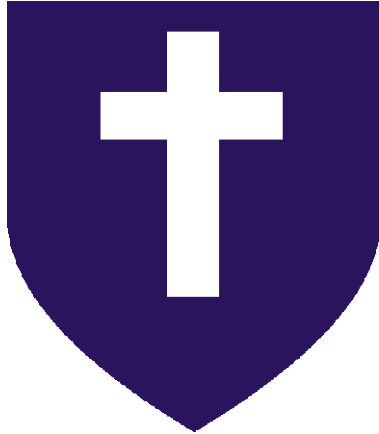


# EMMANUEL CHRISTIAN SCHOOL



## ANNUAL FINANCIAL STATEMENTS

**FOR THE YEAR ENDED 31 DECEMBER 2024**

**School Directory**

<b>Ministry Number:</b>	1168
<b>Principal:</b>	Alistair McKinnon
<b>School Address:</b>	322a Sawyers Arms Road, Bishopdale, Christchurch 8053
<b>School Phone:</b>	03 359 3595
<b>School Email:</b>	<a href="mailto:office@emmanuelchristian.school.nz">office@emmanuelchristian.school.nz</a>

**Accountant / Service Provider:**

**Solutions & Services**  
Collaborative School Administration

# EMMANUEL CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# Emmanuel Christian 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.

Warren Rosser

Full Name of Presiding Member

Alistair McKinnon

Full Name of Principal

Signed by:  
  
8FB4E33CEC91837B

Signature of Presiding Member

27/05/2025

Date:

Signed by:  
  
C5ABEE370C9500B8

Signature of Principal

27/05/2025

Date:

# Emmanuel Christian School

## Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expired/ Expires
John van Ameyde	Presiding Member	Appointed	Feb 2025
Warren Rosser	Parent Representative	Elected	Sep 2025
Alistair McKinnon	Principal	ex Officio	
Natalie Sterne	Parent Representative	Elected	Sep 2025
Kim Coleman	Staff Representative	Elected	Sep 2025
Lucy Harema	Parent Representative	Elected	Mar 2027
Shaun Liu	Parent Representative	Elected	Mar 2027
Ruth Murray	Proprietors Representative	Appointed	
John Hastie	Proprietors Representative	Appointed	
Rod Thompson	Proprietors Representative	Appointed	

# Emmanuel Christian School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,301,405	2,345,451	2,325,948
Locally Raised Funds	3	132,240	111,890	84,206
Use of Proprietor's Land and Buildings		301,000	301,000	301,000
Interest		6,009	5,000	6,227
<b>Total Revenue</b>		2,740,654	2,763,341	2,717,381
<b>Expense</b>				
Locally Raised Funds	3	13,542	5,350	11,782
Learning Resources	4	2,190,912	2,149,627	2,173,115
Administration	5	177,332	163,880	165,190
Interest		3,370	-	3,426
Property	6	465,015	443,048	438,447
Loss on Disposal of Property, Plant and Equipment		504	-	278
<b>Total Expense</b>		2,850,675	2,761,905	2,792,238
<b>Net (Deficit)/Surplus for the year</b>		(110,021)	1,436	(74,857)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(110,021)	1,436	(74,857)

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

# Emmanuel Christian School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Equity at 1 January</b>		224,759	224,759	223,125
Total comprehensive revenue and expense for the year		(110,021)	1,436	(74,857)
Contribution - Furniture and Equipment Grant		44,055	8,500	51,072
Contribution - Te Mana Tūhono		-	-	25,419
<b>Equity at 31 December</b>		158,793	234,695	224,759
Accumulated comprehensive revenue and expense		158,793	234,695	224,759
<b>Equity at 31 December</b>		158,793	234,695	224,759

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.

# Emmanuel Christian School

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	112,838	186,937	169,203
Accounts Receivable	8	158,664	161,097	161,097
Prepayments		18,404	10,503	10,503
		<u>289,906</u>	<u>358,537</u>	<u>340,803</u>
<b>Current Liabilities</b>				
GST Payable		20,445	21,111	21,111
Accounts Payable	10	200,607	192,137	192,137
Revenue Received in Advance	11	5,819	3,780	3,780
Provision for Cyclical Maintenance	12	8,308	21,385	8,250
Finance Lease Liability	13	18,699	18,261	18,261
		<u>253,878</u>	<u>256,674</u>	<u>243,539</u>
<b>Working Capital Surplus</b>		36,028	101,863	97,264
<b>Non-current Assets</b>				
Property, Plant and Equipment	9	177,675	180,749	180,749
		<u>177,675</u>	<u>180,749</u>	<u>180,749</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	36,786	25,998	31,335
Finance Lease Liability	13	18,124	21,919	21,919
		<u>54,910</u>	<u>47,917</u>	<u>53,254</u>
<b>Net Assets</b>		<u>158,793</u>	<u>234,695</u>	<u>224,759</u>
<b>Equity</b>		<u>158,793</u>	<u>234,695</u>	<u>224,759</u>

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

# Emmanuel Christian School

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		661,347	675,286	666,484
Locally Raised Funds		142,918	111,890	77,443
Goods and Services Tax (net)		(666)	-	(2,023)
Payments to Employees		(468,512)	(372,312)	(391,243)
Payments to Suppliers		(384,184)	(360,630)	(378,898)
Interest Paid		(3,370)	-	(3,426)
Interest Received		6,009	5,000	6,227
Net cash (to)/from Operating Activities		(46,458)	59,234	(25,436)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(37,202)	(50,000)	(50,639)
Net cash (to) Investing Activities		(37,202)	(50,000)	(50,639)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		44,055	8,500	51,072
Finance Lease Payments		(16,760)	-	(17,502)
Funds Administered on Behalf of Other Parties		-	-	(372)
Net cash from Financing Activities		27,295	8,500	33,198
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(56,365)</b>	<b>17,734</b>	<b>(42,877)</b>
Cash and cash equivalents at the beginning of the year	7	169,203	169,203	212,080
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>112,838</b>	<b>186,937</b>	<b>169,203</b>

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

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



# Emmanuel Christian School

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Emmanuel Christian 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 reports 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 Proprietor'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 12.

#### *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 9.

#### **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 13. Future operating lease commitments are disclosed in note 18b.

##### *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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

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

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

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

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

#### **Interest Revenue**

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

#### 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. 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.

#### 1.9. Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Furniture and equipment	3–10 years
Information and communication technology	3–5 years
Leased assets held under a Finance Lease	Term of Lease
Textbooks	3 years
Library resources	12.5% Diminishing value

### **1.10. 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 Statement of Comprehensive Revenue and Expense.

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.

### **1.11. 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.

### **1.12. 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 the surplus or deficit in the period in which they arise.

### **1.13. 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.

#### **1.14. Provision for Cyclical Maintenance**

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

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

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

#### **1.15. 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 and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in the surplus or deficit.

