

BELMONT SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

Belmont School



Mā te mahi tahi ka piki kōtuku

Succeeding together

Principal:	Bryan Trevean
School Address:	709 Western Hutt Road, Lower Hutt
School Postal Address:	709 Western Hutt Road, Lower Hutt, 5010
School Phone:	04 565 0306
School Email:	admin@belmont-lowerhutt.school.nz
Ministry Number:	2807
Accountant/Service Provider:	Accounting for Schools Limited

BELMONT SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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BELMONT SCHOOL
Statement of Responsibility
For the year ended 31 December 2024

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

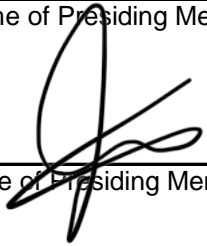
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

David Grigg
Full Name of Presiding Member

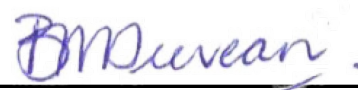
Signature of Presiding Member



31 May 2025
Date:

Bryan Trevean
Full Name of Principal

Signature of Principal



31 May 2025
Date:

BELMONT SCHOOL

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

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	3,384,907	3,203,518	3,105,687
Locally Raised Funds	3	133,432	57,600	100,379
Interest		68,326	40,000	53,049
Total Revenue		3,586,665	3,301,118	3,259,115
Expenses				
Locally Raised Funds	3	81,903	84,564	87,656
Learning Resources	4	2,594,558	2,461,820	2,419,090
Administration	5	230,652	214,700	206,980
Property	6	565,241	540,200	527,246
Interest		2,280	-	1,865
Total Expense		3,474,634	3,301,284	3,242,837
Net Surplus / (Deficit) for the year		112,031	(166)	16,278
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		112,031	(166)	16,278

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

BELMONT SCHOOL

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January	1,366,344	1,426,827	1,426,827
Total comprehensive revenue and expense for the year	112,031	(166)	32,299
Contributions from / (Distributions to) the Ministry of Education	-	-	(105,262)
Contribution - Furniture and Equipment Grant	22,232	-	12,480
Equity at 31 December	1,500,607	1,426,661	1,366,344
Accumulated comprehensive revenue and expense	1,500,607	1,426,661	1,366,344
Equity at 31 December	1,500,607	1,426,661	1,366,344

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.

BELMONT SCHOOL
Statement of Financial Position
As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	256,102	350,000	224,126
Accounts Receivable	8	185,097	170,000	165,047
Funds receivable for Capital Works Projects	17	12,373	18,000	16,768
GST Receivable		-	6,200	734
Inventories	9	1,355	2,000	1,355
Investments	10	946,803	866,221	900,595
Prepayments		6,492	6,500	7,703
		<u>1,408,222</u>	<u>1,418,921</u>	<u>1,316,328</u>
Current Liabilities				
GST Payable		(213)	-	-
Accounts Payable	12	243,773	250,000	210,315
Borrowings - Due in one year	13	4,559	-	4,559
Finance Lease Liability	16	13,671	21,000	19,350
Funds held for Capital Works Projects	17	3,379	-	66,931
Provision for Cyclical Maintenance	15	-	55,000	63,763
Revenue Received in Advance	14	3,073	2,000	8,758
Funds held on behalf of Kahui Ako		21,123	-	-
		<u>289,365</u>	<u>328,000</u>	<u>373,676</u>
Working Capital Surplus/(Deficit)		1,118,857	1,090,921	942,652
Non-current Assets				
Property, Plant and Equipment	11	418,270	425,740	453,240
		<u>418,270</u>	<u>425,740</u>	<u>453,240</u>
Non-current Liabilities				
Borrowings - Due beyond one year	13	11,398	-	15,957
Provision for Cyclical Maintenance	15	14,750	52,500	-
Finance Lease Liability	16	10,372	37,500	13,591
		<u>36,520</u>	<u>90,000</u>	<u>29,548</u>
Net Assets		<u>1,500,607</u>	<u>1,426,661</u>	<u>1,366,344</u>
Equity		<u>1,500,607</u>	<u>1,426,661</u>	<u>1,366,344</u>

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

BELMONT SCHOOL

Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		887,228	823,518	756,349
Locally Raised Funds		129,050	57,600	121,859
Goods and Services Tax (net)		520	3,799	(7,135)
Payments to Employees		(527,440)	(462,500)	(465,600)
Payments to Suppliers		(407,073)	(288,184)	(345,921)
Interest Paid		(2,280)	-	(1,865)
Interest Received		72,122	40,000	48,623
Net cash from / (to) the Operating Activities		152,127	174,233	106,310
Cash flows from Investing Activities				
Purchase of Property, Property, Equipment (and Intangibles)		(44,683)	(37,740)	(69,569)
Proceeds from Sale of Investments		(46,208)	(366,221)	(420,636)
Net cash from / (to) the Investing Activities		(90,891)	(403,961)	(490,205)
Cash flows from Financing Activities				
Furniture and Equipment Grant		22,231	-	12,480
Contributions from / (Distributions to) Ministry of Education		-	-	(105,262)
Finance Lease Payments		(8,898)	23,500	(3,419)
Loans Received/ Repayment of Loans		(4,559)	-	20,516
Funds Administered on Behalf of Third Parties		21,123	-	-
Funds Administered on Behalf of Other Parties		(59,158)	(18,000)	167,194
Net cash from Financing Activities		(29,260)	5,500	91,509
Net increase/(decrease) in cash and cash equivalents		31,976	(224,228)	(292,386)
Cash and cash equivalents at the beginning of the year	7	224,126	574,228	516,513
Cash and cash equivalents at the end of the year	7	256,102	350,000	224,126

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 Financial Performance should be read in conjunction with the accompanying notes which form part of these financial statements.

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Belmont 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 16. Future operating lease commitments are disclosed in note 22b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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.

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

j) Property, Plant and Equipment

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

Improvements to buildings owned by the Crown 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 – Crown	10 - 25 years
Classroom Equipment and Furniture	5 - 17 years
Information and communication technology	2.5 - 10 years
Office Furniture	10 years
Office Equipment	5 - 12 years
Other Equipment	4 - 15 years
Playground	10 - 15 years
Leased Assets	Term of lease
Library Resources	5% - 12.5% Diminishing Value

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve 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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

n) Revenue Received in Advance

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

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

o) Funds held for Capital Works

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

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

p) 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 for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

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.

q) 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Borrowings

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

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	885,595	823,518	756,349
Teachers' Salaries Grants	2,099,377	2,005,000	1,992,407
Use of Land and Buildings grants	399,935	375,000	356,931
	<u>3,384,907</u>	<u>3,203,518</u>	<u>3,105,687</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Fees for Extra Curricular Activities	31,606	30,000	33,027
Donations & Bequests	9,633	1,600	2,306
Fundraising & Community Grants	41,447	7,000	39,356
Other Revenue	24,661	-	25,690
Trading	26,085	19,000	
	<u>133,432</u>	<u>57,600</u>	<u>100,379</u>
Expenses			
Extra Curricular Activities Costs	38,092	36,335	44,880
Fundraising and Community Grant Costs	17,315	20,000	16,924
Hutt Reading Centre	6,609	8,229	11,381
Trading	19,887	20,000	14,471
	<u>81,903</u>	<u>84,564</u>	<u>87,656</u>
<i>Surplus for the year Locally raised funds</i>	<u>51,529</u>	<u>(26,964)</u>	<u>12,723</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	150,589	49,020	131,126
Employee Benefits - Salaries	2,341,742	2,320,800	2,193,179
Information and Communication Technology	13,867	10,000	6,349
Library Resources	2,455	-	2,302
Staff Development	6,253	10,000	10,868
Depreciation	79,652	72,000	75,266
	<u>2,594,558</u>	<u>2,461,820</u>	<u>2,419,090</u>

