



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1520
Principal:	Togi Lemanu
School Address:	89 Vine Street, Mangere East, Auckland 2024
School Phone:	09 276 4560
School Email:	principal@suttonpark.school.nz
Accountant / Service Provider:	Schooled Limited

Sutton Park School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Julia Belford	Chairperson	Elected	September 2025
Ioelu Tautaiolefua	Parent Representative	Elected	September 2025
Charlene Peters	Parent Representative	Elected	September 2025
Ofa Katoa	Parent Representative	Elected	September 2025
Deepanjali Raj	Parent Representative	Co-opted	September 2025
Talita Fitikefu	Parent Representative	Elected	September 2025
Fiona Filipe	Staff Representative	Elected	Resigned March 2024
Souvenir Sanerivi	Staff Representative	Elected	May 2027
May Ngatuakana	Parent Representative	Co-opted	September 2025
Alexandra Samau-Asoiva	Parent Representative	Elected	June 2025
Togi Lemanu	Principal	Ex officio	

SUTTON PARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Sutton Park 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.

Julia Belford

Full Name of Presiding Member



Signature of Presiding Member

18/8/2025

Date:

Togi LEMANY

Full Name of Principal



Signature of Principal

18/08/2025

Date:

Sutton Park 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	6,695,688	5,207,039	6,420,228
Locally Raised Funds	3	59,719	99,300	136,551
Interest		118,938	25,000	51,883
Total Revenue		6,874,345	5,331,339	6,608,662
Expense				
Locally Raised Funds	3	32,467	37,000	46,339
Learning Resources	4	4,325,897	4,070,742	4,171,852
Administration	5	962,421	309,420	932,216
Interest		10,840	5,324	4,551
Property	6	1,413,238	932,032	1,231,760
Total Expense		6,744,863	5,354,518	6,386,718
Net Surplus / (Deficit) for the year		129,482	(23,179)	221,944
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		129,482	(23,179)	221,944

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



Sutton Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		2,067,224	1,811,419	1,740,401
Total comprehensive revenue and expense for the year		129,482	(23,179)	221,944
Contribution - Furniture and Equipment Grant		-	-	104,879
Equity at 31 December		2,196,706	1,788,240	2,067,224
Accumulated comprehensive revenue and expense		2,196,706	1,788,240	2,067,224
Equity at 31 December		2,196,706	1,788,240	2,067,224

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.



Sutton Park School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	553,239	130,209	520,608
Accounts Receivable	8	320,400	365,166	385,424
GST Receivable		34,859	(3,104)	(3,104)
Prepayments		25,253	6,619	6,621
Inventories	9	384	269	269
Investments		1,200,000	1,200,000	1,200,000
Funds Receivable for Capital Works Projects	17	72,982	-	-
		2,207,117	1,699,159	2,109,818
Current Liabilities				
Accounts Payable	12	363,748	395,107	362,070
Revenue Received in Advance	13	150	300	14,023
Provision for Cyclical Maintenance	14	242,601	35,581	-
Finance Lease Liability	15	65,976	40,133	35,491
Funds held in Trust	16	-	138,000	-
		672,475	609,121	411,584
Working Capital Surplus/(Deficit)		1,534,642	1,090,038	1,698,234
Non-current Assets				
Property, Plant and Equipment	11	775,773	733,418	672,813
		775,773	733,418	672,813
Non-current Liabilities				
Provision for Cyclical Maintenance	14	38,373	19,624	262,100
Finance Lease Liability	15	75,336	15,592	41,725
		113,709	35,216	303,825
Net Assets		2,196,706	1,788,240	2,067,222
Equity		2,196,706	1,788,240	2,067,222

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



Sutton Park School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		2,060,154	2,005,487	2,801,942
Locally Raised Funds		144,202	(15,472)	16,252
Goods and Services Tax (net)		(37,963)	20,895	20,895
Payments to Employees		(1,004,433)	(820,869)	(909,075)
Payments to Suppliers		(904,134)	(790,484)	(1,574,667)
Interest Paid		(10,840)	(5,324)	(4,551)
Interest Received		118,938	25,000	51,883
Net cash from/(to) Operating Activities		365,924	419,233	402,679
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(203,849)	(359,844)	(230,196)
Net cash from/(to) Investing Activities		(203,849)	(359,844)	(230,196)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	(3,795)	104,879
Finance Lease Payments		(56,462)	1,381	(726)
Funds Administered on Behalf of Other Parties		(72,982)	(29,079)	(130,320)
Net cash from/(to) Financing Activities		(129,444)	(31,493)	(26,167)
Net increase/(decrease) in cash and cash equivalents		32,631	27,896	146,316
Cash and cash equivalents at the beginning of the year	7	520,608	102,313	374,292
Cash and cash equivalents at the end of the year	7	553,239	130,209	520,608

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

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



Sutton Park School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised 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.

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication Technology	5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on 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 surplus or deficit.

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

n) Funds held for Capital works

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

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

n) Shared Funds

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

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

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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



2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	2,060,154	1,845,082	2,187,591
Teachers' Salaries Grants	2,944,079	2,787,870	2,853,149
Use of Land and Buildings Grants	1,051,918	574,087	765,137
Ka Ora, Ka Ako - Healthy School Lunches Programme	639,537	-	614,351
	<u>6,695,688</u>	<u>5,207,039</u>	<u>6,420,228</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			
Donations and Bequests	100	60,000	58,791
Fees for Extra Curricular Activities	13,517	8,000	15,589
Trading	4,763	4,000	6,936
Fundraising and Community Grants	12,969	7,300	14,803
Other Revenue	28,370	20,000	40,432
	<u>59,719</u>	<u>99,300</u>	<u>136,551</u>
Expense			
Extra Curricular Activities Costs	16,635	23,000	32,796
Trading	3,317	-	352
Fundraising and Community Grant Costs	12,515	14,000	13,191
	<u>32,467</u>	<u>37,000</u>	<u>46,339</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>27,252</u>	<u>62,300</u>	<u>90,212</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	322,474	350,773	389,608
Information and Communication Technology	58,394	44,200	42,852
Employee Benefits - Salaries	3,674,449	3,377,073	3,477,788
Staff Development	49,133	91,000	82,325
Depreciation	221,447	207,696	179,279
	<u>4,325,897</u>	<u>4,070,742</u>	<u>4,171,852</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	12,003	8,400	8,090
Board Fees and Expenses	35,567	39,000	44,062
Other Administration Expenses	50,853	47,200	51,870
Employee Benefits - Salaries	197,780	188,969	187,297
Insurance	11,882	10,063	11,285
Service Providers, Contractors and Consultancy	14,799	15,788	15,261
Ka Ora, Ka Ako - Healthy School Lunches Programme	639,537	-	614,351
	<u>962,421</u>	<u>309,420</u>	<u>932,216</u>



6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	63,502	65,111	66,956
Cyclical Maintenance	18,874	19,958	19,958
Heat, Light and Water	54,967	43,000	49,862
Repairs and Maintenance	77,865	107,756	178,222
Use of Land and Buildings	1,051,918	574,087	765,137
Employee Benefits - Salaries	79,656	62,120	97,246
Other Property Expenses	66,456	60,000	54,379
	<u>1,413,238</u>	<u>932,032</u>	<u>1,231,760</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	553,239	130,209	520,608
Cash and cash equivalents for Statement of Cash Flows	<u>553,239</u>	<u>130,209</u>	<u>520,608</u>

Of the \$553,239 Cash and Cash Equivalents, \$150 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	53,178	131,275	151,534
Teacher Salaries Grant Receivable	267,222	233,891	233,891
	<u>320,400</u>	<u>365,166</u>	<u>385,425</u>
Receivables from Exchange Transactions	53,178	131,275	151,534
Receivables from Non-Exchange Transactions	267,222	233,891	233,891
	<u>320,400</u>	<u>365,166</u>	<u>385,425</u>

