

# FAITH CITY SCHOOL

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2024

#### School Directory

**Ministry Number:** 422

**Principal:** Marty Bullock

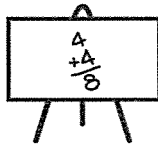
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**School Phone:** 06 345 7737

**School Email:** [admin@faithcity.school.nz](mailto:admin@faithcity.school.nz)

**Accountant / Service Provider:**



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# FAITH CITY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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## Statement of Responsibility

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

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.

# Faith City School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>				
Government Grants	2	1,344,830	1,265,000	1,203,906
Locally Raised Funds	3	32,471	9,500	34,968
Use of Proprietor's Land and Buildings		248,000	250,000	250,000
Interest		21,149	10,000	15,671
<b>Total Revenue</b>		<b>1,646,450</b>	<b>1,534,500</b>	<b>1,504,545</b>
<b>Expense</b>				
Locally Raised Funds	3	23,658	10,500	16,975
Learning Resources	4	1,089,153	1,130,200	1,006,731
Administration	5	110,298	104,600	91,936
Interest		1,066	-	1,070
Property	6	331,595	326,700	323,233
<b>Total Expense</b>		<b>1,555,770</b>	<b>1,572,000</b>	<b>1,439,945</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>90,680</b>	<b>(37,500)</b>	<b>64,600</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>90,680</b>	<b>(37,500)</b>	<b>64,600</b>

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



# Faith City School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		383,252	380,000	318,652
Total comprehensive revenue and expense for the year		90,680	(37,500)	64,600
Contributions from the Ministry of Education		-	-	-
Distributions to the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		51,751	-	-
<b>Equity at 31 December</b>		525,683	342,500	383,252
Accumulated comprehensive revenue and expense		525,683	342,500	383,252
Reserves		-	-	-
<b>Equity at 31 December</b>		525,683	342,500	383,252

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.

# Faith City School

## Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	166,970	29,500	71,422
Accounts Receivable	8	112,663	60,000	79,171
GST Receivable		3,170	5,000	10,002
Prepayments		-	3,000	3,758
Investments	9	296,105	280,000	279,058
		578,908	377,500	443,411
<b>Current Liabilities</b>				
Accounts Payable	11	110,380	75,000	98,818
Revenue Received in Advance	12	411	-	94
Provision for Cyclical Maintenance	13	31,292	4,000	28,235
Finance Lease Liability	14	5,641	4,000	4,866
		147,724	83,000	132,013
<b>Working Capital Surplus/(Deficit)</b>		431,184	294,500	311,398
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	99,494	49,000	80,275
		99,494	49,000	80,275
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	4,995	1,000	8,421
		4,995	1,000	8,421
<b>Net Assets</b>		525,683	342,500	383,252
<b>Equity</b>		525,683	342,500	383,252

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

# Faith City School

## Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		419,174	365,000	384,375
Locally Raised Funds		32,788	9,500	34,099
Goods and Services Tax (net)		6,832	-	(6,363)
Payments to Employees		(198,387)	(241,000)	(204,604)
Payments to Suppliers		(168,939)	(187,000)	(126,681)
Interest Paid		(1,066)	-	(1,070)
Interest Received		20,716	10,000	10,915
Net cash from/(to) Operating Activities		111,118	(43,500)	90,671
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(46,129)	(12,000)	(29,682)
Purchase of Investments		(17,047)	-	(97,958)
Net cash from/(to) Investing Activities		(63,176)	(12,000)	(127,640)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		51,751	-	-
Finance Lease Payments		(4,145)	(4,000)	(5,492)
Net cash from/(to) Financing Activities		47,606	(4,000)	(5,492)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>95,548</b>	<b>(59,500)</b>	<b>(42,461)</b>
Cash and cash equivalents at the beginning of the year	7	71,422	89,000	113,883
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>166,970</b>	<b>29,500</b>	<b>71,422</b>

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.

# Faith City School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Faith City 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 13.

###### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 19.

#### ***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 Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

#### ***Other Grants where conditions exist***

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

#### ***Donations, Gifts and Bequests***

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

**Interest Revenue**

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

**d) Operating Lease Payments**

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

**e) Finance Lease Payments**

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

**f) Cash and Cash Equivalents**

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

**g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The 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.

**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.

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:

Furniture and Equipment	10 years
Information and Communication Technology	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 and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.



**n) 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.

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites 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, 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.

**o) Financial Instruments**

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

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

**p) Borrowings**

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

**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	425,440	364,000	387,745
Teachers' Salaries Grants	914,443	900,000	815,613
Other Government Grants	4,947	1,000	548
	<u>1,344,830</u>	<u>1,265,000</u>	<u>1,203,906</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	7,965	1,500	14,024
Fees for Extra Curricular Activities	14,621	4,500	9,626
Trading	437	3,000	1,640
Fundraising and Community Grants	117	-	2,851
Other Revenue	9,331	500	6,827
	<u>32,471</u>	<u>9,500</u>	<u>34,968</u>
<b>Expense</b>			
Extra Curricular Activities Costs	22,987	7,500	12,780
Trading	671	3,000	2,512
Fundraising and Community Grant Costs	-	-	1,683
	<u>23,658</u>	<u>10,500</u>	<u>16,975</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>8,813</u>	<u>(1,000)</u>	<u>17,993</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	34,533	55,200	49,987
Employee Benefits - Salaries	1,024,917	1,044,000	933,031
Staff Development	1,300	13,000	1,900
Depreciation	28,403	18,000	21,813
	<u>1,089,153</u>	<u>1,130,200</u>	<u>1,006,731</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	7,626	5,000	4,587
Board Fees and Expenses	5,409	4,500	4,394
Operating Leases	-	2,000	440
Other Administration Expenses	44,136	40,800	31,846
Employee Benefits - Salaries	46,527	46,000	44,369
Service Providers, Contractors and Consultancy	6,600	6,300	6,300
	<u>110,298</u>	<u>104,600</u>	<u>91,936</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	3,057	4,000	(465)
Heat, Light and Water	13,387	12,000	11,709
Repairs and Maintenance	3,569	5,000	5,528
Use of Land and Buildings	248,000	250,000	250,000
Employee Benefits - Salaries	41,386	45,000	41,610
Other Property Expenses	22,196	10,700	14,851
	<u>331,595</u>	<u>326,700</u>	<u>323,233</u>

The Use of land and building figures represents 5% of the school's total property value. This is used as a proxy for the market rental of the property..

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	166,970	29,500	71,422
Cash and cash equivalents for Statement of Cash Flows	<u>166,970</u>	<u>29,500</u>	<u>71,422</u>

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

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables from the Ministry of Education	11,213	-	-
Interest Receivable	9,175	-	8,742
Teacher Salaries Grant Receivable	92,275	60,000	70,429
	<u>112,663</u>	<u>60,000</u>	<u>79,171</u>
Receivables from Exchange Transactions	9,175	-	8,742
Receivables from Non-Exchange Transactions	103,488	60,000	70,429
	<u>112,663</u>	<u>60,000</u>	<u>79,171</u>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	296,105	280,000	279,058
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>296,105</u>	<u>280,000</u>	<u>279,058</u>

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Furniture and Equipment	37,506	37,372	-	-	(9,740)	65,138
Information and Communication Technology	27,081	7,387	-	-	(11,147)	23,321
Leased Assets	15,688	2,863	-	-	(7,516)	11,035
Library Resources	-	-	-	-	-	-
	<u>80,275</u>	<u>47,622</u>	<u>-</u>	<u>-</u>	<u>(28,403)</u>	<u>99,494</u>

The net carrying value of furniture and equipment held under a finance lease is \$X (2023: \$X)

### 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 \$
Furniture and Equipment	109,985	(44,847)	65,138	81,282	(43,776)	37,506
Information and Communication Technology	76,916	(53,595)	23,321	74,779	(47,698)	27,081
Leased Assets	34,303	(23,268)	11,035	32,809	(17,121)	15,688
Library Resources	28,346	(28,346)	-	28,346	(28,346)	-
	<u>249,550</u>	<u>(150,056)</u>	<u>99,494</u>	<u>217,216</u>	<u>(136,941)</u>	<u>80,275</u>

# 11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	11,403	10,000	23,713
Accruals	5,084	5,000	3,058
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	92,275	60,000	70,429
Employee Entitlements - Leave Accrual	1,618	-	1,618
	<u>110,380</u>	<u>75,000</u>	<u>98,818</u>
Payables for Exchange Transactions	110,380	75,000	98,818
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>110,380</u>	<u>75,000</u>	<u>98,818</u>

The carrying value of payables approximates their fair value.

# 12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Other revenue in Advance	411	-	94
	<u>411</u>	<u>-</u>	<u>94</u>

# 13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	28,235	-	28,700
Increase to the Provision During the Year	3,057	4,000	(465)
Use of the Provision During the Year	-	-	-
Other Adjustments	-	-	-
Provision at the End of the Year	<u>31,292</u>	<u>4,000</u>	<u>28,235</u>
Cyclical Maintenance - Current	31,292	4,000	28,235
Cyclical Maintenance - Non current	-	-	-
	<u>31,292</u>	<u>4,000</u>	<u>28,235</u>

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

#### 14. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	5,641	4,000	4,866
Later than One Year and no Later than Five Years	4,995	1,000	8,421
Later than Five Years	-	-	-
Future Finance Charges	-	-	-
	<u>10,636</u>	<u>5,000</u>	<u>13,287</u>
<b>Represented by</b>			
Finance lease liability - Current	5,641	4,000	4,866
Finance lease liability - Non current	4,995	1,000	8,421
	<u>10,636</u>	<u>5,000</u>	<u>13,287</u>

#### 15. Related Party Transactions

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

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

The Proprietor of the School (Whanganui Assembly of God Trust Board) is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the Proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

The Proprietor contribute's towards work completed by the school's caretaker ( Approximately \$5,875).

## 16. 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	2,265	3,550
<i>Leadership Team</i>		
Remuneration	258,001	362,135
Full-time equivalent members	2	3
Total key management personnel remuneration	260,266	365,685

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters, and sub committee meetings, including Finance and Property.

### *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	140-150	110-120
Benefits and Other Emoluments	4-5	3-4
Termination Benefits	-	-

### *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	1	1
110 - 120	2	2
120 - 130	-	-
	3.00	3.00

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

## 17. Compensation and Other Benefits Upon Leaving

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

	2024 Actual \$0	2023 Actual \$0
Total	-	-
Number of People	-	-

## 18. 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).

The Board was notified of a grievance claim of \$3,000. The Board has not recognised this matter in the financial statements because the outcome has not been resolved at balance date.

### 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.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$0 (2023:\$0).

### (b) Operating Commitments

As at 31 December 2024, the Board has not entered into any contracts (2023:\$0).

## 20. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	166,970	29,500	71,422
Receivables	112,663	60,000	79,171
Investments - Term Deposits	296,105	280,000	279,058
Total financial assets measured at amortised cost	575,738	369,500	429,651

### Financial liabilities measured at amortised cost

Payables	110,380	75,000	98,818
Finance Leases	10,636	5,000	13,287
Total financial liabilities measured at amortised cost	121,016	80,000	112,105

## 21. Events After Balance Date

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

## 22. Comparatives

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



## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF FAITH CITY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Faith City School (the School). The Auditor-General has appointed me, Talia Anderson-Town the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2024; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

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

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the information included on pages 1, 23 to 61, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

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

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



**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Limited**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**

# Analysis of Variance Reporting- Writing



<b>School Name:</b>	Faith City School	<b>School Number:</b>	00422
<b>Strategic Aim:</b>	All students are able to access the New Zealand Curriculum as evidenced by achievement		
<b>Annual Aim:</b>	<b>WRITING 2024</b> To increase the number of students achieving at or above the expected level in writing		
<b>Target:</b>	75-80% of Year 8 Leavers are at or above Phase 3 (expected achievement level) 70-75% of Year 1 - 7 students at or above the expected Phase (expected achievement level) Maori, Pasifika, and neuro-diverse learners to make progress in writing (10-15% improvement) Boys to make 10-15% improvement in writing.		
<b>Baseline Data:</b>	Background Data <b>Writing - At the end of 2023:</b> <b>2023:</b> 67% of students in Years 1 - 7 were at or above the expected Curriculum level in writing. 82% of Year 8 students were at or above the expected Curriculum level in writing. 61% of boys were at or above the expected Curriculum level in writing. 33% of our Pasifika students were at or above the expected curriculum level in writing. 72% of our Māori students were at or above the expected curriculum level in writing.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Data from 2023 end-of-year results, was collected on writing.</p> <p>Results were analysed and discussed as a staff and BOT</p> <p>Each classroom teacher identified the children who were in their overall target group at the beginning of the year with a focus on Pasifika and Māori students.</p> <p>Target groups and progress were discussed at team meetings throughout the year.</p> <p>Some teachers received classroom support during the year as requested or required in the form of Teacher Aide help with small groups.</p> <p>School-wide moderation took place two times during the year.</p> <p>Observations took place in classrooms.</p> <p>Staff were given time to consolidate their teaching practice in writing in line with previous PD.</p> <p>Read and write programme was used by some students in some classes.</p>	<p><b>2024 Outcomes:</b></p> <p><b>Target: 75-80% of Year 8 students will be achieving at or above the expected curriculum level in writing.</b></p> <p>Result: 84% of all students in Year 8 achieved at or above the expected level in writing.</p> <p><i>(target exceeded)</i></p> <p><b>Target: 70-75% of Year 1-7 students will be achieving at or above the expected curriculum level in writing</b></p> <p>Result: 67% of all students in Year 1-7 achieved at or above the expected curriculum level in writing.</p> <p><i>(target not met)</i></p> <p><b>Target: Improve Māori student results by 10-15% at or above the expected curriculum level for Writing.</b></p> <p>Result: 58% of Māori students achieved at or above the expected level in writing.</p> <p><i>(target not met)</i></p> <p><b>Target: Improve Pasifika student results by 10-15% at or above the expected curriculum level for</b></p>	<p>Some teachers find it difficult to extend or accelerate students. They find it difficult due to time restraints and resources.</p> <p>Some students have gaps in their oral language.</p> <p>We have an increase in the number of ELL students requiring additional support in literacy.</p> <p>With the move towards whole-class teaching, some teachers require extra support to scaffold target students and those who need extending.</p> <p>Absenteeism for various students affected results.</p> <p>BSLA training for junior staff was intensive and time-consuming.</p> <p>Changes around the new Curriculum.</p> <p>No guidelines for year 7 and 8 students within the new curriculum.</p> <p>School-wide production was time-consuming which may have impacted senior students.</p> <p>Increased CRT time allocations came into effect through 2024 which meant</p>	<p>Data has been collected and analysed by Management and staff to set future direction in Writing.</p> <p>This will be discussed with our BOT. Future goals will be set and will include a Pasifika, Māori, and boys' focus with a view to providing support and resources for teachers and support staff.</p> <p>Curriculum Leads to work alongside staff to identify areas of concern and provide assistance in quality writing programme delivery.</p> <p>Maree Lewis to support classroom programmes by providing Tier 2 support to those students identified as requiring additional small group support.</p> <p>Teachers will identify their target groups for 2025 including Pasifika, Māori, and boys who are below the expected curriculum level.</p> <p>Classroom observations and/or modelling of lessons will happen and feedback/feed forward provided.</p>



<p>Some junior classes cross grouped for writing.</p> <p>The use of devices in middle and senior school helps to support learning.</p> <p>A Māori and a Pasifika hui was held in 2023 where data was shared and goals were set with whanau.</p> <p>Staff continued to look at the new curriculum refresh, however,, this was halted and a new refresh was introduced in Term 3 2024.</p> <p>Teachers of students in Year 0 - 3 trained in the BSLA approach to Structured Literacy.</p> <p>As part of the BSLA approach to Literacy, teachers of students in Rooms 1 - 3 planned for daily oral language development in the form of explicit teaching relating to picture books. This new learning was transferred to class writing programmes.</p> <p>Maree Lewis trained as a BSLA facilitator and supported teachers with new learning by modeling lessons, assisting with assessments, small group and whole class observations.</p> <p>Teachers in the middle/senior school revisited best practice in the teaching of writing under the mentorship of DP Sue Little.</p> <p>Some staff attended a workshop run by Liz Kane.</p>	<p><b>Writing.</b></p> <p>Result: 29% of Pasifika students achieved at or above the expected level in writing.</p> <p><i>(target not met)</i></p> <p><b>Target: Improve neuro-diverse student results by 10-15% at or above the expected curriculum level for Writing.</b></p> <p>Refer to individual teacher data analysis for target group results.</p> <p><b>Target: Improve boys' results by 10-15% at or above the expected curriculum level for Writing.</b></p> <p>Results: 56% of boys achieved at or above the expected curriculum level in writing.</p> <p><i>(target not met)</i></p>	<p>that classroom teachers were out of their rooms more often.</p>	<p>New school-wide learning progression will be developed and used to assess progress of all students in line with the new Phases.</p> <p>Staff will work on improving relationships with Pasifika and Māori families and their students to have a better understanding of individuals' needs, likes, interests etc., which will hopefully lead to increased engagement and improved outcomes. For example, whanau hui.</p> <p>Staff to explore ways to better engage boys in writing.</p> <p>Within-school leads for local kāhui ako and our Christian kāhui ako will look for ways to connect staff with examples of good practice in the teaching of writing across all year levels.</p> <p>Teachers to teach 1 hour of writing per day as per govt expectations.</p> <p>Ensure that all new staff are updated on all curriculum delivery expectations with regards to the teaching of writing.</p> <p>Curriculum Leads to provide support for teachers to develop understanding and practices that support differentiation.</p>
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Planning for next year:			

- Teachers will plan according to the new curriculum.
- Staff will teach in a culturally responsive manner to improve engagement for all students.
- Explore PLD in regards to Universal Design for Learning (UDL)
- Staff to train in the BSLA approach.
- Research digital platforms to support writing development.