#### **1.16. 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.

#### **1.17. Budget Figures**

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

#### **1.18. Services received in-kind**

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

## 2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	683,819	692,142	690,825
Teachers' Salaries Grants	1,616,446	1,652,309	1,634,453
Other Government Grants	1,140	1,000	670
	<u>2,301,405</u>	<u>2,345,451</u>	<u>2,325,948</u>

## 3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Revenue</b>			
Donations and Bequests	109,210	105,140	72,477
Fees for Extra Curricular Activities	8,523	4,200	5,562
Trading	2,632	500	4,132
Fundraising and Community Grants	6,090	1,500	1,328
Other Revenue	5,785	550	707
	<u>132,240</u>	<u>111,890</u>	<u>84,206</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	6,456	3,700	6,445
Trading	2,331	500	4,146
Fundraising and Community Grant Costs	4,065	600	651
Other Locally Raised Funds Expenditure	690	550	540
	<u>13,542</u>	<u>5,350</u>	<u>11,782</u>
<i>Surplus for the year Locally raised funds</i>	<u>118,698</u>	<u>106,540</u>	<u>72,424</u>

## 4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	103,785	106,300	126,711
Information and Communication Technology	60	350	381
Employee Benefits - Salaries	2,007,611	1,966,477	1,988,226
Other Learning Resources	-	1,000	-
Staff Development	21,330	25,500	7,737
Depreciation	58,126	50,000	50,060
	<u>2,190,912</u>	<u>2,149,627</u>	<u>2,173,115</u>

## 5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	10,996	6,600	6,615
Board Fees and Expenses	9,287	9,180	8,565
Operating Leases	23,410	28,000	24,718
Other Administration Expenses	35,870	39,600	42,834
Employee Benefits - Salaries	89,540	76,000	74,549
Insurance	3,579	-	3,457
Service Providers, Contractors and Consultancy	4,650	4,500	4,452
	<u>177,332</u>	<u>163,880</u>	<u>165,190</u>

## 6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Consultancy and Contract Services	73,431	65,000	64,017
Cyclical Maintenance	7,386	7,798	7,633
Adjustment to the Provision	(1,877)	-	(1,449)
Heat, Light and Water	24,367	28,000	26,440
Rates	-	-	74
Repairs and Maintenance	35,282	20,750	21,149
Use of Land and Buildings	301,000	301,000	301,000
Other Property Expenses	25,426	20,500	19,583
	<u>465,015</u>	<u>443,048</u>	<u>438,447</u>

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

## 7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	112,838	186,937	169,203
Cash and Cash Equivalents for Statement of Cash Flows	<u>112,838</u>	<u>186,937</u>	<u>169,203</u>

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

Of the \$112,838 Cash and Cash Equivalents, \$4,769 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 \$112,838 Cash and Cash Equivalents, \$1,050 of Other Revenue in Advance is held by the School, as disclosed in note 11.

## 8. Accounts Receivable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Receivables	200	10,870	10,870
Receivables from the Ministry of Education	4,216	2,335	2,335
Teacher Salaries Grant Receivable	154,248	147,892	147,892
	<u>158,664</u>	<u>161,097</u>	<u>161,097</u>
Receivables from Exchange Transactions	200	10,870	10,870
Receivables from Non-Exchange Transactions	158,464	150,227	150,227
	<u>158,664</u>	<u>161,097</u>	<u>161,097</u>

## 9. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2024</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>
Furniture and Equipment	67,772	26,409	-	-	(14,861)	79,320
Information and Communication Technology	55,847	7,096	-	-	(18,502)	44,441
Leased Assets	39,688	18,354	-	-	(22,183)	35,859
Library Resources	17,442	3,697	(504)	-	(2,580)	18,055
<b>Balance at 31 December 2024</b>	<u>180,749</u>	<u>55,556</u>	<u>(504)</u>	<u>-</u>	<u>(58,126)</u>	<u>177,675</u>

The net carrying value of equipment held under a finance lease is \$35,859 (2023: \$39,688)

### Restrictions

With the exception of the contractual restrictions relating to the above noted finance leases, 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 \$
Furniture and Equipment	248,109	(168,789)	79,320	221,700	(153,928)	67,772
Information and Communication Technology	159,797	(115,356)	44,441	152,701	(96,854)	55,847
Textbooks	18,000	(18,000)	-	18,000	(18,000)	-
Leased Assets	68,437	(32,578)	35,859	71,349	(31,661)	39,688
Library Resources	58,193	(40,138)	18,055	56,119	(38,677)	17,442
<b>Balance at 31 December</b>	<b>552,536</b>	<b>(374,861)</b>	<b>177,675</b>	<b>519,869</b>	<b>(339,120)</b>	<b>180,749</b>

#### 10. Accounts Payable

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Creditors	12,400	8,854	8,854
Accruals	8,996	4,765	4,765
Banking Staffing Overuse	-	17,856	17,856
Employee Entitlements - Salaries	177,223	158,886	158,886
Employee Entitlements - Leave Accrual	1,988	1,776	1,776
	<b>200,607</b>	<b>192,137</b>	<b>192,137</b>
Payables for Exchange Transactions	200,607	192,137	192,137
	<b>200,607</b>	<b>192,137</b>	<b>192,137</b>

The carrying value of payables approximates their fair value.

#### 11. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	4,769	2,738	2,738
Other Revenue in Advance	1,050	1,042	1,042
	<b>5,819</b>	<b>3,780</b>	<b>3,780</b>

#### 12. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	39,585	39,585	33,401
Increase to the Provision During the Year	7,386	7,798	7,633
Other Adjustments	(1,877)	-	(1,449)
Provision at the End of the Year	<b>45,094</b>	<b>47,383</b>	<b>39,585</b>
Cyclical Maintenance - Current	8,308	21,385	8,250
Cyclical Maintenance - Non current	36,786	25,998	31,335
	<b>45,094</b>	<b>47,383</b>	<b>39,585</b>

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, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.



### 13. 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	20,970	20,708	20,708
Later than One Year	19,478	23,673	23,673
Future Finance Charges	(3,625)	(4,201)	(4,201)
	<u>36,823</u>	<u>40,180</u>	<u>40,180</u>
<b>Represented by:</b>			
Finance lease liability - Current	18,699	18,261	18,261
Finance lease liability - Non current	18,124	21,919	21,919
	<u>36,823</u>	<u>40,180</u>	<u>40,180</u>

### 14. Related Party Transactions

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

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

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

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1.3. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

### 15. Remuneration

#### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,470	4,260
<i>Leadership Team</i>		
Remuneration	416,672	426,868
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>421,142</u>	<u>431,128</u>

There are 8 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board also has Finance (x2) members that meet as required and, Property (x6) members that meet once per term (or more frequently as required). As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in an ECS board of trustees and EPT Proprietors planning meeting.

#### Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
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	2.00	5.00
120 - 130	2.00	2.00
	4.00	7.00

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

#### 16. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, 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	-	-

#### 17. 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.

#### 18. Commitments

##### (a) Capital Commitments

As at 31 December 2024 the Board has not entered into any capital commitments.

(Capital commitments at 31 December 2023: nil)

##### (b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2023: nil)

## 19. 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	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	112,838	186,937	169,203
Receivables	158,664	161,097	161,097
Total Financial assets measured at amortised cost	271,502	348,034	330,300

### Financial liabilities measured at amortised cost

Payables	200,607	192,137	192,137
Finance Leases	36,823	40,180	40,180
Total Financial liabilities measured at amortised Cost	237,430	232,317	232,317

## 20. Events After Balance Date

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

## 21. Comparatives

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF EMMANUEL CHRISTIAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Emmanuel Christian School (the School). The Auditor-General has appointed me, Michael Rondel, 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 17, 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 27 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 arise 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, Annual Plan, Achievement Data, Curriculum Review, Kiwi sport Declaration, Te Tiriti o Waitangi report and the report on Compliance with good employer requirements, 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.