9. Inventories

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Stationery	384	269	269
	<u>384</u>	<u>269</u>	<u>269</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	1,200,000	1,200,000	1,200,000
	<u>1,200,000</u>	<u>1,200,000</u>	<u>1,200,000</u>
Total Investments			



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	100,069	52,950	-	-	(41,045)	111,974
Furniture and Equipment	307,907	104,188	-	-	(61,724)	350,371
Information and Communication Technology	104,303	46,711	-	-	(47,667)	103,347
Motor Vehicles	85,746	-	-	-	(20,579)	65,167
Leased Assets	74,788	120,558	-	-	(50,432)	144,914
	672,813	324,407	-	-	(221,447)	775,773

The net carrying value of laptops held under a finance lease is \$141,311 (2023: \$172,543)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	961,556	(849,582)	111,974	908,606	(808,537)	100,069
Furniture and Equipment	1,398,752	(1,048,381)	350,371	1,294,564	(986,657)	307,907
Information and Communication Technology	436,455	(333,108)	103,347	389,744	(285,441)	104,303
Motor Vehicles	102,895	(37,728)	65,167	102,895	(17,149)	85,746
Leased Assets	307,058	(162,144)	144,914	186,500	(111,712)	74,788
	3,206,716	(2,430,943)	775,773	2,882,309	(2,209,496)	672,813

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	39,064	124,341	90,168
Accruals	44,620	8,090	28,542
Employee Entitlements - Salaries	280,064	262,676	243,360
	363,748	395,107	362,070
Payables for Exchange Transactions	362,601	395,107	362,070
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	1,147	-	-
	363,748	395,107	362,070

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Other revenue in Advance	150	300	14,023
	150	300	14,023



14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	262,100	-	242,142
Increase to the Provision During the Year	18,874	19,958	19,958
Provision at the End of the Year	280,974	55,205	262,100
Cyclical Maintenance - Current	242,601	35,581	-
Cyclical Maintenance - Non current	38,373	19,624	262,100
	280,974	55,205	262,100

During the year, the School obtained an updated cyclical maintenance provision calculation from Asset Project Facilitators Limited (APF), who are engaged by the School to provide property planning support. The updated calculation indicated a significant reduction in the provision compared to the estimate recognised in the previous year. As at 31 December 2024, the revised plan and estimate had not been reviewed or formally approved by the School Principal or the Board of Trustees. The reason for the reduction in the provision has not yet been formally documented or explained to the Board. A prior estimate prepared in November 2023 by Watershed, in conjunction with the School's 10 Year Property Plan, was broadly consistent with the provision recognised in the prior year. The difference between this prior estimate and the updated calculation from APF is significant. Given the absence of governance approval and supporting rationale for the change, there is significant uncertainty regarding the reasonableness of the estimate at 31 December 2024.

In response to the uncertainty, the Board is in the process of engaging independent contractors to provide quotations for the required maintenance work. These quotes will assist the Board in reassessing the reasonableness of the provision and ensuring the updated estimate reflects a reliable and supportable cost basis.

In the absence of governance approval and a documented rationale for the change, there is significant uncertainty regarding the appropriateness and reliability of the cyclical maintenance provision as at 31 December 2024.

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	78,552	35,000	40,808
Later than One Year and no Later than Five Years	83,027	27,000	44,665
Future Finance Charges	(20,267)	(6,275)	(8,257)
	141,312	55,725	77,216
Represented by			
Finance lease liability - Current	65,976	40,133	35,491
Finance lease liability - Non current	75,336	15,592	41,725
	141,312	55,725	77,216

16. Funds held in Trust

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	138,000	-
	-	138,000	-

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.



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, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE/Toilet Upgrade/Roof Replacement (213267)	-	-	(17,703)	-	(17,703)
Property Modernisation	-	-	(14,134)	-	(14,134)
B19 6TS Classroom Update for BOT (230508)	-	-	(9,256)	-	(9,256)
1/5/10/11/17 DQLS Refurbishment	-	118,800	(144,339)	-	(25,539)
11/2/5/8/9/10/11/12/13/14/16/17 Roof, Clearlite and Gutter Replacement (246107)	-	-	(6,350)	-	(6,350)
Totals	-	118,800	(191,782)	-	(72,982)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
(72,982)

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE/Toilet Upgrade, Roof Replacement - Project 213267	(8,658)	-	-	8,658	-
Project - Temporary Accommodation	(25,321)	-	-	25,321	-
Junior Playground upgrade - Project 235008	116,575	-	(73,781)	(42,793)	-
Paved Playing Aea - Asphalt and New Concrete - Project 223709	46,766	82,329	(129,095)	-	-
Totals	129,362	82,329	(202,876)	(8,814)	-

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Receivable from the Ministry of Education

-
-

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.



19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	8,100	10,200
<i>Leadership Team</i>		
Remuneration	429,409	530,669
Full-time equivalent members	3	4
Total key management personnel remuneration	437,509	540,869

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	170-180
Benefits and Other Emoluments	1-5	1-5

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5.00	7.00
110 - 120	7.00	3.00
120 - 130	1.00	1.00
130 - 140	2.00	0.00
	15	11

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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



21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$960,579 (2023:\$Nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
ILE/Toilet Upgrade, Roof Replacement - Project 213267	537,243
i1/2/5/8/9/10/11/12/13/14/16/17 Roof, Clearlite and Gutter Replacement (246107)	423,336
Total	960,579

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	553,239	130,209	520,608
Receivables	320,400	365,166	385,425
Investments - Term Deposits	1,200,000	1,200,000	1,200,000
Total financial assets measured at amortised cost	2,073,639	1,695,375	2,106,033

Financial liabilities measured at amortised cost

Payables	362,601	395,107	362,070
Finance Leases	141,312	55,725	77,216
Total financial liabilities measured at amortised cost	503,913	450,832	439,286

23. Events After Balance Date

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

24. Comparatives

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF SUTTON PARK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Sutton Park School. The Auditor-General has appointed me, Alexander Houghton, using the staff and resources of Blackmore, Virtue & Owens, to carry out the audit of the financial statements of the School on his behalf.

Qualified Opinion

We have audited the financial statements of the School on pages 2 to 17 which 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, except for the possible effects of the matter described in the Basis for Qualified Opinion section of our report, the financial statements of Tamaki School for the year ended 31 December 2024 present fairly, in all material respects, the financial position of the School as at that date, and its financial performance and cash flows for the year then ended, in accordance with generally accepted accounting practice in New Zealand and in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime issued by the New Zealand Accounting Standards Board.

Our audit was completed on 18 August 2025. This is the date at which our opinion is expressed.

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

Basis for Qualified Opinion

The School has recognised a provision for cyclical maintenance to reflect the expected future cost of maintaining school buildings, based on the 10-Year Property Plan (10YPP) prepared in November 2023 by Watershed. The School subsequently obtained updated cyclical maintenance calculations from Assets Project Facilitators Ltd (APF) in 2024; however, there is a significant variance between the estimates from APF and Watershed, and the accuracy of the updated calculations remains uncertain at the date of approving these financial statements. As a result, we were unable to determine whether any adjustments to the cyclical maintenance provision were necessary. The School has disclosed the uncertainty in Note 14 to the financial statements.

We carried out our audit in accordance with the Auditor General's Auditing Standards, which incorporate the Professional and Ethical 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.

