

AIDANFIELD CHRISTIAN SCHOOL



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

| | |
|-------------------------------|--|
| Ministry Number: | 82 |
| Principal: | Mark Richardson |
| School Address: | 2 Nash Road Halswell |
| School Postal Address: | Christchurch 8025 |
| School Phone: | (03) 338 8153 |
| School Email: | office@aidanfield.school.nz |

Accountant / Service Provider:

89 Nazareth Avenue
Christchurch
Ph: 03 338 4444



AIDANFIELD CHRISTIAN SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Aidanfield Christian School

Members of the Board

For the year ended 31 December 2023

| Name | Position | How Position Gained | Term Expired/ Expires |
|-----------------|---------------------------|---------------------|-----------------------|
| Zhu Hui Lam | Presiding Member | Re-Elected Oct 2022 | Sep 2025 |
| Mark Richardson | Principal ex Officio | | |
| Chris Hannen | Proprietor Representative | Appointed Aug 2021 | |
| Jenny Addison | Proprietor Representative | Appointed Jul 2022 | |
| John McGimpsey | Proprietor Representative | Appointed Feb 2023 | |
| Dana Paton | Parent Representative | Elected Oct 2022 | Sep 2025 |
| Winnie Chen | Parent Representative | Elected Oct 2022 | Sep 2025 |
| Matthew Pratt | Parent Representative | Re-Elected Nov 2023 | Nov 2026 |
| Catherine Moore | Parent Representative | Elected Nov 2020 | Nov 2023 |
| Sharon Burt | Staff Representative | Elected Oct 2022 | Sep 2025 |

Aidanfield Christian 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.

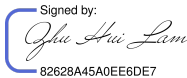
The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Zhu Hui Lam

Full Name of Presiding Member

Signed by:

82628A45A0EE6DE7

Signature of Presiding Member

24/05/2024

Date:

Mark Richardson

Full Name of Principal

Signed by:

B874A2C3EDA4B47A

Signature of Principal

24/05/2024

Date:

Aidanfield Christian 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 | 3,582,673 | 3,494,246 | 3,191,888 |
| Locally Raised Funds | 3 | 454,255 | 377,546 | 270,302 |
| Use of Proprietor's Land and Buildings | | 581,750 | 581,750 | 574,250 |
| Interest | | 28,102 | 5,000 | 11,786 |
| Gain on Sale of Property, Plant and Equipment | | (496) | - | (32) |
| Total Revenue | | 4,646,284 | 4,458,542 | 4,048,194 |
| Expense | | | | |
| Locally Raised Funds | 3 | 221,938 | 139,576 | 189,611 |
| Learning Resources | 4 | 3,284,031 | 3,305,733 | 2,908,812 |
| Administration | 5 | 280,357 | 202,387 | 163,446 |
| Interest | | 1,933 | 820 | 2,236 |
| Property | 6 | 829,562 | 795,790 | 845,992 |
| Total Expense | | 4,617,821 | 4,444,306 | 4,110,097 |
| Net Surplus / (Deficit) for the year | | 28,463 | 14,236 | (61,903) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | 28,463 | 14,236 | (61,903) |

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

Aidanfield Christian 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 | | 453,564 | 453,565 | 499,256 |
| Total comprehensive revenue and expense for the year | | 28,463 | 14,236 | (61,903) |
| Contributions from / (Distributions to) the Ministry of Education | | - | - | - |
| Contribution - Furniture and Equipment Grant | | 75,699 | - | 16,211 |
| Equity at 31 December | | 557,726 | 467,801 | 453,564 |
| Accumulated comprehensive revenue and expense | | 557,726 | 467,801 | 453,564 |
| Reserves | | - | - | - |
| Equity at 31 December | | 557,726 | 467,801 | 453,564 |

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.

Aidanfield Christian 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 | 429,277 | 423,818 | 180,842 |
| Accounts Receivable | 8 | 210,762 | 210,762 | 232,278 |
| GST Receivable | | 1,442 | 1,444 | 23,419 |
| Prepayments | | 6,241 | 6,241 | 6,911 |
| Inventories | 9 | 3,997 | 3,997 | 4,262 |
| Investments | | 280,000 | 280,000 | 320,000 |
| | | 931,719 | 926,262 | 767,712 |
| Current Liabilities | | | | |
| Accounts Payable | 12 | 307,252 | 307,252 | 327,667 |
| Revenue Received in Advance | 13 | 215,852 | 215,852 | 129,391 |
| Provision for Cyclical Maintenance | 14 | 30,356 | 30,356 | - |
| Finance Lease Liability | 15 | 38,967 | 38,967 | 55,168 |
| Funds held on behalf of School Cluster | 16 | - | - | 6,797 |
| | | 592,427 | 592,427 | 519,023 |
| Working Capital Surplus/(Deficit) | | 339,292 | 333,835 | 248,689 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | 294,270 | 209,802 | 309,802 |
| | | 294,270 | 209,802 | 309,802 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 60,138 | 60,138 | 62,582 |
| Finance Lease Liability | 15 | 15,698 | 15,698 | 42,345 |
| | | 75,836 | 75,836 | 104,927 |
| Net Assets | | 557,726 | 467,801 | 453,564 |
| Equity | | 557,726 | 467,801 | 453,564 |

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

Aidanfield Christian 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 | | 912,139 | 823,712 | 905,947 |
| Locally Raised Funds | | 207,954 | 92,835 | 132,227 |
| International Students | | 350,063 | 388,473 | 162,692 |
| Goods and Services Tax (net) | | 21,977 | 21,975 | (15,654) |
| Payments to Employees | | (603,829) | (517,355) | (571,364) |
| Payments to Suppliers | | (638,854) | (560,241) | (469,867) |
| Interest Paid | | (1,933) | (820) | (2,236) |
| Interest Received | | 27,144 | 4,042 | 8,379 |
| Net cash from/(to) Operating Activities | | 274,661 | 252,621 | 150,124 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment (and Intangibles) | | (90,682) | - | (75,835) |
| Purchase of Investments | | - | - | - |
| Proceeds from Sale of Investments | | 40,000 | 40,000 | 50,000 |
| Net cash from/(to) Investing Activities | | (50,682) | 40,000 | (25,835) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 75,699 | - | 16,211 |
| Finance Lease Payments | | (44,446) | (42,848) | (58,497) |
| Funds Administered on Behalf of Other Parties | | (6,797) | (6,797) | 6,797 |
| Net cash from/(to) Financing Activities | | 24,456 | (49,645) | (35,489) |
| Net increase/(decrease) in cash and cash equivalents | | 248,435 | 242,976 | 88,800 |
| Cash and cash equivalents at the beginning of the year | 7 | 180,842 | 180,842 | 92,042 |
| Cash and cash equivalents at the end of the year | 7 | 429,277 | 423,818 | 180,842 |

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.

Aidanfield Christian School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

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.

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 14.

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 15. Future operating lease commitments are disclosed in note 20.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

The property from which the School operates is owned by the Proprietor. 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. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and 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 schools 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 Proprietor are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Proprietor 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 |
| Board Owned Buildings | 10–75 years |
| Furniture and equipment | 3–10 years |
| Information and communication technology | 4–5 years |
| Motor vehicles | 10 years |
| Textbooks | 3 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

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 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.

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

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

p) Financial Instruments

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

The School's financial liabilities comprise accounts payable, 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.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

x) 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

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Government Grants - Ministry of Education | 917,443 | 829,016 | 908,052 |
| Teachers' Salaries Grants | 2,665,230 | 2,665,230 | 2,283,836 |
| | <u>3,582,673</u> | <u>3,494,246</u> | <u>3,191,888</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 | 37,786 | 40,000 | 52,633 |
| Fees for Extra Curricular Activities | 79,806 | 18,500 | 58,667 |
| Trading | 47,548 | 8,000 | 26,097 |
| Other Revenue | 16,479 | - | 12,273 |
| International Student Fees | 272,636 | 311,046 | 120,632 |
| | <u>454,255</u> | <u>377,546</u> | <u>270,302</u> |
| Expense | | | |
| Extra Curricular Activities Costs | 88,072 | 3,000 | 53,967 |
| Trading | 27,196 | - | 18,617 |
| International Student - Student Recruitment | 23,696 | 13,000 | 7,911 |
| International Student - Employee Benefits - Salaries | 20,985 | 33,696 | 16,811 |
| International Student - Other Expenses | 61,989 | 89,880 | 92,305 |
| | <u>221,938</u> | <u>139,576</u> | <u>189,611</u> |
| Surplus/ (Deficit) for the year Locally Raised Funds | <u>232,317</u> | <u>237,970</u> | <u>80,691</u> |

During the year, the School hosted 35 International students, and two short stay Groups of 10 and 12 students (2022:21)

In 2023 the school Principal went to Japan and Korea, and a staff member from the international team attended a Marketing Coex in Korea. These trips were paid for by international student income with the purpose of building the international student numbers in the school.

