to) / from the Investing Activities		(60,770)	(39,131)	(26,080)
Cash flows from Financing Activities				
Furniture and Equipment Grant		107,559	29,000	46,117
Finance Lease Payments		(4,645)	500	(3,528)
Net cash (to) / from Financing Activities		102,914	29,500	42,589
Net increase/(decrease) in cash and cash equivalents		66,241	22,101	62,931
Cash and cash equivalents at the beginning of the year	7	473,477	380,319	410,546
Cash and cash equivalents at the end of the year	7	539,718	402,420	473,477

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

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

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 9.

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Cyclical maintenance

A school recognises its obligation to maintain the Proprietor's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 12.

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 17b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the 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.

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

OUR LADY OF KAPITI SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2024

1. Statement of Accounting Policies

i) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	8 - 17 years
Information and communication technology	5 - 12 years
Equipment	5 - 12 years
Leased assets	Term of Lease
Library resources	12.5% Diminishing value
Playground	4 - 17 years

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

j) Impairment of Property, Plant, and Equipment and Intangible Assets

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

Non cash generating assets

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

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

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

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

m) Revenue Received in Advance

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

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

n) Shared Funds

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

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

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

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

p) Financial Instruments

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

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

q) 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.

r) Budget Figures

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

s) 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.

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	566,109	521,058	547,596
Teachers' Salaries Grants	1,411,156	1,350,000	1,269,246
Other government grants	4,677	600	41,363
	<u>1,981,942</u>	<u>1,871,658</u>	<u>1,858,205</u>

3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Fees for Extra Curricular Activities	17,561	5,500	10,816
Donations & Bequests	62,803	6,000	16,252
Fundraising & Community Grants	6,782	500	15,197
Other revenue	1,631	-	1,728
Trading	70	-	1,135
	<u>88,847</u>	<u>12,000</u>	<u>45,128</u>
Expenses			
Extra Curricular Activities Costs	39,775	50,400	29,365
Fundraising and Community Grant Costs	1,340	-	21,429
Trading	198	-	1,302
	<u>41,313</u>	<u>50,400</u>	<u>52,096</u>
<i>Surplus for the year Locally raised funds</i>	<u>47,534</u>	<u>(38,400)</u>	<u>(6,968)</u>

4. Learning Resources

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	10,545	9,600	10,298
Employee Benefits - Salaries	1,578,483	1,524,435	1,502,119
Equipment Repairs	3,130	15,000	5,625
Information and Communication Technology	16,470	18,500	13,962
Library Resources	1,056	600	1,342
Staff Development	32,782	16,800	15,185
Depreciation	24,709	26,000	23,752
	<u>1,667,174</u>	<u>1,610,935</u>	<u>1,572,283</u>

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

5. Administration

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	14,179	7,000	2,983
Board of Trustees Expenses	13,247	5,700	8,916
Board of Trustees Fees	4,140	4,000	4,015
Communication	5,399	4,000	3,655
Consumables	12,294	11,200	10,027
Employee Benefits - Salaries	137,036	113,500	97,312
Insurance	3,719	5,650	5,118
Operating Lease	2,288	4,000	1,671
Other	14,005	8,950	14,615
Service Providers, Contractors and Consultancy	2,626	4,000	2,124
	<u>208,934</u>	<u>168,000</u>	<u>150,436</u>

6. Property

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,919	10,000	10,342
Consultancy and Contract Services	42,517	45,000	41,298
Cyclical Maintenance Provision	(3,520)	8,750	8,750
Employee Benefits - Salaries	47,626	40,000	40,148
Grounds	3,240	3,000	2,941
Heat, Light and Water	17,267	15,850	14,677
Rates	4,080	3,800	3,627
Repairs and Maintenance	24,516	16,800	22,073
Security	530	1,600	4,001
Use of Land and Buildings	514,584	450,000	236,114
	<u>660,758</u>	<u>594,800</u>	<u>383,971</u>

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

7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Account	38,331	-	10,796
Savings Account	485,271	402,420	411,930
Fundraising Account	16,116	-	50,751
	<u>539,718</u>	<u>402,420</u>	<u>473,477</u>

Net cash and cash equivalents

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	200	100,000	200
Receivables from the Ministry of Education	-	-	552
Teacher Salaries Grant Receivable	132,815	-	107,307
	<u>133,015</u>	<u>100,000</u>	<u>108,059</u>
Receivables from Exchange Transactions	200	100,000	200
Receivables from Non-Exchange Transactions	132,815	-	107,859
	<u>133,015</u>	<u>100,000</u>	<u>108,059</u>

9. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	-	3,227	-	-	(27)	3,200
Equipment	29,695	7,348	-	-	(6,258)	30,785
Furniture and Fittings	15,356	29,291	-	-	(3,230)	41,417
Information Technology	20,232	1,310	-	-	(8,561)	12,981
Leased Assets	9,597	-	-	-	(4,665)	4,932
Library Resources	5,260	653	-	-	(664)	5,249
Playground Equipment	14,721	18,943	-	-	(1,305)	32,359
Balance at 31 December 2024	<u>94,861</u>	<u>60,772</u>	<u>-</u>	<u>-</u>	<u>(24,710)</u>	<u>130,923</u>

The net carrying value of equipment held under a finance lease is \$4,932 (2023: \$9,597).

