

FAIRFIELD PRIMARY SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1716
Principal:	Anne Johnson
School Address:	260 Clarkin Road, Fairfield, Hamilton
School Postal Address:	260 Clarkin Road, Fairfield, Hamilton
School Phone:	07 855 6284
School Email:	ffield@fairfieldprimary.school
Accountant / Service Provider:	SRN Partners Chartered Accountants Ltd

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
P Kerapa Broughton	Presiding Member	Elected	
A Johnson	Principal	ex Officio	Sep-25
K Knight	Parent Representative	Elected	
S McQueen	Parent Representative	Elected	Sep-25
K Ngatuakana	Parent Representative	Elected	Sep-25
S Talakai	Parent Representative	Elected	Sep-25
Zainub Noori	Parent Representative	Co-opted	Sep-25
S Ross	Staff Representative	Elected	Sep-25

FAIRFIELD PRIMARY SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Fairfield Primary 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.

Priscilla Kerapa Broughton
Full Name of Presiding Member

Elizabeth Anne Johnson
Full Name of Principal

P. Kerapa Broughton
Signature of Presiding Member

[Signature]
Signature of Principal

6/8/25
Date:

6.8.2025
Date:

Fairfield Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue				
Government Grants	2	4,065,141	3,958,675	3,846,923
Locally Raised Funds	3	26,863	76,500	45,114
Interest		53,070	30,000	45,085
Total Revenue		4,145,074	4,065,175	3,937,122
Expense				
Locally Raised Funds	3	12,817	8,800	10,817
Learning Resources	4	2,731,301	2,610,400	2,523,154
Administration	5	637,346	639,000	558,107
Interest		1,589	-	1,784
Property	6	853,408	819,400	766,077
Loss on Disposal of Property, Plant and Equipment		2,031	-	745
Total Expense		4,238,492	4,077,600	3,860,684
Net Surplus / (Deficit) for the year		(93,418)	(12,425)	76,438
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(93,418)	(12,425)	76,438

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

Fairfield Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		1,223,385	1,164,525	1,131,777
Total comprehensive revenue and expense for the year		(93,418)	(12,425)	76,438
Contribution - Furniture and Equipment Grant		-	-	15,170
Equity at 31 December		1,129,967	1,152,100	1,223,385
Accumulated comprehensive revenue and expense		1,129,967	1,152,100	1,223,385
Equity at 31 December		1,129,967	1,152,100	1,223,385

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.

Fairfield Primary School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	194,461	194,500	308,130
Accounts Receivable	8	197,453	208,000	188,772
GST Receivable		11,650	12,800	4,318
Prepayments		19,319	19,300	24,156
Inventories	9	1,408	7,900	2,170
Investments		627,063	627,000	636,989
Funds Receivable for Capital Works Projects	17	29,199	-	-
		1,080,553	1,069,500	1,164,535
Current Liabilities				
Accounts Payable	12	272,583	272,700	263,108
Borrowings	13	-	-	7,998
Revenue Received in Advance	14	-	-	7,475
Finance Lease Liability	16	19,031	19,000	19,486
		291,614	291,700	298,067
Working Capital Surplus/(Deficit)		788,939	777,800	866,468
Non-current Assets				
Property, Plant and Equipment	11	414,149	447,000	421,245
		414,149	447,000	421,245
Non-current Liabilities				
Provision for Cyclical Maintenance	15	68,450	68,000	41,900
Finance Lease Liability	16	4,671	4,700	22,428
		73,121	72,700	64,328
Net Assets		1,129,967	1,152,100	1,223,385
Equity		1,129,967	1,152,100	1,223,385

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

Fairfield Primary School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,264,337	1,589,900	1,217,980
Locally Raised Funds		26,863	77,500	50,128
Goods and Services Tax (net)		(7,332)	(9,800)	13,282
Payments to Employees		(853,200)	(766,000)	(763,069)
Payments to Suppliers		(494,491)	(991,800)	(382,144)
Interest Paid		(1,589)	-	(1,784)
Interest Received		53,675	31,000	39,009
Net cash from/(to) Operating Activities		(11,737)	(69,200)	173,402
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(2,031)	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(63,837)	(25,100)	(47,930)
Purchase of Investments		9,926	9,000	(139,321)
Net cash from/(to) Investing Activities		(55,942)	(16,100)	(187,251)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	15,170
Finance Lease Payments		(8,793)	(20,200)	(14,142)
Painting Contract Payments		-	-	(14,748)
Repayment of Loans		(7,998)	(8,000)	-
Funds Administered on Behalf of Other Parties		(29,199)	-	45,233
Net cash from/(to) Financing Activities		(45,990)	(28,200)	31,513
Net increase/(decrease) in cash and cash equivalents		(113,669)	(113,500)	17,664
Cash and cash equivalents at the beginning of the year	7	308,130	308,000	290,466
Cash and cash equivalents at the end of the year	7	194,461	194,500	308,130

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.

