



**Blockhouse Bay Primary School
Annual Report 2023**



We seek - We Strive - We Soar

Ka tae mai he manu pī, ka puta he manu rere

Arrive a fledgling, leave soaring

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Blockhouse Bay

Primary School

We Seek - We Strive - We Soar

Annual Summary from the Board

Tēnā koutou parents and caregivers,

As we move through 2024, the school's Annual Report provides an opportunity to reflect on what had been achieved last year. Blockhouse Bay School has seen a lot of positives this year, but also a lot of ongoing disruption.

In 2023, we endured non-stop classroom disruption in the school. We continued to feel the effects of the demolished Kōwhai block, with much of the senior playground, and field out of action while new classrooms were moved onto site, and then eventually installed on the field. We finally got the field back one year later!

This classroom juggling continued when later in the year Te Hapori block (previously rooms 12 to 15) had to be refurbished. Despite all this, the school staff and children have remained very resilient and continue to flourish.

Last year also saw our school community rally together behind our amazing FAB fundraisers to raise over \$120,000 to repair our school pool and replace the covers. This effort has been outstanding and is the sort of thing that really embodies the school community that we all know and love. Thankfully, parents continue to join our FAB group, and generate and deliver exciting new fundraising ideas.

Our tamariki were busy last year with many fascinating inquiries. The Science Fair for one was particularly enjoyable, showcasing how your children's inquisitive minds are exploring the world around them.

Your board, and senior leadership team have also been busy, adapting to the new curriculum and developing a new Strategic Plan for 2024 and 2025. Special thanks go to Neil and Liz and the senior leadership team for their tireless inputs to this plan.

The school leaders and teachers continue to find exciting curriculum opportunities for our students, in what is an increasingly constrained financial position. Your board will continue to deliver in the years ahead as we navigate working with the Ministry of Education for a long term solution on the subsidence, and minimising impacts from upcoming repairs to Te Whau.

For and on behalf of the Blockhouse Bay School Board of Trustees,
Ngā mihi nui,
Nick Dempsey
Board Presiding Member (Chairperson)

Statement of Variance against Targets

Context:

Assessment and Moderation

Due to frequent lockdowns and subsequent infrequent attendance at school for Blockhouse Bay (and Auckland) children, 2023 was the first year since 2019 that we have been able to follow robust assessment and moderation practices to inform Overall Teacher Judgements (OTJs) against Curriculum Expectations. Assessment of Writing is complex and to a large degree, subjective, which is why moderation is a key aspect of the assessment process. As the moderation was not able to be consistent over the last three years, we do not have strong confidence in the accuracy of results collected in 2020, 2021 and 2022. In addition to this, the complexities of teaching Writing requires more skills than we could not expect all parents to possess. Ongoing interruptions over 2020, 2021 and 2022 resulting in a lack of consistent practice and inconsistency of teaching methodology between home and school will have also contributed to a decline in the acquisition of writing skills which were more noticeable than in reading and mathematics.

In 2023, e-asTTle Writing was administered school-wide and moderation took place early in Term 2 and this supported mid-year OTJs. Throughout the second half of Term 3 and the first half of Term 4, each team regularly discussed a selection of children's writing to ensure consistency in assessment and to inform on-going teaching. Discussions also took place across teams and then, at the end of Term 4, whole school moderation also took place. This process gives us more confidence that the 2023 Overall Teacher Judgements are accurate.

While the commentary below does make comparisons between the end of 2022 and 2023 these conclusions should be considered with caution and the reason for this is explained below. It should be noted too that data in 2022 and 2023 reflects a decline from pre Covid achievement levels across all groups which reflects teacher observations in classes.

English Language Learners New to New Zealand

In 2023 68% of our learners were English Language Learners. It is also important to note that during 2022 and 2023 increased numbers of English Language Learners entered Blockhouse Bay Primary School. In 2023 92 ELLs joined our school and all but one were assessed at the Foundation level of the English Language Learning Progressions. Because of this, teachers have needed to adjust class programmes significantly. Some year levels received higher numbers of ELLs than others These include Year 1: 42 students (55%), Year 2: 15 students (17%) and Year 3: 19 students (20%).

Strategic Aim:	To work together to improve learning and teaching
Annual Aim:	1.1 To re-establish robust ongoing assessment and moderation that would provide accurate information about progress and achievement
Targets:	<p>Writing</p> <ol style="list-style-type: none"> To raise the percentage of students achieving within and beyond expectation to 70% <p>Reading</p> <ol style="list-style-type: none"> To raise the percentage of students achieving within and beyond expectation to 84%
Baseline Data:	<p>Writing</p> <ul style="list-style-type: none"> At the end of 2022, the percentage of students achieving within and beyond was 64% <p>Reading</p> <ul style="list-style-type: none"> At the end of 2022, the percentage of students achieving within and beyond expectation was 80%

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>Year level and Class data analysis was carried out initially by Senior Leaders and was then shared with teaching staff. Classroom programmes were then designed according to need using best practice. These are documented in Writing Guidelines at Blockhouse Bay School.</p> <p>Targeted Tier 2 intervention in small group withdrawal groups (Kupu Toa) took place throughout the year for identified Year 1 and 2 students.</p>	<p>Target 1 - Writing</p> <ul style="list-style-type: none"> The percentage of students achieving within and beyond was 66% (Up by 2%) which fell short of the 70% target. <p>Target 2 - Reading</p>	<p>ALL students results</p> <p>As discussed above, in 2023 we enrolled a significant number of new English Language Learners at all levels of the school.</p> <p>A large number of students entered in Years 1 (42 students 55%), Year 2 (15 students - 17%) and Year 3 (19 students - 20%). All but one student was at foundation level.</p> <p>These significant numbers of new ELL children at foundation levels, particularly at the Year 2, 3 and 4</p>	<p>What are we going to do?</p> <p>Data Analysis and Targets</p> <p>Year level and class data analysis will be carried out initially by Teaching Teams, facilitated by Team Leaders and then reviewed by Senior Leaders. Whole school targets and team targets will be set by each team and these will be revisited in each team meeting. Classroom programmes will then be designed according to need using best practice. These will be monitored and class programmes adjusted accordingly. Regular discussion in regards to these targets will take place at the Senior Leadership Team.</p> <p>Strengthen Assessment and Moderation</p>

Throughout the year we focussed on assessment, schoolwide moderation and ongoing team moderation to ensure accurate OTJs in both Reading and Writing. These were used for ongoing decision making, programme design and allocation of resources.

We reviewed the Assessment timetable to consider the most appropriate assessment tools, administration timeframes and data analysis at a team level. This included administering e-asTTle Writing early in Term 2. This was marked and moderated quickly and was used along with teacher observations to inform mid year Overall Teacher judgements and to inform teaching and learning by all staff.

We continued implementing the Structured Literacy programme (BSLA) to Year 1 & 2 students. We trained the remaining Year 1 & 2 teachers, meaning all the Year 1 & 2 teachers and half of the Year 3/4 teachers are now trained in BSLA.

We used a Collaborative Inquiry Team approach to explore structured Literacy in Years 3-6, resulting in this being introduced across these year groups.

We explored the refreshed Draft

- The percentage of students achieving within and beyond expectation was 76% (a decrease of 2%) which fell short of the 84% target.

levels impacted the overall student achievement percentages.

1. **Writing:** Year 2- 59%, Year 3- 55% and Year 4- 57%, within and beyond expectation compared Year 5- 66% and 6- 69%
2. **Reading:** Year 3- 76% and Year 4- 70%, within and beyond expectation compared Year 5- 79% and 6- 83%.

The Reading results were also impacted by the Year 1 results 50% within and beyond expectation which may reflect the inexperience of assessment interpretation regarding the implementation of BSLA as well as the judgement of when to move children from the the Phonics Plus (BSLA) Pathway to Colourwheel texts.

Students who started school at Blockhouse Bay

In contrast to the above results, students who started school at BHB, increased from 69% to 74% achieving within or beyond in Writing exceeding the target by 4%.

In Reading learning was sustained by students who started school at

- Continue robust Assessment and Moderation tools to ensure Data validity
- Review assessment tools to ensure they are fit for purpose and time efficient
- Consider and refine the assessment tools used for Year 1/2 in response to the BSLA training, realign these Support Year 1 & 2 teachers in assessment interpretation and moderation practices when making OTJs.
- Establish a Collaborative Inquiry Team to further implementation of Structured Literacy in Years 3-6.

Strengthen ELL Provision

- Implement actions identified by TALL. -Provide ongoing PLD for teachers for English Language Learners including new English Language Learning Progressions, ESOL strategies.
- Use our ESOL resourcing to provide in class support for ELL learners where they need support.
- Consider how to incorporate the English Language Learning Progressions in our Pathways
- TALL teacher to attend Curriculum Design days to ensure explicit planning of ESOL strategies for ELL Learners.
- Establish CITs to inquiry into ways to accelerate English Language Learners' learning.

Implement the Refreshed English Curriculum

- Implement the Refreshed English Curriculum when it becomes available. This will include further adjustment of Writing/Reading Pathways, Planning tools and Curriculum Expectations
- Continue to implement Better Start Literacy in all Year 1 & 2 classes. Implement Structured Literacy in Years 3-6.
- Establish CITs to inquiry into implementing Structured Literacy in Years 3-6.

Accelerate Identified Learners in Reading and

English Curriculum and redesigned our Reading Pathways (up to Gold) to align with the Draft English Curriculum. We introduced these to the school community through a series of Community meetings. Teachers commenced using these in class programmes. Our School Management System was also updated allowing reporting to parents to include this.

PLD in best practice took place for teaching English Language Learners. This included using the Writing English Language Learning Progressions.

We took part in the TALL (Team Approach to Language Learners) PLD. This increased our understanding of our current provision for English Language Learners, including opportunities for growth. It also upskilled a small group of teachers who then influenced others through a Collaborative Inquiry Team. We resourced one of the teachers in the Team to take part in the Term 2 3 and 4 Curriculum Design Days so that explicit ELL strategies were included in the planning for each term's inquiry.

BHB at 80% in 2022 to 81%. This was 3% less than the target.

In Writing and Reading there was no significant difference in achievement in the first three years of school for Year 1 and 2 between all students and those who started at Blockhouse Bay. This may indicate positive results regarding the implementation of BSLA particularly for ELL learners.

In Year 3- 6 the difference between all students and those new to BHB School widens. These children are largely ELL learners.:

1. **Year 3** 76% -All students, 82%- Students who started at BHB,
2. **Year 4** 70% -All students, 74%- Students who started at BHB,
3. **Year 5** 79% -All students, 90%- Students who started at BHB,
4. **Year 6** 83% -All students, 93%- Students who started at BHB.

Also significant was that 50% of Year 1 achieved within or above indicating a need to consider the accuracy of assessment and moderation and when to transition

Writing

- DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.
- Teachers to design programmes to accelerate identified Target students
- Provide targeted intervention programmes Kupu Toa for identified students
- Additional needs students to continue to receive in class support monitored by the Lead Teacher-Learning Support

from Phonics Plus texts to Colourwheel texts.

Interestingly, the gap closed slightly between female and male achievement data for those students who started at BHB. For females from 2022 - 2023 they went from 77% to 81% whereas the boys went from 59% to 65%

Planning for 2024:

1. Strengthen Data Analysis and Goal setting to provide ongoing focus and alignment of actions
2. Strengthen Assessment and Moderation to ensure accurate information for schoolwide decision making and teaching design
3. Strengthen English Language Learning Provision
4. Implement the Refreshed English Curriculum, including realignment of current tools
5. Accelerate Identified Learners in Reading and Writing

Evaluation of the school's students' progress and achievement

2021- 2023 Writing Curriculum Expectation Results, Analysis and Actions

Graphs: All graphs: Please note End of 2021 data is not accurate as teachers were unable to make accurate Overall Teacher Judgements due to the Covid response which included the August to October Lockdown and then school staggered attendance. In comparison we consider that the end of year 2023 data has been the result of robust assessment and moderation processes

Context:

What do we notice?	Actions
<p>2023 2023 is the first year since pre Covid that we have been able to follow robust assessment and moderation practices to inform Overall Teacher Judgements (OTJs) against Curriculum Expectations. A nationally normed tool, e-asTTle Writing was administered school wide and moderation took place early in Term 2. This supported Mid team OTJs. Throughout the second half of Term 3 and the first half of Term 4 each team regularly discussed a selection of children's writing to ensure consistency in assessment. Discussions also took place across teams. At the end of Term 4 whole school moderation also took place. This process gives us more confidence that the Overall Teacher Judgements are accurate.</p> <p>While the commentary below does make comparisons between the end of 2022 and 2023 these conclusions should be considered with caution and the reason for this is explained below.</p> <p>English Language Learners new to New Zealand In 2023 68% of our learners were English Language Learners. It is also important to note that during 2022 and 2023 increased numbers of English Language Learners (ELLs) entered Blockhouse Bay Primary School. In 2023 92 ELLs joined our school, all but 1 were assessed at the Foundation level of the English Language Learning Progressions. Teachers have needed to adjust class programmes significantly. Some year levels received high numbers of new ELLs. These include Year 1: 42 or 55% of all students, Year 2: 15 or 17% of all students and Year 3: 19 or 20% of all students.</p> <p>Comments on OTJs made in 2021 and 2022 When analysing this data it is immediately noticeable that the Mid 2021 data is very high (significantly higher than prior to the Covid response, when overall we achieved between 71 and 76% at or above expectation). This observation is evident across all groups including gender and year level. It is not likely given the context (effects of Covid) in which this data is collected that Writing achievement</p>	<p>Year level and Class data analysis: Team Leaders and Teachers. Class programmes designed according to need using best practice e.g <u>Writing Guidelines at BHB</u></p> <p>Administer e-asTTle Writing at the start of Term 2. Marking/Moderation complete by early Term 2.</p> <p>Discount the mid 2021 Assessment data. Consider the accuracy of the 2022 data. Use end of year 2023 OTJs which are based on robust assessment and moderation. Adjust schoolwide resources and class programmes accordingly.</p> <p>Continue to focus on assessment, schoolwide moderation and ongoing team moderation to ensure accurate OTJs. Use these for decision making, programme design and allocation of resources.</p> <p>Continue to explore the refreshed English</p>

accelerated.