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Emergency Equipment	1,192	(1,192)	-	1,192	(1,192)	-
Building Improvements	3,227	(27)	3,200	-	-	-
Equipment	95,653	(64,868)	30,785	88,304	(58,609)	29,695
Furniture and Fittings	107,750	(66,333)	41,417	78,460	(63,104)	15,356
Information Technology	119,201	(106,220)	12,981	117,891	(97,659)	20,232
Leased Assets	48,948	(44,016)	4,932	48,948	(39,351)	9,597
Library Resources	30,777	(25,528)	5,249	30,123	(24,863)	5,260
Playground Equipment	36,309	(3,951)	32,359	17,366	(2,645)	14,721
Balance at 31 December	<u>443,058</u>	<u>(312,135)</u>	<u>130,923</u>	<u>382,284</u>	<u>(287,423)</u>	<u>94,861</u>

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

10. Accounts Payable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Creditors	14,700	145,000	20,082
Accruals	17,902	-	19,408
Employee Entitlements - salaries	132,815	-	107,307
Employee Entitlements - leave accrual	3,701	-	2,477
	<u>169,118</u>	<u>145,000</u>	<u>149,274</u>
Payables for Exchange Transactions	165,417	145,000	146,797
Payables for Non-exchange Transactions - Other	3,701	-	2,477
	<u>169,118</u>	<u>145,000</u>	<u>149,274</u>

The carrying value of payables approximates their fair value.

11. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	2,627
Other	-	2,000	-
	<u>-</u>	<u>2,000</u>	<u>2,627</u>

12. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	61,250	61,250	52,500
Increase to the Provision During the Year	(3,520)	8,750	8,750
Adjustment to the Provision	-	(17,500)	-
Provision at the End of the Year	<u>57,730</u>	<u>52,500</u>	<u>61,250</u>
Cyclical Maintenance - Current	-	52,500	61,250
Cyclical Maintenance - Non current	57,730	-	-
	<u>57,730</u>	<u>52,500</u>	<u>61,250</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2028. This plan is based on the schools 10 Year Property plan.

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

13. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	3,112	3,600	5,334
Later than One Year and no Later than Five Years	2,747	2,900	5,858
Future Finance Charges	(505)	(1,000)	(1,193)
	<u>5,354</u>	<u>5,500</u>	<u>9,999</u>
Represented by			
Finance lease liability - Current	2,743	3,000	4,646
Finance lease liability - Non current	2,611	2,500	5,353
	<u>5,354</u>	<u>5,500</u>	<u>9,999</u>

14. 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.

The Proprietor of the School (Archbishop of Wellington) is a related party of the Board because the Proprietor appoints representatives to the Board, giving the Proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred have been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during the current year is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

15. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,140	4,015
<i>Leadership Team</i>		
Remuneration	156,154	150,867
Full-time equivalent members	1	1
Total key management personnel remuneration	160,294	154,882

There are 14 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has 3 members on the Finance and Property committee, which meet monthly. 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.

Principals

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	3	1
110 - 120	2	2
	5	3

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

OUR LADY OF KAPITI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

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

17. Commitments

(a) Capital Commitments

As at 31 December 2024 the Board had not entered into any contract agreements for capital works.
(Capital commitments at 31 December 2023: nil)

(b) Operating Commitments

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

18. Financial Instruments

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	539,718	402,420	473,477
Receivables	133,015	100,000	108,059
Total Financial Assets Measured at Amortised Cost	672,733	502,420	581,536
Financial liabilities measured at amortised cost			
Payables	169,118	145,000	149,274
Finance Leases	5,354	5,500	9,999
Total Financial Liabilities Measured at Amortised Cost	174,472	150,500	159,273

19. Events After Balance Date

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

20. Comparatives

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

OUR LADY OF KAPITI SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Isabel Carberry	Proprietor's Rep	Re-appointed Sept 2022	February 2024
Viv Conroy	Principal	Appointed July 2018	
Michelle Hedge	Staff Rep	Elected April 2023	September 2025
Sanele Chadwick	Parent Rep	Elected September 2022	September 2025
Lyndsey Gibson	Parent Rep	Elected September 2022	September 2025
Gregory Dobson	Parent Rep	Re-elected Sept 2022	September 2025
Michael Macauley	Proprietor's Rep	Re-appointed Sept 2022	August 2024
Geoffrey Ness	Proprietor's Rep	Appointed November 2022	March 2024
Nicole O'Grady	Parent Rep	Elected September 2022	September 2025
Ryan Teahan	Parent Rep	Elected September 2022	September 2025
Fr Raymond Soriano	Proprietor's Rep	Appointed March 2024	
Lilian Singson	Proprietor's Rep	Appointed March 2024	
Nicola Green	Proprietor's Rep	Appointed June 2024	
Kate Bertham	Minute Secretary		

OUR LADY OF KAPITI SCHOOL

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

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

During 2024 we received \$3,853 (2023: \$3,813) Kiwisport funding to:

- increase the number of school-aged children participating in organised sport.
- increase the availability and accessibility of sport opportunities for all school-aged children.
- support children in developing skills that will enable them to participate effectively in sport.

Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Our Lady of Kapiti School Board:

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



Statement of Variance Reporting

School Name:	Our Lady of Kāpiti School	School Number:	3017
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Strategic Aim:	Growing Our Learners Raising student achievement for all children using effective assessment and teaching practice.
Annual Aim:	To identify targeted teaching actions that raise achievement in Writing in our Year 5-8 cohort groups
Target:	In our 2023 data we had 32% of the school working below or well below for their year level in Writing Out of our ethnicities group: 39% of our Pasifika students are working below and well below for their age, closely followed by NZ European with 34% and Asian students with 33%. We also saw the same trend with more boys working below or well below in Writing.
Baseline Data:	In Writing: Senior Yr 7/8 Target Group = 19 Children All children working below their achievement level in Writing Girls - 5 = Year 7, 3 = Year 8 Boys - 6 = Year 7, 5 = Year 8 11 - NZ European, 3 - NZ Māori, 3 - Pasifika, 1 Indian, 1 Other European 1 student has High Health Needs, 1 student has behaviour support, 1 student has ongoing Learning Support

Tātarianga raraunga



Middle Yr 5-6 Target Group = 20 children

All children working below their achievement level in Writing

Girls - 3 = Year 5, 3 = Year 6

Boys - 5 = Year 5, 9 = Year 6

12 - NZ European, 2 - NZ Māori, 3 - Pasifika, 1 African Origins, 2 Asian

1 student with Audio Sensory and Speech, 1 ESOL/ELL, 1 student with ongoing Learning Support