Michael Rondel  
BDO Christchurch Audit Limited  
On behalf of the Auditor-General  
Christchurch, New Zealand

## VISION

“A Thriving Bible-based Learning community”

## ANNUAL PLAN 2024- Strategic Focus 1

*Students / Ākonga*  
*Every Child is Supported to Succeed*

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<b>Goal 1 ( Te Reo Māori / Culturally Responsive)</b> Work with whanau to build an understanding of what it means for our Māori and Pacific students to stand tall in their Christian Faith and in their culture	Objective 2 Barrier Free Access: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs  Objective 3 Quality teaching and Leadership: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning  Objective 1 (Priority 1) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<ul style="list-style-type: none"> <li>Working with whanau groups a description of what it means to succeed as Māori and Pacific students developed 'standing tall in their faith and culture'</li> <li>Next steps developed to build towards above plan</li> </ul>	Whanau group meeting was not achieved in Term 1  This has continued to be a gap that needs to be further addressed into term 4. Whānau Hui is scheduled for 1 November 2024, invitations have been sent.	
<b>Goal 2 ( Te Reo Māori / Culturally Responsive)</b>  - Language Plan completed with Professional	Objective 3 Quality teaching and Leadership: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<ul style="list-style-type: none"> <li>Localised long term plan and unit plans developed using a consistent pedagogical approach.</li> <li>Teachers developed to support consistent teaching of Te Reo Māori (Year 1-6), along with appropriate resources. Guided by</li> </ul>	Unit holder to support this appointed (Tania Luke)  Work started to identify how we measure the current language use / understanding as a base line. Will be completed before end of Term 2	

development and resource development so that staff are confident and equipped to deliver Te Reo Māori learning in a planned consistent way.	Objective 1 (Priority 1) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Management Unit Holder <ul style="list-style-type: none"> <li>Teachers implement plan and pedagogy in their classes and reflect on progress (of both students and teachers)</li> </ul>	Planning underway to start PLD for staff and increased delivery in classes. PLD delivery will start Term 2  Regular PLD has occurred with Year 1-6 staff with resources introduced to use in class to deliberately increase targeted delivery of Te Reo Māori.  PLD and increased delivery has continued. Next step to continue this and review learning progress, both for staff and students	
<b>Goal 3 ( Supporting all learners)</b> - Ensure that student needs of diverse learners are met in this growing area of need.	Objective 1 (Priority 1) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures  Objective 2 Barrier Free Access: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<ul style="list-style-type: none"> <li>Senior Leadership Team and SENCOs develop a clear diagram of processes to assess and meet student needs</li> <li>Internal review of the way support for diverse learners is structured</li> <li>Review used to formulate plans and structures moving forwards</li> </ul>	A flow chart has been developed and is now being finalised to describe the process to identify and design support for students with diverse needs. It has been identified that there has been a gap in allowing space for staff collaboration as part of this process to ensure students are not being missed, and that support is as effective as possible  In Year 7-10 a change has been ensuring planning allows for good support for students around assessments. Ensuring these are planned in a way which allows for the provision of adequate support.  Continued work with MGS around requirements going into highschool so that needs are met and students are prepared going into new schools.	
<b>Goal 3 (Literacy Learning)</b> - Continue to build capacity in the teaching of literacy to see improvement in learning outcomes for students. With a particular focus on: - Year 3-4 improving student progress - New Entrants – understanding impact of Better Start Literacy Initiative		<ul style="list-style-type: none"> <li>Professional development delivered in Literacy especially use of Sharp Reading in Years 3-6</li> <li>Specific skills of staff used to deliberately develop grammar and language structures teaching for Year 3-4 (high number of English Language Learners in these classes)</li> <li>Middle School Literacy Programme reviewed and changes made to align with New Curriculum and requirements of NCEA changes</li> </ul>	Sharp reading PLD (first 2 sessions) have occurred as scheduled PLD has continued as planned. Implementation in class monitored as part of this. At Year 5 and 6 by the external facilitator Work has started on recording video sessions of students working as part of PLD and for future years training booth at ECS and beyond (especially Y5 and 6) -Work being implemented in classes  - Deliberate extra full class and small group lessons have been implemented to improve literacy, especially focused on grammar and language structures  Work has started to review curriculum changes and impact on Middle School literacy programmes	



<div>- New Curriculum changes</div> <div>Specific Targets: 90% of students in Year 4 and 5 progress by at least 1 Curriculum Sub-Level in Writing.</div> <div>Year 10 Literacy: NCEA Co-Requisite Standards At least 16 students achieve the Reading Standard and at least 14 the Writing Standard</div>		<div><ul style="list-style-type: none"><li>The Better Start Literacy programme continued with changes. Literacy skills of these students (and the Year 1 / 2 students who completed this in 2023) carefully monitored to ensure this is meeting their learning needs</li></ul></div>	<div>Analysis of this is fairly complete, However, now needs to be relooked at in Term 4 with regards to curriculum changes when available</div> <div>Better start literacy programme has had further tools added in term one especially around common sight words with progress being monitored. Specific targeted teaching is occurring to support these students in writing. Needs of students and next steps have been identified and teaching specifically targets these needs.</div> <div>Mid year results for NE students who have been at school for 20+ weeks: Reading 74% at expectation Writing 74% at expectation Mathematics 88% at expectation</div> <div>While specific progress data across the year is not yet available. We have seen significant progress with targeting teaching to needs identified in 2023. At Mid-Year achievement date is: (Note data based on expected achievement for End of Year)</div> <div><table><tr><th colspan="4">Mid Year Data Year 4 and 5</th></tr><tr><th>Year 4</th><th>Below Expection</th><th>Near Expectation</th><th>At or Above Expection</th></tr><tr><td>Reading</td><td>1</td><td>1</td><td>23</td></tr><tr><td>Writing</td><td>1</td><td>7</td><td>17</td></tr><tr><td>Mathematics</td><td>1</td><td>6</td><td>18</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><th>Year 5</th><th>Below Expection</th><th>Near Expectation</th><th>At or Above Expection</th></tr><tr><td>Reading</td><td>0</td><td>6</td><td>22</td></tr><tr><td>Writing</td><td>1</td><td>8</td><td>19</td></tr><tr><td>Mathematics</td><td>1</td><td>5</td><td>23</td></tr></table></div>	Mid Year Data Year 4 and 5				Year 4	Below Expection	Near Expectation	At or Above Expection	Reading	1	1	23	Writing	1	7	17	Mathematics	1	6	18					Year 5	Below Expection	Near Expectation	At or Above Expection	Reading	0	6	22	Writing	1	8	19	Mathematics	1	5	23
Mid Year Data Year 4 and 5																																											
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Mathematics	1	5	23																																								