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fee	9,320	12,500	7,480
Board of Trustees Expenses	4,383	8,000	4,570
Board of Trustees Fees	2,855	-	3,335
Communication	2,586	2,000	2,451
Consumables	6,416	3,500	5,875
Employee Benefits - Salaries	153,856	129,700	141,436
Insurance	5,450	6,000	5,443
Other	45,536	53,000	33,180
Service Providers, Contractors and Consultancy	250	-	3,210
	<u>230,652</u>	<u>214,700</u>	<u>206,980</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Caretaking and Cleaning Consumables	16,859	-	16,692
Consultancy and Contract Services	49,328	67,000	49,411
Cyclical Maintenance Provision	5,153	12,500	28,442
Employee Benefits - Salaries	28,159	27,000	25,945
Grounds	10,482	9,000	4,081
Heat, Light and Water	31,601	25,000	23,321
Rates	3,089	3,000	2,710
Repairs and Maintenance	10,914	12,000	12,374
Security	9,721	9,700	7,339
Use of Land and Buildings	399,935	375,000	356,931
	<u>565,241</u>	<u>540,200</u>	<u>527,246</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.

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
ASB Current Account	256,102	350,000	224,126
Cash and cash equivalents for Cash Flow Statement	<u>256,102</u>	<u>350,000</u>	<u>224,126</u>

Of the \$256,102 Cash and Cash Equivalents, \$24,501 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2025 on Crown owned school buildings.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	-	-	1,380
Receivables from the Ministry of Education	1,633	-	-
Interest Receivable	4,282	-	8,078
Teacher Salaries Grant Receivable	179,182	170,000	155,589
	<u>185,097</u>	<u>170,000</u>	<u>165,047</u>
Receivables from Exchange Transactions	4,282	-	9,458
Receivables from Non-Exchange Transactions	180,815	170,000	155,589
	<u>185,097</u>	<u>170,000</u>	<u>165,047</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	658	2,000	658
Sunhats	697	-	697
	<u>1,355</u>	<u>2,000</u>	<u>1,355</u>

10. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	946,803	866,221	900,595

BELMONT SCHOOL

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

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements - Crown	182,484	-	-	-	(17,108)	165,375
Classroom Equipment	66,169	2,487	-	-	(12,089)	56,567
Information Technology	14,336	17,611	-	-	(7,385)	24,562
Leased Assets	33,695	13,178	-	-	(22,423)	24,450
Library Resources	11,634	5,008	-	-	(1,237)	15,405
Office Furniture & Equipment	22,258	-	-	-	(3,370)	18,888
Other Equipment	29,197	6,399	-	-	(4,911)	30,685
Playground	93,467	-	-	-	(11,129)	82,338
Balance at 31 December 2024	453,240	44,683	-	-	(79,652)	418,270

The net carrying value of equipment held under a finance lease is \$24,449 (2023: \$33,694).

Restrictions

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

	2024 Cost or Valuation \$	2024 Accum Depn \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accum Depn \$	2023 Net Book Value \$
Building Improvements - Crown	420,448	(255,073)	165,375	420,448	(237,964)	182,484
Classroom Equipment	177,777	(121,210)	56,567	177,598	(111,429)	66,169
Information Technology	152,663	(128,101)	24,562	143,231	(128,895)	14,336
Leased Assets	92,172	(67,724)	24,449	78,996	(45,301)	33,695
Library Resources	68,328	(52,923)	15,405	63,320	(51,686)	11,634
Office Furniture & Equipment	48,928	(30,040)	18,888	48,928	(26,670)	22,258
Other Equipment	56,408	(25,723)	30,685	50,009	(20,812)	29,197
Playground	170,806	(88,467)	82,339	170,805	(77,338)	93,467
Balance at 31 December	1,187,530	(769,261)	418,270	1,153,335	(700,095)	453,240

12. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	18,128	-	10,460
Accruals	9,300	-	11,761
Employee Entitlements - salaries	212,227	250,000	184,806
Employee Entitlements - leave accruals	4,118	-	3,288
	243,773	250,000	210,315
Payables for Exchange Transactions	243,773	250,000	210,315
	243,773	250,000	210,315

The carrying value of payables approximates their fair value.

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Due in One Year	4,559	-	4,559
Due Beyond One Year	11,398	-	15,957
	<u>15,957</u>	<u>-</u>	<u>20,516</u>

The school has borrowings at 31 December 2024 of \$15,957 (31 December 2023 \$20,516). This loan is from The Energy Efficiency and Conservation Authority for the purpose of upgrading lighting. The loan is unsecured and interest free.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	5,508
School Donations & Activity Fees	3,073	2,000	3,250
	<u>3,073</u>	<u>2,000</u>	<u>8,758</u>

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	63,763	63,763	55,556
Increase/(decrease) to the Provision During the Year	5,153	12,500	8,207
Other Adjustments	-	31,237	20,235
Use of the Provision During the Year	(54,166)	-	(20,235)
Provision at the End of the Year	<u>14,750</u>	<u>107,500</u>	<u>63,763</u>
Cyclical Maintenance - Current	-	55,000	63,763
Cyclical Maintenance - Non Current	14,750	52,500	-
	<u>14,750</u>	<u>107,500</u>	<u>63,763</u>

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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

16. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	15,146	21,000	21,214
Later than One Year and no Later than Five Years	11,162	37,500	13,904
Future Finance Charges	(2,265)	-	(2,178)
	<u>24,043</u>	<u>58,500</u>	<u>32,941</u>
Represented by			
Finance lease liability - Current	13,671	21,000	19,350
Finance lease liability - Non Current	10,372	37,500	13,591
	<u>24,043</u>	<u>58,500</u>	<u>32,941</u>

17. Funds Held for Capital Works Projects

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

2024	Project	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
	Roll Growth Classroom	3,205	-	-	-	3,205
	Block F Classroom & Toilet Refurb	47,608	357,016	(413,881)	-	(9,257)
	Replace Sewer & Stormwater	(14,755)	39,351	(25,179)	-	(583)
	Blocks C F G H	16,118	-	(15,944)	-	174
	Property Project - Blocks E & L	(2,013)	-	-	-	(2,013)
	Repair & replace section of leaking water pipe	-	22,900	(23,420)	-	(520)
	Minor Works- Storm Damage	-	6,550	(6,550)	-	-
	Totals	<u>50,163</u>	<u>425,817</u>	<u>(484,975)</u>	<u>-</u>	<u>(8,994)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

3,379
(12,373)

(8,994)

