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RENWICK SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	2978
Principal:	Michelle Spencer
School Address:	26 Havelock Street, Renwick 7204
School Phone:	03 572 8158
School Email:	office@renwick.school.nz

Accountant / Service Provider: Solutions Services Collaborative School Administration

RENWICK SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Renwick 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.

Anthony Bowron	Michelle Spencer
Full Name of Presiding Member	Full Name of Principal
Signed by: Anthony Bowron C1E32E674D361D56	Signed by: Michelle Spencer BE1BD7288188DBAE
Signature of Presiding Member	Signature of Principal
30 May 2025	30 May 2025
Date:	Date:

Renwick School
Members of the Board
For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
Anthony Bowron	Presiding Member	Elected	Sep 2025
Michelle Spencer	Principal	ex Officio	
Richard Thompson	Parent Representative	Co-opted	Sep 2025
Amy Murphy	Parent Representative	Elected	Sep 2025
Erina MacDonald	Te Pa Wananga Representative	Co-Opted	Sep 2025
Lee Mason	Omaka Marae Representative	Co-Opted	Sep 2025
Meg Osbourne	Parent Representative	Elected	Sep 2025
Hamish MacDonald	Parent Representative	Elected	Sep 2025
Corienna Price	Staff Representative	Elected	Sep 2025

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

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue				
Government Grants	2	4,994,481	5,886,010	4,968,039
Locally Raised Funds	3	158,682	190,500	198,037
Government Grants- Resource Teachers Learning & Behaviour	4	1,390,455	245,209	1,204,155
Interest		45,295	25,000	35,611
Total Revenue		6,588,913	6,346,719	6,405,842
Expense				
Locally Raised Funds	3	55,626	64,630	87,516
Resource Teachers Learning & Behaviour	4	1,359,633	245,209	1,163,075
Learning Resources	5	3,519,125	4,546,335	3,536,238
Administration	6	193,918	222,281	205,966
Interest		4,513	2,850	2,840
Property	7	1,349,047	1,235,104	1,217,830
Loss on Disposal of Property, Plant and Equipment		807	-	12,175
Total Expense		6,482,669	6,316,409	6,225,640
Net Surplus for the year		106,244	30,310	180,202
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		106,244	30,310	180,202

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

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Renwick 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		1,007,898	1,007,898	827,696
Total comprehensive revenue and expense for the year		106,244	30,310	180,202
Contribution - Furniture and Equipment Grant		27,210	-	-
Equity at 31 December		1,141,352	1,038,208	1,007,898
Accumulated comprehensive revenue and expense		1,141,352	1,038,208	1,007,898
Equity at 31 December		1,141,352	1,038,208	1,007,898

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.

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Renwick School
Statement of Financial Position
As at 31 December 2024

	Notes	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Assets				
Cash and Cash Equivalents	8	286,355	289,457	203,838
Accounts Receivable	9	373,629	354,817	354,817
GST Receivable		9,592	35,310	35,310
Prepayments		11,543	24,312	24,312
Inventories	10	4,783	1,997	1,997
Investments	11	711,243	435,433	435,433
Funds Receivable for Capital Works Projects	18	-	142,056	142,056
		1,397,145	1,283,382	1,197,763
Current Liabilities				
Accounts Payable	13	452,623	416,026	416,026
Borrowings	14	29,807	29,807	29,807
Revenue Received in Advance	15	68,660	75,968	139,659
Provision for Cyclical Maintenance	16	8,976	7,069	8,483
Finance Lease Liability	17	16,414	20,605	20,605
Funds held for Capital Works Projects	18	82,237	5,629	5,629
		658,717	555,104	620,209
Working Capital Surplus		738,428	728,278	577,554
Non-current Assets				
Property, Plant and Equipment	12	505,606	395,151	514,151
		505,606	395,151	514,151
Non-current Liabilities				
Borrowings	14	12,071	9,641	33,011
Provision for Cyclical Maintenance	16	61,413	59,456	34,672
Finance Lease Liability	17	29,198	16,124	16,124
		102,682	85,221	83,807
Net Assets		1,141,352	1,038,208	1,007,898
Equity		1,141,352	1,038,208	1,007,898

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

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Renwick 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		1,265,641	1,282,971	1,244,872
Locally Raised Funds		418,278	435,709	412,930
Goods and Services Tax (net)		25,718	-	(68,795)
Payments to Employees		(717,549)	(766,226)	(706,692)
Payments to Suppliers		(777,359)	(751,027)	(648,996)
Interest Paid		(4,513)	(2,850)	(2,840)
Interest Received		43,151	25,000	33,513
Net cash from Operating Activities		253,367	223,577	263,992
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(90,809)	(41,000)	(56,097)
Purchase of Investments		(275,810)	-	(307,127)
Net cash (to) Investing Activities		(366,619)	(41,000)	(363,224)
Cash flows from Financing Activities				
Furniture and Equipment Grant		27,210	-	-
Finance Lease Payments		(16,918)	-	(25,814)
Repayment of Loans		(29,808)	(33,267)	(65,376)
Funds Administered on Behalf of Other Parties		215,285	(63,691)	(388,631)
Net cash from/(to) Financing Activities		195,769	(96,958)	(479,821)
Net increase/(decrease) in cash and cash equivalents		82,517	85,619	(579,053)
Cash and cash equivalents at the beginning of the year	8	203,838	203,838	782,891
Cash and cash equivalents at the end of the year	8	286,355	289,457	203,838

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.

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

1. Statement of Accounting Policies

1.1. Reporting Entity
Renwick 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.

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

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

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

Presentation Currency
These financial statements are presented in New Zealand dollars, rounded to the nearest whole 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
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's 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 16.

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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 12.

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 17. Future operating lease commitments are disclosed in note 23b.

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.

1.3. 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 to which they relate. 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 to which they relate. 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. These 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 recognised as revenue as the conditions are fulfilled.

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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.

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

1.5. 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.

1.6. 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.

1.7. 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.

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

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

1.10. 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.

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

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
RTLB Assets	5 - 10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised as 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.

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

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

1.12. 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.

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1.13. Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned by non teaching staff, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

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

1.15. 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.

1.16. 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.

1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the school. 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.

1.18. 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, 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.

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

1.21. 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.

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2. Government Grants

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Government Grants - Ministry of Education	1,236,007	1,259,057	1,272,862
Teachers' Salaries Grants	2,740,219	3,698,000	2,763,770
Use of Land and Buildings Grants	1,010,581	928,953	928,953
Other Government Grants	7,674	-	2,454
	4,994,481	5,886,010	4,968,039

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	49,943	49,500	55,525
Fees for Extra Curricular Activities	37,308	55,150	64,149
Trading	3,960	3,850	12,459
Other Revenue	67,471	82,000	65,904
	158,682	190,500	198,037
Expenses			
Extra Curricular Activities Costs	44,811	54,500	61,883
Trading	3,475	2,850	15,963
Fundraising and Community Grant Costs	-	-	3,178
Other Locally Raised Funds Expenditure	7,340	7,280	6,492
	55,626	64,630	87,516
Surplus for the year Locally raised funds	103,056	125,870	110,521

4. Funds for Resource Teachers of Learning and Behaviour Services (RTLB)

Renwick School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Revenue			
Teachers' Salary Grant	1,056,383	-	957,992
Administration Grant	37,415	36,150	36,150
Learning Support Funding	68,435	66,253	66,252
Travel Grant	74,482	71,877	71,877
Other Revenue	19,161	7,238	3,442
Revenue received in advance	134,579	63,691	68,442
Revenue recognised	1,390,455	245,209	1,204,155
Expenses			
Employee Benefit - Salaries	1,056,383	-	957,992
Administration	96,927	133,480	84,492
Learning Support	153,592	50,794	86,256
Travel	52,731	60,935	34,335
Total Expense	1,359,633	245,209	1,163,075
Surplus for the year - RTLB Service	30,822	-	41,080

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5. Learning Resources

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Curricular	112,246	124,958	102,326
Information and Communication Technology	11,786	15,000	6,234
Employee Benefits - Salaries	3,228,787	4,221,342	3,263,302
Other Learning Resources	1,995	2,600	2,331
Depreciation	134,792	170,000	146,595
Staff Development	29,519	12,435	15,450
	3,519,125	4,546,335	3,536,238

6. Administration

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Audit Fees	11,984	6,000	5,766
Board Fees and Expenses	3,535	4,000	3,810
Board Expenses	4,337	3,000	10,259
Other Administration Expenses	51,119	68,805	55,072
Employee Benefits - Salaries	110,122	114,976	111,383
Insurance	7,638	20,000	14,761
Service Providers, Contractors and Consultancy	5,183	5,500	4,915
	193,918	222,281	205,966

7. Property

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Consultancy and Contract Services	79,943	78,000	76,834
Cyclical Maintenance Provision	35,200	33,267	33,267
Adjustment to the Provision- Other Adjustments	902	-	(7,633)
Heat, Light and Water	47,687	37,500	35,751
Rates	3,178	4,000	3,502
Repairs and Maintenance	36,178	30,240	25,902
Use of Land and Buildings	1,010,581	928,953	928,953
Other Property Expenses	31,761	19,150	16,878
Employee Benefits - Salaries	103,617	103,994	104,376
	1,349,047	1,235,104	1,217,830

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.