# Analysis of Variance Reporting



<b>School Name:</b>	Faith City School	<b>School Number:</b>	00422
<b>Strategic Aim:</b>	All students can access the New Zealand Curriculum as evidenced by achievement		
<b>Annual Aim:</b>	<b>Maths 2024</b> To increase the number of students achieving at or above the expected Curriculum level in Maths		
<b>Target:</b>	Maths 80-85% of Year 8 leavers are At or Above phase 3 — 80% end of year 3 and 6 are At or Above Phase 1 and 2 respectively in Maths Maori, Pasifika and neuro-diverse learners make progress in Maths—10-15% improvement		
<b>Baseline Data:</b>	Background Data (2023) 82% of our students were at or above the expected Curriculum level in Maths at the end of 2023 80% of our Māori Students were at or above the expected Curriculum level in Maths at the end of 2023 60% of our Pasifika students were at or above the expected curriculum level in Maths at the end of 2023		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Data from 2023 end-of-year results were discussed with staff and the Board of Trustees.</p> <p>Lead teacher worked in some classrooms alongside teachers.</p> <p>All teachers completed data analysis to have a clear understanding of the needs of their class. These were discussed with the Principal as part of their PGC.</p> <p>PLD with our Provider has taken place and encouraged Teachers to have excellent pedagogical content knowledge i.e understanding mathematical learning progressions.</p> <p>Teachers have targeted use of data to inform teaching.</p> <p>Each classroom teacher identified the children who were in their overall target group at the beginning of the year with a focus on Maori and Pasifika students.</p> <p>Target students progress was discussed at team meetings, staff</p>	<p><b>Target:</b> 80-85% of Year 8 leavers At or Above phase 3 by the end of 2024</p> <p><b>Result:</b></p> <p>89% (17 students) year 8 leavers are at or above the expected Curriculum level 4 in Maths (end of Phase 3)</p> <p>11% (2 students) were working towards the expected curriculum level. (mid Phase 3)</p> <p><b>Target:</b></p> <p>80% year 3 students will be at end of phase 1 in Mathematics.</p> <p><b>Result:</b></p> <p>94% (17 students) Year 3 Students are at or above the expected Curriculum level (end of Phase 1) in Mathematics.</p> <p>6% (1 student) was working towards the expected curriculum level (mid phase 1)</p>	<p>A continued school-wide focus on Mathematics.</p> <p>Staff commitment to school-wide and collaborative professional learning.</p> <p>Teachers understand that Professional development and collaboration to ensure culturally responsive practices, and contexts for learning within our school are required to further develop effective practice.</p> <p>During mathematics Teachers focused on problem solving, moving focus of control to students but supporting their learning through questioning. Thinking groups gave students the opportunity to reflect, revise and learn from their peers. Potential literacy skills causing gap in understanding.</p> <p>Some teachers began whole class teaching with differentiation seen in the class follow-up work.</p> <p>Some teachers strengthened their own practice in mathematical problem solving and scaffolding</p>	<p>With new staff joining our team this year it will be important to share best practice and PLD to keep teaching and learning consistent.</p> <p>Structured Maths PLD will take place twice this year.</p> <p>Data collected will be discussed and analysed to set future direction in Mathematics.</p> <p>Oxford Maths texts will be purchased and used as a support to the teaching of Maths.</p> <p>Whole class teaching will take place along with differentiation within the class to support and extend students.</p> <p>Teachers will identify their target groups for 2025 including Maori, and Pasifika students and those who are below the expected Phase.</p> <p>Maths Lead will support staff in order to meet the needs of the students especially our Maori and Pasifika students and those requiring extra support. Maths</p>

<p>meetings and with the Lead Teacher throughout the year.</p> <p>Individual learning goals were set with the students in target groups.</p> <p>PGC's were set up with individual teachers around Maori, Pasifika students, and the teaching of Mathematics. These were discussed with the Principal.</p> <p>Classroom observations from the Lead Teacher occurred throughout the year. Feedback and next steps were identified.</p> <p>Discussion on those students requiring extra assistance or extending were discussed with the Lead teacher and suggestions for differentiation in the classroom were identified.</p> <p>Management reported to the Board mid-year and at the end of the year around the gains made.</p> <p>Results were shared at the end of the year with Pacifica and Māori parents.</p> <p>The Wilkie Way screen test was used as a knowledge based test at the beginning of term 1 and then in term 4 to measure progress. This progress was discussed with team leaders. PMAT testing took place</p>	<p><b>Target:</b></p> <p>80% year 6 students will be at end of phase 2 in Mathematics.</p> <p><b>Result:</b></p> <p>62% (10 students) are at or above the expected curriculum level (end of phase 2) in Mathematics</p> <p>25% (4 students) are working towards the expected curriculum level (mid phase 2)</p> <p>13% (2 Students) are below the expected curriculum level (early to mid phase 2)</p> <p><b>Target:</b></p> <p>Our Maori students will show a 10-15% increase in Maths</p> <p><b>Result:</b></p> <p>67% (20 Students) are at or above the expected level (phase) in maths.</p> <p>23% (7 students) working towards the expected level (end of phase )</p> <p>10% (3 students) are below the expected level Early to mid phase</p>	<p>students from where they are at, to where they need to go.</p> <p>Teachers used authentic or real world problems, making maths a living curriculum.</p> <p>Teachers reflected on the data and formed the next steps for akonga and their own learning.</p> <p>Regular classroom observations and feedback and setting of new goals.</p> <p>The expectations for the deliberate actions of teaching mathematics were consistent across the school including making maths relevant meaningful and fun.</p> <p>There is a low cohort of students in Year 6.</p> <p>New teachers and CRT teachers not upskilled by previous PLD.</p> <p>Changes to curriculum phase causing some confusion + structured maths etc - affected clarity of direction of learning programmes and delivery</p>	<p>lead, curriculum team to help with extending students as required.</p> <p>Develop our skills at teaching maths across the curriculum (e.g. with our Science focus)</p> <p>The new Maths Curriculum used for planning and reporting.</p> <p>Refresh the school's maths programme to reflect the understand, know and do approach - this will mean revisiting the overview, to have the strands and numeracy lessons integrated and delivered and regular rich problem solving included in the teaching of Maths.</p> <p>The BOT have allocated funding for the purchase of required maths resources.</p> <p>Senior leadership team will revise the reporting to parents in 2025 in line with the New Mathematical Curriculum.</p> <p>School will look into SPRING into Maths for groups of students in 2025.</p>
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<p>in term 2 and term 4. PAT Maths end of term 4</p> <p>Results of testing were analysed and discussed at mid-year Parent interviews and extra support set up as necessary.</p> <p>We discussed the Refreshed Maths curriculum at staff meetings throughout the year and began to unpack this document.</p> <p>Teachers began to plan using the new curriculum.</p> <p>Used Mathletics (Yr 7 &amp; 8) and study Ladder Junior and middle school, as tools to motivate learners and consolidate learning between home and school.</p> <p>Budget allocation to purchase resources to support classroom programmes.</p>	<p><b>Target:</b></p> <p>Our Pasifika students will show a 10-15% increase in Maths</p> <p><b>Result:</b></p> <p>57% Pasifika (4 Students) are at or above the expected curriculum level (phase) in Maths</p> <p>29% (2 students) are working towards the expected level/phase in Mathematics</p> <p>14% (1 Student) is below the expected curriculum level/ phase in Mathematics.</p>		
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<b>Planning for next year:</b> <ul style="list-style-type: none"> <li>- All staff attend the 2 PLD days around Structured Maths</li> <li>-Whole class teaching with differentiation followup.</li> <li>-Identify specific strengths and weaknesses and use the data for targeted intervention and differentiation in classes.</li> <li>-SPRING into Maths for small groups of students.</li> <li>- Focus on cultural responsiveness by analysing and adjusting practices to communicate and teach in ways that value cultural identity while raising achievement in mathematics.</li> <li>-The lead teacher will continue to work with staff and undertake classroom observations during the year. Discussion after the observation will give feedback and set next steps.</li> <li>-Target groups will be formed with a focus on Māori and Pasifika students and those who are below the expected phase in Maths.</li> <li>-PLD on the new Maths Curriculum and development of this for our school.</li> <li>-Discussion around the use of the Oxford texts and other resources added to our Kete's</li> <li>-Refresh the school's maths programme to reflect the new Maths Curriculum.</li> <li>-Share best practices and PLD to keep teaching and learning consistent.</li> <li>-Use strand maths and maths across the curriculum (eg with the Science topic) to continue to extend students in maths.</li> <li>-Develop a new reporting system around phases.</li> </ul>			

# Assessment Data Analysis Faith City School – 2021-2024

Contents:

## PAT Maths

Whole School  
Māori & Pasifika  
Gender  
Year 8 Leavers

## OTJ Maths

Whole School  
Māori & Pasifika  
Gender  
Year 8 Leavers

## PAT Reading Comprehension

Whole School  
Māori & Pasifika  
Gender  
Year 8 Leavers

## OTJ Reading

Whole School  
Māori & Pasifika  
Gender  
Year 8 Leavers

## OTJ Writing

Whole School  
Māori & Pasifika  
Gender  
Year 8 Leavers

### Summary of Changes 2023-24:

Maths and Reading showed small but consistent improvements.

Māori & Pasifika students made some gains but continue to lag behind overall performance.

Writing remains the lowest-performing subject, with minimal improvement.

Year 8 Leavers performed better overall.

Gender differences remained small, with girls excelling in writing and boys in maths.

PAT Maths and Reading show the school still achieving well in comparison to the Bell curve – with healthy numbers achieving at Stanine 5 or above.

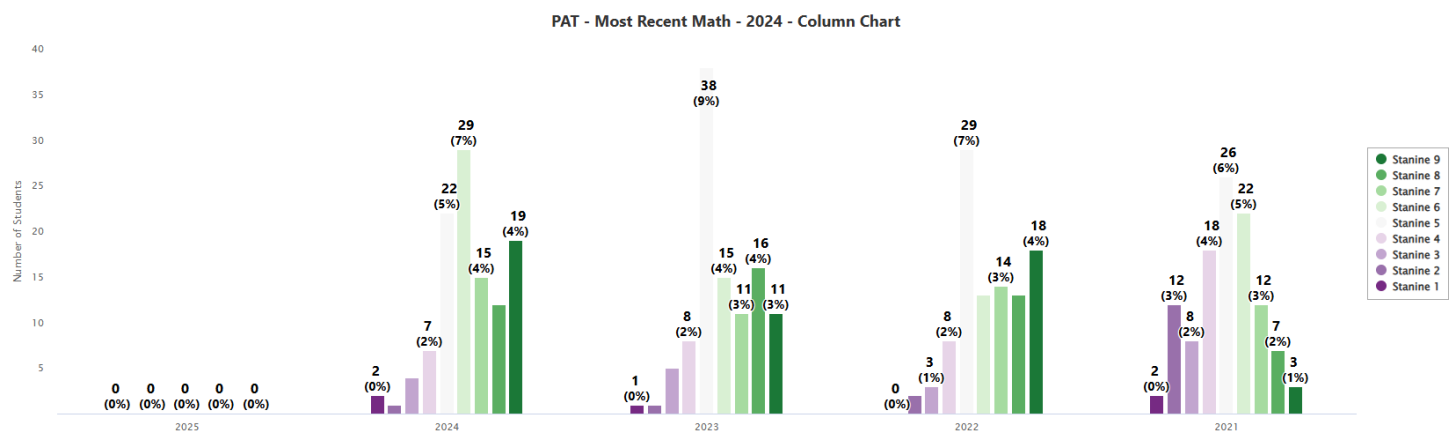
Low numbers of Pasifika students tend to skew data and make comparison harder.

Teachers are required to continue to apply math tools as outlined via Wilkyway.

Our Year 8 leavers are still leaving in a good position with no students below the expected levels in all of the three curriculum areas.

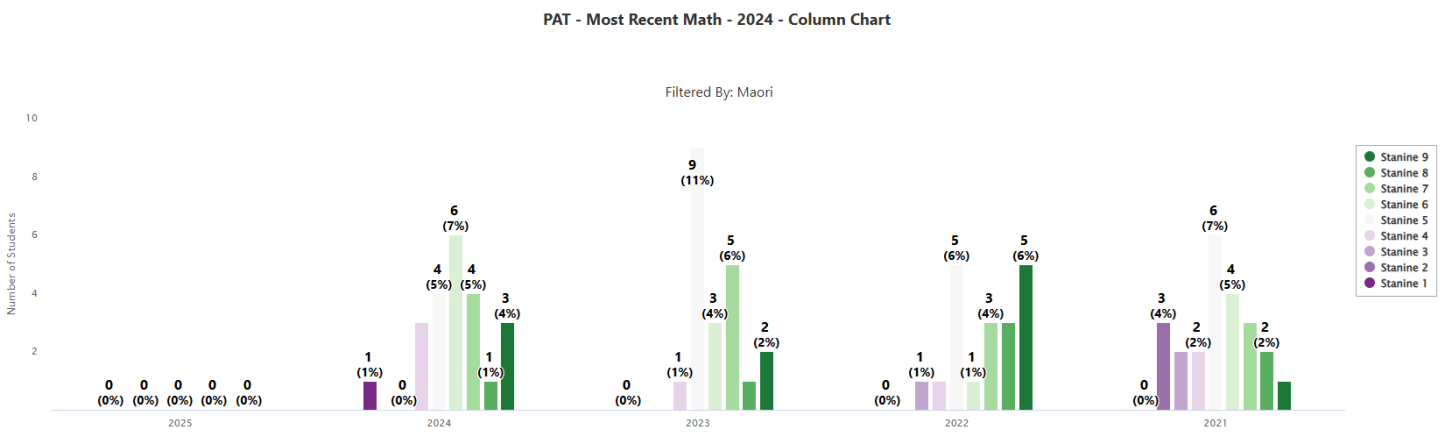
The school needs to continue to target its struggling learners on the one hand and on the other not forget to accelerate those Mid-band - Above the curriculum levels

# PAT Maths 2021-2024



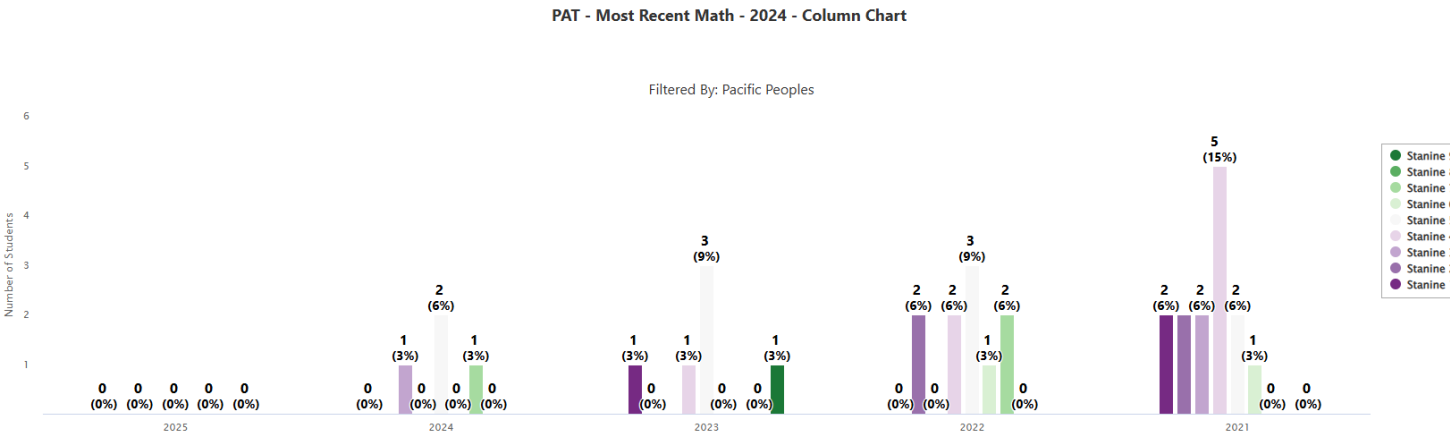
Overall, there has been pleasing and **steady progress** in maths across the school across the last 4 years. Excellent numbers continue to achieve at stanine 6 and above with 19 students achieving at stanine 9 in 2024 as opposed to 11 in 2023 and 29 students at stanine 6 in 2024 compared to 15 in 2023.

## Māori



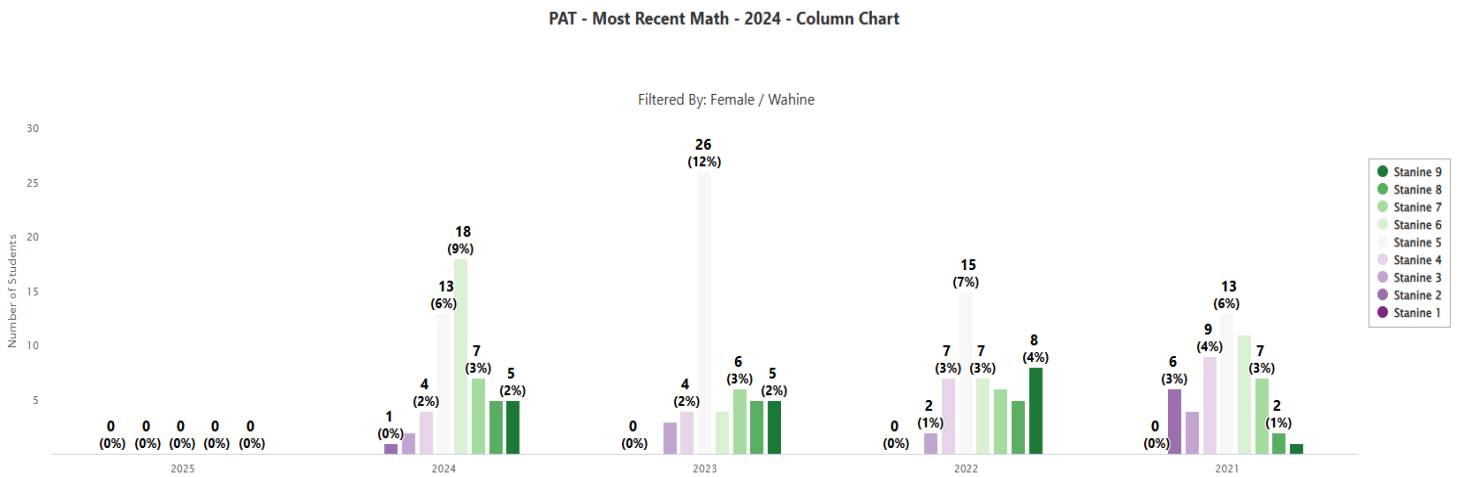
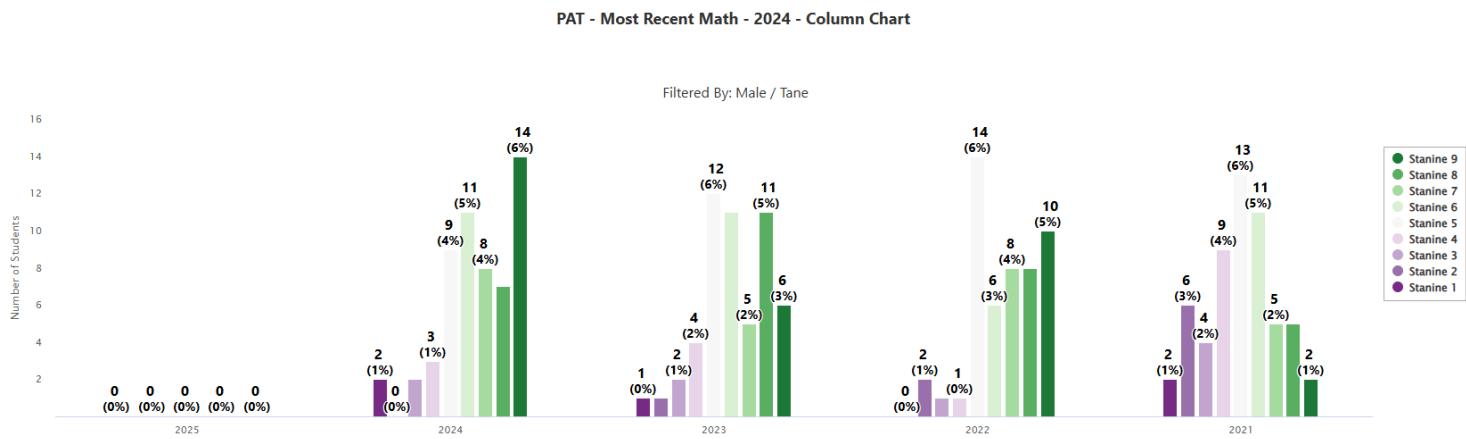
Māori students result continue to be on par with all students. More students reaching stanine 6 and less in stanine 5 in 2024 reads positively