4. Learning Resources

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 85,211 | 76,770 | 92,711 |
| Information and Communication Technology | 36,725 | 91,295 | - |
| Library Resources | 631 | 800 | 230 |
| Employee Benefits - Salaries | 3,035,405 | 3,009,868 | 2,699,062 |
| Staff Development | 16,743 | 27,000 | 14,689 |
| Depreciation | 109,316 | 100,000 | 102,120 |
| | <u>3,284,031</u> | <u>3,305,733</u> | <u>2,908,812</u> |

5. Administration

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Audit Fees | 6,891 | 6,891 | 8,217 |
| Board Fees | 3,955 | 10,320 | 2,745 |
| Board Expenses | 8,461 | 6,700 | 5,752 |
| Communication | 3,881 | 2,828 | 2,624 |
| Consumables | 10,524 | 8,650 | 10,959 |
| Other | 57,506 | 50,045 | 21,489 |
| Employee Benefits - Salaries | 179,543 | 100,253 | 105,882 |
| Insurance | 9,596 | 16,700 | 5,778 |
| | <u>280,357</u> | <u>202,387</u> | <u>163,446</u> |

6. Property

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 75,644 | 71,800 | 82,110 |
| Cyclical Maintenance | 27,912 | 10,000 | 66,578 |
| Grounds | 42,608 | 25,200 | 35,140 |
| Heat, Light and Water | 33,669 | 33,600 | 30,599 |
| Repairs and Maintenance | 15,381 | 15,200 | 14,347 |
| Use of Land and Buildings | 581,750 | 581,750 | 574,250 |
| Employee Benefits - Salaries | 52,598 | 58,240 | 42,968 |
| | <u>829,562</u> | <u>795,790</u> | <u>845,992</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

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Accounts | 329,277 | 323,818 | 180,842 |
| Short-term Bank Deposits | 100,000 | 100,000 | - |
| Cash and cash equivalents for Statement of Cash Flows | <u>429,277</u> | <u>423,818</u> | <u>180,842</u> |

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

The following notes should be used where applicable:

Of the \$429,277 Cash and Cash Equivalents, \$215,852 is held by the School on behalf of the MOE, International Students, and parent payments. See note 13

Of the \$429,277 Cash and Cash Equivalents, \$4,941 is held by the School on behalf of the ESOL - PLC . See note 16

8. Accounts Receivable

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 8,294 | 8,294 | 31,917 |
| Interest Receivable | 4,365 | 4,365 | 3,407 |
| Teacher Salaries Grant Receivable | 198,103 | 198,103 | 196,954 |
| | <u>210,762</u> | <u>210,762</u> | <u>232,278</u> |
| Receivables from Exchange Transactions | 12,659 | 12,659 | 35,324 |
| Receivables from Non-Exchange Transactions | 198,103 | 198,103 | 196,954 |
| | <u>210,762</u> | <u>210,762</u> | <u>232,278</u> |

9. Inventories

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| School Uniforms | 3,997 | 3,997 | 4,262 |
| | <u>3,997</u> | <u>3,997</u> | <u>4,262</u> |

10. Investments

The School's investment activities are classified as follows:

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Current Asset Short-term Bank Deposits | 280,000 | 280,000 | 320,000 |
| Total Investments | <u>280,000</u> | <u>280,000</u> | <u>320,000</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|--------------------------------|-----------------|-----------------|------------------|--------------------|-----------------------|
| 2023 | | | | | | |
| Furniture and Equipment | 131,770 | 60,188 | | | (27,871) | 164,087 |
| Information and Communication Technology | 45,299 | 17,289 | | | (15,088) | 47,500 |
| Motor Vehicles | 20,467 | | | | (7,600) | 12,867 |
| Leased Assets | 100,014 | 14,173 | | | (56,959) | 57,228 |
| Library Resources | 12,252 | 2,632 | (496) | | (1,798) | 12,589 |
| Balance at 31 December 2023 | <u>309,802</u> | <u>94,281</u> | <u>(496)</u> | <u>-</u> | <u>(109,316)</u> | <u>294,271</u> |

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.

| | 2023 | 2023 | 2023 | 2022 | 2022 | 2022 |
|--|-------------------|--------------------------|----------------|-------------------|--------------------------|----------------|
| | Cost or Valuation | Accumulated Depreciation | Net Book Value | Cost or Valuation | Accumulated Depreciation | Net Book Value |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Furniture and Equipment | 543,616 | (379,529) | 164,087 | 483,428 | (351,658) | 131,770 |
| Information and Communication Technology | 193,965 | (146,465) | 47,500 | 176,676 | (131,377) | 45,299 |
| Motor Vehicles | 50,000 | (37,133) | 12,867 | 50,000 | (29,533) | 20,467 |
| Leased Assets | 183,734 | (126,507) | 57,227 | 182,136 | (82,122) | 100,014 |
| Library Resources | 32,492 | (19,903) | 12,589 | 31,121 | (18,869) | 12,252 |
| Balance at 31 December 2023 | 1,003,807 | (709,537) | 294,270 | 923,361 | (613,559) | 309,802 |

12. Accounts Payable

| | 2023 | 2023 | 2022 |
|---|----------------|--------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Creditors | 77,768 | 77,768 | 107,580 |
| Accruals | 7,541 | 7,541 | 7,138 |
| Banking Staffing Overuse | 14,966 | 14,966 | 11,626 |
| Employee Entitlements - Salaries | 198,103 | 198,103 | 196,954 |
| Employee Entitlements - Leave Accrual | 8,874 | 8,874 | 4,369 |
| | 307,252 | 307,252 | 327,667 |
| Payables for Exchange Transactions | 307,252 | 307,252 | 327,667 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | | | |
| Payables for Non-exchange Transactions - Other | | | |
| | 307,252 | 307,252 | 327,667 |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2023 | 2023 | 2022 |
|---|----------------|--------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Grants in Advance - Ministry of Education | 6,322 | 6,322 | - |
| International Student Fees in Advance | 194,589 | 194,589 | 117,162 |
| Other revenue in Advance | 14,941 | 14,941 | 12,229 |
| | 215,852 | 215,852 | 129,391 |

14. Provision for Cyclical Maintenance

| | 2023 Actual \$ | 2023 Budget (Unaudited) \$ | 2022 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 62,582 | 21,600 | 39,600 |
| Increase to the Provision During the Year | 27,912 | 10,000 | 9,354 |
| Use of the Provision During the Year | - | - | (20,842) |
| Other Adjustments | | - | 34,470 |
| Provision at the End of the Year | 90,494 | 31,600 | 62,582 |
| Cyclical Maintenance - Current | 30,356 | 30,356 | - |
| Cyclical Maintenance - Non current | 60,138 | 60,138 | 62,582 |
| | 90,494 | 90,494 | 62,582 |

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

15. 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 | 40,044 | 40,044 | 55,782 |
| Later than One Year and no Later than Five Years | 16,369 | 16,369 | 42,548 |
| Future Finance Charges | (1,748) | (1,748) | (817) |
| | 54,665 | 54,665 | 97,513 |
| Represented by | | | |
| Finance lease liability - Current | 38,967 | 38,967 | 55,168 |
| Finance lease liability - Non current | 15,698 | 15,698 | 42,345 |
| | 54,665 | 54,665 | 97,513 |

16. Funds Held on Behalf of Cluster / Transport Network

Aidanfield Christian School is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

| | 2023 | 2023 | 2022 |
|--------------------------------------|---------|---------|--------|
| Funds Held at Beginning of the Year | 6,797 | 6,797 | |
| Funds Received from Cluster Members | | - | 643 |
| Funds Received from MOE | | - | 17,182 |
| Total funds received | - | - | 17,825 |
| Funds Spent on Behalf of the Cluster | 6,797 | 6,797 | 11,028 |
| Funds remaining | (6,797) | (6,797) | 6,797 |
| Funds Held at Year End | - | - | 6,797 |

16. Funds Held on Behalf of ESOL - PLC

Aidanfield Christian School is the lead school funded by the Ministry of Education to provide services to its cluster of schools.

| | 2023 Actual \$ | 2023 Budget \$ | 2022 Actual \$ |
|--------------------------------------|----------------------|----------------------|----------------------|
| Funds Held at Beginning of the Year | - | - | |
| Funds Received from Cluster Members | | | |
| Funds Received from MOE | 6,284 | 6,284 | |
| Total funds received | | | |
| Funds Spent on Behalf of the Cluster | 1,344 | 1,344 | |
| Funds remaining | 4,941 | 4,941 | |
| Funds Held at Year End | 4,941 | 4,941 | - |

17. Related Party Transactions

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

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

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

18. 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 | 3,955 | 2,745 |
| <i>Leadership Team</i> | | |
| Remuneration | 577,258 | 537,080 |
| Full-time equivalent members | 4 | 4 |
| Total key management personnel remuneration | <u>581,213</u> | <u>539,825</u> |

There are 8 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (3 members) that meet 4 times a year. As well as these regular meetings, including preparation time, the Chair 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:

| | 2023 Actual \$000 | 2022 Actual \$000 |
|--|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 200 - 210 | 190 - 200 |
| Benefits and Other Emoluments | 0 - 10 | 0 - 10 |
| Termination Benefits | - | - |

Other Employees

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 | 3.00 | 5.00 |
| 110 - 120 | 3.00 | |
| 120 - 130 | 1.00 | |
| 130 - 140 | 1.00 | - |
| | <u>8.00</u> | <u>5.00</u> |

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

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.

In 2023 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 of the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. 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 no capital commitment.

(b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

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 | 429,277 | 423,818 | 180,842 |
| Receivables | 210,762 | 210,762 | 232,278 |
| Investments - Term Deposits | 280,000 | 280,000 | 320,000 |
| Total financial assets measured at amortised cost | 920,039 | 914,580 | 733,120 |

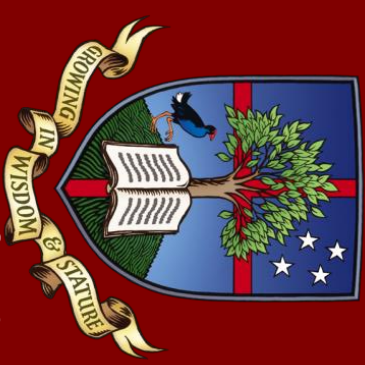
Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 307,252 | 307,252 | 327,667 |
| Finance Leases | 54,665 | 54,665 | 97,513 |
| Total financial liabilities measured at amortised cost | 361,917 | 361,917 | 425,180 |

22. Events After Balance Date

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

HOW WE HAVE DONE AGAINST TARGETS FOR 2023



Aidanfield
Christian School

2 Nash Road, Aidanfield
Christchurch, New
Zealand



Aidanfield
Christian School

2023 ANALYSIS OF VARIANCE

Mission (Our purpose)

To provide quality education based on a biblical Christian worldview enabling each child to fulfil their God-given destiny.

Vision (Our direction)

Quality education based on a biblical Christian worldview
Biblical - Relational – Transformative



Aidanfield
Christian School

AIDANFIELD GOAL SETTING

WE AIM VERY HIGH

Our aim is for every student to achieve. We set our goals to reflect this aspiration. This means we often don't quite reach our goals as the complexities of teaching and learning impact outcomes.

However

- we maintain high achievement rates.
- we oscillate up and down within a 5% margin.
- we still keep striving to do our best for every single student at Aidanfield each and every year.





Aidanfield
Christian School

MORE THAN NUMBERS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2023 – things that bought them joy. These stories will be interspersed throughout this analysis of variance.

