

# **CLIFTON TERRACE SCHOOL**

## **ANNUAL FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2024**



Ministry Number:	3187
Principal:	Robert Wemyss
School Address:	888 Atawhai Drive, Nelson 7010
School Postal Address:	888 Atawhai Drive, Nelson 7010
School Phone:	03 545 0532
School Email:	<a href="mailto:office@cliftontce.school.nz">office@cliftontce.school.nz</a>
Accountant / Service Provider:	Accounting For Schools Limited

# CLIFTON TERRACE SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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# CLIFTON TERRACE SCHOOL

## Statement of Responsibility For the year ended 31 December 2024

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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


It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2024 fairly reflects the financial position and operations of the school.

The School's 2024 financial statements are authorised for issue by the Board.

Jon Marshall  
Full Name of Presiding Member

Robert Wemyss  
Full Name of Principal

  
Signature of Presiding Member

  
Signature of Principal

3 June 2025  
Date:

3 June 2025  
Date:

# CLIFTON TERRACE SCHOOL

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

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,773,897	2,754,927	2,729,518
Locally Raised Funds	3	122,693	97,400	152,689
Interest		13,625	11,000	13,214
		<u>2,910,215</u>	<u>2,863,327</u>	<u>2,895,421</u>
<b>Expenses</b>				
Locally Raised Funds	3	56,197	34,700	57,228
Learning Resources	4	2,112,270	2,054,251	2,020,309
Administration	5	166,968	159,851	182,020
Interest		2,219	1,250	1,472
Property	6	651,384	607,428	617,522
Loss on Disposal of Property, Plant and Equipment		370	-	-
		<u>2,989,408</u>	<u>2,857,480</u>	<u>2,878,551</u>
<b>Net Surplus / (Deficit) for the year</b>		(79,193)	5,847	16,870
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(79,193)</u>	<u>5,847</u>	<u>16,870</u>

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

# CLIFTON TERRACE SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
<b>Balance at 1 January</b>	307,298	286,674	290,428
Total comprehensive revenue and expense for the year	(79,193)	5,847	16,870
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	17,521	-	-
<b>Equity at 31 December</b>	245,626	292,521	307,298
Accumulated comprehensive revenue and expense	245,626	292,521	307,298
<b>Equity at 31 December</b>	245,626	292,521	307,298

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.

# CLIFTON TERRACE SCHOOL

## Statement of Financial Position

As at 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	7	253,276	436,925	406,967
Accounts Receivable	8	163,059	1,910	141,927
Prepayments		21,758	11,423	15,718
Inventories	9	2,270	2,139	2,139
Investments	10	106,512	99,929	100,397
		<b>546,875</b>	<b>552,326</b>	<b>667,148</b>
<b>Current Liabilities</b>				
GST Payable		9,496	20,000	18,234
Accounts Payable	12	224,964	52,676	173,150
Revenue Received in Advance	13	-	139,827	36,165
Provision for Cyclical Maintenance	14	19,386	30,647	60,393
Painting Contract Liability - Current Portion	15	13,065	-	13,065
Finance Lease Liability - Current Portion	16	9,493	3,020	10,322
Funds held for Capital Works Projects	17	153,652	28,952	153,752
		<b>430,056</b>	<b>275,122</b>	<b>465,081</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>116,819</b>	<b>277,204</b>	<b>202,067</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	227,804	136,717	180,309
		<b>227,804</b>	<b>136,717</b>	<b>180,309</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	71,050	88,480	42,807
Painting Contract Liability	15	13,111	-	13,064
Finance Lease Liability	16	14,834	32,922	19,207
		<b>98,995</b>	<b>121,402</b>	<b>75,078</b>
<b>Net Assets</b>		<b>245,626</b>	<b>292,521</b>	<b>307,298</b>
<b>Equity</b>		<b>245,626</b>	<b>292,521</b>	<b>307,298</b>