Another factor when considering this data is that the usual process when making most Writing Overall Teacher Judgements was not able to be followed due to time constraints for teachers and the inconsistent time at school for students.

Subsequent data points in 2022 are lower and again this is consistent across gender, ethnicity and year levels. The one exception is 2022 Year 1 level data which is very high. This possibly reflects the introduction of Better Start Literacy and perhaps indicates the need to adjust both the assessment tool and the early pathways in Writing.

Data in 2022 and 2023 reflects a decline from pre Covid achievement levels across all groups which reflects teacher observations in classes. It is surmised that this is due to the complexities of teaching Writing, which requires greater and more complex skills. Ongoing interruptions over 2021 and 2022 resulting in lack of consistent practice and inconsistency teaching methodology between home and school may have also contributed to this decline.

Assessment of Writing is complex and subjective. As the moderation has not been consistent during these data collection points, we do not have strong confidence in the accuracy of these results in 2021 and 2022. As stated above the focus on assessment and moderation during 2023 has given confidence in the 2023 data. This focus on robust, reliable assessment and moderation will need to continue in 2024

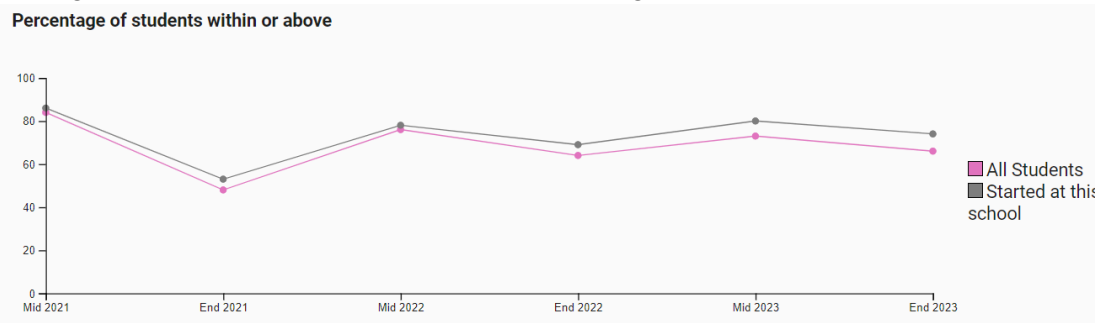
Curriculum. Consider alignment with pathways and ELLPathways and adjust as needed.

Continue PLD in best practice for teaching English Language Learners including using the Writing English Language Learning Progressions.

Consider reduction of BSLA assessments and select those to provide information for teaching Writing

2023 Enrolled Students including leavers *(Please note this is matched data)*

Writing over time 2023 Enrolled students including leavers



2023 Writing All Enrolled students including leavers

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	7	2	23	14	34	63
Within	232	63	265	265	333	305
Towards	43	65	78	123	100	128
Towards reaching expectation over time with targeted support	4	5	12	34	36	61
Total Within or above	239 out of 286	65 out of 135	288 out of 378	279 out of 436	367 out of 503	368 out of 557
Percentage Within or above	84%	48%	76%	64%	73%	66%

2023 Writing All Enrolled students who started school at Blockhouse Bay School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	4	2	22	13	33	53
Within	196	59	211	218	259	240
Towards	31	51	57	91	63	86
Towards reaching expectation over time with targeted support	2	3	7	12	10	19
Total Within or above	200 out of 233	61 out of 115	233 out of 297	231 out of 334	292 out of 365	293 out of 398
Percentage Within or above	86%	53%	78%	69%	80%	74%

Conclusions

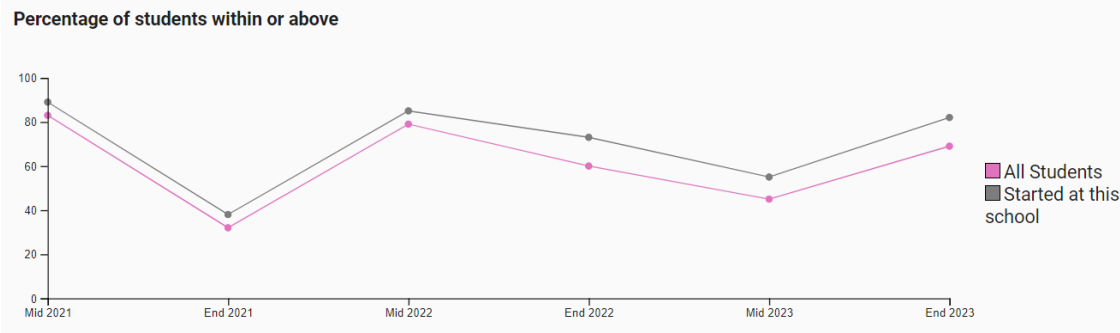
For all students results are similar from the end of 2022 compared with the end of 2023, with a small 2% increase of students achieving within or above expectations. For students who started at Blockhouse Bay School, there is a 5% increase of achievement from 69% to 74% of all students. This is similar to pre Covid levels of achievement. Of note is the significant difference in the percentage of those students (8%) who started school at Blockhouse Bay achieving at or above expectation. This possibly reflects that many children who enter later are English Language Learners.

Actions

Please see above. In regards to the difference of achievement in those who started school at BHB and those who did not, we conclude that there is a need to continue PLD in best practice for teaching English Language Learners.

Year Levels

Year 6 students



All 2023 Year 6 students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	0	1	1	4	27
Within	61	7	64	53	39	41
Towards	10	10	15	23	40	15
Towards reaching expectation over time with targeted support	3	5	2	13	12	15
Total Within or above	62 out of 75	7 out of 22	65 out of 82	54 out of 90	43 out of 95	68 out of 98
Percentage Within or above	83%	32%	79%	60%	45%	69%

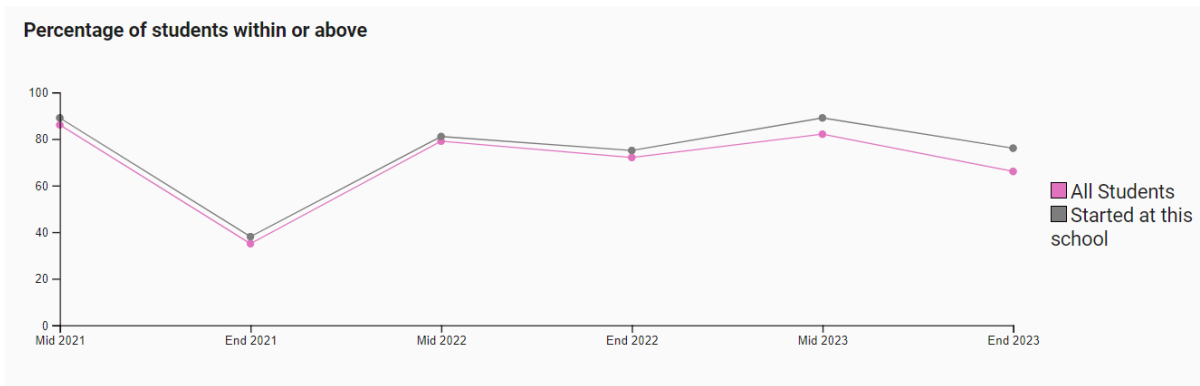
All 2023 Year 6 Students who started at this school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	0	1	1	4	21
Within	49	5	46	39	27	24
Towards	5	5	8	12	22	7
Towards reaching expectation over time with targeted support	1	3	0	3	3	3
Total Within or above	50 out of 56	5 out of 13	47 out of 55	40 out of 55	31 out of 56	45 out of 55
Percentage Within or above	89%	38%	85%	73%	55%	82%

What do we notice?	Actions
<p>There has been an overall improvement for Year 6 from 60% within and beyond in 2022 to 69% in 2023. Of note is that this includes a shift of 23 students from within to beyond. Of the students who started at our school significantly more are achieving within or above (73% within or above in 2022 and 82% at the end of 2023). While there is a reduction in those students who achieving at 'towards', the numbers of students who are reaching expectation overtime with targeted support are similar (13 in 2022 and 15 in 2023). Most of the students that are reaching expectation with targeted support are males (14 boys and 5 girls).</p>	<p>See overall above</p>

Year 5 students

2023 Year 5 students includes former students



All 2023 Year 5 students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	1	3	2	6	2
Within	68	7	66	62	73	64
Towards	10	15	13	15	9	15
Towards reaching expectation over time with targeted support	1	0	5	10	8	19
Total Within or above	69 out of 80	8 out of 23	69 out of 87	64 out of 89	79 out of 96	66 out of 100
Percentage Within or above	86%	35%	79%	72%	82%	66%

All 2023 Year 5 Students who started at this school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	1	3	1	5	1
Within	55	7	48	46	51	47
Towards	6	13	9	11	6	8
Towards reaching expectation over time with targeted support	1	0	3	5	1	7
Total Within or above	56 out of 63	8 out of 21	51 out of 63	47 out of 63	56 out of 63	48 out of 63
Percentage Within or above	89%	38%	81%	75%	89%	76%

What do we notice?

All 2022 Year 5 students: Achievement decreased from the end of 2022 from 72% to 66% at the end of 2023. In contrast the students who started at Blockhouse Bay School maintained achievement at 75% in 2022 to 76% in 2023.

Of note is the small number of students (2) who are beyond expectation and the increase of learners who are 'towards reaching expectation over time with targeted support' from 10 students at the end of 2022 to 19 at the end of 2023. Of these 19 children, 9 joined our school in 2022 or 2023. Others have received support in previous years and continue to receive support from ELLAs

Of the below students all except 2 are English Language Learners. Of these 1 is identified as Special needs and has had significant challenges in regards to coming to school. The other child has received ongoing Learning support interventions.

Actions (identified by Y6 teaching team)

Towards and Towards expectation overtime students'

Administer 'Attitude to writing survey' with students. Include 'Quick writes' as part of the workshop options/class writing. Focus on mileage (multiple opportunities to write)

Use these tools to support writing

- Word bank
- Text to speak
- People scribing for them
- Word cards/word rings
- Pictures to support
- Exemplars
- Modelling books

Celebrate writing as often as we can - writers of the week? Place to display this.

Specific actions for 'Towards expectation overtime students'

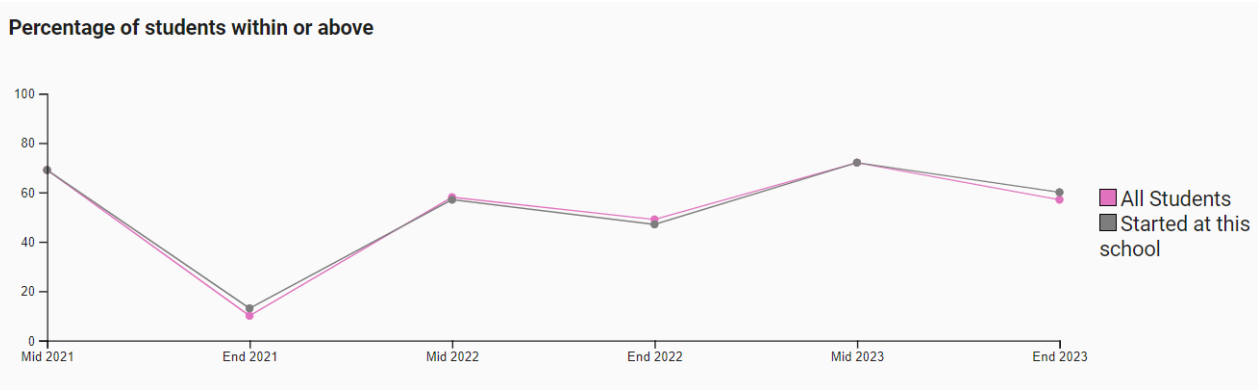
Use LA's to create oral language experiences and focus on this. Vocab generation connected to experience and then writing about it.

ALL - accelerated literacy learning practices to be explored.