BELMONT SCHOOL

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

17. Funds Held for Capital Works Projects (cont.)

		Opening	Receipts	Payments	BOT Contribution/ (Write-off to R&M)	Closing
		Balances	from MoE			Balances
		\$	\$	\$		\$
2023						
	Roll Growth Classroom	3,205	-	-	-	3,205
	Block F Classroom & Toilet Refurb	2,429	50,000	(4,821)	-	47,608
	Replace Sewer & Stormwater	(14,755)	-	-	-	(14,755)
	Block D Library Refurb	(124,350)	37,657	(18,569)	105,262	-
	Blocks C F G H	17,300	102,558	(103,740)	-	16,118
	Property Project - Blocks E & L	(859)	2,581	(3,735)	-	(2,013)
	Totals	(117,030)	192,796	(130,865)	105,262	50,163

Represented by:

Funds Held on Behalf of the Ministry of Education	66,931
Funds Due from the Ministry of Education	(16,768)
	50,163

18. Related Party Transactions

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

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

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

19. Remuneration

Key management personnel compensation

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

	2024	2023
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,855	3,335
<i>Leadership Team</i>		
Remuneration	392,663	386,435
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	395,518	389,770

There are 7 members of the Board excluding the Principal. The Board had had 8 full meetings of the Board during the year. The Board also has Finance 2 members and Property 2 members committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2024	2023
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

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

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

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

20. Compensation and Other Benefits Upon Leaving

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

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

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 the Ministry of Education provided additional funding for both the support staff in School's Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2024. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2024. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2025.

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$404,499 (2023: \$939,960) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
Site: Replace Sewer and Stormwater Infrastructure	434,806	54,871	379,935
Block F Classroom & Toilet Refurb	484,412	459,848	24,564
Total	919,218	514,719	404,499

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

(b) Operating Commitments

As at 31 December 2024 the Board has no operating commitments (2023: nil).

BELMONT SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

23. Financial Instruments

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

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	256,102	350,000	224,126
Receivables	185,097	170,000	165,047
Investments - Term Deposits	946,803	866,221	900,595
Total Financial assets measured at amortised cost	<u>1,388,002</u>	<u>1,386,221</u>	<u>1,289,768</u>
Financial liabilities measured at amortised cost			
Payables	243,773	250,000	210,315
Finance Leases	24,043	58,500	32,941
Total Financial Liabilities Measured at Amortised Cost	<u>283,773</u>	<u>308,500</u>	<u>263,772</u>

24. Events After Balance Date

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

BELMONT SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Occupation	Term expired/expires
David Grigg	Presiding Member	Elected	Senior Manager	Sept 2025
Bryan Trevean	Principal		Principal	
Sunita Patel	Parent Rep	Elected	Solicitor	Sept 2025
Andrew Rodger	Parent Rep	Elected	Electoral Manager	Sept 2025
Drew Broadley	Parent Rep	Elected	Director	March 2024
Jennifer Gilbert	Parent Rep	Selected	Sign Language Interpreter	Sept 2025
Rachelle Time	Parent Rep	Elected	Nurse	Sept 2025
Amelia Fellerhoff	Staff Rep	Nominated	Teacher	Sept 2025

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

The Auditor-General is the auditor of Belmont School (the School). The Auditor-General has appointed me, Chrissie Murray, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the analysis of variance, a Kiwisport statement and a list of the Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Chrissie Murray
Baker Tilly Staples Rodway Audit Limited

On behalf of the Auditor-General
Wellington, New Zealand



Statement of Variance 2025 for 2024

This statement of variance summarises progress and achievement from 2024. Data has been gathered and analysed throughout the year to track progress and determine key actions for teachers to further support learning. The schoolwide picture is outlined below, followed by an analysis of the rate of progress across the school and analysis of our 2024 Annual Targets and Action Plan. Possible next steps have been identified as part of the overall analysis.

Writing

Whole School	Well Below	Below	OT	AT	Above	Totals
Term 4, 2024	2.6% 9	23.7% 83	8.3% 29	61.1% 214	4.3% 15	350
Term 3, 2024	1.4% 5	23% 80	49.1% 171	26.1% 91	0.3% 1	348
Term 2, 2024	1.2% 4	28.4% 93	63.4% 208	6.7% 22	0.3% 1	328
Term 4, 2023	0.9% 3	28.8% 101	8.5% 30	57.3% 201	4.6% 16	351
Term 4, 2022	1.4% 5	24.6% 88	10.6% 38	59.4% 212	3.9% 14	357
Term 4, 2021	1.6% 6	22% 83	7.7% 29	65.5% 247	3.2% 12	377

OTJ based on school guidelines for Term 4, 2024

Year Group	Well Below	Below	OT	AT	Above	Totals
0			100% (29)			29
1		30% (15)		70% (35)		50
2		30% (16)		67% (36)	4% (2)	54
3	4% (2)	38% (21)		58% (32)		55
4	5% (3)	18% (11)		68% (41)	8% (5)	60
5	7% (3)	37% (15)		54% (22)	2% (1)	41
6	2% (1)	8% (5)		79% (48)	11% (7)	61
Totals	2.6% 9	23.7% 83	8.3% 29	61.1% 214	4.3% 15	350

OTJ based on school guidelines for Term 4, 2024

Group	Well Below	Below	OT	AT	Above	Totals
Boys	3% (6)	31% (60)	8% (15)	55% (106)	3% (6)	193
Girls	2% (3)	15% (23)	9% (14)	69% (108)	6% (9)	157
Māori	5% (2)	35% (15)	5% (2)	50% (21)	5% (2)	42
Pasifika	8% (1)	17% (2)	8% (1)	67% (8)		12

What is the data telling us?

- Our overall number of children achieving on track, at and above is more positive than 2023 (73.7% compared to 70.3% in 2023).
- Our Year 1 data picture is a lot more positive than 2023 (30% below compared to 60% at the same point in 2023).
- The largest group of children below and well below to monitor is the Year 5 cohort (42%). This group has a significant number of children with identified learning needs.
- The other group of children below and well below is in Year 3 (44%). This possibly reflects a change in practice and assessment tool for these students without having the same background that our current Year 1 and 2 children have had in the last 2 years.
- The number of children well below are all students who sit on the Learning Support Register with ongoing learning needs. Children well below have plans in place to support them.
- The percentage of Māori children on track, at and above is lower than 2023 (60% compared to 66% in 2023).
- There continues to be more boys than girls below in Writing.
- The number of children achieving above expectations is similar to 2023 (4.3% compared to 4.6% in 2023).
- For some Year 1 children below, not yet having a full year at school means they have not quite met expectations, but are on track.
- We continue to see positive progress overtime, with our Year 6 cohort having the greatest proportion of children at and above.

Targeted Interventions being used in 2024 to Accelerate Progress

- Targeted teacher aide support for ELL students, informed by revised ELL progressions and PLD.
- Language Learning Intervention to support speech and language development.
- Speech Language Therapist working with individual students, supported by daily practice with teacher aides.
- Individual and group instruction run by Reading Recovery Teacher at Year 1, 2 and 3 that specifically makes connections between reading and writing.
- Engagement in PLD with Massey University across the school in Term 1, focused on the teaching of sentences and explicit lessons around vocabulary. The use of fast feedback was also explored.
- Daily handwriting lessons across the school that include modelling, monitoring and maintaining handwriting of all students.
- Structured spelling lessons, 10-15 minutes per day happening across the school guided by new teaching and learning resources introduced through the PLD.
- Updated assessment at Year 1-3 to better reflect the change in practice and expectations of writers.
- Deliberate meetings between teachers and teacher aides to ensure support time is well planned and having maximum effect for learners.
- Strengthened systems for monitoring the progress of our highest needs students, supported by our ORS Teacher.
- Strengthened moderation across teams with the development of exemplars, particularly at Year 1-3.
- Development of school wide icons to support fast feedback in writing.
- Engagement in Better Start Literacy Approach PLD in Year 1-3, supporting the direct instruction of phonics and spelling.