- “I have loved exploring the deep questions of life with my class this year: What is the big story of the Bible and where do we fit in it? What does eternal life mean, or not mean? How can the Bible seem to contradict itself and still be true? Taking the time to address these and to challenge students to a genuine expression of an authentic faith (a life in relationship with the Trinitarian God) has added vitality and purpose to our devotional programme. I have loved working through the tough questions and seeing students reach deeper answers, deeper faith, and one even decide to get baptised. These have been the enriching and rewarding things for me.”
- “The way the Y6s rose to the challenge of running the junior athletics - they actually shone at being leaders and were able to implement so many of the things we had talked about as to what makes a good leader.”
- “CAMP - this was a highlight of the year for so many ... the huge growth that the children showed throughout this event was phenomenal - so many of them achieved “personal firsts” and were so proud of themselves.”



Aidanfield
Christian School

2023 ANALYSIS OF VARIANCE

Strategic Goal 1: Quality Education based on a Biblical Christian world view (Biblical / Transformative: Academically Able)

As a school with pupils from year 1 to 10 our priority is strong foundations in literacy and numeracy. To continue to foster excellent quality education the following areas have been identified as requiring specific focus in 2023 to enhance the overall literacy and numeracy of our pupils.



Aidanfield
Christian School

READING 2023

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

Annual Targets to achieve the goal, our annual targets for 2023 were:

1. Move the year 2 girls cohort to 85% of students working at or above curriculum expectations for OTJ's in Year 3 2023
2. Lift the number of students who are below in standardised STAR testing in Year 3 2022 to 85% or above in the 2023 measured by Reading Comprehension PAT in Year 4 2024
3. Reduce the percentage of boys in year 5 2022 working below or well below expectation to 5% in Year 6, 2023.



Aidanfield
Christian School

WRITING 2023

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Annual Target: to achieve the goal, our annual targets for 2023 were

1. Observation Survey Dictation and Writing Vocabulary to achieve 90% AT or ABOVE by end of year 2023. NB this is a continuation of a two year goal.
2. 2022 Year 5 boys (2023 Year 6) will increase achievement levels to 85% working AT or ABOVE in writing.
3. All Māori and Pasifika pupils who are BELOW or WELL BELOW in 2022 will make positive shift such that 90% of Māori and Pasifika pupils achieve AT or ABOVE expectation in end of year OTJ's 2023



Aidanfield
Christian School

MATHEMATICS 2023

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies.

Annual Target to achieve the goal,

1. 40% of Year 2 to 10 pupils will be in the Above category for OTJ's which represents an upwards shift of 5% of all pupils across these.
2. 100% of Māori and Pasifika children will be at least AT expectation for OTJ's and PAT's



Aidanfield
Christian School

ATTENDANCE 2023

High attendance rates for each pupil contributes to quality learning and solid foundational habits

Raise and maintain overall school attendance from 88% in 2018 to 94% across all year levels by the end of 2023.

Overall School Attendance

2023 = 90 %

Overall School Attendance 2021 = 95.5 % 2022 = 92%



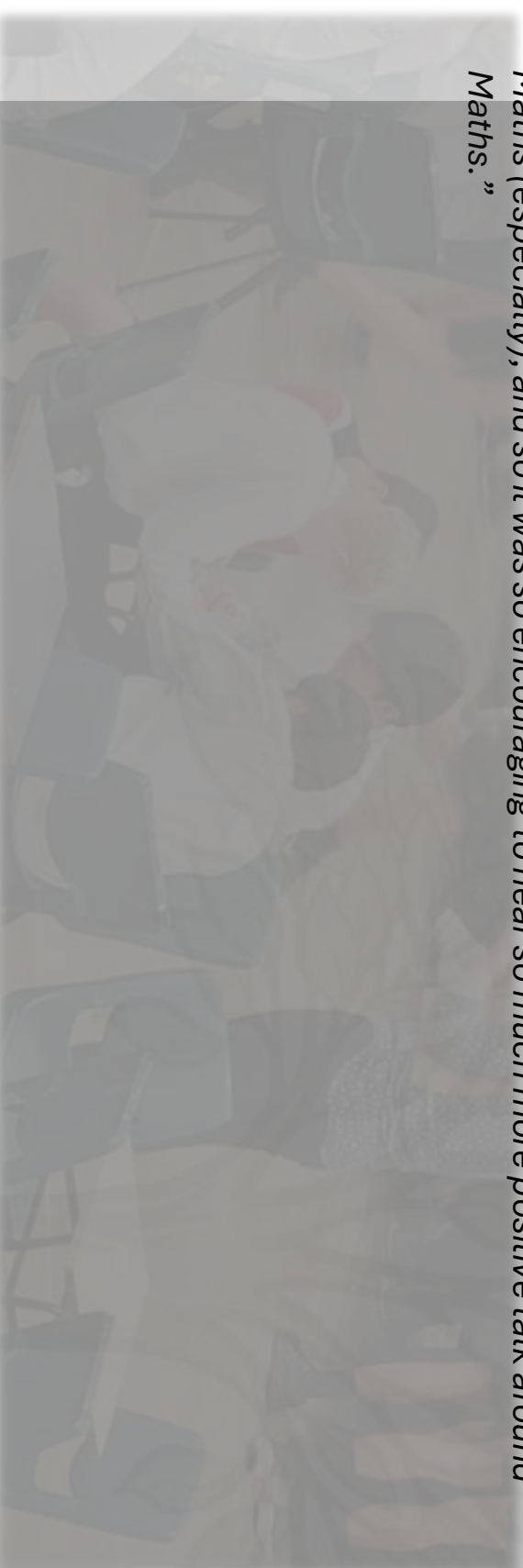


Aidanfield
Christian School

MORE THAN NUMBERS

Data, numbers tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2023 – things that brought them joy.

- “At the start of the year I got the children in my class to make a human graph showing their “likeability of Maths” from 0-10 (0 being my worst nightmare and 10 being the best thing ever and can we do it all day). There was a very large contingent down the bottom end. At the end of the year we repeated the exercise and again I took a photo of the results. When I showed the children the 2 photos they were surprised at how much shift up there had been. Interestingly they had all remembered what their original score had been, but were surprised to see just how much everyone else had moved too! I believe that attitude is such a huge indicator of success in Maths (especially), and so it was so encouraging to hear so much more positive talk around Maths.”





Aidanfield
Christian School

STRATEGIC GOAL 2:

Depth of Christian community across the whole school community

(Relational / Transformative: Relationally focused)

To help measure an authentic expression of Christian faith in action the Wellness at School survey has been administered in years leading up to 2022.

It was elected not to complete the survey in 2023.

This will be reviewed each year



STRATEGIC GOAL 3

Deepen understandings of bicultural teaching and learning through a biblical lens (Biblical / Relational: Culturally Competent)

To continue on the path to honouring the Treaty and its expectations:

- Continue Year 4 to Mārae for one day experience
- Embed of Te Reo/Tikanga programme initiated 2020
- Embed Te Ao Māori specialist teaching and collaboration in all classes across the school
- Relationships forming with external agencies and iwi
- Staff PD ongoing



Aidanfield
Christian School

STRATEGIC GOAL 4

**Enhance opportunities for all age levels to serve the
community**

(Biblical / Relational: Missionally Minded)

To develop a heart of service in pupils of the school

This is a work in progress with specific focus from 2024



Aidanfield
Christian School

ACADEMIC GROWTH

Detailed review and analysis of goals and results are contained in individual reports for the following areas

| Reading | Fostering Strengths |
|------------------|--|
| Writing | English Language Earners |
| Mathematics | Learning Support & fostering Strengths |
| Reading Recovery | Te Reo |

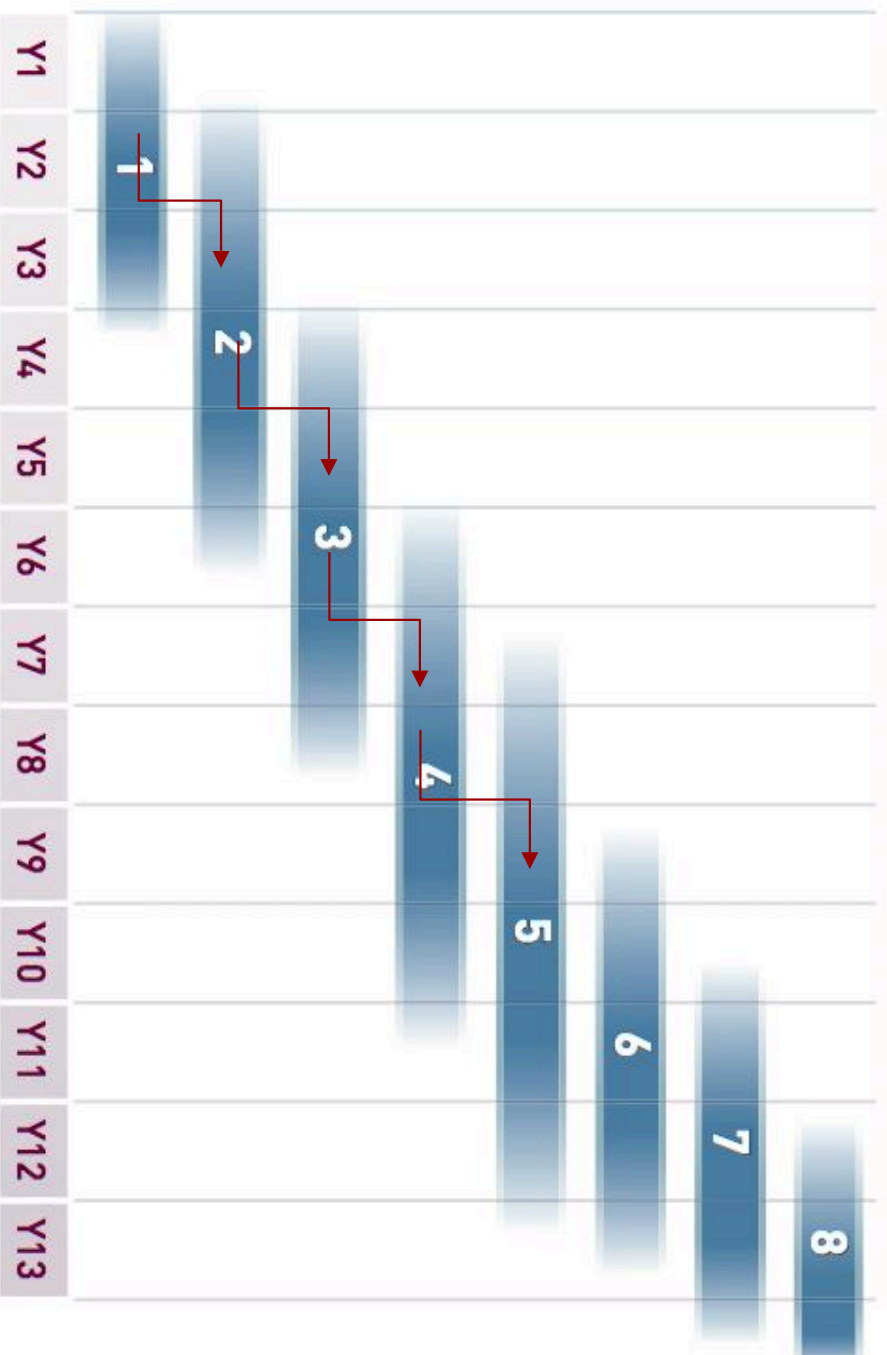
Overall, we appear to be **oscillating around very strong results** across all areas – some years slightly up, some years slightly down – but maintaining high outcomes for most.



