



Churchill Park School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

CHURCHILL PARK SCHOOL

ANNUAL REPORT STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 1246

Principal: Marie Todd

School Address: 41 Kinsale Avenue, Glendowie, Auckland

School Postal Address: 41 Kinsale Avenue, Glendowie, Auckland

School Phone: 09-5758156

School Email: office@churchillpark.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Barry Woolcott	Presiding Member	Elected	2025
Marie Todd	Principal ex Officio		
George Hulbert	Ex -Presiding Member	Elected	2023
Roger Venn	Parent Representative	Elected	2023
Melinda Williams	Parent Representative	Elected	2025
Ben Coleman	Parent Representative	Elected	2025
Sally Gallagher	Parent Representative	Elected	2026
Janine Penrose	Parent Representative	Elected	2026
Kynan Watt	Staff Representative	Elected	2025

Accountant / Service Provider:

Edtech Financial Services Ltd

CHURCHILL PARK SCHOOL

Annual Report - For the year ended 31 December 2023

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Churchill Park School

Statement of Responsibility

For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Barry Woolcott

Full Name of Presiding Member


Signature of Presiding Member

June 6, 2024

Date:

Marie Todd

Full Name of Principal


Signature of Principal

June 6th 2024

Date:

Churchill Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	4,246,558	4,600,244	4,373,911
Locally Raised Funds	3	411,507	369,246	322,460
Interest		36,013	12,000	15,237
Other Revenue		5,643	3,000	11,905
Total Revenue		4,699,721	4,984,490	4,723,513
Expense				
Locally Raised Funds	3	164,854	150,361	126,585
Learning Resources	4	3,141,149	2,932,632	3,000,449
Administration	5	240,030	216,111	246,688
Interest		5,376	6,500	6,011
Property	6	1,331,270	1,786,281	1,372,242
Loss on Disposal of Property, Plant and Equipment		422	-	2,983
Total Expense		4,883,101	5,091,885	4,754,958
Net Deficit for the year		(183,380)	(107,395)	(31,445)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(183,380)	(107,395)	(31,445)

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

Churchill Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,151,204	1,151,204	1,172,524
Total comprehensive revenue and expense for the year		(183,380)	(107,395)	(31,445)
Contribution - Furniture and Equipment Grant		16,808	-	10,125
Equity at 31 December		984,632	1,043,809	1,151,204
Accumulated comprehensive revenue and expense		984,632	1,043,809	1,151,204
Equity at 31 December		984,632	1,043,809	1,151,204

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.

Churchill Park School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	133,620	313,780	357,353
Accounts Receivable	8	207,697	209,669	199,727
GST Receivable		33,084	21,820	20,785
Prepayments		33,987	45,650	43,478
Investments		383,503	370,000	371,261
Funds Receivable for Capital Works Projects	15	24,727	-	45,281
		816,618	960,919	1,037,885
Current Liabilities				
Accounts Payable	11	229,825	319,055	303,892
Revenue Received in Advance	12	54,772	18,900	18,064
Provision for Cyclical Maintenance	13	30,593	155,001	140,940
Finance Lease Liability	14	30,869	32,000	31,149
Funds held for Capital Works Projects	15	178,580	121,500	161,016
		524,639	646,456	655,061
Working Capital Surplus				
		291,979	314,463	382,824
Non-current Assets				
Property, Plant and Equipment	10	769,328	762,629	807,591
		769,328	762,629	807,591
Non-current Liabilities				
Provision for Cyclical Maintenance	13	63,391	-	-
Finance Lease Liability	14	13,284	33,283	39,211
		76,675	33,283	39,211
Net Assets				
		984,632	1,043,809	1,151,204
Equity				
		984,632	1,043,809	1,151,204

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

Churchill Park School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		812,400	700,658	846,317
Locally Raised Funds		387,849	330,916	332,115
International Students		62,434	41,739	2,548
Goods and Services Tax (net)		(12,299)	(1,035)	(11,938)
Payments to Employees		(641,993)	(530,251)	(574,287)
Payments to Suppliers		(788,230)	(512,832)	(485,330)
Interest Paid		(5,376)	(6,500)	(6,011)
Interest Received		33,231	11,823	12,982
Net cash from/(to) Operating Activities		(151,984)	34,518	116,396
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(90,064)	(56,500)	(69,960)
Purchase of Investments		(12,242)	-	-
Proceeds from Sale of Investments		-	1,261	221,054
Net cash from/(to) Investing Activities		(102,306)	(55,239)	151,094
Cash flows from Financing Activities				
Furniture and Equipment Grant		16,808	-	10,125
Finance Lease Payments		(24,367)	(28,615)	(30,991)
Contributions from Ministry of Education		38,116	5,763	49,968
Net cash from/(to) Financing Activities		30,557	(22,852)	29,102
Net increase/(decrease) in cash and cash equivalents		(223,733)	(43,573)	296,592
Cash and cash equivalents at the beginning of the year	7	357,353	357,353	60,761
Cash and cash equivalents at the end of the year	7	133,620	313,780	357,353

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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Churchill Park 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 2023 to 31 December 2023 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 expense threshold of \$30 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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in Applying Accounting Policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14.