8. Cash and Cash Equivalents

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Bank Accounts	286,355	289,457	203,838
Cash and Cash Equivalents for Statement of Cash Flows	286,355	289,457	203,838

Of the $286,355 Cash and Cash Equivalents, $82,237 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and includes retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the $286,355 Cash and Cash Equivalents, $32,424 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

Of the $286,355 Cash and Cash Equivalents, $48,978 of Other Revenue in Advance is held by the School, as disclosed in note 15.

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9. Accounts Receivable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Receivables	6,325	1,890	1,890
Receivables from the Ministry of Education	6,074	16,244	16,244
Interest Receivable	4,703	2,559	2,559
Banking Staffing Underuse	-	23,914	23,914
Teacher Salaries Grant Receivable	356,527	310,210	310,210
	373,629	354,817	354,817
Receivables from Exchange Transactions	11,028	4,449	4,449
Receivables from Non-Exchange Transactions	362,601	350,368	350,368
	373,629	354,817	354,817

10. Inventories

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Stationery	4,272	1,399	1,399
School Uniforms	511	598	598
	4,783	1,997	1,997

11. Investments

The School's investment activities are classified as follows:

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Current Asset			
Short-term Bank Deposits	711,243	435,433	435,433
Total Investments	711,243	435,433	435,433

12. Property, Plant and Equipment

2024	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	**Total (NBV)** $
Building Improvements	166,670	47,979	-	-	(34,426)	**180,223**
Furniture and Equipment	207,937	-	-	-	(37,910)	**170,027**
Information and Communication Technology	44,195	9,421	-	-	(18,522)	**35,094**
Leased Assets	36,621	38,766	(2,520)	-	(28,502)	**44,365**
Library Resources	15,799	2,587	(807)	-	(2,197)	**15,382**
RTLB Assets	42,929	30,822	-	-	(13,235)	**60,516**
Balance at 31 December 2024	514,151	129,575	(3,327)	-	(134,792)	**505,607**

The net carrying value of equipment held under a finance lease is $30,991 (2023: $32,682)
The net carrying value of motor vehicles held under a finance lease is $5,630 (2023: $24,750)

Restrictions
With the exception of the contractual restrictions relating to the above noted finance leases, and RTLB Assets which transfer with the Cluster lead, there are no other 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	802,558	(622,335)	**180,223**	754,579	(587,909)	**166,670**
Furniture and Equipment	796,689	(626,662)	**170,027**	796,689	(588,752)	**207,937**
Information and Communication Technology	310,859	(275,765)	**35,094**	301,438	(257,243)	**44,195**
Leased Assets	71,402	(27,038)	**44,364**	96,122	(59,501)	**36,621**
Library Resources	65,183	(49,801)	**15,382**	65,965	(50,166)	**15,799**
RTLB Assets	123,180	(62,664)	**60,516**	92,357	(49,428)	**42,929**
Balance at 31 December	2,169,871	(1,664,265)	**505,606**	2,107,150	(1,592,999)	**514,151**

13. Accounts Payable

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Creditors	33,077	27,810	27,810
Accruals	18,391	17,414	17,414
Employee Entitlements - Salaries	373,811	343,927	343,927
Employee Entitlements - Leave Accrual	27,344	26,875	26,875
	452,623	416,026	416,026
Payables for Exchange Transactions	452,623	416,026	416,026
	452,623	416,026	416,026

The carrying value of payables approximates their fair value.

14. Borrowings

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Painting Contract due within one year	29,807	29,807	29,807
	29,807	29,807	29,807
Painting Contract due after one year	12,071	9,641	33,011
	12,071	9,641	33,011

In 2019 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

15. Revenue Received in Advance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Grants in Advance - Ministry of Education	32,424	33,382	33,382
Grants in Advance - RTLB funds	(12,742)	27,323	91,014
Other Revenue in Advance	48,978	15,263	15,263
	68,660	75,968	139,659

During the year surplus funds of $5,259 were returned to the Ministry of Education as requested under the RTLB service agreement.

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16. Provision for Cyclical Maintenance

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Provision at the Start of the Year	43,155	43,155	145,715
Increase to the Provision During the Year	35,200	33,267	33,267
Other Adjustments	902	-	(7,633)
Use of the Provision During the Year	(8,868)	(9,897)	(128,194)
Provision at the End of the Year	70,389	66,525	43,155
Cyclical Maintenance - Current	8,976	7,069	8,483
Cyclical Maintenance - Non current	61,413	59,456	34,672
	70,389	66,525	43,155

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan,prepared by a Ministry Engaged Consultant.

17. Finance Lease Liability

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

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
No Later than One Year	20,426	23,001	23,001
Later than One Year	33,027	19,210	19,210
Future Finance Charges	(7,841)	(5,482)	(5,482)
	45,612	36,729	36,729
Represented by:			
Finance lease liability - Current	16,414	20,605	20,605
Finance lease liability - Non current	29,198	16,124	16,124
	45,612	36,729	36,729

18. 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 8, and includes retentions on the projects, if applicable.

2024	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
Block C Toilet Refurbishment	(5,656)	7,181	(1,525)	-	-
Block L Outdoor Learning Area	(136,400)	138,979	(2,579)	-	-
RTLB Upgrade	5,629	7,200	(26,937)	14,108	-
Security Upgrade	-	48,500	(2,638)	-	45,862
Water Damage	-	41,420	(5,045)	-	36,375
Totals	(136,427)	243,280	(38,724)	14,108	82,237
Represented by:					
Funds Held on Behalf of the Ministry of Education					82,237

2023	Opening Balances $	Receipts from MoE $	Payments $	Board Contributions $	Closing Balances $
New Adventure Playground (SIP)	(86,943)	90,985	(4,042)	-	-
Block C Toilet Refurbishment	83,647	-	(89,303)	-	(5,656)
Block L Outdoor Learning Area	265,932	296,503	(698,835)	-	(136,400)
Lighting	4,971	108	(5,079)	-	-
RTLB Upgrade	(4,529)	64,800	(54,642)	-	5,629
Totals	263,078	452,396	(851,901)	-	(136,427)
Represented by:					
Funds Held on Behalf of the Ministry of Education					5,629
Funds Receivable from the Ministry of Education					(142,056)

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19. 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.

20. Remuneration

Key management personnel compensation

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

	2024 Actual $	2023 Actual $
Board Members		
Remuneration	3,535	3,810
Leadership Team		
Remuneration	436,063	411,232
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	439,598	415,042

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

Principal 1

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

	2024 Actual $000	2023 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180 - 190	170 - 180
Benefits and Other Emoluments	5 - 6	5 - 6
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration $000	2024 FTE Number	2023 FTE Number
100 -110	14.00	20.00
110 -120	3.00	2.00
120 - 130	1.00	1.00
	18.00	23.00

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

21. 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	-	

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22. Contingencies

There are no contingent liabilities and no contingent assets except as noted below 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 Settlement Wash Up amounts

In 2024 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. 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.

23. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of $86,236 (2023:$47,389) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment $
Security Upgrade	49,862
Water Damage	36,374
Total	**86,236**

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 18.

(b) Operating Commitments

As at 31 December 2024 the Board has entered into the following contracts.

(a) operating lease of a van;

	2024 Actual $	2023 Actual $
No later than One Year	5,032	-
	5,032	-

The total lease payments incurred during the period were $5,032 (2023: $nil).

24. 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	286,355	289,457	203,838
Receivables	373,629	354,817	354,817
Investments - Term Deposits	711,243	435,433	435,433
Total Financial assets measured at amortised cost	1,371,227	1,079,707	994,088

Financial liabilities measured at amortised cost

	2024 Actual $	2024 Budget (Unaudited) $	2023 Actual $
Payables	452,623	416,026	416,026
Borrowings - Loans	41,878	39,448	62,818
Finance Leases	45,612	36,729	36,729
Total Financial liabilities measured at amortised Cost	540,113	492,203	515,573

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25. Events After Balance Date

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

26. Comparatives

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

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INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Renwick School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Members of the Board listing, Statement of Variance, Report on how the school has given effect to Te Tiriti o Waitangi, Renwick School Good Employer Statement, and the Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Amy Goodman
BDO Christchurch Audit Limited
On behalf of the Auditor-General
Christchurch, New Zealand