	<p>Writing buddies- Work collaboratively on this. SSW time twice a week.</p> <p>Quick writes - identified group work with one of the teachers 2x weekly specifically focused on vocabulary development, giving scaffolding and support.</p> <p>These resources are for both towards and towards expectation students</p> <ul style="list-style-type: none"> ● ESOL Online - Teaching Strategies ● BHB ESOL Resource Folder ● ELLP Pat <p>Daily quick writes/small daily writes with set focus. Quick, sharp. Get to know them as a writer - what can they do? What are their immediate goals?</p> <p>Use the inquiry plan and focus on oral language components. Find out what they are passionate about? Consider grouping with like minded people.</p> <p>In class LA support</p> <p>Regular focus in Team meetings to strengthen our knowledge of these writers and our writing programme/s during our team meeting</p> <p>Use ELL Strategies and oral language - translanguaging.</p>
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Year 4 students

2023 Year 4 students includes former students



Key:
Pink: All Students
Grey: Students are started at Blockhouse Bay School

2023 Year 4 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	4	0	0	0	0	0
Within	42	3	41	36	59	48
Towards	21	27	26	31	12	21
Towards reaching expectation over time with targeted support	0	0	4	7	11	15
Total Within or above	46 out of 67	3 out of 30	41 out of 71	36 out of 74	59 out of 82	48 out of 84
Percentage Within or above	69%	10%	58%	49%	72%	57%

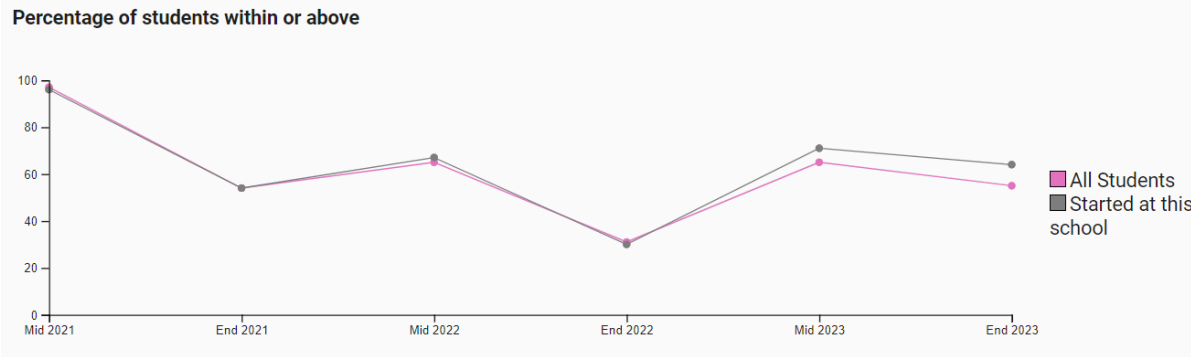
2023 Year 4 students includes former students who started at BHB School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	2	0	0	0	0	0
Within	38	3	33	27	42	35
Towards	18	21	22	27	11	16
Towards reaching expectation over time with targeted support	0	0	3	4	5	7
Total Within or above	40 out of 58	3 out of 24	33 out of 58	27 out of 58	42 out of 58	35 out of 58
Percentage Within or above	69%	13%	57%	47%	72%	60%

What do we notice?	Actions (identified by Y4 teaching team)
<p>Proportionally, for all students achievement has improved by 8% from the end of 2022 through to the end of 2023 from 49% within or beyond to 57%. This improvement is greater for students who have been at Blockhouse Bay School (2022: 47% to 2023: 60%) For these students there is a significant reduction of students working 'towards' from 27 to 16 students.</p> <p>Of note is that there are no students who are beyond expectation and there is an increase of learners who are towards reaching support' from 5 to 15. The numbers combined of 'towards and towards reaching expectation' are similar from the end of 2022 to 2023. It should be noted that this cohort of students are the cohorts who have been most impacted by the effects of Covid in regards to consistency of instruction.</p> <p>Of note, 6 of the 15 students working 'towards reaching expectation over time with targeted support' are new migrant, emergent English Language Learners. 2 are identified as having additional needs and receive significant in class support and one receives support from the intensive wraparound service. The rest of the students are English language Learners who have received ongoing support with an English Language Learner Assistant.</p>	<p>Daily quick writes/small daily writes with set focus. Quick, sharp. Get to know them as a writer - what can they do? What are their immediate goals?</p> <p>Use the inquiry plan and focus on oral language components. Find out what they are passionate about? Consider grouping with like minded people.</p> <p>In class LA support</p> <p>Regular focus in Team meetings to strengthen our knowledge of these writers and our writing programme/s during our team meeting</p> <p>Use ELL Strategies and oral language - translanguaging!</p> <p>Refer back to this in Term 1 Week 4/5</p>

Year 3 students

2023 Year 3 students includes former students



2023 Year 3 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	0	9	0	0	9
Within	60	15	36	22	53	39
Towards	2	13	23	48	24	33
Towards reaching expectation over time with targeted support	0	0	1	2	4	7
Total Within or above	61 out of 63	15 out of 28	45 out of 69	22 out of 72	53 out of 81	48 out of 88
Percentage Within or above	97%	54%	65%	31%	65%	55%

2023 Year 3 students includes former students including former

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	8	0	0	7
Within	54	14	29	16	39	28
Towards	2	12	17	38	15	19
Towards reaching expectation over time with targeted support	0	0	1	0	1	1
Total Within or above	54 out of 56	14 out of 26	37 out of 55	16 out of 54	39 out of 55	35 out of 55
Percentage Within or above	96%	54%	67%	30%	71%	64%

What do we notice?

Actions

All Year 3 students: Proportionally, achievement from the end of 2022 to the end of 2023 increased by 24% and this is consistent across all students and those that started at Blockhouse Bay School. It is surmised that this improvement is due to deliberate consistent teaching in the classroom and through Kupu Toa Small group) interventions.

Of note is that less Year 3 students are achieving at or above expectations than all other Year Levels except Year 1. Arguably this cohort of students are one of the cohorts who have been most impacted by the effects of Covid in regards to consistency of instruction.

Of the 7 children who are working 'towards reaching expectation over time with targeted support' - 4 are English language Learners (who entered school in 2022 or 2023 and are Foundation English speakers) and 3 have left Blockhouse Bay School. Of the 33 students who are working towards, 6 have identified learning needs and are receiving support from outside agencies, all the others except 1 are English Language learners with limited English. They are receiving support from inclass ELLAs or the ESOL teacher. 2 children are frequently absent.

See introductory actions. Continue to consider the accuracy of this data.

Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers

DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.

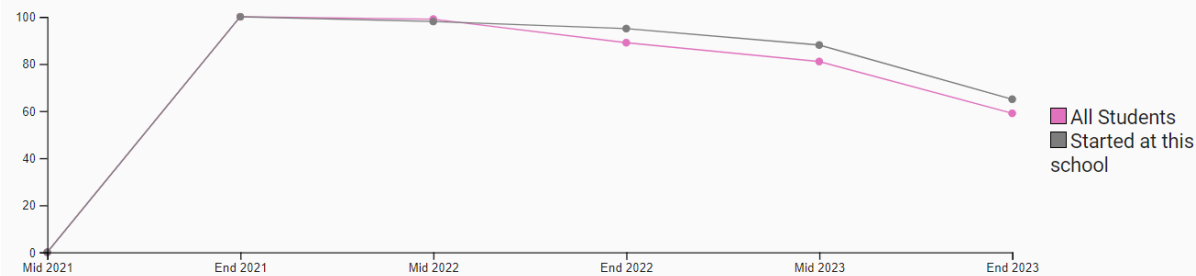
Both withdrawal and in class ESOL resources to be targeted to identified learners

Additional needs students to continue to receive in class support monitored by the Lead Teacher- Learning Support. Access external professional support where possible.

Year 2 students

2023 Year 2 students includes former students

Percentage of students within or above



Key:

Pink: All Students

Grey: Students are started at Blockhouse Bay School

2023 Year 2 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	1	10	7	16	7
Within	0	31	58	58	48	41
Towards	0	0	1	6	14	30
Towards reaching expectation over time with targeted support	0	0	0	2	1	4
Total Within or above	0 out of 0	32 out of 32	68 out of 69	65 out of 73	64 out of 79	48 out of 82
Percentage Within or above		100%	99%	89%	81%	59%

2023 Year 2 students includes former students who started at our school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	1	10	7	16	7
Within	0	30	55	56	42	36
Towards	0	0	1	3	8	23
Towards reaching expectation over time with targeted support	0	0	0	0	0	0
Total Within or above	0 out of 0	31 out of 31	65 out of 66	63 out of 66	58 out of 66	43 out of 66
Percentage Within or above		100%	98%	95%	88%	65%

What do we notice?

All Year 2 students: Proportionally, achievement from the end of 2022 to end of 2023 the percentage of within or beyond decreased 89% to 59%. This is consistent across all students including those who started school at Blockhouse Bay. This shows a decrease of 30% compared to the previous year with a significant amount of children moving from within to below. This indicates that it is possible that Year 1 OTJs lack accuracy. One factor may be because of the range of entry dates of students, meaning numbers have been at school for 18 months thereby easily reaching benchmarks. Another consideration is that the shift to using the Literacy Tree Pathway and how to make OTJs using it as well as introduction of the Bookshelf Pathway is also new for teachers.

The 4 students who are 'towards reaching expectation over time' are all English Language Learners, arriving in the country within the last 18 months. These children all received ELLA in class support, 1 of them started Reading Recovery and will receive support in Kupu Toa and the others are being considered for Kupu Toa when this is appropriate.

Of the 30 students who are working 'towards' all except 4 children are ELLs with 1 of the 4 diagnosed with learning and behaviour challenges. These children will be considered for Kupu Toa and are receiving ELLA support.

Actions

Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers

DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.

In class ESOL resources to be targeted to identified learners

Additional needs students to continue to receive in class support monitored by the Lead Teacher- Learning Support.

Continue to provide intervention programmes for identified students

Implement Better Start Literacy in all Year 2 classes

Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers

Both withdrawal (Kupu Toa) and in class ESOL resources to be targeted to identified learners

Year 1

2023 Year 1 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	0	4	8	8
Within	0	0	0	34	61	51
Towards	0	0	0	0	1	14
Towards reaching expectation over time with targeted support	0	0	0	0	0	1
Total Within or above	0 out of 0	0 out of 0	0 out of 0	38 out of 38	69 out of 70	59 out of 74
Percentage Within or above				100%	99%	80%

2023 Year 1 students includes former students who started at our school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	0	4	8	7
Within	0	0	0	34	58	49
Towards	0	0	0	0	1	13
Towards reaching expectation over time with targeted support	0	0	0	0	0	1
Total Within or above	0 out of 0	0 out of 0	0 out of 0	38 out of 38	66 out of 67	56 out of 70
Percentage Within or above				100%	99%	80%

What do we notice?	Actions
<p>All Year 1 students: it is likely that the end of 2022 data (100% within or beyond) is not accurate. 80% of Year 1 students were working at within or beyond at the the end of 2023.</p> <p>Of the 14 children who are working ‘towards’ all but 1 child are emergent learners of English. All of the 14 children are currently being assessed for support in 2024.</p>	<p>Senior staff to consider the assessment tools used for Year 1 in response to the BSLA training and realign these.</p> <p>Consider adjustment of Curriculum Expectations and the Writing Pathways</p> <p>DP Learning to monitor ‘Towards’ and ‘towards reaching expectation over time with targeted support’ learners.</p> <p>In class ESOL resources to be targeted to identified learners</p> <p>Continue to provide intervention programmes for identified students</p>

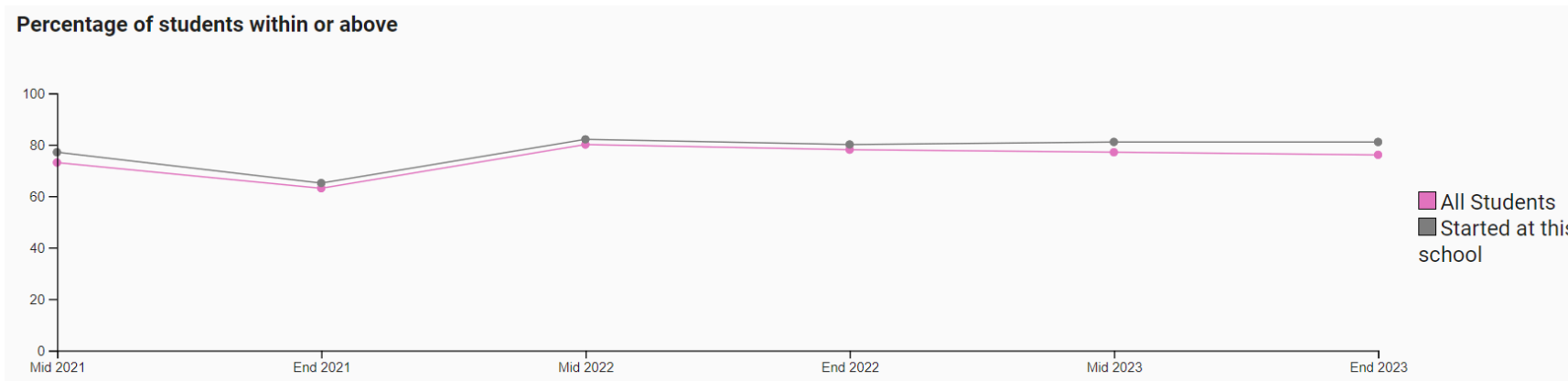
2021 - 2023 Reading Curriculum Expectation Results, Analysis and Actions

All graphs: Please note End 2021 data is not accurate as teachers were unable to make accurate Overall Teacher Judgements due to the Covid response which included the August to November Lockdown and then school staggered attendance.