Strategic Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Specific Actions:</p> <p>Interest-based writing</p> <p>Spelling and Vocab focus</p> <p>Confidence building</p> <p>Small group with learning support</p> <p>In class - Learning Support</p> <p>Staff PLD on Effective Practice in Writing</p> <p>Individual goals with Deliberate Acts of Teaching</p> <p>Student ownership of their learning</p> <p>Spelling schoolwide programme and Structured Literacy taking effect</p> <p>Introduction of The Code</p> <p>Clear student goals and focus</p> <p>Introduction of daily 10 minute Handwriting lessons to help with Writing Fluency</p>	<p>We had 19 Year 7 & 8 students that we targeted.</p> <ul style="list-style-type: none"> 1 student left during the year so from the 18 remaining students: 14 students (78%) had accelerated success now working at their year level. 3 students (17%) made sufficient progress within their level. 1 student made insufficient success and dropped to well below their age group. <p>We had 20 Year 5 & 6 students that we targeted</p> <ul style="list-style-type: none"> 16 students (84%) had accelerated success now working at their year level. 2 students (11%) made sufficient progress within their level. 1 students made insufficient success and dropped to well below their age group. 	<p>In the Year 7 & 8 targets, one child moved 4 levels, which is a huge achievement. 4 children moved three levels, 9 moved two levels and 3 moved one level.</p> <p>In the Year 5 & 6 targets, 6 of the 19 accelerated students shifted three steps, 10 students shifted two levels and 2 shifted one level.</p> <p>These are great shifts within a school year.</p> <p>This comes down to the individual teachers, their classroom programmes, targeted teaching, positive reinforcement, goal setting, and deliberate acts of teaching to hook in the writers. This group of students has individually been tracked each year providing them with extra support from inside and outside the school. Most of these students have found learning hard and have been targets since starting school.</p> <p>As one of our focuses was around boys writing we had all but one target, make sufficient or accelerated shifts.</p>	<p>We will continue to plan for small group writing, interest-based, and build confidence in the basics (Handwriting, Spelling, Vocabulary) which will help with the fluency needed to write.</p> <p>We will continue to track students who are working below and well below their age level and use any resources that are available to us i.e. Teacher Assistants and outside agencies.</p> <p>Continuing to expand and embed Structured Literacy will also help and support the students.</p> <p>Continue to reinforce 1 hour a day Writing focus for exclusive teaching and teacher modelling time in the mornings.</p> <p>Writing will continue to be integrated into other subjects as well.</p> <p>Employment of another teacher aide to support targeted learning in the mornings.</p>

Tātaritanga rāraunga

Planning for next year.

The Board has allocated extra funding in our 2024 budget. This money has allowed us to employ a new Teacher Assistant who will be working in the Senior school to support the classroom teacher and to take small groups.

The school is following the Government initiative of an hour of Reading, Writing, and Maths. We have used this opportunity to provide a major focus on our core subjects in the mornings and have moved extra-curricular and topic work in the afternoons. Our school is focusing on the basics, which include Handwriting for 10 minutes a day, daily Spelling using a schoolwide programme, embedding Structured Literacy, and looking at ways to move this through the school.

- Review and adjust the Assessment Timetable. Make sure that all tests are administered consistently, and the results are moderated within a team. Ensure that the data is collected and inputted into our School Management System regularly throughout the year with the Senior Leadership/Leader of Student Achievement to monitor this.
- Staff to participate in Professional Development with a private facilitator focusing on Effective Practice in Writing, Spelling, and Handwriting.
- Co-planning within Syndicates.
- Observations of practice through our GOT - Growing Our Team programme.
- Resources to be bought to help support programmes.
- RTLB referrals for group support through staff professional development to empower our teachers to be able to continue to support our target students in Literacy and Maths.
- Professional conversations to continue in Staff and Team Meetings to share ideas, knowledge, and resources.
- Target Pupil Plans to be streamlined. All target students have goals, notes, and deliberate acts of teaching for individuals and groups. Goals are to be regularly updated to provide deliberate acts of teaching for the individuals/groups.
- Target Students highlighted in planning to help focus on the needs of the students.
- Continue to monitor Target Student subgroups created from Year 3 and above in Reading, Writing, and Maths. This is so it is easier to track, analyse data, and report back to the Board on their progress.
- Children have access to online resources/programmes to support their learning.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OUR LADY OF KAPITI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Our Lady of Kapiti (the School). The Auditor-General has appointed me, Pam Thompson, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024 and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 28 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board 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 required to prepare an annual report which includes the annual financial statements and the audit report, as well as a Statement of Variance, a Report on how the School has given effect to Te Tiriti o Waitangi, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its financial statements.

The other information obtained at the date of our audit report includes copies of the Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

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.

A handwritten signature in black ink that reads "Pam Thompson".

Pam Thompson
for Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand

Our Lady of Kāpiti School

Te Kura o Te Whaea Tapu o Kāpiti



Planning and Reporting - OLOK School Annual Implementation Plan



2025

Our Lady of Kāpiti School is a co-educational state-integrated Roman Catholic primary school providing an education based on our Catholic Special Character for children from Year 1 to Year 8.

Our School Vision

A family-focused school community nurturing learners through Catholic faith

Our Mission Statement

Empowering learners through education and faith

Our Core Values/Virtues - *Our school values have been created by staff, students, and the school community. The values embody who we are by embracing our Special Character, actions, and expectations.*

F	A	I	T	H
Fun (Rekareka)	Aroha	Integrity (Ngākau pono)	Togetherness (Whanaungatanga)	Hospitality (Manaakitanga)
Joy, Sense of Humour, Laughter, Enjoyment	Love, Respect, Kindness, Caring, and showing Empathy for Others,	Honesty, Manners, Compassion, Justice, Fairness, Virtues	Unity, Collaboration, Cooperation, Inclusive, Spiritual, Friendship, Sharing of Ideas/ Knowledge	Welcoming, Friendly, Service to the School, Kind hearted, Helpful

Inclusion and Equity - At Our Lady of Kāpiti we accept differences and value people as individuals. The strictest confidentiality will be adhered to in accordance with the Privacy Act 2020. We aim to cater for the needs of all children regardless of gender, ethnicity, culture, physical, social, and academic abilities.

