

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1235
Principal:	Vicki Parkins
School Address:	35 Mirrabooka Avenue, Howick, Auckland 2010
School Phone:	09 534 9848
School Email:	vickip@botanydowns.school.nz
Accountant / Service Provider:	Schooled Limited

Botany Downs School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Kerry Budd	Presiding Member	Re-elected September 2022	September 2025
Vicki Parkins	Principal	ex Officio May 2020	
Bhavna Prentice	Parent Representative	Elected September 2022	September 2025
Cameron Pitcaithy	Parent Representative	Co-opted October 2023	September 2025
Brook Tate	Parent Representative	Co-opted October 2023	September 2025
Rita Lala	Staff Representative	Re-elected September 2022	September 2025
Jess Storey	Presiding Member	Elected April 2021	Resigned February 2024
Matthew Cooke	Parent Representative	Re-elected September 2022	Resigned December 2024

BOTANY DOWNS SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Botany Downs School
Statement of Responsibility

For the year ended 31 December 2024

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

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

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


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

Kerry Budd
Full Name of Presiding Member


Signature of Presiding Member

09 / 07 / 2025
Date:

Ueki Parkins
Full Name of Principal


Signature of Principal

9/7/25
Date:

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,711,981	5,055,186	5,276,233
Locally Raised Funds	3	383,695	248,200	292,990
Interest		53,603	21,000	42,589
Total Revenue		6,149,279	5,324,386	5,611,812
Expense				
Locally Raised Funds	3	84,595	61,200	70,479
Learning Resources	4	3,697,021	3,330,382	3,605,533
Administration	5	282,409	279,165	258,115
Interest		3,669	2,500	3,539
Property	6	1,838,912	1,650,791	1,355,105
Loss on Disposal of Property, Plant and Equipment		2,576	-	4,055
Total Expense		5,909,182	5,324,038	5,296,826
Net Surplus / (Deficit) for the year		240,097	348	314,986
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		240,097	348	314,986

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



Botany Downs School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,797,642	1,797,818	1,386,563
Total comprehensive revenue and expense for the year		240,097	348	314,986
Contribution - Furniture and Equipment Grant		-	-	96,093
Equity at 31 December		2,037,739	1,798,166	1,797,642
Accumulated comprehensive revenue and expense		2,037,739	1,798,166	1,797,642
Equity at 31 December		2,037,739	1,798,166	1,797,642

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.



Botany Downs School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	985,792	560,174	1,386,325
Accounts Receivable	8	344,957	259,356	259,355
GST Receivable		-	22,656	22,481
Prepayments		3,015	5,895	5,895
Investments	9	622,516	296,467	296,467
Funds Receivable for Capital Works Projects	15	107,846	-	7,795
		2,064,126	1,144,548	1,978,318
Current Liabilities				
GST Payable		1,478	-	-
Accounts Payable	11	371,729	389,629	396,278
Revenue Received in Advance	12	110,870	77,977	77,976
Provision for Cyclical Maintenance	13	105,751	12,880	120,546
Finance Lease Liability	14	29,190	12,441	16,146
Funds held for Capital Works Projects	15	-	-	77,444
		619,018	492,927	688,390
Working Capital Surplus/(Deficit)		1,445,108	651,621	1,289,928
Non-current Assets				
Property, Plant and Equipment	10	690,329	1,213,239	551,971
		690,329	1,213,239	551,971
Non-current Liabilities				
Provision for Cyclical Maintenance	13	54,064	62,107	34,363
Finance Lease Liability	14	43,634	4,587	9,894
		97,698	66,694	44,257
Net Assets		2,037,739	1,798,166	1,797,642
Equity		2,037,739	1,798,166	1,797,642

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



Botany Downs School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,130,923	1,484,618	1,153,468
Locally Raised Funds		242,504	326,975	343,785
International Students		162,175	72,064	90,579
Goods and Services Tax (net)		23,959	(43,231)	(43,056)
Payments to Employees		(511,359)	(561,155)	(514,645)
Payments to Suppliers		(761,675)	(564,877)	(520,335)
Interest Paid		(3,669)	(2,500)	(3,539)
Interest Received		50,001	1,383	41,625
Net cash from/(to) Operating Activities		332,859	713,277	547,882
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(203,495)	(620,360)	(144,171)
Purchase of Investments		(326,049)	(13,319)	(13,319)
Net cash from/(to) Investing Activities		(529,544)	(633,679)	(157,490)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	96,093
Finance Lease Payments		(26,353)	4,170	(27,696)
Repayment of Loans		-	-	(2,880)
Funds Administered on Behalf of Other Parties		(177,495)	-	(95,724)
Net cash from/(to) Financing Activities		(203,848)	4,170	(30,207)
Net increase/(decrease) in cash and cash equivalents		(400,533)	83,768	360,185
Cash and cash equivalents at the beginning of the year	7	1,386,325	476,406	1,026,140
Cash and cash equivalents at the end of the year	7	985,792	560,174	1,386,325

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.



Botany Downs School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Botany Downs 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 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 School's receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Board-owned Buildings	20 years
Furniture and Equipment	10 – 20 years
Information and Communication Technology	8 - 10 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value



i) 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.

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

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

m) Funds held for Capital works

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

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



n) Shared Funds

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

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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.