(Note 19 students in cohort)			<p>Preparation support for Co-Requisite assessments is ongoing. First assessment opportunity for 2024 occurs in Week 4 Term 2</p> <p>First assessment completed after preparation.  Writing 10 Achieved  Reading 11 Achieved  Numeracy 9 Achieved  Targeted work occurred with students who did not achieve this at the first attempt.</p> <p>Targeted classes run to support preparation for second assessment.  New resources bought and trialled that are targeted for co req prep.  Second assessment was run with results not yet available</p> <p>Note: Cohort size dropped to 18 students  In Reading we had 15 students achieve  Writing - 16 students achieved  Numeracy - 13 students achieved</p> <p>Writing results were better than expected and reading result was very close/at depending on how you look at the cohort adjustment</p>	
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## VISION

“A Thriving Bible-based Learning community”

## ANNUAL PLAN 2024- Strategic Focus 2

Wellbeing / Waiora  
Biblical Wellbeing is understood and implemented

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<b>Goal 1 ( Teaching of Wellbeing)</b> - The plan to deliver Biblically informed wellbeing teaching (based on the Emmanuel Christian School Wellbeing Model) is completed (2 <sup>nd</sup> Year of 2 Year Cycle) and being delivered to classes - Full Staff Professional Development on last sections of Wellbeing model completed	1 (Learners at the Centre) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures  Christ-like Character - Galatians 5:22 – 23 Wisdom - Proverbs 9:10 Piropono / Faith - 2 Corinthians 5:7 Tumanako / Hope - Psalm 62:5 Aroha / Love- John 13:34 Manaakitanga / Care and Support Kaitiakitanga / Stewardship/ Service - Philippians 2:3	<ul style="list-style-type: none"> <li>Continued regular professional development of staff with practical links to classroom activities.</li> <li>Time provided for staff to continue planning Biblically informed Wellbeing teaching cycle. Second year of this delivered to classes in 2024 (Year 1-6)</li> <li>Middle School teaching of Wellbeing continue to be implemented within Huaora classes, home rooms and Physical Education and Health</li> </ul>	<p>The plan for Term 1 was completed and delivered to classes as intended. Staff made good use of planning time to further develop this work.</p> <p>Full staff PLD in the area of community and how we can encourage this with students from a biblical perspective occurred as planned</p> <p>Term 2 full staff PLD again on Community occurred as planned.</p> <p>Year 1-6 staff had time provided and have continued to develop the detailed plans to deliver this as a regular part of classes. This has occurred</p> <p>Staff PLD on how to teach what it is to be an ambassador occurred as planned. Next step to develop class lesson plans to match</p>	

<p><b>Goal 2 ( Wellbeing review and analysis)</b></p> <ul style="list-style-type: none"> <li>- Wellbeing Survey completed across the student and staff community with results and changes since 2020 analysis.</li> <li>- Next steps plans developed based on survey results to further strengthen wellbeing for students and staff.</li> </ul>	<p>1 (Learners at the Centre) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> <li>• Wellbeing Surveys based on NZCER work implemented. (Term 1)</li> <li>• Results analysed and compared to 2020 findings.</li> <li>• Next steps and plans (including how progress can be measured) developed and implementation started</li> </ul>	<p>Wellbeing surveys were completed in Term 1. Analysis to identify next steps and action plans to support further improvement in underway.</p> <p>Analysis was completed by teams and reviewed by Senior Leadership team and reported to Board. Significant movement was seen from 2020 data</p> <p>Work to implement next steps is ongoing. One area that came up was recognition of different cultures, the increasing focus on language weeks and the culture day is a move to address this. PArents wanting to be involved in language weeks has been a real highlight (reading stories etc in their native language)</p>	
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VISION

“A Thriving Bible-based Learning community”

ANNUAL PLAN 2024- Strategic Focus 3

Knowledge/ Matauranga

Delivering Excellence in Education through ongoing development opportunities

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps Term One Red Term Two Blue Term Three Green Term Four Black	Lead by
<b>Goal 1 ( Curriculum)</b> - Localised curriculum updated to meet new curriculum in Literacy.	<p>Objective 2 Barrier Free Access: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Objective 3 Quality teaching and Leadership: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Objective 1 (Priority 1) Learners at the Centre: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<ul style="list-style-type: none"><li>Localised long term plans developed to meet the needs of the new curriculum within our Christian School context.</li><li>Current long term plans reviewed against new curriculum requirements.</li><li>Changes made based on review.</li><li>Professional development needs identified</li></ul>	<p>The Middle School curriculum has been analysed to see how it matches new curriculum. Changes are being made as required.</p> <p>Year 1-6 literacy review will occur now we have some more clarity around government direction. Significant announcement made Week 1 Term 2</p> <p>Uncertainty developed due to changing curriculum plans. Advice from Ministry of Education was to wait for some clarity</p> <p>Draft documents are now out and staff have provided feedback as part of this process. Next versions are due very soon. Review of our local curriculum against the draft has occurred so we are ready to start to develop changes required. High number of changes is a concern in a short time, however, when we looked we had already put a number of the things required in place a part of our regular review process.</p>	

<p><b>Goal 2 (Staff Capacity)</b></p> <ul style="list-style-type: none"> <li>- <i>Professional development to support:</i></li> <li>- <i>Implementing the new curriculum from a Christian Perspective</i></li> <li>- <i>Development of staff in knowledge and use of Te Reo Māori</i></li> </ul>	<p>3 (Quality Teaching and Learning)  Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning  Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none"> <li>• Development of staff to further the teaching of Te Reo Māori occurs (see focus area 1)</li> <li>• All staff involved in regular development of what it means to teach within a Christian School, how do we ensure our curriculum delivery and understandings are Biblically informed.</li> </ul>	<p>All staff have been involved in ongoing PLD around understanding a biblically based curriculum delivery (delivered by Laidlaw College). So far 2 of 8 sessions have occurred.</p> <p>Work continues in learning teams on ensuring unit plans incorporate Christian teaching into the planning based on a provided structure.</p> <p>See Goal 1 re Te Reo Māori</p> <p>Laidlaw college PLD has continued and we have now completed 6 sessions (was reduced to 7 available).</p> <p>Regular PLD has been ongoing within learning teams with resources being used in classrooms to support teaching and learning</p>	
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## VISION

“A Thriving Bible-based Learning community”

## ANNUAL PLAN 2024- Strategic Focus 4

**Whanaungatanga / Community  
Flourishing School Community where everyone is  
included**

Annual Goals & Targets	NELP Link National Education and Learning Priorities	Actions to Achieve (How will we know)	Progress to date & Next Steps <b>Term One Red</b> <b>Term Two Blue</b> <b>Term Three Green</b> <b>Term Four Black</b>	Lead by
<b>Goal 1 Understanding our Community and plans for growth)</b> <ul style="list-style-type: none"> <li>- Key components of the strengths of our school community clearly identified and documented</li> <li>- Priorities developed for strengthening community during a period of growth.</li> </ul>	NELP Priorities 1 (Learners at the Centre) Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<ul style="list-style-type: none"> <li>• Different parts of our school community (internal and external) identified.</li> <li>• Consultation occurs with different parts of the community to understand what makes a flourishing community for each group and how these can be / are currently represented within the school.</li> <li>• Key factors supporting our school community identified and plans for growth carried out in a way which supports further developing of community / Whanaungatanga.</li> </ul>	<p>No term 1 progress to report, however, Wellbeing survey that was completed will be a first step in identifying some key factors for students.</p> <p>Staff consultation has occurred and is ongoing with strong flavours being identified.</p> <p>Next step is parents / board and proprietors. Parent morning teas being reintroduced in Term 4 as part of this.</p> <p>Morning teas did not occur as planned</p>	