Biculturalism - We respect the unique position of Māori as tangata whenua of New Zealand and Te Reo Māori as an official New Zealand language, in accordance with our commitment to the Te Tiriti o Waitangi. We currently foster Māori tikanga and te reo through:

- Utilising our internal specialist teacher to support our staff in teaching Te Reo Māori to teachers and students
- Planning programmes and instruction in Tikanga Māori
- Integrating Māori through curriculum areas where appropriate, using resources in the curriculum (especially inquiry, reading, maths, science, social studies, art, music, dance, and PE) that recognise New Zealand's bicultural heritage
- Plan visits to marae, local hui, and cultural centres, and building a closer relationship with our local iwi
- Whole school kapa haka, with opportunities to learn and show leadership through karanga, whaikorero, and poi in a performance group
- Inclusion of a whole school haka is performed as part of our Welcome Assembly to our new students, families, and staff
- Organising Matariki celebrations each year
- Singing waiata in assembly, school masses, and classroom music time
- Students learn their own mihi /pepeha
- Students learning prayers and karakia in Māori
- Identifying and monitoring our Māori students achievement
- Having signage and displays around the school
- Foster relationships with our Māori families through a community hui
- Senior students to have weekly Te Reo lessons with our Māori Language unit holder
- By honouring Te Tiriti o Waitangi our Māori learners can respond to their faith journey in their cultural context

Cultural Diversity - New Zealand is a linguistically and culturally diverse nation and students need to acquire knowledge, skills, and attitudes that equip them for life in a multicultural world. Teaching cultural diversity at Our Lady of Kāpiti School involves helping students understand and respect diverse viewpoints, values, customs, and languages. We celebrate New Zealand's growing cultural diversity and ensure that all students feel culturally safe and valued. Cultural diversity is a valuable resource for 21st-century learning. We value a variety of cultures, for example, by:

- Integrating cultural perspectives through curriculum areas across all levels where appropriate
- Embracing and sharing of cultures within our school through language, activities & events
- Students learning prayers and songs in other languages
- Collect, analyse, and track data on our largest ethnicity groups: Māori & Pasifika



Growing our Faith

Strengthen our Special Character to grow our personal and collective Catholic faith.

We will give our ākonga opportunities to use our FAITH values through their actions and support their Spiritual journey

Growing our Learners

Equip our learners with the skills and attributes to achieve their highest success

We will give our ākonga targeted classroom programmes to raise their achievement in all areas

Growing our School

Be an inclusive school with a caring, safe environment

We will give our ākonga enriched, supported and creative working environments so they have a sense of belonging