## Pasifika



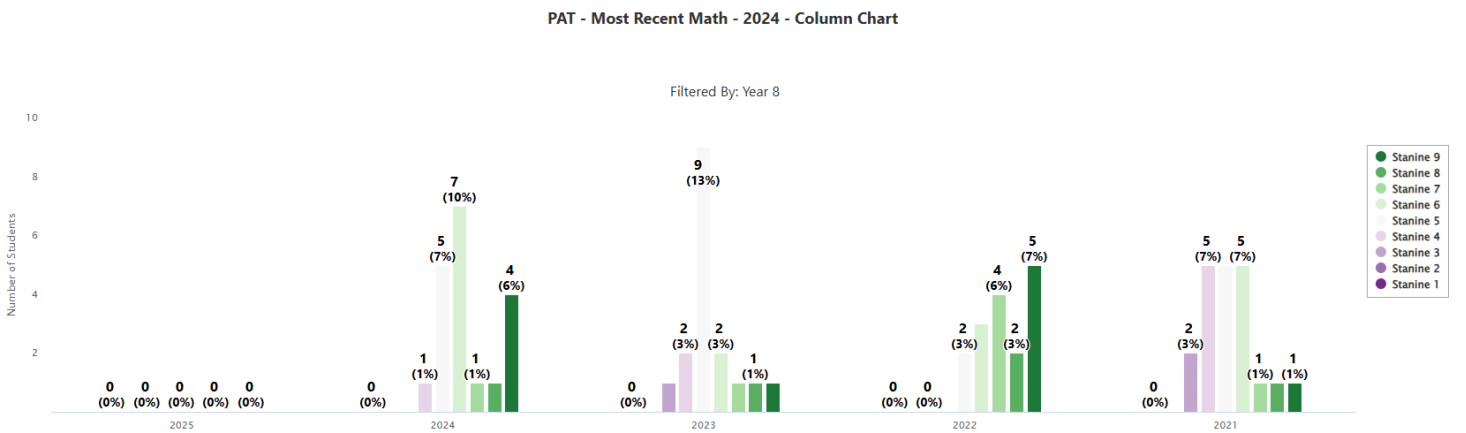
Low number of Pasifika students make it difficult to make comparisons in 2024. 75% are above stanine5 in 2024.

# Gender



The boys have done very well in 2024 in Maths and continue to do slightly better than the girls. This result bucks national trends where girls tend to score higher than the boys. Girls data is still really positive though.

## Year 8 Leavers – PAT Maths 2021-2024



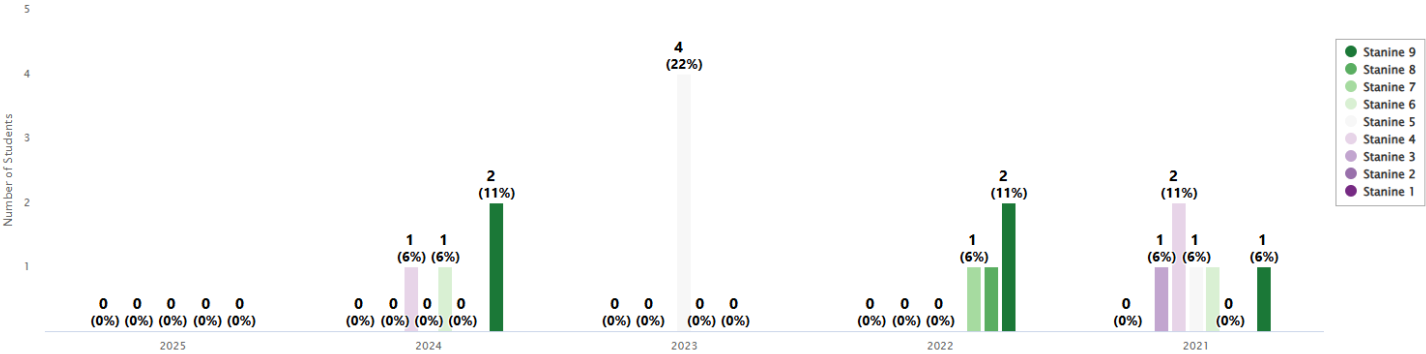
Year 8 leavers continue to finish their time at school well with only one student below stanine 5. This is a continuing trend which reinforces our students leave in a positive regarding their maths.



Māori & Pasifika y8

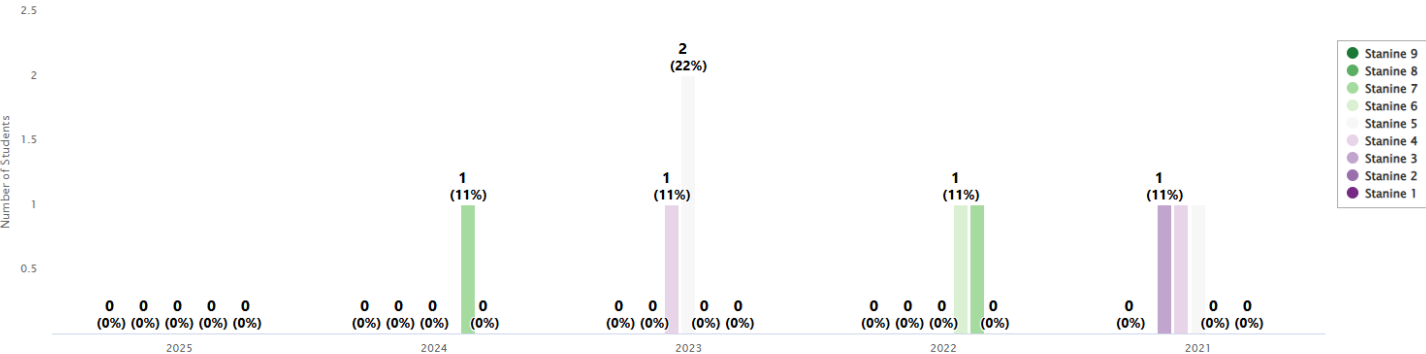
PAT - Most Recent Math - 2024 - Column Chart

Filtered By: Maori, Year 8



PAT - Most Recent Math - 2024 - Column Chart

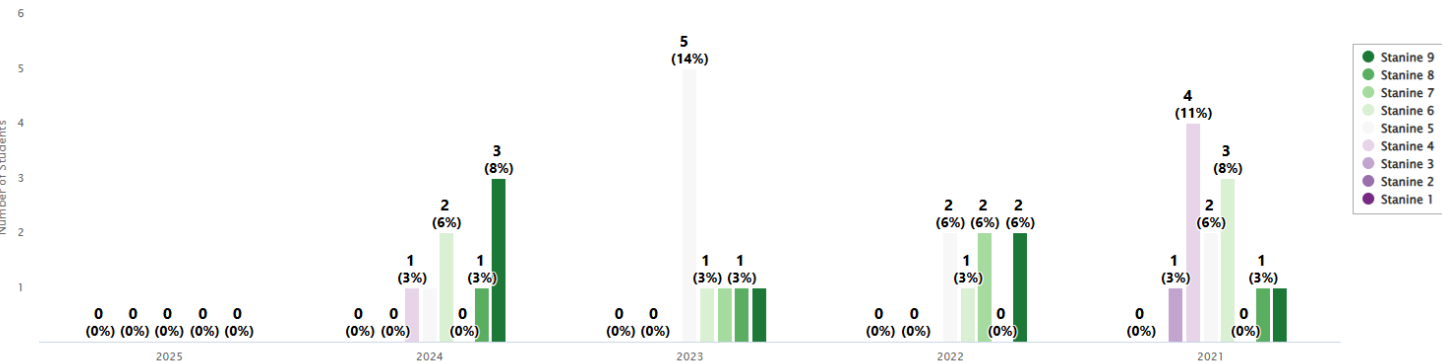
Filtered By: Pacific Peoples, Year 8



Gender y8

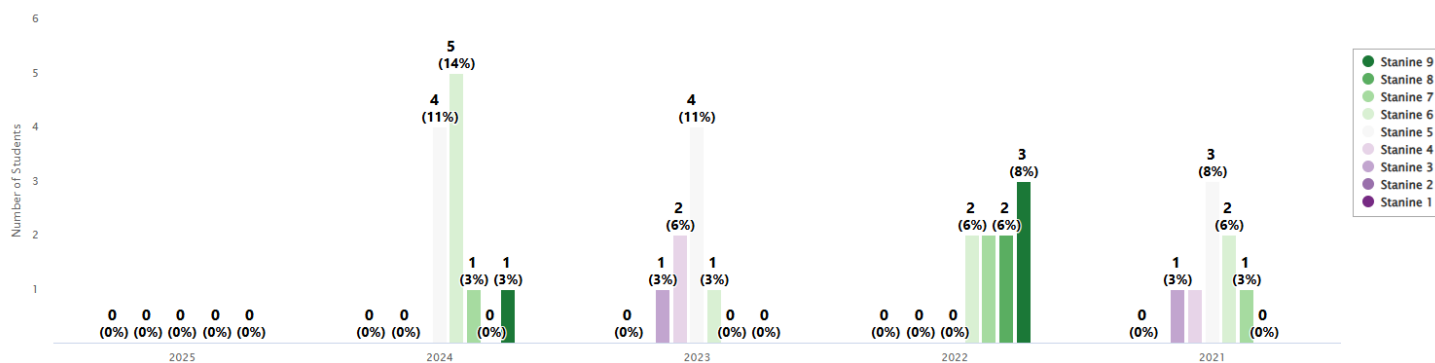
PAT - Most Recent Math - 2024 - Column Chart

Filtered By: Male / Tane, Year 8



## PAT - Most Recent Math - 2024 - Column Chart

Filtered By: Female / Wahine, Year 8



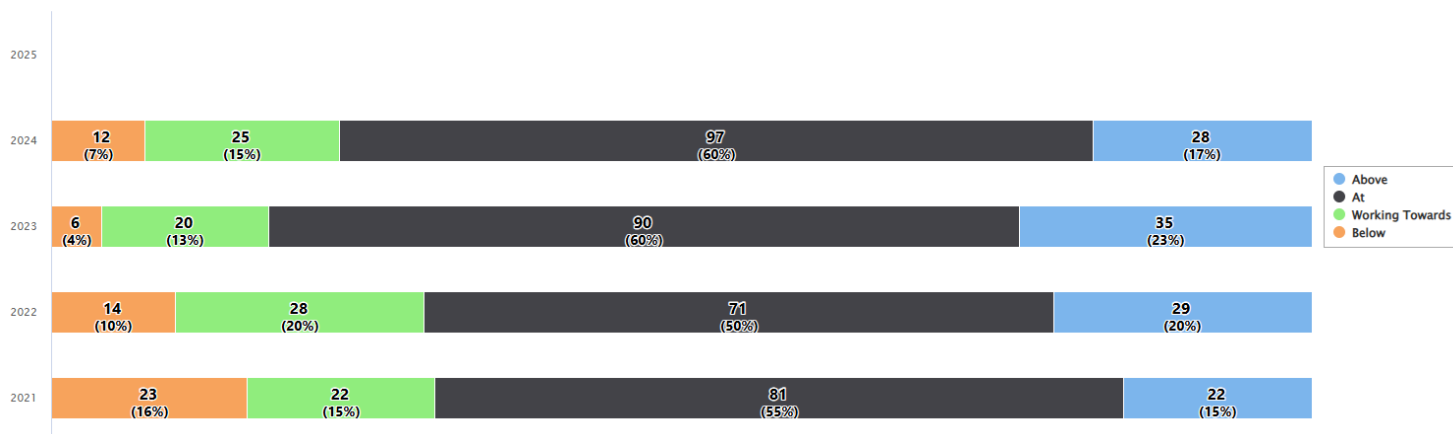
Summary: Overall, there has been **steady progress** in maths across the school. **Gender comparison** indicates a relatively balanced performance, with **boys slightly outperforming girls** in some areas. 2023-24 show slight improvement in overall scores, with more students meeting expected levels.

More Māori students reaching expected levels in 2024. The **percentage of Māori students performing below expectations decreased slightly**,

Minimal improvement of Pasifika students compared to Māori students and the whole school average.

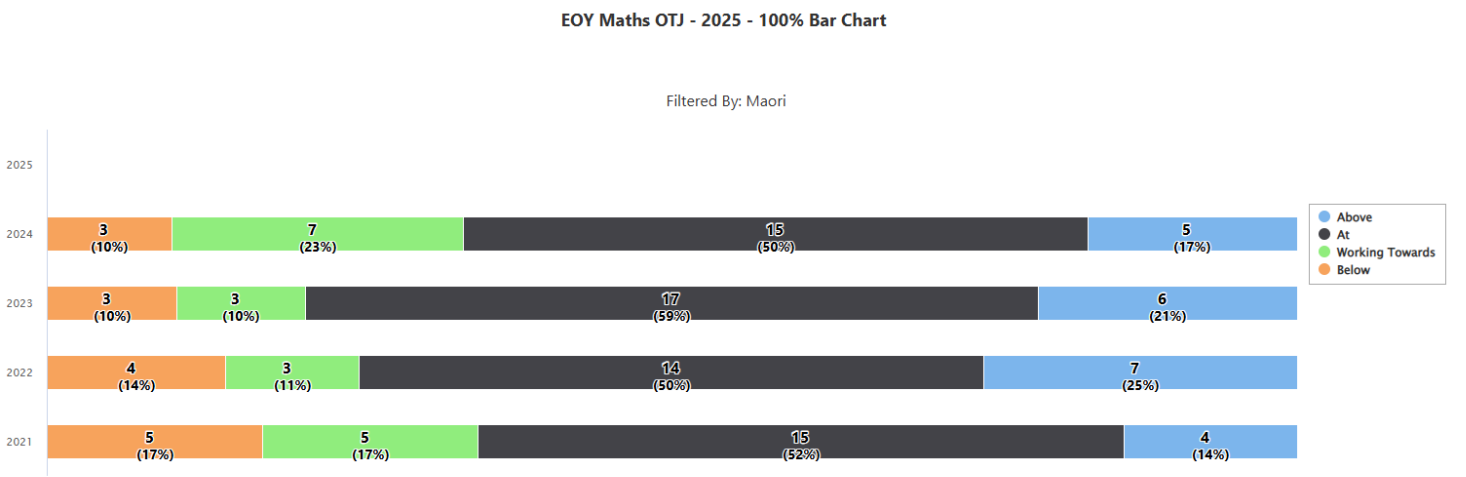
## OTJ Maths – Overall Teacher Judgements 2021-2024

EOY Maths OTJ - 2025 - 100% Bar Chart

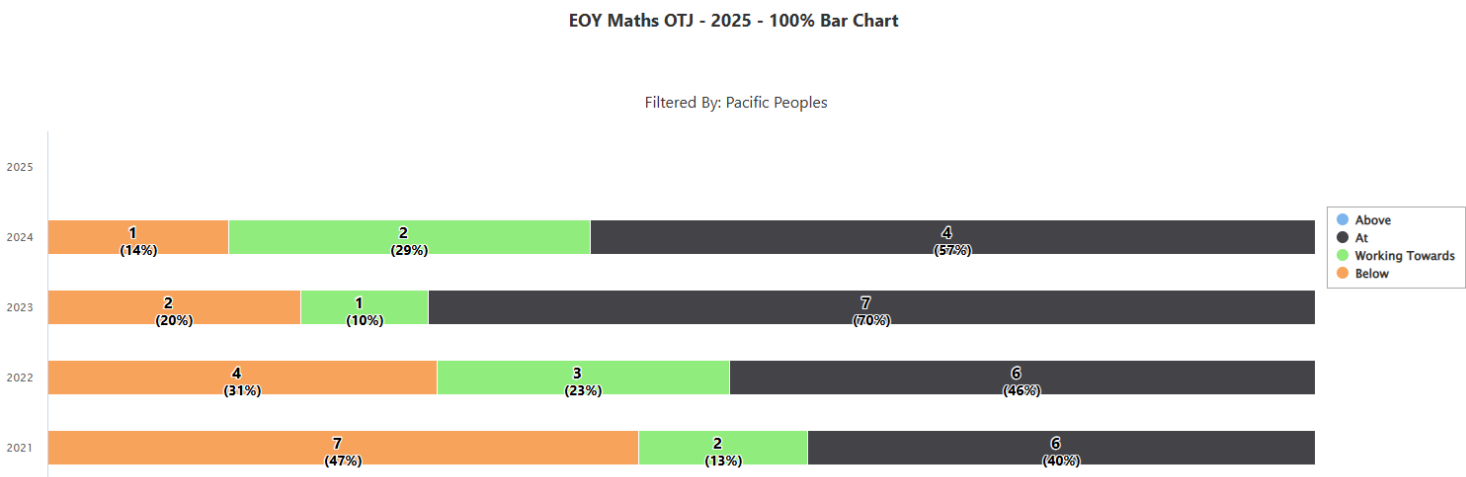


OTJ find a 6 % decrease in students Above. With an increase in the percentage of students working towards or below in 2024. Slight decrease in the portion of students above the curriculum level and a 5% increase of students working towards or below. Still better than 2022 and 2021 levels.