Statement of Variance - Mathematics - 2024

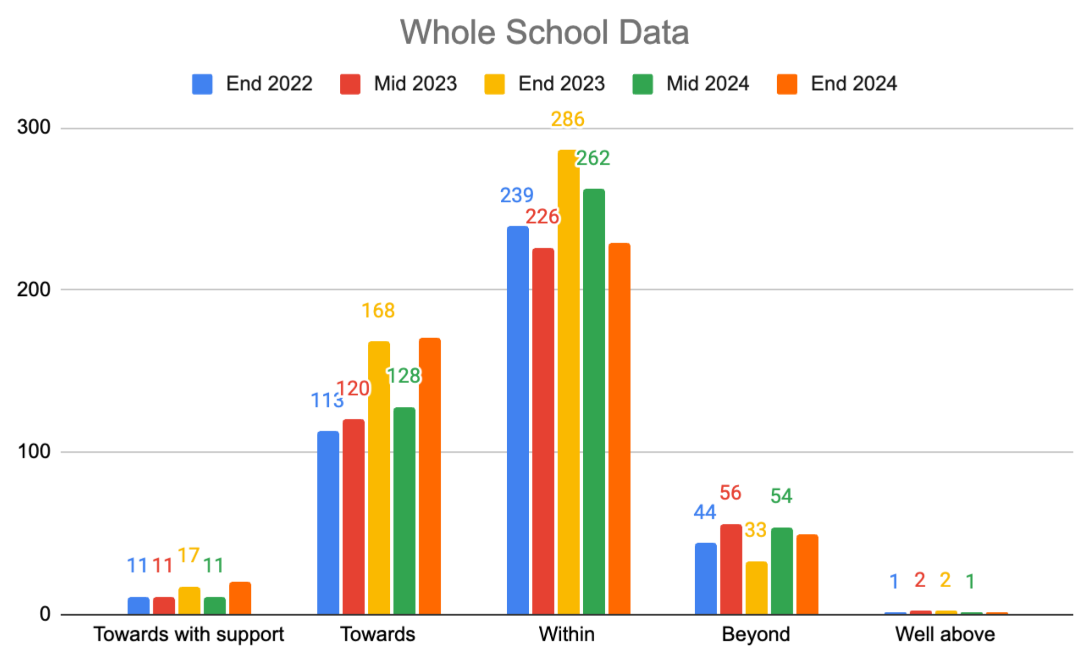
School Name: Renwick School & Te Pā Wananga	**School number:** 2978

Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics

Annual Aim:	Equity - ***All learners make expected progress and all priority learners make accelerated progress in mathematics.***

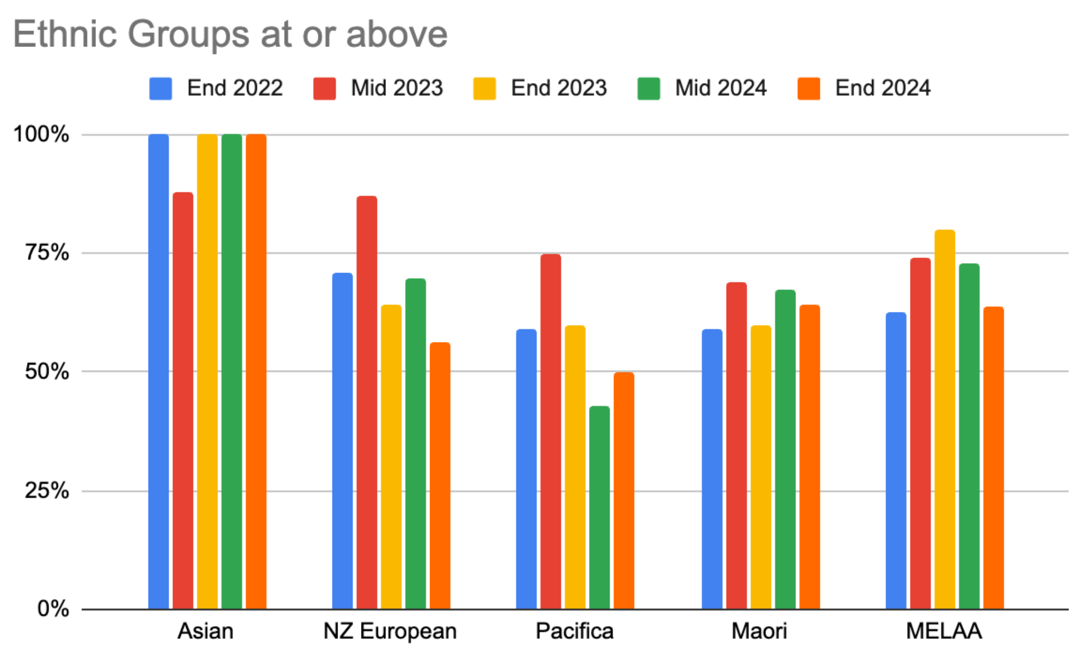
Target:	***A group of 32 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2024.*** ***The group consists of: 7 Y3, 8 Y4, 7 Y5, 4 Y6, 4 Y7 and 2 Y8.***

Baseline data:	**Analysis Comment:**



	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Percentage Within or above	68%	72%	64%	64%	57%

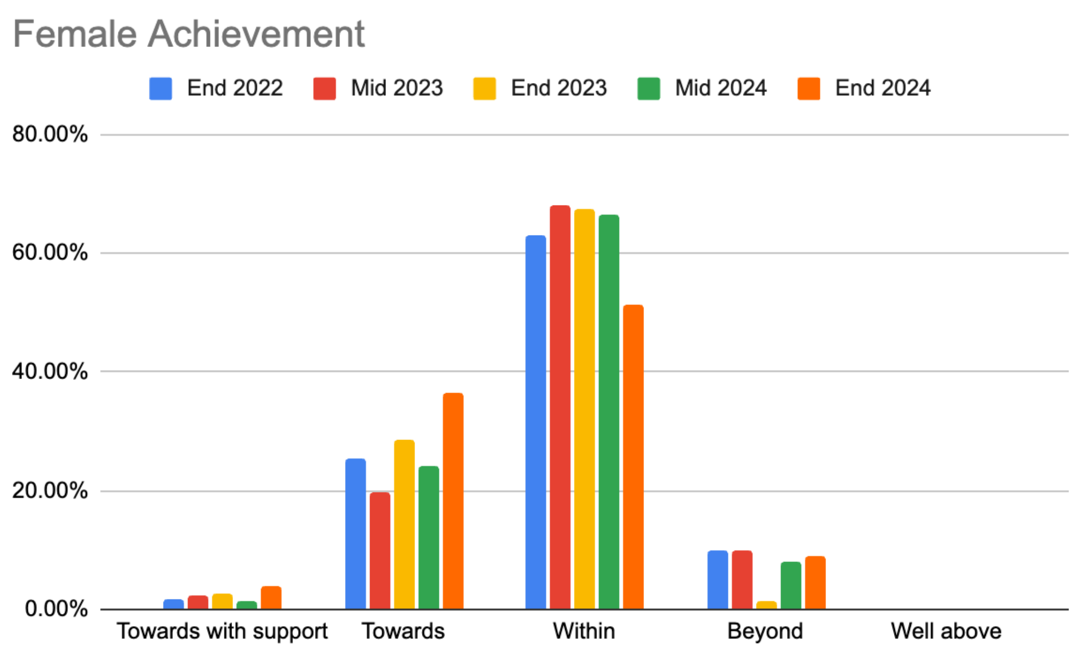
Historical Position and Analysis:by Ethnic Group:



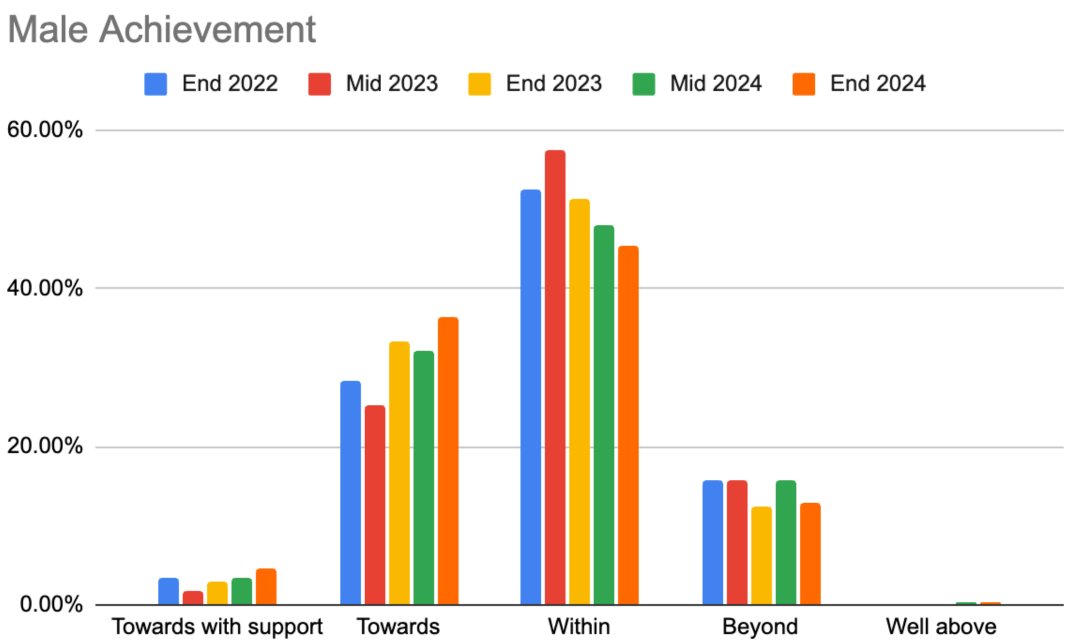
Ethnic Attainment - Within or Above

	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Asian	100%	88%	100%	100%	100%
NZ European	71%	87%	64%	69.72%	56.31%
Pacifica	59%	75%	60%	42.86%	50%
Maori	59%	69%	60%	67.27%	64.34%
MELAA	62.5%	74%	80%	72.73%	63.64%