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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Investments

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

h) Property, Plant and Equipment

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

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

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

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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

Depreciation

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

The estimated useful lives of the assets are:

Board owned buildings	50 years
Furniture and equipment	4 years
Information and communication technology	5 years
Leased assets held under a finance lease	Term of Lease
Library resources	12.5% Diminishing value

i) Impairment of Property, Plant, and Equipment

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

j) Accounts Payable

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

k) Employee Entitlements

Short-term employee entitlements

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

l) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

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

m) Funds Held for Capital Works

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

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

n) 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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

o) 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 of accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

p) 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.

q) Budget Figures

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

r) 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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

2. Government Grants

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Government Grants - Ministry of Education	763,711	699,060	838,556
Teachers' Salaries Grants	2,446,199	2,365,749	2,396,803
Use of Land and Buildings Grants	991,861	1,533,835	1,127,361
Other Government Grants	44,787	1,600	11,191
	<u>4,246,558</u>	<u>4,600,244</u>	<u>4,373,911</u>

The School has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Revenue	\$	\$	\$
Donations & Bequests	176,889	168,600	178,488
Fees for Extra Curricular Activities	196,268	158,907	141,424
Trading	5,597	-	-
Fundraising & Community Grants	1,449	-	-
International Student Fees	31,304	41,739	2,548
	<u>411,507</u>	<u>369,246</u>	<u>322,460</u>
Expense			
Extra Curricular Activities Costs	134,461	137,207	119,373
Trading	5,597	-	-
Fundraising and Community Grant Costs	1,449	-	-
Other Locally Raised Funds Expenditure	8,364	8,500	6,997
International Student - Student Recruitment	13,584	-	-
International Student - Other Expenses	1,399	4,654	215
	<u>164,854</u>	<u>150,361</u>	<u>126,585</u>
Surplus for the year Locally Raised Funds	<u>246,653</u>	<u>218,885</u>	<u>195,875</u>

During the year, the School hosted 3 International students (2022:1)

During the year ended December 2023, the Principal and Deputy Principal travelled to Seoul at a cost of \$13,584 to re-establish links and broaden our school's avenues with international recruitment agents, coupled with the professional development of Korean schools and systems to support overseas students in New Zealand schools. The costs were funded by the board.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Curricular	60,328	47,304	73,199
Information and Communication Technology	48,018	40,000	44,206
Employee Benefits - Salaries	2,870,875	2,698,328	2,747,007
Staff Development	28,167	22,000	10,593
Depreciation	133,761	125,000	125,444
	<u>3,141,149</u>	<u>2,932,632</u>	<u>3,000,449</u>

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Audit Fees	9,184	9,184	6,664
Board Fees	3,075	4,000	3,020
Board Expenses	9,627	7,000	23,733
Communication	3,536	4,950	3,915
Consumables	20,641	17,900	15,798
Other	26,404	18,832	13,621
Employee Benefits - Salaries	150,384	137,098	163,157
Insurance	11,267	11,267	11,245
Service Providers, Contractors and Consultancy	5,912	5,880	5,535
	<u>240,030</u>	<u>216,111</u>	<u>246,688</u>

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	17,512	18,976	20,222
Consultancy and Contract Services	61,533	59,415	50,861
Cyclical Maintenance	95,600	9,000	9,685
Grounds	26,613	26,219	13,335
Heat, Light and Water	28,508	35,835	34,003
Repairs and Maintenance	34,749	31,742	61,923
Use of Land and Buildings	991,861	1,533,835	1,127,361
Security	14,363	11,059	17,605
Employee Benefits - Salaries	60,531	60,200	37,247
	<u>1,331,270</u>	<u>1,786,281</u>	<u>1,372,242</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.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	133,620	313,780	357,353
Cash and cash equivalents for Statement of Cash Flows	<u>133,620</u>	<u>313,780</u>	<u>357,353</u>

Of the \$133,620 Cash and Cash Equivalents and \$123,003 short term deposits (note 9), \$178,580 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	519	8,969	8,542
Interest Receivable	6,405	3,800	3,623
Teacher Salaries Grant Receivable	200,773	196,900	187,562
	<u>207,697</u>	<u>209,669</u>	<u>199,727</u>
Receivables from Exchange Transactions	6,924	12,769	12,165
Receivables from Non-Exchange Transactions	200,773	196,900	187,562
	<u>207,697</u>	<u>209,669</u>	<u>199,727</u>

9. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	383,503	370,000	371,261
Total Investments	<u>383,503</u>	<u>370,000</u>	<u>371,261</u>

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	438,555	-	-	-	(12,543)	426,012
Furniture and Equipment	226,904	79,645	-	-	(62,868)	243,681
Information and Communication Technology	34,410	8,366	-	-	(16,489)	26,287
Leased Assets	75,705	5,856	-	-	(37,655)	43,906
Library Resources	32,017	2,053	(422)	-	(4,206)	29,442
Balance at 31 December 2023	807,591	95,920	(422)	-	(133,761)	769,328

The net carrying value of computer equipment held under a finance lease is \$43,906 (2022: \$75,705)

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	659,877	(233,865)	426,012	659,877	(221,322)	438,555
Furniture and Equipment	1,512,884	(1,269,203)	243,681	1,435,688	(1,208,784)	226,904
Information and Communication Technology	240,585	(214,298)	26,287	232,220	(197,810)	34,410
Leased Assets	136,715	(92,809)	43,906	130,859	(55,154)	75,705
Library Resources	113,531	(84,089)	29,442	112,968	(80,951)	32,017
Balance at 31 December	2,663,592	(1,894,264)	769,328	2,571,612	(1,764,021)	807,591

11. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	10,922	94,400	89,939
Accruals	6,888	9,185	8,747
Employee Entitlements - Salaries	202,461	215,470	205,206
Employee Entitlements - Leave Accrual	9,554	-	-
	229,825	319,055	303,892
Payables for Exchange Transactions	229,825	319,055	303,892
	229,825	319,055	303,892

The carrying value of payables approximates their fair value.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

12. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	11,598	-	-
International Student Fees in Advance	31,130	-	-
Other revenue in Advance	12,044	18,900	18,064
	<u>54,772</u>	<u>18,900</u>	<u>18,064</u>

13. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Provision at the Start of the Year	140,940	140,940	131,255
Increase to the Provision During the Year	95,600	14,061	9,685
Use of the Provision During the Year	(142,556)	-	-
Provision at the End of the Year	<u>93,984</u>	<u>155,001</u>	<u>140,940</u>
Cyclical Maintenance - Current	30,593	155,001	140,940
Cyclical Maintenance - Non current	63,391	-	-
	<u>93,984</u>	<u>155,001</u>	<u>140,940</u>

The School's cyclical maintenance schedule details annual painting 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 10 Year Property plan.