# Māori & Pasifika

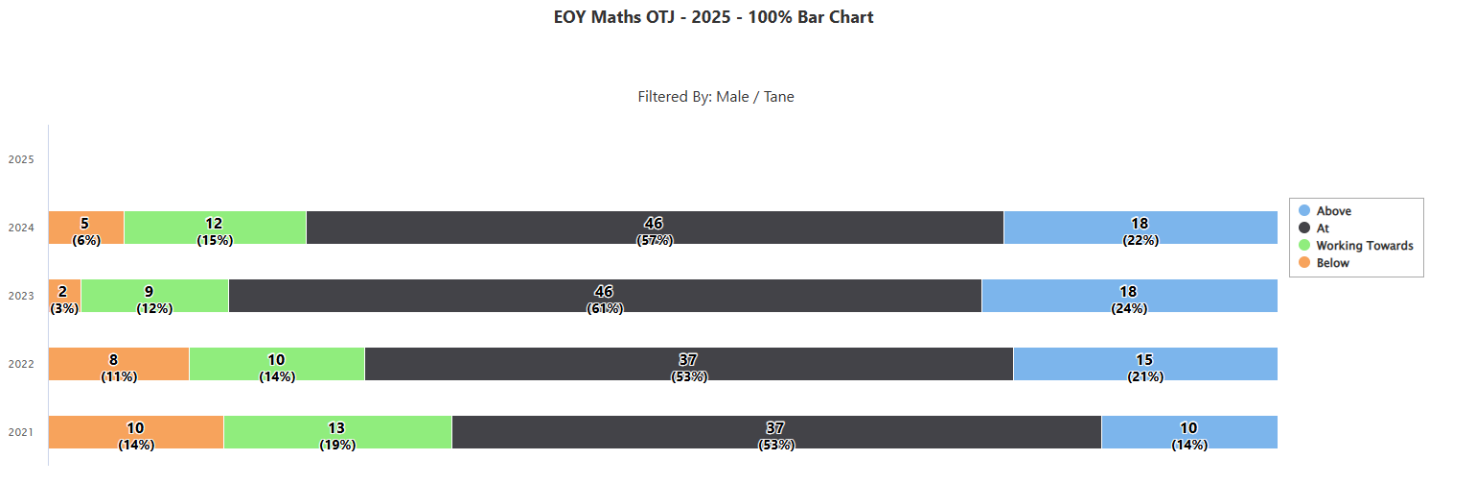


OTJ for Māori students also saw a percentage increase in the number of Māori student s working towards or below. Decrease of 13% in those achieving at or above.

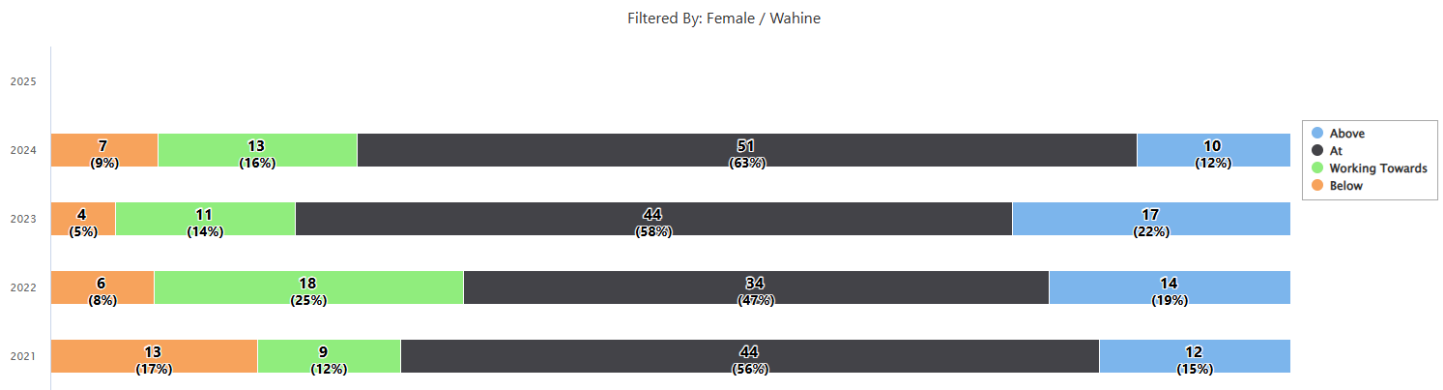


A high proportion of Pasifika students remained below expected levels. Although low Pasifika student numbers do skew the percentage.

# Gender



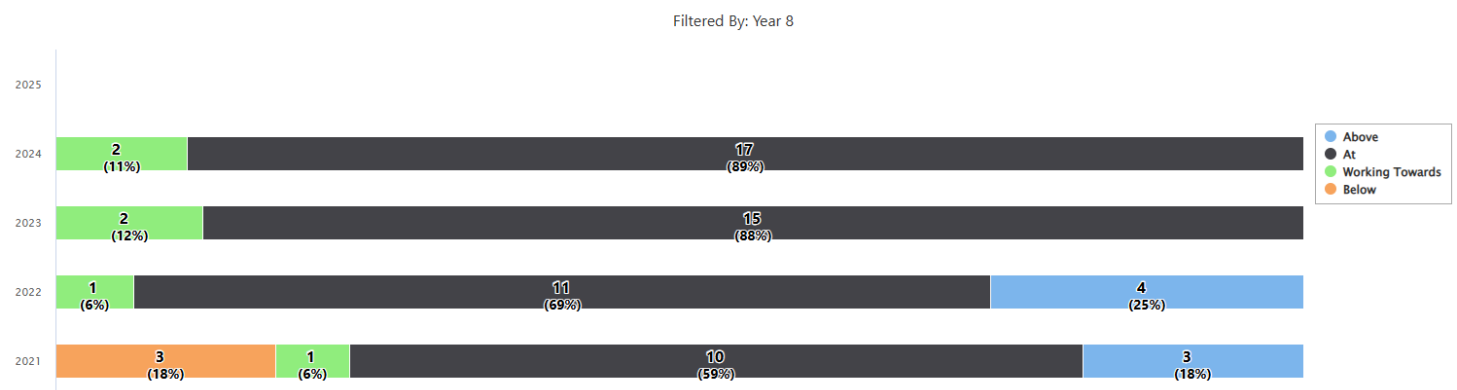
EOY Maths OTJ - 2025 - 100% Bar Chart



Boys and girls data show there is still negligible differences between Boys and girls. OTJs agree with PATs with the boys slightly outperforming the girls

## Year 8 Leavers

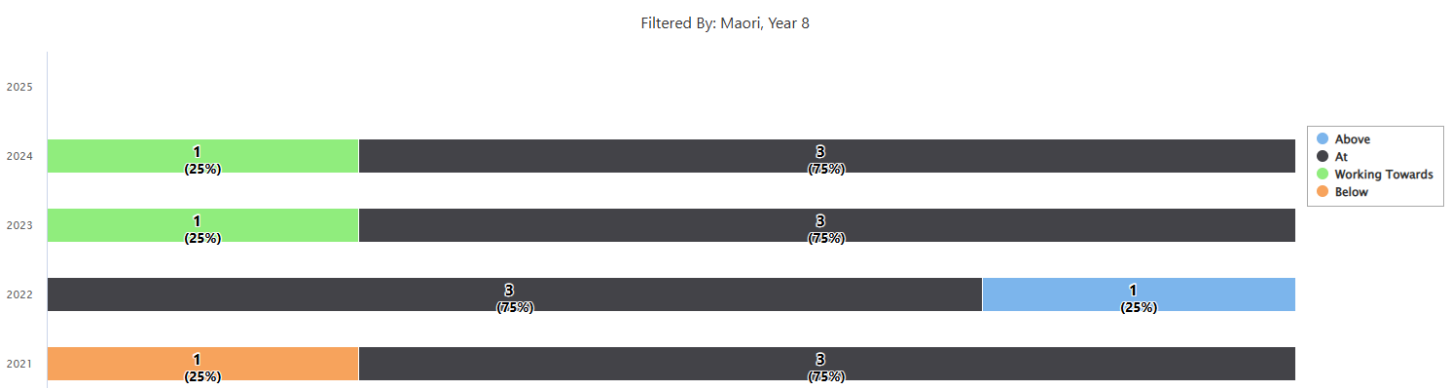
EOY Maths OTJ - 2025 - 100% Bar Chart



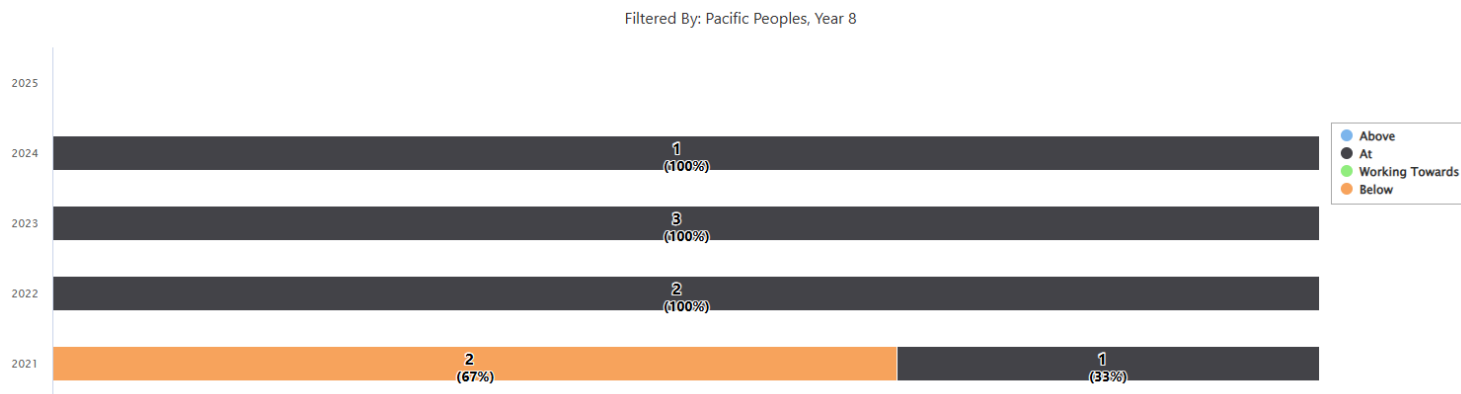
The 2023 and 2024 OTJs are almost identical. Still not accelerating students from At to above. Put this down to the teacher doing a sterling job with several target student in her class and bringing them up high enough to reach their expected curriculum levels. Likewise for Māori students. One Pasifika student in the level was working At for 2024. Gender differences were also negligible

## Māori & Pasifika y8

EOY Maths OTJ - 2025 - 100% Bar Chart

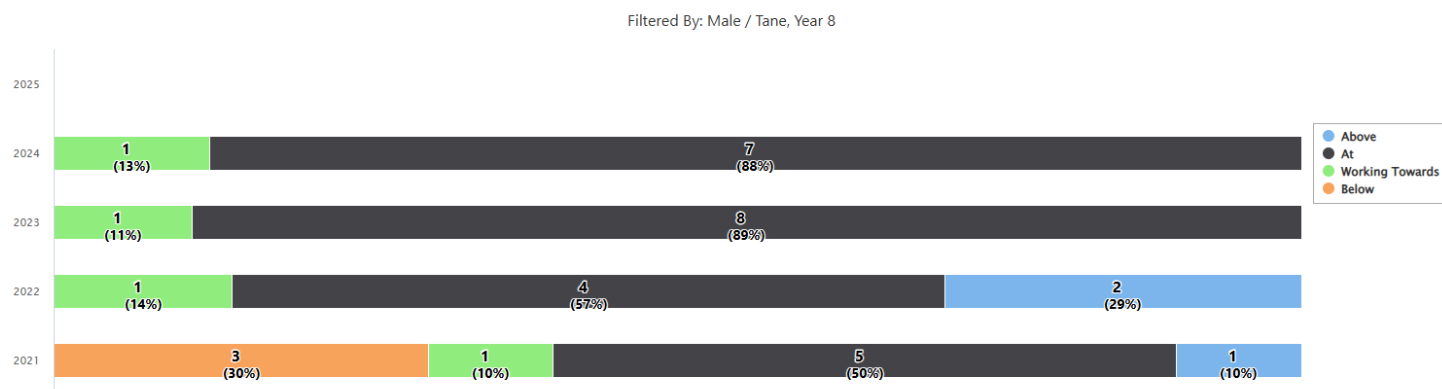


### EOY Maths OTJ - 2025 - 100% Bar Chart

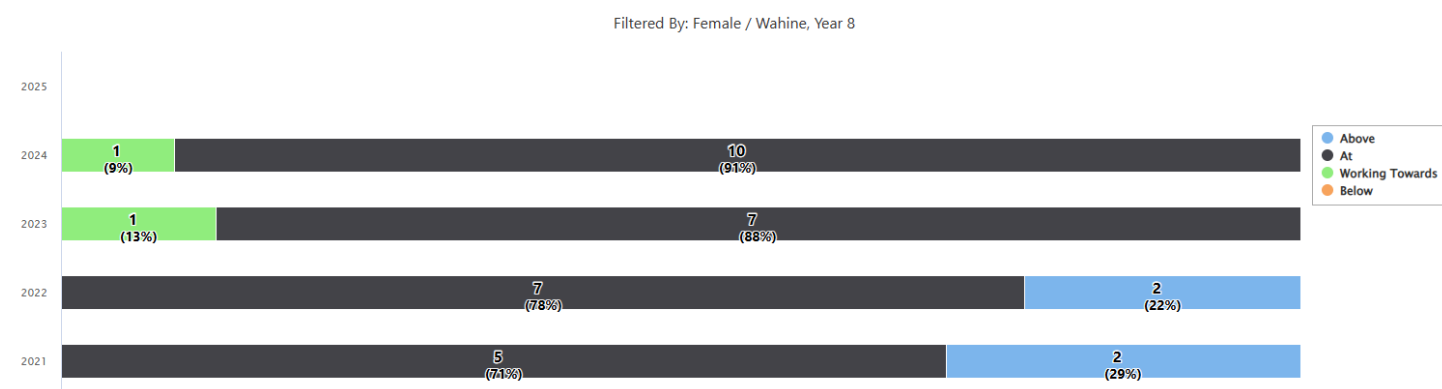


## Gender y8

### EOY Maths OTJ - 2024 - 100% Bar Chart



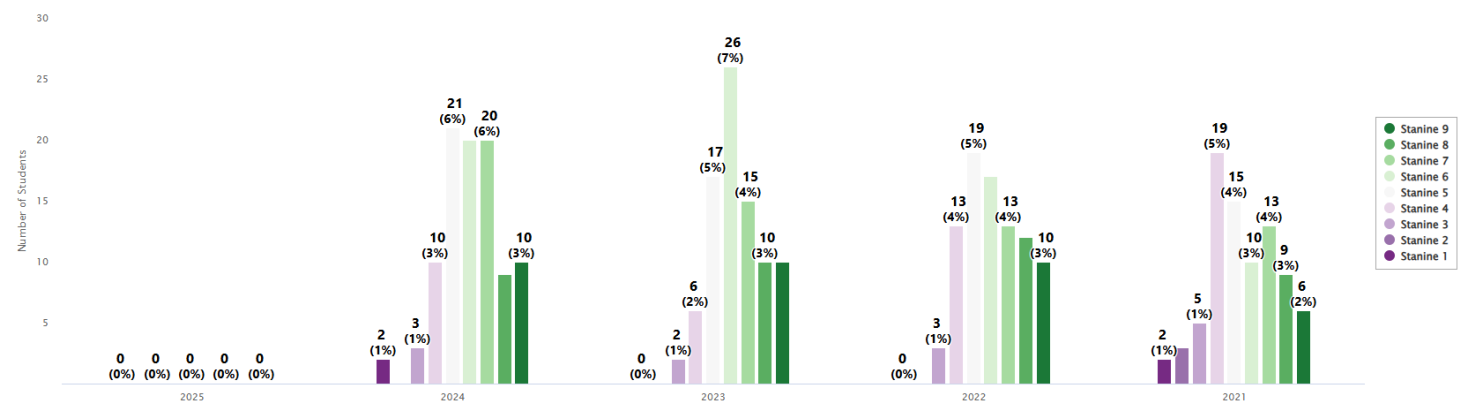
### EOY Maths OTJ - 2024 - 100% Bar Chart



Maths OTJ identical for boys and girls. This is a positive sign for our boys who are achieving at the same levels of the girls where as nationally we know this is not the case with boys are tending to lag behind.