Aidanfield
Christian School

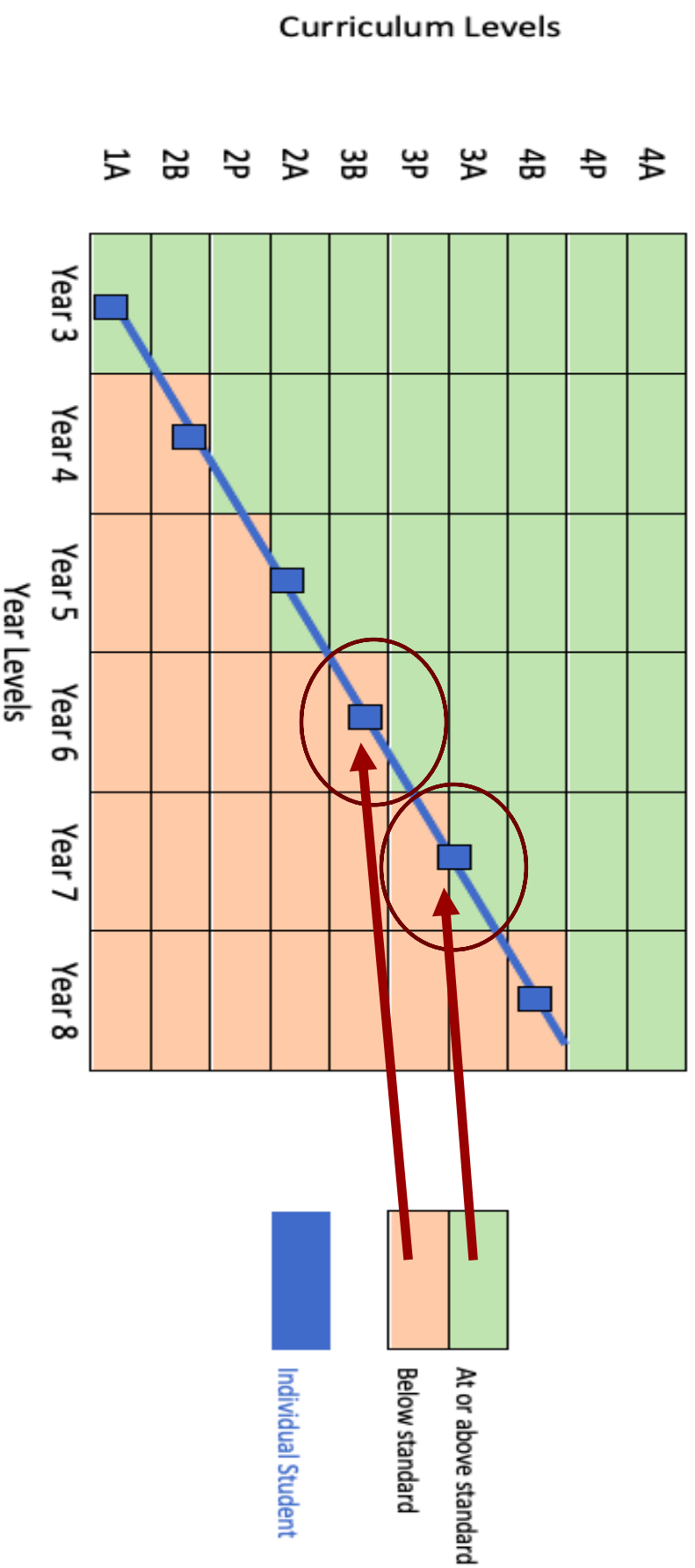
YEAR LEVELS WHERE EXPECTATION INCREASES

Years and Curriculum Levels





THE ISSUE OF FLUCTUATIONS



We have noted a trend that has pupils AT in one year and BELOW in another. The following lineal paths and reference to the slide before may explain this apparent fluctuation. We note this issue again in 2022 and now 2023.



READING

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies

Annual Target to achieve the goal, our annual targets for 2023 are:

1. Move the year 2 girls cohort to 85% of students working At or Above curriculum expectations for OTJ's in Year 3 2023
2. Lift the number of students who are Below in standardised STAR testing in Year 3 2022 to 85% or above in the 2023 measured by Reading Comprehension PAT in Year 4 2024
3. Reduce the percentage of boys in year 5 2022 working Below or Well Below expectation to 5% in Year 6, 2023.



Aidanfield
Christian School

OVERALL ACHIEVEMENT READING 2023

In 2023, we maintain high achievement across years

Year 1-10 = 85% of all students were “At or Above”

expectations for OTJ Reading.

Year 1 – 8 = 88% Year 9 – 10 = 74%

2022 - 89% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 89% Year 9 – 10 = 90%

2021 - 87% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 86% Year 9 – 10 = 88%

2020 - 86% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 86% Year 9 – 10 = 88%

2019 - 85% of all students (Year 1-10) were “At or Above” expectations for OTJ

Year 1 – 8 = 87% Year 9 – 10 = 65%

2018 - 70% of all students (Year 1-10) were “At or Above” expectations for OTJ

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results.



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Christian School

OVERALL SCHOOL WIDE READING 2023

Arrows indicate movement of 10% or more from one year to the next

[illegible]



Aidanfield
Christian School

READING RECOVERY 2023

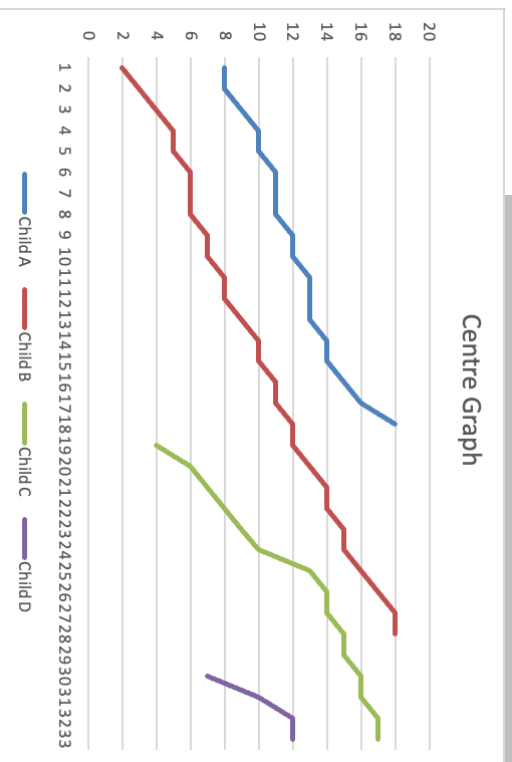
Reading Recovery provides daily one to one teaching with a specially trained teacher for children making the slowest progress in literacy after one year at school.

2023

4 children on the programme

Good movement for all children

2023 progress graph



Ongoing monitoring

We monitor the progress of children who have completed the Reading Recovery programme in the last three years.

16 currently monitored

- 1 is reading ABOVE expectation
- 11 are reading AT expectation
- 4 are reading BELOW expectation



Aidanfield
Christian School

TRENDING MALE / FEMALE READING 2023

Female pupils

2023 = 147/169 (86%) females **At or Above** curriculum level for their year level

2022 = 141/156 (90%) females **At or Above** curriculum level for their year level

2021 = 137/154 (88%) females **At or Above** curriculum level for their year level

2020 = 123/141 (87%) females **At or Above** curriculum level for their year level

2019 female pupils 95/136 (69%) **At or Above**

Male pupils

2023 = 137/164 (83%) males **At or Above** curriculum level for their year level

2022 = 140/160 (87%) males **At or Above** curriculum level for their year level

2021 = 84/173 (84%) males **At or Above** curriculum level for their year level

2020 = 134/162 (82%) pupil **At or Above** curriculum level for their year level

2019 male pupils 109/138 (78%) **At or Above** curriculum

Well below category for age based curriculum level

2023 = 27/164 (16%) males and 22/169 (13%) females

2022 = 4/160 (2%) males and 3/156 (1%) females

2021 = 9/173 (5%) males and 3/154 (1%) females

2020 = 10/162 (6%) males and 2/141 (1%) females

2019 = 11/138 (7%) males and 14/136 (10%) females



Aidanfield
Christian School

MALE AND FEMALE DIFFERENCE READING 2023

In 2023

- Increase in the number of boys and girls 'Below'/'Well Below' in 2023 compared to 2022 (16% compared to 13% in 2022)
- Males working 'At' expectation has remained consistent (49%)
- Females working 'At' expectation has decreased from 49% to 43%, however, the 'Above' category has increase slightly to 44%.

While overall results have dipped in 2023 the variations seen over the last 4 years generally oscillate through a 5% range.

No concerning negative trends are identified.





