

ROSS INTERMEDIATE

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:

2440

Principal:

Kara Mason

School Address:

25 Freyberg St, Palmerston North 4414

School Postal Address:

25 Freyberg St, Palmerston North 4414

School Phone:

06 358 5461

School Email:

[office@rossintermediate.school.nz](mailto:office@rossintermediate.school.nz)

Accountant / Service Provider:

Openbook Solutions Limited

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jared McGregor	Presiding Member	Elected	2025
Kara Mason	Principal	ex Officio	
Lucy Burt	Parent Representative	Elected	2025
Lance Retemeyer	Parent Representative	Elected	2027
Michelle Dodd	Parent Representative	Elected	2027
Mike Yiannoutsos	Parent Representative	Elected	2025
Amy Guerin	Parent Representative	Elected	2027
Megan Pybus	Parent Representative	Elected	Dec-24
Clare Lees-Galloway	Staff Representative	Elected	2025

# ROSS INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2024

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Ross Intermediate  
Statement of Responsibility  
For the year ended 31 December 2024

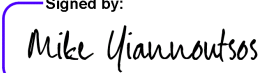
The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

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

Mike Yiannoutsos  
Full Name of Presiding Member

Signed by:  
  
5A08196D09B644A...  
Signature of Presiding Member

28/5/2025 | 11:46 AM NZST  
Date:

Kara Mason  
Full Name of Principal

Signed by:  
  
B4982415E42B49C...  
Signature of Principal

28/5/2025 | 2:00 PM NZST  
Date:

# Ross Intermediate

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
<b>Revenue</b>				
Government Grants	2	5,486,590	5,013,283	5,596,975
Locally Raised Funds	3	334,533	263,000	124,202
Interest		18,355	4,000	6,657
Gain on Sale of Property, Plant and Equipment		2,511	0	0
<b>Total Revenue</b>		<b>5,841,989</b>	<b>5,280,283</b>	<b>5,727,834</b>
<b>Expense</b>				
Locally Raised Funds	3	67,881	80,000	64,763
Learning Resources	4	3,837,111	3,439,341	3,940,023
Administration	5	711,856	674,750	710,727
Interest		4,023	5,000	3,875
Property	6	1,013,170	994,000	951,534
Loss on Disposal of Property, Plant and Equipment		383	0	0
<b>Total Expense</b>		<b>5,634,424</b>	<b>5,193,091</b>	<b>5,670,922</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>207,565</b>	<b>87,192</b>	<b>56,912</b>
Other Comprehensive Revenue and Expense		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>207,565</b>	<b>87,192</b>	<b>56,912</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.

**Ross Intermediate**  
**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>		1,208,215	1,208,215	1,116,530
Total comprehensive revenue and expense for the year		207,565	87,192	56,912
Contribution - Furniture and Equipment Grant		0	0	34,773
<b>Equity at 31 December</b>		1,415,780	1,295,407	1,208,215
Accumulated comprehensive revenue and expense		1,415,780	1,295,407	1,208,215
<b>Equity at 31 December</b>		1,415,780	1,295,407	1,208,215

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.

# Ross Intermediate 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	414,542	396,132	163,208
Accounts Receivable	8	282,634	280,000	288,135
GST Receivable		10,615	10,000	0
Prepayments		20,135	10,000	22,284
Investments	9	200,000	0	0
Funds Receivable for Capital Works Projects	15	10,737	0	40,993
		938,663	696,132	514,620
<b>Current Liabilities</b>				
GST Payable		0	0	793
Accounts Payable	11	456,659	350,000	450,436
Revenue Received in Advance	12	4,663	2,000	17,439
Finance Lease Liability	14	21,444	17,509	20,544
Funds held for Capital Works Projects	15	0	0	10,013
		482,766	369,509	499,225
<b>Working Capital Surplus/(Deficit)</b>		455,897	326,623	15,395
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,217,049	1,167,196	1,375,196
		1,217,049	1,167,196	1,375,196
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	228,854	184,100	159,100
Finance Lease Liability	14	28,312	14,312	23,276
		257,166	198,412	182,376
<b>Net Assets</b>		1,415,780	1,295,407	1,208,215
<b>Equity</b>		1,415,780	1,295,407	1,208,215

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

# Ross Intermediate

## 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		2,008,019	2,066,283	1,942,395
Locally Raised Funds		334,902	257,342	119,287
Goods and Services Tax (net)		(11,408)	(10,793)	46,608
Payments to Employees		(1,102,231)	(1,035,241)	(983,659)
Payments to Suppliers		(777,107)	(1,027,928)	(772,066)
Interest Paid		(4,023)	(5,000)	(3,875)
Interest Received		16,945	4,000	6,657
Net cash from/(to) Operating Activities		465,097	248,663	355,347
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		11,970	0	0
Purchase of Property Plant & Equipment (and Intangibles)		(33,756)	(34,500)	(75,216)
Purchase of Investments		(200,000)	0	0
Net cash from/(to) Investing Activities		(221,786)	(34,500)	(75,216)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		0	0	34,773
Finance Lease Payments		(12,219)	(12,219)	(12,794)
Funds Administered on Behalf of Other Parties		20,242	30,980	(234,187)
Net cash from/(to) Financing Activities		8,023	18,761	(212,208)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>251,334</b>	<b>232,924</b>	<b>67,923</b>
Cash and cash equivalents at the beginning of the year	7	163,208	163,208	95,285
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>414,542</b>	<b>396,132</b>	<b>163,208</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.

# Ross Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Ross Intermediate (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 20.



#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

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

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

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

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

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

#### **Interest Revenue**

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

### **d) Finance Lease Payments**

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

### **e) Cash and Cash Equivalents**

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

### **f) Accounts Receivable**

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

### **g) Investments**

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

### **h) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

**Finance Leases**

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

**Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10–50 years
Board-owned Buildings	10–50 years
Furniture and Equipment	3–20 years
Information and Communication Technology	3–10 years
Lunch in Schools	5–20 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	5–8 years

**i) 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.

**j) 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, annual leave earned, by non teaching staff, to but not yet taken at balance date.

*Long-term employee entitlements*

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

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

**k) Revenue Received in Advance**

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

**l) Funds held for Capital works**

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

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

**m) Provision for Cyclical Maintenance**

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

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

The School carries out painting maintenance of the whole School over a 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.