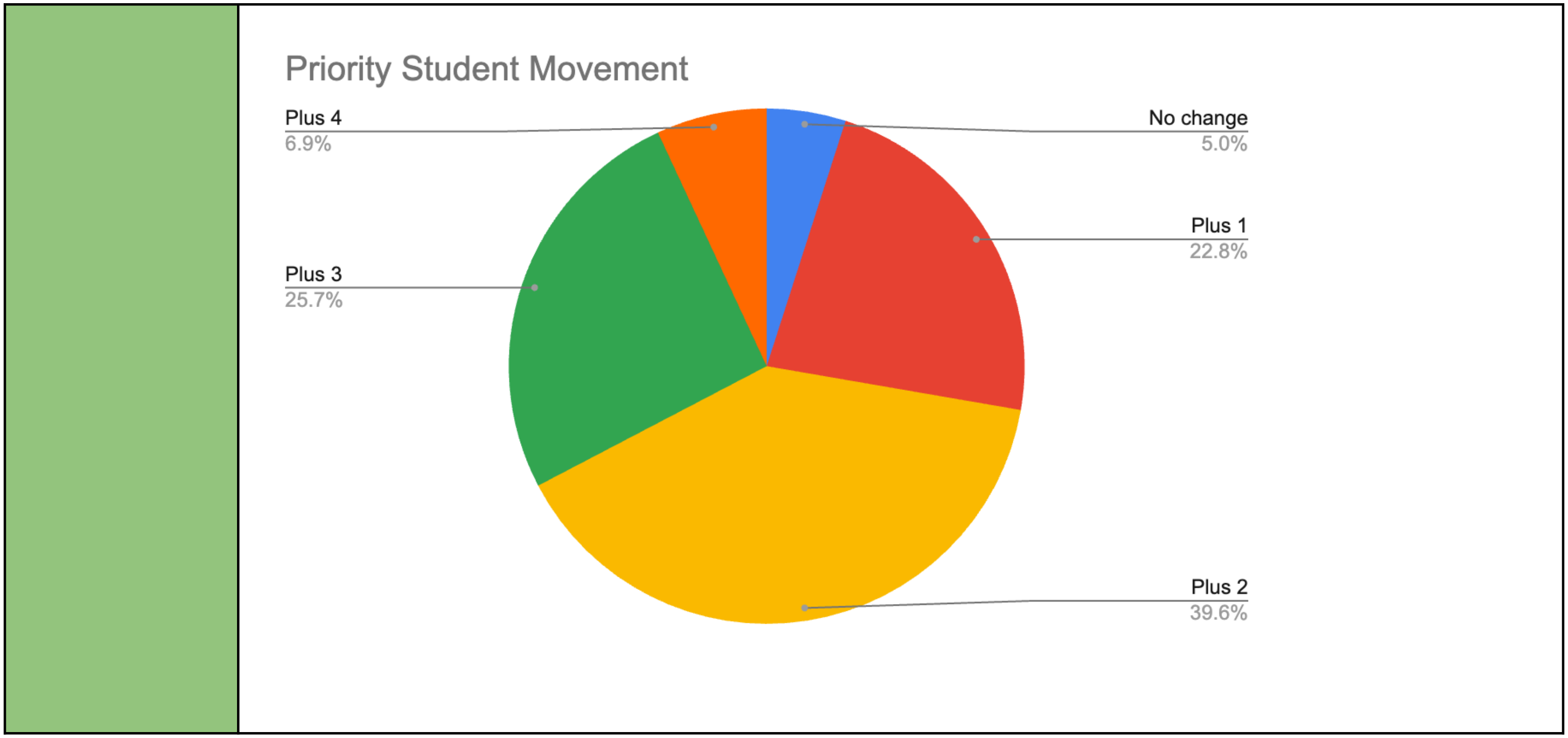
Historical Position and Analysis:by Gender Groups:

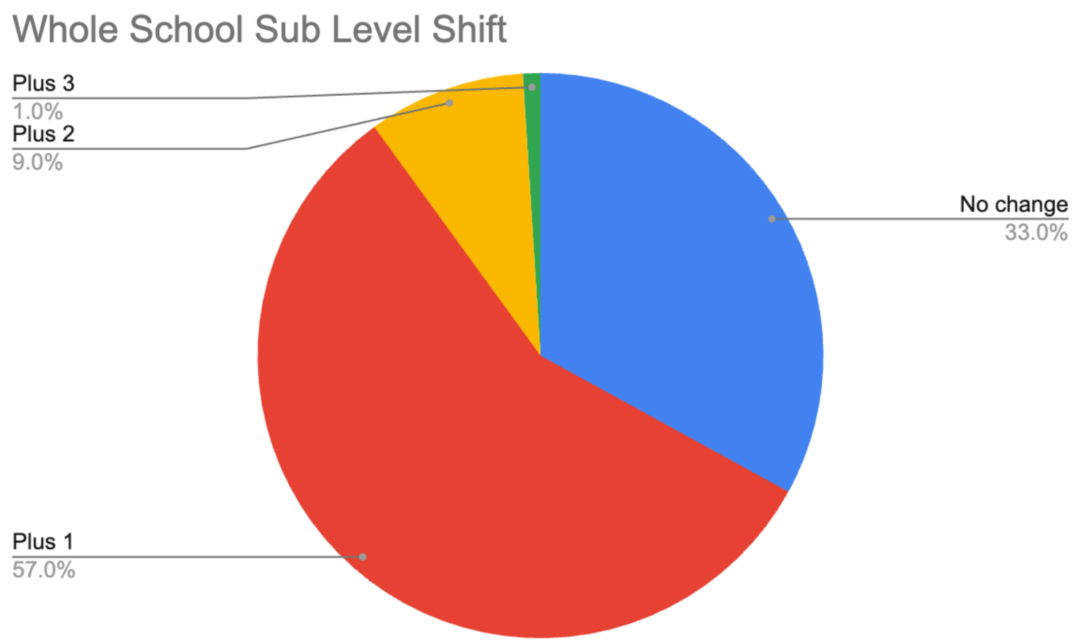


	End 2022	Mid 2023	End 2023	Mid 2024	End 2024
Percentage Within or above	70%	65%	64%	74.45%	60.58%



Movement by Curriculum Sub-Levels:


Priority Student Movement
Plus 4
6.9%
No change
5.0%
Plus 1
22.8%
Plus 3
25.7%
Plus 2
39.6%



- This data shows where they are in relation to the expectation for the end of their year level. Some students have moved sublevels even though they have not attained their End of Year level.
- Most notably and slightly concerning is the trend that the percentage of students across the board who are within or above decreased from mid 2024 to end of 2024, this trend also occurred in 2023. Pacifica students were the only group who increased from 42.86% to 50%.
- Māori student attainment increased from the end of 2023 to the end of 2024 by 4.34% (60% - 60.34%).
- Female attainment increased by over 10% from the end of 2023 to the middle of 2024, then dropped below what it was at the end of 2023.
- Male attainment stayed consistent from the end of 2023 to mid 2024, then dropped below that of the end of 2023.
- Ranging from the end of 2022 to the end of 2024, our maths attainment data shows a concerning rate of decline.
- For our priority students, 5% have no change. 92% of these students moved 1 or more sub levels which is an increase of 7.6% compared to 2023.

	• Across the School, 68% have moved 1 or more sub levels from the start of the year with 33% having no change in sub level movement.

Actions: **What did we do?**	**Outcome:** **What happened?**	**Reason for variance:** **Why did it happen?**	**Evaluation:** **Where to next?**
• The curriculum refresh has come at a great time for us. Whole staff collaboration and teamwork will be essential over the coming years to successfully implement the new curriculum and raise our progress. • Planning templates for the new curriculum have been investigated and shared with staff. • Maths whizz program was implemented from Term 2 onwards which students thoroughly enjoyed and progress on the program was evident. This however did not reflect well in our achievement data. • Careful monitoring of Priority Students, record their progress regularly, discuss progress in whanau meetings. • Students and teachers need to know where students are at. What are their next steps and how are they going to get there?	• This data shows where they are in relation to the expectation for the end of their year level. Some students have moved sublevels even though they have not attained their End of Year level. • Most notably and slightly concerning is the trend that the percentage of students across the board who are within or above decreased from mid 2024 to end of 2024, this trend also occurred in 2023. Pacifica students were the only group who increased from 42.86% to 50%. • Maori attainment increased from the end of 2023 to the end of 2024 by 4.34% (60% - 60.34%). • Female attainment increased by over 10% from the end of 2023 to the middle of 2024, then dropped below what it was at the end of 2023. • Male attainment stayed consistent from the end of	• *There has been a feeling of frustration with inconsistency of different systems and mixed messages over the last few years. Teachers have lost confidence in teaching maths which has reflected in our student achievement data. The rollout of the new curriculum can be used as a 'restart' for all staff and has the potential to be really beneficial for us if we do it together and do it well. Teachers must feel supported by one another to gain confidence in the teaching of maths again.*	• Use of explicit teaching over the coming years with the curriculum refresh. • Implement the Refreshed Curriculum Phases and adjust the Goals on Hero accordingly. • Purchase/order new curriculum resources to accommodate a diverse learning programme to cater for all students. • Decide on the maths resource or resources that will be the best fit for our school. • Gifted students to be extended when possible. • Deep learning in Kaitiaki to engage students in maths thinking as they choose learning areas/projects that are meaningful and interesting for them. • Continue to identify in each whanau group the group of priority learners (the students who went down a level or made no progress). Discuss how we could accelerate their learning and monitor these