14. Finance Lease Liability

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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
No Later than One Year	33,607	32,000	36,343
Later than One Year and no Later than Five Years	13,781	33,283	41,941
Future Finance Charges	(3,235)	-	(7,924)
	<u>44,153</u>	<u>65,283</u>	<u>70,360</u>
Represented by			
Finance lease liability - Current	30,869	32,000	31,149
Finance lease liability - Non current	13,284	33,283	39,211
	<u>44,153</u>	<u>65,283</u>	<u>70,360</u>

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

15. Funds Held for Capital Works Projects

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

2023	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Covered Outdoor Learning Area RM 1-6	161,016	-	-	-	161,016
5YA Roofing Project	(43,855)	138,429	(77,010)	-	17,564
5YA Plan	(1,426)	38,330	(61,631)	-	(24,727)
Totals	115,735	176,759	(138,641)	-	153,853

Represented by:

Funds Held on Behalf of the Ministry of Education	178,580
Funds Receivable from the Ministry of Education	(24,727)

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Covered Outdoor Learning Area RM 1-6	103,393	57,623	-	-	161,016
MOE Outdoor Sink Block 19 Classroom	1,674	-	(1,674)	-	-
5YA Roofing Project	-	-	(43,855)	-	(43,855)
5YA Plan	-	-	(1,426)	-	(1,426)
Totals	105,067	57,623	(46,955)	-	115,735

Represented by:

Funds Held on Behalf of the Ministry of Education	161,016
Funds Receivable from the Ministry of Education	(45,281)

16. Related Party Transactions

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

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

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

17. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,075	3,020
<i>Leadership Team</i>		
Remuneration	394,930	341,995
Full-time equivalent members	3	3
Total key management personnel remuneration	398,005	345,015

There are 6 members of the Board excluding the Principal. The Board held 8 full meetings of the Board in the year. The Board also has a Property (4 members) committee that meets monthly. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	100 - 110
Benefits and Other Emoluments	0-5	0-5

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	5	1
110 - 120	2	3
120 - 130	1	-
	8	4

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

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

18. Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: 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

The Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed. The Ministry is in the process of determining wash-up payments or receipts. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$212,363 (2022:\$289,373) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Roofing Project	153,810	120,865	32,945
Covered Outdoor Learning Area	184,025	4,607	179,418
Total	337,835	125,472	212,363

(b) Operating Commitments

As at 31 December 2023, the Board has not entered into new contracts.

Churchill Park School

Notes to the Financial Statements

For the year ended 31 December 2023

21. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	133,620	313,780	357,353
Receivables	207,697	209,669	199,727
Investments - Term Deposits	383,503	370,000	371,261
Total financial assets measured at amortised cost	<u>724,820</u>	<u>893,449</u>	<u>928,341</u>

Financial liabilities measured at amortised cost

Payables	229,825	319,055	303,892
Finance Leases	44,153	65,283	70,360
Total financial liabilities measured at amortised cost	<u>273,978</u>	<u>384,338</u>	<u>374,252</u>

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF CHURCHILL PARK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Churchill Park School (the School). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 as applicable to entities that qualify as Tier 2.

Our audit was completed on 31 May 2024, 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 in the annual report, but does not include the financial statements, and our auditor's report thereon.

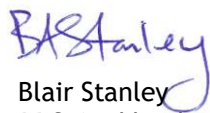
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Blair Stanley
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand
6 June 2024



Churchill Park School Analysis of Variance

Mathematics Target 2023

School Name:	Churchill Park School	School Number:	1246
Strategic Aim	Strategic Goal One: Learner Profile-Driven Curriculum <i>Deliver a future-focussed, CPS Learner Quality-driven local curriculum</i>		
Annual Aim:	Student Achievement Set high expectations of progress and achievement for all students		
Target:	Accelerate the progress of selected target students who are not making sufficient progress. Success indicators: <ul style="list-style-type: none"> 75% of students Years 'Target' students will show an increase in PAT Mathematics scale score points (Years 4 -8) Year 4 students - 5 scale scores Year 5 students - 4 scale scores Year 6 students - 3 scale scores Year 7 students - 4 scale scores Year 8 students - 4 scale scores Students in Years 0-3 to achieve an overall OTJ mean of 93% at or above curriculum expectations in mathematics Teacher OTJs are informed through robust moderation processes and evidence i.e. teaching planning, student data, anecdotal notes 80% of our 'Target' students will demonstrate greater enjoyment and engagement in mathematics (Baseline and end of year survey) 		
Baseline Data 2022: (end of year OTJs)			
2023 start of year data			

MATHEMATICS										
Year	WB	Below	At	Above						
0			85%	15%						
1		2%	88%	10%						
2	2%	6%	78%	14%						
3	5%	3%	73%	19%						
4	5%	12%	63%	21%						
5		6%	41%	53%						
6	3%	8%	55%	35%						
7		4%	58%	38%						
8		5%	54%	41%						
● Individual students, identified as Years 4-8 target students, will have recorded PAT scale scores collected Weeks 3 and 4 of Term 1. (Added here as students are identified)										
● Individual students, identified as Years 1-3 target students, will have recorded JAM stages collected Weeks 3 and 4 of Term 1. (Added here as students are identified)										
● All target students will be administered a survey to gauge their current enjoyment and engagement in mathematics (Weeks 5 and 6 of Term 1) Results added here as collated										
Specific target learners' data					End of Year Data					
Target learners	Data type	Start of Year Data								
Year 1: 5 learners	JAM	too early for OTJs 2 learners at Stage 1 2 learners at Stage 2			OTJs: 2 "at" and 2 "Above" 2 learners at Stage 2 2 learners at Stage 4					
Year 2: 15 learners	JAM	all 2022 OTJs were "At Expectation" all learners at Stage 2-3			all 2023 OTJs were "At Expectation" 1 learner at Stage 3, and 3 at Stage 5 11 Learners at Stage 4					
Year 3: 9 learners	JAM	all 2022 OTJs were "At Expectation" 4 learners at Stage 3/4 5 learners at Stage 4			all 2023 OTJs were "At Expectation" 2 learners at Stage 4 7 learners at Stage E5					
Year 4: 9 learners	PAT data	National mean = 30.6 6 learners below and 4 above data range = 11.7 - 32.4			National mean = 30.6 2 learners below and 8 above data range - 13.8 - 55.7 CPS mean for these learners = 37.9					
Year 5: 7 learners	PAT data	National mean = 38.9 7 learners below data range = 26.2 - 37.9			National mean = 38.0 1 learner below and 6 above data range = 33.8 - 56.6 CPS mean for these learners = 45.1					