**n) Financial Instruments**

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

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

**o) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**p) Budget Figures**

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

**q) 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**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Government Grants - Ministry of Education	1,414,681	1,360,283	1,507,910
Teachers' Salaries Grants	2,749,642	2,300,000	2,836,699
Use of Land and Buildings Grants	687,568	650,000	664,563
Ka Ora, Ka Ako - Healthy School Lunches Programme	633,496	620,000	583,531
Other Government Grants	1,203	83,000	4,272
	<b>5,486,590</b>	<b>5,013,283</b>	<b>5,596,975</b>

**3. Locally Raised Funds**

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

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<b>Revenue</b>			
Donations and Bequests	90,723	150,000	41,365
Fees for Extra Curricular Activities	64,489	69,000	53,616
Fundraising and Community Grants	54,977	30,000	0
Other Revenue	124,344	14,000	29,221
	<b>334,533</b>	<b>263,000</b>	<b>124,202</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	67,746	70,000	64,220
Other Locally Raised Funds Expenditure	135	10,000	543
	<b>67,881</b>	<b>80,000</b>	<b>64,763</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>266,652</b>	<b>183,000</b>	<b>59,439</b>

**4. Learning Resources**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	204,734	235,600	44,420
Information and Communication Technology	6,385	40,000	28,879
Employee Benefits - Salaries	3,373,433	2,862,241	3,565,778
Staff Development	40,174	56,000	63,745
Depreciation	210,850	242,500	235,426
Other Learning Resources	1,535	3,000	1,775
	<b>3,837,111</b>	<b>3,439,341</b>	<b>3,940,023</b>

**5. Administration**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fees	8,250	7,000	7,374
Board Fees and Expenses	27,553	19,050	36,270
Other Administration Expenses	64,676	58,200	52,084
Employee Benefits - Salaries	119,010	110,000	102,901
Insurance	12,793	13,000	11,655
Service Providers, Contractors and Consultancy	9,942	12,000	9,642
Ka Ora, Ka Ako - Healthy School Lunches Programme	469,632	455,500	490,801
	<b>711,856</b>	<b>674,750</b>	<b>710,727</b>

**6. Property**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Cyclical Maintenance	69,754	25,000	21,700
Heat, Light and Water	34,700	38,000	27,746
Rates	4,724	7,000	4,203
Repairs and Maintenance	47,233	100,000	71,239
Use of Land and Buildings	687,568	650,000	664,563
Employee Benefits - Salaries	135,224	118,000	93,562
Other Property Expenses	33,967	56,000	68,521
	<b>1,013,170</b>	<b>994,000</b>	<b>951,534</b>

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

**7. Cash and Cash Equivalents**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Bank Accounts	414,542	396,132	163,208
Cash and cash equivalents for Statement of Cash Flows	<b>414,542</b>	<b>396,132</b>	<b>163,208</b>

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

Of the \$414,542 Cash and Cash Equivalents, \$4,663 of Revenue Received in Advance is held by the School, as disclosed in note 12.

**8. Accounts Receivable**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Receivables	1,614	30,000	4,377
Receivables from the Ministry of Education	8,500	0	28,644
Interest Receivable	1,410	0	0
Teacher Salaries Grant Receivable	271,110	250,000	255,114
	<b>282,634</b>	<b>280,000</b>	<b>288,135</b>
Receivables from Exchange Transactions	3,024	30,000	4,377
Receivables from Non-Exchange Transactions	279,610	250,000	283,758
	<b>282,634</b>	<b>280,000</b>	<b>288,135</b>

## 9. Investments

The School's investment activities are classified as follows:

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Asset			
Short-term Bank Deposits	200,000	0	0
Non-current Asset			
Long-term Bank Deposits	0	0	0
Total Investments	200,000	0	0

## 10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Buildings	715,716	0	0	0	(16,399)	<b>699,317</b>
Building Improvements	19,892	0	0	0	(5,101)	<b>14,791</b>
Furniture and Equipment	199,380	13,155	0	0	(45,553)	<b>166,982</b>
Information and Communication	168,257	20,601	0	0	(79,599)	<b>109,259</b>
Lunch in Schools	231,699	0	0	(9,842)	(41,567)	<b>180,290</b>
Leased Assets	39,967	28,790	0	0	(22,534)	<b>46,222</b>
Library Resources	285	0	0	0	(97)	<b>188</b>
	<u>1,375,196</u>	<u>62,546</u>	<u>0</u>	<u>(9,842)</u>	<u>(210,850)</u>	<u><b>1,217,049</b></u>

The net carrying value of furniture and equipment held under a finance lease is \$46,222 (2023: \$39,967)

### 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 \$
Buildings	819,965	(120,648)	<b>699,317</b>	819,965	(104,249)	<b>715,716</b>
Building Improvements	87,975	(73,184)	<b>14,791</b>	87,975	(68,083)	<b>19,892</b>
Furniture and Equipment	879,366	(712,384)	<b>166,982</b>	868,089	(668,709)	<b>199,380</b>
Information and Communication	929,277	(820,018)	<b>109,259</b>	908,676	(740,419)	<b>168,257</b>
Lunch in Schools	319,243	(138,953)	<b>180,290</b>	337,295	(105,596)	<b>231,699</b>
Leased Assets	76,754	(30,532)	<b>46,222</b>	74,780	(34,813)	<b>39,967</b>
Library Resources	25,241	(25,053)	<b>188</b>	25,241	(24,956)	<b>285</b>
	<u>3,137,821</u>	<u>(1,920,772)</u>	<u><b>1,217,049</b></u>	<u>3,122,021</u>	<u>(1,746,825)</u>	<u><b>1,375,196</b></u>

**11. Accounts Payable**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Creditors	15,462	15,000	15,959
Accruals	32,640	26,000	28,768
Banking Staffing Overuse	49,073	50,000	98,145
Employee Entitlements - Salaries	344,298	250,000	300,612
Employee Entitlements - Leave Accrual	15,186	9,000	6,952
	<u>456,659</u>	<u>350,000</u>	<u>450,436</u>
Payables for Exchange Transactions	456,659	350,000	450,436
	<u>456,659</u>	<u>350,000</u>	<u>450,436</u>

The carrying value of payables approximates their fair value.

**12. Revenue Received in Advance**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Grants in Advance - Ministry of Education	0	0	10,382
Other revenue in Advance	4,663	2,000	7,057
	<u>4,663</u>	<u>2,000</u>	<u>17,439</u>

**13. Provision for Cyclical Maintenance**

	<b>2024</b>	<b>2024</b>	<b>2023</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Provision at the Start of the Year	159,100	159,100	137,400
Increase to the Provision During the Year	29,041	25,000	21,700
Other Adjustments	40,713	0	0
Provision at the End of the Year	<u>228,854</u>	<u>184,100</u>	<u>159,100</u>
Cyclical Maintenance - Current	0	0	0
Cyclical Maintenance - Non current	228,854	184,100	159,100
	<u>228,854</u>	<u>184,100</u>	<u>159,100</u>

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

**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	25,033	19,697	23,579
Later than One Year and no Later than Five Years	30,746	14,738	25,698
Later than Five Years	0	0	0
Future Finance Charges	(6,023)	(2,614)	(5,457)
	<u>49,756</u>	<u>31,821</u>	<u>43,820</u>
<b>Represented by</b>			
Finance lease liability - Current	21,444	17,509	20,544
Finance lease liability - Non current	28,312	14,312	23,276
	<u>49,756</u>	<u>31,821</u>	<u>43,820</u>

**15. Funds Held for Capital Works Projects**

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

2024	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Water Leak - Proj No 242309	(628)	0	0	0	(628)
Roofing Repairs & R'ment - Proj No 227572	(23,825)	39,993	(16,299)	0	(131)
Carpark Drain Replacement - Proj No 232909	(1,000)	1,000	0	0	0
Ventilation - Proj No 238107	(15,540)	14,217	0	0	(1,323)
Accessibility Modifications - Proj No 234168	10,013	0	(18,668)	0	(8,655)
Security Upgrade - Proj No 248348	0	58,579	(58,579)	0	0
Totals	<u>(30,980)</u>	<u>113,789</u>	<u>(93,546)</u>	<u>0</u>	<u>(10,737)</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	0
Funds Receivable from the Ministry of Education	(10,737)

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Hall Water Leak - Proj No 242309	0	0	(628)	0	(628)
Roofing Repairs & R'ment - Proj No 227572	(109,617)	110,000	(24,208)	0	(23,825)
Carpark Drain Replacement - Proj No 232909	9,000	0	(10,000)	0	(1,000)
Ventilation - Proj No 238107	49,264	0	(64,804)	0	(15,540)
Accessibility Modifications - Proj No 234168	24,715	0	(14,702)	0	10,013
Burst Water Pipe - Proj No 239579	8,692	(392)	(8,300)	0	0
Totals	<u>(17,945)</u>	<u>109,608</u>	<u>(122,642)</u>	<u>0</u>	<u>(30,980)</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	10,013
Funds Receivable from the Ministry of Education	(40,993)



## 16. Related Party Transactions

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

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

## 17. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all Board members, Principal, Deputy Principal and senior leaders.