# PAT Reading Comprehension 2021-2024

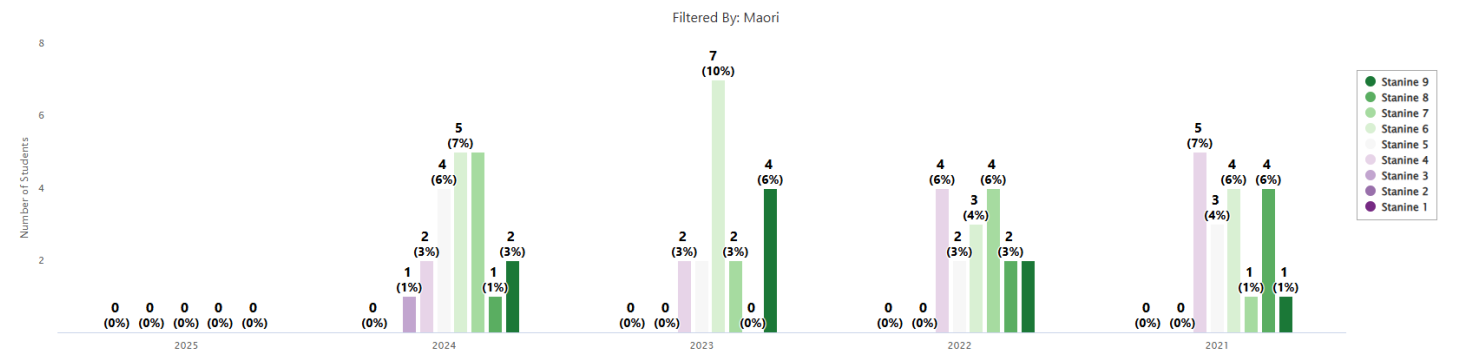
PAT - Most Recent Reading Comprehension - 2025 - Column Chart



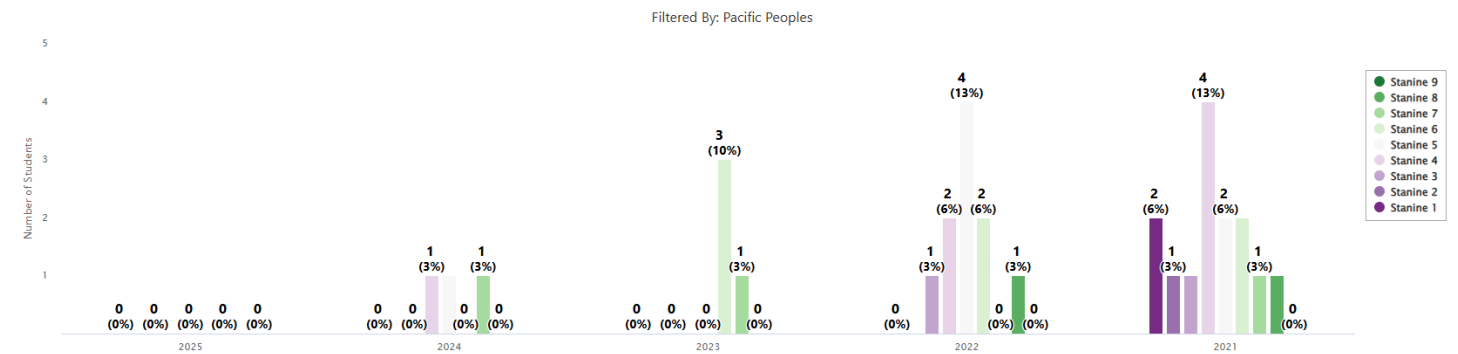
Students are still achieving well in Reading Comprehension. Only 15 students at stanine 4 or below - with 5 students below stanine 4. A slight improvement on 2023 where 8 students were below stanine 4

## Māori & Pasifika

PAT - Most Recent Reading Comprehension - 2025 - Column Chart



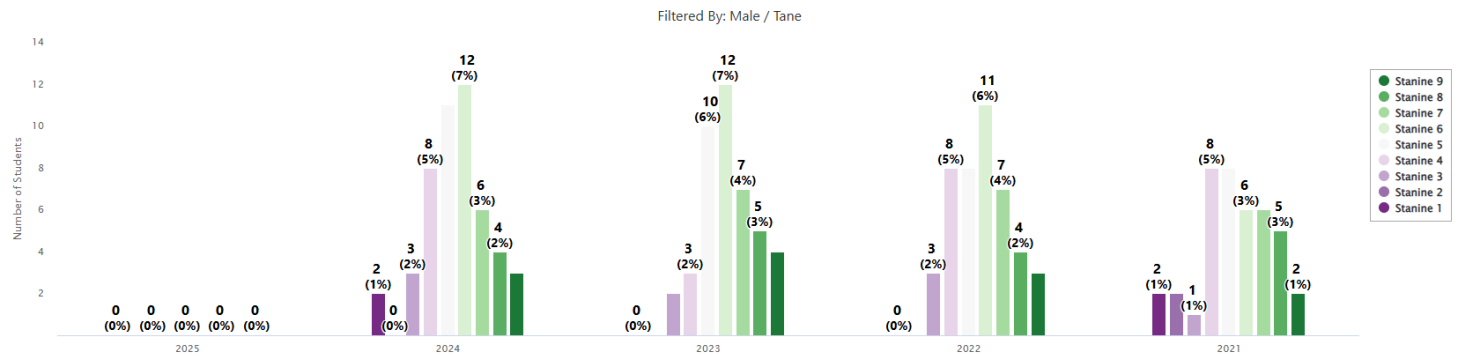
PAT - Most Recent Reading Comprehension - 2025 - Column Chart



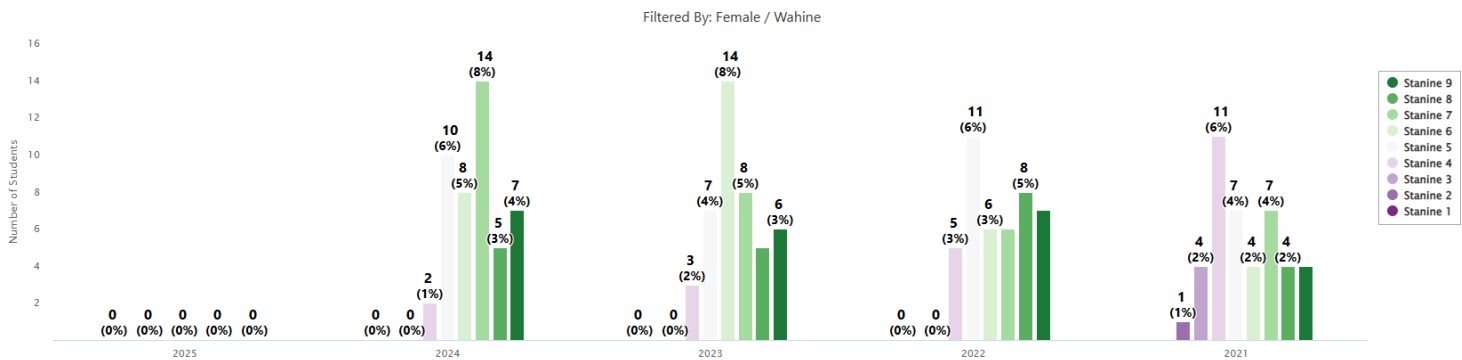
Māori students tracking similarly to Other students, a positive outcomes for our Māori students too. Stats for pasifika students show all student above stanine 4

Gender

PAT - Most Recent Reading Comprehension - 2025 - Column Chart



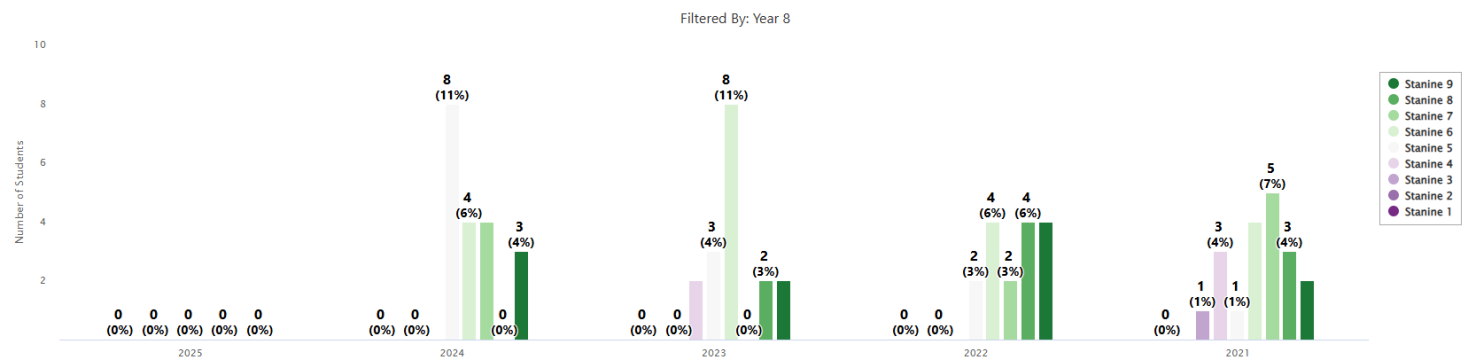
PAT - Most Recent Reading Comprehension - 2025 - Column Chart



Boys data shows almost identical shape to 2023. Lower number of girls in the lower stanines than the boys

Year 8 Leavers

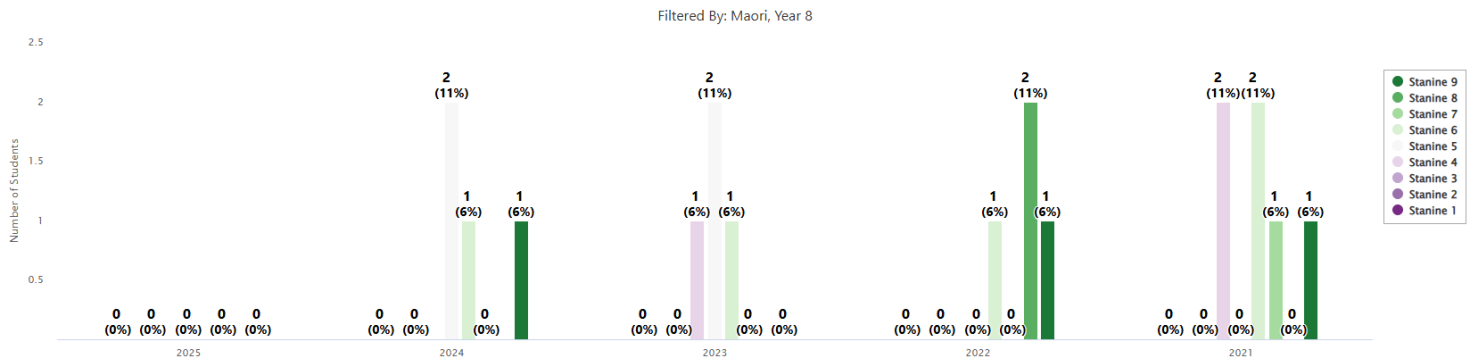
PAT - Most Recent Reading Comprehension - 2025 - Column Chart



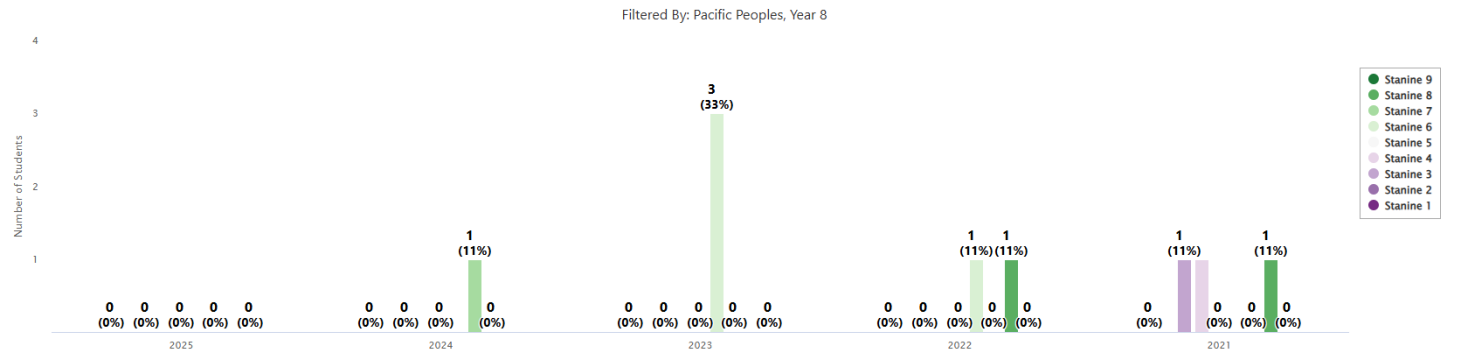
Again, positive results for our senior students. None, including Maōri and Pasifika students were below stanine 5 and also a slight improvement on 2023. Gender results also read well. Girls in year 8 stronger than the boys.

Māori & Pasifika y8

PAT - Most Recent Reading Comprehension - 2025 - Column Chart

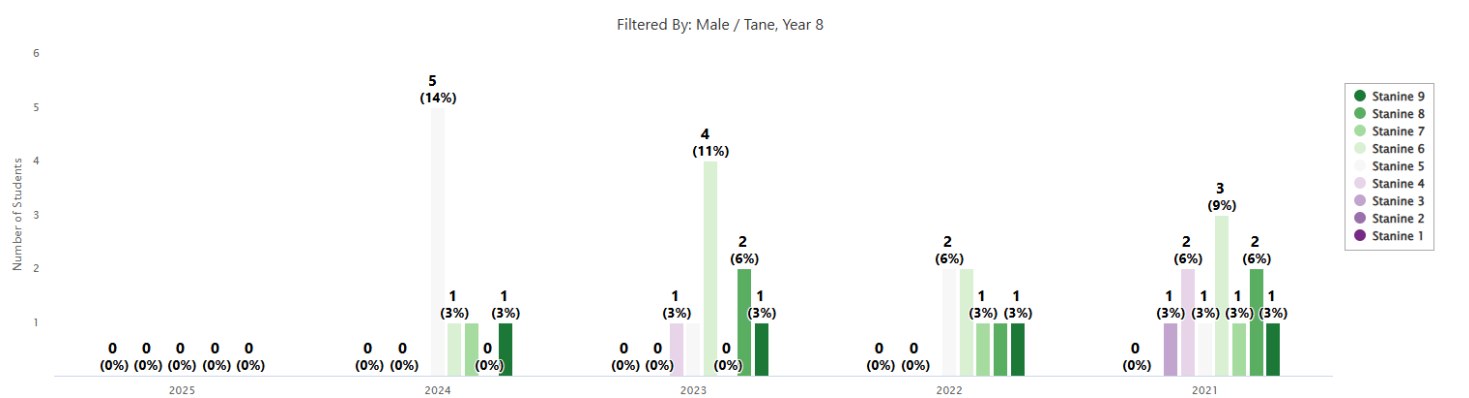


PAT - Most Recent Reading Comprehension - 2025 - Column Chart



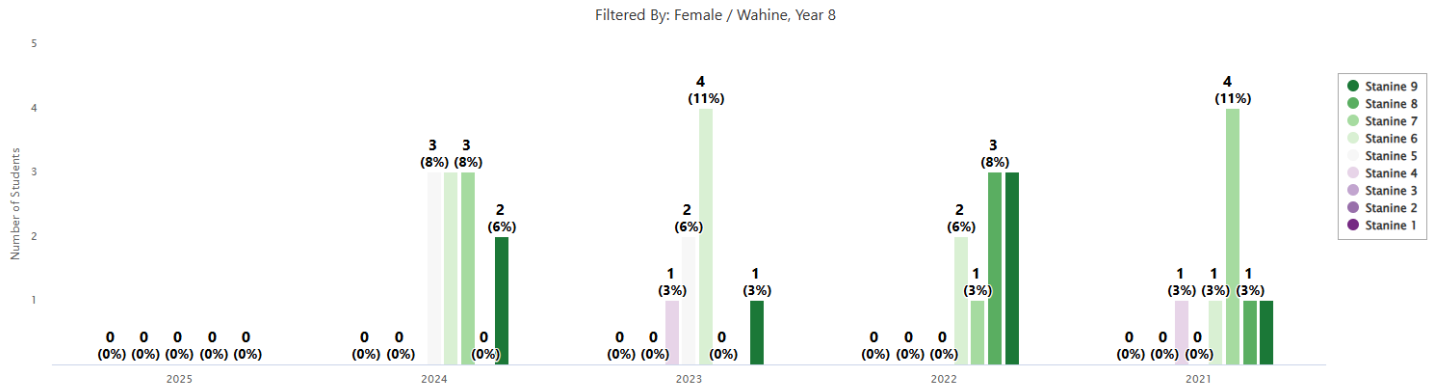
Gender y8

PAT - Most Recent Reading Comprehension - 2024 - Column Chart





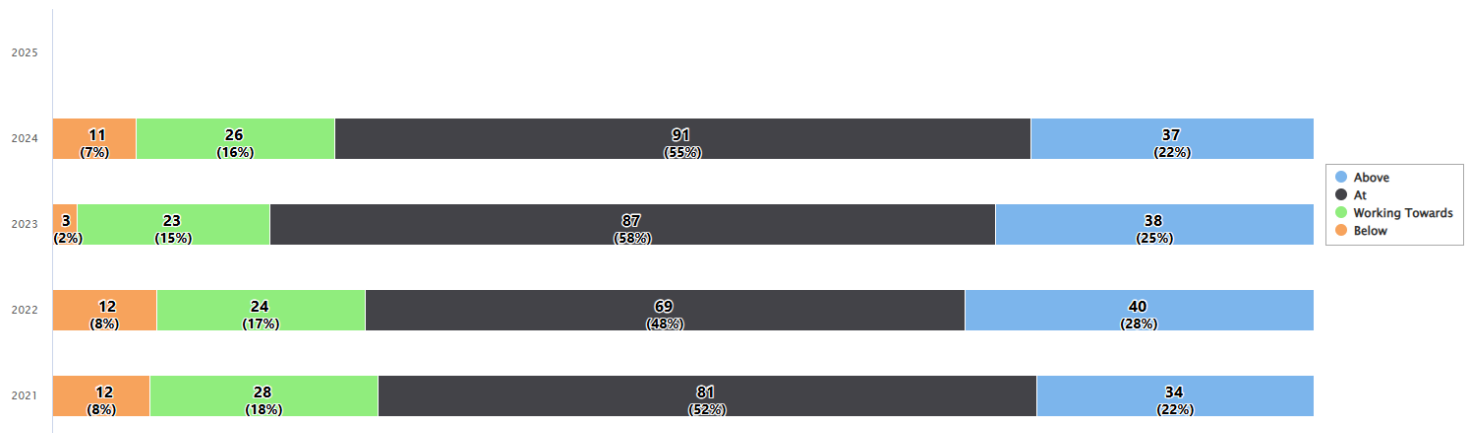
# PAT - Most Recent Reading Comprehension - 2024 - Column Chart



## Reading OTJs – Overall teacher Judgments 2021 -2024

### Reading – Overall Teacher Judgements

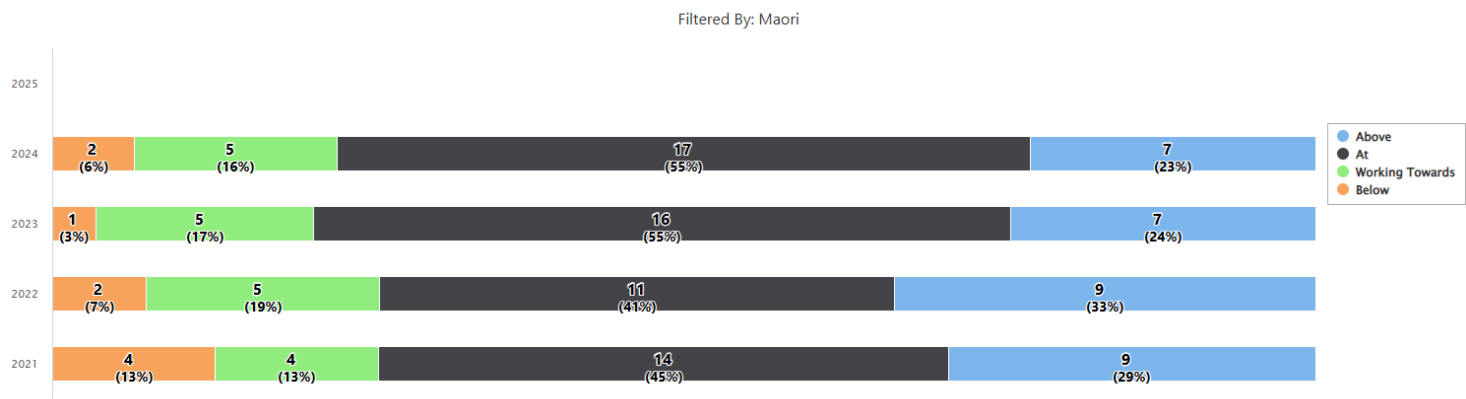
Reading Term 4 OTJ - 2025 - 100% Bar Chart



Slight decline in percentages all round in 2024, Working towards At and Above moved negatively. A big increase of 8 students falling in below. Other wise the percentage changes are reasonably negligible and still better in the lower quadrant than 2022-21