Year 6: 7 learners	PAT data	National mean = 45.1 5 learners below and 3 above data range = 36.8 - 53.2	National mean = 45.1 1 learners below and 6 above data range = 38.9 - 55.9 CPS mean for these learners = 49.7
Year 7: 6 learners	PAT data	National mean = 49.6 5 learners below and 1 above data range = 35.0 - 53.2	National mean = 49.6 45 learners below and 2 above data range = 39.9 - 61.3 CPS mean for these learners = 48.8
Year 8: 4 learners	PAT data	National mean = 55.0 2 learners below and 2 above data range = 44.6 - 58.5	National mean = 55.0 2 learners below and 2 above data range = 47.2 - 66.6 CPS mean for these learners = 56.05
TARGET SUMMARY Success indicators: <ul style="list-style-type: none"> 75% of students Years 4-8 'Target' students will show an increase in PAT Mathematics scale score points (Years 4 -8) 			
Year 4 students - 5 scale scores Year 5 students - 4 scale scores Year 6 students - 3 scale scores Year 7 students - 4 scale scores Year 8 students - 4 scale scores			
Target achieved: 85% have achieved or exceeded the targets set			
<ul style="list-style-type: none"> Students in Years 0-3 to achieve an overall OTJ mean of 93% at or above curriculum expectations in mathematics <ul style="list-style-type: none"> Year 0 OTJs (At of Above) - 100% Year 1 OTJs (At of Above) - 94% Year 2 OTJs (At of Above) - 98% Year 3 OTJs (At of Above) - 87% 			
Target achieved: Years 0-3 OTJs (At of Above) - 95%			

	<ul style="list-style-type: none"> Teacher OTJs are informed through robust moderation processes and evidence i.e. teaching planning, student data, anecdotal notes Teacher OTJs are informed through robust moderation processes and evidence i.e. teaching planning, student data, anecdotal notes <p>Soft data shows more attention to Learning intentions and success criteria in planning</p> <p>Greater use of modelling books is assisting specific tracking of learners' incremental improvements and assisting the clarity and relevance of anecdotal data</p> <p>Teacher OTJs are informed through robust moderation processes and evidence i.e. teaching planning, student data, anecdotal notes</p> <p>Soft data shows more attention to Learning intentions and success criteria in planning</p> <p>Target achieved</p> <ul style="list-style-type: none"> 80% of our 'Target' students will demonstrate greater enjoyment and engagement in mathematics (Baseline and end of year survey) <p>A target to be repeated in 2024</p> <p>Inconclusive data due to students' absences, and inconsistencies</p> <p>Survey needs to be simplified, particularly for our younger learners</p> <p>Target results unclear</p>
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EOY Data:

2023 MATHEMATICS				
Year	WB	Below	At	Above
0			100%	
1		6%	79%	15%
2		2%	95%	3%
3		13%	63%	24%
4		5%	50%	45%
5	9%	9%	53%	29%
6		4%	49%	47%
7		11%	54%	35%
8		2%	57%	41%

- Possible 2024 targets
- Year group targets (for 20024)
 - Year 4
 - Year 6
 - Year 8

Actions <i>What will we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>
Appoint a curriculum leader and mathematics team, review the draft action plan (aligned with the CPS Annual Plan)	<ul style="list-style-type: none"> Vicki has been appointed as curriculum leader. Maths team not yet appointed 	Awaiting election results and greeted Ministry direction in the Mathematics Curriculum Refresh. Some forward momentum with Vicki, the ASL and WSLs
Each homeroom teacher to select 3-5 target students, who are below, or cusp to below (Māori / Pasifika students a priority)	<ul style="list-style-type: none"> Completed successfully in March 2023 	No variance
Develop appropriate documentation to track and monitor target students	<ul style="list-style-type: none"> Tracking document implemented and regularly updated, through strategic resourcing and planning of staff meeting times 	
Collect baseline data from these students <ul style="list-style-type: none"> PAT scale scores (Years 4-8) JAM stage (Years 1-3) Survey of enjoyment and engagement results (Years 1-8) 	<ul style="list-style-type: none"> Collected in March 	Survey collection was spasmodic <ul style="list-style-type: none"> survey needs to be simplified clearer instructions as to expectations
Data points for target students <ul style="list-style-type: none"> Weeks 3 and 4 Term 1 (All students) Week 5 Term 2 (Target students) Week 7 Term 3 (All students) 	<ul style="list-style-type: none"> Data points have been adhered to 	
All teachers to read "Learning in the Fastlanes" and discuss key learnings (via staff meetings)	<ul style="list-style-type: none"> Books bought, key themes of the first few paragraphs unpacked and discussed 	Followed up with the use of "Clarity in the Classroom" when it became apparent that it would be beneficial to reinforce planning requirements, specifically related to Learning Intentions and Success Criteria
Unpack the rationale and pedagogy of ALiM and use this, and other accelerated learning techniques from "Learning in the Fastlanes" to implement intervention programmes for target students, and any others who may benefit	<ul style="list-style-type: none"> These techniques were documented and discussed when updating the targets document during staff hui sessions 	
Review current mathematics documentation <ul style="list-style-type: none"> existing? missing? 	Documents created: <ul style="list-style-type: none"> Learning at Churchill Park School A start has been made for Learning 	