Fairfield Primary School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

Fairfield Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a School as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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 11.

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 16. Future operating lease commitments are disclosed in note 22.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10–75 years
Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

n) Funds held for Capital works

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

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

o) Shared Funds

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

p) Provision for Cyclical Maintenance

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

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

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

q) Financial Instruments

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

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

r) Borrowings

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Government Grants - Ministry of Education	1,240,679	1,229,175	1,214,640
Teachers' Salaries Grants	1,841,458	1,769,500	1,775,161
Use of Land and Buildings Grants	559,197	559,000	505,705
Ka Ora, Ka Ako - Healthy School Lunches Programme	396,753	396,000	345,731
Other Government Grants	27,054	5,000	5,686
	<u>4,065,141</u>	<u>3,958,675</u>	<u>3,846,923</u>

3. Locally Raised Funds

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

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Revenue			
Donations and Bequests	-	49,000	19,152
Fees for Extra Curricular Activities	4,201	4,500	3,873
Trading	8,164	9,000	9,578
Fundraising and Community Grants	5,206	10,500	8,486
Other Revenue	9,292	3,500	4,025
	<u>26,863</u>	<u>76,500</u>	<u>45,114</u>
Expense			
Extra Curricular Activities Costs	144	300	223
Trading	12,673	8,500	10,594
	<u>12,817</u>	<u>8,800</u>	<u>10,817</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>14,046</u>	<u>67,700</u>	<u>34,297</u>

During the year, the trip for Anne Johnson to travel to the World Edulead Conference in Singapore 2-5 April 2024

Opportunity to network with both other NZ and international colleagues

In 2024 the Principal travelled to Singapore to attend a full day Masterclass with Prof Washington Collado-international leading expert on school reform: Topic entitled "Maximum Synergy - building cohesion as a school to increase student achievement and professional success.

Resources available from operational grant budgets for Principal/SLT Professional Development and Principals Expenses budgets.

Alignment with school strategic Goals and Principals Performance Agreement PLD Goals 2023/4

1. Enhancing student achievement through building strategic capability
2. Managing complex change within the NZ School system.

4. Learning Resources

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Curricular	101,589	158,550	90,836
Information and Communication Technology	34,326	60,500	19,275
Employee Benefits - Salaries	2,492,471	2,318,000	2,279,529
Staff Development	29,636	66,850	55,107
Staff Development - Overseas Travel	-	-	4,418
Depreciation	72,580	-	72,883
Other Learning Resources	699	6,500	1,106
	<u>2,731,301</u>	<u>2,610,400</u>	<u>2,523,154</u>

5. Administration

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Audit Fees	8,250	5,500	5,517
Board Fees and Expenses	13,311	14,050	13,464
Other Administration Expenses	43,910	60,450	38,883
Employee Benefits - Salaries	153,657	142,500	136,889
Insurance	10,615	11,000	7,640
Service Providers, Contractors and Consultancy	10,850	9,500	9,983
Ka Ora, Ka Ako - Healthy School Lunches Programme	396,753	396,000	345,731
	<u>637,346</u>	<u>639,000</u>	<u>558,107</u>

6. Property

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Consultancy and Contract Services	84,449	79,500	83,490
Cyclical Maintenance	26,550	-	15,350
Heat, Light and Water	40,080	22,700	20,083
Rates	4,757	4,300	4,284
Repairs and Maintenance	44,570	55,600	37,108
Use of Land and Buildings	559,197	559,000	505,705
Employee Benefits - Salaries	65,747	70,000	75,412
Other Property Expenses	28,058	28,300	24,645
	<u>853,408</u>	<u>819,400</u>	<u>766,077</u>

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

7. Cash and Cash Equivalents

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Bank Accounts	95,285	95,300	214,606
Short-term Bank Deposits	99,176	99,200	93,524
Cash and cash equivalents for Statement of Cash Flows	194,461	194,500	308,130