2021- 2023 Curriculum Expectation Results

2023 Enrolled Students including leavers (Please note this is matched data)

Reading Overtime 2023 Enrolled students *including leavers*



Key: Pink: All Students Grey: Students who started at Blockhouse Bay School

2023 All Enrolled students including leavers (over time)

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	60	20	92	132	136	219
Within	150	72	211	218	253	205
Towards	68	48	67	70	81	88
Towards reaching expectation over time with targeted support	8	7	10	29	33	44
Total Within or above	210 out of 286	92 out of 147	303 out of 380	350 out of 449	389 out of 503	424 out of 556
Percentage Within or above	73%	63%	80%	78%	77%	76%

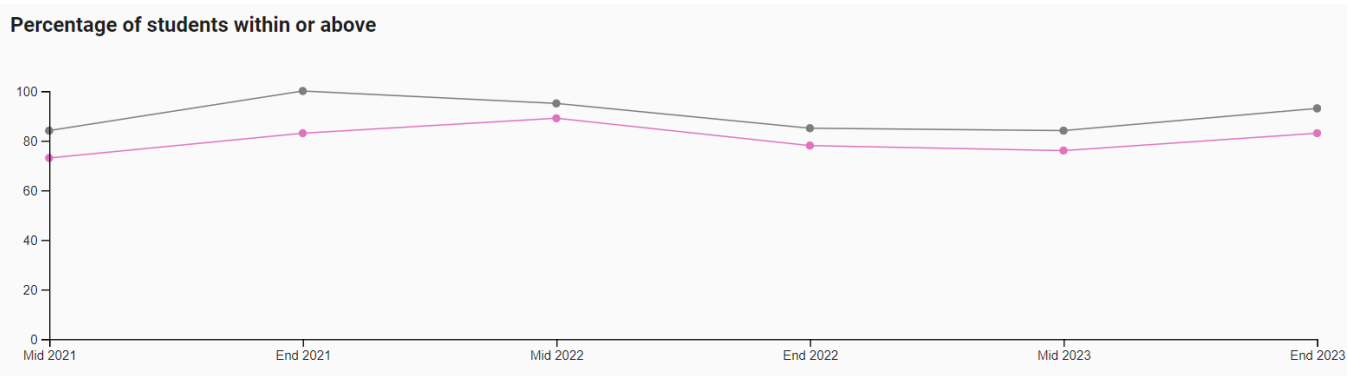
All 2023 Students who started at Blockhouse Bay School including leavers

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	49	14	78	108	115	172
Within	130	67	167	163	181	151
Towards	49	38	49	59	63	64
Towards reaching expectation over time with targeted support	5	6	5	8	6	11
Total Within or above	179 out of 233	81 out of 125	245 out of 299	271 out of 338	296 out of 365	323 out of 398
Percentage Within or above	77%	65%	82%	80%	81%	81%

Conclusions	Actions
Proportionally all students achieve similarly at within or beyond at the End of 2022 and 2023 (within 2%). For those who started school at Blockhouse Bay School, 5% more children achieve within or above than all students.	Continue to monitor

Year Levels

Year 6 students:



Key:
 Pink: All Students
 Grey: Students are started at Blockhouse Bay School

All 2022 Year 6 students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	14	5	16	34	37	59
Within	41	5	57	37	35	22
Towards	19	2	7	13	11	5
Towards reaching expectation over time with targeted support	1	0	2	7	12	12
Total Within or above	55 out of 75	10 out of 12	73 out of 82	71 out of 91	72 out of 95	81 out of 98
Percentage Within or above	73%	83%	89%	78%	76%	83%

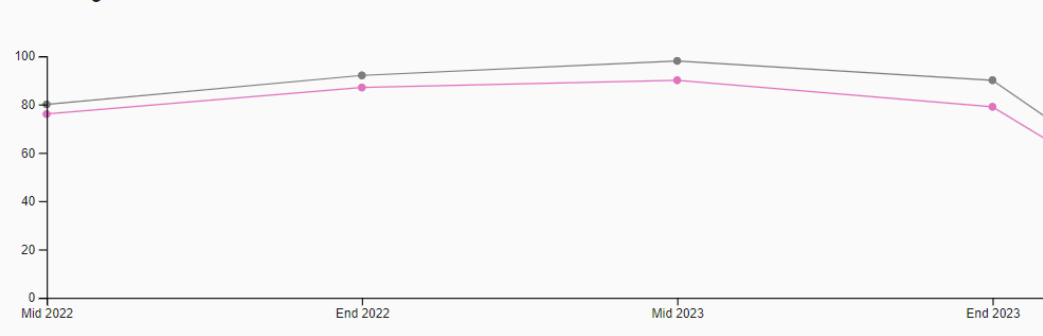
All 2022 Year 6 Students who started at this school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	13	4	13	28	28	40
Within	34	4	39	19	18	11
Towards	9	0	3	8	7	3
Towards reaching expectation over time with targeted support	0	0	0	0	2	1
Total Within or above	47 out of 56	8 out of 8	52 out of 55	47 out of 55	46 out of 55	51 out of 55
Percentage Within or above	84%	100%	95%	85%	84%	93%

What do we notice?	Actions
Achievement has improved for these learners from the end of 2022 to the end of 2023. (78% to 83% within or above) Achievement is 10% higher for those who started school at Blockhouse Bay School.	N/A

Year 5 students:

Percentage of students within or above



Key:
Pink: All Students
Grey: Students are started at Blockhouse Bay School

All 2023 Year 5 Students who started at this school

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0
Beyond	18	30	30	45
Within	45	45	52	31
Towards	19	7	4	15
Towards reaching expectation over time with targeted support	1	4	5	5
Total Within or above	63 out of 83	75 out of 86	82 out of 91	76 out of 96

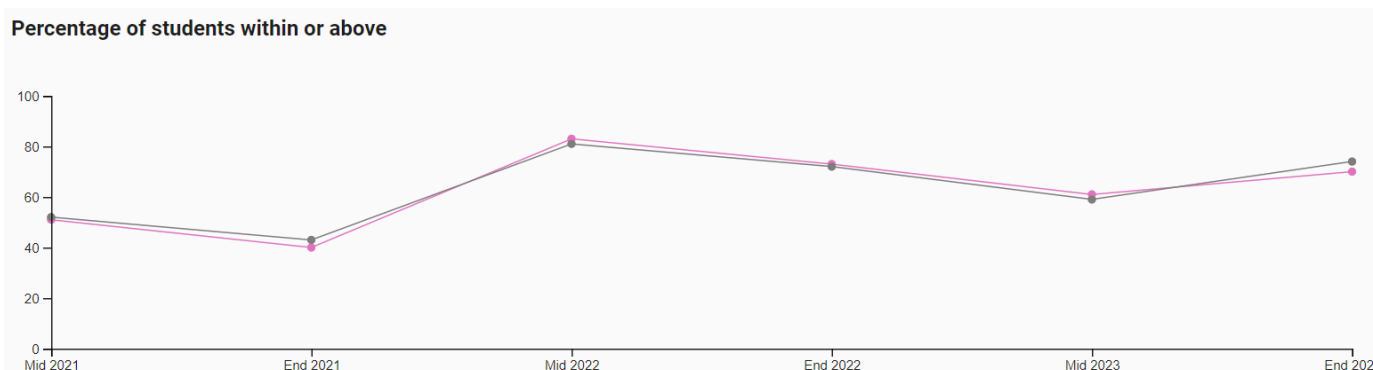
All 2023 Year 5 students

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0
Beyond	13	24	24	34
Within	36	32	36	21
Towards	12	5	1	6
Towards reaching expectation over time with targeted support	0	0	0	0
Total Within or above	49 out of 61	56 out of 61	60 out of 61	55 out of 61
Percentage Within or above	80%	92%	98%	90%

What do we notice?	Actions
<p>All 2023 Year 5 students: Achievement overall decreased from the end of 2022 to end 2023 by 8% In comparison there is a small decrease of 2% in the achievement of students from the end of 2022 to the end of 2023 in Year 5 students who started at this school.</p> <p>Of note, is the increase of 15 children who are working beyond expectation which includes 10 children who started at our school.</p> <p>All of the 5 learners who are working 'towards reaching expectation over time with targeted support' which is considered to be 2 years or more below their expected level are new (started in 2022 or 2023) and are migrant or refugee Foundation level English Language Learners. One of these 5 has also been identified with ongoing learning needs and receives ongoing in-class support.</p> <p>The 13 learners who are working towards expectation consist of 2 students with identified learning needs, 6 English Language Learners and 4 students new to the school in 2023 this year (all of whom are ELL). 2 other students are Pasifika students who have experienced challenges within their families.</p>	<p>Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers</p> <p>DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.</p> <p>Both withdrawal and in-class ESOL resources to be targeted to identified learners</p> <p>Additional needs students to continue to receive in-class support monitored by the Lead Teacher- Learning Support</p> <p>Actions Identified by Y5 Teaching Team</p> <ul style="list-style-type: none"> Get to know our learners - choose texts based on interest and need Use Learning Assisstants where possible ELL strategies for pre-loading and revision - translanguaging - use from Inquiry plan Targeted reading books home to support learning where needed Cater for all tamariki in mixed groups, but where necessary reading with them 1:1 with teacher or Learning Assistants. Modelling books (for tamariki to refer back to their learning and to take ownership - ie: they write in it).

Year 4 students

2023 Year 4 students includes former students



2023 Year 4 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	10	5	15	24	7	21
Within	24	9	44	33	43	38
Towards	27	15	9	17	27	18
Towards reaching expectation over time with targeted support	6	6	3	4	5	7
Total Within or above	34 out of 67	14 out of 35	59 out of 71	57 out of 78	50 out of 82	59 out of 84
Percentage Within or above	51%	40%	83%	73%	61%	70%

2023 Year 4 students includes former students who started at BHB School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	7	3	12	18	7	17
Within	23	9	35	24	27	26
Towards	23	11	9	15	23	14
Towards reaching expectation over time with targeted support	5	5	2	1	1	1
Total Within or above	30 out of 58	12 out of 28	47 out of 58	42 out of 58	34 out of 58	43 out of 58
Percentage Within or above	52%	43%	81%	72%	59%	74%

What do we notice?

Proportionally, achievement has remained the same from the end of 2022 to the end of 2023 with a moderate decrease of 3% for all students and an increase of 2% for students who started at BHB School.

Of note, the 5 of the 7 students working 'towards reaching expectation over time with targeted support' all were new to BHB School in 2022 or 2023. They have English as a second language at Foundation level and 2 also face significant learning challenges. 2 have received Kupu Toa in the past and the others receive ongoing Learning Support.

Of the 18 children who are working 'towards expectation' all have received ongoing targeted support in small groups or individually. 13 students are ELL.

Actions

Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers

DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.

Both withdrawal and in-class ESOL resources to be targeted to identified learners

Actions identified by Year 4 teaching team:

Get to know our learners - choose texts based on interest and need

Use LA where possible (wait for timetables to be confirmed)

ELL strategies for pre-loading and revision - translanguaging - use from Inquiry plan

Books home depending on child

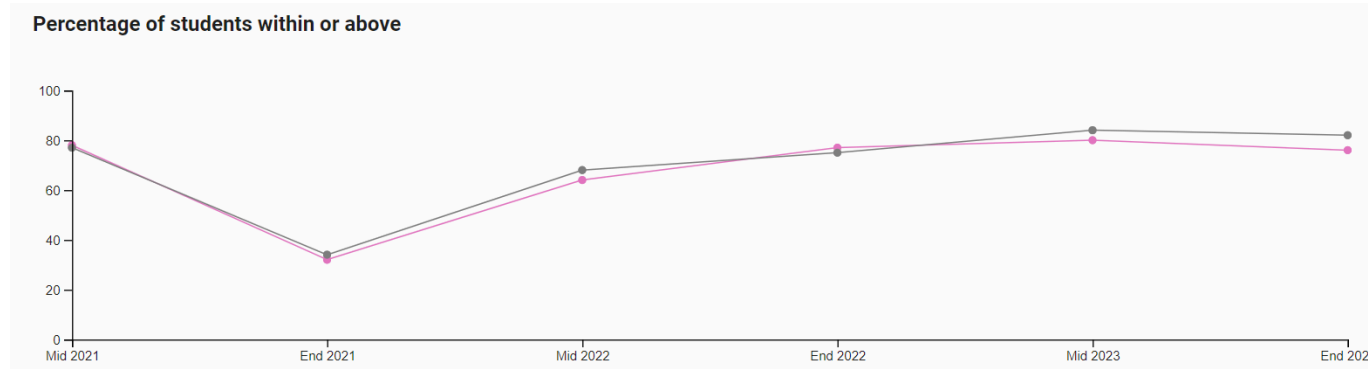
Cater for all tamariki in mixed groups, but where necessary reading with them 1:1 with T or LA.

Modelling books (for tamariki to refer back to their learning and to take ownership - ie: they write in it).

Refer back to this in Term 1 Week 4/5

Year 3 students

2023 Year 3 students includes former students



2023 Year 3 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	12	0	6	16	10	19
Within	37	13	39	42	54	48
Towards	14	27	21	8	11	13
Towards reaching expectation over time with targeted support	0	1	4	9	5	8
Total Within or above	49 out of 63	13 out of 41	45 out of 70	58 out of 75	64 out of 80	67 out of 88
Percentage Within or above	78%	32%	64%	77%	80%	76%

2023 Year 3 students includes former students who started at BHB School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	11	0	5	13	8	13
Within	32	13	33	29	38	32
Towards	13	24	15	8	7	8
Towards reaching expectation over time with targeted support	0	1	3	6	2	2
Total Within or above	43 out of 56	13 out of 38	38 out of 56	42 out of 56	46 out of 55	45 out of 55
Percentage Within or above	77%	34%	68%	75%	84%	82%

What do we notice?

All Year 3 students: Proportionally, achievement has been consistent after last year's significant improvement which was the result of targeted intervention in small groups (Kupu Toa), support from Learning Assistants and Reading Recovery.

Of the 8 children who are working 'towards reaching expectation over time

Actions

Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers

DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.

with targeted support', 4 were new to the BHB School in Term 3 2022 and are emergent speakers of English. 7 of the 8 are ELL. All of these students receive ongoing support for language and learning challenges.

Of the 13 children who are 'working towards expectation' 4 have been identified with learning needs and require ongoing additional support. 7 of the 13 are ELL students. All of these students have received additional learning support in small groups or individually.

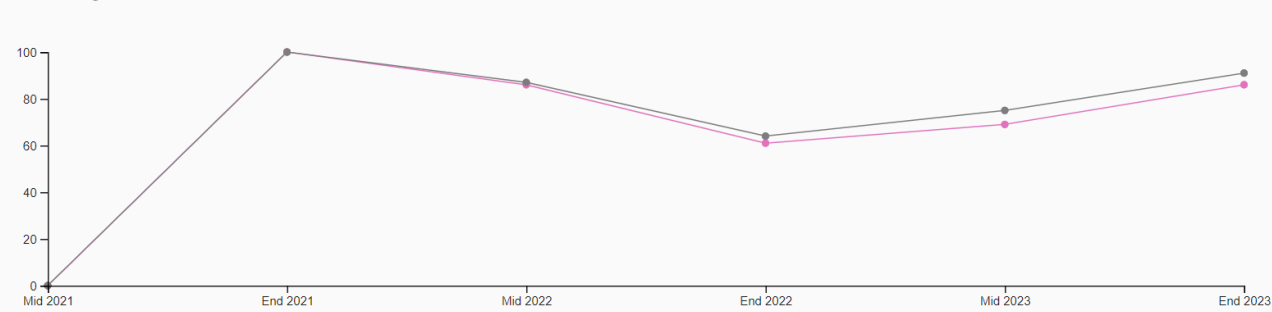
Both withdrawal and in class ESOL resources to be targeted to identified learners

Additional needs students to continue to receive in class support monitored by the Lead Teacher- Learning Support. Access external professional support where possible.