## Achievement Data

### Reading 2024

#### Actual Achievement

Table 1: OTJ's 2024 End of 40 Weeks and 80 weeks

	Below	At	Above	
40weeks	61% (11)	11% (2)	28%(5)	18
80 weeks	39%(7)	39%(7)	22%(4)	18

#### Patterns

- a significant number of students are struggling to read continuous text and it is still unclear if the lower performances are a result of the different approach
  - At Year 2 there are more students At and Above

#### Next step

- Teachers continue to use *sharpReading* at Year 2 as appropriate

Table 2: End of Years 3-6 OTJ's

	Below	Near	At	Above	At and Above
End of Year 3 /32			59%(19)	41%(13)	100%(32)
End of Year 4 /25	4% (1)	4% (1)	40%(10)	52%(13)	92%(25)
End of Year 5 31	3%(1)	13%(4)	46%(14)	38%(12)	84%(31)
End of Year 6 23	4.5%(1)	4.5%(1)	22%(5)	69%(16)	92%(23)

#### Patterns



- The majority of students across Years 3-6 are doing very well with 49% Above, 43% At, 8% Near or Below.
- Year 6 has the largest cohort performing Above
- All Maori achieving At or Above
- A range of ethnic groups outperform other ethnicities by achieving Above.  
E.g.Asians at Year4, Chinese, MELLA and NZE at Year 5, and NZE at Year 6
  - Females outperform males in Years 3-6

#### Next step

- Continue using strategies that are appropriate for English Language Learners

Table 3: End of Years 7-10 OTJ's (Overall teacher Judgement)

	Experiencing difficulty	Below expectation	At expectation	Above expectation	At and Above expectation
Year 7	(1) 3%	(4) 13%	(11) 37%	(14) 46 %	(25) 83%
Year 8	(1) 4%	(3) 13%	(19) 79%	(1) 4%	(20) 83%
Year 9	(1) 4%	(6) 24%	(15) 56 %	(4) 16%	(19) 72%
Year 10	(1) 6%	(4) 22%	(8) 44%	(5) 28%	(13) 72%

### Patterns

- Overall 79% of students are achieving at or above the expected level. The year 9 cohort has a slightly lower achievement rate than other year groups. Achievement is equitable between both males and females.

Māori and Pacific people have lower achievement levels, followed by MELAA compared to the other ethnic groups.

For students that are not at the expected levels some students have significant learning challenges, or are English language learners, it has been pleasing to see the attendance has not played a factor in achievement this year

### Next Steps

- Target our ELL (English Language Learners) students
- Continue to build up resources appropriate to this level
- Continue to evaluate our English curriculum adjusting to new curriculum, assessment and our Christian Character
- Build into our teaching more deeper comprehension and justification type activities for a range of texts

## Rate of progress in Reading, 2024

Table 4: OTJ shifts comparing OTJ at End of First and OTJ End of Second

Level	-1	0	+1	+2
Year 2		62%(10)	32% (5)	6%(1)

### Pattern

- a significant proportion of students improved in OTJ (38%)  
(Note a student who has a 0 OTJ shift is making the expected rate of progress)

Table 5: Rate of Progress Years 4-6

	-2 or more	-1	0	+1	+2	+3or more	+2 or more	students
4			9% (2)	18% (4)	50% (11)	23%(5)	73%	22
5	(1)4%	7%(2)	26%(7)	18% (5)	(6)22%	(6)22%	44%	27
6			36%(9)	32%(8)	24%(6)	8%(2)	32%	25
All	1% (1)	3% (2)	24%(18)	23%(17)	31%(23)	18%		74

### Patterns

- The majority of students have gained by at least 1 sub level.
- All cohorts have students making accelerated progress with Year 4 making the biggest gains.
- At Year 5-6 there is a cluster showing minimal progress

Table 6: Y8 -10 OTJ Shift end of year 2023 to end of year 2024

Level	-1	0	+1	+2 or more
Year 8		17% (4)	50% (12)	33% (18)
Year 9		40% (8)	45% (9)	15% (3)
Year 10			39% (7)	61% ( 11)

Note: Year 7 data showing start of year 2024 to end of year 2024

Table 7

Level	-1	0	+1	+2 or more
Year 7	3%(1)		31% (9)	66% (19)

**Patterns**

Overall, 80% of students have made a progression from end of year 2023 to end of year 2024, and 88% having made progress from the beginning of year to the end of year 2024.

Māori and Pacific People have the highest level of progress across the ethnicity groups with 80% and 75% of those groups gaining two sub levels in a year respectively.

## **Writing 2024**

### **Actual Achievement**

Table 8: OTJ's 2024 in Writing at 40 weeks and 80 weeks

	Below	At	Above	
40 weeks	39% (7)	39%(7)	22% (4)	18
80 weeks	22%(4)	61% (11)	17%(3)	18

#### **Patterns**

##### **After 40 weeks**

- a significant cluster Below, across all ethnicities
- a higher number of students At and Above

##### **After 80 weeks**

- Student results improve with a lift from the Below to At

Table 9: End of Years 3-6 Actual Achievement

	Below	Near	At	Above	At and Above
Year 3		6% (2)	78% (25)	16% (5)	94% (32)
Year 4	12% (3)	16% (4)	44% (11)	28% (7)	72% (25)

Year 5		16% (5)	71% (22)	13% (4)	84%(26)
Year 6	13% (3)	5% (1)	39% (9)	43%(10)	82% (23)
	5%(6)	11%,(12)	60%(67)	23%(26)	111

### Patterns

- Girls outperform boys at most levels
- Maori are all at least AT the standard
- The clusters at Near or Below are becoming smaller
- The majority of students are AT, however there is a large cluster of Year 6 Above
- Maori students are achieving AT
- In Years 3-6 girls outperform boys
- Ethnicities that out performs others are; Year 3-NZE, Y4-Other Asian, Y5 NZE, Y6-Chinese

### Next steps

- Continue using ESOL strategies
- Continue the introduction of SharpReading stage 5 in2025

Table 9: End of Years 7-10 OTJ's (Overall teacher Judgement)

### Actual Achievement

	Experiencing difficulty	Below expectation	At expectation	Above expectation	At and Above expectation
Year 7	(2) 7%	(5) 17%	(14) 47%	(9) 30 %	(23) 77%
Year 8	(1) 4%	(5) 21%	(17) 71%	(1) 4%	(18) 75%
Year 9	(2) 8%	(7) 28%	(6) 24 %	(10) 40%	(16) 64%
Year 10	(3) 17%	(1) 6%	(9) 50%	(5) 28%	(14) 78%
Overall Writing At and Above					(71) 73%

**Patterns:**

73% of students are achieving at or above the expected level (this is a 7% increase on last year and the highest it has been in the last 6 years) Overall achievement is relatively equitable over the year groups with year 9 slightly lower than other year groups. Year 8 has the lowest number of students above the expected level. Within the year 9 cohort it must be noted that four of those students that are below were new to ECS this year and have made significant progress but have not yet made the required standard. Male and female achievement data is equitable however females have a higher levels of above or well above. Māori and Pacific People have the lowest achievement levels

**Next Steps:**

- Rework Year 9 & 10 English programme to include specific teaching for a number of our learners who need more support within Literacy
- Continue to use of self-assessment, regular feedback and explicit next steps
- Further work as an “English department” to ensure flow of teaching and learning across Middle School
- Continue to develop our ability to prepare students for NCEA Co-req exams

Table 10: Rate of Progress based on e-AsTTle Writing sample.