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

8. Accounts Receivable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Receivables	11,091	11,000	12,116
Receivables from the Ministry of Education	-	-	17,278
Interest Receivable	9,976	10,000	10,581
Teacher Salaries Grant Receivable	176,386	187,000	148,797
	197,453	208,000	188,772
Receivables from Exchange Transactions	21,067	21,000	22,697
Receivables from Non-Exchange Transactions	176,386	187,000	166,075
	197,453	208,000	188,772

9. Inventories

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Stationery	1,408	7,900	259
School Uniforms	-	-	1,911
	1,408	7,900	2,170

10. Investments

The School's investment activities are classified as follows:

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	627,063	627,000	636,989
Total Investments	627,063	627,000	636,989

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	176,411	21,959			(7,385)	190,985
Furniture and Equipment	147,588	32,838			(25,540)	154,886
Information and Communication Technology	37,107	6,818			(14,154)	29,771
Leased Assets	40,238	1,647			(23,300)	18,585
Library Resources	19,901	4,255		(2,031)	(2,201)	19,922
	421,245	67,516	-	(2,031)	(72,580)	414,149

The net carrying value of computer equipment held under a finance lease is \$18,585 (2023: \$40,238)

Restrictions

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

	2024	2024	2024	2023	2023	2023
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulate d Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	297,213	(106,228)	190,985	275,254	(98,843)	176,411
Furniture and Equipment	351,165	(196,279)	154,886	318,327	(170,739)	147,588
Information and Communication Technology	114,648	(84,877)	29,771	107,830	(70,723)	37,107
Leased Assets	116,927	(98,342)	18,585	115,280	(75,042)	40,238
Library Resources	68,921	(48,998)	19,922	66,697	(46,796)	19,901
	948,874	(534,724)	414,149	883,388	(462,143)	421,245

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	-	-	13,927
Accruals	10,850	65,500	80,004
Banking Staffing Overuse	12,176	12,200	7,226
Employee Entitlements - Salaries	230,977	176,400	148,797
Employee Entitlements - Leave Accrual	18,580	18,600	13,154
	272,583	272,700	263,108
Payables for Exchange Transactions	272,583	272,700	263,108
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	272,583	272,700	263,108

The carrying value of payables approximates their fair value.

13. Borrowings

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Painting Contract due within one year	-	-	7,998
	-	-	7,998

In 2019, the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an and exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years.

The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	7,475
	-	-	7,475

15. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	41,900	42,000	26,550
Increase to the Provision During the Year	26,550	26,000	15,350
Provision at the End of the Year	68,450	68,000	41,900
Cyclical Maintenance - Non current	68,450	68,000	41,900
	68,450	68,000	41,900

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2029. This plan is based on the schools painting contract.

16. 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	21,565	21,600	20,978
Later than One Year and no Later than Five Years	4,671	4,600	23,149
Future Finance Charges	(2,534)	(2,500)	(2,213)
	<u>23,702</u>	<u>23,700</u>	<u>41,914</u>
Represented by			
Finance lease liability - Current	19,031	19,000	19,486
Finance lease liability - Non current	4,671	4,700	22,428
	<u>23,702</u>	<u>23,700</u>	<u>41,914</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

	2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contribution s \$	Closing Balances \$
CCTV+Gates	252008	-	-	29,199	-	29,199
Totals		<u>-</u>	<u>-</u>	<u>29,199</u>	<u>-</u>	<u>29,199</u>

Represented by:

Funds Receivable from the Ministry of Education 29,199

18. 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.

19. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
Board Members		
Remuneration	2,490	3,250
Leadership Team		
Remuneration	681,810	525,319
Full-time equivalent members	6	4
Total key management personnel remuneration	<u>684,300</u>	<u>528,569</u>

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

Principal 1

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	0 - 5

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	3	1
110 - 120	2	3
120 - 130	2	1
	<u>7</u>	<u>5</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

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

22. Commitments

(a) Operating Commitments

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

(a) contract to paint and wash the school with Programmed Property Services

	2024 Actual \$	2023 Actual \$
No later than One Year	-	6,763
	<u>-</u>	<u>6,763</u>

The total lease payments incurred during the period were \$7,998(2023: \$27,856).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	194,461	194,500	308,130
Receivables	197,453	208,000	188,772
Investments - Term Deposits	627,063	627,000	636,989
Total financial assets measured at amortised cost	<u>1,018,977</u>	<u>1,029,500</u>	<u>1,133,891</u>