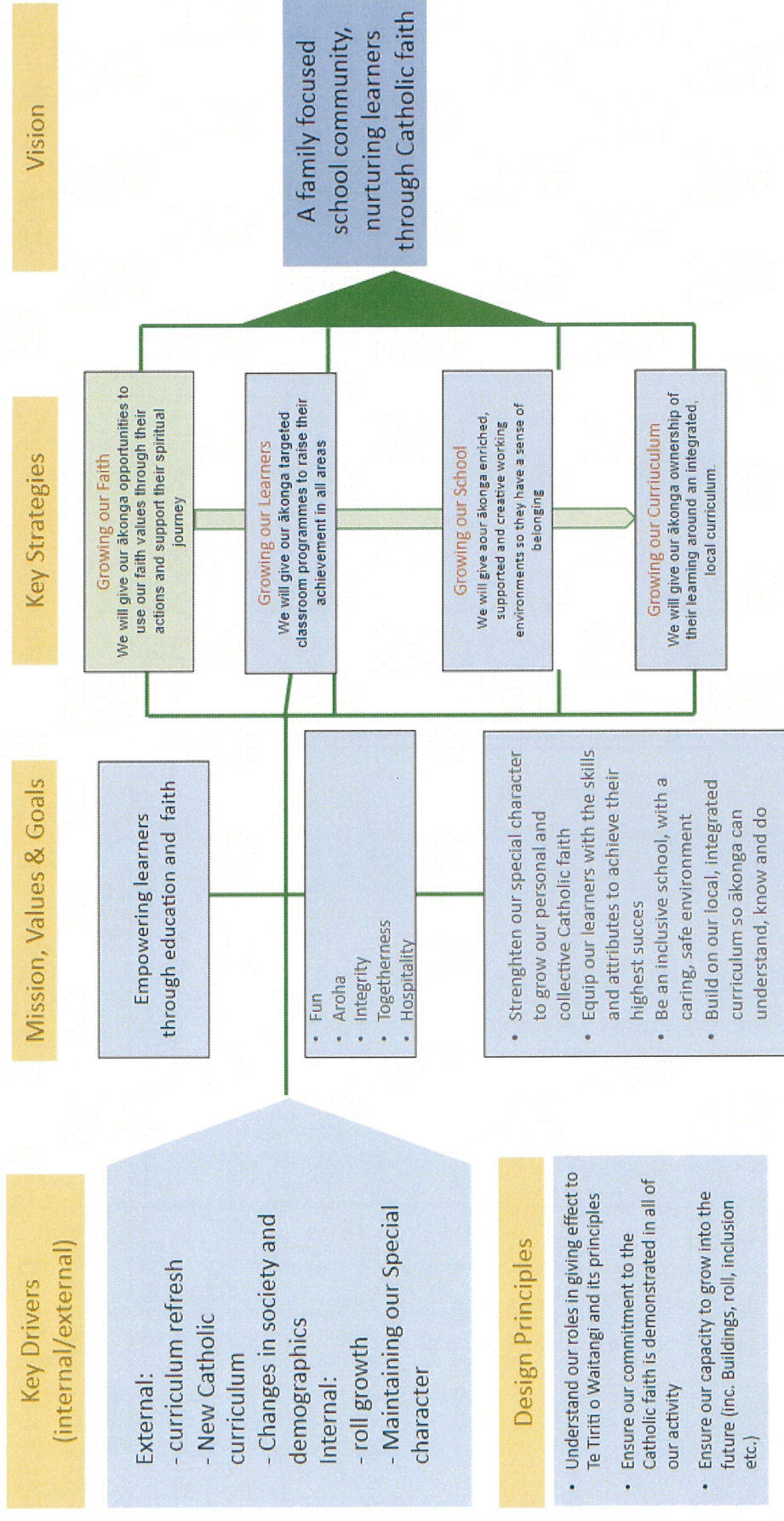
Growing our Curriculum

Build on our local integrated curriculum so ākonga can Understand, Know and Do

We will give our ākonga ownership of their learning around an integrated local curriculum

Our Lady of Kāpiti School - Strategic Plan 2024-2025

Our Lady of Kāpiti School – Strategic Direction 2024-7



STRATEGIC GOALS 2025

<p><i>Growing our Faith</i> <i>Barrier Free ficeew</i></p>	<p><i>Growing our Learners</i> <i>Learners at the Centre</i></p>	<p><i>Growing Our School</i> <i>Quality Teaching and Leadership</i></p>	<p><i>Growing our Curriculum</i> <i>Barrier Free ficeew/Learners at the Centre</i></p>
<p>Strengthen our Special Character so we can grow our personal and collective Catholic faith</p>	<p>Equip our learners with the skills and attributes to achieve their highest success</p>	<p>Be an inclusive school with a caring, safe environment</p>	<p>Build on our local integrated curriculum so ākonga can Understand, Know, and Do</p>
<p>2025</p> <ul style="list-style-type: none"> We will continue to use the feedback from the ADW Review team to develop our school's Special Character We will continue to support our staff through ongoing RE professional development and mentoring to develop their practice around using Tō Tātou Whakapono - Our Faith curriculum We will give our ākonga different opportunities to use our FAITH values through their actions, to support their Spiritual Journey, and commit to the principles of protection, partnership, and participation in Aotearoa today 	<p>2025</p> <ul style="list-style-type: none"> We will create programmes to cater better for the needs of our tamariki through assessment, analysis, and moderation and, ensure the achievement of equitable outcomes for Māori students We will continue to have targeted teaching actions that raise achievement in Numeracy and Literacy We will continue to develop our staff's pedagogical knowledge and practice through observation, professional conversations, and development courses 	<p>2025</p> <ul style="list-style-type: none"> We will continue to work collaboratively across the school and share skills and practices by finding ways to utilise our flexible learning spaces to create enriched working environments for all our tamariki. We will collect and listen to the voice of our school community on learning, cultural responsibility, and our environment as we work together under our united vision. We will continue to ensure that our plans, policies, and local curriculum reflect our Special Character, local tikanga Māori, mātauranga Māori, and te ao Māori 	<p>2025</p> <ul style="list-style-type: none"> We will review throughout the year how we integrate the new Religious Education planning to work within our Local Curriculum and Tō Tātou Whakapono We will review how our students take ownership of their own learning and how they share this with others Our teachers will start to implement the revised NZ Curriculums and and continue to honour Te Tiriti o Waitangi so our Māori learners are able to respond to their faith journey in their cultural context

2025 Annual Implementation Plan

Strategic Goal 1 - Growing our Faith - Barrier Free Access (NELP Objective 2)

To continue to create, maintain and strengthen our Special Character so we can grow our personal and collective Catholic faith						
Objective	Actions	Resources	Responsibility	Expected Impact	How will we measure success?	Actual Impact/outcomes
1. We will continue to use the feedback from the ADW Review team to develop our school's Special Character	To continue to follow our internal evaluation process defining one area in which we will focus on for this year. Collect data and use the information gathered and share with the community The Board of Trustees will continue to review our Catholic Special Character	RE Catholic Statement RE Statement Principal Report DRS Summary	Principal Proprietors/ Board DRS Staff Principal DRS BOT Proprietors Reps	To put into action the set goals around one of the four dimensions of Catholic Special Character and our chosen focus area Through regular proprietors meetings as well as DRS & Principal Reports the Board is kept well informed and will be able to support the staff with the Special Character of the school	Review the Catholic Statement annual goals in Term 4 around our chosen dimension. Termly Proprietor Reps' meetings Proprietor Annual Report	
2. We will continue to support our staff through ongoing RE professional development and mentoring to develop their practice around using Tō Tātou Whakapono - Our Faith curriculum	Continue to have an allocated RE PD slot at our staff/team meetings Create time for reflection through Staff retreats/prayer time To adapt our new Religious Education Curriculum planning and integrate this within the concepts of the New Zealand Curriculum	Faith Alive Our Faith new resources Websites Staff ADW Tō Tātou Whakapono Catholic Social Teaching Principles NZ Curriculum refresh	DRS Principal Tagged Teachers DRS Principal Tagged Teachers	Sharing knowledge & resources. Preparing for feast days Prior knowledge before starting teaching Time for reflection and growth in our own spirituality For the children to share their classroom learning with friends and family To enrich our classroom environments with the student's work in RE Curriculum/Values/Charism/Themes	Number of RE Accreditation hours per staff member Yes/No measure	