Aidanfield
Christian School

TRENDING ETHNICITY

READING 2023

Maori pupils 14/17 pupils achieving **At or Above** expectation (82%),

| | |
|------|--|
| 2022 | 14/16 pupils achieving At or Above expectation (87%), |
| 2021 | 13/15 pupils achieving At or Above expectation (86%), |
| 2020 | 10/12 pupils achieving At or Above curriculum expectation (83%), |
| 2019 | 7/9 pupils achieving At or Above curriculum expectation (78%) |

Pasifika pupils = 14/16 pupils achieving **At or Above** expectation (88%),

| | |
|------|---|
| 2022 | 9/10 pupils achieving At or Above expectation (90%), |
| 2021 | 11/13 pupils achieving At or Above expectation (84%), |
| 2020 | 11/13 pupils achieving At or Above expectation (84%), |
| 2019 | 5 / 7 pupils achieving At or Above curriculum expectation (71%) |

Asian pupils = 125/142 pupils achieving **At or Above** expectation (88%)

| | |
|-------|--|
| 2022: | 113/126 pupils achieving At or Above expectation (89%) |
| 2021: | 116/137 pupils achieving At or Above expectation (84%) |
| 2020: | 95/114 pupils achieving At or Above curriculum expectation (83%) |

NZ Pākehā = 115/135 pupils achieving **At or Above** expectation (86%)

| | |
|-------|---|
| 2022: | 136/150 pupils achieving At or Above expectation (90%) |
| 2021: | 121/135 pupils achieving At or Above expectation (89%) |
| 2020: | 118/137 pupils achieving At or Above curriculum expectation (86%) |



Aidanfield
Christian School

MONITORING ENGLISH LANGUAGE LEARNERS - READING

ACS Aim:

All English Language Learners will show shift within the ELLPs over a 2 year period. The research suggests that it can take 5-7 years to learn academic language (Ministry of Education, 2008), so this is significant progress in only two years.

Of the 60 identified ELL students (Year 2 and above) at ACS in 2021,

78% (47/60) are **at or above** curriculum level in **reading** in 2023





Aidanfield
Christian School

2023 TARGETS READING

1. Move the year 2 girls cohort to 85% of students working At or Above curriculum expectations for OTJ's in Year 3 2023

| | |
|--|------------------------|
| Total number of girls in Year 3 cohort, 2023 | Number = 21 |
| Total number and percentage of girls in Year 3 cohort, 2023 achieving AT or ABOVE in end of year OTJ's | Number = 16 % = 71% |
| While the target was not achieved, there was a 6% movement of girls from BELOW to AT | |

2. Lift the number of students who are Below in standardised STAR testing in Year 3, 2022 to 85% or above in the 2023 measured by Reading Comprehension PAT in Year 4, 2023



| | |
|---|--------------------|
| Total number of pupils in the Year 4 cohort in 2023 | Number = 43 |
| Total number and percentage of pupils in Year 4, 2023, who were AT or ABOVE expectation in the end of year OTJ, 2023. | Number 34 % 79% |
| Target missed by 2.6 students | |



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2023 TARGET THREE READING

3. Reduce the percentage of boys in year 5 2022 working below or well below expectation to 5% in Year 6, 2023.



| Total number of boys in years 6, 2023 | Number 20 | % 100% |
|---|--------------|-----------|
| Total number and percentage of boys in years 6 2023 who achieved BELOW or WELL BELOW in reading at years end 2023 | Number 4 | % 20% |
| This group remains a focus for improvement over time. | | |



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ANNUAL GOAL READING 2023

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

Of pupils who were below or well below:

- 11 (35%) students moved up a category
- 19 (61%) students made no change in category
- 2 (6%) students moved down a category:





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ANNUAL GOAL READING 2023

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Reading and its associated competencies. Although we did not meet our target, there are things to celebrate as we offered every opportunity to succeed!

Worth celebrating:

- In 2023, 85% of all students (Year 1=10) were “At or Above” expectations for OTJ Reading
- Junior School data - BSLA shift very evident in the 6 year Observational Survey data and flowing through to the Year 2 cohort
- Males pupils net positive increase for PAT – particularly the Above category
- Māori pupils positive shift in the Above Category
- No disparity across the ethnicities





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POTENTIAL 2024 FOCUS AREAS READING

- 6 Year Observational Survey – to increase the number of children in the Above category to at least 20% - Intentionally teaching the Concept About Prints skills
- Year 4 (Year 5, 2025) – shift 10% out of the Below/Well Below group into At/Above for OTJ's
- Year 9 (Year 10, 2024) – wrap extra support around this cohort, to raise achievement levels. 77% of this year level are working at or above according to teacher OTJ's while PAT data places 55% of students at or above. Aim for consistency OTJ-PAT, within 10%
- PAT Females 47% drop to 28% Above average.
Target: aim for 40% in the Above category (10% upwards shift)





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MORE THAN NUMBERS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2023 – things that brought them joy.

- *“I’ve had several instances this year where I’ve been reminded of the absolute care and love that the staff here have for the students under their care. For me, it’s in the day-to-day dealings I observe - a kind word to a discouraged child, an apology to a colleague for something not handled as well as intended, a genuine question asking after a family member who has been unwell or absent. I think these things cannot be underestimated in their impact. This year I have appreciated the safe place we provide for our students and staff. I have appreciated that we are ‘seen’ and that our students and whānau are ‘seen’. I appreciate that I am seen and my own children are seen and loved. People are complex, but God’s faithfulness is evident in this place.”*

- *“What has impressed me this year in particular is the adaptability of the students moving classrooms multiple times. They coped so well and just got on with learning. They showed patience and joy at new (and old) surroundings. This new generation is truly stunning in their ability to be adaptable and cope well with change and flux.”*



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WRITING 2023

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

Annual Target to achieve the goal, our annual targets for 2023 are:

1. Observation Survey Dictation and Writing Vocabulary to achieve 90% AT or ABOVE by end of year 2023. NB this is a continuation of a two year goal.
2. 2022 Year 5 boys (2023 Year 6) will increase achievement levels to 85% working AT or ABOVE in writing.
3. All Māori and Pasifika pupils who are BELOW or WELL BELOW in 2022 will make positive shift such that 90% of Māori and Pasifika pupils achieve AT or ABOVE expectation in end of year OTJ's 2023



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OVERALL SCHOOL WIDE WRITING 2023

In 2023 we see a overall results improving year to year

Year 1-10 - 82% of all students were “**At or Above**” expectations for OTJ

Reading.

Year 1 – 8 = 84% Year 9 – 10 = 73%

2022 - 88% of all students (Year 1-10) were “At or Above”
2021 - 80% of all students (Year 1-10) were “At or Above”
2020 - 81% of all students (Year 1-10) were “At or Above”
2019 - 76% of all students (Year 1-10) were “At or Above”
2018 - 77% of all students (year 1-10) were “At or Above”

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.



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OVERALL EXPECTATION WRITING 2023

Percentage of students working 'Well Below' standard

2023 = 4% **2022** = 4% **2021** = 4% : **2020** = 3% **2019** = 5%

Percentage of students working 'Below' standard

2023 = 14% **2022** = 8% **2021** = 16% **2020** = 16% **2019** = 20%,

The percentage of students working 'At' standard

2023 = 59% **2022** = 62% **2021** = 59% **2020** = 65% **2019** = 64%

The number of students working at 'Above' standard

2023 = 23% **2022** = 26% **2021** = 21% **2020** = % 16 **2019** = 12%



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OVERALL DATA WRITING 2023

| | Year 3 2023 | | Year 4 2023 | | Year 5 2023 | | Year 6 2023 | | Year 7 2023 | | Year 8 2023 | | Year 9 2023 | | Year 10 2023 | | Overall | |
|------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------|------|---------|------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| | | | | | | | | | | | | | | | | | | |
| Well Below | 0 | 3 | 13 | 5 | 13 | 3 | 3 | 2 | 0 | 8 | 3 | 0 | 6 | 6 | 5 | 9 | 4 | 4 |
| Below | 12 | 18 | 7 | 21 | 7 | 5 | 8 | 17 | 16 | 8 | 6 | 17 | 3 | 19 | 0 | 20 | 8 | 14 |
| At | 73 | 62 | 56 | 63 | 56 | 74 | 74 | 64 | 68 | 57 | 63 | 49 | 60 | 39 | 20 | 40 | 62 | 59 |
| Above | 15 | 18 | 24 | 12 | 24 | 18 | 15 | 17 | 16 | 27 | 28 | 34 | 31 | 35 | 75 | 31 | 26 | 23 |

Percentage shift from last year to this year by cohort

Arrows indicate movement of 10% or more from one year to the next



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MALE / FEMALE YEARS 1-10 WRITING 2023

Female pupils 2023 = 88% female pupils At or Above curriculum level

2022 female pupils 90% At or Above
2021 female pupils 88% At or Above
2020 female pupils 88% At or Above
2019 female pupils 85% At or Above

Male pupils 2023 = 77% male pupils At or Above curriculum level

2022 = male pupils 85% At or Above
2021 = male pupils 85% At or Above
2020 = male pupils 74% At or Above
2019 = male pupils 67% At or Above

Well below 2023 = 11/164 (6%) males and 2/169 (1%) females

2022 = 6/159 (3%) males and 7/156 (4%) females
2021 = 9/173 (5%) males and 4/154 (3%) females
2020 = 8/161 (4%) males and 2/141 (1%) females
2019 = 10/138 (7%) males and 2/118 (1%) females



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ETHNICITY FOR YEARS 1 - 10

WRITING 2023

Māori pupils 2023 = 14/17 (82%) At or Above curriculum level

2022 = 13/16 (82%) pupils At or Above
2021 = 12/15 (80%) pupils At or Above
2020 = 10/12 (83%) pupils At or Above
2019 = 6/9 (66%) pupils At or Above

Pasifika pupils 2023 = 15/16 (93%) At or Above curriculum level

2022 = 8/10 (80%) pupils At or Above
2021 = 11/13 (85%) pupils At or Above
2020 = 9/14 (64%) pupils At or Above
2019 = 3/7 (42%) pupils At or Above

Asian pupils 2023 = 119/142 (83%) At or Above curriculum level

2022 = 114/126 (90%) pupils At or Above
2021 = 112/137 (81%), pupils At or Above
2020 = 93/114 (81%) pupils At or Above

NZ Pākehā pupils 2023 = 109/135 (80%) At or Above curriculum level

2022 = 132/150 (88%) pupils At or Above
2021 = 110/135 (81%), pupils At or Above
2020 = 112/136 (82%) pupils At or Above