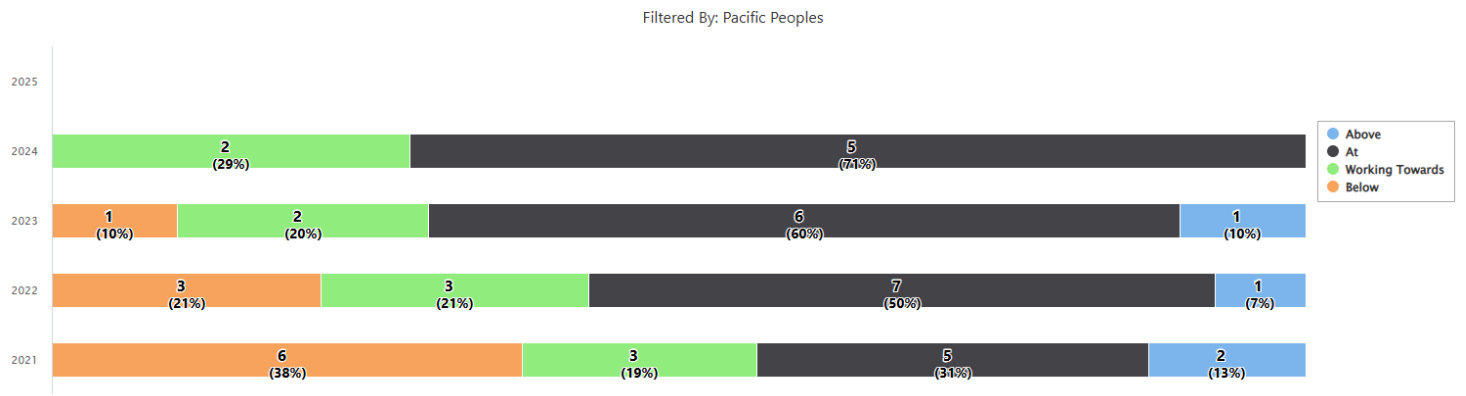
Māori & Pasifika

Reading Term 4 OTJ - 2025 - 100% Bar Chart



Māori doing similarly to 2023 – which is positive

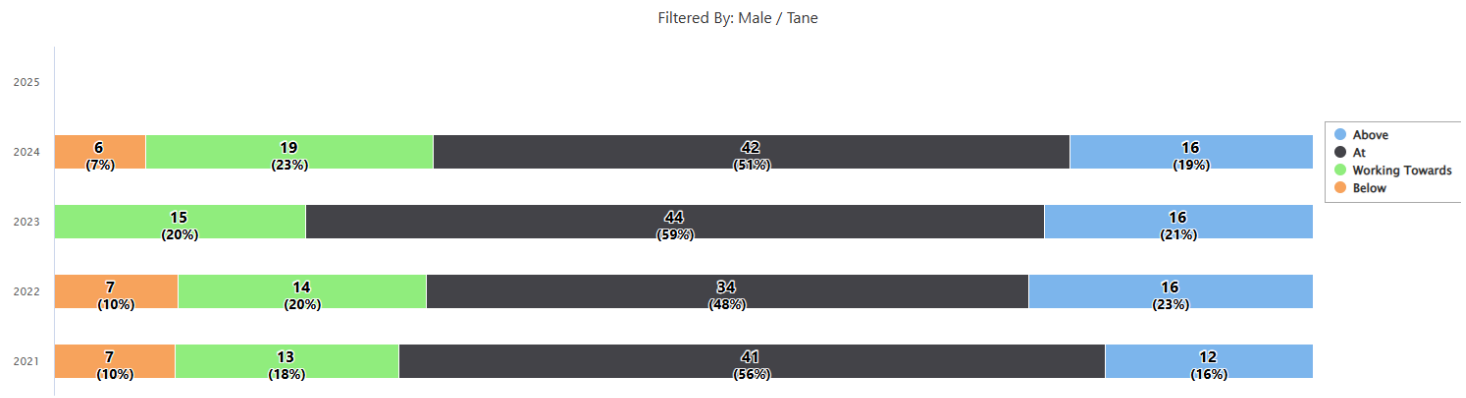
Reading Term 4 OTJ - 2025 - 100% Bar Chart



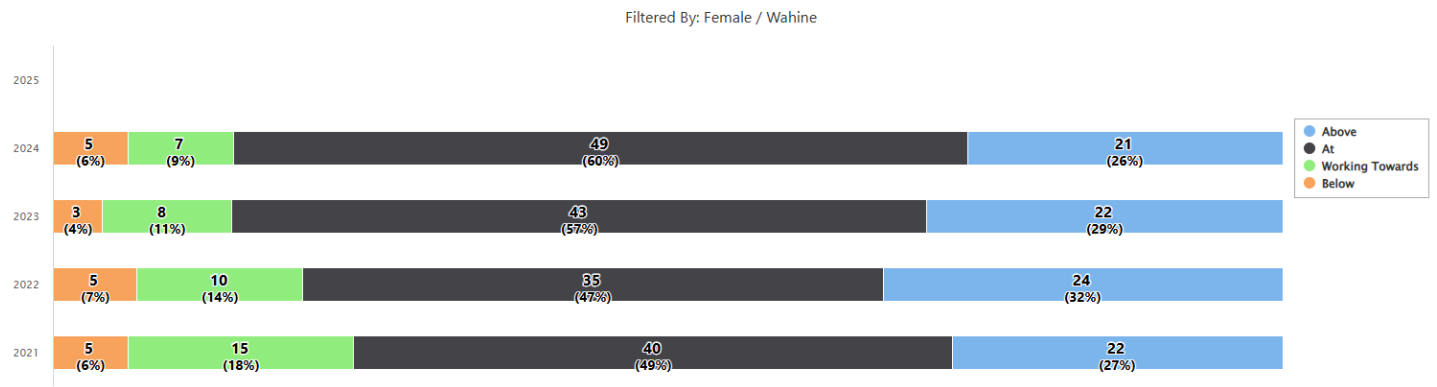
No Pasifika student made the Above curriculum level. An improvement in that no Pasifika students were below their curriculum level

Gender

Reading Term 4 OTJ - 2025 - 100% Bar Chart



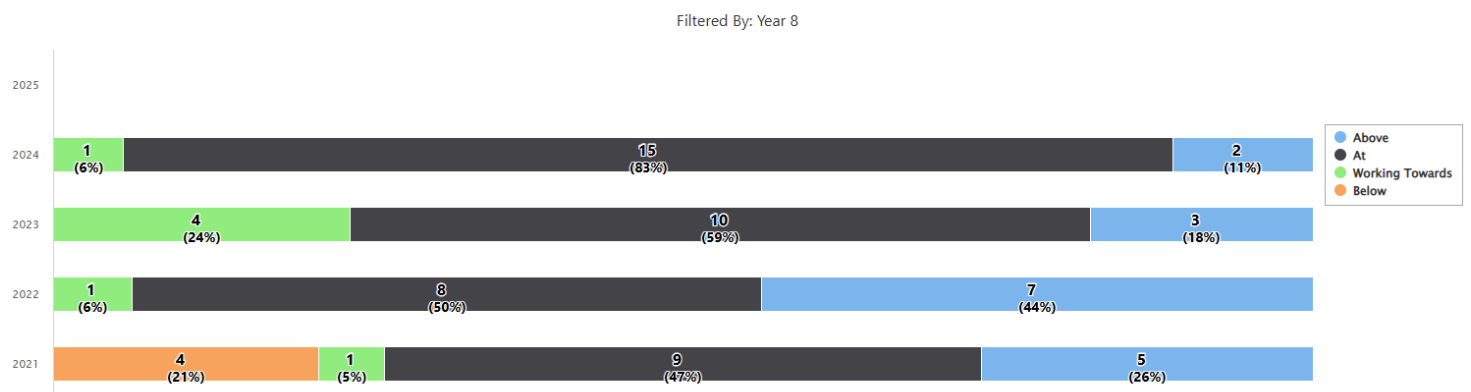
Reading Term 4 OTJ - 2025 - 100% Bar Chart



Girls continue to do better than the boys across each level in 2024. Boys are similar levels to 2022-21

## Year 8 Leavers - Reading

Reading Term 4 OTJ - 2025 - 100% Bar Chart

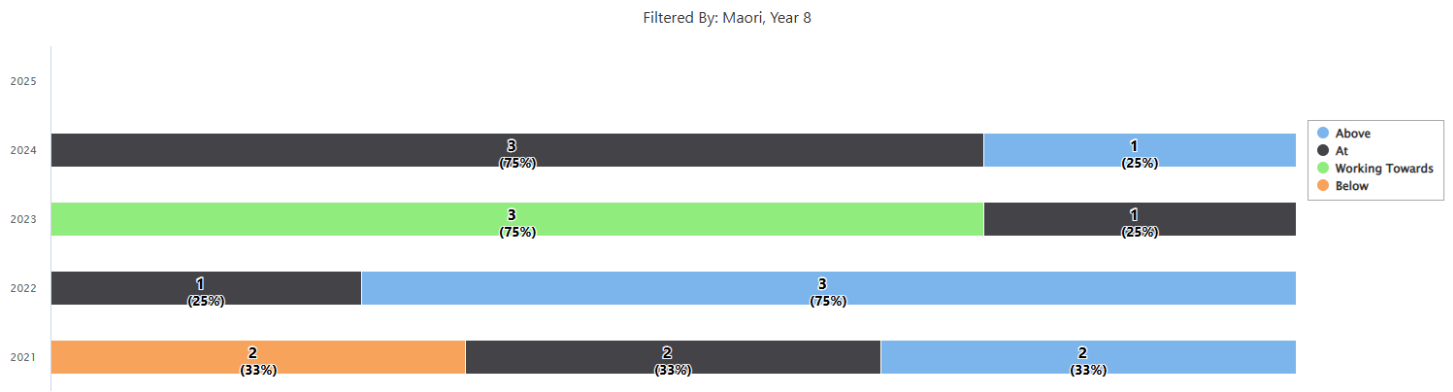


Only one student in Working Towards for their curriculum level. One less students in above in 2024. Room to move students form At to Above but again a pleasing result in 2024.

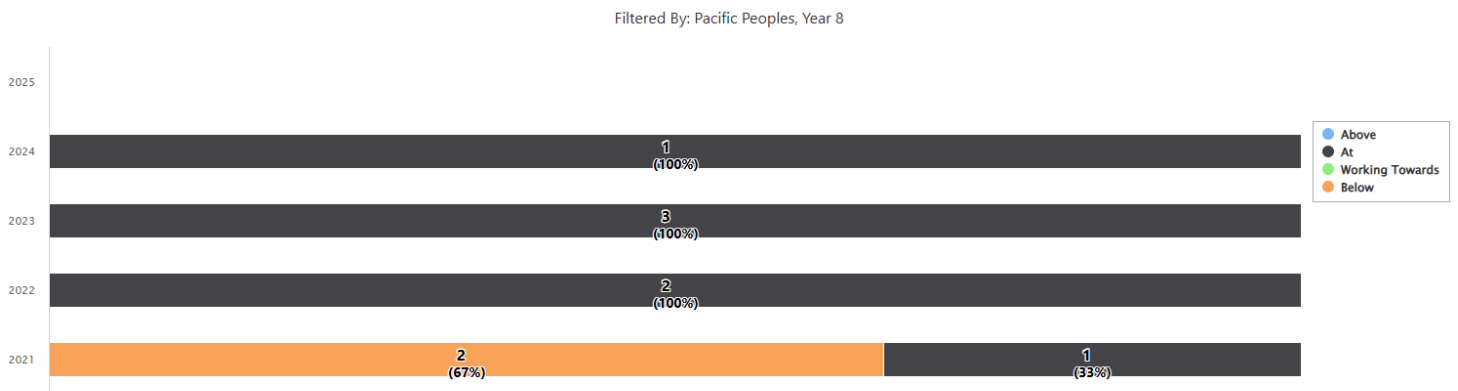
Māori student improved in 2024 and our one Pasifika student achieving at expected curriculum levels.

## Māori & Pasifika y8

Reading Term 4 OTJ - 2025 - 100% Bar Chart

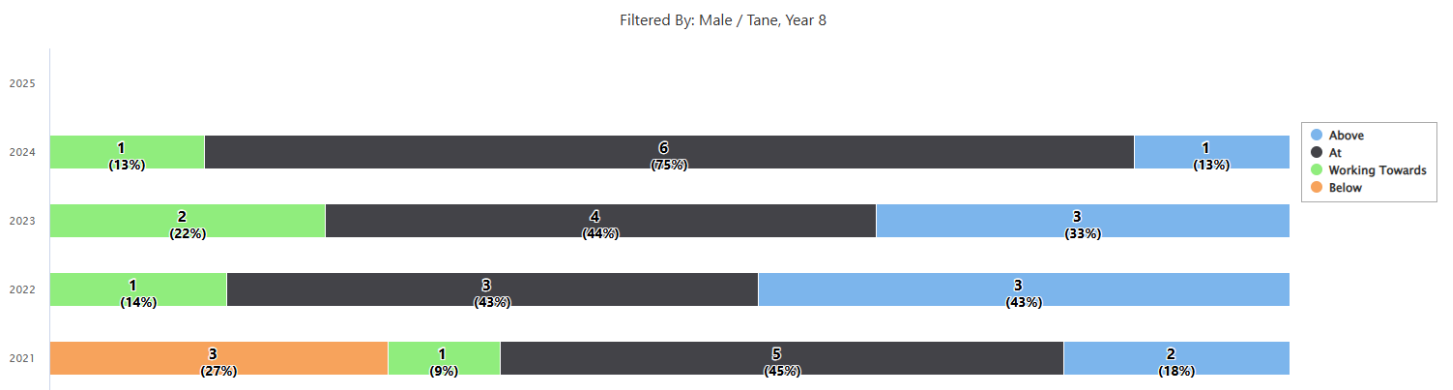


Reading Term 4 OTJ - 2025 - 100% Bar Chart

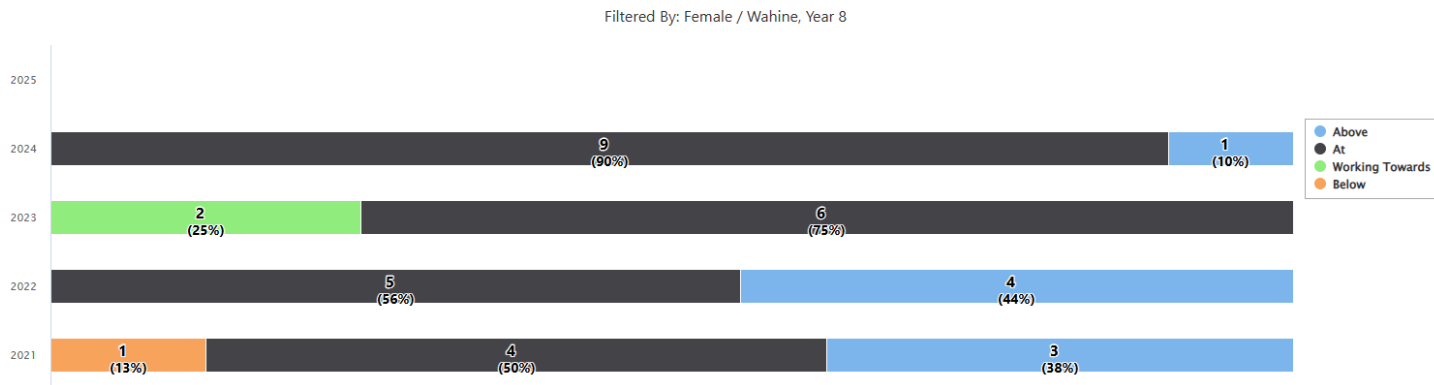


## Gender y8

Reading Term 4 OTJ - 2025 - 100% Bar Chart



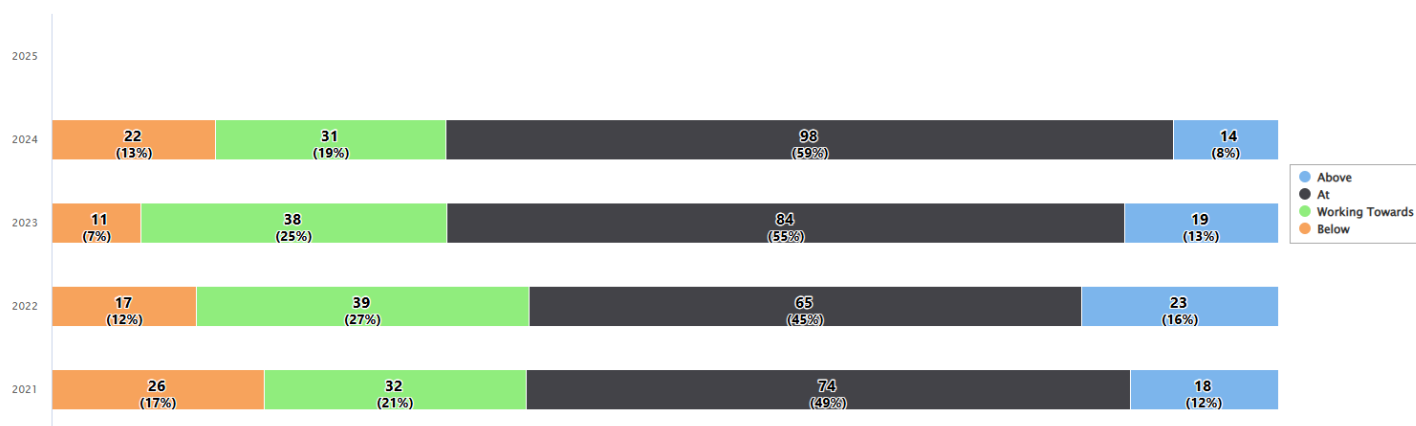
Reading Term 4 OTJ - 2025 - 100% Bar Chart



Girl leavers results improved in 2024. With Boys results similar to 2023 in student numbers rather than percentages.