Targeted intervention from English Language Learning Assistants and ESOL Teacher to support those ELLs requiring support.

Year 2 students:

Percentage of students within or above



Key:

Pink: All Students

Grey: Students are started at Blockhouse Bay School

Counts ↑	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0
Beyond	33	21	34	45
Within	24	22	19	23
Towards	10	25	19	2
Towards reaching expectation over time with targeted support	0	5	6	10
Total Within or above	57 out of 67	43 out of 73	53 out of 78	68 out of 80
Percentage Within or above	85%	59%	68%	85%

2023 Year 2 students includes former students

What do we notice?	Actions
<p>All Year 2 students: There was a significant 25% increase in the percentage of students working within expectation from the end of 2022 to the end of 2023.</p> <p>Of the 10 Year 2 students who are working 'towards reaching expectation over time with targeted support', all 10 are Foundation stage ELLs. All are receiving ongoing targeted support in class with ELLAs or in Kupu Toa.</p> <p>The 2 Year 2 students who are 'working towards expectation' have received additional support through individual and group reading intervention programmes.</p>	<p>Senior staff to consider the assessment tools used for Year 2 in response to the BSLA training and prioritise the assessment and support teachers to grow confidence in understanding what is a year's progress at this level and identifying learners who need extra support.</p> <p>Consider adjustment of Curriculum Expectations and the Reading Pathways in regards to the new English Curriculum</p> <p>Continue to monitor and adjust class programme accordingly: Team Leader and Class teachers</p> <p>DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.</p> <p>In class ESOL resources to be targeted to identified learners</p> <p>Additional needs students to continue to receive in class support monitored by the Lead Teacher- Learning Support.</p> <p>Continue to provide intervention programmes for identified students</p> <p>Continue to implement and monitor the delivery of Better Start Literacy in all Year 2 classes.</p> <p>Actions identified by Year 2 teaching team: Additional needs tamariki working towards in Reading: support to be received from Manu Teacher, ELLA in class support and monitored by Team Leader.</p> <p>Continue to strengthen our BSLA teaching. We have two teachers who are beginning their BSLA training in 2024.</p>

Year 1 students:

2023 Year 1 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	0	5	13	16
Within	0	0	0	34	48	21
Towards	0	0	0	0	9	35
Towards reaching expectation over time with targeted support	0	0	0	0	0	2
Total Within or above	0 out of 0	0 out of 0	0 out of 0	39 out of 39	61 out of 70	37 out of 74
Percentage Within or above				100%	87%	50%

2023 Year 1 students includes former students who started at our school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	0	5	12	15
Within	0	0	0	34	46	21
Towards	0	0	0	0	9	32
Towards reaching expectation over time with targeted support	0	0	0	0	0	2
Total Within or above	0 out of 0	0 out of 0	0 out of 0	39 out of 39	58 out of 67	36 out of 70
Percentage Within or above				100%	87%	51%

What do we notice?

All Year 1 students: it is likely that the end of 2022 data (100% within or beyond) is not accurate. In 2023 50% of Year 1 students were working within or beyond at the end of 2023. This is in comparison with 80% of students within or beyond in Writing which historically has been harder for students to achieve at or beyond at the end of the first year of school. The difference between these results indicates that teachers are still learning to use the BSLA data to inform OTJ judgements accurately.

Another factor for judging whether Year 1 children are at or above is that children have been at school for a range between 1 term and 6 terms. This means that it can be difficult to draw accurate information for the collated data.

Year 1 teachers have been engaged in learning about and teaching a new approach to reading (Better Start Literacy Approach) since 2022. The assessment for this approach uses different tools to contribute to Overall Teacher Judgements and teacher knowledge is still emerging. In particular it is challenging for teachers to judge when to introduce reading from the 'Bookshelf' colour wheel as students complete Māhuri and Rakau.

Of the 35 children who are 'working towards expectation', 31 are English

Actions

Senior staff to consider the assessment tools used for Year 1 in response to the BSLA training and prioritise the assessment and support teachers to grow confidence in understanding what is a year's progress at this level and identifying learners who need extra support.

Consider adjustment of Curriculum Expectations and the Reading Pathways in regards to the new English Curriculum

To develop a consistent system for hand over between classes and teams in regards to BSLA

Consider pace and implementation fidelity.

DP Learning to monitor 'Towards' and 'towards reaching expectation over time with targeted support' learners.

Continue to provide intervention programmes for identified students

Support teachers making judgements to introduce 'Bookshelf' Pathway colour wheel texts when students are on Māhuri and Rakau.

Language Learners. The 4 children, who are beyond started school with strong letter sound recognition and responded quickly to the BSLA approach. 18 out of the 23 children who are 'within' have been in school for a term or less. All these children are being reassessed to ascertain current levels to inform teaching programmes, ELLA support and Kupu Toa groups.

Reassess children who have only been at school 2 or fewer terms to confirm their reading level. Assess where these children are in the BSLA framework, to look at the gaps and move on from there.

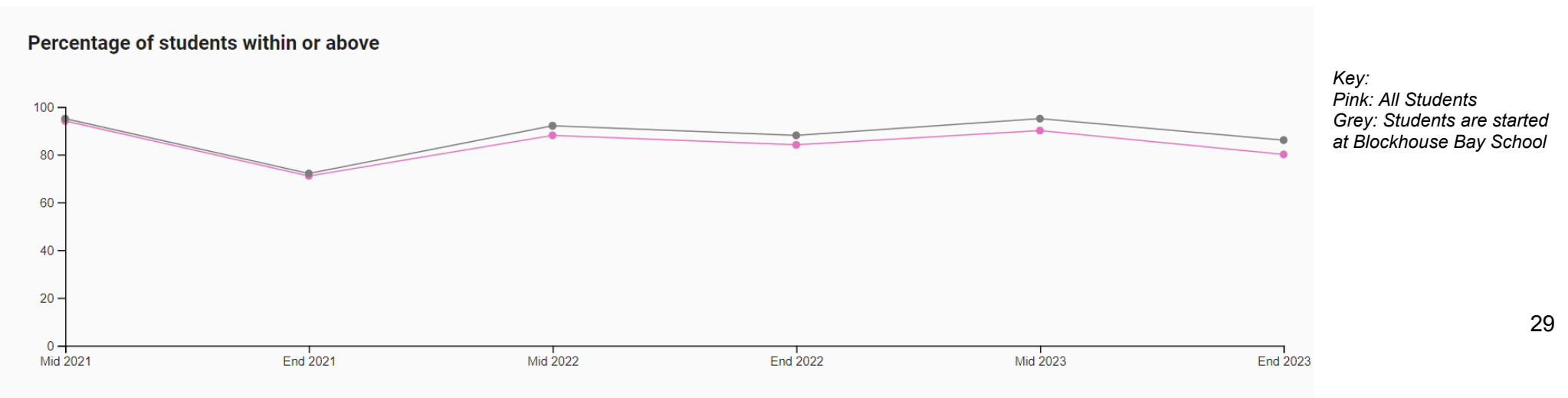
2021 - 2023 Mathematics Curriculum Expectation Results, Analysis and Actions

All graphs: Please note End 2021 data is not accurate as teachers were unable to make accurate Overall Teacher Judgements due to the Covid response which included the August to November Lockdown and then school staggered attendance

What do we notice?	Actions
<p>2023 2023 is the first year since pre Covid that we have been able to follow robust assessment and moderation practices to inform Overall Teacher Judgements (OTJs) against Curriculum Expectations.</p> <p>When analysing this data it is immediately noticeable that the Mid 2021 data is high overall when compared with data prior to the Covid response, when overall we achieved between 79% and 84% at or above expectation. This observation is evident across all groups including gender, ethnicity and year level.</p> <p>Overall numbers achieving within or above expectation decline after the first two years at school. This is probably indicative of the greater complexities of concepts expected but also that review of the expectations in the early years is needed. The revised Mathematics Curriculum increases expectations in the early years of school and this will likely result in a shift to expectation results more in line with the rest of the year levels.</p>	<p>Over 2020 and 2021 Lead Teachers of Maths undertook PLD in current mathematical teaching methodology. During this time our Maths- Numeracy Pathway was realigned and we introduced our Mathematical Behaviours Pathway.</p> <p>In 2022 our Lead Teacher of Maths led PLD for all staff not undertaking BSLA training (Years 3- 6 teachers) in effective Mathematical teaching including Mixed Ability Grouping and Low Floor/High Ceiling rich tasks.</p> <p>Continue to embed these practices.</p> <p>Implement the new Mathematics Curriculum, including alignment with our Pathways and effective assessment strategies for Years 1-3 and development of a planning tool to support implementation.</p>

2023 Enrolled Students including leavers (Please note this is matched data)

Mathematics Overtime 2023 Enrolled students including leavers



2023 All Enrolled students including leavers

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	3
Beyond	61	14	77	115	111	164
Within	206	51	259	253	342	280
Towards	17	26	41	61	42	100
Towards reaching expectation over time with targeted support	1	0	4	11	8	12
Total Within or above	267 out of 285	65 out of 91	336 out of 381	368 out of 440	453 out of 503	447 out of 559
Percentage Within or above	94%	71%	88%	84%	90%	80%

2023 All Enrolled students who started school at Blockhouse Bay School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	3
Beyond	50	12	66	93	99	131
Within	171	46	208	204	246	210
Towards	12	23	24	37	18	52
Towards reaching expectation over time with targeted support	0	0	1	2	2	3
Total Within or above	221 out of 233	58 out of 81	274 out of 299	297 out of 336	345 out of 365	344 out of 399
Percentage Within or above	95%	72%	92%	88%	95%	86%

Conclusions

Achievement overall is relatively similar from the end of 2022 to the end of 2023. (84% to 80%) There is a difference for those who started school at Blockhouse Bay School who achieve a little higher (6%) which is an improvement by 2% for those who started school at Blockhouse Bay Primary School.

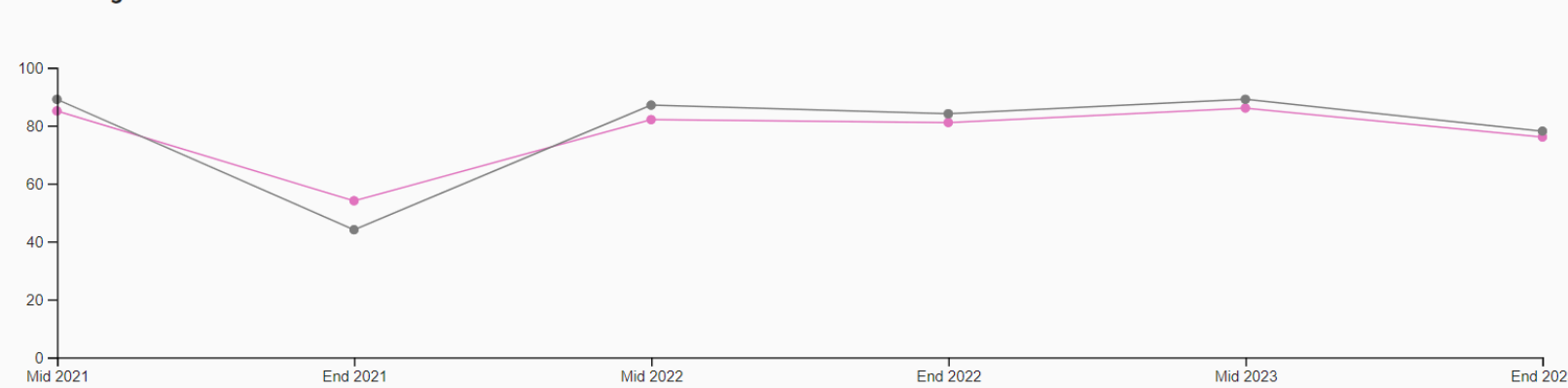
Actions

See above comments

Year Levels

Year 6 students

Percentage of students within or above



Key: Pink: All Students | Grey: Students are started at Blockhouse Bay School

All 2023 Year 6 students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	3
Beyond	17	3	16	25	20	37
Within	47	4	52	49	61	34
Towards	10	6	11	12	10	18
Towards reaching expectation over time with targeted support	1	0	4	5	3	6
Total Within or above	64 out of 75	7 out of 13	68 out of 83	74 out of 91	81 out of 94	74 out of 98
Percentage Within or above	85%	54%	82%	81%	86%	76%

All 2023 Year 6 Students who started at this school

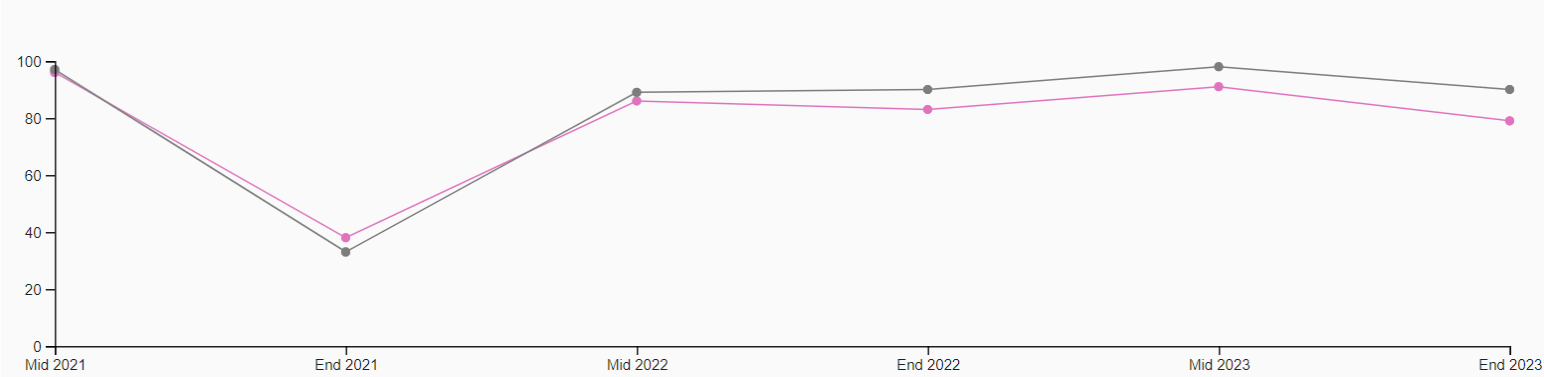
Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	3
Beyond	14	2	11	17	14	21
Within	36	2	37	30	36	19
Towards	6	5	6	8	5	10
Towards reaching expectation over time with targeted support	0	0	1	1	1	2
Total Within or above	50 out of 56	4 out of 9	48 out of 55	47 out of 56	50 out of 56	43 out of 55
Percentage Within or above	89%	44%	87%	84%	89%	78%