• Teachers know their students as learners and as people. • Gifted students to be extended when possible. • Sharing ideas and resources at Whanau meetings • Ian Stevens was contacted to give advice and feedback on the new curriculum resources. • Purchase/order new curriculum resources to accommodate a diverse learning programme to cater for all students. • Assessment timeline created. • Staff went to numerous Easttle PLD sessions outlining frequency of assessment and how to create tests that cater for students varying levels.	2023 to mid 2024, then dropped below that of the end of 2023. • Ranging from the end of 2022 to the end of 2024, our maths attainment data shows a concerning rate of decline. • For our priority students, 5% have no change. 92% of these students moved 1 or more sub levels which is an increase of 7.6% compared to 2023. • Across the School, 68% have moved 1 or more sub levels from the start of the year with 33% having no change in sub level movement.		students regularly through observations, reflections, and goals. • Device and implement a school wide programme with identified progressions to align with the revised math curriculum. • Having a unified assessment programme would also help to ensure the data and levels are consistent across the school. Students get used to the consistency and format of assessment so they know what to expect and are well prepared, especially with easttle. Teachers could run class sessions on how we can be good test sitters, reading questions in their entirety, coming back to them if needed etc. • As a staff develop a more robust, balanced and equitable assessment programme in mathematics. • Revise Renwick School's effective teacher pedagogy in mathematics • Support staff to identify ways of flexible and balanced groupings of students to meet their learning needs. • Ensure there is time for children to practise knowledge gained, apply using

			a variety of strategies and engage in rich tasks. ● Align the mathematical learning of our Inquiry learning to our math planning to ensure the knowledge is taught so the students can apply to a new learning context. ● Staff to use moderation across the school to ensure clear and consistent assessment ● Co-construct a new whole school maths toolkit in line with the new curriculum and resources. ● Keep Maths and Literacy alive in Staff Hui with updates. ● Give staff confidence in the teaching of Maths again.

Statement of Variance - Reading - 2024

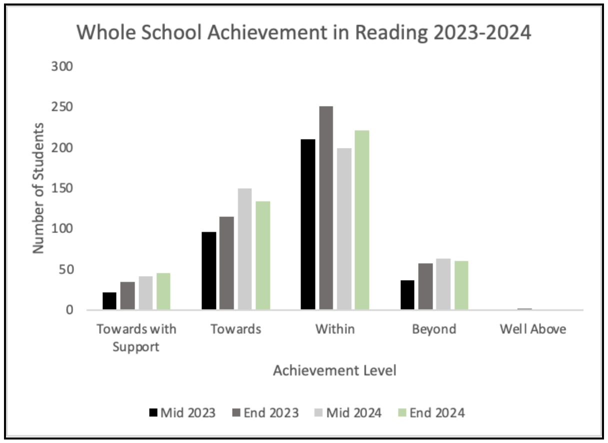
School Name: Renwick School & Te Pā Wananga	**School number:** 2978

Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics

Annual Aim:	Equity - ***All learners make expected progress and all priority learners make accelerated progress in reading.***

Target:	***A group of 32 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2024.*** ***The group consists of: 7 Y3, 8 Y4, 7 Y5, 4 Y6, 4 Y7 and 2 Y8.***

Baseline data:	**Analysis Comment:**



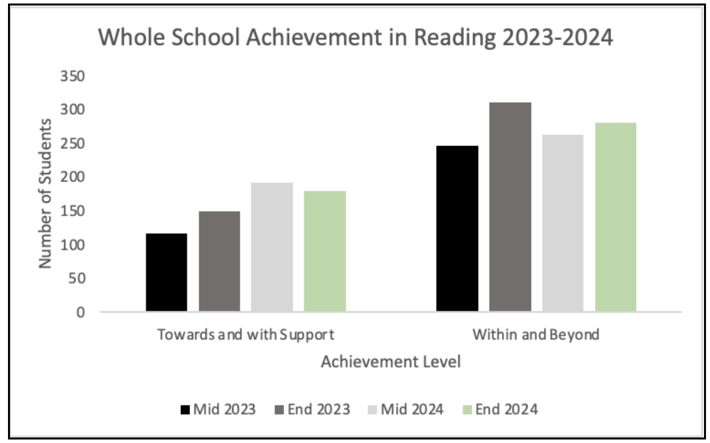
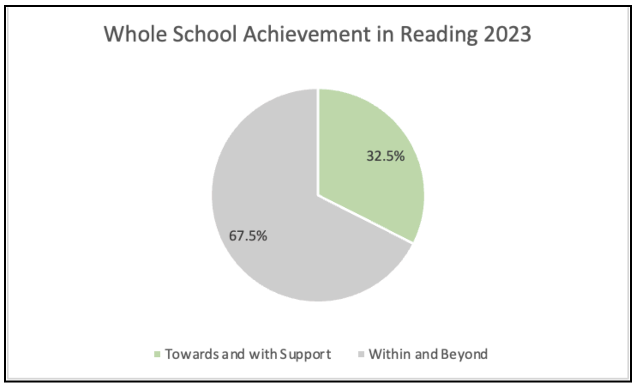


Fig. 1 & 2 show the total number of students and their reported achievements from mid-2023 to end 2024.



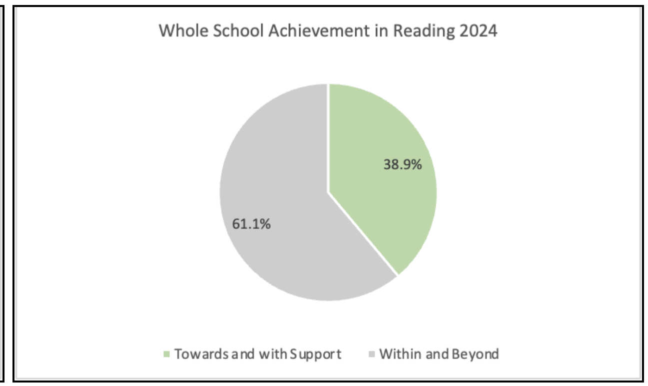


FIG. 3 & 4 show the percentage of students and their reported achievements from min-2023 to end 2024.

Assessment data gathered from Insights on HERO, collected on 20.11.24

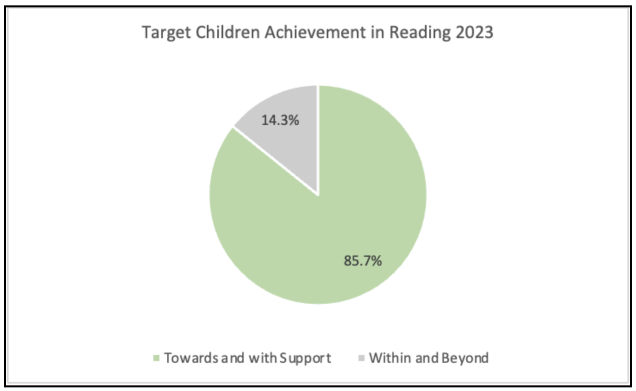
Assessment data gathered using Probe, e-Assttle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s. 6yr Nets, Teacher Observations

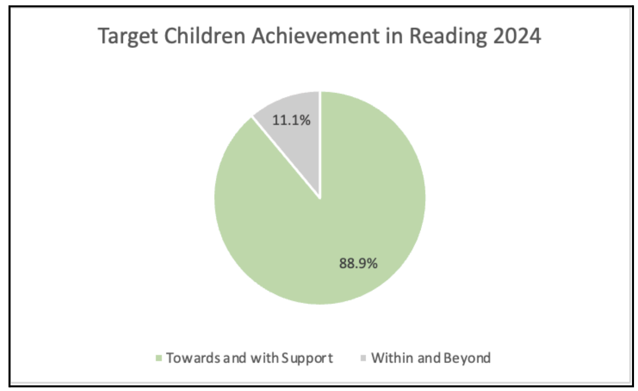
Nb. The total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll. (Omitted were our Y0)
The total number reported for the end of Year 2023 was 459.

Analysis of shift over last two years:

Analysis of shift from end of 2023 to end of 2024
Reading- All Students: when reported against Piritahi Levels
67% of all students were within or above curriculum expectations at the end of 2023.
33% of all students were working towards curriculum expectations at the end of 2023.
61% of all students were within or above curriculum expectations at the end of 2024.
39% of all students were working towards curriculum expectations at the end of 2024

Percentages of the whole school data show a decrease in proportion of students working within or above curriculum expectations in reading 2023-2024; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4. This may be a reflection of the data collection process and the fluctuating numbers on roll and the change of cohort.





Nb. The total of students reported as at 20.11.24 when this data was collected was 54.
The total number reported for the end of Year 2023 was 42 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an increase in the percentage of students working 'towards with support' from 2023 to 2024. When looking at the raw data these students are over 50% of our whole school numbers working at this level and demonstrates how this area of need is captured in the target group.
As these students are our focus group, it demonstrates that the compilation of this group is robust.