2024 year level	-1	0	1	2	3	4	5	6	Grand Total
1			20%(1)		80% (4)				5
2	4%(1)	4%(1)	8 %(2)	15%(3)	28%(5)	33%(7)	8%(2)		21
3	3% (1)	3% (1)	26%(8)	39% (12)	13%(4)	9% (3)	7%(2)		31
4	8% (2)	4%(1)	22%(5)	18%(4)	31%(7)	13%(3)	4%(1)		23
5		7.1%( 2)	7.1%( 2)	21.4%(6)	39.2%(11)	7.1%( 2)	7.1%(2)	10.7%(3)	28
6	12%(3)	20%(5)	20%(5)	24%(6)	16%(4)	4%(1)	4%(1)		25
	7	10	23	31	35	16	8	3	133

**Pattern**

- Very pleasing progress with just over 46% making accelerating progress ( 3 or more sublevel)
- Only 12% of students making no progress

### **MS Rate of progress**

**Table 11:** Y8 -10 OTJ Shift end of year 2023 to end of year 2024

Level	-1	0	+1	+2 or more
Year 8		13% (3)	42% (10)	45% (11)
Year 9		15% (3)	60% (12)	25% (5)
Year 10		6% (1)	28% (5)	67% (12)

Note: Year 7 data showing start of year 2024 to end of year 2024

Table 7

Level	-1	0	+1	+2 or more
Year 7		3% (1)	24% (7)	72% (21)

#### Patterns:

Overall 89% of students in the Middle school progressed one or more sublevels from End of Year 2023 to the End of the Year in 2024. 45% of those students have moved 2 or more sublevels (accelerated progress). Pacific People have the highest level of progression, with all other ethnicities relatively equitable in their rate of progression.



## **Mathematics ( Number) 2024**

### **Actual Achievement in Mathematics Years 1-6**

Table 12: End of 40 and 80 weeks at school

	Below expectation	At expectation	Above expectation	
After 40 weeks	28%(5)	44%(8)	28%(5)	18
After 80 weeks	28%(5)	39%(7)	34%(6)	18

### **Patterns**

#### **End of 40 weeks at school**

- 69% of students are AT or Above, with over representation of Asians in Above

#### **End for 80 weeks at school**

- with over representation of Asians in Above
- MELAA even represented across Below, At and Above

Table 13: Actual Achievement In Years 3-6

Years 3-6, 2023	Experiencing Difficulty	Near Expectation	At Expectation	Above Expectation
Year 3 / 32		25% (8)	44% (14)	31% (10)
Year 4 /25	12% (3)	16% (4)	24% (6)	48% (12)
Year 5 /31		13% (4)	68% (21)	19% (6)

Year 6	4% (1)	9% (2)	39% (9)	48% (11)
	3%	17%	45%	35%

### Patterns

- A high percentage of students at Year 4 and 6 achieving Above Expectation
- A cluster across the Year groups experiencing difficulty with 25% Near expectation at Year3
- All Māori students at least AT
- At 3 year, males are noticeably over-represented in Above
- Males outperform females at Year 3, Year 5 and Year 6.
- Over all 35% are Above, 45% AT, 17 % Near and 3% Below

### Next steps

Continue small group teaching and use Numicon resources with students performing lower as appropriate from Year 4 in 2025

Table 14

Years 7-10 Actual Math Achievement (EOY report data)

	Experiencing difficulty	Below expectation	At expectation	Above expectation	At and Above expectation
Year 7	(2) 7%	(5) 17%	(8) 27%	(15) 50 %	(23) 77%
Year 8	(3) 13%	(4) 17%	(5) 21%	(12) 50%	(17) 71%
Year 9	(2) 8%	(4) 16%	(12) 48 %	(7) 28%	(19) 76%
Year 10	(4) 22%	(1) 6%	(9) 50%	(4) 23%	(13) 73%
Overall Math At and Above					(72) 74%

### Patterns:

Overall, 74% of students are achieving at or above the expected level (a 4% increase from last year) Our Year 7 & 8 students have higher level of being above the expected level than our year 9 & 10s, overall achievement is relatively equitable across year levels. Males continue to

outperform females within math, while Māori, Pacific people and MELAA have the lowest overall achievement.

- Look into ways in which we can support our senior students develop their ability to apply their mathematical thinking into word problems
- PD for math teachers to help them best meet their students needs
- Focus on the new curriculum changes and how we can effectively embed structured math into our curriculum.

### Rate of progress

Table 15: OTJ shifts comparing OTJ at End of First and OTJ End of Second

Level	-1	0	+1
Year 2		53%(8)	47% (7)

### Pattern

- a significant improvement in student achievement with almost half of students accelerating in their learning)

Table 16: Rate of progress as per e-AsTTle score in Number

Year	-1	0	+1	+2	+3	+4	+5	+6	+7	Total
4		39%(9)	17.3%(4)	26%(6)	13%(3)	4.3%(1)				23
5	3.7%(1)	7.4%(2)	29.6%(8)	18.5%(5)	29.6%(8)	7.4%(2)			3.7%(1)	27
6	3.7%(1)	18.5%(5)	39%(9)	18.5%(5)	18.5%(5)		3.7%(1)	3.7%(1)		27
	2.6%(2)	(16)20.7%	27.2%(21)	20.7%(16)	20.7%(16)	3.8%(3)	1.3%(1)	1.3%(1)	1.3%(1)	77
	23.3%			39.7%						

### Patterns

- There is a significant number of students at each year level that have made significant progress i.e.44% for Years 4 and 6, and 59% at Year 5
- At Year 5 and 6 there are more students appearing as outliers with exceeding improvements i.e up 3-7sublevels
- There is a significant cluster indicating no shift in Year 4 (39%, 9 students)
- Overall 23.3% not showing improvements, 39.7% showing significant improvements within 1 year

### Next step

- Provide more practice using the e-AsTTle type of test to ensure unfamiliarity of the test type is not a barrier to show increased learning

Table 17: Y8 -10 OTJ Shift end of year 2023 to end of year 2024

Level	-1	0	+1	+2 or more
Year 8		8% (2)	54% (13)	38% (9)
Year 9		35% (7)	50% (10)	15% (3)
Year 10		11% (2)	28% (5)	61% ( 11)

Note: Year 7 data showing start of year 2024 to end of year 2024

Table 7

Level	-1	0	+1	+2 or more
Year 7		4% (1)	33% (9)	53% (17)