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,205	3,100
<i>Leadership Team</i>		
Remuneration	561,142	919,740
Full-time equivalent members	4.74	6.00
Total key management personnel remuneration	565,347	922,840

There are 8 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (4 members) committees which meet quarterly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### *Principal 1*

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	125 - 135	0
Benefits and Other Emoluments	3 - 4	0
Termination Benefits	0	0

### *Principal 2*

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	0	300 - 310
Benefits and Other Emoluments	0	6 - 7
Termination Benefits	0	0

*Other Employees*

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	5	5
110 - 120	5	4
120 - 130	0	1
130 - 140	1	0
140 - 150	0	1
	11	11

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

**18. 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	2023 Actual
Total	0	0
Number of People	0	0

**19. Contingencies**

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

**Holidays Act Compliance – Schools Payroll**

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

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

**Pay Equity and Collective Agreement Funding Wash-up**

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

## 20. Commitments

### (a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$46,409 (2023: \$416,841) as a result of entering the following contracts:

Contract Name	Remaining Capital Commitment \$
Roofing Repairs & R'ment - Proj No 227572	14,638
Hall Water Leak	31,771
Total	<u><u>46,409</u></u>

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 15.

### (b) Operating Commitments

As at 31 December 2024 the Board has entered into a contract for a photocopier.

Printing charges under the photocopier lease are directly linked to the usage of the photocopier and therefore cannot be quantified, however can be significant over the term of the lease.

## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	414,542	396,132	163,208
Receivables	282,634	280,000	288,135
Investments - Term Deposits	200,000	0	0
Total Financial assets measured at amortised cost	<u>897,176</u>	<u>676,132</u>	<u>451,343</u>

### Financial liabilities measured at amortised cost

Payables	456,659	350,000	450,436
Finance Leases	49,756	31,821	43,820
Total Financial Liabilities Measured at Amortised Cost	<u>506,415</u>	<u>381,821</u>	<u>494,256</u>

## 22. Events After Balance Date

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

## 23. Comparatives

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

# Annual Implementation Plan - Analysis of Variance 2024

## Strategic Goal 1 - Whanaungatanga

We create an environment that promotes an inclusive community where language, culture, strengths and identity are valued and respected.

### Annual Target/Goal:

Will identify targets in T2 when feedback/student voice is collected using Wellbeing@school survey

1a The diverse and individual contributions that every akōnga makes to the classroom and school are valued.

Actions	Who is Responsible	How will you measure success?	How are we tracking?
Student voice around is collected, collated and reviewed T2 - inclusivity and feeling of being valued T4 - redo	BoT SLT Team Leaders	Reflect on the feedback of students Wellbeing@school survey  Compare T2 with T4	Survey completed T2 - being analysed. T4 - Survey completed Week 8.  Results shared with PB4L SW team - to identify some areas of focus.  T4 survey will not be actioned. The survey is only available once a year and will be used annually to analyse cohorts from year to year.
Acknowledgments across	SLT	Regular acknowledgments will take place	Spotlights on successes of teams, groups

classrooms, teams, Refresh and media platforms recognise and celebrate ākonga.	Classroom teachers		and individuals at Refresh is a regular occurrence. More so is the regular highlights put on Facebook of the achievements of our students.
Connections between kaiako and ākonga will be built on mutual trust through various opportunities - examples: <ul style="list-style-type: none"> <li>• 8:20am connect time</li> <li>• Conferences</li> <li>• Active supervision</li> </ul>	All staff	Student voice T2 and T4  Community voice (eg at conferences) will be able to acknowledge connectedness	
PB4L development will address ways to connect and value students	PB4L Tier 1 team	Tier 1 team reflect on success over the year, review SWIS data, Big 5 PB4L	In progress
Ākonga on support registers (eg LSC, Senco) will be supported with IEPs, IBPs, transition plans, hui with organisations, staff professional development - school and community working together to support students to make effective transitions at critical points on their educational journey	SLT Senco LSC	Specific and relevant whānau voice will be collected  Transition surveys show positive responses to ākonga experiences	
1b Strong relationships across iwi, community, whānau and ākonga will be built on mutual respect and trust.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Continued focus and development of Kāhui Ako mahi.	SLT WST	Reflect on achievement of Kāhui Ako goals	Throughout the year, several staff members spent time attending wānanga with Rangitāne. Through the Kāhui Ako, the taonga tuku iho shared have been captured in a resource that was recently shared with all of our staff. They will be utilised in our planning moving forwards.
Opportunities to connect with	School	Community voice (eg at conferences) will	Whānau hui have been reestablished for

various community groups including whānau hui, conferences, school events, sports/arts, invitations to community to be part of school events and activities	leaders (HOD) SLT	be able to acknowledge connectedness	2024, ensuring there has been one every term. These have been successful with promising connections and conversations. This also opened doors with whānau (Rangitāne) offering their support to lead kapa haka.
Communication strengthened through all platforms, responding to feedback, providing opportunities for the community to be heard.	SLT Administration	Anecdotal comments made verbally and online will .....	<a href="#">Link to Open Night Hui</a>  <a href="#">Link to Open Night Hui</a>
Developing partnership with Rangitāne eg. <ul style="list-style-type: none"> <li>• Kāhui Ako mahi</li> <li>• Pōwhiri</li> <li>• Puanga/Matariki - iwi considerations</li> <li>• Kaupapa Māori</li> </ul>	SLT	Partnership of respect - Rangitāne will be open to support where possible, and connected in the school setting.	Partnership established and strengthened with the appointment of the new principal. Rangitāne were part of the appointment panel and also supported and lead the pōwhiri - start of Term 2. Three staff have also been part of the Kāhui Ako mahi with Rangitāne.
1c Learner graduate profiles show a strong sense of wellbeing, resilience, optimism, belonging, connection, social and emotional competence, and confidence in their identity, language and culture.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Develop graduate profile	SLT	Completion of the graduate profile used in the school setting  Stakeholders can articulate the vision and its relevance to them. It strongly connects with the Graduate Profile.	Graduate profile underway in Term 2 with teacher voice gathered and whānau voice gathered at a whānau hui.
Seek community feedback on priorities when informing the graduate profile	BoT SLT	Co-constructed indicators	This feedback is being utilised in the formation of the graduate profile.
Teachers to use and provide reflective feedback (using ākonga	SLT Teachers	Graduate profile is responsive to feedback	Teachers' voice was gathered and this is being utilised in the formation of the

voice) on the appropriateness of the profile			graduate profile.
Attend transition workshops provided by the Kāhui Ako Across School Leads	SLT	Kāhui Ako workshops will provide supporting details for the needs of students	Relevant workshops attended by various staff, from SLT, all staff, PCTs and WSTs.