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

# CLIFTON TERRACE SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2024

		2024	2024	2023
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		651,129	464,414	639,689
Locally Raised Funds		82,836	238,227	215,386
International Students		-	-	(13,913)
Goods and Services Tax (net)		(8,740)	24,000	14,089
Payments to Employees		(337,770)	(171,414)	(327,085)
Payments to Suppliers		(457,855)	(283,980)	(372,005)
Interest Paid		(2,589)	(1,250)	(1,472)
Interest Received		13,631	11,500	12,709
Net cash from Operating Activities		(59,358)	281,497	167,398
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	(44,970)	-
Purchase of PPE (and Intangibles)		(156,277)	-	(61,422)
Purchase of Investments		(6,115)	(4,929)	(4,323)
Net cash from Investing Activities		(162,392)	(49,899)	(65,745)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		17,521	-	-
Finance Lease Payments		50,593	1,912	(6,326)
Painting contract payments		47	(52,305)	(26,176)
Funds Administered on Behalf of Third Parties		(102)	28,952	147,596
Net cash from Financing Activities		68,059	(21,441)	115,094
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(153,691)</b>	<b>210,157</b>	<b>216,747</b>
Cash and cash equivalents at the beginning of the year	7	406,967	226,768	190,218
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>253,276</b>	<b>436,925</b>	<b>406,967</b>

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

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

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Clifton Terrace 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 (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 reports have been prepared for the period 1 January 2024 to 31 December 2024 and in accordance with the requirements of the Education and Training Act 2020.

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **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.



# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### *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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

##### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 16. Future operating lease commitments are disclosed in note 22b.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

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

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

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### ***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) Operating Lease Payments**

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

##### **e) 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.

##### **f) 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.

##### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for 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.

##### **h) Inventories**

Inventories are consumable items held for sale and comprise 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.

##### **i) Investments**

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

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 1. Statement of Accounting Policies

##### j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### k) 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 the surplus or deficit.

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

#### l) 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.

#### m) Employee Entitlements

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders 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 also annual leave earned, by non teaching staff, to 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.

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees 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) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **p) Funds Held for Capital Works**

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

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

#### **q) Provision for Cyclical Maintenance**

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

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

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

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2024

### 1. Statement of Accounting Policies

#### r) 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.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

#### s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

#### t) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

#### u) Services received in-kind

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

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 2. Government Grants

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Government Grants – Ministry of Education	639,920	606,014	639,630
Teachers' Salaries Grants	1,741,621	1,750,885	1,693,004
Use of Land and Buildings Grants	389,628	389,628	388,344
Other Government Grants	2,728	8,400	8,540
	<u>2,773,897</u>	<u>2,754,927</u>	<u>2,729,518</u>

#### 3. Locally Raised Funds

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations & Bequests	24,562	29,300	13,116
Fees for Extra Curricular Activities	62,731	42,400	63,045
Trading	3,306	6,700	2,528
Fundraising & Community Grants	26,735	19,000	74,000
Other Revenue	5,359	-	-
	<u>122,693</u>	<u>97,400</u>	<u>152,689</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	48,085	28,000	51,218
Trading	3,115	6,700	1,955
Fundraising and Community Grant Costs	4,997	-	4,055
	<u>56,197</u>	<u>34,700</u>	<u>57,228</u>
	<u>66,496</u>	<u>62,700</u>	<u>95,461</u>

*Surplus/ (Deficit) for the year Locally raised funds*

#### 4. Learning Resources

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	42,529	31,100	39,007
Depreciation	52,990	40,000	49,632
Equipment Repairs	-	100	-
Information and Communication Technology	13,733	15,000	16,048
Library Resources	6,143	6,350	5,930
Employee Benefits - Salaries	1,959,541	1,939,101	1,882,629
Staff Development	37,334	22,600	27,063
	<u>2,112,270</u>	<u>2,054,251</u>	<u>2,020,309</u>

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 5. Administration

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	8,689	4,700	5,150
Board of Trustees Fees	3,040	4,800	3,600
Board of Trustees Expenses	11,033	9,400	14,761
Communication	7,336	8,050	8,165
Consumables	9,965	9,000	16,497
Other	12,477	11,001	16,967
Employee Benefits - Salaries	95,377	94,600	99,406
Insurance	9,871	9,500	8,336
Service Providers, Contractors and Consultancy	9,180	8,800	9,138
	166,968	159,851	182,020

#### 6. Property

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	5,657	5,000	4,705
Consultancy and Contract Services	63,953	58,000	56,670
Cyclical Maintenance Provision	(12,599)	15,000	35,123
Grounds	43,678	3,500	5,259
Heat, Light and Water	34,526	31,500	32,393
Repairs and Maintenance	69,957	50,800	39,950
Use of Land and Buildings	389,628	389,628	388,344
Security	4,613	3,000	3,481
Employee Benefits - Salaries	51,971	51,000	51,597
	651,384	607,428	617,522

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.



# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 7. Cash and Cash Equivalents

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	131	400	400
Bank Current Accounts	94,229	343,841	173,754
Bank Call Account	158,916	92,684	232,813
Cash and cash equivalents for Cash Flow Statement	253,276	436,925	406,967

Of the \$253,276 Cash and Cash Equivalents, \$153,652 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects. The funds are required to be spent in 2025 on Crown owned school buildings.

#### 8. Accounts Receivable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	409	-	280
Receivables from the Ministry of Education	3,564	-	8,481
Interest Receivable	1,114	-	1,120
Teacher Salaries Grant Receivable	157,972	1,910	132,046
	163,059	1,910	141,927
Receivables from Exchange Transactions	1,523	-	1,400
Receivables from Non-Exchange Transactions	161,536	1,910	140,527
	163,059	1,910	141,927

#### 9. Inventories

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	2,270	2,139	2,139

#### 10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	106,512	99,929	100,397

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2024</b>						
Building Improvements	49,105	57,062	(370)	-	(8,360)	97,437
Furniture and Equipment	36,492	19,953	-	-	(11,818)	44,627
Information Technology	37,735	15,528	-	-	(14,244)	39,019
Leased Assets	28,205	6,306	-	-	(14,950)	19,561
Library Resources	28,772	2,005	-	-	(3,617)	27,160
<b>Balance at 31 December 2024</b>	<b>180,309</b>	<b>100,854</b>	<b>(370)</b>	<b>-</b>	<b>(52,989)</b>	<b>227,804</b>

The net carrying value of equipment held under a finance lease is \$19,561 (2023: \$28,205).

#### Restrictions

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

	2024 Cost or Valuation \$	2024 Accumulated Depreciation \$	2024 Net Book Value \$	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$
Building Improvements	293,809	(196,372)	97,437	237,659	(188,554)	49,105
Furniture and Equipment	255,737	(211,110)	44,627	247,825	(211,333)	36,492
Information Technology	118,087	(79,068)	39,019	199,968	(162,233)	37,735
Motor Vehicles	31,820	(31,820)	-	31,820	(31,820)	-
Leased Assets	54,824	(35,263)	19,561	110,619	(82,414)	28,205
Library Resources	52,119	(24,959)	27,160	50,114	(21,342)	28,772
<b>Balance at 31 December</b>	<b>806,396</b>	<b>(578,592)</b>	<b>227,804</b>	<b>878,005</b>	<b>(697,696)</b>	<b>180,309</b>

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 12. Accounts Payable

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	11,895	38,364	11,740
Accruals	7,439	-	5,000
Banking Staffing Overuse	17,264	-	-
Employee Entitlements - Salaries	187,487	14,312	154,711
Employee Entitlements - Leave Accrual	879	-	1,699
	<u>224,964</u>	<u>52,676</u>	<u>173,150</u>
Payables for Exchange Transactions	224,964	52,676	173,150
	<u>224,964</u>	<u>52,676</u>	<u>173,150</u>

The carrying value of payables approximates their fair value.

#### 13. Revenue Received in Advance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	4,188
Other	-	139,827	31,977
	<u>-</u>	<u>139,827</u>	<u>36,165</u>

#### 14. Provision for Cyclical Maintenance

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	103,200	103,200	68,077
Increase/ (decrease) to the Provision During the Year	14,188	15,000	35,123
Use of the Provision During the Year	(165)	927	-
Other Adjustments	(26,787)	-	-
Provision at the End of the Year	<u>90,436</u>	<u>119,127</u>	<u>103,200</u>
Cyclical Maintenance - Current	19,386	30,647	60,393
Cyclical Maintenance - Non Current	71,050	88,480	42,807
	<u>90,436</u>	<u>119,127</u>	<u>103,200</u>

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 15. Painting Contract Liability

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Liability	13,065	-	13,065
Non Current Liability	13,111	-	13,064
	26,176	-	26,129

In 2019 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2020, with regular maintenance in subsequent years. The agreement has an annual commitment of \$21,866. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 16. Finance Lease Liability

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

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	11,026	5,020	12,234
Later than One Year and no Later than Five Years	16,208	34,922	21,547
Future Finance Charges	(2,907)	(4,000)	(4,252)
	24,327	35,942	29,529
<b>Represented by</b>			
Finance Lease Liability - Current	9,493	3,020	10,322
Finance Lease Liability - Non Current	14,834	32,922	19,207
	24,327	35,942	29,529