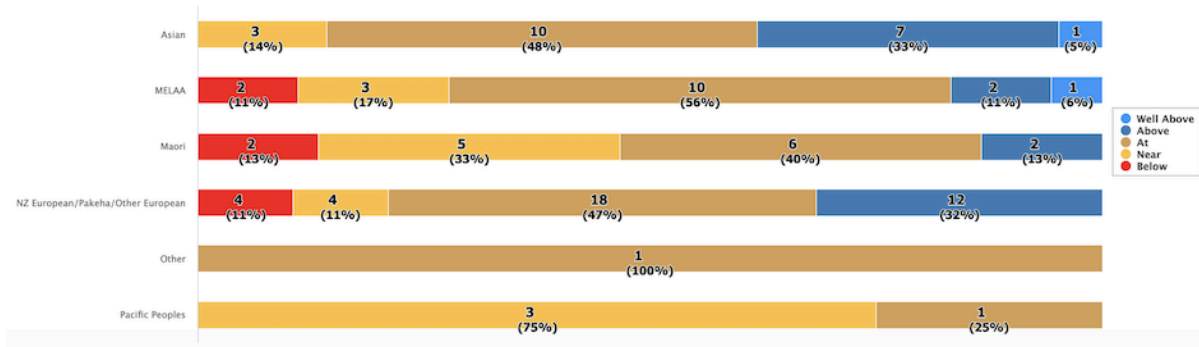
### Patterns

Overall 84% of students in the Middle school progressed one or more sublevels from End of Year 2023 to the End of the Year in 2024. 54% of those students have moved 2 or more sublevels (accelerated progress). Our year 9 cohort has made the least amount of progress. MELAA have the highest percentage of progression with Māori progression being equitable to NZ European students.

## Year 7 -10 by Ethnicity Groups

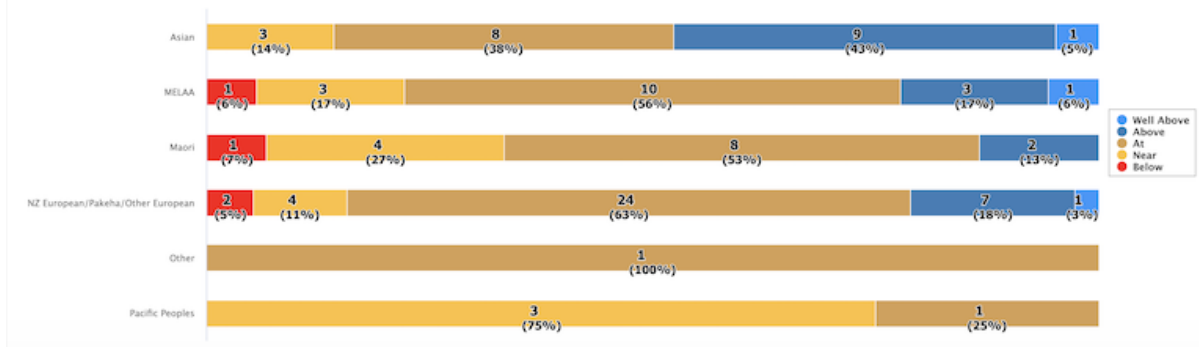
Writing Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



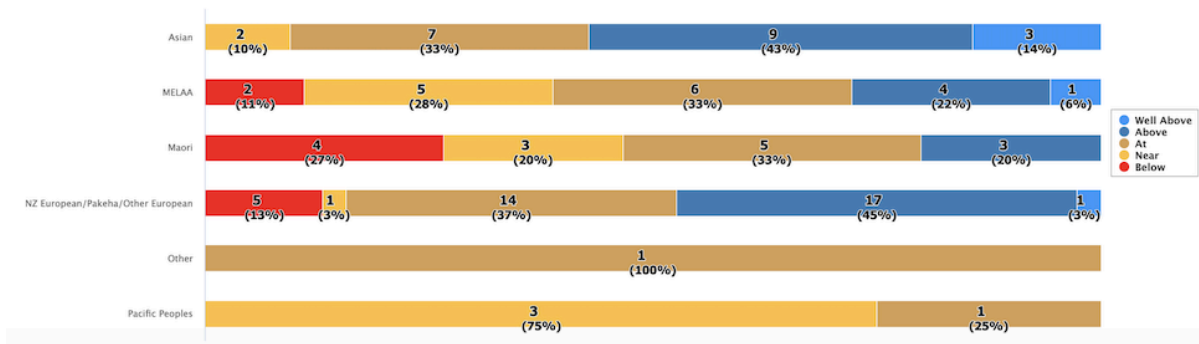
Reading Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



Math Term 4 - 2024 - 100% Bar Chart

Split By: Ethnicity



## Emmanuel Christian School Curriculum Review 2024

### **Focusing Question**

In what ways can we support the teaching and learning of technology to assist teachers and students to grow in their knowledge of technology to be used for God's glory? To address this question an examination of our curriculum design, instructional capability and student voice was completed using probing questions and identifying next steps.

### **Content**

#### A. Curriculum design

1. Is the ECS Technology Curriculum adequate?
2. Do we have the necessary processes/resources to deliver the technology programmes adequately?

#### B. Instructional Capability

3. Are teachers confident they can deliver the ECS Technology curriculum? (refer to appendix 9.1)
4. Are teachers able to effectively use assessment tools to identify learning that has taken place and develop next steps?

#### C. Student Voice

5. How well are our students achieving?
6. How do our students respond to the teaching and learning approaches currently used within the ECS Technology Curriculum? Are there any implications for future teaching and learning in this area?

#### Overarching Conclusions

#### D Appendix

## **A. Curriculum Design**

Is the ECS Technology Curriculum adequate? How do we know?

The ECS Technology Curriculum draws from the ECS Technology Curriculum Statement and the current New Zealand Curriculum. Together the documents provide the potential for teachers and students to choose appropriate contexts to demonstrate their conceptual understandings. In 2020 the Digital Technologies Curriculum was added.

Next steps

### **Year 1-6**

- Build on Special Character understandings within Technology, in learning team meetings.

2.Do we have the necessary processes/resources to deliver the technology programmes adequately?

### **Years 1-6**

Staff use a 3 year plan to ensure good coverage and set meetings within Learning Teams to clarify conceptual understandings, possible contexts and arrange access to affordable resources, within a given budget.

### **Middle School**

In the Middle School, Technology is run in a variety of ways as ECS does not have the resources to cover all aspects of the Technology Curriculum on-site. Year 7 students go to the Christchurch Adventist School where they receive Soft Materials, Hard Materials and Food and Nutrition instruction. As part of our year 7 programme that also have two terms of Digital technology. Year 8 students stay at ECS and have 4 topics across the year: Sphero/coding, Electronics, Wearable arts and Clay making. In Years 9 and 10 students travel to Middleton Grange and are able to experience a wide range of technology options. As part of the Middle School programme we also run an options time one period a week which always has at least one option relating to Technology. In the past this has been Woodwork, Animation, and Sewing.