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	1,142,634	1,073,363	1,180,962
Teachers' Salaries Grants	3,174,321	2,723,476	3,019,008
Use of Land and Buildings Grants	1,395,026	1,258,347	1,076,263
	<u>5,711,981</u>	<u>5,055,186</u>	<u>5,276,233</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	113,904	77,000	90,389
Fees for Extra Curricular Activities	47,032	55,200	45,772
Trading	38,071	25,000	31,245
Fundraising and Community Grants	63,848	29,000	38,666
Other Revenue	7,418	2,000	4,543
International Student Fees	113,422	60,000	82,375
	<u>383,695</u>	<u>248,200</u>	<u>292,990</u>
Expense			
Extra Curricular Activities Costs	46,726	55,200	39,944
Trading	2,558	3,000	385
Fundraising and Community Grant Costs	19,145	-	18,120
International Student - Other Expenses	16,166	3,000	12,030
	<u>84,595</u>	<u>61,200</u>	<u>70,479</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>299,100</u>	<u>187,000</u>	<u>222,511</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	51,990	77,511	74,867
Information and Communication Technology	37,048	28,000	34,383
Employee Benefits - Salaries	3,443,733	3,054,171	3,333,391
Staff Development	23,800	40,000	26,813
Depreciation	135,699	126,700	131,950
Other Learning Resources	4,751	4,000	4,129
	<u>3,697,021</u>	<u>3,330,382</u>	<u>3,605,533</u>



5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	13,036	10,110	9,190
Board Fees and Expenses	11,958	11,300	14,124
Legal Fees	-	1,000	-
Other Administration Expenses	75,427	86,350	73,927
Employee Benefits - Salaries	161,024	154,708	148,104
Insurance	9,367	5,000	2,770
Service Providers, Contractors and Consultancy	11,597	10,697	10,000
	<u>282,409</u>	<u>279,165</u>	<u>258,115</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	54,745	60,000	58,111
Cyclical Maintenance	52,976	40,624	30,001
Heat, Light and Water	75,051	43,000	42,630
Repairs and Maintenance	136,741	116,000	35,163
Use of Land and Buildings	1,395,026	1,258,347	1,076,263
Employee Benefits - Salaries	75,642	77,820	60,874
Other Property Expenses	48,731	55,000	52,063
	<u>1,838,912</u>	<u>1,650,791</u>	<u>1,355,105</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	985,792	560,174	1,386,325
Cash and cash equivalents for Statement of Cash Flows	<u>985,792</u>	<u>560,174</u>	<u>1,386,325</u>

Of the \$985,792 Cash and Cash Equivalents, \$110,870 of Revenue Received in Advance is held by the School, as disclosed in note 12.



8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	33,374	-	5,605
Receivables from the Ministry of Education	4,286	-	13,047
Interest Receivable	6,059	21,110	2,457
Teacher Salaries Grant Receivable	301,238	238,246	238,246
	<u>344,957</u>	<u>259,356</u>	<u>259,355</u>
Receivables from Exchange Transactions	39,433	21,110	8,062
Receivables from Non-Exchange Transactions	305,524	238,246	251,293
	<u>344,957</u>	<u>259,356</u>	<u>259,355</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	622,516	296,467	296,467
Total Investments	<u>622,516</u>	<u>296,467</u>	<u>296,467</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2024						
Building Improvements	103,805	1,255	-		(12,706)	92,354
Furniture and Equipment	319,133	182,476	(2,417)		(64,172)	435,020
Information and Communication Technology	67,959	14,071	(160)		(24,577)	57,293
Leased Assets	28,761	73,136	-		(29,493)	72,404
Library Resources	32,314	6,971	(1,276)		(4,751)	33,258
	<u>551,972</u>	<u>277,909</u>	<u>(3,853)</u>	<u>-</u>	<u>(135,699)</u>	<u>690,329</u>

The net carrying value of furniture and equipment held under a finance lease is \$72,404 (2023: \$28,760)

Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	536,333	(443,979)	92,354	535,078	(431,273)	103,805
Furniture and Equipment	756,131	(321,111)	435,020	654,490	(335,357)	319,133
Information and Communication Technology	192,954	(135,661)	57,293	201,521	(133,562)	67,959
Leased Assets	172,764	(100,360)	72,404	99,626	(70,866)	28,760
Library Resources	109,707	(76,449)	33,258	106,959	(74,645)	32,314
	<u>1,767,889</u>	<u>(1,077,560)</u>	<u>690,329</u>	<u>1,597,674</u>	<u>(1,045,703)</u>	<u>551,971</u>



11. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors			
Accruals	52,610	143,292	134,103
Banking Staffing Overuse	13,036	-	9,190
Employee Entitlements - Salaries	2,035	-	6,648
Employee Entitlements - Leave Accrual	301,238	238,246	238,246
	2,810	8,091	8,091
	<u>371,729</u>	<u>389,629</u>	<u>396,278</u>
Payables for Exchange Transactions	371,729	389,629	396,278
	<u>371,729</u>	<u>389,629</u>	<u>396,278</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	15,859
International Student Fees in Advance	110,870	77,977	62,117
	<u>110,870</u>	<u>77,977</u>	<u>77,976</u>

13. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	154,909	40,649	245,863
Increase to the Provision During the Year	52,976	40,624	30,001
Use of the Provision During the Year	(48,070)	-	(120,955)
Provision at the End of the Year	<u>159,815</u>	<u>81,273</u>	<u>154,909</u>
Cyclical Maintenance - Current	105,751	12,880	120,546
Cyclical Maintenance - Non current	54,064	62,107	34,363
	<u>159,815</u>	<u>74,987</u>	<u>154,909</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. 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:

No Later than One Year
Later than One Year and no Later than Five Years
Future Finance Charges

Represented by
Finance lease liability - Current
Finance lease liability - Non current

2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
34,776	12,441	17,860
49,023	4,587	10,481
(10,975)	-	(2,301)
<u>72,824</u>	<u>17,028</u>	<u>26,040</u>
29,190	12,441	16,146
43,634	4,587	9,894
<u>72,824</u>	<u>17,028</u>	<u>26,040</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 9, and includes retentions on the projects, if applicable.

	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
2024					
AMS Combined Upgrade	6,584	265,894	(369,775)	-	(97,297)
Building Re-Clad	70,860	-	(81,409)	-	(10,549)
Drainage	(7,795)	33,876	(26,081)	-	-
Totals	<u>69,649</u>	<u>299,770</u>	<u>(477,265)</u>	<u>-</u>	<u>(107,846)</u>

Represented by:
Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
2023					
AMS Combined Upgrade	32,392	-	(25,808)	-	6,584
Building Re-Clad	11,843	100,000	(40,983)	-	70,860
Drainage	-	-	(7,795)	-	(7,795)
SIP Projects	2,034	13,715	(15,749)	-	-
Block 2 RMS	377	-	(377)	-	-
LSC Room	(6,979)	6,979	-	-	-
Senior Playground	32,392	-	(25,808)	-	-
Sandpit	-	10,000	(10,000)	-	-
Totals	<u>72,059</u>	<u>130,694</u>	<u>(126,520)</u>	<u>-</u>	<u>69,649</u>

Represented by:
Funds Held on Behalf of the Ministry of Education
Funds Receivable from the Ministry of Education

77,444
(7,795)



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 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.