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 17. Funds Held for Capital Works Projects

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

	Project Number	Opening Balances	Receipts from MoE	Payments	Write-off to R&M	Closing Balances
Integrated Learning Environment and Outdoor Shaded Space	227272	153,752	300,222	(408,100)	-	45,875
Infrastructure Remediations (Hall)		-	101,794	(2,415)	-	99,379
MOE - P2 Infrastructure Remediations A;B;D;E;F;H;I;J;L;M		-	11,200	(2,803)	-	8,398
Totals		153,752	413,216	(413,318)	-	153,652

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

153,652

-

153,652

	2023	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
AMS Combined: A: Replace Roofing, Room 1 & 2 ILE	201946	(40,503)	38,048	(494)	2,949	-
SIP Combined: Site: Stormwater Upgrade and Hardcourt	224897	(11,760)	26,696	(14,936)	-	-
Integrated Learning Environment and Outdoor Shaded Space	227272	58,419	250,000	(154,667)	-	153,752
Totals		6,156	314,744	(170,097)	2,949	153,752

#### 18. Related Party Transactions

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

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



# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 19. Remuneration

##### Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	3,040	3,600
<i>Leadership Team</i>		
Remuneration	169,788	187,163
Full-time equivalent members	1	2
Total key management personnel remuneration	172,828	190,763
Total full-time equivalent personnel	1	2

There are six members of the Board excluding the Principal. The Board had held seven full meetings of the Board in the 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

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

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

##### Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	4	3
110 - 120	2	2
	6	5

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

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

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

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

CLIFTON TERRACE SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2024

21. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up

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

22. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$179,460 (2023: \$463,453) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Integrated Learning Environment Project	621,895	562,767	59,128
Infrastructure Remediations (Hall)	-	2,415	(2,415)
MOE - P2 Infrastructure Remediations A;B;D;E;F;H;I;J;L;M	125,550	2,803	122,747
Total	747,445	567,985	179,460

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 17.

(b) Operating Commitments

As at 31 December 2024 the Board has not entered into any operating contracts (31 December 2023: nil).

# CLIFTON TERRACE SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2024

#### 23. Financial Instruments

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

##### Financial assets measured at amortised cost

	2024	2024	2023
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	253,276	436,925	406,967
Receivables	163,059	1,910	141,927
Investments - Term Deposits	106,512	99,929	100,397
Total Financial assets measured at amortised cost	522,847	538,764	649,291

##### Financial liabilities measured at amortised cost

Payables	224,964	52,676	173,150
Finance Leases	24,327	35,942	29,529
Painting Contract Liability	26,176	-	26,129
Total Financial Liabilities Measured at Amortised Cost	275,467	88,618	228,808

#### 24. Events After Balance Date

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



# CLIFTON TERRACE SCHOOL

Members of the Board

For the year ended 31 December 2024

Name	Position	How position on Board gained	Term expired/expires
Jon Marshall	Presiding Member (Chariperson)	September 2022	September 2025
Robert Wemyss	Principal	Appointed January 2004	
Angela Hunter	Parent Rep	Elected September 2022	September 2025
Trevor Voyce	Parent Rep	Elected September 2022	September 2025
Elliot Riley	Parent Rep	Elected September 2022	September 2025
Bonnie Slade	Parent Rep	Selected May 2021	September 2025
Scott Dobson	Staff Rep	Elected September 2022	September 2025
Justine Butler	Secretary	Appointed	

# CLIFTON TERRACE SCHOOL

## Kiwisport Funding

For the year ended 31 December 2024

Kiwisport is a Government funding initiative to support sport for school aged children.

In 2024 the School received Kiwi Sport funding of \$4,626 (2023: \$4,190).

The funding was spent on sports equipment, coaching of teams and providing a Sports Program for Years 5 and 6.

### Statement of Compliance with Employment Policy

For the year ended 31 December 2024 the Clifton Terrace School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspect of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employments are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

## **INDEPENDENT AUDITOR'S REPORT**

### **To the readers of Clifton Terrace School's financial statements for the year ended 31 December 2024**

The Auditor-General is the auditor of Clifton Terrace School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 3 June 2025. This is the date at which our opinion is expressed.