BVO Audit

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PO Box 9579, Newmarket, Auckland 1149, New Zealand
Telephone: +64-9-520 4089, Email: accounts@bvo.co.nz
www.bvoaudit.co.nz  [@bvo-audit](#)

Responsibilities of the Board for the Financial Statements

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

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020.

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

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

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant 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 comprises the information included on the statement of responsibility, board member list, statement of variance, Statement of Enacting Te Tiriti o Waitangi, compliance with good employer requirements, kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Alexander Houghton
Blackmore, Virtue and Owens
On behalf of the Auditor General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Sutton Park School	School Number:	1520
Strategic Aim:	<p>GOAL 1: Accelerate student achievements especially in literacy and numeracy.</p> <p>Quality teaching and learning.</p>		
Annual Aim:	<p>Writing:</p> <ul style="list-style-type: none"> By the end of 2024, every child will improve 2 e-asttle sublevels in Writing. <p>Reading:</p> <ul style="list-style-type: none"> By the end of 2024, every child will improve 1 curriculum year (minimum) in Reading. <p>Maths:</p> <ul style="list-style-type: none"> By the end of 2024, every child will improve 2 e-asttle sublevels in Mathematics.. <p>ORACY:</p> <ul style="list-style-type: none"> By the end of 2024, every child will be able to articulate their learning. 		
Target:	<p>2024 Targets - Years 1-4</p> <p>Writing: By the end of 2024, 75% of Year 3 will be writing at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p>Reading: By the end of 2024, 75% of Year 3 will be reading at and above Early Level 2 in the NZC, Taiala, TMOA and Silapa.</p> <p>Maths: By the end of 2024, 80% of Year 4 will achieve at and above At Level 2 in the NZC.</p>		

	<p>2024 Targets - Years 5-8</p> <p>Writing: By the end of 2024, 80% of Year 6 and Year 8 will be writing at and above At Level 3 and at At Level 4 in the NZC, Taiala and Silapa.</p> <p>Reading: By the end of 2024, 80% of Year 6 and Year 8 will be reding At Level 3 and At Level 4 in the NZC, TMOA, Taiala and Silapa.</p> <p>Maths: By the end of 2024, 80% of Year 6 and Year 8 will be achieving at and above At Level 3 and At Level 4 in the NZC.</p>
<p>Baseline Data:</p>	<p>Writing:</p> <ul style="list-style-type: none"> At the end of 2024, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created. <p>Reading:</p> <ul style="list-style-type: none"> At the end of 2024, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created. <p>Maths:</p> <ul style="list-style-type: none"> At the end of 2024, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.



P.R.I.D.E

Perseverance, Respect, Identity, Diversity and Excellence

Mission: Together we learn, Together we lead

Vision: Cast the net wide, set it deep to nourish learners for life.

EOY (End of Year data report for the whole school) **Years 1 - 8, Term 4 - 2024**

Introduction:

This year, we have continued with the reporting system and the gathering of our school data. We are using the New Zealand Curriculum levels. Our school will also be aligned with schools in our Community of Learning (CoL). Please refer to the key of the NZ Curriculum levels used throughout our Community of Learning schools.

Data gathering:

We have gathered data for Reading, Writing and Maths for all classes excluding the Maori Bilingual unit as they have their own data gathering system called Whanaketanga for Maori Rumaki Reo classes. Also, for all Total Immersion classes, their Reading and Writing data are not included only in Maths. We also have the Bilingual Units present their data also in this report.

Data presentation:

The data presented is of all the Years 1 to 8. The teachers enter results according to the New Zealand Curriculum Levels.

Note 1	<p>Agreed language: Early or At Curriculum level ... Early means doing some of this level and they have achieved the level before. Eg: a student working at early L2 would have met the demands of L1 and is able to do some things at L2. At means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																
Note 2	<p>Year Level Expectations</p> <table border="1"> <tr><td>Year 1</td><td>Early L1</td></tr> <tr><td>Year 2</td><td>At L1</td></tr> <tr><td>Year 3</td><td>Early L2</td></tr> <tr><td>Year 4</td><td>At L2</td></tr> <tr><td>Year 5</td><td>Early L3</td></tr> <tr><td>Year 6</td><td>At L3</td></tr> <tr><td>Year 7</td><td>Early L4</td></tr> <tr><td>Year 8</td><td>At L4</td></tr> </table>	Year 1	Early L1	Year 2	At L1	Year 3	Early L2	Year 4	At L2	Year 5	Early L3	Year 6	At L3	Year 7	Early L4	Year 8	At L4
Year 1	Early L1																
Year 2	At L1																
Year 3	Early L2																
Year 4	At L2																
Year 5	Early L3																
Year 6	At L3																
Year 7	Early L4																
Year 8	At L4																

In order for teachers to make an accurate Overall Teacher Judgement (OTJ's), there were standardised tests, taken by all students in Years 1-8 as one way of determining where each student is at with their learning at the start of the year. Teacher observations in the classroom about each student's learning also indicates where they are placed in the OTJ's done by the teachers.

The data that is presented also suggests that the students who are identified as at risk, we have additional support provided beyond the classroom programme. Teachers normally finalise their OTJ's in Week 5 of Terms 1, 2, 3, & 4.

Data analysis:

There are a number of students who have significant learning needs and are also receiving support through the Ongoing and Reviewable Resourcing Schemes also known as ORRS.

The progress these children make will be assessed in relation to a regular review of their learning that takes place through their Individual Education Plan/Programmes (IEP) and processes, which are in consultation with parents, families, whanau, teachers and the Ministry of Education. To date we currently have 5 ORRS students here at Sutton Park School, each of whom have a Teacher Assistant to support them in the classroom and we have been approved one more ORRS application making the total number of ORRS funded students in our school to 6 in 2025.

Furthermore, we are privileged to have trained Teacher Assistants to deliver a reading programme called 'Rainbow

Reading' to help with accelerating learning through Rainbow Reading.

Rainbow Reading is available for mainstream students as well as the Bilingual Units from Years 3 to 8 and has continued to be a very successful programme for our students.

The teacher assistants undertaking the Rainbow Reading programme have indicated that some students are on their way and have made progress but we also have some that have not met their target due to attendance absences and had been referred to RTLB for extra support. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30-40 minute session with one child and this support is setup for children in Year 2.

Validity and Reliability:

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Terms 1, 2, 3 and Term 4 for whole school assessments. This is when standardised tests are done in the hall for Years 5 to 8 and the Year 1-4 done in classes.

We use the Online Progression Achievement Test (PAT) in Maths and Reading, e-asttle Reading and Writing, PROBE (for Years 4-8) and PM Benchmark (for Years 1-4), JAM (Maths assessment for Years 1-3) and GLoSS (for Years 4-8) to ensure that the data is aligned to the Curriculum levels as well as teacher observation which is an important factor in determining an accurate Overall Teacher Judgement (OTJ). In Term 4, we have continued our online assessments for Years 5-8 and our teachers and students are aware of the expectations of assessing online.

Our School Curriculum plan has been shared and discussed with the teachers.

They will be referring to this Curriculum plan book for Annual aims for Reading, Writing and Maths and other curriculum learning areas, all the planning templates and strategies for Reading, Writing and Maths to accelerate the learning of all students at Sutton Park school.

We hold Syndicate and Whanau meetings on alternate Tuesday's to ensure that teachers are sharing good practices amongst their syndicates or whanau teams. These meetings also hold moderation sessions where teachers bring pieces of writing to moderate as a team to show transparency in students' writing and marking. If there are any discrepancies, syndicates would bring the samples to the staff meeting for all staff to moderate and discuss.

We have also continued with Peer Observations/Team Teaching within the four syndicates and each teacher has the opportunity to go and observe another colleague. Following on from the observation they have the opportunity to share

feedback about how the lesson went.