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TARGET ONE

WRITING 2023

Junior School – Observation Survey Dictation and Writing Vocabulary aim - to achieve 90% **At or Above** by 2023 (two-year goal with the introduction of Better Start).

| | | |
|--|--|-----|
| Total number of pupils at ACS in 2022 who have been assessed in the Observational Survey Dictation and Writing Vocabulary assessments | Number = 35 | |
| Total number and percentage of pupils at ACS in 2022 who have been assessed in the Observational Survey Dictation and Writing Vocabulary assessments AND who have achieved 90% or above. | Number | % |
| | 26 | 74% |
| Total number of pupils at ACS in 2023 who have been assessed in the Observational Survey Dictation and Writing Vocabulary assessments | Number = 54 | |
| Total percentage of pupils at ACS in 2023 at or above in both assessments | Number 50 | % |
| | | 94% |
| Have we achieved 90% of eligible pupils who were assessed at 90% or above by the end of 2023? | YES | |
| Comment | This is a very good percentage rate for students 'at' or 'above' in both assessments. The BSLA programme is still in its infancy at ACS, but initial results are promising | |



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TARGET TWO

WRITING 2023

All Māori and Pasifika pupils who are **BELOW** or **WELL BELOW** in 2022 will make positive shift such that 90% of Māori and Pasifika pupils achieve **AT** or **ABOVE** expectation in end of year OTJ's 2023

Māori pupils

| | | |
|--|-------------------------|----------|
| Total number of pupils who identify as Māori at ACS in 2023 who are in Year 2 and above | Number = 17 | |
| Total number and percentage of pupils who identify as Māori ACS, 2023, who are in year 2 and above who are AT or ABOVE expectation in the end of year OTJ. | Number 14 | % 82% |
| Are 90% or more of all pupils who identify as Māori ACS, 2023, in year 2 and above AT or ABOVE? | NO – 1 child off target | |

Pasifika pupils

| | | |
|---|--------------|----------|
| Total number of pupils who identify as Pasifika at ACS in 2023 who are in Year 2 and above | Number = 14 | |
| Total number and percentage of pupils who identify as Pasifika ACS, 2023, who are in year 2 and above who are AT or ABOVE expectation in the end of year OTJ. | Number 13 | % 93% |
| Are 90% or more of all pupils who identify as Pasifika ACS, 2023, in year 2 and above AT or ABOVE? | YES | |



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TARGET THREE WRITING 2023

Year 6, 2023, will increase achievement levels to 85% working **AT** or **ABOVE** in writing

| | | |
|---|-------------|----|
| Total number of boys at ACS in 2023 who are in Year 6 | Number = 20 | |
| Total number and percentage of boys at ACS, 2023, who are in year 6 who are AT or ABOVE expectation in the end of year OTJ. | Number | % |
| | 13 | 65 |
| Are 85% or more of all boys at ACS, 2023, in year 6 achieving AT or ABOVE expectation in the end of year OTJs? | NO | |



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ANNUAL GOAL WRITING 2023

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Writing and its associated competencies

We did not achieve our goal - 82% of all students achieved 'At' or 'Above' their expected level.

- 47% of those students who were achieving 'Below' or 'Well Below' in 2022, made accelerated progress with a shift of 1 or more levels in 2023.
- Year 8 boys have shown particular improvement, with a 20% reduction in Below/Well Below, and a 20% increase in Above for OT's.
- Year 2 had 97% of students achieving At or Above expected level
- Year 3 boys surpass girls in writing achievement.
- BSLA data suggests this new programme is supporting increased achievement levels for students in the junior school with very encouraging results in the data collected.
- 93% of Pasifika students are achieving 'At' or 'Above'.





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POTENTIAL 2024 FOCUS AREAS WRITING

Suggested Targets:

- Raise the achievement of our Māori students to have 85% achieving 'At' or 'Above' by the end of 2024.
- Monitor the 2023 Year 2 to ensure the positive achievement levels are maintained.
- 85% of boys across the school achieving 'At' or 'Above' in Writing in 2024, with particular focus on boys in Year 4, 6, 8 and 9 (2023).
- Year 5 cohort (Year 4 in 2023) reverse the downward trend (of those achieving At or Above expected level) that has been occurring over the last four years.
- Monitor 2023 Year 8 cohort to check the general trend in achievement levels rises to reflect past fluctuations.



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MATHS

Annual Goal:

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

Annual Target to achieve the goal:

1. 40% of Year 2 to 10 pupils will be in the Above category for OTJ's which represents an upwards shift of 5% of all pupils across these.
2. 100% of Māori and Pasifika children will be at least AT expectation for OTJ's and PAT's



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SCHOOL WIDE ACHIEVEMENT MATHEMATICS 2023

In 2023 strong achievement in Mathematics continues

Year 1-10 = 89% of all students were "At or Above"
expectations for OTJ Mathematics.

Year 1 to 8 = 91% Year 9 and 10 = 85%

| | | | |
|------|---|-------------------|-------------------|
| 2022 | 91% of all students were "At or Above"; | Year 1 to 8 = 90% | Year 9 - 10 = 98% |
| 2021 | 89% of all students were "At or Above"; | Year 1 to 8 = 88% | Year 9 - 10 = 92% |
| 2020 | 88% of all students were "At or Above"; | Year 1 to 8 = 88% | Year 9 - 10 = 89% |
| 2019 | 85% of all students were "At or Above"; | Year 1 to 8 = 87% | Year 9 - 10 = 76% |

NB, Year 1 pupil data not included. 2018 decision to allow a year to adjust to school before making overall judgement. This will have an impact on the overall results. Year 1 levels are similar to previous years.

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OVERALL DATA

MATHEMATICS 2023

| | Year 3 2023 | | Year 4 2023 | | Year 5 2023 | | Year 6 2023 | | Year 7 2023 | | Year 8 2023 | | Year 9 2023 | | Year 10 2023 | | Overall | |
|------------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|-------------|------|--------------|------|---------|------|
| | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 |
| | | | | | | | | | | | | | | | | | | |
| Well Below | 0 | 0 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 19 | 0 | 0 | 1 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Below | 12 | 12 | 7 | 16 | 8 | 5 | 9 | 14 | 14 | 0 | 9 | 9 | 3 | 6 | 3 | 6 | 8 | 8 |
| | | | | | | | | | | | | | | | | | | |
| At | 73 | 62 | 51 | 56 | 41 | 46 | 75 | 69 | 70 | 35 | 38 | 40 | 37 | 52 | 61 | 74 | 56 | 58 |
| | | | | | | | | | | | | | | | | | | |
| Above | 15 | 26 | 38 | 26 | 51 | 49 | 16 | 17 | 16 | 62 | 53 | 51 | 60 | 23 | 35 | 20 | 35 | 32 |

Percentage shift from last year to this year by cohort

Arrows indicate movement of 10% or more from one year to the next



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MALE / FEMALE YEARS 1 - 10 MATHEMATICS 2023

Female pupils 2023 = 150/169 (88%) At or Above

2022 = 143/156 (91%) At or Above
2021 = 140/154 (91%) At or Above
2020 = 121/141 (85%) At or Above
2019 = 103/118 (87%) pupil At or Above

Male pupils 2023 = 148/164 (90%) At or Above

2022 = 147/160 (91%) At or Above
2021 = 151/173 (87%) At or Above
2020 = 146/161 (90%) At or Above
2019 116/138 (84%) At or Above

Well below category 2023 = 8/333 (males = 5/164 females = 3/169)

2022 = 1/160 (0%) males and 1/156 (0%) females
2021 = 7/173 (4%) males and 1/154 (0%) females.
2020 = 6/161 (3%) males and 1/141 (1%) females.
2019 = 9/138 (6%) males and 2/118 (1%) females



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ETHNICITY FOR YEARS 1 - 10 MATHEMATICS 2023

Maori pupils 2023 = 13/17 (76%), pupils achieving At or Above

2022 = 14/16 (87%) pupils At or Above
2021 = 12/15 (80%) pupils At or Above
2020 = 8/12 (66%) pupils At or Above
2019 = 6/9 (66%) pupils At or Above

Pasifika pupils 2023 = 12/14 (85%) pupils achieving At or Above

2022 = 8/10 (80%) pupils At or Above
2021 = 11/13 (84%) pupils At or Above
2020 = 10/14 (71%), pupils At or Above
2019 = 3/7 (42%) pupils At or Above

Asian pupils 2023 = 134/142 (94%) pupils achieving At or Above

2022 = 120/126 (95%) pupils At or Above
2021 = 131/137 (96%) pupils At or Above
2020 = 106/114 (92%) pupils At or Above

NZ Pākehā pupils 2023 = 120/135 (88%) pupils achieving At or Above

2022 = 137/150 (91%) pupils At or Above
2021 = 115/135 (85%) pupils At or Above
2020 = 120/136 (88%) pupils At or Above



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TARGET ONE

MATHEMATICS 2023

1. 40% of Year 2 to 10 pupils will be in the Above category for OTJ's which represents an upwards shift of 5% of all pupils across these.

| | | |
|---|---------------|----------|
| Total number of pupils in the Year 2 to Year 10 in 2023 | Number 333 | |
| Total number and percentage of all pupils in Year 2 to Year 10, 2023, who are ABOVE expectation in the end of year OTJ. | Number 106 | % 32% |
| Are 40% or more of all pupils in Year 2 to Year 10, 2023 in the ABOVE category? | NO | |
| Comment Target One results neither show good progress nor present an area of concern. This was an aspirational goal. 32% above expectation still represents roughly a third of the students in the school, so is an encouraging result, despite not having achieved the set target | | |



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TARGET TWO

MATHEMATICS 2023

100% of Māori and Pasifika children will be at least AT expectation for OTJ's and PAT's

| | | |
|---|---|----------|
| Total number of Māori pupils in the Year 3 to 10 in 2023 (These are the students who have both OTJs and PAT results) | Number 15 | |
| Total number and percentage of Māori pupils in Year 1 to 10, 2023, who are AT or ABOVE expectation in the end of year OTJ and PAT's. | Number 12 | % 80% |
| Are 100% of Māori pupils in Year 1 to 10, 2023 AT or ABOVE expectation? | NO | |
| Total number of Pasifika pupils in the Year 1 to 10 in 2023 | Number 12 | |
| Total number and percentage of Pasifika pupils in Year 1 to 10, 2023, who are AT or ABOVE expectation in the end of year OTJ and PAT's. | Number 10 | % 83% |
| Are 100% of Pasifika pupils in Year 1 to 10, 2023 AT or ABOVE expectation? | NO | |
| Comment | Both the Māori and Pasifika target groups have more than 80% of students achieving at or above expected level. With small sample sizes, the standard deviation increases, so these results are actually in line with the achievement results of the rest of the measured ethnicities. | |



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ANNUAL GOAL MATHEMATICS 2023

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

- We did not achieve the target of having **all** students reach their curriculum level.
- Overall, the ACS Mathematics achievement continues to be very high, across all levels, all groups and all types of assessment.
- Almost one-third of students below or well-below expectations were able to make accelerated progress in Mathematics in 2023.