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

### **Basis for our opinion**

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

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

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

## **Responsibilities of the Board for the financial statements**

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

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our

opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises The Statement of Variance, Evaluation of the School's Students' Progress and Achievement, Report of Te Tiriti o Waitangi, Statement of Compliance with Good Employer Policy and Statement of Kiwisport, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Nelson, New Zealand

## Mathematics Target 2024

**Annual objective: To track and move children across the kura underachieving in maths to their expected level.**

Baseline data: Analysis of 2023 school wide maths data indicates there are 31 children who are below the expected level of achievement.

Looking at all data the following numbers were noted in the 2023 data;

Year 2 – 3 children

Year 3 – 13 children.

Year 4 – 11 children

Year 5 – 4 children

15/31 of the children are boys. 16/31 are girls.

### Targets:

- To lift all the 31 children identified in 2023 to their expected level of achievement in maths.

What	Resources:	Who and When	Indicators of progress (outcomes)	Outputs	Monitoring
<i>Middles (2023 Year 2/3)</i>					
<i>Guided maths lessons</i>  <i>Extension for those working well above the expected range:</i>	<i>Pr1me - planning book, course book, practise book and unit reviews</i> <i>- Maths 1 2 3 Resource, along with other resources as needed to support and extend teaching / learning</i>	<i>Teachers</i>	Students seem happy to be working within their groups during guided and independent practise time. Students having success and feel like they are mathematicians.	<b>All current Year 3 Term 4 PAT data:</b> 38% are <b>above</b> the expected level 60% are <b>within</b> the expected range 2% are <b>below</b> the expected range	Class description updates and eTap data from T2 and T4. Learning support meeting updates. Teachers check-in with students before school to add support with new learning.
<i>Maths 1 hour at least 5x a week.</i>	<i>Timetabled – establish routines</i>	<i>Teachers</i>	Students are aware and happy to be a part of this.	<b>All current Year 4 PAT data:</b> 40% are <b>above</b> the expected level 57% are <b>within</b> the expected range 3% are <b>below</b> the expected range	Syndicate meetings data updates.

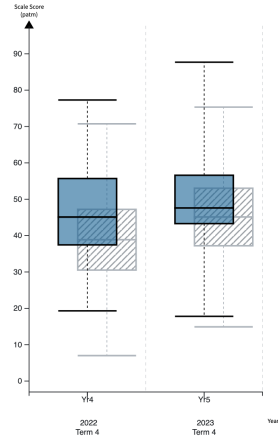
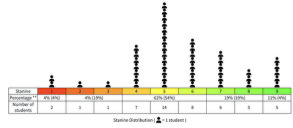
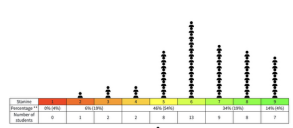
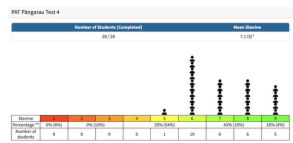
Support from LSAs	<p>Prime Resources</p> <p>Games to support basic facts knowledge</p> <p>Hand on materials - counters, number lines, hundreds boards, measures etc.</p>	<p>LSA - Some have worked with students in the classroom to support independent learning time, others have been giving support in small withdrawal groups.</p>			Weekly check ins with LSA when sharing weekly planning.
<p>Maths across the curriculum - look for opportunities to build in extra maths, especially strand topics and real life contexts</p>	<p>Clocks, calendars, devices, ideas carried over into art, compasses, rulers,</p>	Teachers	<p>A range of activities set up that students are wanting to do / share.</p> <p>Art up on walls that display their learning. (tessellations, 3d shapes etc.)</p>	<p>In assessments that include all strands of maths (i.e PAT Maths) students are showing a better result, other than assessments that just cover Number.</p>	
Assessments	<p>- Basic Facts, PAT Maths, JAM, GloSS</p>	<p>Teachers</p> <p>PAT Maths – Term 1 and T4</p> <p>Basic Facts – Termly</p> <p>JAM / GloSS – as teachers need</p>	<p>To increase by at least 1 stanine in the PAT Maths</p> <p>To increase basic facts knowledge. (move up a Stage) or increase their speed to complete more.</p> <p>To show an increase in other assessments throughout the year.</p>	<p>Out of the <b>16 students</b> below in the Middle Syndicate at the end of 2023:</p> <p>6 students are now At the expected level, while 10 are still in the Below range.</p> <p><b>PAT Maths:</b></p> <p>8 students moved up 1 or more stanines (accelerated progress)</p> <p>7 students stayed at the same stanine (meaning they scored more but not enough to gain a stanine)</p> <p>1 student dropped a stanine (this student got the exact same score)</p> <p><b>NB:</b> In Term 1, 7 of these students were in the Critical Range for their PAT results. In Term 4, 2 of these students have remained in the Critical range. 1 of these 2 students moved up a stanine.</p> <p>Teachers have used a range of other assessments throughout the year to inform their teaching.</p>	