What do we notice?	Actions
All 2022 Year 6 students: There was a decrease of achievement from mid 2022 to the end of 2022 (5%). A decrease of 6% overall is seen in Year 6 students who started at this school in 2022.	Monitor and implement above actions

Year 5 students

2023 Year 5 students includes former students

Percentage of students within or above



Key: Pink: All Students | Grey: Students are started at Blockhouse Bay School

All 2023 Year 5 students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	15	1	7	22	10	24
Within	62	4	69	53	77	56
Towards	3	8	12	14	5	17
Towards reaching expectation over time with targeted support	0	0	0	1	4	4
Total Within or above	77 out of 80	5 out of 13	76 out of 88	75 out of 90	87 out of 96	80 out of 101
Percentage Within or above	96%	38%	86%	83%	91%	79%

All 2023 Year 5 Students who started at this school

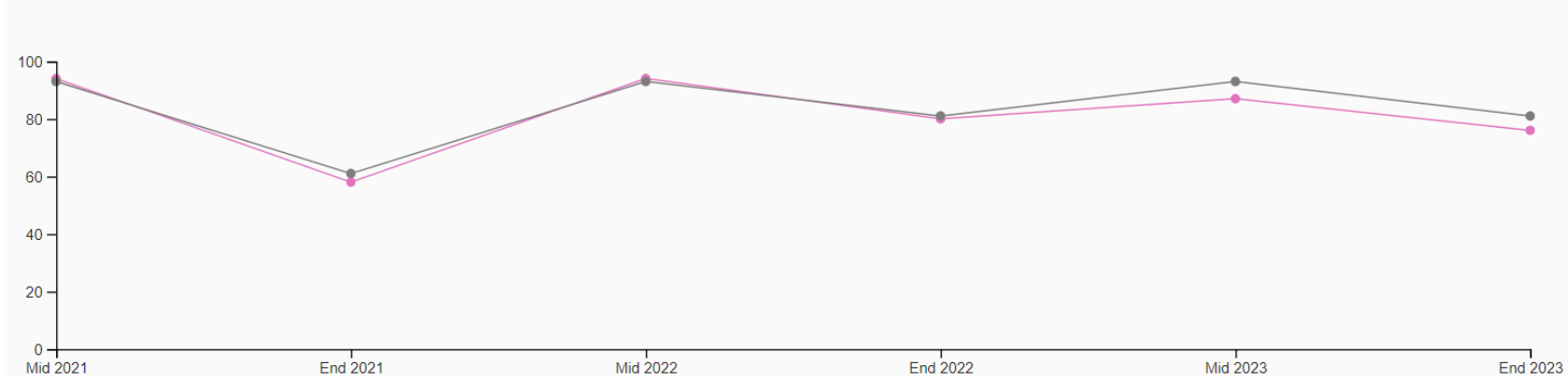
Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	12	1	5	15	7	19
Within	49	3	51	42	55	38
Towards	2	8	7	6	1	6
Towards reaching expectation over time with targeted support	0	0	0	0	0	0
Total Within or above	61 out of 63	4 out of 12	56 out of 63	57 out of 63	62 out of 63	57 out of 63
Percentage Within or above	97%	33%	89%	90%	98%	90%

What do we notice?	Actions identified by Year 5 Teaching Team
<p>All 2023 Year 5 students: There was a small increase of achievement from the end of 2022 to the end of 2023 (4%). Achievement for students who started at Blockhouse Bay School has remained the same (90% within or beyond).</p> <p>The 4 children who are working 'towards reaching expectations over time with targeted support' 1 is a new migrant foundation English Language Learners. The 17 learners who are working towards expectation consist of 5 students with identified learning needs and 9 of the children are English Language Learners.</p>	<p>Monitor and implement above actions</p> <p>Know your learner, Continue with Mixed ability groups - low floor high ceiling, Consider culturally responsive activities, Use Tapasā</p> <p>Findings from our 2023 CIT: To use culturally responsive mathematical tasks to increase engagement, confidence and participation of our tamariki</p> <p>Mixed groupings Authentic problem solving Taking the time to build relationships outside of learning Keeping them front of mind Positive praise and reassurance Creating safe place to make mistakes Smaller groups Setting goals with the student</p> <p>Review our Maths overview Integrate maths as much as possible into inquiry/life</p>

Year 4 students

2023 Year 4 students includes former students

Percentage of students within or above



Key: Pink: All Students | Grey: Students are started at Blockhouse Bay School

2023 Year 4 students includes former

students

2023 Year 4 students includes former students who started at BHB School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	2	5	17	30	17	29
Within	61	10	50	30	54	35
Towards	4	11	4	11	10	20
Towards reaching expectation over time with targeted support	0	0	0	4	1	0
Total Within or above	63 out of 67	15 out of 26	67 out of 71	60 out of 75	71 out of 82	64 out of 84
Percentage Within or above	94%	58%	94%	80%	87%	76%

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	1	4	14	25	16	26
Within	53	10	40	22	38	21
Towards	4	9	4	10	3	11
Towards reaching expectation over time with targeted support	0	0	0	1	1	0
Total Within or above	54 out of 58	14 out of 23	54 out of 58	47 out of 58	54 out of 58	47 out of 58
Percentage Within or above	93%	61%	93%	81%	93%	81%

What do we notice?	Actions
Proportionally, achievement has remained similar from the end of 2022 to mid 2023 for all students (2022: 79%, 2023: 72% within or above) and those who started school at Blockhouse Bay School is the same (80% in 2022 and 2023). Of the 20 students working towards expectation, 3 have identified Special Needs and all have ongoing Learning Assistant support in class. 2 have ongoing absences and 14 students are ELLs.	Monitor and implement above actions

Year 3 students

2023 Year 3 students includes former students

Percentage of students within or above



Key: Pink: All Students | Grey: Students are started at Blockhouse Bay School

2023 Year 3 students includes former students
2023 Year 3 students includes former

students who started at BHB School

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023	Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0	Well beyond	0	0	0	0	0	0
Beyond	27	1	4	8	9	25	Beyond	23	1	4	7	8	17
Within	35	6	52	42	66	36	Within	32	5	45	34	43	24
Towards	0	1	14	23	7	25	Towards	0	1	7	13	5	13
Towards reaching expectation over time with targeted support	0	0	0	0	0	2	Towards reaching expectation over time with targeted support	0	0	0	0	0	1
Total Within or above	62 out of 62	7 out of 8	56 out of 70	50 out of 73	75 out of 82	61 out of 88	Total Within or above	55 out of 55	6 out of 7	49 out of 56	41 out of 54	51 out of 56	41 out of 55
Percentage Within or above	100%	88%	80%	68%	91%	69%	Percentage Within or above	100%	86%	88%	76%	91%	75%

What do we notice?

All Year 3 students: Proportionally, achievement is similar from End of 2022 to End of 2023 for both all students (2022: 68% and 2023: 69%) and students who started at BHB: (2022: 76% and 2023: 75%)

Of the 27 children who are 'working towards or working towards expectation over time' 4 have been identified with learning needs and require ongoing additional support. 14 are ELLs and receive in-class support.

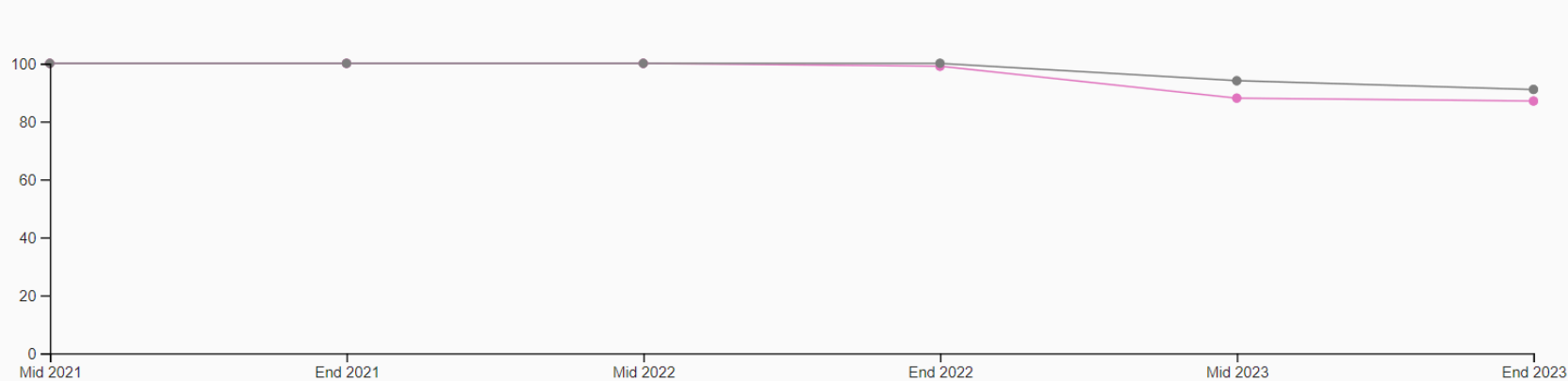
Actions

Monitor and implement above actions

Year 2 students

2023 Year 2 students includes former students

Percentage of students within or above



Key: Pink: All Students | Grey: Students are started at Blockhouse Bay School

2023 Year 2 students includes former students

2023 Year 2 students includes former students who started at our school

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	4	33	18	17	23
Within	1	27	36	53	54	49
Towards	0	0	0	1	10	11
Towards reaching expectation over time with targeted support	0	0	0	0	0	0
Total Within or above	1 out of 1	31 out of 31	69 out of 69	71 out of 72	71 out of 81	72 out of 83
Percentage Within or above	100%	100%	100%	99%	88%	87%

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	4	32	17	16	22
Within	1	26	35	50	47	39
Towards	0	0	0	0	4	6
Towards reaching expectation over time with targeted support	0	0	0	0	0	0
Total Within or above	1 out of 1	30 out of 30	67 out of 67	67 out of 67	63 out of 67	61 out of 67
Percentage Within or above	100%	100%	100%	100%	94%	91%

What do we notice?

All Year 2 students: Proportionally, achievement from end of 2022 to end of 2023 decreases by 12%. Similarly, achievement for students who started at this school decreased by 9%. This decrease is likely due to the significant increase in expectations from Year 1 to Year 2 and the greater emphasis on Number and Algebra compared with other strands of the Mathematics

Actions

Review the new Mathematics Curriculum. Consider our Assessment and Pathways. Implement a CIT to explore Phase 1 of the curriculum.
Continue to consider the balance of Number and Algebra teaching compared with other strand areas

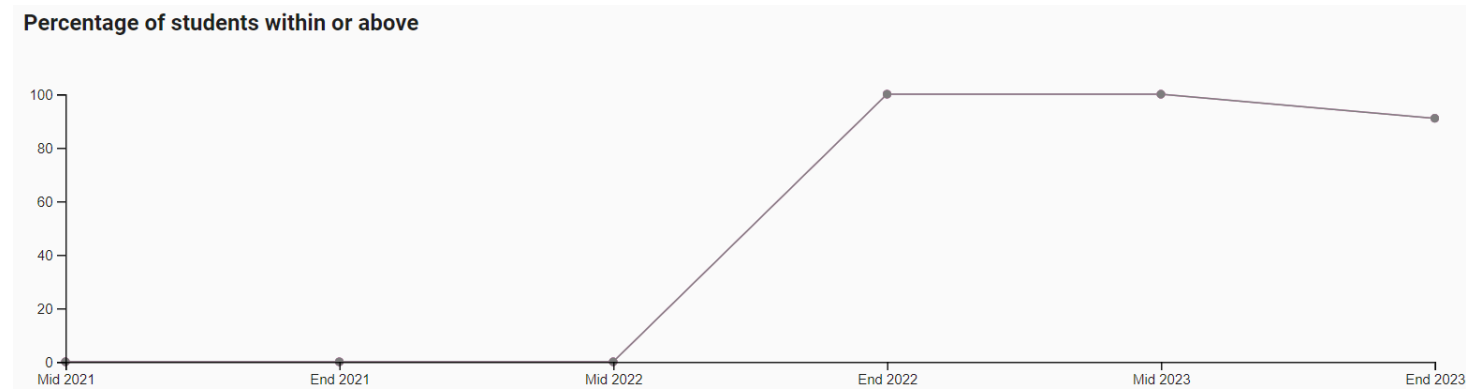
Curriculum. The refreshed curriculum will realign these expectations.

Of the 11 Year 2 students who are 'working towards expectation' 9 children are ELLs, 3 of whom are recent migrants at foundation level of the English Language Learning Progressions.

Children to receive in class targeted support, ELLA and Team leader.