Review current pedagogical beliefs and practices (survey?)	Progressions, using the Curriculum Refresh	
<ul style="list-style-type: none"> • plenaries • student agency • problem solving approaches • targeted teaching approaches • rich tasks • integrated approaches 	To come <ul style="list-style-type: none"> • CPS Pedagogical Approaches in Mathematics • CPS Mathematics Progressions 	An intermediary step to focus more deeply on planning was identified and addressed
Appoint maths extension leaders to design extension learning opportunities <ul style="list-style-type: none"> • Years 4-6 • Years 7-8 	<ul style="list-style-type: none"> • Matt Hansen is taking a Years 4-6 extension group weekly, with identified students • Vicki Patten is taking a fluid group of Years 7 and 8 students, who can opt into the programmes which focus on rich, problem solving tasks 	
Update professional growth cycle to include a mathematical focus	<ul style="list-style-type: none"> • 2023 PGC focussed on observing maths lessons, with a lens on planning and evidence of formative assessment 	
Walk-throughs focussed on a mathematical area <ul style="list-style-type: none"> • accelerated learning techniques • mathematical pedagogy 	<ul style="list-style-type: none"> • Walk-throughs and observations focussed on mathematics 	An intermediary step to focus more deeply on planning was identified and addressed
Develop appropriate documentation for mathematical observations and teacher feedback to support teacher inquiries	<ul style="list-style-type: none"> • A collaborative approach to improving documentation was taken, with middle leaders having more input into the observations, follow-up and documentation 	
Evaluation & planning for next year		

2024 Possible Directions

- Year group targets: Years 4, 6 and 8
- Develop CPS Mathematics Pedagogy
- Develop clear CPS Mathematics Progressions

2023 Local Curriculum Targets

School Name:	Churchill Park School	School Number: 1246
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Strategic Aim:	<p>Strategic Focus 1: Thriving Ako</p> <p>Strategic Focus 2: Thriving Tangata</p>
Annual Aim:	Empower all CPS learners to have a strong sense of identity and belonging through an academically rigorous, well balanced local curriculum underpinned by Te Mataiaho (The curriculum refresh)
Target:	<p>Success indicators:</p> <ul style="list-style-type: none"> ● Develop a shared understanding of Churchill Park School Local Curriculum, inclusive of new vision, values, and pedagogical practice ● Teaching and learning programmes inclusive of NZ Histories using Understand/Know/Do framework ● Embed Wai Ako /Te Reo in learning Maori Language
Baseline Data:	<ul style="list-style-type: none"> ● New CPS 2023-2026 Strategic Plan, annual goals, vision and values coupled with the Curriculum Refresh updates and changes ● 2023 is the first year the NZ Histories Curriculum will be taught school-wide, developed and supported by the Local Curriculum Team - Across School & Within School Leaders ● Wai Ako was trailed in 2022 with teachers learning how to use the resource. 2023 will see teachers consistently utilise all teaching and learning components to deliver Te Reo effectively
EOY Data:	<ul style="list-style-type: none"> ● ASL & WSL planning days have been set aside termly to co-construct Themes of learning for subsequent terms ● Teacher release co-ordinated enabling cohesive planning sessions inclusive of Whānau Leaders, Leaders of Learning and Art Co-ordinator ● Termly Staff Hui theme planning sessions ensure shared understanding and clarity of teaching and learning ● 2023 CPS Theme Overview included two NZ Histories themes in growing teacher understanding and knowledge in the ANZH curriculum utilising framework understand, know & do ● Wai Ako 3-year CPS progression overview created in support of breadth and scope ● Wai Ako integrated into daily teaching and learning

Outcomes	Actions	Reasons for the variance <i>What happened?</i>
Develop a shared understanding amongst teachers regarding the CPS local curriculum	<ul style="list-style-type: none"> PLD Local Curriculum Education Group 	<ul style="list-style-type: none"> 2023 Theme Overview in place Local Curriculum Team established and is driving Theme planning Strategic resourcing - planning time for ASL & WSL and Staff Hui driving next themes of learning Facilitator working alongside Local Curriculum Team using Understand Know Do framework Middle Leaders attending professional development workshops growing knowledge and understanding of culturally responsive practices
Local Curriculum Team driving Theme planning, teaching and learning opportunities ensuring whole school/ Whanau clarity and consistency strengthening teaching and learning, using Understand Know Do framework	<ul style="list-style-type: none"> ASL & WSL supporting NZ histories curriculum development Planning time set aside each term (Staff Hui) for whanau to plan Inquiry/Themes ASL & WSL supporting Whanau planning documents 	<ul style="list-style-type: none"> CPS Local Curriculum /Theme embedded across all Whānau/Teams ensuring rigour and school-wide consistency Local Curriculum Team in place - Across School & within School Leaders planning Themes of learning Local Curriculum Professional learning contract supporting planning of NZ Histories Curriculum alongside Local Curriculum team - <u>Lizzie Bayliss</u> Staff Hui Theme Planning time set aside to plan for next units of learning VP working with Student Councillors reviewing Learner qualities visuals, incorporating ideas from stakeholders and experts e.g. Anthony Belk (Speedy Signs) Sarah Hynds Education group PLD growing middle leaders re formative assessment and coaching ASL & WSL creating 2024 draft curriculum ASL sharing with visiting teachers development of Local Curriculum, processes and progress made
Examine existing & good culturally responsive practice and how we can achieve positive outcomes for Māori	<ul style="list-style-type: none"> Review process of parents and teachers sharing information. At the beginning of the year ie, Getting to know your Child & Meet the teacher evening Review current practice identifying ways/opportunities teachers can 	<ul style="list-style-type: none"> Reviewed 'Meet the Teacher' forum to include 'Getting to know your child' questionnaire affording teachers a better understanding of whanau and their child's needs, interests & areas for growth, 2024 'Meet the teacher' format will move away from a team presentation to individually meeting with whanau before the school year begins Marketing strategy, Principal tours for new whānau, Facebook -