## Writing - Overall Teacher Judgement 2021-2024

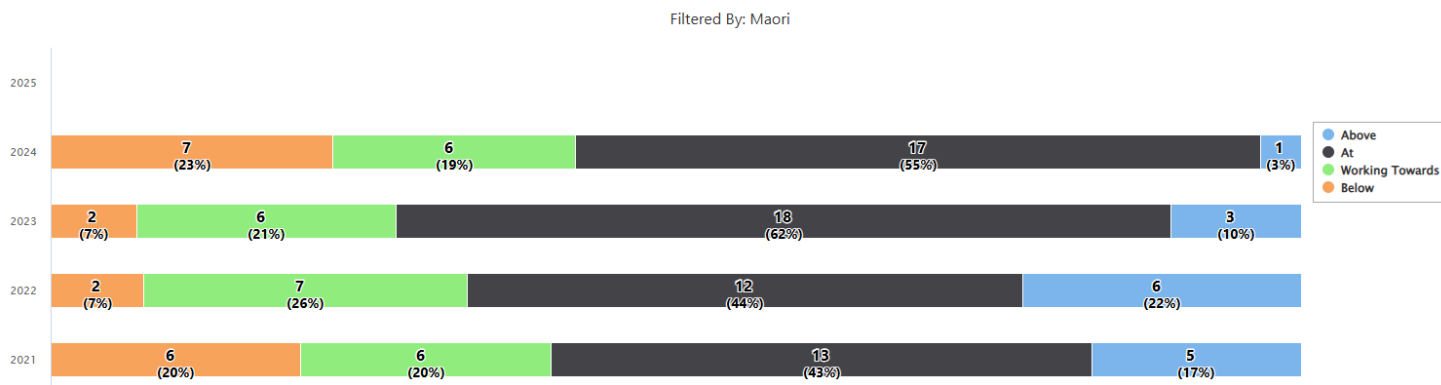
Writing Term 4 OTJ - 2025 - 100% Bar Chart



5% more students at Below in 2024. Similar percentages to those At or Above – with slightly less students working at Above the curriculum level

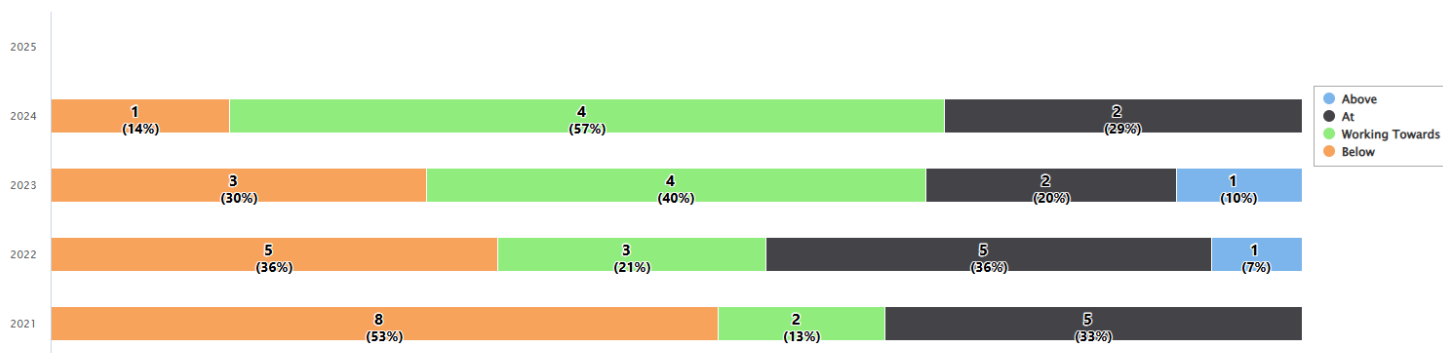
## Māori & Pasifika

Writing Term 4 OTJ - 2025 - 100% Bar Chart



Writing Term 4 OTJ - 2025 - 100% Bar Chart

Filtered By: Pacific Peoples

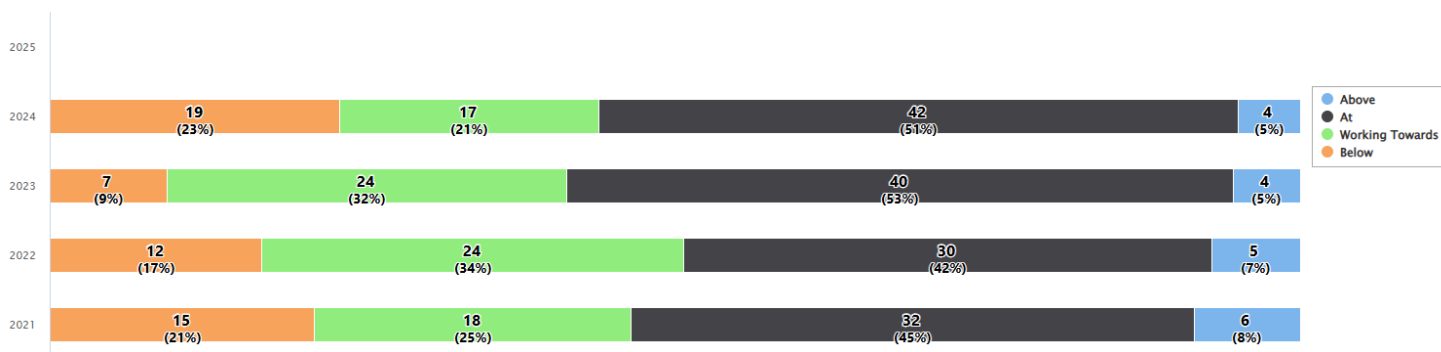


Māori students' results have declined somewhat in 2024, five more students reaching below in 2024. Similarly with Pasifika peoples between 2023- 24

## Gender

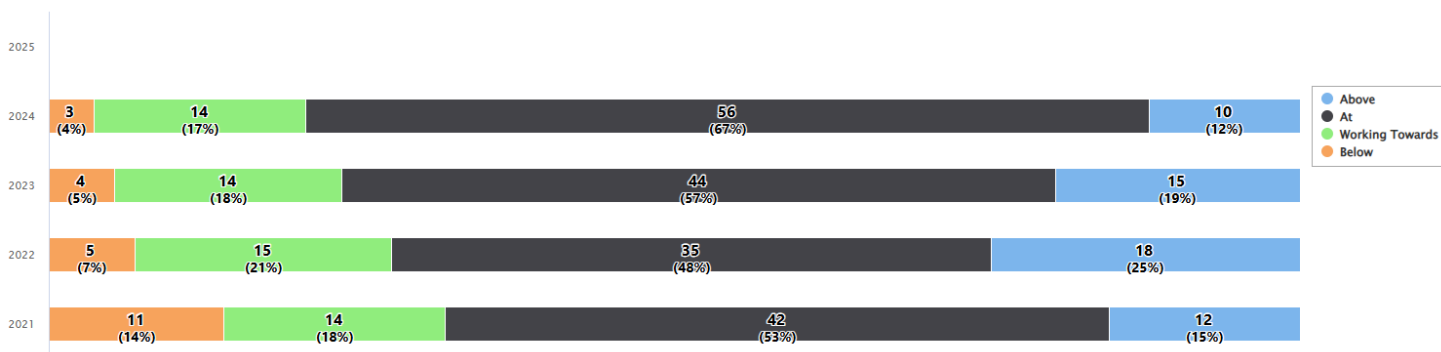
Writing Term 4 OTJ - 2025 - 100% Bar Chart

Filtered By: Male / Tane



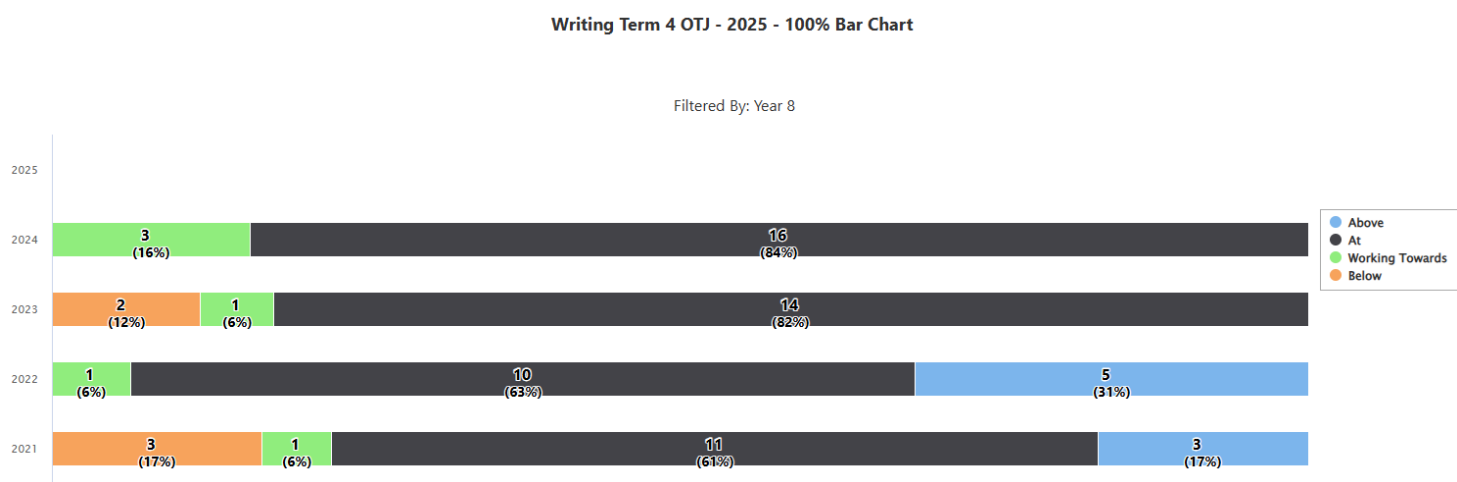
Writing Term 4 OTJ - 2025 - 100% Bar Chart

Filtered By: Female / Wahine



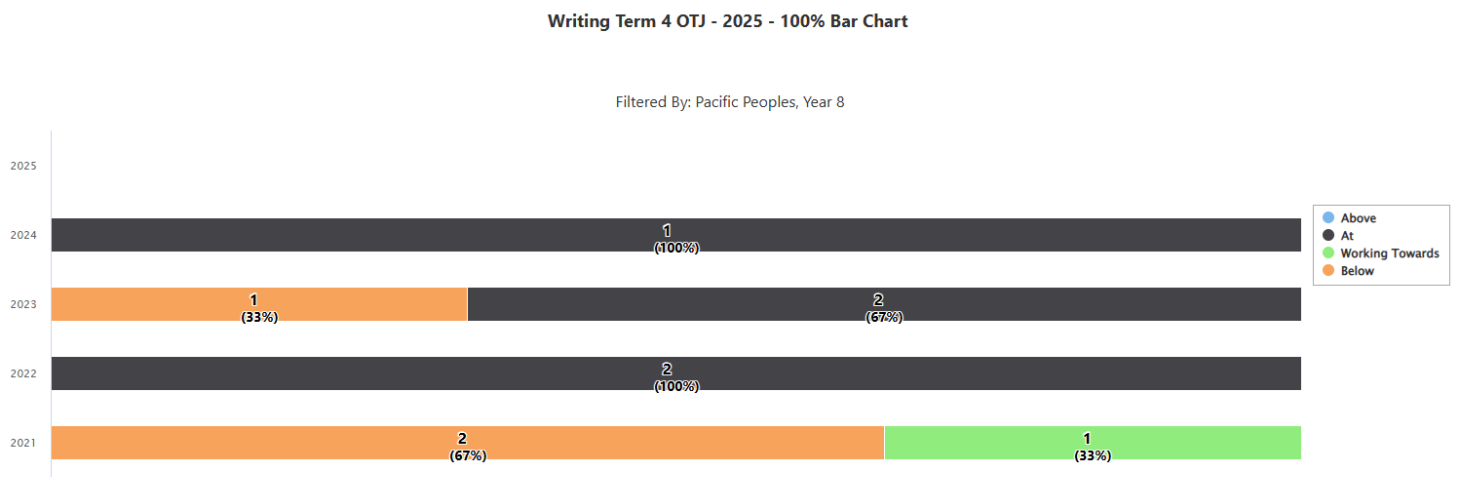
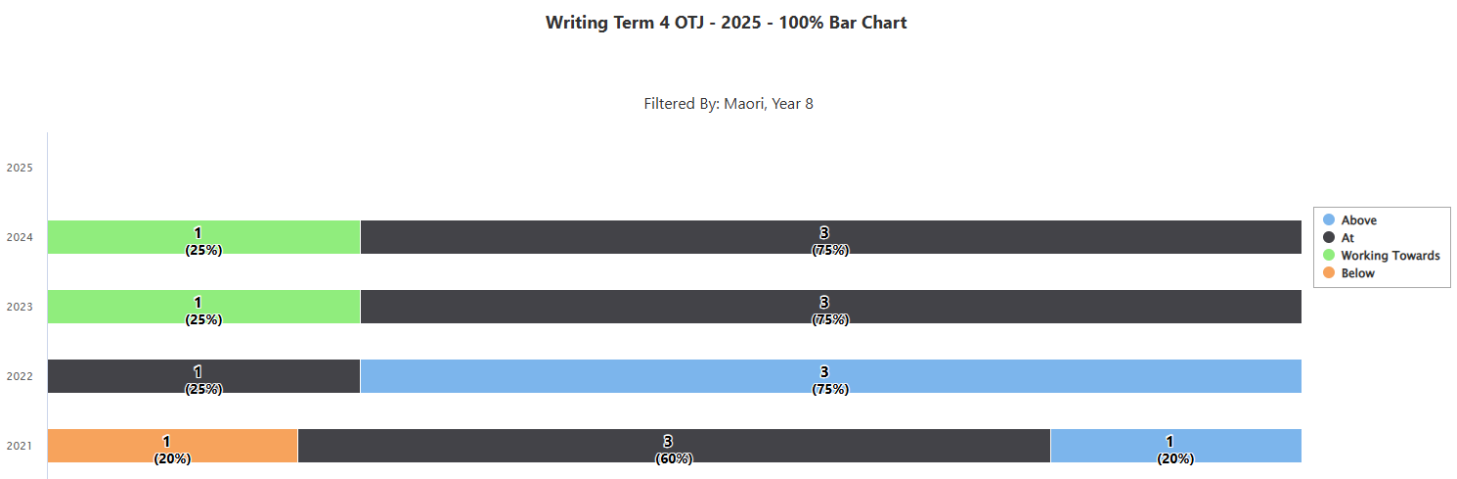
Again, girls are outperforming boys. Girls have slightly higher percentages of students achieving at or above but 3% lower of those Above the curriculum, levels. Has been an increase in boys reaching Below the curriculum of 16%

# Year 8 Writing Overall Teacher Judgement



Most students are leaving At their curriculum level which is positive in terms of the wider picture of student writing across NZ. Two years in a row where we have no students Above their expected levels for their year level.

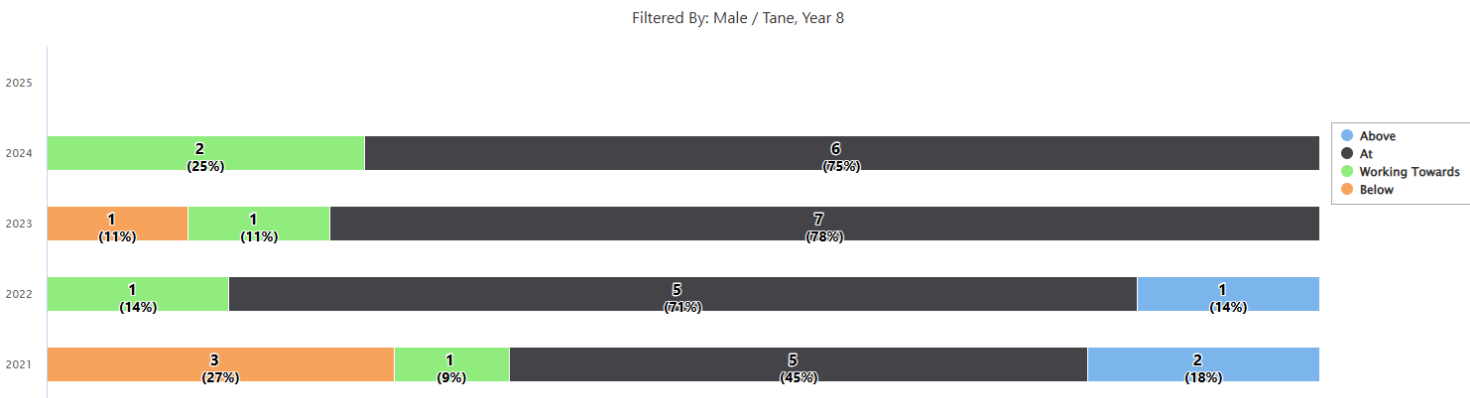
## Māori & Pasifika yr 8



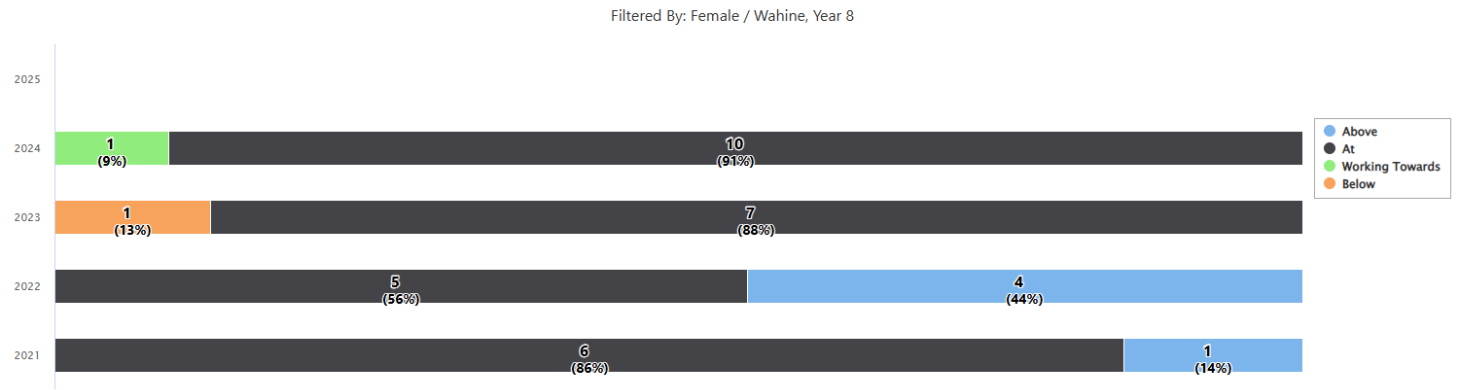
Māori data 2024 is the same as in 2023. Our one Pasifika student in year 8 reached the required curriculum level

Gender yr 8

Writing Term 4 OTJ - 2025 - 100% Bar Chart



Writing Term 4 OTJ - 2025 - 100% Bar Chart

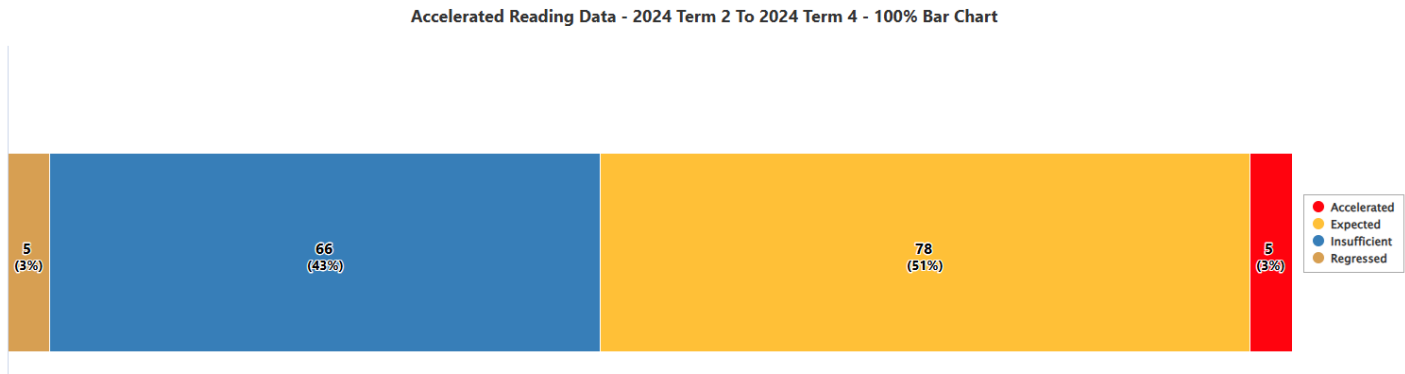
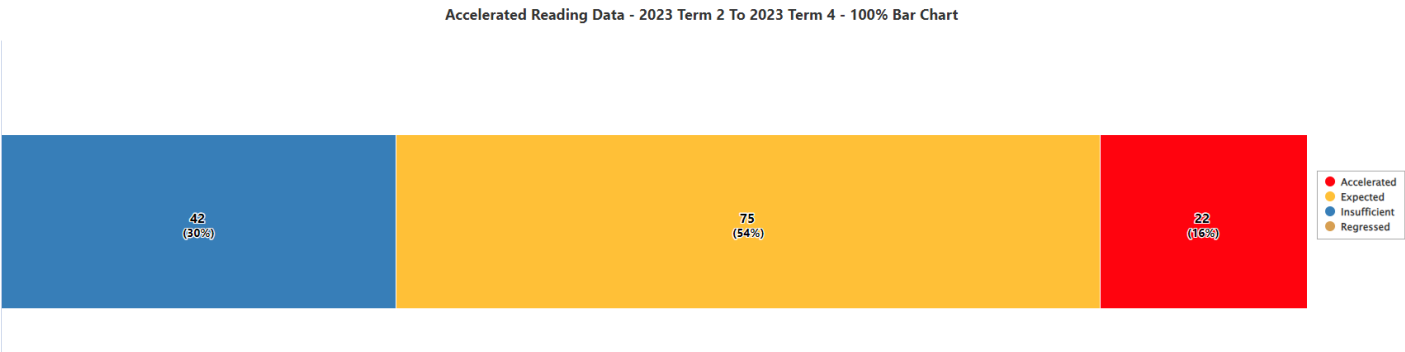


Boys and girls did similarly in 2024. Neither had students reaching above the curriculum levels.