17. 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	3,185	2,910
<i>Leadership Team</i>		
Remuneration	408,607	402,895
Full-time equivalent members	3	3
Total key management personnel remuneration	411,792	405,805

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 including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	150 - 160
Benefits and Other Emoluments	1 - 5	1 - 5
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	5	6
110 - 120	4	3
120 - 130	2	1
	11	10

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	-	-
Number of People	-	-

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

Capital Commitments

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



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	985,792	560,174	1,386,325
Receivables	344,957	259,356	259,355
Investments - Term Deposits	622,516	296,467	296,467
Total financial assets measured at amortised cost	<u>1,953,265</u>	<u>1,115,997</u>	<u>1,942,147</u>

Financial liabilities measured at amortised cost

Payables	371,729	389,629	396,278
Finance Leases	72,824	17,028	26,040
Total financial liabilities measured at amortised cost	<u>444,553</u>	<u>406,657</u>	<u>422,318</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.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BOTANY DOWNS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

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

Opinion

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

In our opinion 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 Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 9 July 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 of Opinion

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

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

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

Responsibilities of the Board for the Financial Statements

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

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

BVO Audit

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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.

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on the statement of responsibility, board member list, statement of variance, kiwisport report, compliance with good employer requirements, Statement of Enacting Te Tiriti o Waitangi, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



Strategic Aim	<ol style="list-style-type: none"> 1. Ako-Teaching and Learning: Deliver effective teaching practices aligned with our relevant and engaging local curriculum, accelerating student outcomes. <ul style="list-style-type: none"> • To provide ākonga/learners with a refreshed local school curriculum which we have developed based on Te Mātaiaho. • Ensure equitable and excellent outcomes for all ākonga/learners. 2. Learners-ākonga: Strengthen a learning environment that fosters learner agency, empowering ākonga/learners to be active participants in their education. <ul style="list-style-type: none"> • Support kaiako/teachers to be assessment capable. • Develop learner agency to impact positively on outcomes of all akonga/learners. 3. Whanaungatanga-Relationships: Nurture a sense of belonging enhanced through inclusive and collaborative partnerships. <ul style="list-style-type: none"> • Partner with our school community including whānau Māori, tangata whenua, iwi and hapū to develop their understanding of Te Mātaiaho and the school curriculum, including how it is delivered and by whom. • Undertake clear and authentic engagement with our school's whānau.
Annual Aim (BDS expectation)	<p>80% of all students at every level will achieve at or above the National Curriculum expectations in Reading, Writing and Maths.</p> <p>To increase the number of students achieving At or Above the National Curriculum expectation in Reading, Writing and Maths to 80% across the school.</p>
Target	<p>80% of all students in each Year level are achieving at or above curriculum level expectations in Reading, Writing and Maths.</p> <p>80% of all students in our Maori and Pasifika cohorts are achieving at or above curriculum level expectations in Reading, Writing and Maths.</p> <p>Potential Target Groups for 2024</p> <ul style="list-style-type: none"> • 2024 cohorts in Year 2, 6, Maori and Pasifika in Reading • 2024 cohorts in all Year levels, Maori and Pasifika in Writing • 2024 cohorts in Year 4, 6, Maori and Pasifika in Maths <p>Year Level Teams Professional Learning Communities (PLC) Target Focus Areas</p> <p>The Year 1 team:</p> <ul style="list-style-type: none"> • has been working together so that tamariki have an understanding of what they are learning, where they can go for help and what helps them learn. <p>The Year 2 team:</p> <ul style="list-style-type: none"> • have been working on children becoming more agentic by using their Writing Tabs, and knowing what do to when they need help. <p>The Year 3 team:</p> <ul style="list-style-type: none"> • would like to focus on acceleration in Writing by providing students with clear learning goals, quality small group sessions, and beneficial conferencing time with the teacher to reflect on achievement and next steps.

	<p>The Year 4 team:</p> <ul style="list-style-type: none"> are wanting to develop student agency through key curriculum areas, so that students can share what they are learning, how they are going, what resources they can tap into, and where to next. As a team, we are exploring ways of developing agency through writing and maths, with the hope that our students are agentic across all areas of the curriculum. This increased agency will shift student achievement in writing and maths as students can identify what they are learning, how they are going and their next steps. <p>The Year 5 team:</p> <ul style="list-style-type: none"> have been working on establishing workshops aligned to writing progression where the students are taking responsibility of choosing their own goals from the progression. <p>The Year 6 team:</p> <ul style="list-style-type: none"> has been working on setting up a system for workshops and more importantly tracking progress with the students. The workshops are selected by the students and the hope is that letting them identify their gaps with teacher support that they will build more agency within their learning. 			
Baseline Data	Groups	Reading (% at/above)	Writing (% at/above)	Maths (% at/above)
	Year 1	98	98	98
	Year 2	89	88	95
	Year 3	86	83	87
	Year 4	90	84	96
	Year 5	79	77	79
	Year 6	89	87	93
	Maori	87	83	92
	Pasifika	76	74	76
	Total	87	85	90

Actions (what did we do?) - 2024 Term 3 and 4 for Reading, Writing and Maths	
<p>Professional Learning Communities (PLC) Continued team focus on identified students needs e.g. writing (SG1) Continued team goal includes focus on Learner Agency (SG2) Students talking deeply about their learning to whanau using BDS critical questions (SG 2, SG 3) Years 4-6 using e-asTTle testing in Reading, Writing and Maths to trial and track student achievement progress (effect size for accelerated progress) (SG1) Year 3 to trial e-asTTle Maths (SG1)</p>	