	<p>share learning in the classroom with parents/whānau particularly with e learning</p> <ul style="list-style-type: none"> Plan an Open Morning Term 2 	<p>lens into the school building community, year book celebrating all that takes place at CPS, looking into proposals for website</p> <ul style="list-style-type: none"> Matariki Assembly welcoming whānau into school to celebrate the teaching and learning of Matariki Open morning showcasing Art and Culture inviting parents to share in the learning E-learning parent workshops supporting parents understanding of how learning is used as a tool to support teaching and learning Assemblies now taking place at 2.15 in order to welcome parents sharing in student celebrations
Strengthen connections with Maori Whānau	<ul style="list-style-type: none"> Whānau meetings 'Aim High, Stand Tall' parent input into school 	<ul style="list-style-type: none"> Parent input into school vision and values Whānau feedback re 'Aim High, Stand Tall' Term 2 Maori whānau Hui inviting parents to contribute to our local curriculum and school values Community survey gathering whānau views re school values, the survey acknowledged the great things that are taking place that support the school's values along with areas for growth. Waitematā whānau have designed school's stories and info signs around the school Investigating Creative in Schools grant - local artists working alongside schools on art projects Formed relationship with Jeff Lee, local history expert in tikanga who has hosted walks for Waitematā whānau
New School-wide Whānau Organisation	<ul style="list-style-type: none"> Theme teaching meaning and understanding of self and rohe 	<ul style="list-style-type: none"> Three Whānau/Teams in place - Karaka, Waitematā, Rangitoto, Whānau Leaders and Leaders of Learning collaboratively leading teams in growing teacher capability and student learning The appointment of Leaders of Learning to the Whānau structure has been beneficial to Whānau Leaders. Value added to the Middle management structure. The workload can be spread further. Teams working collaboratively re teaching and learning, planning and assessment Leadership meetings have more members affording even greater varied perspectives and collaboration Middle Leaders leading Professional Growth Cycle /teacher appraisal Term 4 Summary Conversations
Curriculum Teams Literacy and Mathematics	<ul style="list-style-type: none"> Appoint Curriculum Leaders, Mathematics & Literacy 	<ul style="list-style-type: none"> APs are leading portfolios of Literacy & Mathematics APs knowledge building of respective curriculum areas,

Best practice Literacy and Numeracy pedagogy supports quality teaching and learning taking place at CPS	<ul style="list-style-type: none"> • Literacy & Mathematics Action Plans driving school-wide knowledge building and development • Local Curriculum PD with Education Group growing knowledge of Te MataiahoCurriculum • Team discussions re-local curriculum to begin to define CPS learning indicators and expectations • Review current school-wide assessments & schedule 	<ul style="list-style-type: none"> • attending professional development Structured Literacy, collaborating with colleagues & Kahui Ako • Student voice gathered in Mathematics surrounding teacher pedagogy informing teachers of next steps, followup feedback conversations with teachers • PD attended by CoL ASL and WSL to investigate maths directions • Awaiting election results before decisions are made about future directions • Exploring our current maths progressions and how they compare with the new curriculum refresh progression • Acknowledgement that PD in maths for kaiako would be beneficial for 2024
Review curriculum docs, Current CPS Learning Documents, vision & values, Learner Quality visuals, developing a shared understanding & expectations of teaching and learning	<ul style="list-style-type: none"> • Review Literacy and Mathematics documents via curriculum leads and teams • New vision and values unpack with staff, students and community • Visual design updating LQ with students 	<ul style="list-style-type: none"> • Community survey gathering ideas and viewpoint as to school values and expectations • Work underway - beginning with learner quality graphics, beginning with identifying stakeholders and collecting different styles of graphics for stakeholders to make a decision about. • Community experts worked to assist the student council with the process • Learner Qualities and Values have been designed and shared with student Counsellors, next step with staff and students is to be launched in 2024
Work in partnership with CoL and Kahui Ako Te Mataiaho updates and implications, CoL achievement goals and challenges	<ul style="list-style-type: none"> • Senior Leadership, Across School Leader, Within School Leaders working collaboratively on CoL goals • Meeting time to discuss progress against goals • APs supporting ASL & WSL roles 	<ul style="list-style-type: none"> • Principal Kahu Ako collaboration re Achievement Challenges regular meetings & updates • CoL schools and Board meeting held in Term 1 outlining Goals and next steps • ASL & WSL focus is developing our Local Curriculum/ NZ Histories by using Understand, Know Do framework in planning and pedagogy • Prepared presentation of progress made implementing ANZH across Kahui Ako schools • CoL meetings taking place sharing learning across schools in Mathematics & Cultural Capabilities/NZ Histories
Programmes of Learning CPS teaching and learning will deliver well-balanced, challenging, academic teaching and learning	<ul style="list-style-type: none"> • Curriculum team discussions re-local curriculum to begin to define CPS learning indicators and expectations 	<ul style="list-style-type: none"> • CPS Local Curriculum /Theme embedded across all Whānau/Teams ensuring rigour and school-wide consistency • Local Curriculum Team in place - Across School & within School Leaders planning Themes of learning

differentiated to support the students' needs.		
Embed Wai Ako - Te Reo		<ul style="list-style-type: none"> • Teacher planning in Wai Ako • Student learning samples - seesaw, classroom displays • Matariki celebration, & Assembly parents invited to share in teaching and learning of Matariki • Kahui Ako schools sharing culturally responsive practice
Evaluation & Planning for next year:		
<ul style="list-style-type: none"> • Continue with ASL & WSL leading and driving the CPS Local Curriculum • Strategic resourcing re-release and time for teachers to plan collaboratively • Middle Leaders developing an understanding of English and Mathematics curriculum documents • Create more time/opportunities for community / whānau meetings • Launch new LQ and values graphics integrate into teaching and learning 		

Churchill Park School End-of Year data report



Celebrations

- Overall, CPS achievement continues to track consistently high
- In all three curriculum areas, CPS data exceeds 92% at or above curriculum expectations
- All three core curriculum areas show improvement
- Those students who are identified as tracking below expectations are catered for by differentiated teaching and learning programmes
- This data is testament to our hard-working teachers and their dedication to improving our learners' progress and achievement