## Strategic Goal 2 - Manaakitanga

We foster a sense of belonging and identity through connection and understanding of who we are as a kura.

### Annual Target/Goal:

PB4L Tier 1/2/3 goals - improved numbers across the Tier Triangles  
90%+ attendance with maximum 10% discrepancy/difference between ethnicities.  
Ministry attendance targets 2024

### What do we expect to see by the end of the year?

PB4L data will show improvement across the school.  
Truancy data will track as stable or improved through the years  
Agencies such as RTLB will have positive feedback  
Truancy officer will be used rarely and will be able to comment about successes/improvements  
Ākonga that are at risk, less than 80% attendance will be tracked and referred to Rock On where appropriate

2a Tūrangawaewae - Ākonga belong and have a sense of pride in a physically safe environment where everyone feels celebrated and successful.

Actions	Who is Responsible	How will you measure success?	How are we tracking?
Friday programmes provide opportunities for contribution and sense of belonging - these provide various settings to be recognised in	Coordinators and Leads	Student voice gathered to reflect on success and improvements	Need to set up a review of Friday programmes - in particular to get Student Voice. Reviewed with staff.

and out of school.			
Outside agencies support mental health.	SLT Agencies	Feedback from provider	
Review the enrolment and transition process for effectiveness.	SLT	Changes relevant to review, transition surveys	Changes as a result of 2023 and feedback from a contributing school - profile cards sent out in T4 and reduced number of requests from teachers to meet face to face to discuss individual mainstream student transitions
BoT will minimise barriers to success, including support for camp, stationery and where needed chromebooks, uniform accessibility.	BoT SLT Teachers	Teachers will provide feedback on individual stories/cases of success and failures	BOT supported camp by setting up a fundraising committee of BOT members who organised several fundraising ventures; <ul style="list-style-type: none"> <li>- Car Boot Sale</li> <li>- Quiz Night</li> <li>- Raffle</li> </ul> <b>Raised 37,366.67</b> Stationery paid for out of Operations Grant. Chromebooks - 100 ordered for 2025
Track attendance stand down/suspension data and engage with agencies for support.  Make contact with whānau for students with high absenteeism rates or lateness issues	SLT BoT Truancy Officer  SLT Teachers	Tracking of data	On-going data is being tracked and reported to BOT meetings.  Attendance is regularly tracked.
2b Events will promote and showcase all individual and group strengths, passions and cultures in our kura, reinforcing who we are 'The Ross Way'.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Community events will be marketed	All staff	Attendance of community	Matariki Open morning was well attended.



<p>well with effective communication</p> <ul style="list-style-type: none"> <li>• Ngā Toi</li> <li>• Cultural Events</li> <li>• Picnic in the Park</li> <li>• Super Sports/Inter School exchanges</li> <li>• Open Evening</li> <li>• Production</li> <li>• Art Festivals</li> <li>• Matariki celebration</li> <li>• Camp</li> </ul>	BoT	<p>Feedback Observations</p>	<p>Increased numbers for whānau hui. (Will hold each term aiming to increase numbers)</p> <p>Production</p> <p>Open Night (2 sessions) well attended. Pō Whakangahau (was Arts Showcase) had a change from previous years in that it included all Friday Academies - 300 (free) tickets were sold</p> <p>Picnic in the Park is not going ahead this year.</p> <p>Camp - well supported with parent helpers.</p> <p>2 teams and individuals attended AIMS games.</p> <p>(Parent request for fundraising in the future to keep cost down)</p>
<p>Events will allow others not performing/competing to experience success eg:</p> <ul style="list-style-type: none"> <li>• Student leadership tours</li> <li>• Production and events support</li> </ul>	<p>Leaders SLT</p>	<p>Anecdotal comments Observations and reflections</p>	<p>Our student leaders led tours of our kura at Open Night. They then led a further 30 personal tours for whānau who booked during Terms 3 and 4. Our student leaders were exemplary, guiding tour attendees with enthusiasm and knowledge. This was widely acknowledged and appreciated by the families attending.</p> <p>Leos had a busy year. They organised and visited Woodlands Retirement Home each term to visit and entertain the residents. They also held a bake sale to raise funds for Arohanui Hospice.</p> <p>Our Boxing Academy had 2 trips to facilities outside Ross in order to deepen their learning.</p> <p>The Refresh Crew work together every Friday to organise and run all technical aspects of Refresh.</p> <p>At the Y6 orientation visit, our student leaders took groups of approximately 10</p>

			Y6s on a scavenger hunt around the school. They were taken to specific points around the school that the leaders themselves highlighted as being important for newcomers to be aware of eg: changing rooms, toilets, bike/scooter cage. One Y6 student felt so comfortable after this experience that their family cancelled the tour they had booked.
2c Staff are equipped through the localised curriculum, the school vision and values to support and promote ākonga wellbeing, voice and agency.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Staff are supported with the localised curriculum through professional development	SLT	A clear localised curriculum is in place that all staff know and follow	Kāhui Ako WSTs/ASTs have developed a 'taonga' of digital content associated with people/places/waiata/events pertaining to Rangitāne iwi. This has been reviewed by Rangitāne representatives for its 'accuracy'. This will support the localised curriculum. WSTs have run a staff meeting to introduce this to all staff and to begin considerations for planning moving into 2025. All teaching staff have experienced sessions with Martin Hughes to support their pedagogical growth, enabling them to better implement the localised curriculum.
Revisit the school's vision with all stakeholders and create a resource that unpacks the school's vision clearly for ākonga and whānau.	SLT Staff	Ākonga, staff and the community can articulate the vision and its relevance to them.	This is in progress.
Complete the curriculum delivery guide, with consideration to the refreshed curriculum.	SLT	A clear curriculum delivery guide within the localised curriculum is in place that all staff follow	In progress Sharyn/Abbe and Kara working with Martin Hughes - PLD provider to write a

			'one-pager' for the Ross Way. This will support all staff, in particular new staff with beginning of year expectations.
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<b>Strategic Goal 3 - Tikanga</b> We design authentic, innovative and responsive learning experiences through collaboration, coaching and professional learning.			
<b>Annual Target/Goal:</b>  <b>Achievement Targets</b> Maths - 70 percent of our students are working at or above their expected achievement levels. Reading - 70 percent of our students are working at or above their expected achievement levels. Writing - 60 percent of our students are working at or above their expected achievement levels.  <b>Progress Targets - priority learners “At Risk”</b> Reading/Writing/Maths 90 percent of our at risk students show expected or accelerated learning.  <b>Equitable Outcomes</b> 0% gap in achievement data between Māori and Whole School			
<b>What do we expect to see by the end of the year?</b> Students will have the knowledge and confidence to talk about their own learning, where they are at, where they are going and how to get there Teachers are actively talking about their learners, know their class data and how it compares to schoolwide data and annual targets. Board are knowledgeable of school achievement levels and target groups			
3a Effective teaching is focused on the learning and wellbeing of all ākonga. These are underpinned by relational and culturally responsive teaching to eliminate barriers and improve learning outcomes.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?