The observer becomes the learner and through peer observations, strategies are gained for those observing.

We have specialist teachers who have been given the opportunity to lead and share their knowledge in specific areas in our staff meetings. The following specialist teachers are as follows: *Lineni Paea (Mathematics)* and *Rebecca Cowley (Writing)*.

Conclusion:

In this data, the data tables presented are for each curriculum learning area in English, Maori, Samoan and Tongan.

Yellow - SOY data

Orange - EOY data

Green indicates - Clean data (students who started at the beginning of the year)

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 1-2

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (20)											20
Y2	66% (35)	25% (13)	9% (5)									53

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 1-2

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (9)											9
Y1	9% (3)	76% (26)	15% (5)									34
Y2	35% (19)	33% (18)	31% (17)	2% (1)								55

Sutton Park School NZ Curriculum CLEAN Reading Data Years 1-2

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1		74% (14)	26% (5)									19
Y2	36% (18)	31% (16)	31% (16)	2% (1)								51

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 3-4

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	11% (6)	56% (32)	19% (11)	14% (8)								57
Y4	4% (3)	7% (5)	20% (14)	51% (36)	18% (13)							71

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 3-4

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		6% (3)	17% (9)	67% (36)	11% (6)							54
Y4		3% (2)	4% (3)	9% (6)	66% (46)	19% (13)						70

Sutton Park School NZ Curriculum CLEAN Reading Data Years 3-4

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		4% (2)	17% (9)	67% (35)	12% (6)							52
Y4		2% (1)	3% (2)	8% (5)	67% (43)	20% (13)						64

By the end of 2024, 75% of Year 3 will be reading at and above EL2 in the NZC

EOY - 78% (Target Achieved)

CLEAN - 79% (Target Achieved)

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 5-6

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	5% (3)	5% (3)	75% (41)	11% (6)						55
Y6	1% (1)		1% (1)	8% (6)	24% (17)	53% (39)	8% (6)	3% (2)				72

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 5-6

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	8% (5)	17% (11)	65% (42)	9% (6)					65
Y6	1% (1)				9% (7)	11% (8)	57% (43)	20% (15)	3% (2)			76

Sutton Park School NZ Curriculum CLEAN Reading Data Years 5-6

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (3)	13% (7)	71% (39)	8% (6)					55
Y6	1% (1)				7% (5)	10% (7)	60% (43)	21% (15)	1% (1)			72

By the end of 2024, 80% of Year 6 will be reading at and above AL3 in the NZC.

EOY - 80% (Target achieved)

CLEAN - 82% (Target achieved)

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 7-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	2% (1)			3% (2)	10% (6)	17% (10)	41% (24)	26% (15)				54
Y8	1% (1)				4% (3)	8% (6)	17% (12)	53% (38)	14% (10)	3% (2)		68

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 7-8

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	4% (2)	16% (9)	48% (27)	23% (13)	4% (2)		56
Y8	1% (1)					1% (1)	7% (5)	21% (15)	57% (41)	10% (7)	3% (2)	72

Sutton Park School NZ Curriculum CLEAN Reading Data Years 7-8

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	4% (2)	12% (7)	50% (27)	24% (13)	4% (2)		54
Y8	1% (1)					1% (1)	6% (4)	21% (14)	57% (39)	10% (7)	3% (2)	68

By the end of 2024, 80% of Year 8 will be reading at and above AL4 in the NZC.

EOY - 70% (Target not met)

CLEAN -70% (Target not met)

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 1-2

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (20)											20
Y2	64% (34)	30% (16)	6% (3)									53

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 1-2

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (9)											9
Y1	18% (6)	68% (23)	15% (5)									34
Y2	31% (17)	36% (20)	33% (18)									55

Sutton Park School NZ Curriculum CLEAN Writing Data Years 0-2

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	5% (1)	69% (13)	26% (5)									19
Y2	31% (16)	35% (18)	34% (17)									51

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 3-4

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	9% (5)	63% (36)	18% (10)	11% (6)								57
Y4	1% (1)	8% (6)	18% (13)	55% (39)	17% (12)							71

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 3-4

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		6% (3)	19% (10)	70% (38)	6% (3)							54
Y4	1% (1)	3% (2)	3% (2)	26% (18)	51% (36)	13% (9)	3% (2)					70

Sutton Park School NZ Curriculum CLEAN Writing Data Years 3-4

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		4% (2)	19% (10)	71% (37)	6% (3)							52
Y4	2% (1)		2% (1)	25% (16)	54% (35)	14% (9)	3% (2)					64

By the end of 2024, 75% of Year 3 will be writing at and above EL2 in the NZC.

EOY - 76% (Target Achieved)

CLEAN - 77% (Target Achieved)

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 5-6

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		4% (2)	2% (1)	13% (7)	78% (43)	4% (2)						55
Y6	1% (1)		3% (2)	8% (6)	24% (17)	56% (40)	5% (4)	3% (2)				72

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 5-6

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		2% (1)		6% (4)	25% (16)	66% (43)	2% (1)					65
Y6	1% (1)				12% (9)	6% (5)	65% (51)	13% (10)	3% (2)			78

Sutton Park School NZ Curriculum CLEAN Writing Data Years 5-6

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				4% (2)	22% (12)	72% (40)	2% (1)					55
Y6	1% (1)				7% (5)	7% (5)	69% (50)	13% (9)	3% (2)			72

By the end of 2024, 80% of Year 6 will be writing at and above AL3 in the NZC.

EOY - 81% (Target achieved)

CLEAN - 85% (Target achieved)

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 7-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	2% (1)		2% (1)	2% (1)	7% (4)	22% (12)	46% (25)	19% (10)				54
Y8	1% (1)			1% (1)		13% (6)	11% (7)	57% (41)	17% (12)			68

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 7-8

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	2% (1)	13% (7)	52% (29)	23% (13)	5% (3)		56
Y8	1% (1)				1% (1)		8% (6)	10% (7)	61% (44)	13% (9)	6% (4)	72

Sutton Park School NZ Curriculum CLEAN Writing Data Years 7-8

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	2% (1)	9% (5)	54% (29)	24% (13)	5% (3)		54
Y8	1% (1)				1% (1)		4% (3)	10% 6	65% (44)	13% (9)	6% (4)	68

By the end of 2024, 80% of Year 8 will be writing at and above AL4 in the NZC.

EOY - 80% (Target met)

CLEAN - 84% (Target met)

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 1-2

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	95% (41)	5% (2)										43
Y2	55% (37)	34% (23)	10% (7)									67

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 1-2

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	85% (17)	15% (3)										20
Y1	25% (17)	57% (39)	18% (12)									68
Y2		29% (20)	62% (43)	9% (6)								69

Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	7% (3)	66% (27)	27% (11)									41
Y2		27% (17)	64% (41)	9% (6)								64

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 3-4

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (3)	18% (10)	54% (31)	23% (13)								57
Y4	1% (1)	7% (5)	11% (8)	62% (44)	18% (13)							71

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 3-4

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		2% (1)	17% (9)	69% (37)	11% (6)	2% (1)						54
Y4		3% (2)	3% (2)	13% (9)	59% (41)	20% (14)	3% (2)					70

Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			17% (9)	69% (36)	12% (6)	2% (1)						52
Y4			3% (2)	11% (7)	61% (39)	22% (14)	3% (2)					64

By the end of 2024, 80% of Year 4 will be achieving at and above AL2 in the NZC.