Annual Trends

2023 - 94%
2022 - 92%
2021 - 92%

2023 - 92%
2022 - 91%
2021 - 90%

2023 - 93%
2022 - 92%
2021 - 92%

Gender Comments

- Boys are performing slightly higher in reading and mathematics
- Girls and Boys achieve equitably in writing
- Differences in gender performance are insignificant

Ethnicity Comments

- We have 48 Asian, 16 Māori and 5 Pasific students
- Asian students are performing highly in all three domains
- 1 Pacific student is not yet at expectation in mathematics
- 2 Māori students are not yet at expectation in writing and mathematics

Results by gender



Results by ethnicity

	Asian	Māori	Pasific
Reading	97%	94%	100%
Writing	95%	88%	100%
Mathematics	97%	88%	80%

Reading - year level analysis



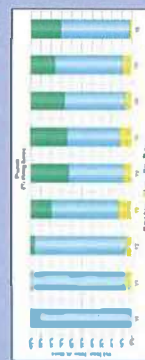
Well below / Below / Above

Year	WB	Below	At	Above
0			82%	18%
1	3%	15%	55%	27%
2	3%	32%	34%	58%
3	4%	6%	24%	67%
4		3%	58%	39%
5		7%	51%	42%
6		2%	20%	78%
7		4%	63%	33%
8		2%	47%	51%

2023 READING

Year	WB	Below	At	Above
0			82%	18%
1	3%	15%	55%	27%
2	3%	32%	34%	58%
3	4%	6%	24%	67%
4		3%	58%	39%
5		7%	51%	42%
6		2%	20%	78%
7		4%	63%	33%
8		2%	47%	51%

Writing - year level analysis



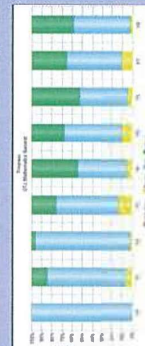
Well below / Below / Above

Year	WB	Below	At	Above
0			92%	8%
1		6%	94%	0%
2		7%	90%	3%
3		13%	67%	20%
4	2%	8%	53%	37%
5	2%	11%	51%	36%
6		8%	61%	33%
7		9%	67%	24%
8		2%	69%	29%

2023 WRITING

Year	WB	Below	At	Above
0			92%	8%
1		6%	94%	0%
2		7%	90%	3%
3		13%	67%	20%
4	2%	8%	53%	37%
5	2%	11%	51%	36%
6		8%	61%	33%
7		9%	67%	24%
8		2%	69%	29%

Maths - year level analysis



Well below / Below / Above

Year	WB	Below	At	Above
0			100%	
1		6%	76%	15%
2		2%	95%	3%
3		13%	63%	24%
4		5%	50%	45%
5	9%	9%	53%	29%
6		4%	48%	47%
7		11%	54%	35%
8		2%	57%	41%

2023 MATHEMATICS

Year	WB	Below	At	Above
0			100%	
1		6%	76%	15%
2		2%	95%	3%
3		13%	63%	24%
4		5%	50%	45%
5	9%	9%	53%	29%
6		4%	48%	47%
7		11%	54%	35%
8		2%	57%	41%

Year level comments

- Year 0 learners appear to be a strong group at this stage
- Year 1 is strong in writing and mathematics
- Year 3 is strong in writing and mathematics
- Year 6 is an academically strong cohort in all three domains

Possible academic target areas for 2024 (2024 year levels)

- Year 2 Reading
- Years 4 and 6 Writing
- Years 4, 6 and 8 Mathematics

Churchill Park School End-of Year data report - Targets results

2023 Mathematics Targets

- 75% of Years 4 - 8 target students will show an increase in PAT Mathematics by specified scale score points
- **ACHIEVED: 85% increased by specified scale scores**
- Students in Years 0-3 will achieve an overall OTJ mean of 93%, at or above curriculum expectations in mathematics
- **ACHIEVED: 95% of Years 0-3 at or above curriculum expectations in mathematics**
- Teacher OTJs are informed through robust moderation processes and evidence i.e. teacher planning, student data, anecdotal data
- **ACHIEVED: Soft data collected through observations, walk-throughs, and whānau discussions show greater attention to learning intentions and success criteria in planning, and use of modelling books to assist specific tracking of incremental improvement**
All assist the quality of evidence discussed.



2023 Local Curriculum Targets

- Develop a shared understanding of Churchill Park School's Local Curriculum, inclusive of new vision, values, and pedagogical practice
- Created links to our local whenua through the development of the ANZ Histories curriculum, including links with local marae and manawhenua
- Responsibility, respect, and resilience have been explicitly linked to our PB4L programmes
- Strong sense of identity and belonging through the development of whare processes including haka and waiata, Ko Wai Tatou, open mornings
- Teaching and learning programmes inclusive of NZ Histories using the Understand/Know/Do framework
- This framework has been rolled out across all curriculum areas
- Embed Wai Ako /Te Reo in learning the Māori Language
- Ongoing teaching and learning taking place
- Whare processes are also assisting the development of the reo

Celebrations

- Strong academic achievements over all three domains, which is a testament to the quality teaching and learning programmes in place
- Robust professional development practices in support of growing teacher capabilities and ongoing teacher learning, in particular, middle leaders
- Our three core values have come to the forefront and the development of accompanying graphics is assisting the embedding across the school
- Local curriculum - bringing our community together e.g. assemblies, grandparents' morning, open mornings, matariki assembly
- Working alongside Kahui Ako in support of achievement challenges
- Very positive, strong feedback from ERO in relationship to the current position, and future directions of CPS

Next steps

- Year 2 Reading
- Years 4 and 6 Writing
- Years 4, 6 and 8 Mathematics
- Ideal structured literacy professional development to support years 1-4, building teacher capabilities in support of learners
- Middle leaders will unpack curriculum refresh to develop school-wide progressions of learning, starting with mathematics
- identify target learners and implement accelerated learning strategies and pedagogies to increase learner progress
- Student-led progressions - increased student agency
- Getting to know your learners - improved learner-focused relationships
- Whanau hui/family conference day - culturally responsive practice