SLT will read and reflect on Niho Taniwha	SLT	Informed practice with the potential for this book to be read later by the staff													
BoT will provide staff with necessary development for staff in support of growing culturally responsive staff	BoT SLT	Staff feedback	Kaupapa Māori budget. Puna Reo budgeted for, continuing in 2025.												
Differentiation will be evident in planning, supporting diverse cultures and needs of students	Team Leaders Teachers	Review of planning LSC working with teachers on IEPs	<p>Martin PLD started in Term 2. 1:1 with teachers/staff meeting to present overview and focus of PLD. PLD has continued in Term 3 and 4. Positive feedback from staff.</p> <p>Overall, how valuable is the PLD being offered by Martin? 25 responses</p> <table><caption>Overall, how valuable is the PLD being offered by Martin?</caption><thead><tr><th>Rating</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>24%</td></tr><tr><td>2</td><td>36%</td></tr><tr><td>3</td><td>32%</td></tr><tr><td>4</td><td>4%</td></tr><tr><td>5</td><td>4%</td></tr></tbody></table> <p>1 being extremely valuable and 5 being not valuable. Differentiation and meeting the needs of students is evident in 'Teacher Action Plans for Targeted Students'</p>	Rating	Percentage	1	24%	2	36%	3	32%	4	4%	5	4%
Rating	Percentage														
1	24%														
2	36%														
3	32%														
4	4%														
5	4%														
3b The localised curriculum responds to Ākonga's progress and achievement gaps, targeting accelerated progress and priority learners.															
Actions	Who is Responsible	How will you measure success?	How are we tracking?												
Reporting and progress will have reference to priority learners, gender and Māori students	SLT Teachers	Individual and cohort achievement and progress will be tracked on a termly basis	Mid year data reports on girls/boys, Māori and Pasifika and Y7/Y8 cohorts. We will have comparative data at EOY.												
Kaiako will collaborate around priority learners, class needs, ākonga at risk, plans in place with	Class Teachers Team Leaders	Data shared with the BoT and community	All teachers have developed an action plan for their target students. These have been monitored by Team												

consideration to the 3Cs			Leaders and Principal.
Curriculum delivery guide will support the diverse learners of the school to allow equity	SLT	Curriculum delivery guide is consulted over and completed	Work has started on this.
Build evaluative capability in staff and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes	SLT	Staff voice Improved learner outcomes	
Continue developing Teacher Effectiveness by focusing on Assessment approaches across Reading, Writing and Maths, and then across the curriculum	SLT	Staff Voice Enhanced assessment practices	
3c Learner Agency - Ākonga will show progress and be able to articulate their learning journey, meeting high expectations with outcomes that are equitable, through differentiated and effective learning programmes.			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Staff use informed/best evidence practice to assist in plans for ākonga to reach their potential	SLT Class Teachers	All stakeholders understand the transitions and skills and growth of students through a clear and visible localised curriculum and fluid, visible learning goals	Staff worked with Martin Hughes to support them with this.
Learning programmes that enrich opportunities for students to become confident, connected, actively involved, lifelong learners	SLT Team Leaders	Student voice at conferences and with their homeroom teachers	The foundation of Term 3 and 4 unit plans was put together by the leadership team
To continue developing teacher knowledge and understanding of the revised Te Mātaiaho NZ Curriculum (NZC) (with the transition from Achievement Objectives to Progress Outcomes through Understand,	SLT	Ākonga are able to share their progress in relation to progress outcomes (know what and why they are learning it and what they need to do to achieve success)	Teacher Only Day Term 4 focused on Maths and Statistics, unpacking the structure of the learning area, programmes, planning and purpose statement. This will support us in the development of a curriculum statement for

Know and Do)			<p>Maths at Ross Intermediate.</p> <p>Staff reviewed the 4 resources that have been made available free from the government.</p> <p>Staff have continued to use the UKD model in unit planning for the term. There is more clarity around what these mean. This has strengthened the outcomes for students.</p>
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<p><b>Strategic Goal 4 - Kaupapa Māori</b></p> <p>We foster culturally sustaining practices guided by the principles of Te Tiriti o Waitangi.</p>			
<p><b>Annual Target/Goal:</b></p> <p>All classes are operating at Level 4B</p>			
<p><b>What do we expect to see by the end of the year?</b></p> <p>All staff are confident and feel supported in operating at level 4B</p> <p>Classes are integrating te Reo Māori a minimum 3 hours per week</p> <p>Some classes are looking to increase their immersion levels to 4A and 3.</p> <p>Students celebrating new learning, engaged in Tikanga and Reo Māori</p> <p>School systems, documentation and personnel support an inclusive approach to Kaupapa Māori</p> <p>Te Tiriti o Waitangi is alive in the school, staff are knowledgeable and engage with Te Tiriti partnership principles</p>			
<p><b>4a Ākonga learning te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, giving effect to Te Tiriti o Waitangi through the curriculum.</b></p>			
<b>Actions</b>	<b>Who is Responsible</b>	<b>How will you measure success?</b>	<b>How are we tracking?</b>
The Board responds to targets, and provides the relevant resourcing in order to improve learners' progress and achievement.	BoT SLT	The Board monitors progress towards Curriculum Achievement in relation to year level and gender of Māori and all learners	See end of year data below.

School will engage with Te Puna Reo in lifting the knowledge and expertise of reo Māori and Tikanga Māori of staff and students	SLT Team Leaders	Evaluate and review the effectiveness of the programme mid and end of year.	<p>Staff have continued to implement Puna Reo into their weekly teaching. They are becoming more familiar with the support material/resources/planning that is provided within the Puna Reo dashboard, available to all teachers. Teams are planning together their sequence for teaching and sharing resources/ideas for implementation. There is varying degrees of implementation time as shared by staff in our recent feedback;</p> <p>1 being 3 hours minimum/5 being 0</p> <p>To what extent are you implementing 3 hours per week of Te Reo Māori in your classroom? 28 responses</p> <table><thead><tr><th>Hours per week</th><th>Number of responses</th><th>Percentage</th></tr></thead><tbody><tr><td>1</td><td>3</td><td>10.7%</td></tr><tr><td>2</td><td>5</td><td>17.9%</td></tr><tr><td>3</td><td>8</td><td>28.6%</td></tr><tr><td>4</td><td>11</td><td>39.3%</td></tr><tr><td>5</td><td>1</td><td>3.6%</td></tr></tbody></table>	Hours per week	Number of responses	Percentage	1	3	10.7%	2	5	17.9%	3	8	28.6%	4	11	39.3%	5	1	3.6%
Hours per week	Number of responses	Percentage																			
1	3	10.7%																			
2	5	17.9%																			
3	8	28.6%																			
4	11	39.3%																			
5	1	3.6%																			
To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding ( partnership) of Te Tiriti o Waitangi, and being Culturally Responsive to all staff, students and whānau	SLT	<p>Professional development with staff (run by stakeholders including Kaiārahi i te reo, Cultural Leader and WSTs)</p> <p>Cultural Matrix is created and in effect</p>	Staff have been introduced to the matrix created through Kāhui Ako, Yet to decide how this will be used with staff.																		
4b Educational and relational connections, communication and partnership with Māori whānau, hapū, iwi and parents, families and communities																					
Actions	Who is Responsible	How will you measure success?	How are we tracking?																		
Whānau hui are established and run	SLT	Whānau voice	Matariki whānau hui - Term 2																		