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ANNUAL GOAL

MATHEMATICS 2023

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year in Mathematics and its associated competencies

Of pupils who were below or well below:

- 7 (31%) students made positive shift
- 15 (68%) students made no change in category
- 0 (0%) students moved down a category:



'Positive shift' reflects progress of more than a year's learning in one academic year. This is evidence the teaching programmes have provided means for a third of students to make accelerated progress - this is very encouraging. We continue to focus on those that have not shifted and are encouraged they have not fallen further being even although their curriculum levels have increased in expectation in many cases.



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POSSIBLE AREAS OF FOCUS

MATHEMATICS 2024

- Reduce the number of Māori and Pasifika students achieving below average in PATs to 10% or fewer (this would likely represent a shift of one student in each ethnicity).
- Reduce the percentage of male and female students achieving below average in PATs to 10% or less across the school.
- Raise the Year 6 2023 achievement in OTJ and PATs to 93% at or above.
- Raise the outcomes for the Year 9 in OTJ and PATs 2023 to at least 85% at or above.



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LOOKING DEEPER – BSLA

The Better Start Literacy Approach (BSLA) initiated at ACS in 2022

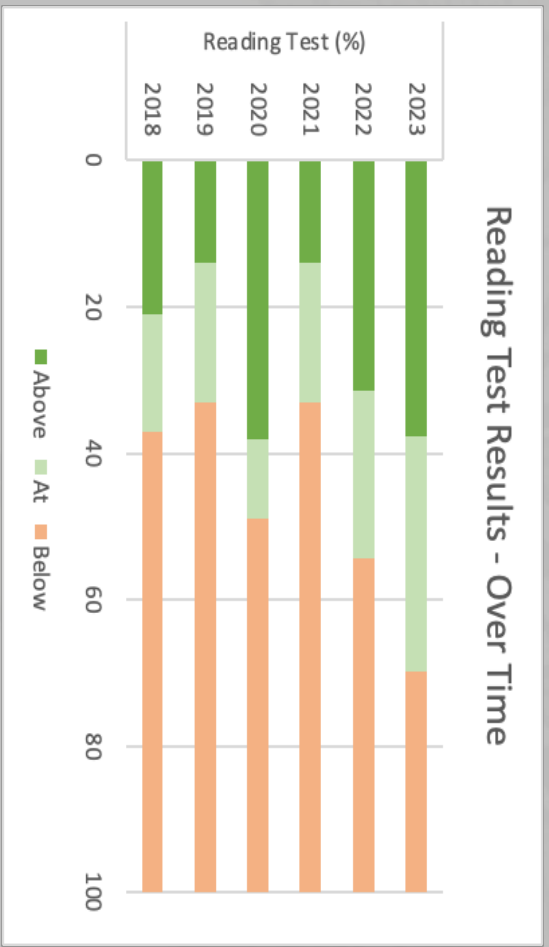
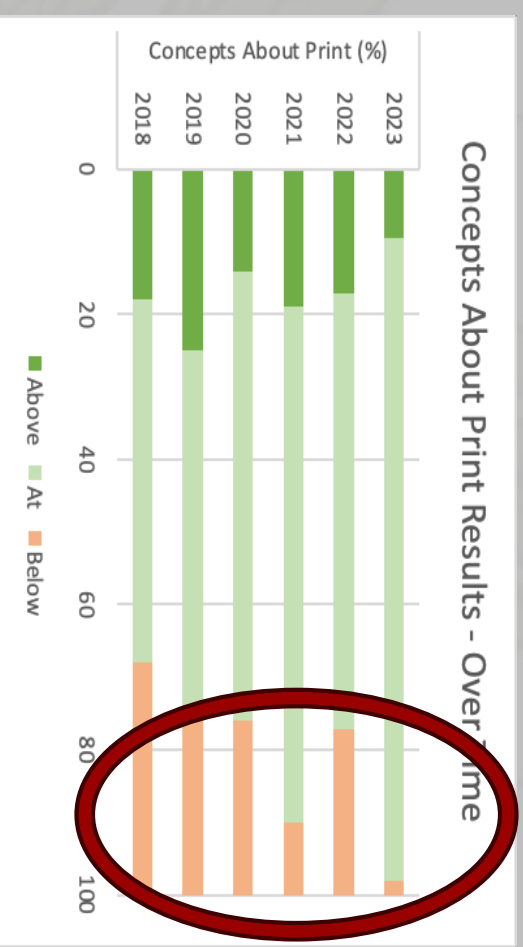
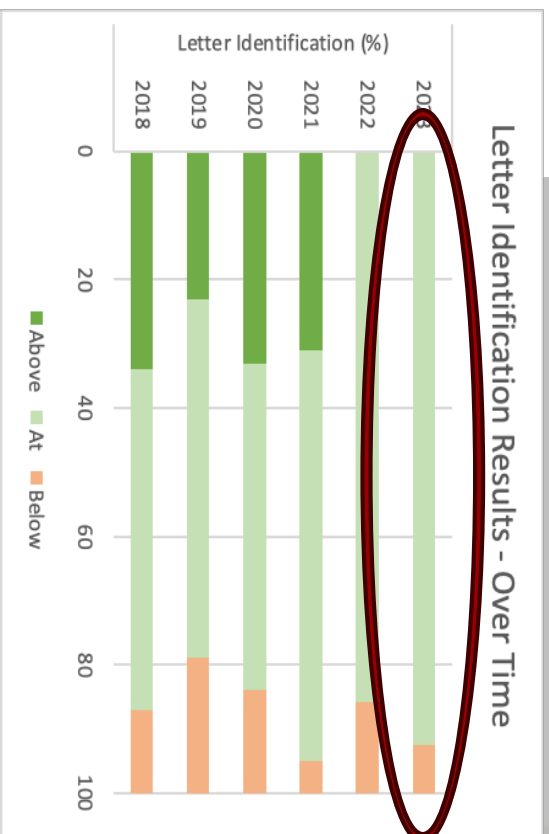
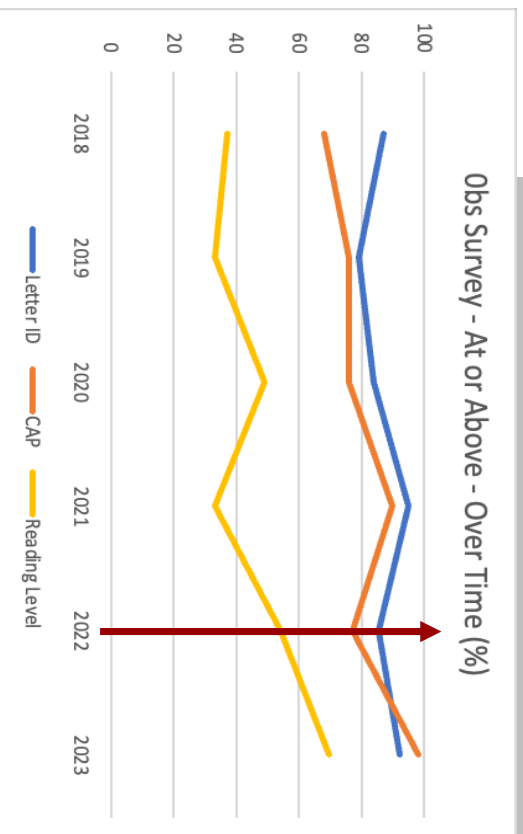
- a structured approach to literacy instruction
- based on NZ research,
- supports early Reading, Writing and Oral Language development.
- uses systematic teaching of critical phonological awareness skills and letter sound knowledge through games, explicit links to reading and spelling and structured small group reading sessions.
- is a joint partnership with the University of Canterbury and the Ministry of Education.
- It's impact is best seen by review of Six Year Observational Survey



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LOOKING DEEPER – BSLA

The graphs for: Six Year Observational Survey. BSLA introduced in 2022. Note the shift!





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LOOKING DEEPER – TE REO

| | 2021 Median Scores | | 2022 Median Scores | | 2023 Median Scores | |
|--------|--------------------|-------------|--------------------|-------------|--------------------|-------------|
| | Start of Year | End of Year | Start of Year | End of Year | Start of Year | End of Year |
| Year 4 | 40.9 | 41.3 | 35.9 | 40.5 | 33.7 | 39.0 |
| Year 8 | 46.4 | 51.1 | 47.2 | 50.9 | 45.9 | 52.3 |

This is the 4th year with a BOT-funded specialist te Reo teaching position in the school.

2021 was the first year we have collected standardised data in te Reo Māori.

In 2023 we once again administered the NCER Te Reo Māori assessment at Year 4 and Year 8 level, both at the beginning and end of the year.

The data collected, along with teacher judgement will contribute to our understanding, over time, of the achievement in te Reo Māori of our students and trends over time. NZCER does not test speaking, writing and presenting



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LOOKING DEEPER – TE REO



Anecdotal feedback in classrooms and through in-class assessment indicate that students:

- continue to increase their knowledge of te Reo Māori,
- have increasing expectation that te Reo Māori is a 'normal' part of learning
- continue improvement in pronunciation and fluency

Students are beginning to use te Reo more flexibly – an example of this is recent learning in the area of pangarau (mathematics) in our upper primary classrooms. Students were able to take the learning in te Reo and use this to grow their understanding of place value, analogue time and money concepts. Te Reo Māori in this instance, rather than detract from students' understanding, was able to enhance it, as concepts around place value are well embedded within the Māori concept of number.



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MORE THAN NUMBERS

Data - numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2023 – things that brought them joy.