Financial liabilities measured at amortised cost

Payables	272,583	272,700	263,108
Finance Leases	23,702	23,700	41,914
Painting Contract Liability	-	-	7998
Total financial liabilities measured at amortised cost	<u>296,285</u>	<u>296,400</u>	<u>313,020</u>

24. Events After Balance Date

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

25. Breach of Law- Failure to meet statutory reporting deadline

The Board of Trustees did not comply with Section 135 of the Education and Training Act in that it did not submit its annual financial statements for audit by 31 March 2025.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Fairfield Primary School (the School). The Auditor-General has appointed me, Liyan Yao, using the staff and resources of Owen McLeod & Co 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 4 to 20, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 07 August 2025. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on Statement of Responsibility, Members of the Board schedule, Kiwisport note, statement of Compliance with Employment Policy, Statement of variance, Report on how the school has given effect to Te Tiriti o Waitangi, cover page and index page, 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.



Liyan Yao
Owen McLeod & Co Limited
On behalf of the Auditor-General
Hamilton, New Zealand

Fairfield Primary School
For the year ending 31 December 2024

Kiwisport

In 2024 the school received Kiwisport funding of \$5,218 (2023:\$4,717)

The funding was spent on beach education- surf life saving and bus transport to sports venues.


Fairfield Primary School

STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY

For the year ended 31 December 2024

The Fairfield Primary School Board:

- Has adhered to its personnel policies, within our policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment while at Fairfield Primary School.
- Has reviewed its compliance against both its personnel policy and procedures as per the review schedule and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications, and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Anne Johnson

Principal

Fairfield Primary School

Date: 10/3/2025

FAIRFIELD PRIMARY SCHOOL 1716

REPORT ON OUR COMMITMENT TO TE TIRITI O WAITANGI

Work to ensure that its plans, policies and local curriculum reflect local tikanga Maori, matauranga Maori and te ao Maori:


- Concepts of whanaungatanga, manaakitanga embedded into school practice
- Poutama into school logo- emphasis on moving up your Poutama (i.e. challenging learning)
- Whanau engaged through regular hui
- Kaumatua encouraged to play an active role in school life
- Maintenance of strong links with Ngati Wairere, through involvement in Te Pae Here Kahui Ako
- Embedding Aotea New Zealand Histories Curriculum within our Social Science Curriculum Plan
- Culturally responsive pedagogies embedded in teacher professional growth cycles.
- Protocols reflect Tainuitanga Including Whakatau, Poroporoaki and karakia as appropriate.
- All students have the opportunity to participate in waiata and Kapahaka as appropriate. Instruction groups in waiata, poi, taiaha etc. School Kapahaka Performance Group selected annually from Year 4-6 students.
- Teachers encouraged to build capability in te reo through participation in online courses, university papers, etc.

Take all reasonable steps to make instruction available in tikanga Maori and te reo Maori:

- Full time teacher employed for CRT who is also Te Reo Curriculum leader. All students work with her on a regular basis, usually for approximately 2.5 hpw.
- Te Reo and tikanga Maori embedded in all class programmes.
- Kahui Ako In School Teacher appointed to lead development of Te Reo schoolwide.

Achieve equitable outcomes for Maori students:

Refer to Statement of Variance document for 2023 and 2024 attached to the Annual reports.


10/3/2025

Anne Johnson

Principal

Statement of Variance Reporting



School Name:	Fairfield Primary School	School Number:	1716
Strategic Aim:	<p>Strengthen the Leadership of Learning</p> <ul style="list-style-type: none"> Continue to provide opportunities for leadership development particularly leaders new to their positions Provide quality PLD for all staff in Junior and Middle School to ensure effective implementation of the BSLA project <p>Ensure a responsive curriculum is planned, implemented and assessed by effective teachers</p> <ul style="list-style-type: none"> Unrelenting focus on improving outcomes in literacy schoolwide Increase equitable outcomes for all students with a focus on the recent increasing numbers of migrant and ESOL students Maintain the government and schoolwide focus on improving rates of attendance and re-engaging with school <p>A cohesive school and community partnership that fosters a strong sense of connection, pride and belonging</p> <ul style="list-style-type: none"> Extend learning centred partnership with all families and whanau including new migrant families Nurtured and foster staff and student wellbeing in a post-covid environment <p>Realign school infrastructure to create conditions for optimal learning</p> <ul style="list-style-type: none"> Improve learning environments to be fit for purpose and to cater for roll growth 		
Annual Aim:	Use a student focussed methodology for literacy (including BSLA YR 0-3) to accelerate learning and monitor progress and achievement with a particular focus on ELL students and migrant/refugee students		
Target:	<p>BSLA: In 2025 to accelerate the progress of all learners who are not achieving at their expected levels in reading, particularly in Years 1-4</p> <ul style="list-style-type: none"> Have 75% of Year 1 gain proficiency in letter sound knowledge, initial phonemes and phoneme blending Have 75% of Year 2 and identified Yr 3 and Y4s move up 4 or more in the BSLA reading levels 		