termly to open up communication channels, provide collective partnership with ākonga at the centre.		Engagement from whānau at hui	Whānau voice collected.
Develop teacher and staff effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi and Rangitāne (acknowledging bicultural Aotearoa)	SLT BoT	Staff confidence	Resource that has been created through the Kāhui Ako has been completed. Time will be used at the staff meeting in Week 7, Term 4 and TOD 2025 to go through the resource with our staff and to visit some of the sites as part of planning our Term 1 inquiry learning.
Partnership started and strengthened with Rangitāne	SLT BoT	Communication and relationship with Rangitāne	Pōwhiri for Kara, supported by Rāngitane who attended and were kaikorero.
4c Affirming Māori learners as Māori			
Actions	Who is Responsible	How will you measure success?	How are we tracking?
Kapa Haka/Mauraku is celebrated, valued - expertise is explored to further support growth and success	SLT/Cultural leaders	Numbers in kapa haka Voice of staff and students Expertise is offered and evident in the school	Entered 'Ko Whiri Tika Mai' 70 students initially joined the group. The students have shown excellent commitment to practices, twice per week, including before and after school and recently all day Sunday. Utilising expertise from our whānau (parent and family member) as well as our own staff.
Mana Whenua - Rangitāne knowledge, expertise shared/partnership upheld	SLT Cultural leaders	Waiata, Karakia, Knowledge of Purākau, respect and accuracy across the school.	Whole school regularly sing our school waiata/waiata karakia. This is included as part of our paepae and Monday hui.
Explicit use of Te Reo Māori being used throughout the school eg classrooms, communication, environments	Whole staff	Visible/displayed in buildings and learning spaces  Spoken throughout the school, formal and informal times	As well as the previously mentioned, there are many examples of planned 'opportunities' for Te Reo Māori to be used. There are a number of staff who are building their confidence to speak Te Reo



Through Puna Reo PD, extending staff knowledge		Reflections of PD in teams/across staff	at full school hui. During Te Wiki o Te Reo Māori, the features of hui were translated into reo and presenters spoke in reo. This was very successful and suggested that we could continue using Māori kupu. There is a dedicated 'team' of staff who actively promote the use of reo throughout the school.
Upholding tikanga as a school (extending staff knowledge)	SLT Team Leaders staff	Karakia is used at the beginning and end of day and events. Powhiri process is documented, endorsed by Rāngitane	Pōwhiri to welcome Kara. Karakia and waiata included as part of our tikanga at Monday hui/team hui Pōwhiri planned for new Year 7 students and whānau in 2025.
Paepae is embedded into classroom practice	Classroom teachers	Each class is confident in using the structure at the beginning of each day Monday hui embraces paepae as part of process	Paepae is a part of every classroom as a daily tikanga.
Maori Concepts are used for termly planning e.g Rangatiratanga, Matariki, Whānaungatanga	SLT Team Leaders	Each term learning/inquiry focus is around Māori concepts	Planning template includes a section for both matauranga Māori and matauranga Rangitāne.

Maths Achievement Data - Term 4 2024

Target - 70% at or above

Year 7

Total (n) of students	All	246	NZE	261	Māori	142	Pasifika	20	Girls	255	Boys	251
At	105		137		80		7		121		125	
Above	19		39		7		3		27		38	
Total %	50%		67%		56%		50%		58%		65%	

Year 8

Total (n) of students	All	252	<p>In 2025 we begin the implementation of our Ministry provided resource - staff have selected 'Maths - No Problem'. Whilst the school target for Year 8 has been met there are 101 students moving into Year 8 2025 who are still working at 3A/3B.</p> <p>At mid 2024 there were 81 Year 7 students working at or above - in the second half of the year, 43 more students reached the expected level.</p> <p>With the implementation of a set resource we are aiming for a consistent pedagogical approach to maths programmes. This includes developing mathematical class communities that encourage 'maths talk', mathematical thinkers, use of equipment, a focus on real life contexts and problem solving.</p> <p>101 students moving into Year 8 2025 at 3A/3B - working towards.</p>
At	141		
Above	45		
Total %	74%		

Reading Achievement Data - Term 4 2024

Target - 70% at or above

Year 7

Total (n) of students	ALL	246	NZE	261	Maori	142	Pasifika	10	Girls	255	Boys	251
At	118		153		66		7		135		126	
Above	12		38		11		3		38		21	
Total %	53%		73%		54%		50%		68%		59%	

Year 8

Total (n) of students	All	252	93 students have moved into Year 8 2025 who are 'working towards' - 3B/3A. Identify in Term 1 who these students are. (Student identification system set up to monitor these students eg data wall) Teachers develop their target plan according to students who are in their classrooms. WSTs will be setting up assessment schedules/supporting new staff with analysis of data, effective reading programmes, resources and suitable programmes/learning new English Curriculum. LSC to support 23 students who are at 1B-2A.
At	140		
Above	46		
Total %	74%		

Writing Achievement Data - Term 4 2024

Target - 60% at or above

Year 7

Total (n) of students	All	246	NZE	259	Maori	142	Pasifika	10	Girls	254	Boys	250
At	85		135		60		7		126		106	
Above	6		17		5		2		24		6	
Total %	37%		59%		46%		45%		59%		45%	

Year 8

Total (n) of students	All	250	120 students have moved into Year 8 2025 who are 'working towards' - 3B/3A. Identify in Term 1 who these students are. (Student identification system set up to monitor these students eg data wall) Teachers develop their target plan according to students who are in their classrooms. WSTs will be setting up assessment schedules/supporting new staff with analysis of data, effective writing programmes (emphasis on boys due to roll numbers*), resources and suitable programmes. * 271 boys enrolled compared to 224 girls.  LSC to support those identified within the 35 students who are at 1B-2A - Writers Toolbox trial to continue.
At	144		
Above	24		
Total %	67%		

## Annual Report Summary

### Strategic Goal 1 - Whanaungatanga

We create an environment that promotes an inclusive community where language, culture, strengths and identity are valued and respected.

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Student survey data was collected in Term 2 and was analyzed. A second survey was completed in Week 8 of Term 4. Results from both surveys will be shared with the PB4L SW team to help determine areas of focus. The Term 4 survey data itself wasn't used for immediate action, as the survey is annual and its primary purpose was to track changes in student cohorts over time and to identify areas for improvement.

The school regularly celebrates student achievements through spotlights at Refresh assemblies and highlights on the school's Facebook page.

Several staff members participated in wānanga with Rangitāne throughout the year. The knowledge shared during these wānanga has been compiled into a resource (taonga tuku iho) and distributed to all staff for use in future planning.

Whānau hui have been held each term in 2024, resulting in positive connections and conversations. This also led to whānau (Rangitāne) offering to lead kapa haka.

The school's partnership with Rangitāne has been strengthened with the appointment of the new principal, which included Rangitāne participation on the appointment panel and leading the Term 2 pōwhiri. Additionally, three staff members have been involved in Kāhui Ako work with Rangitāne.

Work on developing a graduate profile began in Term 2, with input gathered from teachers and whānau through a whānau hui. (In progress)

The feedback collected is being used to develop the graduate profile.