Professional Development-Ongoing (PD)

Learner Agency **(SG2, SG3)**

Writing progressions used with students to identify learning pathways **(SG2)**

Mitey-mental health education **(SG1)**

Maths progressions and Long Term Planning **(SG1)**

Science of Learning **(SG1)**

[2024 Professional Development Record](#)

Assessment

Continued refining of assessment practices and capability **(SG2)**

Continued refining of teacher use of assessments to guide student learning/agency and teacher/team planning **(SG2)**

Professional Growth Cycles

Ongoing buddy coaching and observations to develop teacher practice **(SG1)**

Teacher PGC goals feeding into team goals which includes aspects of Learner Agency **(SG1)**

Resourcing

Relevant resources identified by teams in Reading Writing and Maths, purchased and used in classes**(SG1)**

Curriculum

Maths Leader in Juniors-Reviewed current maths programmes and gathered feedback. Developed Maths overview for years 0-2 with links to key resources, maths progressions and developed strand units to assist teachers, gave PD to junior teachers on science of learning in maths specifically, ongoing review and purchase of resources to implement and support **(SG1/2)**

Maths Leader in Seniors- Implementing pre and post testing using AWS for strand assessments in Year 4 for consistency across Seniors. Results of AWS transferring to curriculum levels to inform OTJs. Consistency in teaching of Maths. Audit and identification of resources/materials for concrete learning. **(SG1/2)**

Structured Literacy-spelling, handwriting **(SG1)**

Structured Literacy Years 4-6 trialled in three classes, including testing - Chunk, Check, Cheer! Programme to support spelling, reading and writing **(SG1)**

Explicit teaching of knowledge and skills in Reading, Writing and Maths **(SG1/2)**

Science of learning - TOD and staff meetings focussing on how students learn, working memory and learning sequence **(SG1)**

Strategic plan

Within School Leaders (WSL) - Learner Agency (LA)- working with Kahui Ako (KA) LA Across School Leaders to unpack ASpT data to provide direction for ongoing development and further consistency of LA knowledge and practice, connects with KA and gives ongoing feedback to staff-ONGOING **(SG1/2)**

50 hours RAPLD with Jana Benson (Te Kete Hono) to develop assessment capability for teachers and students. Introduced progressions and developing formative assessment teacher capability-ONGOING **(SG1/2)**

READING

Outcomes: What happened?

Reading

- Year levels 1, 2, 3, 4, 6 and Maori cohorts have met the target (BDS expectation) of 80% at or above the National Curriculum expectations in Reading.

Analysis:

1. At the mid of 2024, 91% of all students are at/above their expected curriculum level in Reading.
2. At the end of 2024, 87% of all students are at/above their expected curriculum level in Reading
3. The current Year 5 cohort is 1% away from reaching our target.
4. The current Pasifika cohort is 4% away from reaching our target.
5. We currently have 24 Maori students, 2 more than the mid of 2024.
6. We currently have 46 Pasifika students, 9 more than the mid of 2024.

[2024 Cohort Data from End of 2023](#)

[2024 End of Year AoV Commentary](#)

WRITING

Outcomes: What happened?

Writing

- Year levels 1, 2, 3, 4, 6 and Maori cohorts have met the target (BDS expectation) of 80% at or above the National Curriculum expectations in Reading.

Analysis:

1. At the mid of 2024, 89% of all students are at/above their expected curriculum level in Writing.
2. At the end of 2024, 85% of all students are at/above their expected curriculum level in Writing.
3. The current Year 5 cohort is 3% away from reaching our target.
4. The current Pasifika cohort is 6% away from reaching our target.
5. We currently have 24 Maori students, 2 more than the mid of 2024.
6. We currently have 46 Pasifika students, 9 more than the mid of 2024.

[2024 Cohort Data from End of 2023](#)

[2024 End of Year AoV Commentary](#)

MATHS

Outcomes: What happened?

Maths

- Year levels 1, 2, 3, 4, 6 and Maori cohorts have met the target (BDS expectation) of 80% at or above the National Curriculum expectations in Reading.

Analysis:

1. At the mid of 2024, 93% of all students are at/above their expected curriculum level in Maths.
2. At the end of 2024, 90% of all students are at/above their expected curriculum level in Maths.
3. The current Year 5 cohort is 1% away from reaching our target.
4. The current Pasifika cohort is 4% away from reaching our target.
5. We currently have 24 Maori students, 2 more than the mid of 2024.
6. We currently have 46 Pasifika students, 9 more than the mid of 2024.

[2024 Cohort Data from End of 2023](#)

Reasons for Variance (why did it happen?)

OTJ Reflection

SLT have reflected on school-wide understanding of what an "At" OTJ means. A new understanding based on students "requiring additional support", yet still being "At" has been implemented through Team Leaders. A new understanding of what "below" means in terms of current curriculum levels compared to current year level. This also included an adjustment on etap of how our OTJ's are recorded for data purposes **(SG2)**

Professional Development

Learner Agency-developing teacher and student capability **(SG2)**

Mitey-mental health education **(SG1)**

Whānau learning conversations-based on students being agentic learners **(SG2)**

Writing Progressions-students know what and why they are learning and can express this **(SG1)**

Science of Learning-how students learn **(SG1)**

Intro to refreshed Maths Long Term Planning and progressions-exploring new programmes in Years 0-3 and 4-6, for sequenced explicit teaching and learning **(SG1)**

Assessments

e-asTTle assessment testing for Reading and Maths in Year 4, 5 and 6 **(SG2)**

Using effect size to identify accelerated progress and which students need further support **(SG2)**

Curriculum

Explicit teaching of knowledge and skills in Reading, Writing and Maths through use of progressions and assessments **(SG1)**

Specific and effective use of Teacher Aides with individual and groups of students with identified needs **(SG1)**

Structured Literacy-scope and sequence, decodable reading books, spelling programmes, handwriting **(SG1)**

Support programmes e.g. Quick 60, ESOL, LSC-StepsWeb, SL groups, Lego Therapy(Bricks Club) **(SG1)**

Connected learning through the Inquiry concept **(SG1)**

Ensuring Aotearoa Histories, Mātauranga Māori and Te Tiriti o Waitangi is reflected in planning and programmes **(SG3)**

SENCO support in Year 0-3 and 4-6 to develop differentiated programmes for our diverse learners **(SG1)**

Strategic Plan

Health and PE community survey **(SG3)**

Gathering data using ASPT tool for Kahui Ako re language of learner agency **(SG2)**

Māori and Pasifika community and student survey **(SG3)**

Professional Learning Communities: What has happened? And Successes in Term 3 and 4?

Year 1: What has happened?

- Fine tuned our writing planning.
- Now taken from the Progressions.
- Providing daily opportunities for akonga to share what they are learning.
- Have the 4 critical questions embedded into your teaching and learning model.
- Co-constructing the Success Criteria - more buy in from the students - enables learner agency.

- Evidence of teaching and learning in our modeling books and children's books.
- Clear consistency across the team!

Year 1: Successes

- Writing is our focus for 2024 with a lens on Learner Agency with the Key Questions adapted to meet the needs of our Year 0/1 students-see below:
- What am I learning? Why?
- How am I doing? How do I know?
- How can I improve? How can I make it even better?
- Where do I go for help?

Year 2: What has happened?

- 20% children needed extra support in writing.
- These 18 children have a range of needs including ESOL, attendance, speech, vision.
- We have an RTLB referral group - that started in Term 3.
- 2 children are attending LLI / Patch Play and the remaining children are getting small group support during writing time.

Year 2: Successes

- Most of our children can use the tabs.
- We are exposing them to ways of being agentic learners and our school language around learner agency.
- We have used the writing progressions in our planning.
- We have made the WALTs clear to the students.
- We have been explicitly teaching the WALTs.
- We have co-constructed SC with the students.
- Students have highlighted/coloured in their writing to show that they have met the success criteria.

Year 3: What has happened?

- Catering to student needs by using Writing workshops to target learning using the Writing Progressions.
- Using a speech bubble to show Verbal Feedback given.
- Using goal tabs to show written feedback/feedforward.
- Making changes to our writing workshops.
- Using our progressions to identify next steps.
- Feedback/feedforward is becoming clearer in our writing books.

Year 3: Successes

- Workshops still require further development in 2025.
- We are beginning to use the writing progressions to identify areas that the children need to work on and then provide them with workshops to support them with it.
- Goal tabs are being used and adapted to individual teacher needs. All tabs still include WALT and SC. Some include feedback/feedforward part.
- Feedback and feedforward expectations has been clearly established within the team and will continue in 2025. Mastered using VF for verbal feedback at the top of the page.

Year 4: What has happened?

- Use of critical questions (to scaffold and learning conversations- teacher/student and student/student).
- Writing tabs constantly reviewed and adapted (from writing progressions).
- Opt in workshops; flexible groupings. Use of data to identify which workshop to opt in to.
- Sharing and moderation across the team of modelling books, writing practices, student work.
- Discussions around feedback and feedforward.

Year 4: Successes

- Learning conversations across the team- and moderating these as a team.
- Moderation of writing (within our team, and with Y3).
- Sharing of practice on a regular basis- coming back to our +1 in team meetings (including use of modelling books, exemplars, feedback).
- Workshops up and running.
- A shift from genre based WALTs to writing domains.
- Identified, targeted students receiving additional TA support.

Year 5: What has happened?

- Continued with trailing workshops and co-constructing success criteria in writing.
- Summer (teacher) working on structured literacy spelling programme.

Year 5: Successes

- Handwriting and grammar tasks, spelling, they're working really well. They're the 'routine' that the students need and prefer.
- Student writing tabs.
- Sharing at team meetings.
- Workshops are starting to run smoothly.
- Co-constructing success criteria is underway.
- Feedback is getting more aligned across year level (peer feedback, feedforward/back, including verbal and written).

Year 6: What has happened?

- Continued with using progressions in Writing and Maths.
- Completed workshops in both - students could opt into their first workshop.
- Continued with co-constructing success criteria.

Year 6: Successes

- Our goal was to use workshops for Writing and Maths and we feel that we have done a great job planning collaboratively.
- Allowing student agency to empower our students to have say on their learning journey.

Evaluation (where to next?)

Professional Development (PD)

WSL working with Year 4, 5 and 6 teams to develop and implement Structured Literacy approach to support spelling, reading and writing **(SG1)**

Learner Agency- further RAPLD 50 hours- formative assessment focus led by Jana Benson(provider) + DP/ASL **(SG1/2)**

Mitey- integrate mental well being into all programmes with ongoing support from Kim Hankins **(SG1)**

Staff undertake PD on new Maths programmes, Numican and Oxford, with WSL support to develop full implementation by 2026 **(SG1)**

Development and implementation of refreshed Reading and Writing Long Term Planning including Teaching Sequences and Vocabulary **(SG1)**

Ensure staff knowledge of Science of Learning is consistent **(SG1)**

Ensure staff are informed and up to date with curriculum changes **(SG1)**

Assessment

Purchasing relevant assessment material for Structured Literacy approach in Years 4-6 **(SG1/2)**

Review Beginning School Assessment and Year 0-2 assessments inline with changes to curriculum **(SG2)**

Review Year 0- 3 Maths assessments inline with new Maths curriculum **(SG2)**

Embed e-asTTle assessment in Years 3-6 **(SG2)**

PLC

Use effect size to monitor student progress, accelerated progress in e-asTTle Reading, Writing and Maths in Years 3-6 and in Year 2 for Writing **(SG2)**
Team sharing of PLC progress **(SG1)**

PGC

Teachers improve their practice to positively impact on student learning with a focus based on Botany Best Practice **(SG1)**
Teachers meet in PGC groups of with similar goals to discuss and share learning **(SG1)**

Curriculum

One hour a day consistency for Reading, Writing and Maths **(SG1)**
Implementing Structured Literacy approach in Years 4-6 **(SG1)**
Utilise Long Term Planning and the new Teaching Sequences for Reading based on curriculum refresh and reflecting a Structured Literacy approach **(SG1/2)**
Utilise Long Term Planning for Writing based on curriculum refresh and including the new Teaching Sequences **(SG1/2)**
Utilise Long Term Planning for Maths based on curriculum refresh and including the new Teaching Sequences **(SG1/2)**
Implement new Maths programmes to enhance the Science of Learning in Maths. Year 0/1-3 Numicon. Year 4-6 Oxford. **(SG1/2)**

Resourcing

Relevant resources and PD for Structured literacy approach in Years 4-6 **(SG1)**
Ensure Structured Literacy resources are freely available and meet needs of teachers and students (in House and resource room) **(SG1)**
Ensure relevant resources are purchased for effective implementation of new Maths programmes **(SG1)**

Strategic Plan

Gather student voice on understanding of learner agency-feedback collected with improved student awareness of Key Questions. Need further focus on use of Modelling Books. **(SG1)**
Building Whānaungatanga through teacher/whānau meetings at the very beginning of the school year **(SG3)**
Connect with community through celebrations of learning- Whānau Learning Conversations, Powhiri, Matariki, Open Afternoons, Prizegivings **(SG3)**
Continue to celebrate our cultural diversity through units of learning e.g. Inquiry, Maori, language weeks etc **(SG3)**
Whanau and Pasifika hui to increase connections with our local community **(SG3)**
Establish connections with local iwi when able **(SG3)**
Student surveys to gain understanding of student learning and well-being, including Maori and Pasifika survey of students/whanau **(SG3)**

Professional Learning Communities: Next Steps/Future focus points

Year 1

- Collaborate and Plan - which WALTs are the best fit for our tamariki.
- Writing Progressions in planning. Team to choose 5 realistic WALTs. Example: the beginning of the year.
- Where should they be heading in term 3.
- Being more reflective on the progressions and collaborative.
- Ensure we are all on the same page.
- Model - Observe more frequently.

Year 2

- Collaborative planning.
- After identifying needs - Decide which WALTs are the best fit.
- Start co-constructing early.

- Feedback/forward - have consistency across team.
- Display and refer to Modelling books.
- Best Practise.

Year 3

- Continue working on targeted workshops across the whole team.
- Continue working on feedback/feedforward.

Year 4

- As a team, we developed a code for giving feedback and feedforward, and this will continue to be a focus in 2025.
- Continue to work on targeted workshops in 2025, using formative and summative assessment data with students, to identify which workshop is the 'best fit'.
- Explicit, whole class teaching- knowing where to 'go to' next.

Year 5

- Continue with workshops.
- Summer (teacher) to introduce Structured Literacy spelling programme to other teachers - observe Summer and her modelling.
- Continue with writing progressions as students are now more familiar with it.

Year 6

- Collaborating on planning - using progressions.
- To use the question cards more to make sure the students really understand their learner pathways.

Potential Target Groups for 2025 from 2024 End of Year Data

- Year 6 Reading, Writing and Maths
- Pasifika Reading, Writing and Maths

Tracking of All Cohorts from END 2023 to END 2024: Reading												
	2023 END				2024 MID				2024 END			
	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %
Year 1	24	27	64	72	0	0	54	100	1	2	59	98
Year 2	19	19	79	81	0	0	89	100	10	11	81	89
Year 3	20	20	80	80	15	15	88	85	15	14	89	86
Year 4	23	24	74	76	12	12	91	88	12	12	92	90
Year 5	24	29	59	71	14	13	92	87	24	21	80	79
Year 6	21	19	87	81	7	8	77	92	10	11	78	89

Tracking of All Cohorts from END 2023 to END 2024: Writing												
	2023 END				2024 MID				2024 END			
	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %
Year 1	26	30	62	71	0	0	54	100	1	2	59	98
Year 2	32	33	66	67	0	0	89	100	11	12	80	88
Year 3	35	35	65	65	17	17	86	83	18	17	86	83
Year 4	29	30	68	70	12	12	91	88	17	16	83	84
Year 5	28	34	55	66	21	20	85	80	27	23	87	77
Year 6	28	26	80	74	8	10	76	90	12	13	76	87

Tracking of All Cohorts from END 2023 to END 2024: Maths												
	2023 END				2024 MID				2024 END			
	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %	Below	Below %	At/Above	At/Above %
Year 1	9	10	79	90	0	0	54	100	1	2	59	98
Year 2	25	26	73	75	0	0	89	100	5	5	86	95
Year 3	35	35	65	65	15	15	88	85	14	13	90	87
Year 4	24	25	73	75	3	3	100	97	4	4	100	96
Year 5	22	27	61	73	14	13	92	87	25	21	89	79
Year 6	20	19	88	82	4	5	80	95	6	7	82	93

Tracking of Maori Student Cohort from END 2023 to END 2024: Reading																		
	2023 END						2024 MID						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	1	50	1	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	4	100	0	0	2	100	0	0	0	0	2	100	0	0
Year 3	3	43	3	43	1	14	0	0	0	0	4	100	1	25	0	0	4	80
Year 4	0	0	0	0	3	100	2	25	5	62	1	13	1	12	6	76	1	12
Year 5	1	33	2	67	0	0	0	0	3	75	1	25	1	20	3	60	1	20
Year 6	1	25	3	75	0	0	0	0	2	66	1	34	0	0	2	67	1	33

Tracking of Maori Student Cohort from END 2023 to END 2024: Writing																		
	2023 END						2024 MID						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	1	50	1	50	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	2	50	2	50	0	0	0	0	2	100	0	0	0	0	2	100	0	0
Year 3	3	43	4	57	0	0	0	0	4	100	0	0	1	20	4	80	0	0
Year 4	0	0	2	67	1	33	2	25	6	75	0	0	2	25	6	75	0	0
Year 5	1	33	2	67	0	0	1	25	2	50	1	25	1	20	3	60	1	20
Year 6	1	25	3	75	0	0	0	0	3	100	0	0	0	0	3	100	0	0

Tracking of Maori Student Cohort from END 2023 to END 2024: Maths																		
	2023 END						2024 END						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	0	0	2	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	2	50	2	50	0	0	0	0	1	50	1	50	0	0	1	50	1	50
Year 3	3	43	4	57	0	0	0	0	4	100	0	0	0	0	5	100	0	0
Year 4	0	0	3	100	0	0	1	12	7	88	0	0	1	12	7	88	0	0
Year 5	2	67	1	33	0	0	0	0	5	100	0	0	1	20	4	80	0	0
Year 6	1	25	3	75	0	0	0	0	2	67	1	33	0	0	2	67	1	33

Tracking of Pasifika Student Cohort from END 2023 to END 2024: Reading																		
	2023 END						2024 MID						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	4	50	3	38	1	12	0	0	8	100	0	0	1	10	9	90	0	0
Year 2	3	50	3	50	0	0	0	0	8	89	1	11	4	40	6	60	0	0
Year 3	2	33	4	67	0	0	2	33	4	67	0	0	2	33	4	67	0	0
Year 4	1	25	2	50	1	25	1	14	6	86	0	0	2	22	7	78	0	0
Year 5	1	33	2	67	0	0	1	25	2	50	1	25	1	25	3	75	0	0
Year 6	0	0	2	67	1	33	0	0	3	100	0	0	1	20	4	80	0	0

Tracking of Pasifika Student Cohort from END 2023 to END 2024: Writing																		
	2023 END						2024 MID						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	5	62	3	38	0	0	0	0	8	100	0	0	1	10	9	90	0	0
Year 2	5	83	1	17	0	0	0	0	9	100	0	0	4	40	6	60	0	0
Year 3	2	33	4	67	0	0	2	33	4	67	0	0	2	33	4	67	0	0
Year 4	1	25	3	75	0	0	1	14	6	86	0	0	3	33	6	67	0	0
Year 5	1	33	2	67	0	0	1	25	3	75	0	0	1	25	3	75	0	0
Year 6	0	0	3	100	0	0	0	0	3	100	0	0	1	20	4	80	0	0

Tracking of Pasifika Student Cohort from END 2023 to END 2024: Maths																		
	2023 END						2024 MID						2024 END					
	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %	Below	Below %	At	At %	Ab	Ab %
Year 1	2	25	6	75	0	0	0	0	8	100	0	0	1	10	9	90	0	0
Year 2	5	83	1	17	0	0	0	0	9	100	0	0	3	30	7	70	0	0
Year 3	1	17	5	83	0	0	3	50	3	50	0	0	3	50	3	50	0	0
Year 4	2	50	2	50	0	0	1	14	6	86	0	0	2	22	7	78	0	0
Year 5	1	33	2	67	0	0	1	25	3	75	0	0	1	25	3	75	0	0
Year 6	1	33	2	67	0	0	0	0	3	100	0	0	1	20	4	80	0	0



Kiwi Sport 2024

Kiwisport is a Government initiative to support students' participation in organized sport.

In 2024 Botany Downs School received funding of \$9011.00 the funding was spent on funding sports for all our students, primarily the employment of swimming coaches, who taught swimming across the school.

The number of students participating in organized sport is 100% of the school roll.

Vicki Parkins
Principal
Botany Downs School



Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy . The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	x	
Has this policy or programme been made available to staff?	x	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	x	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	x	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	x	
Does your EEO programme/policy set priorities and objectives?	x	

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

Reporting on the principles of being a Good Employer

<p>How have you met your obligations to provide good working conditions?</p> <p>What is your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p> <p>How do you practise impartial selection of suitably qualified persons for appointment?</p>	<p>Employer Responsibility Policy</p> <p>Botany Downs School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.</p> <p>The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:</p> <ul style="list-style-type: none"> • appoints the principal, through the appointment committee • appraises the principal • works transparently and positively with the principal • ensures delegations to the principal are robust and regularly reviewed. <p>The board meets reporting and administrative requirements by:</p> <ul style="list-style-type: none"> • referring to the school's Equal Employment Opportunities policy in its annual report on the extent of its compliance as a good employer • ensuring that systems are in place for keeping employee files safe and secure. <p>Support for school employees</p> <p>The board:</p> <ul style="list-style-type: none"> • takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees • considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements • ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest • promotes high levels of staff performance through: <ul style="list-style-type: none"> • performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees) • acknowledgement of staff achievements • salary units and classroom release time.
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- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures.

Recruitment and appointments

The board delegates the recruitment and appointment process to the principal and senior management but may be represented in appointment committees. The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

- proactive policies, procedures, and actions related to student wellbeing and safety
- robust recruitment (including reference checking), appointment, and induction processes, including complying with the Children's Act 2014
- annual reports from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
- information, in committee, from the principal regarding concerns and complaints raised about staff, and the actions taken
- compliance with the mandatory reporting requirements to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Appointment Procedure

Botany Downs School is an equal opportunities employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi through our vision and strategic plan to reflect tikanga Māori.

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

- | | |
|-------------------------------------|---|
| The principal and senior management | <p>1 Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement.</p> <p>2. Prepare an application package.</p> <p>3. <u>Advertise the position.</u></p> <p>Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position.</p> |
| | <p>4 Form an <u>appointment committee</u> based on agreed delegations.</p> <p>All appointment committee meetings are deemed to be “public excluded” meetings of a board committee in terms of the Local Government Official Information and Meetings Act.</p> |
| Administration staff | <p>5 Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure.</p> |
| Appointment committee | <p>6 <u>Shortlist applicants.</u></p> <p>Use the <u>new employee checklist</u> to ensure all proper checks are undertaken before, during, and after the interview process.</p> <p>If there are no suitable applicants, re-advertise the position.</p> <p>7 <u>Conduct interviews</u> and complete all <u>reference and background checks.</u></p> <p>Reference checking may be carried out before interviews.</p> <p>8 <u>Make an appointment.</u></p> |

	<div>9 Make sure all the <u>required documentation</u> is completed and . filed in the employee's file.</div> <div>1 Notify unsuccessful interviewed candidates by email or 0 phone. Send written notification to all candidates, and . delete or destroy their documentation.</div>
	<div>The principal assures the board that this policy is being implemented correctly, including appointment committee delegations, and referee/background checks. See Self-Review and Board Assurances.</div>
	<div>Employment Agreements</div> <div>At Botany Downs School, we ensure that all decisions concerning employment are made in accordance with the applicable employment agreement and relevant legislation.</div> <div>We consider the relationship between policies, employment agreements, and legislation.</div> <div><ul style="list-style-type: none">● If there is any conflict between our policies and procedures and the employment agreement, we abide by the employment agreement.● If there is any conflict between legislation and the employment agreement, we abide by whichever provides more favourable terms for an employee.</div> <div>Collective agreements</div> <div>Most staff at our school are covered by a collective agreement, which sets out terms and conditions for their employment.</div> <div>See the Ministry of Education Collective agreements for conditions relating to:</div> <div><ul style="list-style-type: none">● principals● teachers● other school staff.</div> <div>Individual agreements</div> <div>Any employee who opts out of joining a union (or is in a role not covered by a collective agreement) signs an individual employment agreement (IEA). We use the IEA templates provided by the Ministry of Education where relevant. For most staff, the IEA provides the same terms and conditions as the relevant collective agreement.</div>

	See the Ministry of Education for more information about Individual employment agreements .
<p>How are you recognising,</p> <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	<p>Removing barriers to Māori employment by providing equal education and work opportunities, removing discriminatory recruitment practices, unsafe work environments and wage disparities.</p> <p>Understanding and respecting te ao Māori and tikanga-based concepts will be critical for engaging with Māori and adopting culturally appropriate processes.</p>
<p>How have you enhanced the abilities of individual employees?</p>	<p>We have a Professional Learning Plan in place for each staff member.</p> <p>We work collaboratively together using Coaching to support and grow staff with their Professional Growth Cycle.</p> <p>Teacher Professional Growth Cycle</p> <p>The professional growth cycle takes a holistic approach to performance management that looks for how the Standards for the Teaching Profession Ngā Paerewa mō te Umanga Whakaakoranga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust.</p> <p>The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Botany Downs School engage in professional learning aligned with the standards. Our professional growth cycle reinforces professional learning and development to ensure teaching is future-focused and supports student learning.</p> <p>The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, which may include:</p> <ul style="list-style-type: none"> • professional conversations • lesson observations • reflective practice • professional learning and development. <p>Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above.</p> <p>Attestation</p>

	<p>Attestation against the standards is required to support an initial application and renewal for registration of the practising certificate to the Teaching Council of New Zealand. The principal endorses the issue/renewal of a practising certificate based on the teacher's participation in the professional growth cycle.</p> <p>The principal also completes an annual attestation of teachers against the professional standards for salary purposes. Attestation involves comparing each teacher's performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement.</p> <p>If the principal cannot attest that a teacher has met the standards, salary progression can be deferred, and a support or competency process started or continued. Further information is available in the relevant employment agreement.</p> <p>Competency</p> <p>If the principal has further concerns about a teacher meeting the standards, they will discuss it with the teacher and provide support for improvement. Ongoing concerns are dealt with through the performance management processes outlined in employment agreements, and guidance from the Teaching Council.</p>
How are you recognising the employment requirements of women?	The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination.
How are you recognising the employment requirements of persons with disabilities?	We meet all equal employment opportunity requirements (see above)



Effect to Te Tiriti o Waitangi At Botany Downs School

Te Tiriti o Waitangi

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

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

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


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

Partnership

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

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

Protection

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

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

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

Participation

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

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

At Botany Downs School we acknowledge New Zealand's bicultural society by recognising our Māori community. Implicit in understanding the bicultural nature of New Zealand is understanding that culture can be defined at a physical, emotional and spiritual level.

Botany Downs School is committed to providing students with educational experiences designed specifically to assist in understanding the principles upheld by the Treaty of Waitangi. The Board requires that teachers demonstrate knowledge of the Treaty of Waitangi and Te Reo Me Ona Tikanga and that this is evident in classroom programmes.

More specifically:

Tikanga Māori and Te Reo is appropriately integrated into curriculum areas by using greetings, waiata, arts and crafts, sports and other aspects of Tikanga Māori in school and community events such as concerts and official functions.

Teachers will actively plan programmes often through inquiry learning, that reflect Māori Tikanga within classrooms, supporting Maori students to achieve success.

Teachers will consider and reflect on their programmes, their approach to Māori students, their classroom environment (including seating arrangements) and their contact with Whanau, and make any changes or improvements necessary for a particular child's success in learning.

Students will be provided with opportunities to learn in and about Te Reo Māori and Tikanga Māori and will be provided with appropriate cultural experiences.

Tolerance and understanding of different cultures and values will be practical and expected in the school environment, whilst embracing the principles of the Treaty of Waitangi.



The school further demonstrates this commitment by providing human resources for teachers to oversee “All things Māori”. These roles include:

Coordinating communication with whanau, including engaging and developing reciprocal relationships with our local Māori community to build strong collaboration. Utilise our Kahui Ako.

Managing budget to successfully promote, support and resource the integration of te reo and tikanga Māori into our kura and to ensure that our Māori students enjoy and achieve educational success as Māori.

Overseeing the promotion and integration of te reo and tikanga Māori throughout our kura.

Organising powhiri for our kura at appropriate events.

Providing support and instruction in waiata and kapa haka.

Supporting other teachers through the development of easy-to-use units and resources to integrate te reo and tikanga Māori into everyday classroom programmes

Supporting whanau and friends to ignite and sustain a commitment to and respect, passion and drive for the integration of te reo and tikanga Māori into our kura, and for bringing the vision of Ka Hikitia to life in our kura

As part of reporting to the Board of Trustees on student achievement, the Principal will report specifically on Māori achievement. The Principal oversees the development of school programmes towards improving Maori students' learning outcomes. The school will continue to robustly measure Māori student achievements in academia but also success in a variety of areas such as the arts, sport, leadership etc .