Given effect to Te Tiriti o Waitangi at Churchill Park School

Giving effect to Te Tiriti o Waitangi is evident through the school's strategic plan developed in consultation with the community and reflects key aspirations for Churchill Park School tamariki. The goals of Thriving Ako, Thriving Tangata, and Thriving Rohe and the associated initiatives underpin our actions to ensure Churchill Park School is giving effect to Te Tiriti o Waitangi

In addition, the school gives effect to Te Tiriti o Waitangi by;

(i) working to ensure plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and

- Tikanga embedded across the school - Mihi Whakatau, waiata, powhiri
- Foundation of NZC - Te Mātaiaho - Local Curriculum which was fully reviewed and implemented in 2023
- Kapa Haka opportunities
- Opportunity for hui and whānau engagement
- Consultation with Māori/iwi/annually
- Strategic selection of Board members while working towards co-governance
- Māori lens - TToW view in policy review
- Events - Matariki, te reo language week
- Access to staff PLD -
- Curriculum design reflects Matauranga Maori

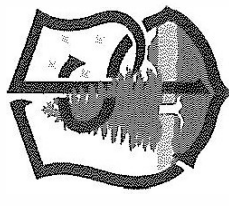
(ii) taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori; and

- PLD and learning opportunities
- Kupu / Kawa
- Professional Growth Cycle and links to Professional Standards
- Weekly planning
- Leadership development - Niho Taniwha - Poutama Reo etc - Ka Hikitia - Tu Rangatira
- Digital platforms to support the teaching of te reo Māori, Wai Ako
- Te Reo Progressions

(iii) achieving equitable outcomes for Māori students by;

- analysis of data - report on Māori Achievement
- Ka Hikitia & accelerating learning strategies, ie, Learning in the fast lane
- Track and monitor at-risk students
- Relationship Based Learning - CRP - partnerships with ākonga and whānau

<https://tereomaori.tki.org.nz/Curriculum-guidelines>



**Churchill Park
School**

Stand Tall | Aim High

Churchill Park School Compliance with the Education and Training Act 2020

requirement – to be a good employer for the year ending 31 December 2023

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

Reporting on the principles of being a Good Employer	
Churchill Park meets its obligations to provide good and safe working conditions by:	<p>Churchill Park School has and is compliant with the following policies and procedures:</p> <ul style="list-style-type: none"> • Up-to-date emergency procedures and plans and evacuation procedures • Specific planning and processes for EOTC activities • Duty of Care - see Policy and Registers • Risk management procedure • Health and Hygiene • Hazard and injury register • Health and Safety including digital safety • Employment Policy • Student behaviour management policy • Worker engagement and participation • Complaints Policy • Supportive and collegial work environment • Access to EAP • Ongoing conversations with all staff and support from leadership where needed • Induction of new staff • CPS Staff Handbook updated and introduced to staff annually
CPS equal employment opportunities programme	<ul style="list-style-type: none"> • We adhere to our EEO Policy and a range of procedures for employment • The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without

How CPS fulfils this programme	<p>bias or discrimination. All schools are required by the Public Service Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> • to maintain, and comply with their school's Equal Employment Opportunities policy, and • to include in the annual report a summary of the year's compliance. • Follow NZSTA and legislation processes with all appointments • Advertise through the Ed Gazette permanent teaching position • Encourage all applicants and enable a pre-visit • Use a compliant application form and process for all appointments - We carry out verification of all documentation • Follow references are made • We shortlist and appoint using a matrix based on the current job description and appointment criteria if appropriate • An annual assurance of compliance with this is with EEO policy or procedures is given to the board • An annual check carried out by Leadership and Board to ensure Health and Safety and property is fit for purpose and all areas accessible
CPS practises impartial selection of suitably qualified persons for an appointment by;	<ul style="list-style-type: none"> • Follow NZSTA and legislation processes with all appointments • Advertise through the Ed Gazette permanent teaching position • Encourage all applicants and enable a pre-visit • Use a compliant application form and process for all appointments - We carry out verification of all documentation • Follow-up references are made • We shortlist and appoint using a matrix based on a current job description and appointment criteria if appropriate • Appointment panels are selected to ensure the suitability of the person and no conflicts of interest •
CPS recognises, - The aims and aspirations of Maori,	<p>Aim to give effect to Te Tiriti o Waitangi in all processes</p> <ul style="list-style-type: none"> • Follow EEO principles • Provide for school visits prior to application and build relationships - Korero • Offer the opportunity for whānau support at interviews, share pepeha and whakapapa links • Facilitate reo conversations and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori - Follow Tikanga

<ul style="list-style-type: none"> - The employment requirements of Maori, and - Greater involvement of Maori in the Education Service by; 	<ul style="list-style-type: none"> • Include a Te Tiriti o Waitangi element in the employment questions • Support with appropriate professional learning and culturally responsive development • Strengthening links to local iwi • Employment criteria informed by whanau hui outcomes
CPS enhances the abilities of individual employees by;	<ul style="list-style-type: none"> • Professional Growth Cycle - individual development and coaching opportunities • Professional Development and Learning - Coaching and Mentoring within a school-based system • Varied professional learning and development programme • Connection with development through the Kāhui Ako
CPS recognises the employment requirements of women by;	<ul style="list-style-type: none"> • Following the principles of EEO • Conversations regarding return to work following parental leave • Consider/facilitate flexible return to work plans following parental leave where possible
CPS recognises the employment requirements of persons with disabilities by;	<ul style="list-style-type: none"> • Through Health and Safety - ensuring that the school gives access to meet all staff and student needs • Being open to adaptation as needed e.g. car parks, accessibility • Support and voice as requested or needed (application form)

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy.

The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	

Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓		
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓		
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓		
Does your EEO programme/policy set priorities and objectives?	✓		



**Churchill Park
School**

Stand Tall · Aim High

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Ph: 09 575 8156
www.churchillpark.school.nz

20 February 2024

The received Kiwi Sports fund of \$6,035.80 in 2023 was allocated to the Sports Administrator to support the coordination of the variety of sporting activities that are afforded to the students at Churchill Park School.

Marie Todd
Principal