EOY - 82% (Target Achieved)

CLEAN - 86% (Target Achieved)

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 5-6

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		2% (1)	5% (3)	5% (3)	70% (39)	14% (8)	2% (1)					55
Y6	1% (1)		1% (1)	10% (7)	26% (19)	47% (34)	13% (9)	1% (1)				72

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 5-6

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			3% (2)	8% (5)	22% (14)	58% (38)	8% (5)	2% (1)				65
Y6	1% (1)				13% (10)	9% (7)	58% (45)	16% (12)	3% (2)			77

Sutton Park School NZ Curriculum CLEAN Maths Data Years 5-6

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			2% (1)	5% (3)	18% (10)	64% (35)	9% (5)	2% (1)				55
Y6	1% (1)				10% (7)	8% (6)	63% (45)	15% (11)	3% (2)			72

By the end of 2024, 80% of Year 6 will be achieving at and above AL3 in the NZC.

EOY - 77% (Target not met)

CLEAN - 81% (Target met)

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 7-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	2% (1)		2% (1)	2% (1)	9% (5)	22% (12)	39% (21)	24% (13)				54
Y8	1% (1)					6% (4)	24% (16)	53% (36)	15% (10)	1% (1)		68

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 7-8

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	7% (4)	16% (9)	48% (27)	20% (11)	4% (2)		56
Y8	1% (1)						7% (5)	21% (15)	58% (42)	7% (5)	6% (4)	72

Sutton Park School NZ Curriculum CLEAN Maths Data Years 7-8

CLEAN	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			2% (1)		4% (2)	7% (4)	15% (8)	48% (26)	20% (11)	4% (2)		54
Y8	1% (1)						7% (5)	20% (13)	59% (40)	7% (5)	6% (4)	68

By the end of 2024, 80% of Year 8 will be achieving at and above AL4 in the NZC.

EOY - 71% (Target not met) CLEAN - 72% (Target not met)

Sia Ua Tongan Silapa document Term 4: Lea (Speaking) Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (13)											13
Y2	76% (19)	24% (6)										25

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	48% (11)	52% (12)										23
Y2	4% (1)	8% (2)	54% (13)	33% (8)								24

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	10% (2)	20% (4)	70% (14)									20
Y4	4% (1)		23% (6)	73% (19)								26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			17% (3)	78% (14)	6% (1)							18
Y4			4% (1)	8% (2)	76% (19)	12% (3)						25

By the end of 2024, 70% of Year 2 will be speaking at and above AL1 in the Tongan Silapa. achieved)

87% achieved (Target

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				18% (3)	82% (14)							17
Y6	3% (1)		3% (1)	3% (1)	18% (6)	74% (25)						34

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					22% (4)	72% (13)	6% (1)					18
Y6	3% (1)			6% (2)		17% (6)	61% (22)	14% (5)				36

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						5% (1)	53% (10)	37% (7)	5% (1)			19
Y8			4% (1)				19% (5)	69% (18)	8% (2)			26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							22% (4)	44% (8)	33% (6)			18
Y8			4% (1)				4% (1)	8% (2)	85% (22)			26

By the end of 2024, 70% of Year 7 will be speaking at and above EL2 in the Tongan Silapa.
77% achieved (Target achieved)

Sia Ua Tongan Silapa document EOY Term 4: Laukonga (Reading) Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (13)											13
Y2	88% (22)	12% (3)										25

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	52% (12)	48% (11)										23
Y2	38% (9)	21% (5)	42% (10)									24

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (1)	35% (7)	60% (12)									20
Y4	4% (1)		19% (5)	77% (20)								26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			22% (4)	78% (14)								18
Y4			4% (1)	4% (1)	88% (22)	4% (1)						25

**By the end of 2024, 80% of Year 3 will be reading at and above EL2 in the Tongan Silapa.
78% achieved (target not met)**

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				18% (3)	82% (14)							17
Y6	3% (1)		3% (1)	3% (1)	18% (6)	71% (24)	3% (1)					34

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					6% (1)	83% (15)	11% (2)					18
Y6	3% (1)			6% (2)		22% (8)	56% (20)	14% (5)				36

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						5% (1)	53% (10)	42% (8)				19
Y8		4% (1)				4% (1)	23% (6)	69% (18)				26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							22% (4)	44% (8)	33% (6)			18
Y8		4% (1)					8% (2)	4% (1)	85% (22)			26

By the end of 2024, 75% of Year 7 will be reading at and above EL4 in the Tongan Silapa.
77% achieved (Target achieved)

Sia Ua Tongan Silapa document EOY Term 4: Tohi (Writing) Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (13)											13
Y2	76% (19)	24% (6)										25

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (5)											5
Y1	57% (13)	43% (10)										23
Y2	46% (11)	17% (4)	38% (9)									24

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	5% (1)	30% (6)	65% (13)									20
Y4	4% (1)	8% (2)	19% (5)	69% (18)								26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			28% (5)	67% (12)	6% (1)							18
Y4			8% (2)	8% (2)	84% (21)							25

By the end of 2024, 80% of Year 3 will be writing at and above EL2 in the Tongan Silapa.
73% achieved (target not met)

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				12% (2)	88% (15)							17
Y6	3% (1)		3% (1)	3% (1)	24% (8)	68% (23)						35

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					17% (3)	78% (14)	6% (1)					18
Y6	3% (1)			6% (2)	3% (1)	22% (8)	67% (24)					36

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						5% (1)	53% (10)	42% (8)				19
Y8		4% (1)				4% (1)	31% (8)	62% (16)				26

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							22% (4)	39% (7)	39% (7)			18
Y8			4% (1)				8% (2)	4% (1)	85% (22)			26

By the end of 2024, 80% of Year 8 will be writing at and above AL4 in the Tongan Silapa.
85% achieved (Target achieved)

Masina Va'aia Samoan Ta'iala document EOY Term 4: Faitau Tusi (Reading)
Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (10)											10
Y2	46% (6)	38% (5)	15% (2)									13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	83% (5)	17% (1)										6
Y1		45% (5)	55% (6)									11
Y2		7% (1)	79% (11)	14% (2)								14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	30% (3)	20% (2)	50% (5)									10
Y4			8% (1)	46% (6)	46% (6)							13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			22% (2)	78% (7)								9
Y4		7% (1)		21% (3)	71% (10)							14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				50% (5)	50% (5)							10
Y6					40% (4)	60% (6)						10

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				7% (1)	14% (2)	50% (2)	29% (4)					14
Y6						18% (2)	55% (6)	27% (3)				11

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	8% (1)				8% (1)	8% (1)	50% (6)	25% (3)				12
Y8						15% (2)	15% (2)	62% (8)	8% (1)			13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		8% (1)				8% (1)		54% (2)	31% (4)			13
Y8							8% (1)	8% (1)	85% (11)			13

By the end of 2024, 70% of Year 5 will be reading At/Above EL3 in the Ta'iala - **79% achieved (Target achieved)**

By the end of 2024, 70% of Year 8 will be reading At/Above L4 in the Ta'iala - **85% achieved (Target achieved)**

Masina Va'aia Samoan Ta'iala document EOY Term 4: Tautala (Speaking) Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	70% (7)	30% (3)										10
Y2	15% (2)	62% (8)	23% (3)									13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	33% (2)	67% (4)										6
Y1		9% (1)	91% (10)									11
Y2			50% (7)	50% (7)								14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	10% (1)	10% (1)	60% (6)	20% (2)								10
Y4			8% (1)	46% (6)	46% (6)							13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			33% (3)	56% (5)	11% (1)							9
Y4		7% (1)		14% (2)	79% (11)							14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				40% (4)	60% (6)							10
Y6						18% (2)	55% (6)	27% (3)				10

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				21% (3)		64% (9)	14% (2)					14
Y6						18% (2)	55% (6)	27% (3)				11

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	8% (1)				17% (2)		42% (5)	33% (4)				11
Y8							23% (3)	38% (5)	38% (5)			13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		8% (1)				8% (1)		31% (4)	54% (7)			13
Y8								15% (2)	85% (11)			13