Next Steps as a Result of Data Analysis

- **Close Monitoring of students within our data in 2025.** Teachers will ensure that they are aware of who the children are within our data and what their next learning steps will be. Deliberate actions of support will be identified.
- **Continued engagement in Better Start Literacy Approach at Year 1-3.** This will focus on consolidation of new practice, including assessment to inform teaching and learning.
- **Engagement in Better Start Literacy Approach PLD at Year 4-6.** This will be run through Canterbury University and is a researched based approach to teaching literacy that will build on our recent PLD. The aim is to strengthen assessment and the targeted use of key resources and practices to support learning, aligned to newly developed practice at Year 1-3.
- **Exploration and further understanding of assessment practices and expectations in Writing.** As part of government priorities, a focus on assessment tools in writing will be required.
- **Further unpacking and implementation of the English Curriculum.** This needs to focus on which aspects of the curriculum are covered through our structured approach to teaching literacy, and which elements need an additional focus.

- **Further development of strategies to support the diversity of learners.** We need to continue to develop a deeper understanding of strategies designed to help children to access writing tasks and ensure that necessary supports are in place to promote success.
- **Further development of strategies to support self-regulation and mental health.** The consolidation of Zones of Regulation and introduction of the Mitey Programme school wide will aim to support students to develop skills to regulate their emotions and behaviours so that they are ready for academic learning. This is starting to have a positive effect on many students through the use of a common language and approach across the school. When regulated, better focus on writing is able to be achieved.
- **Develop systems to monitor and increase levels of student attendance.** This will be aligned to the government's Stepped Attendance Response tool (STAR).

Reading

Whole School	Well Below	Below	OT	AT	Above	Totals
Term 4, 2024	2% 7	16.6% 58	7.7% 27	60.9% 213	12.9% 45	350
Term 3, 2024	1.7% 6	16.1% 56	43.7% 152	32.2% 112	6.3% 22	348
Term 2, 2024	1.8% 6	18.6% 61	58.8% 193	19.8% 65	0.9% 3	328
Term 4, 2023	1.4% 5	18.8% 66	7.7% 27	55.3% 194	16.8% 59	351
Term 4, 2022	1.4% 5	14.8% 53	9.8% 35	51.8% 185	22.1% 79	357
Term 4 2021	0.8% 3	14.3% 54	7.4% 28	47.7% 180	29.7% 112	377

OTJ based on school guidelines for Term 4, 2024

Year Group	Well Below	Below	OT	AT	Above	Totals
0		3% (1)	93% (27)	3% (1)		29
1		24% (12)		68% (34)	8% (4)	50
2		35% (19)		57% (31)	7% (4)	54
3	4% (2)	18% (10)		73% (40)	5% (3)	55
4	3% (2)	15% (9)		62% (37)	20% (12)	60
5	5% (2)	12% (5)		80% (33)	2% (1)	41
6	2% (1)	3% (2)		61% (37)	34% (21)	61
Totals	2% 7	16.6% 58	7.7% 27	60.9% 213	12.9% 45	350

OTJ based on school guidelines for Term 4, 2024

Group	Well Below	Below	OT	AT	Above	Totals
Boys	2% (3)	21% (40)	7% (14)	59% (114)	11% (22)	193
Girls	3% (4)	11% (18)	8% (13)	63% (99)	15% (23)	157
Māori	5% (2)	25% (11)	5% (2)	55% (23)	10% (4)	42
Pasifika	8% (1)		8% (1)	76% (9)	8% (1)	12

What is the data telling us?

- Our overall number of children achieving on track, at and above is more positive than 2023 (81.5% compared to 79.8% in 2023).
- Our Year 1 data picture is a lot more positive than 2023 (24% below compared to 47% at the same point in 2023).
- From Year 2 onwards, the number of children below continues to decrease as they move through the school. This is an ongoing trend, showing progress over time with our Year 6 cohort having the greatest proportion of children at and above.
- The largest group of children below and well below to monitor is the Year 2 cohort (35%).
- Children well below have identified needs and have plans in place to support them.
- The percentage of Māori students on track, at and above is the same as 2023 (69%).
- There continues to be more boys than girls below in Reading.
- The children above, particularly in Year 1 may not be accurately reflected due to our data measures. Children are achieving above where they should be in relation to reading levels, but not the full year above to be categorised as 'Above' in our data.

Targeted Interventions used in 2024 to Accelerate Progress

- Engagement in Better Start Literacy Approach PLD in Year 1-3, supporting the daily direct instruction of phonics, spelling and vocabulary.
- Reading Recovery, Early Literacy Support and Quick 60 groups.
- RT-Lit support for identified students, along with additional targeted assessment and indirect support, used to guide teaching and learning within the classroom.
- Provision for private tutoring to be done onsite for individual students.
- Engagement in schoolwide PLD with Massey University, focused on a structured and systematic approach to teaching Literacy.
- Structured teaching using decodable texts, particularly at Year 1-3.
- Whānau sessions to inform and support the implementation of BSLA practices.

Next Steps as a Result of Data Analysis

- **Close Monitoring of students within our data in 2025.** Teachers will ensure that they are aware of who the children are within our data and what their next learning steps will be. Deliberate actions of support will be identified.
- **Continued engagement in Better Start Literacy Approach at Year 1-3.** This will focus on consolidation of new practice, including assessment to inform teaching and learning.
- **Engagement in Better Start Literacy Approach PLD at Year 4-6.** This will be run through Canterbury University and is a researched based approach to teaching literacy that will build on our recent PLD. The aim is to strengthen assessment and the targeted use of key resources and practices to support learning, aligned to newly developed practice at Year 1-3.
- **Redevelopment of Tier 2 Literacy Support aligned to BSLA.** This will be a change to our current Reading Recovery model to ensure that targeted support for identified children is aligned to BSLA practice.
- **Consolidation of assessment practices in Reading.** New assessment tools were introduced in 2024, and further review is required to align to government priorities on assessment. The use of current tools will be reviewed to ensure they are effective and fit for purpose in relation to identifying where children are at and what they need to learn next.
- **Further unpacking and implementation of the English Curriculum.** This needs to focus on which aspects of the curriculum are covered through our structured approach to teaching literacy, and which elements need an additional focus.
- **Further development of strategies to support self-regulation and mental health.** The consolidation of Zones of Regulation and introduction of the Mitey Programme school wide will aim to support students to develop skills to regulate their emotions and behaviours so that they are ready for academic learning. This is starting to have a positive effect on many students through the use of a common language and approach across the school. When regulated, better focus on reading is able to be achieved.
- **Further development of strategies to support the diversity of learners.** We need to continue to develop a deeper understanding of strategies designed to help children to access writing tasks and ensure that necessary supports are in place to promote success.
- **Develop systems to monitor and increase levels of student attendance.** This will be aligned to the government's Stepped Attendance Response tool (STAR).