	Continue to participate in ADW Koreo Meetings as well as attending the ADW RE Curriculum development meetings	ADW Outside Facilitator	Principal Proprietors/ Board DRS Staff	To try to incorporate RE themes throughout every part of the school day		
	New staff to work through the papers for Foundation Level and complete the "Teachers New to Catholic Schools" course			Connection with staff from other local Catholic schools Discussing programmes and practice Personal growth around their own spirituality Start to use Tō Tātou Whakapono - Our Faith resource, when they become available After workshops staff share knowledge and practice learnt from PLD	Number of ADW Koreo meetings held All relevant new staff have completed Foundation Level papers and New Teachers courses. All relevant staff to have completed Kupenga RE certification	
Objective	Actions	Resources	Responsibility	Expected impact	How will we measure success?	Actual Impact/outcomes
3. We will give our ākonga different opportunities to use our FAITH values through their actions, to support their Spiritual journey, and commit to the principles of protection, partnership, and participation in Aotearoa today.	Give our ākonga opportunities to express their personal and collective faith through the use of student-led classroom prayer sessions, school Liturgies, and Special Character events.	FaithAlive Our Faith new resources Prayer resources Tagged Teachers	DRS Classroom Teachers Tagged Teacher mentors Fr Raymond	To continue to immerse our students in a Faith based environment giving them opportunities to grow and learn in their personal Spiritual journey in a variety of ways	Number of students awarded the Special Character badge. Number of students awarded a Principal's Pencil in recognition of FAITH values in action Number of Merit Certificates awarded for showing FAITH values.	
	Facilitate opportunities for older students to develop relationships with younger ones, to model a Catholic Christian way of life for them.	Students RE/Prayer resources Staff	DRS Classroom Teachers	To continue to plan and monitor ways for the Senior students to be role models to the younger students using their Catholic faith and our values	Buddy classes Fortnightly Student Council meetings include how the views of all students are incorporated into any Student Council decisions.	
	Provide opportunities to encounter God through reading of Scripture, different forms of personal prayer at home and school,	Students Whānau Classroom Teachers	DRS Tagged Teachers Liturgy Group	To continue to plan opportunities for our students to encounter God in a variety of ways and to work	Number of school masses and liturgies Number of students involved in school mass activities	

	as well as through Liturgies and Masses	Prayer Kete	Fr Raymond	on sharing this at home with whānau	Number of students involved in sacramental programme Number of students involved in Faith Club Number of students involved in Young Vinnies	
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Strategic Goal 2 - Growing our Learners - Learners at the centre (NELP Objective 1)						
To equip our learners with the skills and attributes to achieve success						
Objective	Actions	Resources	Responsibility	Expected Impact	How will we measure success?	Actual impact/outcome

1. We will create programmes to cater better for the needs of our tamariki through assessment, analysis, and moderation and, ensure the achievement of equitable outcomes for Māori students	Continue to build teacher knowledge of assessment, to have consistency when administering a variety of assessment tools that can be used to gather data	New MOE Assessment JAM, PAT, eastTLE Writing, STAR, Running Records, Learning Progression Framework Moderation Introduce LOMAS	Principal Team Leaders Classroom Teachers	Clear school-wide assessment schedule Moderation within teams/across syndicates To provide PLD around assessment tools from eastTLE, NZCER, MOE To provide classroom facilitator and staff knowledge programmes that cater for the needs of all our learners Tracking our Māori learners, their achievement and the provision of culturally responsive programmes	Analysis of school wide data including Cohort, Gender and Target Students is shared with staff and Board twice a year. Tracking our data on Māori and Priority Learners throughout the year shows positive shifts in their attainment levels.	
2. We will continue to have targeted teaching actions that raise achievement in Numeracy and Literacy	Regular staff meetings on moderation, Learning Progressions, robust and valid OTJ Judgements	Staff Learning Progressions eastTLE rubric Schoolwide data	Principal Team Leaders PLD facilitator	To continue to have strong, regular learning conversations about our students	Weekly staff/team meetings are held with a standing agenda item on this matter. Schoolwide data analysis demonstrates a positive shift to greater alignment of OTJ judgements across the staff twice a year.	
	Review and share overall clean data with staff and Board of Trustees	Hero NZCER eastTLE	Principal SLT	To be able to monitor and track different groups or cohorts of students across the year and share their progress throughout the year. Separate data for Target Students to watch progress and shifts.	Schoolwide data analysis is completed and shared with the Student Achievement Committee then with the Board twice a year for further discussion.	
	Tracking the progress of Priority & Targeted learners regularly on Google Docs and discuss practices	Staff IEP's Mini IEP's	Team Leaders Classroom Teachers	To have in-depth professional conversations about students learning and progress with support from colleagues To build a strong home/school relationship to support our Targeted learners To provide Learning Support in classrooms	Termly data analysis collected by staff shows positive shifts in attainment levels for our Priority and Targeted learners. Termly data analysis by staff is used to refocus learning priority areas for students that	

					To continue to create subgroups of Target children to help with tracking their progress over time			are not meeting or improving learning attainment levels. Data analysis is reported outlining progress areas, areas for re-focus, planning and next steps which are presented to the staff and Board for discussion twice a year.	
				SLT Staff	To continue to implement one hour a day of Reading, Writing, and Maths into our timetables	Principal Team Leaders Classroom teachers		An hour of Reading, Writing and Maths is taught every day across the school.	
3. We will continue to develop our staff's pedagogical knowledge and practice through observation, professional conversations, and development courses				MOE Te Puna Reo Māori	Participate in PLD in Literacy & Numeracy as well as any NZ Curriculum refresh workshops Te Puna Reo Māori programme	Principal Team Leaders Classroom teachers		Every staff member has an up to date PLD record of courses undertaken, compulsory and voluntary as evidenced in their GOT docs and updated with the Principal on a 6 month basis. Number of facilitated classroom observations undertaken as evidenced by each teacher's individual PLD record	
				Outside agencies PLD Facilitator	Using staff GOT goals - look for PLD opportunities to grow knowledge	Principal Team Leaders Staff		Three PLD goals identified by each teacher as evidenced by each teacher's individual PLD record. This is reviewed and updated every 6 months in discussion with the Principal.	