Baseline Data:

Click here to record your baseline data. This is your starting point and will allow you to measure your progress through the year.

Writing Progressions - Tm2 - 2024 - Student Percentages

Split By: Year Level

Search:

	Well Below	Below	At	Above
1	0%	90%	10%	0%
2	39%	47%	11%	3%
3	67%	28%	5%	0%
4	72%	26%	2%	0%
5	62%	24%	13%	0%
6	70%	25%	6%	0%

Writing Progressions - Tm4 - 2024 - Student Percentages

Split By: Year Level

Search:

	Well Below	Below	At	Above
0	0%	0%	100%	0%
1	0%	58%	39%	4%
2	39%	33%	24%	4%
3	50%	30%	18%	2%
4	57%	38%	5%	0%
5	49%	32%	13%	6%
6	55%	27%	17%	1%

Writing Progressions - Tm2 - 2024 - Student Percentages

Split By: Gender

Search:

	Well Below	Below	At	Above
Female / Wahine	50%	38%	11%	1%
Male / Tane	56%	40%	4%	0%

Writing Progressions - Tm4 - 2024 - Student Percentages

Split By: Gender

Search:

	Well Below	Below	At	Above
Female / Wahine	35%	35%	27%	4%
Male / Tane	45%	33%	20%	2%

Writing Progressions - Tm2 - 2024 - Student Percentages

Split By: Ethnicity

Search:

	Well Below	Below	At	Above
Asian	50%	41%	9%	0%
Maori	53%	40%	6%	1%
MELAA	44%	56%	0%	0%
NZ European/Pakeha/Other European	38%	38%	24%	0%
Pacific Peoples	63%	34%	3%	0%

Writing Progressions - Tm4 - 2024 - Student Percentages

Split By: Ethnicity

Search:

	Well Below	Below	At	Above
Asian	38%	34%	28%	0%
Maori	41%	32%	25%	2%
MELAA	30%	40%	30%	0%
NZ European/Pakeha/Other European	31%	29%	31%	9%
Other	100%	0%	0%	0%
Pacific Peoples	43%	43%	13%	1%

Running Records Term 2 - 2024 - Student Counts

Split By: Year Level

Filtered By: Year 4,Year 5,Year 6

Search:

	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years	13+ Years	14 Years
4	1	3	6	7	2	1	5	2	2	10	8	0	0	0	0	0	0
5	0	1	0	0	1	2	2	6	1	6	10	13	2	0	0	0	0
6	0	3	1	1	0	1	1	9	2	10	9	11	16	1	1	0	0

Running Records Term 4 - 2024 - Student Counts

Split By: Year Level

Filtered By: Year 4,Year 5,Year 6

Search:

	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years	13+ Years	14 Years
4	0	1	13	7	7	2	3	3	4	3	22	6	0	0	0	0	0
5	0	3	1	0	0	0	5	1	7	1	9	9	16	0	0	0	0
6	3	1	0	1	3	0	1	1	7	3	4	15	19	5	0	4	0

Running Records Term 4 - 2024 - Student Counts

Split By: Gender

Search:

	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years	13+ Years	14 Years	14+ Years	15 Years	15+ Years	15++ Years	16 Years	16++ Years
Female / V	11	3	16	5	19	7	7	1	7	8	22	17	16	2	0	1	0	0	0	0	0	0	0
Male / T	15	17	19	10	11	5	1	15	13	10	16	17	16	3	0	3	0	0	0	0	0	0	0

Running Records Term 2 - 2024 - Student Counts

Split By: Gender

Search:

	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years	13+ Years	14 Years	14+ Years	15 Years	15+ Years	15++ Years	16 Years	16++ Years
Female / V	22	25	9	11	16	3	7	0	6	16	17	19	13	0	1	0	0	0	0	0	0	0	0
Male / T	18	21	11	16	11	4	4	10	4	18	15	19	16	1	0	0	0	0	0	0	0	0	0

Running Records Term 2 - 2024 - Student Counts

Split By: Ethnicity

Filtered By: Year 4,Year 5,Year 6

Search:

	1	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years
Asian		0	1	0	0	0	1	1	3	1	0	2	0	4	0	0
Maori		1	6	5	5	1	2	5	9	1	18	12	15	9	1	1
MELAA		0	0	0	0	0	0	0	1	0	1	1	0	0	0	0
		0	0	1	0	0	0	0	1	1	2	3	3	3	0	0
NZ European/Pakeha/Other																
Pacific Peoples		0	0	1	3	2	1	2	3	2	5	9	6	2	0	0

Running Records Term 4 - 2024 - Student Counts

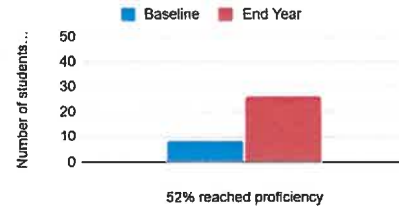
Split By: Ethnicity

Filtered By: Year 4,Year 5,Year 6

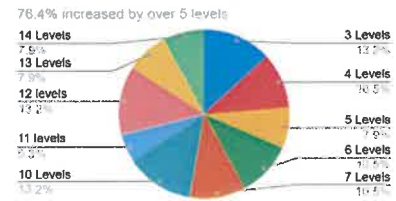
Search:

	1	Magenta 1-2	Red 1-3	Yellow 1-3	Blue 1-3	Green 1-3	Orange 1-2	Turquoise 1-2	Purple 1-2	Gold 1-2	Silver 1-2	Emerald 1-2	Ruby 1-2	Sapphire 1-2	12+ Years	13 Years
Asian		0	2	0	0	1	0	1	1	4	0	3	0	1	3	0
Maori		1	3	10	5	5	1	6	3	8	4	18	13	13	2	0
MELAA		2	0	0	0	0	0	0	0	1	0	1	1	0	0	0
		0	0	1	1	0	0	0	0	2	2	6	4	3	0	0
NZ European/Pakeha/Other																
Pacific Peoples		0	0	3	2	4	1	2	1	3	1	7	7	13	0	0

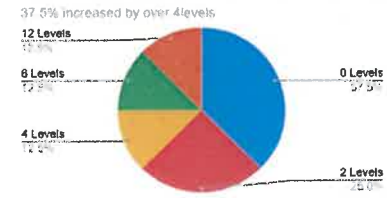
Letter Sound Proficiency in Year 1...