Maths

Whole School	Well Below	Below	OT	AT	Above	Totals
Term 4, 2024	1.1% 4	18% 63	8% 28	65.7% 230	7.1% 25	350
Term 3, 2024	1.4% 5	14.1% 49	54.6% 190	27% 94	2.9% 10	348
Term 2, 2024	0.9% 3	19.8% 65	69.2% 227	9.5% 31	0.6% 2	328
Term 4, 2023	0.9% 3	19.7% 69	8% 28	62.4% 219	9.1% 32	351
Term 4, 2022	1.1% 4	15.4% 55	9.5% 34	63.6% 227	10.4% 37	357
Term 4, 2021	1.9% 7	13.5% 51	8.5% 32	65.5% 247	10.6% 40	377

OTJ based on school guidelines for Term 4, 2024

Year Group	Well Below	Below	OT	AT	Above	Totals
0		3% (1)	97% (28)			29
1		20% (10)		78% (39)	2% (1)	50
2		20% (11)		69% (37)	11% (6)	54
3	2% (1)	31% (17)		65% (36)	2% (1)	55
4	2% (1)	22% (13)		60% (36)	17% (10)	60
5	5% (2)	22% (9)		73% (30)		41
6		3% (2)		85% (52)	11% (7)	61
Totals	1.1% 4	18% 63	8% 28	65.7% 230	7.1% 25	350

OTJ based on school guidelines for Term 4, 2024

Group	Well Below	Below	OT	AT	Above	Totals
Boys	1% (2)	21% (41)	8% (15)	62% (119)	8% (16)	193
Girls	1% (2)	14% (22)	8% (13)	71% (111)	6% (9)	157
Māori	2% (1)	33% (14)	5% (2)	50% (21)	10% (4)	42
Pasifika		8% (1)	8% (1)	67% (8)	17% (2)	12

What is the data telling us?

- Our overall number of children achieving on track, at and above is more positive than 2023 (80.9% compared to 79.4% in 2023).
- Our bell shaped data trend continues in Maths, with more children below in Years 2-5. The groups to continue to monitor closely are Year 3 and Year 5.
- Children well below have identified needs and have plans in place to support them.
- The percentage of Māori students on track, at and above is lower than 2023 (65% compared to 69% in 2023).
- There are more boys than girls below in Maths. This is different to 2023.
- The percentage of Pasifika students on track, at and above is more positive than 2023 (92% compared to 80% in 2023).

Targeted Interventions used in 2024 to Accelerate Progress

- Specialist ORS teacher and teacher aide support in classrooms using SPRING Maths.
- Teacher aide SPRING group at Year 4-6.
- Online Mathletics at Year 4-6 to target individual learning needs.
- Targeted digital learning apps at Year 1-3.

Next Steps as a Result of Data Analysis

- **Close Monitoring of students within our data in 2025.** Teachers will ensure that they are aware of who the children are within our data and what their next learning steps will be. Deliberate actions of support will be identified.
- **Unpacking of the new Mathematics Curriculum.** Strengthening understanding of Mathematical knowledge required at each level aligned to the new curriculum is essential. This will be done through connections to new Ministry of Education support resources and PLD opportunities.
- **Connection with Kāhui Ako Maths focus.** Becoming part of the Maths Network will strengthen the PLD journey we aim to undertake. This will be complemented by involvement in a Maths focused Staff Only Day in Term 1.
- **Implementation of PR1ME Maths resource.** As a support to the implementation of the refreshed Maths Curriculum, PR1ME Maths will be unpacked and used across the school. This will help to provide a clear and structured pathway for learning from Year 1-6.
- **Exploration and further understanding of assessment practices and benchmarks in Maths.** With the Curriculum Refresh work, it is important to further understand expectations at each level of the school. Building greater consistency of understanding across the school will allow for a review of what is taught, moving into how it is taught. This will be a focus as further information is given from MoE.
- **Further development of strategies to support self-regulation and mental health.** The consolidation of Zones of Regulation and introduction of the Mitey Programme school wide will aim to support students to develop skills to regulate their emotions and behaviours so that they are ready for academic learning. This is starting to have a positive effect on many students through the use of a common language and approach across the school. When regulated, better focus on Maths is able to be achieved.
- **Further development of strategies to support the diversity of learners.** We need to continue to develop a deeper understanding of strategies designed to help children to access writing tasks and ensure that necessary supports are in place to promote success.
- **Develop systems to monitor and increase levels of student attendance.** This will be aligned to the government's Stepped Attendance Response tool (STAR).



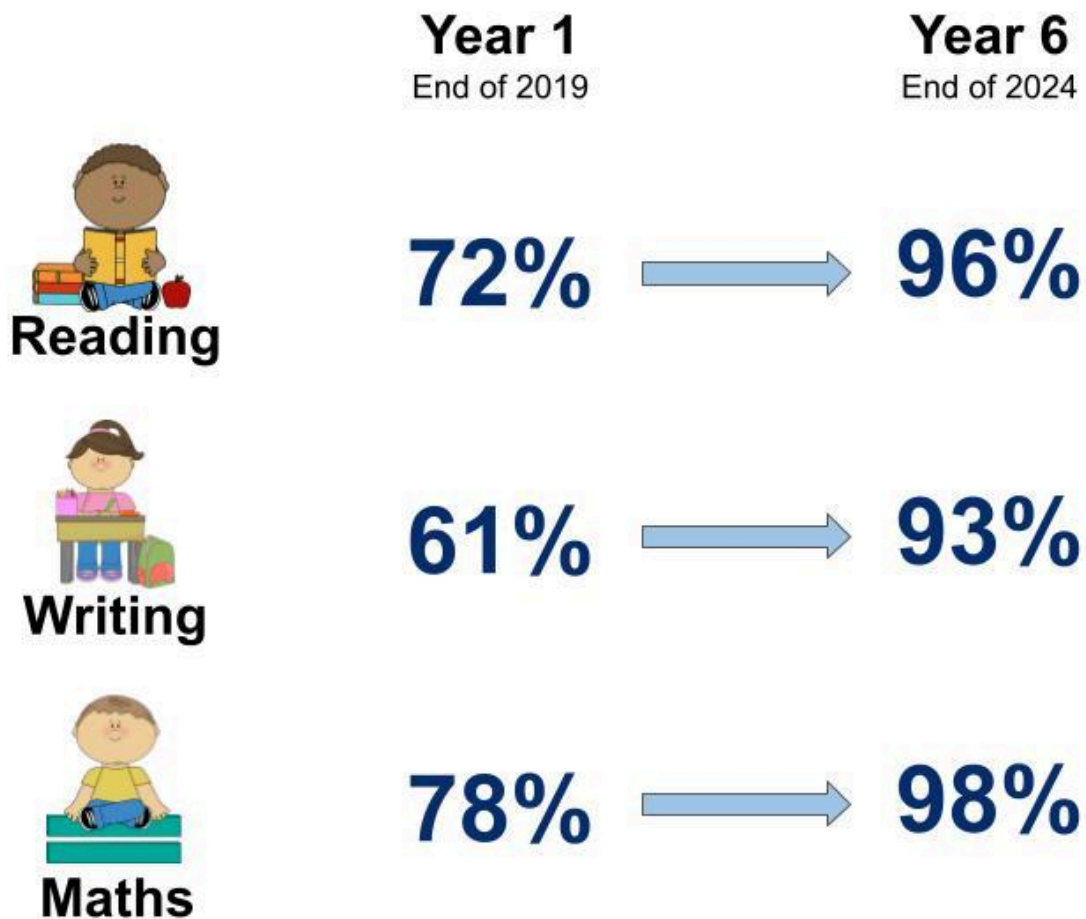
Belmont School

Mā te mahi tahi ka piki kōtuku
Succeeding together

Achievement Summary

Consistent attendance over time helps to make a difference to student achievement. Data has been analysed to help understand the impact of practice on a group of children who attended Belmont School from Year 1 right the way through to Year 6. Those children are included in the percentages below.