Strategic Goal 3 - Growing Our School - Quality Teaching and Leadership (NELP Objective 3)

Actively work together to be an inclusive school in a caring, safe environment					
Objective	Actions	Resources	Responsibility	Expected impact	How will we measure success?
1. We will continue to work	Teams to continue to plan classroom programmes together	Planning templates Google Docs	Team Leaders Classroom Teachers	To work together to plan and share strengths, ideas, and resources. To build	Visible in the minutes of the Team meetings that are specifically focused on

collaboratively across the school and share skills and practices by finding ways to utilise our flexible learning spaces to create enriched working environments for all our tamariki.	and collaborative activities between classrooms and syndicates Teams curriculum rotations			connections between classes and utilise each other's strengths to benefit the learners	<i>Structured Literacy in Yr 0 - 3 and our PLD in spelling, handwriting and writing in Yr 4-8. Evident in our full staff termly planning meetings.</i>	
	Share successes or learning concerns as part of Team meetings Support our PCTs and new staff	Staff Student evidence	Team Leaders Classroom Teachers	To continue to build depth through professional discussions about learning and utilise the support of colleagues Support our PCT's regularly through mentorship and collegial discussion	<i>Set agenda item within weekly Staff/Team meetings Focused discussions are had termly around data, classroom management and professional growth and are minuted.</i>	
	To continue to develop and start to embed our Curriculum Document together	Staff Google Drive	Principal Team Leaders Classroom teachers	To have consistent expectations of practice throughout the school and to help with the induction of new staff members.	<i>By the end of 2025 we will be able to review our Literacy and Numeracy Curriculum phases with the staff and adopt any changes that are needed to have more impact on our students.</i>	
2. We will collect and listen to the voice of our school community on learning, cultural responsibility, and our environment as we work together under our united vision.	To actively consult with our various parent groups to build a partnership between home/school through a hui, meet and greet, cultural events and student learning	Parents/ Whānau Iwi Elders from the parish Community groups	Principal Māori Unit Holder Classroom Teachers Board	To engage our community by sharing and celebrating our children's cultures and being responsive to the needs of our students	<i>The Communication and Engagement Committee on the Board will develop a communication and engagement plan by the end of Term 1 2025 Regular updates from the Board through our newsletters, Hero and Class Dojo. Weekly school newsletter includes a calendar of events and updates relevant to whānau. At least twice a year the school will be open for school whānau, with Board attendance to give opportunities for whānau to provide feedback. This is then</i>	

							shared with whānau via the newsletter. A Cultural event is held once every year.	
	To collect student voice around their learning, well being and the school environment	Google Survey Shared Google Docs Students	Principal Staff Board Student Council	To use the information collected from the students to help guide our decision making, adapt programmes to the needs of our ākonga and their learning environment.	Years 4- 8 participate in the NZCER Wellbeing Survey. Data will be collected, analysed and shared with staff and whānau. Analysis of data is used to guide future changes to programmes and are meeting the needs of our ākonga. Student Council meetings gather voice fortnightly.			
3. We will continue to ensure that our plans, policies, and local curriculum reflect our Special Character, local tikanga Māori, mātauranga Māori, and te ao Māori	To develop our awareness and ensure that all school documentation is culturally responsive with an overview of our Special Character	School docs Strategic Direction OLOK Māori Education Plan	Board Principal SLT	To be aware of the growing ethnicity groups in our school and make connections with our families	All staff members have an understanding of Te Tiriti o Waitangi and show evidence of the effect that it is having in classrooms through their professional GOT document which is discussed with the Principal every 6 months.			
	To build a stronger relationship with our local iwi, Parish kaumatua and our Māori families	School and Local Community Te Puna Reo Māori	Principal Māori unit holder Staff	To build a stronger partnership between whānau, Kura and iwi To have regular Te Reo PLD at our staff meetings For staff to use the knowledge that they have been learning through Te Puna Reo Māori and use this daily in the classroom To ensure that Te Māori, tikanga Māori, and mātauranga Māori is part of the classroom programmes	Staff members will utilise membership of the Southern Kahui Ako group to build relationships with the local iwi and knowledge of the area. This is shared back through Staff/Team meetings. Completion of Te Puna Reo Māori modules The school will invite the local kāumatua and iwi elders to important school events.			

					The OLOK Kapa haka performance group will participate in Takiri o te Ata in November.	
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Strategic Goal 4 - Growing our Curriculum - Barrier Free Access (NELP Objective 2)

Continue to build our local integrated curriculum so ākonga can Understand, Know and Do						
Objective	Actions	Resources	Responsibility	Expected Impact	How will we measure success?	Actual Impact/ outcomes
1. We will review throughout the	Continue to develop a local curriculum that integrates our NZ	ADW support Staff OLOK Curriculum	Principal Staff	To make sure that the students have coverage across all curriculums and that it is responsive to the	Staff members will undertake workshops and training made available under the Curriculum	

year how we integrate the new Religious Education planning to work within our Local Curriculum and Tō Tātou Whakapono	Curriculum refresh and Tō Tātou Whakapono	Tracking Sheet MOE Curriculum Refresh Kahui Ako		children's needs with cultural context	refresh as they become available. Staff to participate in Curriculum refresh and Kahui Ako workshops throughout the year	
2. We will review how our students take ownership of their own learning and how they share this with others	Children and teachers set goals for their learning Plan ways in which children can share their learning to a buddy, group, class, school or family	Structured Literacy NZ Curriculum i.e. Passion projects Google Classroom Class Dojo	Principal Team Leaders Classroom Teachers Classroom Teachers	To give the students ownership of their learning, support and celebrate achieving their goals as well as working through their next steps To provide opportunities for students to share their learning with others at parent interviews, Class Dojo, open evenings, digital media, at assemblies or home	Each ākonga has learning goals in Writing which are set and updated with the teacher. Excellence and Merit assemblies take place each term Students and teachers use Class Dojo to share and celebrate their learning. Student work is displayed in each classroom and open days are used to provide opportunity for students to share their learning with whānau.	
3. Our teachers will start to implement the revised NZ Curriculums and and continue to honour Te Tiriti	To review the implementation of the Curriculum refresh starting with Maths	TKI Curriculum Refresh Maths PLD Kahui Ako	Principal SLT Classroom teachers Within School Leaders SL Lead	Staff to attend PLD workshops on the Curriculum refresh workshops, if these are available Staff, continue to attend Maths PLD to link up with the local schools and colleges	Evidence of professional conversations will be documented in weekly Staff/Team minutes. Staff members will have completed curriculum refresh workshops as they become available.	