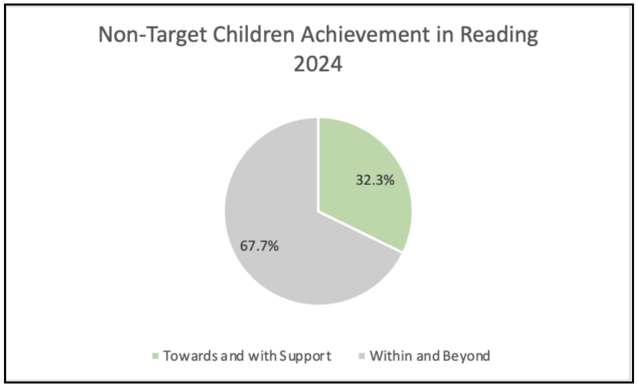
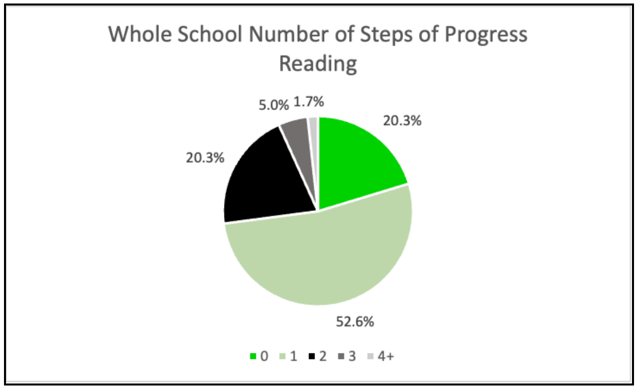
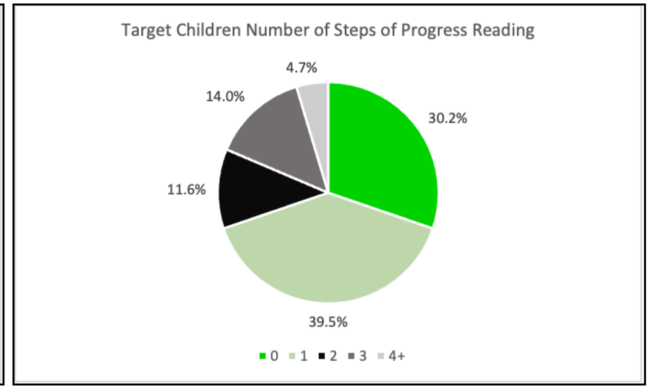
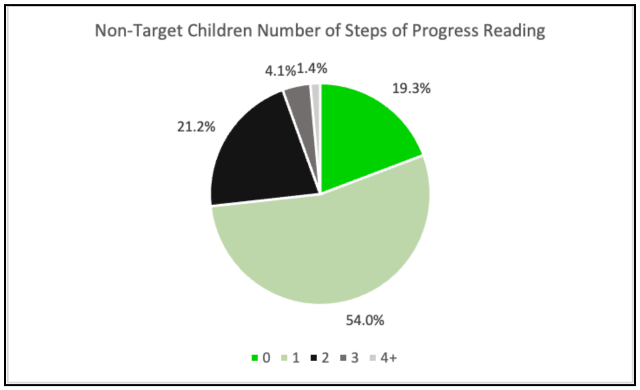


Fig. 7 shows the attainments of a group of students made up of the whole school minus the target children. This clearly demonstrates the difference in attainments.
We see an attainment of 67.7% working within and beyond in 2024 compared to 11.1% working within and beyond in 2024 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?







Assessment data gathered from Insights on HERO, collected on 26.11.24

Fig. 8, 9 & 10 show the differing rates of progress of groups of students. Fig. 8 shows 79.7% of all students made a progress step of 1 or more in 2024. To break this down and compare: the target group of students shows that 69.8% made a progress step of 1 or more in 2024 and our non-target group shows that 80.7% made progress of 1 step or more. This shows that overall our target group made less progress than our non-target students.

Actions: **What did we do?**	**Outcome:** **What happened?**	**Reason for variance:** **Why did it happen?**	**Evaluation:** **Where to next?**

● We have continued to emphasize the importance of positive relationships between students and teachers ● Structured Literacy has been implemented in Y3/4 as well as continued in Y0-3. ● Structured Literacy groups working on 'The Code' in Y5/6 are being planned and delivered. ● Regular Instructional Reading lessons in senior classes using guided, shared, reciprocal, Literacy Circle approaches. ● Daily reading quality books to students by teachers and parents. ● Careful monitoring of Priority Students on Inclusive Ed documents. ● Students know where they are at, what their next steps are and how they are going to get there in most classes. ● Release of Literacy Leader 4x afternoon per week. ● Literacy Leader working with identified individuals and groups in Y2-4. ● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes ● Sharing ideas and resources at Whanau meetings	● *Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, I think that a minimum of five years worth of data should be analysed.* ● Against the Piritahi levels our Reading achievement is lower than 2023. ● However, the percentage of children making progress of 1 or more curriculum levels is 79.7%, which is higher than 2022 (66%). ● In Y0 - Y2 the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It raises the questions of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. Have we got the scale right or can we show progress in a different way?	● Staff are building confidence with teaching Structured Literacy and The Code. With the speed of the introduction and the changing requirements from the MOE it has been challenging for some staff to relearn, plan, implement as well as navigate other aspects of the school day. ● The school has monitored staff's strengths and the implementation of new learning as well as programmes of learning. ● Principal spent time in every class observing the teaching of structured literacy and The Code. There definitely is a range of abilities, experience and confidence amongst the staff team but I'm confident that overall this will grow.	● Implement new English Curriculum and ensure coverage of Reading in daily programmes as directed by MoE. ● Offer to staff RTLB support and suggestions. ● Review school-wide handwriting programme, expectations etc. ● Assessment - EasTTle. PLD for all staff, led by WSL/ASL from recent training they've had. ● TOD - staff looking at the English document, with focus on Know, Understand, Do, handwriting requirements, beliefs and requirements of planning for reading. ● Plan and support ICS learning ● ReadWrite for 2025 out the Science of Reading, Structured Literacy, Scopes and sequences. ● 2025 staff are going to remain in their classes in Y0-2 area to utilise the full day to teach English and Maths and learning aligned to this. ● The school is to be grouped in Phases in 2025 which will see some new class formations. ● Staff will incorporate new goals in SMS to report on.

- Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School. - Re-labelling of literacy shelves in the Resource room, continued build up of decodable resources for students working at level 1 and 2, including MoE books and investment in non-fiction ‘Little Learner’ decodable books. - Extra staff support for Dyslexic students using Toe by Toe and Steps Web - R.T.Lit support of students and teachers - we have had support for one child this year which ceased mid-year. - Integration of Literacy with other curriculum areas in some whanau teams. - Teachers are expected to carry out regular assessing and monitoring - Library is attractive and set out in a user-friendly way, constantly improving with Librarian’s ideas and initiative. - Monitoring of Reading Recovery replacement of Tier 2 and 3 Literacy provisions. - PD by Curriculum advisors around the new English curriculum.	- This data does not take into account the Te Pa Wanganga (satellite kura) students being taught to read in a mixture of te reo and English. - We have had a myriad of foci as a staff to prioritise. There has been a whole school staff meeting delivered by RTLit Ingrid Hillgrove which has made us reconsider our teaching approach to handwriting and there has been Structured Literacy training, funded by MoE, at the end of term 4 for five teachers from Years 0-3. - Whilst there are children identified as needing intervention, some of whom are ELL., O.R.S., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured LIteracy groups, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding. - Read/Write is a new initiative introduced by our RTLB team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing when using a device. - Staff meetings on Science of Learning to allow teachers to		

• Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students.	avoid cognitive overload for our students. • Staff visited other schools, outside of Marlborough to discuss interventions, programmes and resources. • Collated data on all interventions to ensure they aligned to the structure of the curriculum. • Providing PLD for all staff across the school. • All Y0-3 staff for 2025 have structured literacy training.		

Statement of Variance - Writing - 2024

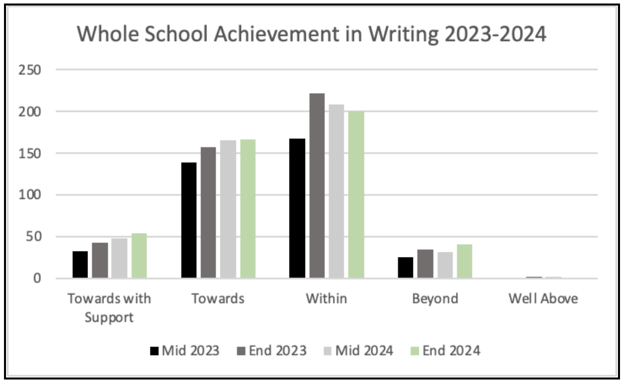
School Name: Renwick School & Te Pā Wananga	**School number:** 2978

Strategic Aim:	All learners make expected progress in Reading, Writing and Mathematics

Annual Aim:	Equity - ***All learners make expected progress and all priority learners make accelerated progress in writing.***

Target:	***A group of 32 from the year levels 3 to 8 will make accelerated progress with the aim of achieving the curriculum level at or above outlined in the New Zealand Curriculum by December 2024.*** ***The group consists of: 7 Y3, 8 Y4, 7 Y5, 4 Y6, 4 Y7 and 2 Y8.***

Baseline data:	**Analysis Comment:**



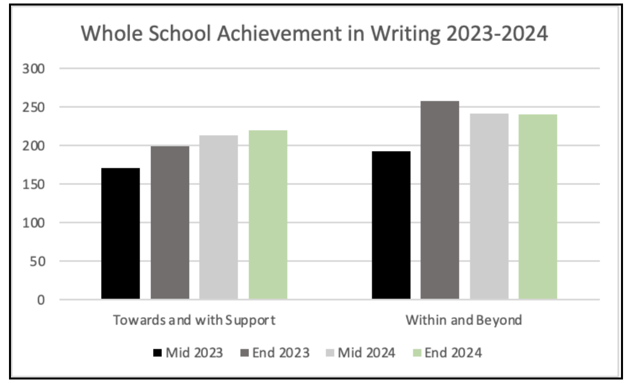
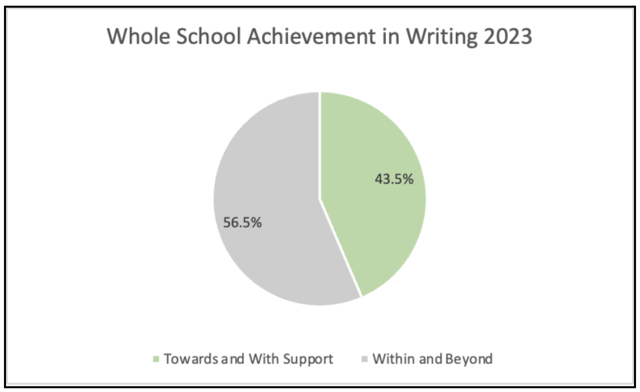


Figure 1

Figure 2

Fig. 1 & 2 show the total number of students and their reported achievements from mid-2023 to end 2024.