Percentage of Children AT or ABOVE expectations



Analysis of 2024 Annual Targets and Action Plan

2024 School Targets for Raising Student Achievement

Targets:

- **To increase the number of students achieving expectations in Literacy**
 - End of 2023 **Writing** Data: 247 students (70.3%) on track, at or above expectations
 - End of 2023 **Reading** Data: 280 students (79.8%) on track, at or above expectations
- **To increase the number of students achieving expectations in Maths**
 - End of 2023 **Maths** Data: 279 students (79.4%) on track, at or above expectations
- **To increase achievement for Māori students**
 - End of 2023 **Writing** Data: 27 Māori children (66%), 247 whole school (70.3%) on track, at or above expectations
 - End of 2023 **Reading** Data: 28 Māori children (68%), 280 whole school (79.8%) on track, at or above expectations
 - End of 2023 **Maths** Data: 28 Māori children (68%), 279 whole school (79.4%) on track, at or above expectations

Evaluation of Impact:

Target: To increase the number of students achieving expectations in Literacy

Whole School (350)	On Track, At or Above (School)			
	End of 2023	Term 2, 2024	Term 3, 2024	End of 2024
Writing	70.3% (247)	70.4% (231)	75.5% (263)	73.7% (258)
Reading	79.8% (280)	79.5% (261)	82.3% (286)	81.5% (285)

We have increased the number of students achieving expectations in Literacy, particularly at the Junior end of the school. The implementation of Structured Literacy is having a positive effect on our achievement. We expect to see this to continue, and to positively influence data through the school in coming years.

Target: To increase the number of students achieving expectations in Maths

Whole School (350)	On Track, At or Above (School)			
	End of 2023	Term 2, 2024	Term 3, 2024	End of 2024
Maths	79.4% (279)	79.3% (260)	84.5% (294)	80.9% (283)

We have increased the number of students achieving expectations in Maths, though not significantly as our data is similar to 2023. Our data picture has remained fairly consistent over the last few years. We expect that a closer lens on Maths practice in 2025 will further influence achievement.

Target: To increase achievement for Māori students

Māori (42)	On Track, At or Above (Māori)		On Track, At or Above (School)	
	End of 2023	End of 2024	End of 2023	End of 2024
Writing	66% (27)	60% (25)	70.3% (247)	73.7% (258)
Reading	68% (28)	65% (29)	79.8% (280)	81.5% (285)
Maths	68% (28)	65% (29)	79.4% (279)	80.9% (283)

The achievement of our Māori students remains a focus for us.

Curriculum | Marautanga

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Evaluation of Progress and Impact
<p>Develop understanding of the refreshed English and Maths curriculum areas</p> <ul style="list-style-type: none"> ● Engage with material from MoE at a leadership level. Unpack the structure and content ● Participate in webinars designed to support understanding and implementation of the refreshed content ● Make connections to PLD in Literacy ● Begin exploring the framework and content of the refreshed English and Maths document with staff ● Keep up to date with curriculum, information and resource release from MoE and the opportunities that are on offer 	<ul style="list-style-type: none"> ● In response to a change in government, the Curriculum Refresh has been reshaped by MoE during 2024. The new English and Maths learning areas were released in Term 4. ● Unpacking and implementing both of these curriculum areas will be a priority in 2025. ● Our Structured Literacy PLD has continued throughout 2024, setting us up for successful implementation of this curriculum area next year.
<p>Consolidate understanding of the whakapapa of the Curriculum Refresh</p> <ul style="list-style-type: none"> ● Plan for Staff Only Days in Term 2 and 4 dedicated to supporting the implementation of the Curriculum Refresh ● Revisit the 7 whakapapa of the Curriculum Refresh - what aspects need further unpacking? What are the implications for us as a school? What do we have to do differently? ● Use the refreshed Social Sciences Curriculum for planning throughout the year ● Make connections to English and Maths refreshed content 	<ul style="list-style-type: none"> ● This work was reprioritised by MoE. ● Our Staff Only Days focused on the Science of Learning, Local History and Trauma Informed Practice. ● Unpacking the newly updated whakapapa of the Curriculum Refresh will be a priority for 2025.
<p>Embed practices to enable the implementation of the Aotearoa NZ Histories Curriculum</p> <ul style="list-style-type: none"> ● Use the curriculum framework and expectations at team level, planning for a Term 1 unit on our local histories ● Make connections to our conceptual curriculum, using meaningful contexts for teaching and learning ● Identify and use key support resources for teaching and learning ● Explore opportunities to connect with whānau around this new curriculum area ● Engage at a Kāhui Ako level to build understanding of our local history, using this to extend teacher knowledge 	<ul style="list-style-type: none"> ● A Term 1 Inquiry was planned by each team using the ANZHC framework. This focused on our local history and was centered around our local pepeha and haka. Staff participated in a tour of our local area, being present at historical landmarks within our pepeha and haka. ● This inquiry was linked to the 'Community' concept of the conceptual curriculum. ● Staff attended a Kāhui Ako session with iwi on our Staff Only Day in Term 2. During this session, further knowledge of our local area from a Māori perspective was developed. ● Resources to support teaching and learning in this area are being developed by our Kāhui Ako. These will be introduced to staff when they are finalised.