- “A moment that has stuck with me was our 2 day interschool ‘Inventionator’ competition. During that time I saw our kids rise to the challenge academically but even more than that was seeing the expression of Jesus in them in the way they connected with students from other schools. Many were prepared to step up and show outstanding leadership but with a layer of kindness and servant-heartedness. It made me realise that there is indeed an outworking of our “special character” in very real ways.”
- “I have loved the way the students with significant differences (whether they be learning, physical or social) are integrated into our place with comparative ease.... our kids welcome them, love them, include them, help them, sit alongside them, ...of course not all students are as warm and wonderful as the ones I’m speaking of, but for those who have struggled thus far in life, I hear stories of inclusion, non-judgemental acceptance, lack of bullying, just Christ’s love in action.”



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LOOKING DEEPER – FOSTERING STRENGTHS

Fostering Strengths 2023 - to cater for the learning needs of students identified as having special abilities.

Identification of gifts is a multi-categorical approach.

Two year goal - every child being given the opportunity to be in a Fostering Strengths group by the end of their Primary schooling. As at December 2023 all our Year 6 pupils who have been at our school for a full year or more, have had the opportunity to be part of a Fostering Strengths group.

2023 pilot programme for our gifted Year 7-8 students called E2S (Enabled To Serve).
11 students, one afternoon a week for the year.

Kathryn Renner facilitated working with a different theme each term.

- ◆ **Term 1: Intelligence** – history, biblical view, Māori view, cultural perception
- ◆ **Term 2: Design Thinking** – the process of design thinking and an interschool competition (with 2 of our students in the winning team)
- ◆ **Term 3: Passion Projects** – individual research, experimenting and presenting
- ◆ **Term 4: Plan to Podcast** – creating a professional podcast – scripting, interviewing, recording and audio editing in conjunction with Christchurch City Library.





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LOOKING DEEPER - FOSTERING STRENGTHS

Programmes and Opportunities offered in 2023

- **Year 1-2** - Drama, Music, Play Script Writing, Social Outreach, Maths, Science
- **Year 3-4** - Maths, Social Outreach, Comic Design, Ukulele, Pasifika Dance, Reading, Art, Sewing
- **Year 5-6** - Maths, Engineering, Mission, Science, Future Problem Solving, Netball, Percussion Drumming
- **Year 7-8** - Gifted Extension Group, Art – Painting and Design

2023 = **173** pupils throughout the year in Fostering Strengths groups

pupils throughout the year in Fostering Strengths groups: 2022 = 126; 2021 = 116



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LOOKING DEEPER - ELL

English Language Learners 2023

Number of Ministry of Education (MOE) funded learners =

65

- 21 migrant, 44 NZ born
- 11 Middle School, 54 Primary school

Languages spoken at home:

| | |
|------------|------------|
| Mandarin | Korean |
| Shona, | Sinhalese |
| Portuguese | Hindi |
| Tagalog, | Tongan, |
| Khmer, | Cantonese, |
| Japanese | Afrikaans |
| Fijian | German |
| Yoruba | |





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LOOKING DEEPER - ELL

Assessment data: progress shown within a two year period (2021 to 2023)

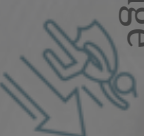
Of the 60 identified ELL students (Year 2 and above) in 2021,

78% (47/60) are at or above in reading at EOY 2023

73% (44/60) are at or above in writing at EOY 2023

ELLs are making positive gains in both reading and writing, which are close to those of their native English speaking peers. (For example, 85% of *all* students are at or above for reading.) The research suggests it can take 5-7 years to learn academic language (Ministry of Education, 2008) so this is significant progress in only two years.

We believe this is due to a combination of strong classroom teaching, specialist language support and partnering with families.





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LOOKING DEEPER - LEARNING SUPPORT

Core tasks in Learning Support include:

- Working alongside teachers to support those pupils who most struggle with learning in a range of 'life' - academic, social, physical, spiritual areas.
- Contributing to IEP information – progress and goal setting for IEPs as appropriate
- Assisting in a classroom in a variety of ways
- Assisting with transition plans for children with significant need
- Monitoring and updating information around children with significant health issues

| | 2020 | 2021 | 2022 | 2023 | |
|--------------------------------|------|------|------|------|---|
| ORS funded students, | 5 | 4 | 4 | 3 | ORS : Ongoing Resourcing Scheme) funding. This is covering children with significant needs to be supported for up to 13 hours per week. |
| | | | | | |
| MoE funded – health/speech etc | 5 | 3 | 3 | 2 | |
| IEP in place | 6 | 7 | 7 | 8 | IEP: Individual Education Plan, reviewed twice yearly in conjunction with parent, |
| | | | | | |
| RTLB funded (part year) | 2 | 1 | 1 | 2 | RTLB: Resource Teacher of Learning and Behaviour: Specialist teachers who support SENCO in application, assist with initial observations and suggested pathways for diagnoses. They also upskill the SENCO and will work with individuals for a short period of time when Ministry support is not an option, yet the child does need significant support. |



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LOOKING DEEPER - LEARNING SUPPORT

| | 2020 | 2021 | 2022 | 2023 | |
|---|--------|--------|--------|--------|---|
| School funded individuals | 3 | 5 | 5 | 14 | TA support in classrooms, 1 specialist teacher |
| | | | 9 | 9 | BSLA Phonological support – small groups, targeted support, led by a teacher |
| Learning Support Profiles and | 29 | 30 | 22 | 21 | |
| Health Plan | 11 | 13 | 19 | 1 | |
| Reading Recovery Monitoring of discontinued children | 13 | 13 | 16 | 16 | |
| Maths Support | - | 13 | 26 | 23 | Small groups Year 3-6, very targeted support, led by a teacher |
| Specialist referrals e.g. Seabrook Mackenzie, Anstice Optometrist | | | 1 | 6 | |
| SAC Applications | | | 4 | 3 | |
| Teacher Aide hours | 96 SOY | 62 SOY | 80 SOY | 93 SOY | These hours include: <ul style="list-style-type: none">In class support,ORS funding – this was reduced at the end of 2021, but ACS maintained a higher level of supportNew Entrant Talk To Learn programme, aimed at increasing confidence and clarity when speakingSpeech Language supportRTLB funded interventionsHealth needs e.g toiletingNew children transitionsTA Professional DevelopmentEmotional regulation programmes either 1:1 or in small groups for short periodsThe funding from increased International roll enabled us to provide support for some other children in class |
| | 6 TAs | 5 TAs | 8 TAs | 8 TAs | |
| | 73 EOY | 75 EOY | 92 EOY | 87 EOY | |
| | 7 TAs | 9 TAs | 9 TAs | 10 TAs | |



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MORE THAN NUMBERS

Data – numbers - tell a story about learning and achievement. Often there is a story within the story. Our staff have reflected on the year and the story of 2023 – things that brought them joy.

- *“One of my students struggles with anxiety. She often froze when something new came up. She wouldn't try new things - only with immense encouragement. She never shared news and declined most time to be the class leader and to share her pepeha. Recently this changed. The other day, we were sitting on the mat about to read a story. Her hand shot up and she asked if she could read it. Wow! She was amazing. She had a great story telling voice and used lots of expression. About the same time, she said yes to being the leader and shared her pepeha. She bought news for the first time this year. Her confidence is growing! It has taken a while, and I am sure that it will continue to be a journey for her, but I am so glad that she is on her way to being confident! ”*



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2023 ANALYSIS OF VARIANCE

Quality education means all pupils in years 1 to 10 will have every opportunity to achieve to their expected level (as a minimum) against the National Curriculum by the end of the year

2023 has seen excellent progress across the school age levels and learning areas with many opportunities to learn and grow. We appear to oscillate around the 80% to 90% level across years. Some years very strong, some years strong.

God's faithfulness and blessing is evident.



Excellence

Faithfulness

Integrity

Stewardship

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$6778 excluding GST. The funding was supplemented by further Aidanfield Christian School funds to employ a sports coordinator for 15 hours per week to support regular sport from years 5 to 10. The number of students that participated in organised sport throughout the year was approximately 232 pupils with additional support for aspects of physical activity for years 1 to 4 (an additional 191 students).

The Board confirms it regularly audits and complies with the Good Employer requirements and Equal Employment Opportunity requirements as an employer.

We are fully compliant as a good employer and as per our statement and the requirement of s 597 of the Act.

Unique place of Māori

As first peoples and indigenous to New Zealand, Māori hold a special place. As a school we are committed to ensuring that Māori succeed as Māori in the way that our whanau would like this defined. As such the Board continues to seek strong relationships with families that identify as Māori. To this end the Board consults with its families that identify as Māori and is continuing to develop both a strong relationship with our Māori community and a responsive school culture based on feedback from these and other discussions. Developing our responsiveness to te o Māori was a Board strategic goal over a four year period and on the back of this work from 2024 is considered 'business as usual'. The Board funds a permanent specialist te Reo teacher (0.6FTE) and has supported the development of specific language acquisition plans as part of the Kahui Ako development plan. In 2024 we are continuing to develop links with our local Marae (at Taumutu) and we continue to define 'consultation' as an ongoing and regular conversation. Our whanau group is developing a place in the school. Our whanau meet every term and looking forward are engaging with the local marae. We have developed our school's understanding of our cultural narrative of our area resulting in the renaming of our campus buildings to reflect this learning in 2017. We have renamed our school 'Houses' in consultation with our rūnanga. Our gifted name (Rautawhiri) has been the inspiration to our school song which captures who we are as a Christian school weaving the Māori and Pākehā worlds together on the solid foundation of biblical truth and understanding. Our entrance way captures the Ngai Tahu expression of our cultural narrative as it relates to this area. Our curriculum units of work seek to reflect our growing understanding.

The Board takes steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). Te Reo (Māori language and culture) is incorporated into all year levels and taught as a specific subject and we track student achievement over years in this area. We include marae involvement as part of our EOTC programmes and to build regular service opportunities with our local marae. Our kapa haka group was established in 2013 and continues to grow from strength to strength. Tikanga is considered and te Reo and karakia are offered at the opening of most formal school gatherings - always based on our biblical foundations. We mihi whakatou in the ACS context. Our commitment to honouring the Treaty goes beyond a shallow acknowledgement to a real and deep commitment to walking as equals in our place, created in God's image and gifted our cultural expression to share and to enrich.