o Waitangi so our Māori learners are able to respond to their faith journey in their cultural context				Staff to continue PLD in Structured Literacy through facilitator or Senior Lead. Staff to embed their learning into their classroom programmes	<i>The number of meetings with the PLD facilitator take place each year.</i>	
	To start to teach the new RE Curriculum - Tō Tātou Whakapono - as a school using one overall theme each term.	RE Curriculum ADW PLD	Principal DRS Classroom Teachers ADW Facilitators WSL	Staff to continue to attend Curriculum PLD and share back with colleagues if applicable Staff to use the new resources in their RE programmes when they come available	<i>Teachers will have undertaken explicit professional development on the revised curriculum. This is included in their GOT docs.</i>	
	To continue to embed the Structured Literacy programme in Years 0-3 and to introduce in the Year 4-6 area	Little Language Learners books PLD facilitator Structured Literacy Unit Holder	Nagle Classroom teachers SLT	To continue to collect data through our SMS so that we can track the progress of the students in Years 0-3.	<i>The Structured Literacy Unit holder will hold an annual open evening on Structured Literacy for our whānau. Termly data analysis will show a positive shift in attainment levels. This is reported to the Board in Term 4.</i>	



Our Lady of Kāpiti School Target Goals for 2025		
<p>School Strategic Learning Goal:</p> <p>Growing Our Learners</p> <p><i>Raising student achievement for all children using effective assessment and teaching practice.</i></p>	<p>School Annual Learning Target:</p> <p>To identify targeted teaching actions that raise achievement in Mathematics using the revised curriculum</p>	
<p>Baseline data and Target (Dept. or Syndicate etc)</p> <p>Senior Yr 7/8 Phase 3 Target Group = 11 Children</p> <p>All children working below their achievement level in Mathematics</p> <p>Girls - 5 = Year 7, 1 = Year 8</p> <p>Boys - 3 = Year 7, 2 = Year 8</p> <p>6 - NZ European, 0 - NZ Māori, 2 - Pasifika, 2 - Asian, 1 - Filipino</p> <p>1 student has ongoing Learning Support, 1 student who is ELL</p> <p>Middle Yr 5 Phase 2 Maths Target Group = 15 children</p> <p>All children working below their achievement level in Mathematics</p> <p>Girls - 9 = Year 5</p> <p>Boys - 6 = Year 5</p> <p>7 - NZ European, 2 - NZ Māori, 2 - Pasifika, 1 African Origins, 2 Indian, 1 Filipino</p> <p>2 students with ongoing Learning Support, 2 students who are ELL</p> <p>Junior Yr 3 Phase 1 Maths Target Group = 15 children</p> <p>All children working below their achievement level in Mathematics</p> <p>Girls - 8 = Year 5</p> <p>Boys - 7 = Year 5</p>		

8 - NZ European, 3 - NZ Māori, 0 - Pasifika, 3 Filipino, 1 Australian

1 student with High Health needs, 3 students who are ELL

Specific Actions:

- | | |
|---|--|
| <ul style="list-style-type: none">● <i>Target Groups with TA</i>● <i>Confidence building</i>● <i>In class - Learning Support</i>● <i>Individual goals with Deliberate Acts of Teaching</i> | <ul style="list-style-type: none">● <i>Basic Facts focus</i>● <i>Small group with learning support</i>● <i>Staff PLD on Effective Practice in Mathematics</i>● <i>Student ownership of their learning</i> |
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Key Improvement Strategies

- Ensure that all assessments are administered consistently and the results are moderated within a team. Regular collection of data is inputted into our School Management System.
- Staff participate in Professional Development with our Ministry of Education around the revised Maths Curriculum
- Co-planning within Syndicates.
- Observations of practice through our GOT - Growing Our Team programme.
- Maths resources to be bought to help support programmes.
- RTLB referrals for group support to be made for our target students in Literacy.
- Professional conversations to continue in Staff and Team Meetings to share ideas, knowledge, and resources.
- Target Pupil Plans to continue with individual/group termly goals. Clear guidelines and expectations are given to make sure that these are updated and reviewed regularly throughout the year by Senior Leadership.
- Target Students highlighted in planning to help focus on the needs of the students.
- Using our newly revised Maths Planning Curriculum at Our Lady of Kāpiti School using the revised NZ Maths Curriculum.
- Children have access to online resources/programmes to support their learning.
- Board has funded an extra teacher assistant to allow extra support.
- 1 hour of Maths to be integrated into each school day.

Monitoring:

- Regular goal setting for targeted students on the classroom Target Pupil Plans. These are discussed at Team/Staff Meetings through professional conversations.
- Moderation of assessment for consistency.
- Observations and feedback session of teacher practise from peers and Senior Managers
- Analysis of data, discussion, and planning around the needs of the targeted students.

Resourcing:

- *RTLB Group and individual referrals, empowerment of teacher professional learning through RTLB facilitators*
- *Online resources*
- *MoE Workshops if and when available*
- *Equipment to continue to be purchased that could benefit our Maths programmes*
- *Staff to attend Teacher Professional Learning courses that become available throughout the year*