Acceleration | Ako

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Evaluation of Progress and Impact
<p>Develop strategies and approaches to support the diversity of learners</p> <ul style="list-style-type: none"> At teacher level, develop a deeper understanding of students below and the journey they have been on - how have they tracked over time? What's worked for them? What are the barriers? What needs to happen next? Carry out teacher observations and conversations each term to unpack current practices, and identify challenges and areas for growth Analyse teacher planning each term, exploring how identified learners are catered for through programmes Plan and implement staff professional learning sessions that help to identify barriers to learning and universal supports that will help student progress 	<ul style="list-style-type: none"> Close Monitoring systems for 2024 have been setup. Information has been transitioned from one teacher to another. Systems to support students with the highest needs have been strengthened with the support of the ORS Teacher, SENCo and LSC. Teacher observations were carried out in Term 1 and 2 to unpack challenges and analyse practice. The focus for observations in Term 2 was linked to our Literacy PLD. The Principal sat alongside Team Leaders for the observations. Teacher Planning was looked at as part of the observation and conversation processes. Staff PLD sessions are yet to be prioritised.
<p>Consolidate assessment practices to support Literacy Learning</p> <ul style="list-style-type: none"> Update the school Assessment Schedule to reflect new assessments that will support our structured approach to teaching literacy Carry out identified assessments with students Analyse the data and information gathered through new assessment tools Review overall school data gathering framework 	<ul style="list-style-type: none"> The school Assessment Schedule has been updated. Identified assessments have been carried out in Term 1-4. Reflection has been made around data input and what needs to be added. Assessment information has informed mid year and end of year data which has been analysed. A review of the overall school data gathering framework will occur in 2025, aligned to expectations of the refreshed Maths and English Curriculum areas.
<p>Embed greater consistency of practice in Literacy</p> <ul style="list-style-type: none"> Continue engagement with Christine Braid from Massey University with a focus on Writing programmes Implement professional learning and revised practices established in 2023 around spelling, handwriting and use of decodable texts Provide opportunities for 1:1 support for teachers to continue professional growth Plan and implement staff workshops to support writing: Sentences, Vocabulary, The Writing Lesson, Fast Feedback Review writing expectations in relation to the change in practice Strengthen connections between Year 1 and Year 2-3 team to support progression of practice and learning Apply for further PLD Funding to support the continued journey Critically review practices that support Māori progress and achievement in Literacy 	<ul style="list-style-type: none"> Staff Workshops were held in Term 1 with Christine Braid. The focus of these sessions was: Sentences, Vocabulary, The Writing Lesson, Fast Feedback. Observations and in class support were offered as an option for teachers in Term 1. A new assessment framework for writing was trialled in Term 2 for Year 1-3 Writing. This framework is aligned to our change in practice. Further PLD funding was received. An additional 25 hours were used to support Literacy PLD in Year 4-6. During Term 3 and 4, all Year 1-3 teachers will participate in the Better Start Literacy Approach training through Canterbury University. 26 hours of PLD funding was received to assist our review of practices that support our Māori learners. This was used at board level to carry out a self review process using the Hautū tool, and initiate Whānau Hui.

Wellbeing | Hauora

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Evaluation of Progress and Impact
<p>Develop consistent strategies that support student self regulation and wellbeing</p> <ul style="list-style-type: none"> ● Introduce Zones of Regulation at staff level ● Provide support resources to be used in every classroom ● Regularly revisit classroom actions and practices that support the implementation of Zones of Regulations language ● Provide regular updates to families and whānau about Zones of Regulation ● Apply for school participation in the Mitey programme for 2025 	<ul style="list-style-type: none"> ● Zones of Regulation has been introduced at staff level and is being used in every classroom. ● Consistent resources to support this approach are being used. This has enabled a consistent language to be implemented across the school to support student emotional regulation. ● Individualised plans for identified students have been developed, aligned to Zones of Regulation. ● Updates for families and whānau have been included in regular newsletters. An information afternoon is currently being planned. ● We have been accepted onto the Mitey programme for 2025. The initial Self Review Tool has been completed at Leadership Level.
<p>Consolidate practices in response to minor and major behaviours</p> <ul style="list-style-type: none"> ● Revisit minor and major behaviours with the PB4L team ● Establish a flowchart for both staff and students about how to respond to minor and major behaviours ● Implement and use the flowchart to support consistency of behavioural responses across the school 	<ul style="list-style-type: none"> ● Further data was gathered around behaviours in our playground during Term 1. Key actions were identified in response. ● Additional activities have been implemented during break times to support student engagement during their free time. ● A flowchart to support behavioural responses is yet to be developed.
<p>Embed a learning progression that reinforces the value of the Health and PE curriculum in supporting learning and wellbeing</p> <ul style="list-style-type: none"> ● At team level, use the progressions of learning for Health and PE included in our Local Curriculum ● Provide optional PLD for staff to support the teaching of Swimming ● Continue to engage with Nuku Ora Healthy Active Learning initiative, seeking their support to work alongside teachers to plan for teaching and learning and carry out PE lessons in Term 3 ● Identify further opportunities for teacher PLD in the Health and PE Curriculum to support implementation of teaching and learning programmes 	<ul style="list-style-type: none"> ● The Health and PE Progression is being used at team level to guide teaching and learning programmes at classroom level. ● An optional swimming PLD session was run in Term 1 by Yvonne van den Berg from Silverstream Swim Academy. ● Nuku Ora facilitated a staff meeting in Term 3 to support staff in planning for a 'striking' PE unit.

Culture | Toitū te Mātauranga

Planned Actions and Strategies <i>What are we going to do differently in 2024?</i>	Evaluation of Progress and Impact
<p>Develop practices that promote and celebrate identity and culture</p> <ul style="list-style-type: none"> Identify with staff how children may see themselves and their culture reflected in classrooms. What do we already do? What could be strengthened? Design and implement actions to strengthen cultural connections in classrooms and learning programmes Plan for a whole school concept of 'Culture and Diversity' Work with HAST to hold a community evening that is reflective of our diverse community 	<ul style="list-style-type: none"> A whole school inquiry focused on 'Culture and Diversity' was implemented in Term 3 and 4. This began with a whole school launch based on an international airport and travelling to one of 15 identified countries, linked to our childrens' ethnicities and country of birth. A community evening linked to 'Culture and Diversity' was held Week 6 of Term 4. The cultures from within our community were celebrated and acknowledged through food, dance and activity stalls. Classroom learning was on display. Our Kapa Haka participated in Hutt Fest at the end of Term 2, an opportunity to celebrate culture and identity. Kapa Haka tutors were engaged for Term 3 and 4, supporting the growth of our school Kapa Haka.
<p>Consolidate systems to strengthen mana whenua and whānau voice</p> <ul style="list-style-type: none"> Use 'Niho Taniwha' as a guide for connecting with whānau Engage with CORE Education to plan and implement an initial Whānau Hui Work with whānau to identify aspirations for Māori akonga Use identified aspirations to plan key actions that support Māori to experience further success as Māori Make connections with Literacy PLD and practices for our Māori learners 	<ul style="list-style-type: none"> PLD hours have been used to engage with CORE Education. The Hautū self review tool has been worked through at board level. This helped us to identify key actions to support practice and next steps in supporting Māori to achieve success as Māori. A purpose statement has been developed at board level to help inform 'why' we would want to engage specifically with whānau Māori. Initial consultation was carried out during our community evening. We held our first Whānau Hui in Week 7 of Term 4, supported by CORE Education. Planning is underway for how we engage with whānau Māori when planning our Strategic Direction from 2026-2028.
<p>Embed the teaching of te reo Māori using Te Aho Arataki Marau mo te Ako i Te Reo Māori</p> <ul style="list-style-type: none"> Continue Principal engagement in MAC to support leadership and staff development Continue to engage with opportunities for staff to strengthen their knowledge of te reo and te ao Māori teaching and learning Use the progressions of learning for te reo outlined within Te Aho Arataki Marau mo te Ako i Te Reo Māori - Kura Auraki Develop understanding of the steps required to move towards becoming a Level 3 te reo Māori school, including initial data gathering 	<ul style="list-style-type: none"> Planning for teaching of te reo Māori is continuing at team level. This is guided by Te Aho Arataki Marau mo te Ako i Te Reo Māori - Kura Auraki. Wai Ako is being used to support teaching and learning programmes in some classrooms across the school. Additional work at Kāhui Ako level is supporting our journey. A new karakia has been written and was introduced to staff and children in Term 3. Regular opportunities for staff to strengthen their knowledge of te reo and te ao Māori continue to be built into Staff Workshops. Matariki and Te Wiki o te reo Māori were opportunities to focus on and celebrate te reo across the school.