Teacher feedback has been collected and is also being used to create the graduate profile.

Staff at all levels, including Senior Leadership Team (SLT), all staff, Provisionally Certified Teachers (PCTs), and Within School Teachers (WSTs), participated in relevant workshops offered by the Kāhui Ako.

### Strategic Goal 2 - Manaakitanga

We foster a sense of belonging and identity through connection and understanding of who we are as a kura.

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Friday programmes review. (partially completed with staff)

Based on feedback from a contributing school and experiences in 2023, student profile cards were sent out in Term 4, which has reduced the number of face-to-face transition meetings requested by teachers for mainstream students.

The Board of Trustees (BOT) formed a fundraising committee that organized a car boot sale, quiz night, and raffle, raising \$37,366.67 for the school camp. Stationery costs were covered by the Operations Grant.

Student data, including attendance, is continuously tracked and reported at Board of Trustees (BOT) meetings.

The Matariki Open Morning and whānau hui (held each term with the goal of increased attendance) were well attended. The school production and two Open Night sessions also had good attendance. The Pō Whakangahau (formerly Arts Showcase), which included all Friday Academies, 'sold' 300 free tickets. The Picnic in the Park was cancelled due to an already full calendar of events. The school camp was well-supported by parent helpers. Two teams and individuals participated in the AIMs games. Parents have requested fundraising opportunities in the future to reduce camp costs.

Student leaders played a significant role in showcasing the school, leading tours at Open Night and 30 additional personal tours for families. Their enthusiasm and knowledge were widely praised. The Leos club visited and entertained residents at Woodlands Retirement Home each term and held a bake sale for Arohanui Hospice. The Boxing Academy went on two off-site learning trips. The Refresh Crew managed the technical aspects of Refresh assemblies each Friday. Finally, student leaders led Year 6 orientation visits, including a scavenger hunt highlighting key areas of the school, which was so effective that one family cancelled their scheduled tour.

Kāhui Ako Within School Teachers (WSTs) and Across School Teachers (ASTs) created a digital resource (taonga tuku iho) about Rangitāne iwi, including information on people, places, songs, and events. Rangitāne representatives reviewed the resource for accuracy, and it will be used to support the localized curriculum. WSTs introduced the resource to all staff in a meeting to begin planning for 2025. All teachers have also participated in professional development sessions with Martin Hughes to improve their teaching skills and better implement the localized curriculum.

The school plans to revisit its vision with input from all stakeholders and create a clear, accessible resource that explains the vision to students (ākonga) and families (whānau). (In progress)

The school will finalize its curriculum delivery guide, ensuring it reflects the updated curriculum. (In progress) Sharyn, Abbe, and Kara are collaborating with Martin Hughes, a professional learning development (PLD) provider, to create a concise "one-pager" outlining the "Ross Way." This resource will be particularly helpful for new staff in understanding expectations at the start of the school year.

### **Strategic Goal 3 - Tikanga**

We design authentic, innovative and responsive learning experiences through collaboration, coaching and professional learning.

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The school has a dedicated 'Kaupapa Māori' budget to support this goal. Puna Reo budgeted for, continuing in 2025.

Professional Learning Development (PLD) with Martin began in Term 2, including individual teacher meetings and staff overviews. The PLD continued through Terms 3 and 4, and staff have provided positive feedback.

"Teacher Action Plans for Targeted Students" demonstrate that teachers are actively differentiating instruction and addressing the individual needs of their students.

Mid-year data reports analyzed performance by gender (girls/boys), ethnicity (Māori and Pasifika), and year level (Y7/Y8). End-of-year data will provide a basis for comparison.

**Achievement Data EOY 2024**

<b><i>Maths Target - 70% at or above</i></b>	<b><i>Reading Target - 70% at or above</i></b>	<b><i>Writing Target - 60% at or above</i></b>
<i>Year 7 - 50%</i> <i>Year 8 - 74%</i>	<i>Year 7 - 53%</i> <i>Year 8 - 74%</i>	<i>Year 7 - 37%</i> <i>Year 8 - 67%</i>

Every teacher created action plans for their target students, and these plans have been monitored by Team Leaders and the Principal.

The curriculum delivery guide will be designed to promote equity by supporting the diverse learning needs of all students. (In progress) Staff are using evidence-based practices to create plans that help students (ākonga) reach their full potential. Staff received support from Martin Hughes to implement these evidence-based practices.

The leadership team developed the foundational structure for the Term 3 and 4 unit plans.

A Term 4 Teacher Only Day focused on Maths and Statistics, providing training on learning area structure, programs, planning, and purpose statements, which will inform the development of a school-specific Maths curriculum statement. Staff also reviewed government-provided resources and continued to use the Understanding, Knowledge, and Doing (UKD) model in unit planning, leading to clearer understanding and improved student outcomes.

**Strategic Goal 4 - Kaupapa Māori**

We foster culturally sustaining practices guided by the principles of Te Tiriti o Waitangi.

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Staff are consistently incorporating Puna Reo into their weekly teaching and are gaining familiarity with its online resources. Teams are collaboratively planning and sharing implementation strategies, though the amount of time dedicated to Puna Reo varies among staff.

Professional development on cultural topics was provided to staff by various stakeholders, including the Kaiārahi i te reo (Māori language leader), Cultural Leader, and Whānau Support Teachers (WSTs). A Cultural Matrix has been created and is now being integrated. (In progress)

Matariki whānau hui - held in Term 2.

A resource created through the Kāhui Ako is now finished. Staff will review it during a Week 7, Term 4 meeting and a 2025 Teacher Only Day, potentially including site visits, to inform Term 1 inquiry learning planning.

A pōwhiri was held for Kara, with support from Rāngitane who participated and acted as speakers (kaikorero).

The school entered the "Ko Whiri Tika Mai" competition, with 70 students joining the group. Students demonstrated strong commitment by practicing twice weekly, including before and after school, and recently during an all-day Sunday session. The group is benefiting from the expertise of both whānau members and school staff.

The school regularly sings its school waiata (song) and waiata karakia (prayer song) as part of its formal welcome (paepae) and Monday assemblies (hui).

Beyond formal events, the school actively creates opportunities for Te Reo Māori use. Staff are increasingly confident in speaking Te Reo at school assemblies. During Te Wiki o Te Reo Māori,

assemblies were conducted with Te Reo translations and presenters, which was well-received and prompted suggestions for ongoing use of Māori words. A dedicated staff team promotes Te Reo throughout the school.

Hui of the Poumarumaru begin with school karakia. The Poumarumaru has also adopted kupu Māori into Policy documents.

Karakia and waiata are integrated into the school's tikanga (customs/protocols) at Monday and team meetings. A pōwhiri (welcome ceremony) is planned for new Year 7 students and their families in 2025.

The formal welcome process (paepae) is practiced daily in every classroom as part of the school's tikanga (customs/protocols).

Planning template includes a section for both matauranga Māori and matauranga Rangitāne.

### **KiwiSport funding**

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The school has invested funds in sports equipment to boost student participation in organized sports, enhancing both the specialist PE programme and the house sport programme.