By the end of 2024, 75% of Year 5 will be speaking At/Above EL3 in the Ta'iala - **78% achieved (Target achieved)**

By the end of 2024, 75% of Year 8 will be speaking At/Above L4 in the Ta'iala - **85% achieved (Target achieved)**

Masina Va'aia Samoan Ta'iala document EOY Term 4: Tusitusi (Writing) Years 1-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	90% (9)	10% (1)										10
Y2	46% (6)	54% (7)										13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	67% (4)	33% (2)										6
Y1		27% (3)	73% (8)									11
Y2		7% (1)	86% (12)	7% (1)								14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	20% (2)	70% (7)	10% (1)									10
Y4	8% (1)	8% (1)	23% (3)	23% (3)	38% (5)							13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		11% (1)	22% (2)	56% (5)	11% (1)							9
Y4			7% (1)	29% (4)	64% (9)							14

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				40% (4)	60% (6)							10
Y6					20% (2)	80% (8)						10

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				14% (2)	21% (3)	50% (2)	14% (2)					14
Y6						18% (2)	45% (5)	36% (4)				11

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	8% (1)				8% (1)	8% (1)	50% (6)	25% (3)				11
Y8						23% (3)	15% (2)	46% (6)	15% (2)			13

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		8% (1)				8% (1)		62% (8)	23% (3)			13
Y8							8% (1)	23% (3)	69% (9)			13

By the end of 2024, 75% of Year 5 will be writing At/Above EL3 in the Ta'iala - **64% achieved (target not met)**

By the end of 2024, 70% of Year 8 will be writing At/Above L4 in the Ta'iala - **69% achieved (target not met)**

Rūmaki SOY Data Wahanga 1 2024

Tau Ako Year Level	NZ Curriculum	Ngā Taumata o Te Marautanga o Aotearoa			
		Korero Oral	Panui Reading	Tuhituhi Writing	Pangarau Maths
0	Pre- 1	Timata He Pīpī	Timata He Pīpī Whenu-KHa	Timatanga Ka Oho	Kaupae 0- Taumata 1a
1	Early 1	He Pīpī He Kaha	Taumata 1 KHa/KHe KHe- KHe/KHi	Taumata 1 Ka Oho	Kaupae 1 - Taumata 1a Kaupae 2 - Taumata 1a
2	At 1/ Early 2	He Kaha Ake He Pakari 1 He Pakari 2	Taumata 1 KHi- KHi/KKa KKa- KKa/KKe KKe- KKe/KKi	Taumata 1 Ka Oho/Ka Whai... Ka Whai Huruhuru	Kaupae 3 - Taumata 1e Kaupae 4 - Taumata 1e
3	Developing 2	Taumata 2	Taumata 1-2 KKi- KKi/KPa	Taumata 2 Ka Whai.../Ka Marewa	Kaupae 5a - Taumata 2a
4	At 2/ Early 3	Taumata 2-3	Taumata 2-3 KPa- KPa/KPe	Taumata 2-3 Ka Whai.../Ka Marewa	Kaupae 5e - Taumata 2e
5	Advanced 2/ Developing 3	Taumata 3	Taumata 2-3 KPe- KPe/KPi	Taumata 3 Ka Marewa	Kaupae 6a - Taumata 3a
6	At 3 / Early 4	Taumata 3-4	Taumata 3-4 KPi- KPi/KPo	Taumata 3-4 Ka Marewa	Kaupae 6e - Taumata 3e
7	Advanced 3/ Developing 4	Taumata 4	Taumata 3-4 KPo- KPo/M	Taumata 4 Ka Marewa/ Ka Rere	Kaupae 7a - Taumata 4a

8	At 4/ Early 5	Taumata 4-5	Taumata 4-5 Miro	Taumata 4-5 Ka Rere	Kaupae 7e - Taumata 4e
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Sutton Park School Rumaki SOY Term 1 KORERO Data 2024 Years 1-6.

NZC	Pre-1	Early 1		At 1/ Early 2			Dev. 2	At 2/ Early 3	Adv 2/ Dev 3	At 3/ Early 4	Adv 3/ Dev 4	Total
TMoA	Timata He Pipi	Taumata 1 He Pipi	T1 He Kaha	Tauma ta 1 He Kaha Ake	T1 He Pakari 1	T1 He Pakari 2	Taum ata 2	Taumata a 2-3	Taumata 3	Taumata 3-4	Tauma ta 4	
Y1	100% (3)											3
Y2		100% (3)										3
Y3	50% (1)		50% (1)									2
Y4			100% (2)									2
Y5					50% (1)	50% (1)						2
Y6			50% (1)		50% (1)							2

Sutton Park School Rumaki EOY Term 4 **KORERO** Data 2024 Years 0-6.

☰ Aromatawai- Ngā Taumata o te Ako 2024. Refer to data from: ☰ Aromatawai Wahanga 4 2024 Refer to ☰ Piro o te Rūmaki Māori, SPS hoki 2024

Refer to data from: 📄 2024: Hanganga Reo Matatin: Rūmaki Māori - KORERO-PANUI-TUHITUHI- 1/2/3/4- Tracking Sheet - Rumaki Maori (SPS)

This data is from Aromatawai Māori T4(Etap).

NZC	Pre Early 1		At 1/ Early 2				Develop 2	At 2/ Early 3	Advanced 2/ Develop. 3	At 3/ Early 4	Total
TMoA	Timata He Pipi	Taumata 1 He Pipi	Taumata 1 He Kaha	Taumata 1 He Kaha Ake	Taumata 1 He Pakari	Taumata 1 He Pakari 2	Taumata 2	Taumata 2-3	Taumata 3	Taumata 3-4	Kato a
Yo	50% (1)	50% (1)									2
Y1		67% (2)	33% (1)								3
Y2			33% (1)	67% (2)							3
Y3					100% (1)						1
Y4					100% (1)						1
Y5								100% (2)			2
Y6					100% (1)						1

Sutton Park School Rumaki SOY Term 1 PANUI Data 2024 Years 1-6.

NZC	Pre-L	Early 1		At 1 Early 2			Devel. 2	At 2/ Early 3	Adv 2/ Develop 3	At 3/ Early 4	Adv 3/ Develop 4	
TMoA TA	Whenu- KHa	Tauma ta 1 KHa-K He	Tauma ta 1 KHe-/ KHi	Taum ata 1 KHi-K Ka	Taum ata 1 KKa- KKe	Taumata 1- KKe-KKi	Taumata 2 KKi/KPa	Taumata 2-3 KPa/KPe	Taumata 3 KPe/KPi	Taumata 3-4 KPi/KPo	Taumata 4 KPo/M	Total
TA1	100% (3)											3
TA2		100% (3)										3
TA3		50% (1)			50% (1)							2
TA4				50% (1)	50% (1)							2
TA5							100% (2)					2
TA6					50% (1)		50% (1)					2

Sutton Park School Rumaki EOY Term 4 **PANUI** Data 2024 Years 1-6.

☰ Aromatawai- Ngā Taumata o te Ako 2024. Refer to data from: ☰ Aromatawai Wahanga 4 2024 Refer to ☰ Piro o te Rūmaki Māori, SPS hoki 2024

Refer to data from: 🟩 2024: Hanganga Reo Matatin: Rūmaki Māori - KORERO-PANUI-TUHITUHI- 1/2/3/4- Tracking Sheet - Rumaki Maori (SPS)

This

data is from Aromatawai Māori T4(Etap).