Year 1

2023 Year 1 students includes former students



2023 Year 1 students includes former students

Counts ↑	Mid 2021	End 2021	Mid 2022	End 2022	Mid 2023	End 2023
Well beyond	0	0	0	0	0	0
Beyond	0	0	0	12	38	11
Within	0	0	0	26	30	56
Towards	0	0	0	0	0	7
Towards reaching expectation over time with targeted support	0	0	0	0	0	0
Total Within or above	0 out of 0	0 out of 0	0 out of 0	38 out of 38	68 out of 68	67 out of 74
Percentage Within or above				100%	100%	91%

What do we notice?	Actions
<p>91% of Year 1 learners reach within or above expectation</p> <p>This high achievement is likely due to the End of Year 1 expectations which have a greater emphasis on Number and Algebra compared with other strands of the Mathematics Curriculum.</p> <p>All of the students who are 'towards' expectation are foundation English Language Learners.</p>	<p>Review the new Mathematics Curriculum. Consider our Assessment and Pathways to include strand Maths</p> <p>Consider the balance of Number and Algebra teaching compared with other strand areas</p>

How Blockhouse Bay School has given effect to Te Tiriti o Waitangi

In our kura we give effect to Te Tiriti o Waitangi in the following ways:

Commitment

Our Board of Trustees (BOT) and staff are committed to Te Tiriti by recognising, affirming, valuing and catering for the diverse identities, languages and cultures of learners, parents, whānau and the community. They recognise Māori as tangata whenua and show commitment to the Tiriti partnership by understanding, recognising and celebrating the unique status of tangata whenua.

Leadership and BOT Line of sight for Tamariki Māori

- Māori whānau are represented at governance level. The BOT co-opted a Māori representative who was then elected as parent representative. If in the future representation is not covered through election, then co-opting will be considered again.
- Our Māori BOT representative has reached out to Ngāti Whatua Orakei to begin to build a relationship with local iwi.
- Regular discussions and reflections are held at BOT meetings on how we are giving effect to Te Tiriti o Waitangi.
- Bi-annual Māori Learner reports are presented to the BOT to support the BOT's line of sight on Tamariki Māori. These cover academic progress, wellbeing and report on the actions taken to support learning and wellbeing.
- Schoolwide Data analysis is undertaken and is reported to the BOT. This is differentiated by ethnicity, gender and year level. Analysis informs decision making at a school wide, team, class and individual level. This includes staffing decisions, class placement and curriculum design.
- An experienced Te Reo and Kapa Haka teacher has been employed part-time to strengthen the teaching of Te Reo and lead Kapa Haka in our school.
- Our Māori Teacher (part-time) also provides leadership and guidance in Tikanga Māori.
- Senior Leaders hold regular discussions about Ākonga of Note with a focus on Tamariki Māori. These discussions inform resourcing and actions.
- Ongoing commitment by the BOT to provide resourcing to build capability in Te Reo and knowledge of Tikanga and Te Ao Māori.
- Lead Teacher of Māori (full-time teacher) supports specific termly planning and PLD for staff.

Whānau partnerships

- Regular hui to build a sense of whānau, explore Whānau Māori priorities and consider how we can best meet the needs of and support our Māori students and community.

- Our school management system, Hero supports whānau partnership and engagement by sharing current and achieved goals in Reading, Writing and Maths and the attributes of He Manu Rere. It also shares real-time learning in learning posts and invites comments and insights from whānau.
- Invitations are extended for Parent Workshops and teachers prioritise reaching out to Whānau Māori and other whānau as needed.

Physical Environment

- Strong representation of things Māori in our physical environment e.g. Art works and signage both inside and outside
- Classroom environments are reflective of Te Ao Māori.
- Locations in our school, teams of classes and classes themselves have been renamed in Te Reo, to ensure that Te Reo is lived and breathed by everyone in the school. Signage has been designed to reflect visually the names or the stories behind the names. The names were developed in consultation during a hui with Whānau Māori. Our Māori BOT representative supported further development of the stories behind the names.

Te Reo, Tikanga and Te Ao Māori

- He Manu Rere, our Learner Profile which was developed in consultation with Whānau Māori includes Te Ao Māori concepts such as 'ako' and 'manaakitanga'
- Termly whole school pōwhiri and daily morning mihi in each class / team
- Tikanga followed for kai and other practices e.g. collecting harakeke
- Te Reo on our website and in our communications
- Resourcing to ensure all students access and experience Kapa Haka during each year
- Planned and deliberate celebrations of Matariki and Te Wiki o Te Reo Māori
- Continued development of shared school practices eg pōwhiri, karakia, waiata
- Promoted karakia and waiata to be used across the schools in our Kahui Ako

Curriculum Design

- Mātauranga Māori (Māori knowledge) as part of learning content. This includes:
 - Purposeful Te Ao Māori inclusion for termly Inquiry learning design to ensure a Māori lens / perspective. Local contexts are included so that learners can see themselves and their identity and culture
 - Ongoing exploration of local history and implementation of Aotearoa New Zealand Curriculum is taking place
 - Consideration of other ethnicities and provision for their valued knowledge and customs in learning design
- Resourcing for staffing and classroom materials or programmes to support teaching
- Culturally responsive strategies are deliberately used e.g Tuakana, teina approaches, ako, whānau based decision making

- Tamariki Māori taking part in regular Mātauranga Māori lessons

Professional Capability, Learning and Development

- Professional Growth Cycle conversations include consideration of The Professional Standards contained in “Our Code, Our Standards”. The Blockhouse Bay Quality Practice” document gives clear guidelines for Teachers to support them to meet the Professional Standard “Te Tiriti o Waitangi Partnership”.
- Ongoing Professional Learning opportunities for all staff including access to experiences related to Te Ao Māori during staff meetings and Teacher Only Days
- Targeted PLD to ensure ongoing development of culturally responsive practices
- Regularly watching the Aotearoa New Zealand Histories show at the start of staff meetings to build teacher knowledge of our New Zealand’s history
- Exploring unconscious racism through Kahui ako shared PLD
- Consideration into what is considered giftedness for Tamariki Māori and other ethnicities is taking place

Statement of compliance with employment policy

Good Employer Disclosure 2023

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<p>A primary objective of the Blockhouse Bay School Board is to ensure that the school is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1).</p> <p>The board regularly reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation</p> <p>The board, as the PCBU must do what is reasonably practicable to ensure the health and safety of workers, and work to eliminate or minimise health and safety risks.</p> <p>At Blockhouse Bay School, we acknowledge our shared responsibility for health, safety, and welfare, and promote school wide engagement in related policies and procedures. Officers at the school are encouraged to proactively undertake due diligence to ensure health and safety is prioritised by the board.</p> <p>As a good employer, we are committed to meeting the following staff expectations:</p> <ul style="list-style-type: none">• a commitment to the spirit and principles of the Treaty of Waitangi;• opportunities for equal employment;• impartial and open selection and appointment procedures;• fair rates of remuneration for skill, responsibilities and performance;• an up-to-date job description that provides clear statements of your duties and your employer's expectations of you;• adequate training and equipment to perform your duties;• regular and appropriate feedback and communication on your work performance;• effective communication of information;• good and safe working conditions;• opportunity for the enhancement of your abilities;• health and safety committee meets as needed to discuss matters related to site, staff, akonga welfare

	<ul style="list-style-type: none"> ● freedom from harassment or discrimination in the workplace; ● a commitment to a supportive and confidential employee assistance programme; ● appropriate disciplinary and dispute procedures and the opportunity for redress against unfair or unreasonable treatment by the employer.
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<ul style="list-style-type: none"> ● The Blockhouse Bay School Board is committed to the principles of equity and inclusion. Consistent with these principles, the Board has made a commitment to an Equal Employment Policy which promotes equality of opportunity for staff regardless of age, disability, gender, marital status, race, ethnicity, religious belief, political opinion, employment status, family status or sexual orientation. ● Leave for bereavement/tangi ● Review of work obligations for people with disability/health needs ● Change of employment/week options for staff members wishing to teach but not be full time
<p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>To achieve this, the Board:</p> <ul style="list-style-type: none"> ● appoints a member to be the EEO officer ● shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development ● selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude ● recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups ● ensures that employment and personnel practices are fair and free of any bias.
<p>How are you recognising,</p> <ul style="list-style-type: none"> ● The aims and aspirations of Maori, ● The employment requirements of Maori, and ● Greater involvement of Maori in the Education service? 	<p>The Blockhouse Bay School Board recognises aspirations of Maori, through the principles of Te Tiriti o Waitangi (Treaty of Waitangi), - partnership, participation, and protection of Maori rights and interests.</p> <p>We address the disparities that exist between Maori and non-Maori in the workforce - actively seeking to recruit Maori in the workforce, such as targeted recruitment and retention strategies and cultural competency training for all staff.</p> <p>We seek feedback from our Maori staff, which also includes creating a curriculum that reflects Maori history, culture, and language, We also engage with our Maori whānau (hui) to co-design educational programmes that are responsive to their needs and aspirations.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<ul style="list-style-type: none"> ● Team Leaders ● Unit remuneration ● Within School Leader roles ● Board representation - staff representative ● Professional Learning Programme

	<ul style="list-style-type: none"> ● Professional Growth Cycle
<p>How are you recognising the employment requirements of women?</p>	<p>Include:</p> <ul style="list-style-type: none"> ● include equal pay for equal work ● flexible work arrangements to accommodate family responsibilities ● opportunities for career development and advancement, ● protection against discrimination, harassment, and retaliation <p>The Blockhouse Bay School Board has implemented policies and practices that promote gender equality and diversity in the workplace. This includes creating a culture that values and respects the contributions of women, providing training and support to employees on issues related to gender bias and harassment, and offering mentorship and leadership development programmes for all leaders.</p> <p>Teachers have access to part-time teaching roles if they have family commitments. Support staff have the opportunity to negotiate hours at school if they also have family commitments.</p>
<p>How are you recognising the employment requirements of persons with disabilities?</p>	<p>Employment requirements for persons with disabilities may include accommodations or modifications to the workplace, such as wheelchair accessibility, assistive technology, or flexible work schedules. Blockhouse Bay School has adapted the environment with access provided to ramps, lifts etc.</p> <p>Blockhouse Bay School is committed to provide provision for training and support to ensure that employees with disabilities have equal opportunities for career advancement and job performance.</p> <p>To ensure compliance with legal requirements, the Board understands the need to consult with disability advocacy organizations or legal experts where necessary to ensure we are meeting the needs of employees with disabilities.</p> <p>It's important to note that the requirements for accommodating employees with disabilities may vary depending on the specific disability, the job duties involved, and other factors. The Board understands the need to complete ongoing communication with our employees with disabilities to identify and address their needs.</p>



Blockhouse Bay Primary School

We Seek - We Strive - We Soar

2023 KIWISPORT REPORT

All of the Blockhouse Bay School's Kiwisport money (\$8043.00) was allocated to the Cluster sports initiative. This programme is contributed by local schools which enables us to employ a Sports Coordinator to facilitate and organise physical education and sporting activities for the children in these schools.

Neil Robinson
Principal

BLOCKHOUSE BAY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1233

Principal: Neil Robinson

School Address: 584 Blockhouse Bay Road, Blockhouse Bay, Auckland

School Postal Address: 584 Blockhouse Bay Road, Blockhouse Bay, Auckland

School Phone: 09 627 9940

School Email: neilr@blockhousebay.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Nicholas Dempsey	Presiding Member	Voted	May-25
Neil Robinson	Principal ex Officio	ex Officio	
Simon Mahoney	Parent Representative	Elected	May-25
Annuncia Gallaher	Parent Representative	Elected	May-25
Rosie Williams	Parent Representative	Elected	May-25
Tarawhati Williams	Parent Representative	Elected	May-25
Sally Kilpatrick	Parent Representative	Elected	May-25

Accountant / Service Provider: Ask Accounting Ltd

BLOCKHOUSE BAY SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 19</u>	Notes to the Financial Statements
	Independent Auditor's Report

Blockhouse Bay School

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.

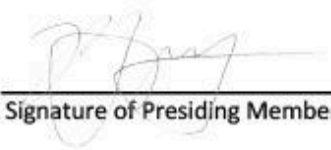
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Nicholas John Dempsey

Full Name of Presiding Member



Signature of Presiding Member

27 May 2024

Date:

Elizabeth Margaret Crisp

Full Name of Principal (Acting)



Signature of Principal

27 May 2024

Date:

Blockhouse Bay School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	5,172,778	4,958,820	5,004,802
Locally Raised Funds	3	123,547	76,000	102,335
Interest		32,357	13,000	3,581
Total Revenue		5,328,682	5,047,820	5,110,718
Expense				
Locally Raised Funds	3	54,105	55,800	27,526
Learning Resources	4	3,703,851	3,527,985	3,508,545
Administration	5	313,528	306,300	333,913
Interest		3,319	2,168	4,671
Property	6	1,243,042	1,234,867	1,286,454
Loss on Disposal of Property, Plant and Equipment		955	-	31
Total Expense		5,318,800	5,127,120	5,161,140
Net Surplus / (Deficit) for the year		9,882	(79,300)	(50,422)
Total Comprehensive Revenue and Expense for the Year		9,882	(79,300)	(50,422)

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



Blockhouse Bay School

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		1,884,326	1,884,326	1,921,707
Total comprehensive revenue and expense for the year		9,882	(79,300)	(50,422)
Contributions - Te Mana Tuhono		59,724	-	-
Contribution - Furniture and Equipment Grant		21,648	-	13,041
Equity at 31 December		1,975,580	1,805,026	1,884,326
Accumulated comprehensive revenue and expense		1,975,580	1,805,026	1,884,326
Equity at 31 December		1,975,580	1,805,026	1,884,326

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.