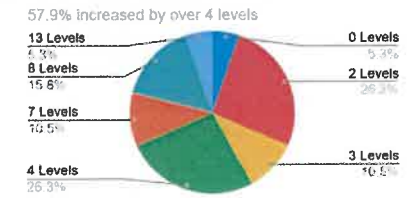
Year 2 Increased reading levels



Year 3 Increased reading levels



Year 4 Increased reading levels



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>BSLA structured literacy reading approach implemented across all Junior/Middle School classrooms</p> <p>Aligned Fairfield Reading/Writing Progressions document with BSLA</p> <p>BSLA Whanau meetings/workshops held</p> <p>Three teachers completed the BSLA micro credential course this year - out of the 10 Junior/Middle classes 9 teachers are BSLA trained</p> <p>Purchased Sunshine decodable texts and added more to our stock of structured literacy readers. Purchased storage for new books</p> <p>Purchased BSLA recommended picture books for whole class narrative</p> <p>Attempted to align PM colour wheel levels with BSLA levels to record achievement – made alterations to portfolios/informed parents of changes</p> <p>Three BSLA facilitators supported and guided teachers through the approach – 4 Learning Assistants trained to assist with testing/collating assessment data</p> <p>Three BSLA facilitators attended 2 x professional development sessions – refresher workshop (Auckland) and Tier Two additional support workshop (zoom meeting)</p> <p>Term 3 lesson observations Junior/Middle teachers completed peer reviewed videoed writing lesson</p> <p>Junior/Middle writing moderation meeting (Term 3) and exemplars created and shared</p>	<p>Across the school there has been movement in writing achievement – the Junior School and the Senior School showed the biggest shifts (as seen in the writing data). There was positive movement in the Middle School, but this was not as significant</p> <p>Boys continue to lag behind girls schoolwide in writing achievement though the data still showed slight improvement between time 2 and time 4 data</p> <p>Māori students showed improvement schoolwide in writing with a shift of 7% to 27% of Māori student achieving at or above in writing</p> <p>Reading levels continue to increase schoolwide, though not at the accelerated rate in Year 4, 5 and 6 we would be hoping for</p> <p>At the conclusion of the 2024 BSLA intervention programme, the aggregated data provided evidence that we were very successful in accelerating literacy progress/achievement for the majority of students in Years 1/2 and identified Year 3s. Of our Year 2 students, 76.4% increased their reading levels by four or more.</p> <p>Year 2 students no longer requiring BSLA intervention 34.1% Year 3 identified students no longer requiring BSLA intervention 27.7% Year 4 identified students no longer requiring BSLA intervention 40.9%</p>	<p>In 2024 the structure of the Middle/Senior teaching teams (9 teachers total) included 3 Beginning Teachers – one of whom needed an extra Advice and Guidance programme and left the school term 4, and 1 teacher who picked up a class mid-year from a very experienced teacher (new to teaching in New Zealand)</p> <p>Due to roll growth over the year, 2 new Junior rooms were opened drawing from up to 3 already established Junior classes</p> <p>In 2024, there were a total of 57 new children to Fairfield Primary in Years 4, 5 and 6 - many of whom came from the new social housing enclaves surrounding the school. Many of these children have had multiple schools already and present with high and challenging behavioural and learning needs</p> <p>Condoned absenteeism continues to be a big challenge for our school with 19% of Year 4, 5 and 6 children attending less than 70% of the 2024 school year and 35.7% of Year 4, 5 and 6 students attending less than 80% of the 2024 school year. Lateness, tiredness (many children playing online throughout the night), hunger, behavioural issues, trauma, learning difficulties compounded by a severe lack of timely and appropriate support from outside agencies including the MOE etc also impact negatively on progress and achievement</p> <p>Through SEA testing it has been evident that children are coming into our school with low attention spans, reliance on devices, limited ability to focus and deteriorating levels of oral language (which underpins success in reading and writing). Many of our new entrant children also have not had consistent pre schooling</p> <p>We have a number of ELL students, including migrants and refugees with limited or no English, enrol over the 2024 year – 26 students in total</p>	<p>Indicated interest to become trial school for BSLA programme Y4-6</p> <p>Learning Assistants tasked to undertake Tier Two teaching groups for identified children in 2025</p> <p>Increase number/variety of BSLA decodable texts</p> <p>Changes made to data collection specifically for BSLA levels/results on EDGE to begin 2025</p> <p>Schedule schoolwide writing moderation sessions to analyse and create exemplars to share-moderation to take place termly – this is a priority in 2025</p> <p>Explore/access writing professional development opportunities 2025/2026</p> <p>Schedule further BSLA Whanau meetings for 2025</p> <p>New Junior teacher appointed 2025 to be put forward to be accepted for Cohort 10 (middle of the 2025)</p> <p>Adapted our student management system (EDGE) to align with BSLA levels – allows us to compare apples with apples and ensures a more accurate reading ability level to be recorded, collated and analysed</p> <p>We will be continuing to monitor tighter controls around the delivery of an hour of reading/writing each day</p> <p>Continue to collect, collate and analyse time 1/2/3 literacy data across the school which allows teachers to identify children of concern and put in place action plans/adapt classroom programmes and facilitate ongoing monitoring</p> <p>ELL programme continues to target funded ESOL students</p>

Planning for next year:			
<p>Continue to support teachers to run BSLA in classrooms – including support from Learning Assistants, facilitators and increase BSLA resources (decodable texts)</p> <p>Adapt assessment, cumulative data and reporting to parents to reflect BSLA structured literacy programme</p> <p>Professional development for structured literacy reflected in budget</p> <p>Planning checks/lesson observations to reflect structured literacy programme</p> <p>Ensure data collected in of the highest standard so we have confidence in its reliability</p> <p>Use of analysed reading/writing data is used by the teachers to inform practice – dedicated team meetings</p>			