NZC	Pre Early 1			At 1/ Early 2			Develop 2	At 2/ Early 3	Advanced 2/ Develop 3	At 3/ Early 4	Total
TMoA	Whenu- KHa	Taumata 1 KHa-KHe	Taumat a 1 KHe-/K Hi	Taumat a 1 KHi-KK a	Tauma ta 1 KKa-K Ke	Taumata 1- KKe-KKi	Taumata 2 KKi/KPa	Taumata 2-3 KPa/KPe	Taumata 3 KPe/KPi	Taumata 3-4 KPi/KPo	Kato a
Yo	100% (2)										2
Y1	33% (1)	33% (1)		33% (1)							3
Y2				100% (3)							3
Y3							100% (1)				1
Y4							100% (1)				1
Y5									100% (2)		2
Y6								100% (1)			1

Sutton Park School **Rumaki SOY Term 1** TUHITUHI **Data 2024** Years 1-6.

NZC	Pre-1	Early 1		At 1/ Early 2			Deve lop 2	At 2/ Early 3	Advanc ed 2/ Develo p 3	At 3/ Early 4	Adv. 3/ Devel op 4	
TMo A	Timat a He Pīpī	Taumat a 1 He Pīpī	Taumata 1 He Kaha	Tauma ta 1 He Kaha Ake	Tauma ta 1 He Pakari 1	Tauma ta 2 He Pakari 2	Tauma ta 2	Taumata 2-3	Taumata 3	Taumata 3-4	Taumata 4	Total
Y1	100 % (3)											3
Y2		100 % (3)										3
Y3		50% (1)		50% (1)								2
Y4			50% (1)	50% (1)								2
Y5					100 % (2)							2
Y6				50% (1)	50% (1)							2

☰ Aromatawai- Ngā Taumata o te Ako 2024. Refer to data from: ☰ Aromatawai Wahanga 4 2024 Refer to ☰ Piro o te Rūmaki Māori, SPS hoki 2024
Refer to data from: 📊 2024: Hanganga Reo Matatin: Rūmaki Māori - KORERO-PANUI-TUHITUHI- 1/2/3/4- Tracking Sheet - Rumaki Maori (SPS)
data is from Aromatawai Māori T4(Etap).

This

NZC	Pre	Early 1		At 1/ Early 2			Develop 2	At 2/Early 3	Adv. 2/ Develop 3	At 3/ Early 4	Total
TMoA	Timata. Ka Oho/ He Pipī	Taumat a 1 Ka Oho/ He Pipī	Taumat a 1 Ka Oho/ He Kaha	Taumata 1 Ka Oho/ Ka Whai Huruhuru He Kaha Ake	Taumat a 1 Ka Whai Huruhu ru/ He Pakari	Taumata 2 Ka Whai Huruhuru/ He Pakari 2	Taumata 2 Ka Whai huruhuru / Ka Marewa	Taumata 2-3 Ka Whai Huruhuru / Ka Marewa	Taumata 3 Ka Marewa	Taumat a 3-4 Ka Marew a	Kato a
Yo	50% (1)	50% (1)									2
Y1			67% (2)	33% (1)							3
Y2				100% (3)							3
Y3						100% (1)					1
Y4						100% (1)					1
Y5								100% (2)			2
Y6					100% (1)						1

Sutton Park School **Rumaki SOY Term 1** PANGARAU **Data 2024** Years 1-6.

NZC	Pre-1	Early 1		At 1/ Early 2		Dev. 2	At 2/ Early 3	Adv 2/ Dev. 3	At 3/ Early 4	Adv 3/ Dev. 4	Total
TMoA	Kaupae 0	Kaupae 1 Taumata 1a	Kaupae 2 Taumata 1a	Kaupae 3 Taumata 1e	Kaupae 4 Taumata 1e	Kaupae 5a Taumata 2a	Kaupae 5e Taumata 2e	Kaupae 6a Taumata 3a	Kaupae 6e Taumata 3e	Kaupae 7a Taumata 4a	
TA1	100% (3)										3
TA2			100% (3)								3
TA3		50% (1)			50% (1)						2
TA4				100% (2)							2
Y5					100% (2)						2
Y6					100% (2)						2

Sutton Park School **Rumaki EOY Term 4** PANGARAU **Data 2024** Years 1-6.

Refer to **Aromatawai- Ngā Taumata o te Ako 2024.** Refer to **Aromatawai Wahanga 4 2024**

Refer to **Piro o te Rūmaki Māori, SPS hoki 2024** This data is from **Aromatawai Māori T4(Etap).**

NZC	Pre	Early 1		At 1/ Early 2		Develop 2	At 2/ Early 3	Adv 2/ Develop 3	At 3/ Develop 4	
TMoA	Kaupae 0	Kaupae 1 - Taumata 1a	Kaupae 2 - Taumata 1a	Kaupae 3 - Taumat a 1e	Kaupae 4 - Tauma ta 1e	Kaupae 5a - Taumata 2a	Kaupae 5e- Tauma ta 2e	Kaupae 6a - Taumata 3a	Kaupae 6e - Taumata 3e	Total
Yo	50% (1)	50% (1)								2
Y1		33% (1)	33% (1)	33% (1)						3
Y2					100% (3)					3
Y3						100% (1)				1
Y4						100% (1)				1
Y5						50% (1)		50% (1)		2
Y6						100% (1)				1



SUTTON PARK SCHOOL
89 Vine Street, Mangere East, Auckland 2024
Telephone (09) 276 4560 Email: office@suttonpark.school.nz
Principal: Togi Lemanu

Statement of Kiwi Sport Funding Year 1 - 8

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2024 the school received total Kiwisport funding of \$8,677.24 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and sport transportation, the total cost of which was \$8,900.00

The number of students participating in organised sport at the end of the school year was 100% of the school roll.



Togi Lemanu
Principal



SUTTON PARK SCHOOL
89 Vine Street, Mangere East, Auckland 2024
Telephone 09) 276-4560
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Principal: Mr Fata Vaitimu Togi Lemanu

The board of Sutton Park School complies with the principle of being a good employer, as required by the Education and Training Act 202 (s 597). We implement this Employment Policy and associated policies to comply with being a good employer and we report on our compliance in our annual report. Policies are made public to include: *Employer Responsibility Policy, Equal Employment Opportunities (EEO). Appointment procedures, appointment committee delegations. Interview guidelines, staff induction, careful record keeping. These policies are developed by SchoolDocs and available to staff and the wider community via the school website.*

Aspect of being a good employer section 597 (1)	Enactment in school practice
Good and safe working condition - <i>(Creating a good and safe working environment in a school involves a holistic approach that includes policy, practice, and a positive school culture).</i>	<ul style="list-style-type: none"> • This includes maintaining a secure and clean building, implementing emergency drills (like fire and lockdown drills), and ensuring playgrounds and equipment are well-maintained. It also means having clear safety protocols for everything from science labs to sports activities. • This is about creating a culture where students and staff feel respected and valued. It involves having policies against bullying and harassment and providing access to mental health support for both students and teachers. • Principal keeps an open dialogue with our Presiding Member.
Equal employment opportunities are provided, with impartial selection, and requirements of women and people with disabilities	<ul style="list-style-type: none"> • All appointments are advertised as per the Collective Agreements • A panel is involved in short listing and finalising appointments • The final decision is based solely on the candidate's merit, skills, experience, and ability to perform the job's essential functions. The selection criteria are clear and consistently applied to all applicants. The process is transparent, and feedback can be provided to unsuccessful candidates upon request, where appropriate.
Aims and aspirations of Maori - <i>(In New Zealand primary schools there is a commitment to upholding the principles of Te Tiriti o Waitangi, creating an education system where Māori students can succeed as Māori. It's a fundamental shift in school culture, curriculum, and community relationships).</i>	<ul style="list-style-type: none"> • The school makes extra PLD opportunities available for all our staff and those wanting to further develop their knowledge in tikanga and te reo Maori. • Honouring Te Tiriti o Waitangi: Schools are legally required to give effect to Te Tiriti. This involves boards of trustees, principals, and teachers actively working to ensure school plans and policies reflect local tikanga Māori (customs and protocols), mātauranga Māori (Māori knowledge and worldview), and te ao Māori (the Māori world). It's about a true partnership with Māori communities.