Blockhouse Bay School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	117,974	147,031	413,764
Accounts Receivable	8	243,371	232,000	223,789
GST Receivable		24,507	15,000	21,946
Prepayments		18,623	10,000	10,886
Investments	9	390,195	300,000	-
Funds Receivable for Capital Works Projects	15	3,540	-	7,867
		<u>798,210</u>	<u>704,031</u>	<u>678,252</u>
Current Liabilities				
Accounts Payable	11	372,368	343,238	341,049
Revenue Received in Advance	12	25,338	-	7,994
Provision for Cyclical Maintenance	13	49,951	62,287	23,137
Finance Lease Liability	14	24,585	24,197	36,757
Funds held for Capital Works Projects	15	120,143	-	12,981
		<u>592,385</u>	<u>429,722</u>	<u>421,918</u>
Working Capital Surplus/(Deficit)		205,825	274,309	256,334
Non-current Assets				
Property, Plant and Equipment	10	1,918,791	1,709,651	1,837,500
		<u>1,918,791</u>	<u>1,709,651</u>	<u>1,837,500</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	143,085	173,876	184,421
Finance Lease Liability	14	5,951	5,058	25,087
		<u>149,036</u>	<u>178,934</u>	<u>209,508</u>
Net Assets		<u>1,975,580</u>	<u>1,805,026</u>	<u>1,884,326</u>
Equity		<u>1,975,580</u>	<u>1,805,026</u>	<u>1,884,326</u>

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



Blockhouse Bay School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		1,356,099	1,190,061	1,335,955
Locally Raised Funds		118,722	58,006	75,407
International Students		13,417	10,000	1,304
Goods and Services Tax (net)		(2,561)	6,946	(28,705)
Payments to Employees		(848,137)	(734,962)	(797,914)
Payments to Suppliers		(426,509)	(386,649)	(398,560)
Interest Paid		(3,319)	(2,168)	(4,671)
Interest Received		29,460	12,736	2,807
Net cash from/(to) Operating Activities		237,172	153,970	185,623
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(297,715)	(83,000)	(137,821)
Purchase of Investments		(390,195)	(300,000)	-
Net cash from/(to) Investing Activities		(687,910)	(383,000)	(137,821)
Cash flows from Financing Activities				
Contribution from Ministry of Education		81,372	-	13,041
Finance Lease Payments		(37,913)	(32,589)	(35,808)
Funds Administered on Behalf of Other Parties		111,489	(5,114)	(171,549)
Net cash from/(to) Financing Activities		154,948	(37,703)	(194,316)
Net increase/(decrease) in cash and cash equivalents		(295,790)	(266,733)	(146,514)
Cash and cash equivalents at the beginning of the year	7	413,764	413,764	560,278
Cash and cash equivalents at the end of the year	7	117,974	147,031	413,764

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.



Blockhouse Bay School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Blockhouse Bay 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 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 expense 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 dollar.

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) Investments

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



h) 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	40 years
Furniture and equipment	5-40 years
Information and communication technology	4-5 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

i) 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 surplus or deficit.

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

j) 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.



k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds Held in Trust

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

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

n) 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.

o) Provision for Cyclical Maintenance

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

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

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

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, 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.

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.

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.



2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,328,481	1,190,061	1,339,608
Teachers' Salaries Grants	2,853,829	2,785,492	2,651,124
Use of Land and Buildings Grants	989,943	983,267	1,014,070
Other Government Grants	525	-	-
	<u>5,172,778</u>	<u>4,958,820</u>	<u>5,004,802</u>

The school has opted in to the donations scheme for this year. Total amount received was \$80,142.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	9,178	8,000	12,361
Fees for Extra Curricular Activities	3,484	7,000	41,906
Trading	2,968	-	1,845
Fundraising & Community Grants	76,030	32,000	13,691
Other Revenue	31,887	19,000	10,893
International Student Fees	-	10,000	21,639
	<u>123,547</u>	<u>76,000</u>	<u>102,335</u>
Expense			
Extra Curricular Activities Costs	35,229	21,000	17,480
Trading	2,329	300	2,530
Fundraising and Community Grant Costs	16,372	32,000	5,268
International Student - Other Expenses	175	2,500	2,248
	<u>54,105</u>	<u>55,800</u>	<u>27,526</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>69,442</u>	<u>20,200</u>	<u>74,809</u>

During the year, the School hosted nil International students (2022:2)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	83,032	75,143	81,729
Equipment Repairs	450	1,000	1,682
Information and Communication Technology	16,732	16,700	18,784
Library Resources	630	801	605
Employee Benefits - Salaries	3,362,030	3,205,492	3,163,749
Staff Development	18,901	18,000	25,759
Depreciation	222,076	210,849	216,237
	<u>3,703,851</u>	<u>3,527,985</u>	<u>3,508,545</u>



5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,238	8,000	7,998
Board Fees	3,670	4,000	3,805
Board Expenses	5,830	10,800	18,177
Communication	4,540	5,850	5,653
Consumables	11,303	9,400	8,877
Operating Leases	647	650	641
Other	16,800	12,500	12,993
Employee Benefits - Salaries	243,888	240,500	261,814
Insurance	11,462	6,100	4,855
Service Providers, Contractors and Consultancy	7,150	8,500	9,100
	<u>313,528</u>	<u>306,300</u>	<u>333,913</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	19,034	16,900	15,925
Consultancy and Contract Services	43,560	43,000	51,710
Cyclical Maintenance	7,218	30,000	27,324
Grounds	27,399	16,900	17,741
Heat, Light and Water	46,026	36,300	40,908
Repairs and Maintenance	29,801	30,000	38,803
Use of Land and Buildings	989,943	983,267	1,014,070
Security	10,330	8,500	8,197
Employee Benefits - Salaries	69,731	70,000	71,776
	<u>1,243,042</u>	<u>1,234,867</u>	<u>1,286,454</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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	117,974	67,031	44,948
Short-term Bank Deposits	-	80,000	368,816
Cash and cash equivalents for Statement of Cash Flows	<u>117,974</u>	<u>147,031</u>	<u>413,764</u>

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

Of the \$117,974 Cash and Cash Equivalents, \$120,143 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.



8. Accounts Receivable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Interest Receivable	4,633	2,000	1,736
Teacher Salaries Grant Receivable	238,738	230,000	222,053
	<u>243,371</u>	<u>232,000</u>	<u>223,789</u>
Receivables from Exchange Transactions	4,633	2,000	1,736
Receivables from Non-Exchange Transactions	238,738	230,000	222,053
	<u>243,371</u>	<u>232,000</u>	<u>223,789</u>

9. Investments

The School's investment activities are classified as follows:

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	390,195	300,000	-
	<u>390,195</u>	<u>300,000</u>	<u>-</u>
Total Investments			



10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	997,992	17,380	-	-	(39,042)	976,330
Furniture and Equipment	690,747	262,635	-	-	(114,359)	839,023
Information and Communication Technology	58,359	11,675	(480)	-	(26,995)	42,559
Leased Assets	59,180	6,606	(139)	-	(37,066)	28,581
Library Resources	31,222	6,025	(335)	-	(4,614)	32,298
Balance at 31 December 2023	1,837,500	304,321	(954)	-	(222,076)	1,918,791

The net carrying value of furniture and equipment held under a finance lease is \$28,581 (2022: \$59,180)

During 2021, the School identified weathertightness failures on one of its buildings, being the Performing Arts Hall at Block 3. The Hall still provides full functionality for the School. This resulted inspections being conducted on the building to assess damage, and the remedial work required to resolve the weathertightness failures. The current estimated cost for the remedial work is between \$100,000 to \$250,000. The Ministry of Education has not evaluated the amount of impairment required to the building due to the uncertainties that exist, as the extent of damages will not be known until the actual remediation work is carried out. Thus, the accuracy of the carrying value of this building for the year ended 31 December 2023 cannot be reliably estimated.

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.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	1,573,283	(596,953)	976,330	1,555,903	(557,911)	997,992
Furniture and Equipment	2,180,285	(1,341,262)	839,023	2,026,367	(1,335,620)	690,747
Information and Communication Technology	238,882	(196,323)	42,559	347,426	(289,067)	58,359
Leased Assets	121,102	(92,521)	28,581	117,453	(58,273)	59,180
Library Resources	99,228	(66,930)	32,298	94,215	(62,993)	31,222
Balance at 31 December	4,212,780	(2,293,989)	1,918,791	4,141,364	(2,303,864)	1,837,500

11. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	63,905	40,000	33,771
Accruals	8,238	8,238	15,763
Employee Entitlements - Salaries	267,239	260,000	255,389
Employee Entitlements - Leave Accrual	32,986	35,000	36,126
	<u>372,368</u>	<u>343,238</u>	<u>341,049</u>
Payables for Exchange Transactions	372,368	343,238	341,049
	<u>372,368</u>	<u>343,238</u>	<u>341,049</u>

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	8,752	-	-
International Student Fees in Advance	13,417	-	-
Other revenue in Advance	3,169	-	7,994
	<u>25,338</u>	<u>-</u>	<u>7,994</u>

13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	207,558	207,558	180,234
Increase to the Provision During the Year	7,218	30,000	55,929
Use of the Provision During the Year	(21,740)	(1,395)	-
Provision at the End of the Year	<u>193,036</u>	<u>236,163</u>	<u>236,163</u>
Cyclical Maintenance - Current	49,951	62,287	23,137
Cyclical Maintenance - Non current	143,085	173,876	184,421
	<u>193,036</u>	<u>236,163</u>	<u>207,558</u>

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

14. 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	25,901	24,197	39,777
Later than One Year and no Later than Five Years	6,291	5,058	26,095
Future Finance Charges	(1,656)	-	(4,028)
	<u>30,536</u>	<u>29,255</u>	<u>61,844</u>
Represented by			
Finance lease liability - Current	24,585	24,197	36,757
Finance lease liability - Non current	5,951	5,058	25,087
	<u>30,536</u>	<u>29,255</u>	<u>61,844</u>

15. 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 projects is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
5YA Plan Preparation - Project Number 239592	-	616,128	(522,383)	-	93,745
MOE Project - Subsidence - Project Number 214000	(7,867)	-	4,327	-	(3,540)
SIP Classroom Modifications - Project Number 221795	5,670	-	(5,670)	-	-
UNC 1 6 12 Repurpose Rooms - Project Number 237630	7,311	-	(4,327)	-	2,984
MOE Ventilation - Project Number 235329	-	23,414	-	-	23,414
Totals	<u>5,114</u>	<u>639,542</u>	<u>(528,053)</u>	<u>-</u>	<u>116,603</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	120,143
Funds Receivable from the Ministry of Education	(3,540)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project - Subsidence	108,654	13,830	(130,351)	-	(7,867)
SIP Walkway	(23,421)	-	23,421	-	-
SIP Shade	4,284	-	(4,284)	-	-
SIP Classroom Modifications	24,126	-	(18,456)	-	5,670
UNC 1 6 12 Repurpose Rooms	-	73,925	(66,614)	-	7,311
Totals	<u>113,643</u>	<u>87,755</u>	<u>(196,284)</u>	<u>-</u>	<u>5,114</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	12,981
Funds Receivable from the Ministry of Education	(7,867)



16. Related Party Transactions

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

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



17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	3,670	3,805
<i>Leadership Team</i> Remuneration Full-time equivalent members	611,751 5	573,883 5
Total key management personnel remuneration	615,421	577,688

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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	165-175	150-160
Benefits and Other Emoluments	0-5	0-5

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	7	3
110 - 120	1	1
120-130	1	-
	9	4

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

18. Compensation and Other Benefits Upon Leaving

No compensation or other benefits were paid or payable to persons leaving (2022: Nil).



19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets 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.

Pay equity settlement wash-up amounts

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. The Ministry is in the process of determining wash-up payments or receipts. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$69,873 (2022:\$12,981) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
SYA Plan Preparation	647,310	600,505	46,805
MOE Project - Subsidence	601,531	596,254	5,277
UNC 1 6 12 Repurpose Rooms	84,362	70,941	13,421
MOE Ventilation	18,425	-	18,425
Total	1,351,628	1,267,700	83,928



21. 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 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	117,974	147,031	413,764
Receivables	243,371	232,000	223,789
Investments - Term Deposits	390,195	300,000	-
Total financial assets measured at amortised cost	<u>751,540</u>	<u>679,031</u>	<u>637,553</u>

Financial liabilities measured at amortised cost

Payables	372,368	343,238	341,049
Finance Leases	30,536	29,255	61,844
Total financial liabilities measured at amortised cost	<u>402,904</u>	<u>372,493</u>	<u>402,893</u>

22. Events After Balance Date

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





INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BLOCKHOUSE BAY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Blockhouse Bay School (the School). The Auditor-General has appointed me, Bruno Dente, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

We have audited the financial statements of the School on pages 2 to 19 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.

Qualified Opinion

In our opinion, except for the matter described in the Basis for our qualified opinion section of our report, 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 27 May 2024. This is the date at which our qualified opinion is expressed.

The basis for our qualified 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 qualified opinion – Carrying value of property, plant and equipment

As disclosed in note 10 of the financial statements on page 13, the School identified a weathertightness failure on one of its buildings, being the Performing Arts Hall at Block 3. This resulted in inspections being conducted on the building to assess damage and the remedial work required to resolve the weathertightness failure. The current estimated cost for the remedial work is between \$100,000 to \$250,000. The School has not evaluated the amount of impairment required to the building due to the uncertainties that exist at the date of signing its financial statements. The extent of damages will not be known until the actual remediation work has been carried out in the future.

The carrying value of the building cannot be reliably estimated and the potential impairment will have an impact in determining the results of the operations for the year. For this reason, there are limited audit procedures that we could adopt to independently confirm the carrying value of the asset as at 31 December 2023 and our audit opinion on the financial statements for the year ended 31 December 2023 was modified accordingly.



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 qualified 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.

Deloitte.

- 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 are responsible for the other information. The other information obtained at the date of our report is list of the Members of the Board, Statement of Responsibility, Statement of Variance, KiwiSport, Statement of compliance with employment policy, Evaluation of the school's students' progress and achievement and report on How we have given effect to Te Tiriti o Waitangi 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.

A handwritten signature in blue ink that reads "Bruno Dente".

Bruno Dente
Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand