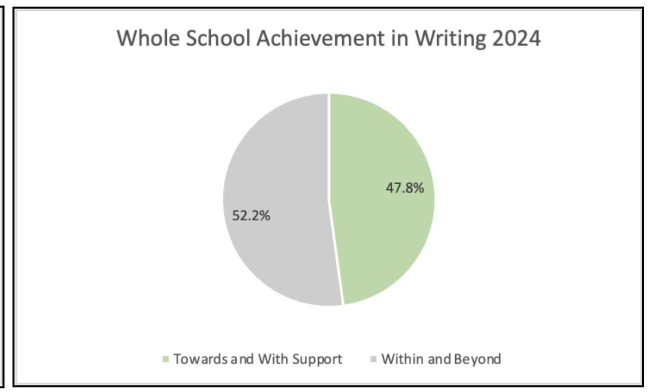


Figure 3

Figure 4

FIG. 3 & 4 show the percentage of students and their reported achievements from mid-2023 to end 2024.

Assessment data gathered from Insights on HERO, collected on 20.11.24

Assessment data gathered using Probe, Astle, Grapheme/Phoneme knowledge, Heart Word knowledge, Running Records and O.T.J.s. 6yr Nets, Teacher Observations

Nb. The total of students reported as at 20.11.24 for end of Year 2024 was 460 and thus not the whole school roll.

The total number reported for the end of Year 2023 was 459.

Analysis of shift over last two years:

Analysis of shift from end of 2023 to end of 2024
Writing- All Students: when reported against Piritahi Levels
57% of all students were within or above curriculum expectations at the end of 2023.
43% of all students were working towards curriculum expectations at the end of 2023.
48% of all students were within or above curriculum expectations at the end of 2024.
52% of all students were working towards curriculum expectations at the end of 2024

Percentages of the whole school data show a decrease in proportion of students working within or above curriculum expectations in writing 2023-2024; and an increase in the number of children who are working towards and towards with support, Fig. 3 & 4.
This may be a reflection of the data collection process and the fluctuating numbers on roll and the change of cohort.

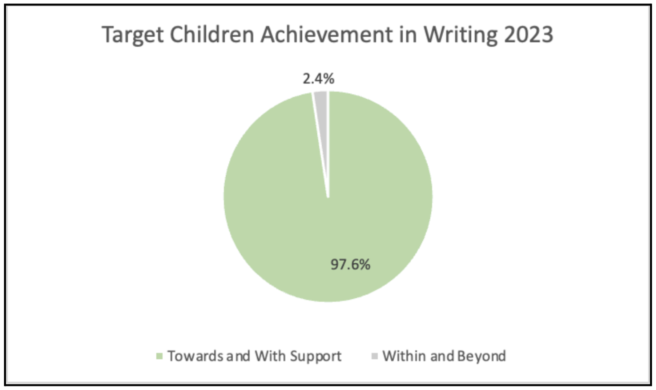


Figure 5

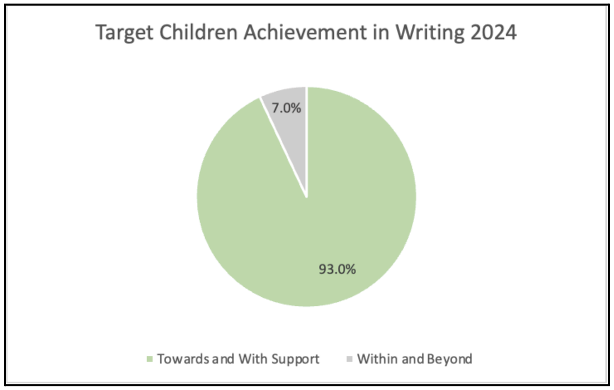


Figure 6

Nb. The total of students reported as at 20.11.24 when this data was collected was 43.
The total number reported for the end of Year 2023 was 42 and a different group of target children.

Fig. 5 & 6 show our target student group. It shows an decrease in the percentage of students working 'towards with support' from 2023 to 2024. In terms of numbers of students this is an increase from 1 student who was working within or beyond in 2023 to 3 students working within or beyond in 2024.

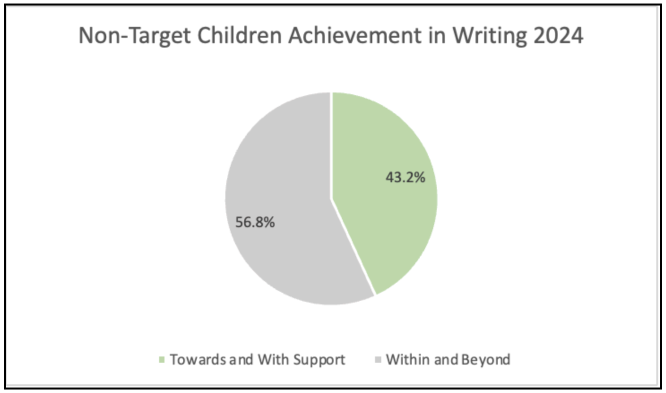


Figure 7

Fig. 7 shows the attainments of a group of students made up of the whole school minus the target children. This clearly demonstrates the difference in attainments.
We see an attainment of 43.2% working within and beyond in 2024 compared to 7% working within and beyond in 2024 of our target group, Fig. 6.

We need to compare the rates of progress of target students to non-target students, to see whether they are making equal, slower or faster progress. Many of our target children have had a high level of support as detailed below - with an aim of accelerating learning or at least maintaining equal progress - is this reflected in progress shown below?

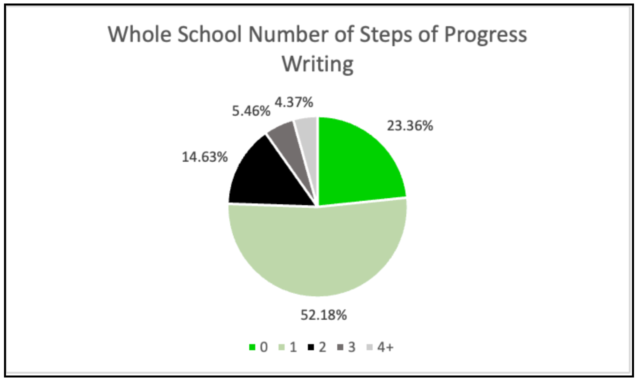


Figure 8

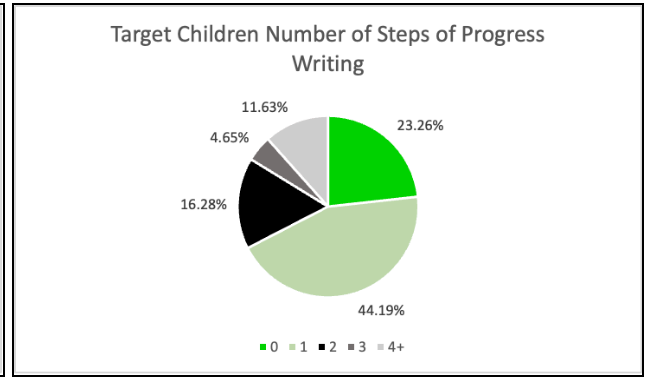


Figure 9

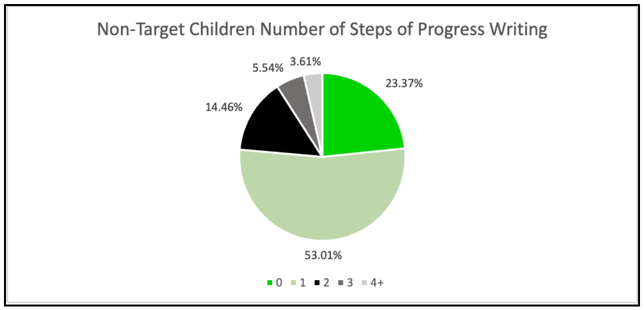


Figure 10

Assessment data gathered from Insights on HERO, collected on 26.11.24

Fig. 8, 9 & 10 show the differing rates of progress of groups of students. Fig. 8 shows 76.64% of all students made a progress step of 1 or more in 2024. To break this down and compare: the target group of students also shows that 76.64% made a progress step of 1 or more in 2024. Our non-target group shows that 76.63% made progress of 1 step or more. This shows that overall our target group made the same progress as our non-target students.

Analysis Comment:

Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, I think that a minimum of five years worth of data should be analysed.

Against the Piritahi levels our Writing achievement is lower than 2023.

	However, the percentage of children making progress of 1 or more curriculum levels is 76.6% In Tuatahi and Whanake Whanau the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It raises the questions of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. Have we got the scale right or can we show progress in a different way? This data does not take into account the Te Pa Wanganga students being taught to read and write in a mixture of te reo and English. Programmes have once again been impacted by student and staff absences due to illness, and in some cases the inability to provide relievers for affected classes, there have been several instances of split classes where regular teaching and learning is not possible We have had a myriad of foci as a staff to prioritise. There has been a whole school staff meeting delivered by RTLit Ingrid Hillgrove which has made us reconsider our teaching approach to handwriting and there has been Structured Literacy training, funded by MoE, at the end of term 4 for five teachers from Years 0-3. Whilst there are children identified as needing intervention, some of whom are ELL., O.R.S., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured LIteracy groups, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding. Read/Write is a new initiative introduced by our RTLB team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing.

Actions: What did we do?	**Outcome: What happened?**	**Reason for variance: Why did it happen?**	**Evaluation: Where to next?**
• We have continued to emphasize the importance of positive relationships between students and teachers • Structured Literacy has been implemented in Y3/4 as well as continued in Y0-3. • Structured Literacy groups working on 'The Code' in Y5/6	• *Due to the high amounts of factors with a large amount of variance, it is impossible to draw any certain conclusions about trends over only two years of data. In order to draw any reasonable conclusions, I think that a minimum of five years worth of data should be analysed.* • Against the Piritahi levels our Reading achievement is lower than 2023.	• Staff are building confidence with teaching Structured Literacy and The Code. With the speed of the introduction and the changing requirements from the MOE it has been challenging for some staff to relearn, plan,	• Implement new English Curriculum and ensure coverage of Reading in daily programmes as directed by MoE. • Offer to staff RTLB support and suggestions.

are being planned and delivered. ● Regular Instructional Reading lessons in senior classes using guided, shared, reciprocal, Literacy Circle approaches. ● Daily reading quality books to students by teachers and parents. ● Careful monitoring of Priority Students on Inclusive Ed documents. ● Students know where they are at, what their next steps are and how they are going to get there in most classes. ● Release of Literacy Leader 4x afternoon per week. ● Literacy Leader working with identified individuals and groups in Y2-4. ● Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes ● Sharing ideas and resources at Whanau meetings ● Good variety of instructional readers and on-line resources for older readers and decodable readers and resources in Junior School. ● Re-labelling of literacy shelves in the Resource room, continued build up of decodable resources for students working at level 1 and	● However, the percentage of children making progress of 1 or more curriculum levels is 79.7%, which is higher than 2022 (66%). ● In Y0 - Y2 the scale for measuring this progress is against a scale developed by the teachers who are teaching using a Structured Literacy approach. It raises the questions of "How does this fit with the Piritahi scale" and how does that impact on the data? Broadly speaking, the students who appear to have made many more steps of progress have actually remained within a curriculum level or sub-level and this is usually level 1, because we have broken this level down into much smaller steps for our reporting and recording. Have we got the scale right or can we show progress in a different way? ● This data does not take into account the Te Pa Wanganga (satellite kura) students being taught to read in a mixture of te reo and English. ● We have had a myriad of foci as a staff to prioritise. There has been a whole school staff meeting delivered by RTLit Ingrid Hillgrove which has made us reconsider our teaching approach to handwriting and there has been Structured Literacy training, funded by MoE, at the end of	implement as well as navigate other aspects of the school day. ● The school has monitored staff's strengths and the implementation of new learning as well as programmes of learning. ● Principal spent time in every class observing the teaching of structured literacy and The Code. There definitely is a range of abilities, experience and confidence amongst the staff team but I'm confident that overall this will grow.	● Review school-wide handwriting programme, expectations etc. ● Assessment - EasTTle. PLD for all staff, led by WSL/ASL from recent training they've had. ● TOD - staff looking at the English document, with focus on Know, Understand, Do, handwriting requirements, beliefs and requirements of planning for reading. ● Plan and support ICS learning ● ReadWrite for 2025 out the Science of Reading, Structured Literacy, Scopes and sequences. ● 2025 staff are going to remain in their classes in Y0-2 area to utilise the full day to teach English and Maths and learning aligned to this. ● The school is to be grouped in Phases in 2025 which will see some new class formations. ● Staff will incorporate new goals in SMS to report on.

2, including MoE books and investment in non-fiction 'Little Learner' decodable books. ● Extra staff support for Dyslexic students using Toe by Toe and Steps Web ● R.T.Lit support of students and teachers - we have had support for one child this year which ceased mid-year. ● Integration of Literacy with other curriculum areas in some whanau teams. ● Teachers are expected to carry out regular assessing and monitoring ● Library is attractive and set out in a user-friendly way, constantly improving with Librarian's ideas and initiative. ● Monitoring of Reading Recovery replacement of Tier 2 and 3 Literacy provisions. ● PD by Curriculum advisors around the new English curriculum. ● Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students.	term 4 for five teachers from Years 0-3. ● Whilst there are children identified as needing intervention, some of whom are ELL, O.R.S., Dyslexic, being taught in Te Reo, the school is offering programmes involving Structured LIteracy groups, Read/Write, Toe by Toe and Steps Web. Additionally a few children are supported by ICS funding and ELL funding. ● Read/Write is a new initiative supported by RTLB team earlier in 2024 and has been developed into a successful and popular tool for our students who need support with reading and writing when using a device. ● Staff meetings on Science of Learning to allow teachers to avoid cognitive overload for our students. ● Staff visited other schools, outside of Marlborough to discuss interventions, programmes and resources. ● Collated data on all interventions to ensure they aligned to the structure of the curriculum. ● Providing PLD for all staff across the school. ● All Y0-3 staff for 2025 have structured literacy training.		

Term 3 reflection: We are still waiting for the response from the Minister about being a stand-alone school. We have been asked to elect an establishment Board of Trustees who will then appoint a Governance Facilitator who will support appointing staff, oversee the creation of a curriculum for the vision of Te Pā Wananga. **Term 4 reflection:** The Komiti Whakahaere have identified two names for the Governance Facilitator which will be put forward to the Ministry of Education. The successful applicant will then appoint the establishment Board of Trustees who will oversee personnel, curriculum, property, finance, policies, health & safety and attendance. In the meantime, Te Pā Wānanga will continue to be a satellite kura with Renwick School supporting and engaging with the staff and families as they pursue their journey of becoming stand-a-lone.
How will our targets and actions give effect to Te Tiriti o Waitangi?: 1. <u>Excellent Outcomes:</u> We will support Māori learners and their whānau to achieve excellent education outcomes through building a nurturing relationship with families, regular communication and programmes of learning to support academic, cultural and social. 2. <u>Belonging:</u> We will ensure Māori learners and their whānau have a strong sense of belonging through regular communication, invitation to join in with school events and being included in the learning. 3. <u>Strengths-Based:</u> We will recognise and build on the strengths of Māori learners and their whānau through providing programmes of learning that include all areas of the curriculum. From our teaching and learning we will immerse tamariki in rich authentic learning based on local curriculum to create wonders for tamariki to explore and create new learning that makes a difference. 4. <u>Productive Partnerships:</u> We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes.

Renwick School Good Employer Statement 2024

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Included policy and practice:* *Teacher registration, property inspections, visitor monitoring, sharing public health information, hazard identification register, emergency procedures, ICT staff user agreement, staff leave/illness*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	*Our EEO policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without bias or discrimination.* *We have a programme to identify processes that contribute to employment inequality.* *Our EEO programme may include:* • *developing a policy statement and establishing objectives* • *appointing an EEO representative* • *consulting with staff to hear any concerns* • *creating an employee database (with informed consent for any EEO data collected)* • *encouraging staff to participate in training and career development* • *programme monitoring through staff meetings and board reports* • *reviewing employment and personnel policies and processes.* *Renwick School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the*

	programme, and raise any concerns with the principal or board.
How do you practise impartial selection of suitably qualified persons for appointment?	*Policy is followed by the personnel committee when an appointment is made.* *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.*
How are you recognising, – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service?	*Collecting progress and achievement data.* *Strategic aims are set to provide opportunity for Māori staff development and policy is followed during the employment process that welcomes applications from Māori working in education.*
How have you enhanced the abilities of individual employees?	*Individual and collective professional learning* *Mentoring of individuals* *Provide in-school leadership roles* *Support and encourage staff to apply for Kahui Ako roles* *Professional development for individuals with specific needs.*
How are you recognising the employment requirements of women?	*Responsive management to meet their needs. Free period products available in the workplace. Provide support through agencies outside of the school e.g. counselling.*
How are you recognising the employment requirements of persons with disabilities?	*We comply with an accessibility audit. Flexible working arrangements have been discussed and offered.*

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?	Yes	

Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Signed:

Principal/Tumuaki: ____ Date: _______________

Board Presiding member: __________________________________ Date: _______________

RENWICK SCHOOL
KIWISPORT
2024

In 2024 the school received Kiwisport funding of $7,539.48 within MOE Operational Grant funding.

This was spent on various physical activities for all students of the school including:

- Swimming skills sessions (fees and transport)
- Swimming sports (fees and transport)
- Mountain biking tournament (fees)
- Athletics day (fees and transport)
- Volleyball tournament