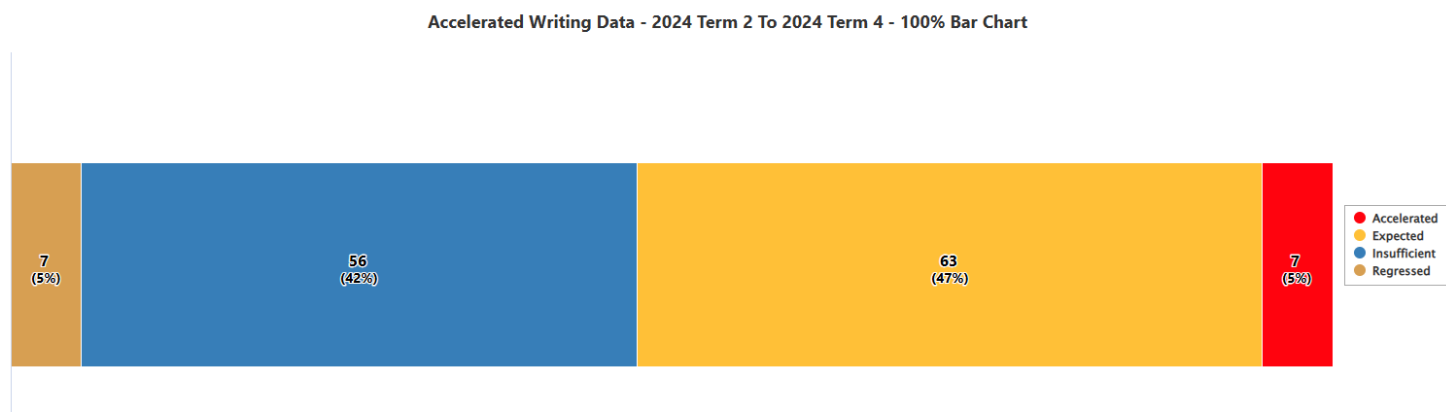
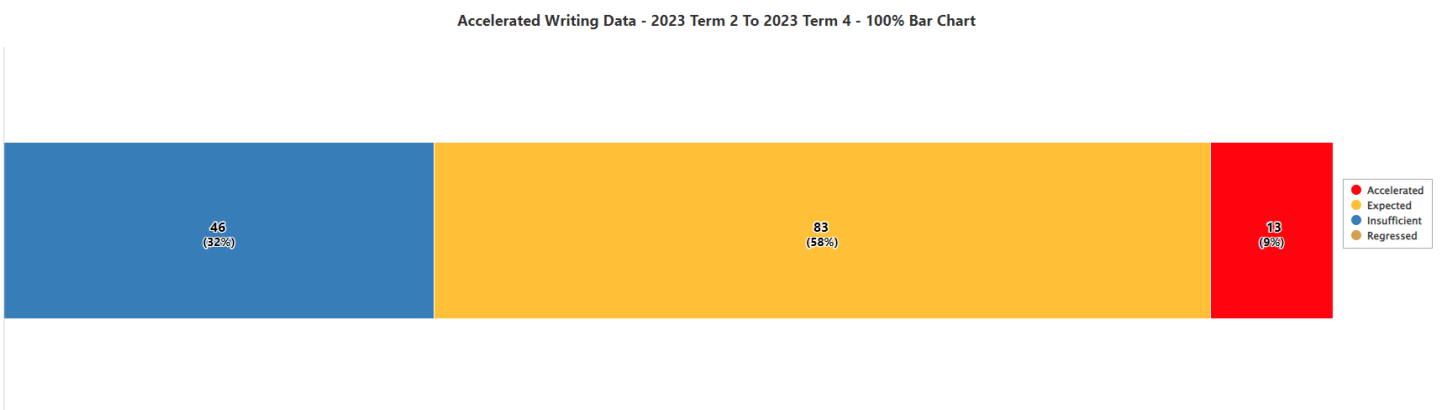
# Accelerated Achievement Data 2023 & 2024

## Accelerated Reading 2023 & 2024

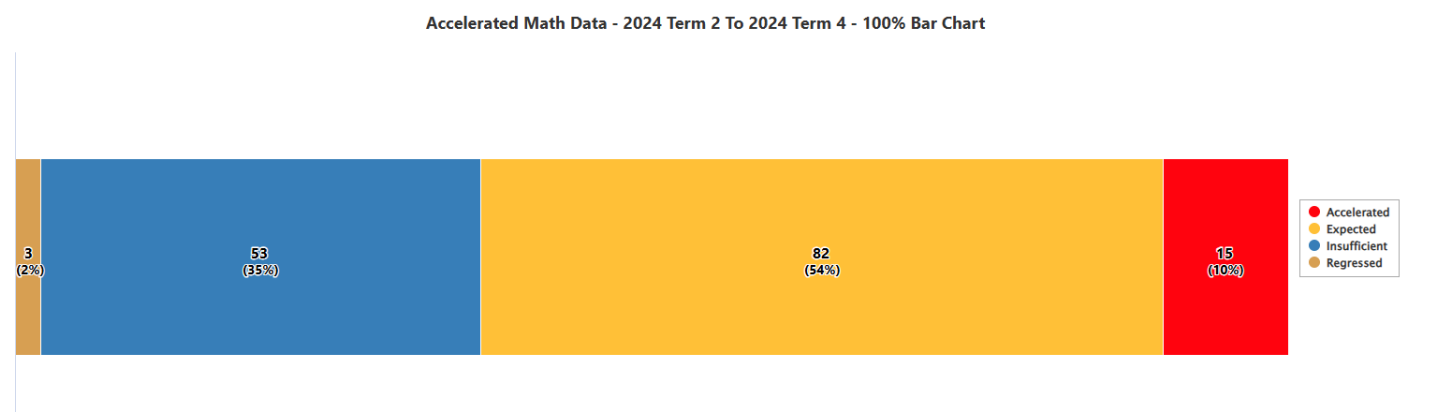
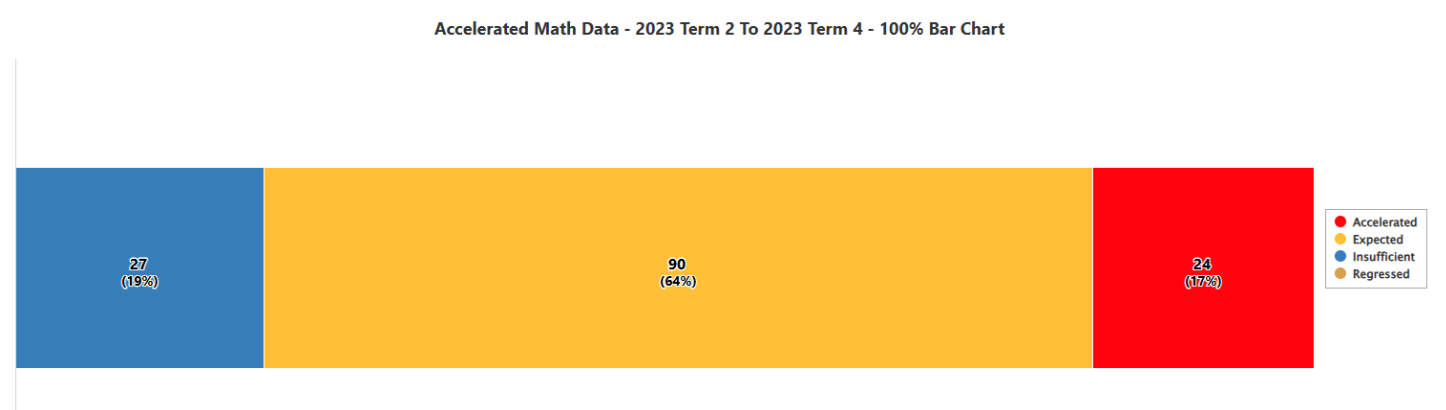


A student has Accelerated progress if they have moved up 2-4 curriculum sub-levels.  
A student has Expected progress if they have moved up 1 curriculum sub-level.

# Accelerated Writing 2023 & 2024



# Accelerated Maths 2023 & 2024



A student has Accelerated progress if they have moved up 2-4 curriculum sub-levels.  
A student has Expected progress if they have moved up 1 curriculum sub-level.

- Out of the curriculum areas maths showed the greatest accelerated progress. However Maths show an increase in the number of students not making accelerated progress.
- 53 students not making expected progress. Likewise the percentages of student not achieving Expected acceleration has grown in each of the other two curriculum areas.
- A low number regressed which was another change on 2023 where no students regressed

## Overall Summary of Trends

### Mathematics (PAT & OTJ)

- **Overall Trends:**
  - There has been steady progress in mathematics across the school.
  - More students achieved stanine 6 and above in 2024 compared to 2023.
  - A notable increase in students at stanine 9 (19 students in 2024 vs. 11 in 2023).
  - However, OTJ data shows a **6% decrease** in students achieving "Above" the curriculum level, with a **5% increase** in those "Working Towards" or "Below."
- **Māori & Pasifika:**
  - **Māori students:** More are reaching stanine 6, and fewer are at stanine 5 in 2024.
  - **Pasifika students:** Data is harder to compare due to low numbers, but performance remains below the school average.
- **Gender Differences:**
  - Boys continue to slightly outperform girls, which goes against national trends.
  - Year 8 leavers performed well, with only one student below stanine 5.

### Reading Comprehension (PAT & OTJ)

- **Overall Trends:**
  - Most students continue to achieve well in reading.
  - The number of students below stanine 4 increased slightly (from 8 in 2023 to 15 in 2024).
  - OTJ data shows a **slight decline** across all categories, with 8 more students falling into "Below" the curriculum level.
- **Māori & Pasifika:**
  - Māori students are performing similarly to 2023, which is positive.

- No Pasifika students reached "Above" the curriculum level, but none were below expectations.
- **Gender Differences:**
  - Girls continue to outperform boys at all levels.
  - Year 8 leavers performed well, with only one student "Working Towards" their curriculum level.
  - Māori Year 8 students improved in 2024.

## Writing (OTJ)

- **Overall Trends:**
  - Writing remains the lowest-performing subject.
  - A **5% increase** in students at "Below" in 2024.
  - Similar percentages at or above the curriculum level, but fewer students working "Above."
  -
- **Māori & Pasifika:**
  - Māori student results declined, with five more students in the "Below" category.
  - Pasifika student numbers were similar between 2023 and 2024.
- **Gender Differences:**
  - Girls continue to outperform boys, though the percentage of girls "Above" the curriculum level dropped by 3%.
  - Boys reaching "Below" the curriculum level increased by 16%.
  - No Year 8 students reached "Above" their expected levels for the second year in a row.

## Accelerated Achievement Data (2023 & 2024)

- **Maths showed the highest accelerated progress** but also an increase in students not making expected progress.
- 53 students did not make expected progress.
- More students did not achieve expected acceleration in all three curriculum areas.
- A small number of students **regressed** in 2024, whereas in 2023, no students regressed.

## Overall Takeaways & Recommendations

- **Maths and Reading showed small but consistent improvements**, with Māori students making steady gains.
- **Writing remains the weakest subject**, with both boys and Māori students needing additional support.
- **Year 8 leavers continue to finish strong**, with no students below the expected level in core subjects.
- **Gender trends are stable**, with boys excelling in maths and girls in writing.
- **Teachers should continue targeted support for struggling learners while also accelerating mid-band students to higher levels.**



# Faith City

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Next review: Term 1 2027

## Te Tiriti o Waitangi

This policy refers to **Te Tiriti o Waitangi** rather than **The Treaty of Waitangi** to align with the Education and Training Act 2020.

Faith City acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

### Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

### Engaging with mana whenua

Faith City is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

### Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

See **School Community Engagement Policy**.

### Strategic planning

Strategic planning at Faith City underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

See **School Planning and Reporting**.


As part of our strategic planning, we consider the aspirations our Māori community have for empowering their children to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to,

academic achievement.

See **Māori Educational Achievement**.

### School programmes

Faith City aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Faith City works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori. See **Ka Hikitia Ka Hāpaitia**  (Ministry of Education).

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

See **Curriculum and Student Achievement Policy**.

### Equitable outcomes

As a board, our objectives include ensuring every student is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Faith City regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to student and community needs through regular reporting and review.

See **Māori Educational Achievement** and **Learning Support**.

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### Related topics

- **Board Responsibilities**
- **School Community Engagement Policy**
- **School Planning and Reporting**
- **Māori Educational Achievement**
- **Inclusive School Culture**

## Legislation

- Education and Training Act 2020
- Treaty of Waitangi Act 1975 (Schedule 1)

## Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: [The Education and Training Act 2020: Te Tiriti o Waitangi](#) 

### Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who has supported the SchoolDocs team through the process of reviewing and updating this policy, as well as providing expert advice on the content it contains. He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

**Release history:** [Term 3 2024](#), [Term 4 2022](#), [Term 4 2020](#)

<b>Last review</b>	Term 1 2024
<b>Topic type</b>	Core



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Next review: Term 2 2027

## Equal Employment Opportunities

At Faith City, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a **good employer**. Faith City supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school.

At Faith City, we implement equal employment opportunities in all relevant school policies, procedures, and practices. The board is required to operate an EEO programme, which means "a programme that is aimed at the identification and elimination of all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality with respect to the employment of any persons or group of persons" (Education and Training Act 2020, s 10, s 597).

The implementation of our EEO policy and programme supports our school to:

- prevent and eliminate bias and **discrimination**
- promote an inclusive and safe work environment
- treat all current and prospective staff fairly
- provide equal access and consideration in all aspects of employment (e.g recruitment, training, promotion).

We ensure that our EEO policy and programme is available to all staff. Prospective and current staff can raise concerns at any time. See **Concerns and Complaints Policy**.

We monitor, review, and evaluate our employment policies and processes on an ongoing basis. We report on compliance with our Employment Policy (including our EEO programme) in our annual report.

### Equal employment opportunities (EEO) programme

To support equal employment opportunities at our school, we have a programme to identify and eliminate processes that contribute to employment inequality. As part of our EEO programme, we:

- appoint appropriately qualified staff through a fair and impartial appointment process
- create opportunities for staff to receive information about the programme and provide feedback (e.g. through staff meetings)
- explore professional development and training opportunities
- monitor the implementation of our programme and report to the board.

See **Appointment Policy** and **Professional Development**.

Any information collected as part of our EEO programme is kept confidential and securely in accordance with privacy and record keeping requirements – see **Privacy Policy** and **School Records Retention and Disposal**.

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The principal assures the board that the school operates an employment policy that complies with the principle of being a good employer, that the policy (including our equal employment opportunities programme) is available to staff, and that a report on compliance is included in the annual report. See **Review Schedule and Board Assurances**.

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### Related topics




- **Inclusive School Culture**

- **Bullying and Harassment**
- **School Planning and Reporting**
- **Appointment Policy**
- **Flexible Working Arrangements**
- **Staff Conduct**
- **Professional Development**
- **School Records Retention and Disposal**
- **Privacy Policy**
- **Concerns and Complaints Policy**

### Legislation

- Education and Training Act 2020
- Human Rights Act 1993
- Employment Relations Act 2000
- Public Service Act 2020

### Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **School annual reports**  (see **Statement of compliance with employment policy**)
- Te Kāhui Tika Tangata | Human Rights Commission: **Te Ōritenga me te Whakawāteatanga | Equality and Freedom from Discrimination** 
- NZSBA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: **What are Equal Employment Opportunities?** 

#### Hei mihi | Acknowledgement

SchoolDocs appreciates the professional advice of the Anderson Lloyd legal team (Dunedin) in reviewing this policy.

**Release history:** **Term 4 2024**, **Term 3 2023**, **Term 4 2022**, **Term 4 2020**

### IN THIS SECTION

#### Flexible Working Arrangements

Last review	Term 2 2024
Topic type	Core

## **Kiwi Sport**

Kiwi Sport is a Government funding initiative to support students' participation in organised sport.

The school received \$2,427 which was spent on:

- Swimming lessons at the Splash Centre.
- Tennis Coaching
- Badminton Skills Lessons