### Statement of Compliance with Employment Policy

The Poumarumaru (Board of Trustees) of Ross Intermediate School affirms its commitment to being a good employer, as mandated by Section 597 of the Education and Training Act 2020. This commitment is enacted through the implementation of our comprehensive Employment Policy and associated policies. We ensure the fair and proper treatment of all staff members throughout their employment, fostering employment relationships built on good faith.

Ross Intermediate School adheres to all relevant employment legislation, regulations, and employment agreements. Furthermore, the Poumarumaru takes all reasonably practicable steps to meet its primary duty of care, ensuring a safe and healthy working environment for all staff.

In fulfilling our responsibilities as a good employer, we actively:

- Provide equal employment opportunities for all staff members, as detailed in our Equal Employment Opportunities policy.
- Employ appropriately qualified staff through a fair and transparent appointment process, as outlined in our Appointment Policy.
- Maintain appropriate staffing levels within the kura and uphold the conditions of all relevant employment agreements, as described in our Kura Staffing procedures.
- Ensure that all staff members maintain high standards of integrity, conduct, and a strong commitment to the public interest and the wellbeing of our students, as specified in our Staff Conduct guidelines.
- Operate a fair and consistent performance management process, as detailed in our Performance Management policy.
- Offer professional development opportunities to address identified needs, as outlined in our Professional Development policy.
- Maintain clear and compliant processes for ending employment, adhering to employment agreements and the Employment Relations Act 2000, as detailed in our Ending Employment procedures.

Our employment policies are readily accessible to all staff members through School Docs. The Principal provides assurance to the Pou Marumaru, and through the Health and Safety sub-committee, that the kura's employment practices align with the principle of being a good employer and that the Employment Policy (including our Equal Employment Opportunities program) is available to staff.

Ross Intermediate School meets its obligations to provide good and safe working conditions by taking all steps, so far as is reasonably practicable, to meet its primary duty of care. This commitment is a core principle, as indicated in our statement regarding the Primary Duty of Care. The Poumarumaru's commitment to this obligation is a fundamental aspect of being a good employer under the Education and Training Act 2020 (s 597).

This includes;

- **Specific safety policies and procedures:** (e.g., use of People Safe, emergency procedures, risk assessments).

- **Training and resources provided to staff:** (e.g., safety inductions, equipment training, provision of necessary safety gear).
- **Regular checks and maintenance of the workplace:** (e.g., building inspections, equipment servicing).
- **Consultation with staff on health and safety matters:** (e.g., health and safety committees, feedback mechanisms).
- **Incident reporting and investigation processes:** (how accidents and near misses are managed and learned from).
- **Measures taken to support staff wellbeing:** (e.g., workload management strategies, access to support services).

Ross Intermediate School practises impartial selection of suitably qualified persons for appointment through a **fair appointment process**, as outlined in our Appointment Policy.

A 'fair appointment process' is the mechanism for ensuring impartial selection. Specifics include;

- **Objective criteria for selection:** Focusing on qualifications, skills, experience, and merit relevant to the role.
- **Standardised procedures:** Ensuring consistency in how all candidates are assessed.
- **Measures to mitigate bias:** This could include diverse interview panels, structured interview questions, and blind resume screening (if applicable).
- **Advertising and outreach strategies:** To ensure a diverse pool of applicants.
- **Documentation of the selection process:** To ensure transparency and accountability.

The aims and aspirations of Māori are reflected in our strategic plan and annual plan which outline specific goals related to Māori engagement and achievement. Including specific programmes aimed at supporting Māori students and staff. Policies related to Te Tiriti o Waitangi detail our commitment to Māori and how we enact this policy.

The school engages with mana whenua and Rangitāne to support school initiatives.

Our localised curriculum reflects Rangitāne mātāuranga and promotes te reo Māori and tikanga.

The kura has a designated 'Kaiarahi i te reo' who supports staff and students. There is also a designated staff member who supports staff with the implementation of 'Puna Reo' as the resource for the teaching and learning of Te Reo and Tikanga/Mātāuranga Māori. This staff member also has responsibility for maintaining the 'cultural' focus of the Kāhui Ako.

There are a number of staff with varying levels of proficiency in speaking Te Reo. The Principal is of Māori descent. The appointment of the Principal from 2024 included a representative of Rangitāne on the appointment panel.

Ross Intermediate School enhances the abilities of individual employees by providing opportunities for professional development to meet identified needs, as outlined in our Professional Development policy. This ensures that staff have access to learning and growth opportunities that support their roles and contribute to the overall effectiveness of the kura.

Including;

- Specific professional development programs offered: (e.g., workshops, conferences, mentoring, further education support).
- Processes for identifying individual development needs: (e.g., performance reviews, staff surveys, individual development plans).
- Resources allocated to professional development: (e.g., budget, time off for training).

- Examples of how professional development has led to improved skills or career progression for employees.
- Support for teachers to gain qualifications or endorsements.
- Opportunities for leadership development.
- Mentoring and coaching programs.

Ross Intermediate recognises the employment requirements of women through;

- Flexible work arrangements and childcare support arrangements.
- **Equal Employment Opportunities:** The school explicitly states its aim to provide equal employment opportunities for all staff members, as detailed in their Equal Employment Opportunities policy. This is a fundamental aspect of recognizing and addressing the employment requirements of women by ensuring fair access and treatment in all aspects of employment.
- **Fair and Proper Treatment:** The commitment to the fair and proper treatment of staff members in all aspects of their employment inherently includes ensuring that the specific needs and requirements of women in the workplace are considered and addressed.
- **Compliance with Legislation and Agreements:** Adherence to all relevant employment legislation, regulations, and employment agreements ensures that the school meets the legal requirements related to women in the workplace, such as those concerning pay equity, parental leave, and protection against discrimination.
- **Good and Safe Working Conditions:** The commitment to providing good and safe working conditions for all staff is inclusive of the specific health, safety, and wellbeing needs that women may have in the workplace.
- **Availability of Employment Policies:** Making employment policies available to staff ensures transparency and allows women to understand their rights and the support available to them.

We recognize the employment requirements of persons with disabilities through;

- **Equal Employment Opportunities:** The school explicitly states its aim to provide equal employment opportunities for all staff members, as detailed in their Equal Employment Opportunities policy. This is a fundamental principle in ensuring that persons with disabilities have fair access to employment and are not discriminated against.
- **Fair and Proper Treatment:** The commitment to the fair and proper treatment of staff members in all aspects of their employment inherently includes ensuring that the specific needs and requirements of persons with disabilities are considered and reasonably accommodated.
- **Compliance with Legislation and Agreements:** Adherence to all relevant employment legislation and regulations would include laws that protect the rights of persons with disabilities in employment and require reasonable accommodations.
- **Good and Safe Working Conditions:** The commitment to providing good and safe working conditions for all staff by taking reasonably practicable steps to ensure the workplace is accessible and safe for individuals with disabilities. This includes making physical adjustments to the workplace.
- **Fair Appointment Process:** Employing appropriately qualified staff members through a fair appointment process considers candidates based on their abilities and qualifications, rather than making discriminatory decisions based on disability.
- **Availability of Employment Policies:** Making employment policies available to staff ensures transparency and allows persons with disabilities to understand their rights and any support they may be entitled to.

Assurance is provided to the Pou Marumaru via the Health and Safety sub-committee. A member of the Senior Leadership has been appointed to coordinate compliance with the requirements of our EEO policy.