	<ul style="list-style-type: none"> • Visits to maraes and to Ihumatao grounds - <i>both staff and students</i>.
<p>Abilities of employees are enhanced - <i>(In New Zealand primary schools are a crucial aspect of being a "good employer." This is a continuous process focused on professional growth, collaboration, and building a high-trust environment. It's an ongoing practice that ensures teachers and staff are equipped to meet the evolving needs of students and the education system).</i></p>	<ul style="list-style-type: none"> • A supportive environment gives teachers opportunities to grow professionally. This includes workshops on new teaching methods, collaboration time with colleagues to share ideas, and mentorship programs for beginning & new teachers. When educators feel supported in their professional growth, they are more likely to stay and thrive. • Extensive staff PLD, internally led and externally provided opportunities for all staff to attend. This also includes PLD for our bilingual units as well as our leadership team. • Staff may request PLD further to what the school decides, they are also made aware of available tertiary study for all staff. • This is a continuous process focused on professional growth, collaboration, and building a high-trust environment. It's an ongoing practice that ensures teachers and staff are equipped to meet the evolving needs of students and the education system. • Teachers can be given leadership roles within a syndicate, or as a curriculum leader (e.g., Literacy Lead & Maths Lead).
<p>Recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups - <i>(Recognising the aims, aspirations, and cultural differences of ethnic or minority groups in New Zealand primary schools is about creating a truly inclusive and multicultural environment).</i></p>	<ul style="list-style-type: none"> • Learning topics are linked to the students' cultures. • Resources include books, posters, and digital media that feature characters and stories from various ethnic backgrounds. This allows students to see themselves reflected in their learning materials and also learn about other cultures. • The school calendar includes celebrations of different cultural events, such as the different Pacific Language Weeks including Maori Language Week that are celebrated by our school along with the whanau and our community. These events are more than just a performance; they are an opportunity for students to share and learn about their heritage.

'Cast the net wide, set it deep, to nourish learners for life.

Strategic Goals (2024-2027)	ONE: Accelerate student achievements especially in literacy and numeracy.	TWO: Establish an engaging and inclusive learning environment that is safe for all.	THREE: Build strong educational partnerships.	FOUR: Enable effective governance.	FIVE: Te Ao/Te Reo Maori
Government's Six Education Priorities	<ul style="list-style-type: none"> • Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning. • Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics. • Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement. <ul style="list-style-type: none"> • Improved teacher training: Developing the workforce of the future, including leadership development pathways. • Stronger learning support: Targeting effective learning support interventions for students with additional needs. <ul style="list-style-type: none"> • Greater use of data: Using data and evidence to drive consistent improvement in achievement. 				
KA HIKITIA	<ul style="list-style-type: none"> • Te Tangata • Te Rangatiratanga 	<ul style="list-style-type: none"> • Te Tangata, • Te Kanorautanga • Te Tuakiritanga 	<ul style="list-style-type: none"> • Te Whānau • Te Tangata 	<ul style="list-style-type: none"> • Te Rangatiratanga • Te Tuakiritanga 	<ul style="list-style-type: none"> • Te Tuakiritanga • Te Kanorautanga
Pacific Education Action Plan	<ul style="list-style-type: none"> • Key Shift 1 • Key Shift 3 	<ul style="list-style-type: none"> • Key Shift 1 • Key Shift 2 • Key Shift 3 	<ul style="list-style-type: none"> • Key Shift 1 • Key Shift 3 • Key Shift 4 	<ul style="list-style-type: none"> • Key Shift 2 • Key Shift 3 • Key Shift 5 	<ul style="list-style-type: none"> • Key Shift 3 • Key Shift 4 • Key Shift 5
Looks like:	<p>All students to improve a curriculum level in literacy and numeracy from where they were at, at the beginning.</p> <p>Identified cohorts of students have evidence of improved learning.</p>	<p>Every student experiences learning success at school, to have a good understanding of self and, acquire a strong sense of identity and cultural awareness.</p> <p>Creating a safe environment for learning to flourish for ākonga, staff and whānau.</p>	<p>Parents, local iwi, council, the business community and community groups are positively involved in the life of the school. Students understand and have strong affinity with the local area.</p>	<p>Exceptional governance, committed trustees providing compelling leadership for education success.</p>	<p>To normalise Te Reo Maori taught in all classes.</p> <p>Continued to provide a whanau hui each term for all Maori whanau.</p> <p>To provide on-going staff PLD to grow the Reo Maori language capability for all teachers at SPS.</p> <p>To embrace Te Tiriti o Waitangi principles - <i>Participation</i> <i>Protection</i></p>

TERM 1:

- Whanaungatanga: *"He waka eke noa, Together WE Learn, Together WE Lead"*
 - Communication
 - Relationships
 - Culture and Identity
- School Value: Identity & Excellence
- Integrated curriculum areas: *Digital Tech, Social Sciences, Health, The Arts*

2024 School concepts

TERM 2:

- Te huringa o te ao: *"The Changing World"*
 - Infinity and Beyond
 - Changes - *Caring for our environment, changes of our Landscape*
 - Market Day - *design and sell*
 - Service
 - Myths and Legends
- School Value: Respect & Diversity
Integrated curriculum areas: *Digital Tech, Social Sciences, Health, The Arts*
Samoan Language Week

TERM 3:

- Endurance: Citius, Altius, Fortius - *"Faster, Higher, Stronger - Together"*
 - Resilience
- School Value: Perseverance & Diversity
- Integrated curriculum areas: *Digital Tech, Social Sciences, Health, The Arts*
- Tongan Language Week
- Maori Language Week
- Cook Island Language Week

TERM 4:

- Reflect, Relook & Refresh
- School Value: Excellence & Diversity
- Integrated curriculum areas:
- Fijian Language Week
- Niuean Language Week
- Integrated curriculum areas: *Digital Tech, Social Sciences, Health, The Arts*

Principle 1: Give effect to Te Tiriti o Waitangi

- curriculum and pedagogical approaches are fair and equitable for Māori and for all ākonga.
- actively protect te reo Māori, tikanga Māori, and mātauranga Māori
- collaborate with whānau, haapū, and iwi to incorporate these taonga into the school curriculum.
- design and plan learning programmes that provide all ākonga access to knowledge, understandings, and practices that are relevant to ākonga and their peers.

Ōritetanga
Partnership
Equity rights
Equity if outcomes

Kaitiakitanga
Active protection

**Te Tiriti o
Waitangi**

Tangata Tiriti
Treaty Partners

Participation
Mana Motuhake
Tino Rangatiratanga

Critically Reflect...@ Sutton Park do we...

1. Consciously and actively plan curriculum content which is relevant to Māori ākonga?



2. Have an expected set of pedagogies we teach by – based on evidence which are proven to be effective for Māori ākonga?

3. Are we as ALL staff active in protecting Māori language, culture and identify through daily and authentic use.



Summary

Principles

- Give effect to Te Tiriti o Waitangi
- Hold a broad view of ākonga success
- Hold high expectations for all ākonga

Processes

- Interrogate data together
- Plan together with guides
- Feedback on practice
- Professional Learning for teaching practices

Practices

- Caring for learners and learning
- Connecting learning to each learner
- Building power-sharing relationships
- Be urgent about progress
- Designing for inclusion