### Next steps

#### **Years 1-6**

- Improve storage of some i-pads that allows for re-charging

#### **Middle School**

- Allow for some additional costs to provide further tools (sewing machines) and materials for the delivery of Technology at Year 8

## **B. Instructional Capability**

### 3. Are teachers confident they can deliver the ECS Technology curriculum?

#### **Years 1-10**

To identify levels of confidence, Years 1-6 teachers completed an anonymous survey that identified teacher confidence in regard to conceptual understandings from each strand, including the Digital Technology Curriculum.

#### **Years 1-6**

This revealed that almost all teachers are sufficiently confident to deliver the Technology Curriculum in regards to The Nature of Technology, and Technological Knowledge, and with almost all teachers very confident in the teaching and learning of Technological Practice. There is sufficient support for one teacher who is new to the level they are teaching in 2025.

Teachers use ICT within their class programmes enabling students to learn new skills as needed throughout the year on a range of platforms for a range of purposes.

#### **Middle School**

For those Middle School teachers that are teaching technology they rate themselves as capable of teaching the Technological Practice, Nature of Technology and Technological Knowledge



components. They are developing understanding around the Digital Curriculum and how that fits into the Technology programme.

#### Next Steps

#### **Middle School**

- Providing and using planning templates to support the teachers working through the learning cycle of planning, designing, constructing and reflecting

4.Are teachers able to effectively use assessment tools to identify learning that has taken place and develop next steps?

#### **Years 1-6**

Teachers do use diagnostic tools to determine prior knowledge, engage in on-going formative assessment during the teaching and learning process, and finally formulate a summative assessment (typically using key indicators/ rubric). Evidence comes from several sources such as discussions, observations, and products that indicate their level of understanding and skill.

Teachers of Year 8 are confident in assessing student achievement and are in the process of building a series of exemplars, to use for future moderation and examples for students.

#### Next Steps

#### **Middle School**

- Continue building a series of exemplars, for assessment purposes

### **C. Student Voice**

5. How well are our students achieving?

#### **Actual Achievement Years 1-6**

Almost all students in Years 1-6 are At the expected standard. This is a reflection of their motivation and opportunities to work with a partner or small group to gain confidence.

#### **Rate of progress Years 1-6**

- Rate of progress has been consistent across Year levels with almost All students achieving AT the standard. There are less opportunities for students to exceed the standard due to the constraints of whole class teaching

#### **Middle School**

Most students in Year 8 are performing 'At'

6.How do our students respond to the teaching and learning approaches currently used within the ECS Technology curriculum ? Are there any implications for future teaching and learning in this area ?

#### **Years 1-6**

Student surveys were completed to find out how students assessed themselves in terms of motivation, management of time, criterion used for self assessment, preferences regarding independent, paired and group work, and the value given to celebrating learning with the school community. Their views are expressed in tables below.

Motivation-How often are you motivated to engage in Technology?

	sometimes	usually	mostly
Year 1 and 2	10%		90%
Year 3 and 4		40%	60%
Year 5 and 6	20%	70%	10%

Time management-How often do you manage your time sufficiently for work to be completed?

	sometimes	usually	mostly
Y1 and 2	50%	20%	30%
Year 3 and 4		30%	70%
Year 5 and 6		10%	90%

A barrier noted by teachers and some students to getting work completed and being able to complete an improvement of a prototype has been the completing activities that typically occur in term 4.

#### Assessment

What criterion do students use to self assess technology products made?

	Does it look good?	Does it work?	Does it work and look good?
Years 1 and 2	10%	20%	70%
Years 3 and 4		40%	60%
Years 5 and 6	10%	10%	80%

#### Independent/ Partner and Collaborative Group Work Preferences

In which social setting do students say they prefer to work in?

	On my own	With a partner	Within a small group
Years 1 and 2	10%	70%	20%
Years 3 and 4		60%	40%
Years 5 and 6	10%	90%	

## Celebration of Learning

Is celebrating the learning important to you?

	sometimes	usually	always
Years 1 and 2	10%	40%	50%
Years 3 and 4		20%	80%
Years 5 and 6		20%	80%

One reluctance to 'celebrating the learning' is displaying the first attempt of a prototype as there was insufficient time to complete an improved model.

## Middle School

There is an even split of year 7s that think technology at CAS (Christchurch Adventist School) is average, mostly or always enjoyable. With students wanting a more practical course, this is more within the food and nutrition side than hard materials.

In year 8, which is taught on site, most student think technology is average or mostly enjoyable. They believe technology could be improved by having more equipment, particularly sewing machines available so that they can be taught how to sew and shorter explanations of tasks.

In year 9 & 10, there is more of a range on enjoyment which seems linked to the subject allocations that they have.

Most students enjoyed the chance to work with either peers or a group of friends while working on projects and enjoyed the chance to collaborate with a shared goal in mind.

Overall, I was pleased with the response to the current technology feedback from students.

## Next Steps

### Years 1-6

- Continue to provide opportunities for collaboration in pairs and groups for parts of lessons however also ensuring students for whom this is important, to have opportunities to produce personally made products
- move Technology to term 1, 2 or 3 to ensure sufficient time is given to students to improve their designed products to re-self assess and celebrate with others.

### **Middle School**

- Continue discussions with Middleton around technology courses and how this can be best delivered
- Give feedback to CAS regarding how we believe technology could be improved

### **Overarching conclusion**

Most students in Years 1-6 and Year 8 achieve 'At' the expected standard regardless of gender or ethnicity. Most students report being highly motivated and engaged, making good use of the social contexts provided. In Years 1-6 Technology will be taught in Term 1, 2, or 3 to ensure there is time for students to refine products made, celebrate these changes meaningfully and be self and teacher assessed in a realistic timeframe.

- Written by Simone Thomas and Tom Littlejohn

## **Kiwi Sport Declaration 2024**

In 2024 3,509.63 was spent on sporting resources to support students across the school this included: Various balls, Disc Golf discs and basket, Basketball hoop, whistles and other general sporting equipment.

## **Te Tiriti o Waitangi 2024**

The Emmanuel Christian School Board has maintained a focus on ensuring we give effect to the Treaty of Waitangi within the school and the wider community.

A focus for this has been captured in the 2024 Annual goal to: (see annalysis of variance for further detail) 'Increase understanding of what culturally responsive practices based in Te Tiriti o Waitangi means in terms of school and classroom practice.

Staff have an understanding of the Treaty of Waitangi, and how the principles of partnership, participation and protection impact on our activities and interactions in a school setting. o Work with whanau to build an understanding of what it means for our Māori and Pacific students to stand tall in their Christian Faith and in their culture'

During 2024 a number of actions occurred to strengthen this area of the school, a significant one was the introduction of a full school and whanau matariki celebration event and community Hangi.

**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:

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<i>Regular informal conversations with staff</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>By ensuring our appointments policy, including the formation of an appointments committee is followed for all appointments.</i>
How are you recognising, <ul style="list-style-type: none"> <li>– The aims and aspirations of Maori,</li> <li>– The employment requirements of Maori, and</li> <li>– Greater involvement of Maori in the Education service?</li> </ul>	<i>The need to enhance the implementation of the treaty and the needs of Māori learners and whanau is a consideration in all appointments made. This includes voluntary positions such as the Proprietors appointments to the School Board</i>

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
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	

Signature:



Date: 6 May 2025

Principal

AG McKinnon