Physical Environment

Planned Actions and Strategies <i>What are we going to do differently in 2023?</i>	Evaluation of Progress and Impact
<p>Building of Block E Toilet Block</p> <ul style="list-style-type: none"> • Work with MoE and Peryer Construction as required to support the completion of the toilet block. • Enable and manage site access • Monitor staff and student wellbeing throughout the building process 	<ul style="list-style-type: none"> • This project has been completed.
<p>Upgrade of Junior Block, lighting and acoustics</p> <ul style="list-style-type: none"> • Work with Lee Ashby, Stephen Geuze and Carrera Holdings to support the implementation of the building work • Develop and implement a toilet access and student accommodation plan that ensures continuity of learning while work is carried out • Monitor staff and student wellbeing throughout the building process • Manage the budget and monitor the expenditure throughout the process 	<ul style="list-style-type: none"> • This project has been completed.
<p>Demolition of Block B and redevelopment of court space</p> <ul style="list-style-type: none"> • Confirm designs and sign off necessary paperwork • Enable and manage site access for Niche and other contractors as asphalt is laid • Monitor health and safety throughout the process • Work with staff to develop and implement a vision for the new area • Repaint lines on courts 	<ul style="list-style-type: none"> • This project has been completed.
<p>Development of vision for covered outdoor learning space</p> <ul style="list-style-type: none"> • Design and implement a consultation process with students, staff and community to gather ideas for the outdoor learning space • Obtain quotes and secure funding through fundraising and board funds • Establish a timeframe for the potential works 	<ul style="list-style-type: none"> • This is yet to be prioritised.
<p>Replacement of sewer and stormwater infrastructure</p> <ul style="list-style-type: none"> • Work with Lee Ashby, Stephen Geuze and MoE to retender works and establish timeframe • Develop classroom, toilet and playground access plans • Monitor staff and student wellbeing throughout the building process • Manage the budget and monitor the expenditure throughout the process 	<ul style="list-style-type: none"> • It is expected that tenders for this project will be received by the start of Term 4. We are hopeful for work to commence once school finishes in December.

Kiwisport Funding Statement

Kiwisport is a Government funding initiative to support students' participation in sport. In 2024 the school received Kiwisport funding totalling \$5,172.96.

This funding provided the opportunity:

- For all Year 1 - 5 students to have swimming lessons with their class throughout Term 1 in the school swimming pool using a range of equipment funded by Kiwisport funding. In order to free up the pool to enable the increasing number of students at this level to have swimming on a regular cycle, the Year 6 students were transported to the Stokes Valley Pool later in the year. The total cost of swimming at Stokes Valley Pool totalled \$4,454.
- For students to have the opportunity to be involved in a wider range of sporting opportunities as the result of some of the funding being used to continue supporting the appointment of a Coordinator for the Central Zone Schools who had responsibility for the liaison with Sport Wellington and other sporting codes. The cost of this totalled \$550.00.
- For sports equipment to be made available to students to support Physical Education programmes and independent application of game related skills. The total cost of soccer balls for the PE shed was \$209.93.
- For our school to have appropriate equipment and uniforms to support the performance of:
 - 9 (9 in 2023) Netball teams (Y1-Y6)
 - 15 (17 in 2023) Touch Rugby teams (Y1-6)
 - 6 (6 in 2023) Basketball teams (Y1-6)
 - 2 (2 in 2023) Waterpolo teams (Y5-6)
 - 13 (11 in 2023) Floorball teams (Y1-6)

We continue to be appreciative of the number of past pupils who returned to assist with coaching and umpiring, and the willingness of our whānau to coach and manage teams.

Equal Employment Opportunities

The school has an Equal Employment Opportunities policy to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.

In 2024, appointments were made for two Fixed Term Scale A Teachers (Roll Growth and Maternity Leave Cover) from Term 4 to the end of the year. Two additional fixed term, part time teachers were also appointed. Additional appointments for two teaching positions for 2025 were also carried out.

The board is assured that appointments made in 2024 aligned with this policy.

- The Principal acted as the EEO officer with all appointments.
- As part of the application process, gender and ethnicity data was collected from applicants. This was analysed after each appointment and the board assured that the appointment process had been followed.
- The appointment panel for each vacancy selected the person most suited to the position in terms of skills, experience, qualifications, and aptitude. This was determined through CVs, cover letters, interview processes and referee checks.
- Employment and personnel practices at our school are fair and free of any bias.

Giving Effect to Te Tiriti

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Belmont School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Belmont School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Belmont School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Belmont School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We aim to actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

In 2024, we:

- Signified the importance of re-establishing Whānau Hui in our Annual Plan, holding our first hui in Term 4
- Carried out a self review process at board level using the Hautū tool, supported by Tātai Aho Rau Core Education.
- Strengthened connection with local iwi through the work carried out within our Kāhui Ako
- Welcomed all new akonga and whānau each term through our Powhiri process to help build a strong sense of relationship and home/school partnership for all children
- Met with all whanau 1:1 through Learning Conversations twice during the year to help build an understanding of current successes and next learning steps
- Ensured there is a focus area of Culture within our Strategic Plan with focus on growing knowledge and understanding of te reo and te ao Māori
- Ensured there is a priority area of Curriculum within our Strategic Plan with a focus on implementing the Aotearoa New Zealand Histories Curriculum within every classroom. (This focused on our local history in Term 1, aligned to our local pepeha and haka)

Protection

Belmont School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia**.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

In 2024, we:

- Focused on the teaching of our local history in every classroom through the Aotearoa New Zealand Histories Curriculum, using our school pepeha and local haka as a basis for teaching

- Had staff representation on our Kāhui Ako Local Histories network group, including the appointment of an Across School Lead in this area
- Participated in a Kahui Ako session with mana whenua, hearing the stories of our local history from a Maori perspective
- Conducted a tour with all staff of significant historical sites in our area, initially led by our Kahui Ako local histories group.
- Facilitated staff workshops, staff only days, and staff learning opportunities to upskill teachers
- Supported one staff member to participate in Te Aho o te Reo Māori
- Used Te Aho Arataki Marau mo te Ako i Te Reo Māori to guide regular classroom teaching of te reo Māori
- Started all gatherings and meetings at student, staff and board level with karakia
- Introduced Kāhui Ako karakia, and used karakia for kai at a school level
- Further developed our Kapa Haka through weekly sessions, as well as performances during the year, supported by Wellington Māori Cultural Society and Hiwa
- Performed at Hutt Fest 2024, showcasing our Kapa Haka on the local stage

Participation

Belmont School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

In 2024, we:

- Supported teachers to make connections to matauranga Māori through teaching and learning programmes, helping to ensure that contexts for learning were meaningful and relevant to Maori learners
- Specifically monitored the achievement of Māori students, taking action to provide support or extension programmes as required, enabling access and participation in learning to be at the right level
- Continued to expect Māori akonga to be achieving at or above national curriculum expectations. Our Annual targets had the aim of accelerating achievement to meet this expectation
- Monitored attendance, providing support to increase attendance as required