				For example 1 teacher used GloSS in Term1 and again in Term 4. These students showed accelerated progress moving from Stage 3 to Early Stage 5.	
<i>Conversations at syndicate meetings – sharing ideas and new resources</i>					Syndicate meetings data updates.
<i>Daily basic facts practise</i>	<ul style="list-style-type: none"> <li>- Digital Technologies used to help with engagement</li> <li>- Board games that reinforce basic facts</li> <li>- Whole class games</li> <li>- Daily Maintenance / Warm-Up</li> </ul>	<i>Teachers / LSA Daily / Weekly</i>	To use basic facts knowledge during daily guided and independent learning.	<b>Basic Facts:</b> In Term 1, most of the above students were working within Stage 2-3 for Basic Facts, with a few beginning to learn Stage 4. Now, the majority of the above students have achieved Stage 2-3, many have achieved Stage 4 and are working within Stage 5.	<p>Weekly Speed Test / Game that reinforced certain knowledge.</p> <p>Hotspots noted and taught / reinforced the following week.</p>
<i>Involve whānau in what we are doing, - Can they help?</i>	<ul style="list-style-type: none"> <li>- Share learning on Seesaw</li> <li>- Homework</li> </ul>	<i>Teachers</i>			
<i>Explore the use of mixed ability grouping for some maths tasks</i>		<i>Teachers</i>			

## Seniors (2023 Year 4/5)

Used of LSA to support below students in mathematics with Follow Up during Pr1me Maths Lessons	Pr1me resources Concrete resources	Charlene supports Room 7 Below students from 10:00-10:30am Then Room 6 from 10:30 to 11am. This is after they've had their teacher led time. It doubles up their	<p>Rise in Basic Fact scores in Term 4 compared to Term 1 Raise in PAT Stanines in Term 4 compared to Term 1</p> <p>Raise PAT score of 4 to 5 and Pr1me level from 2 to 3, by 2025.</p>	<p>Out of the <b>15 children</b> below in the Senior Syndicate - 54% = at or above, stanine 5 or above 8% = just below or above, stanine 4 or above 20% = below, stanine 3 or below</p> <p>Out of the <b>whole syndicate</b> 89% = at or above, stanine 5 or above 96% = just below or above, stanine 4 or above 4% = below, stanine 3 or below</p>	<p>Class description updates and eTap data from T2 and T4. Learning support meeting updates.</p> <p>Syndicate meetings data updates.</p>
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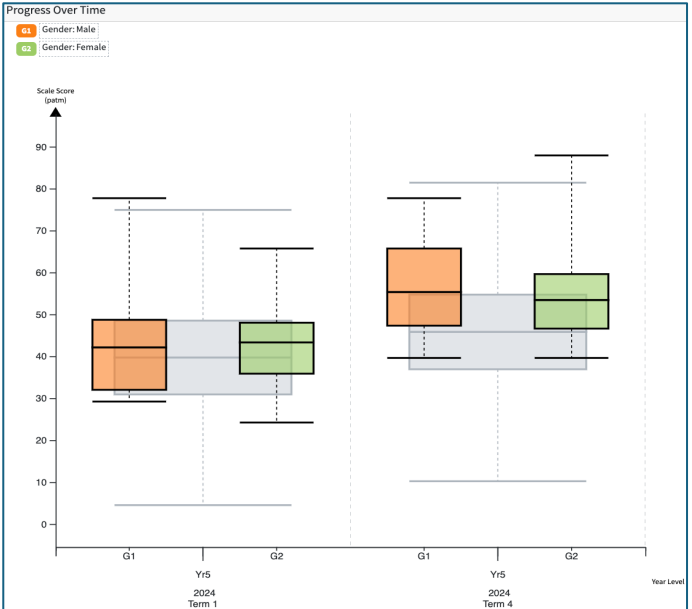
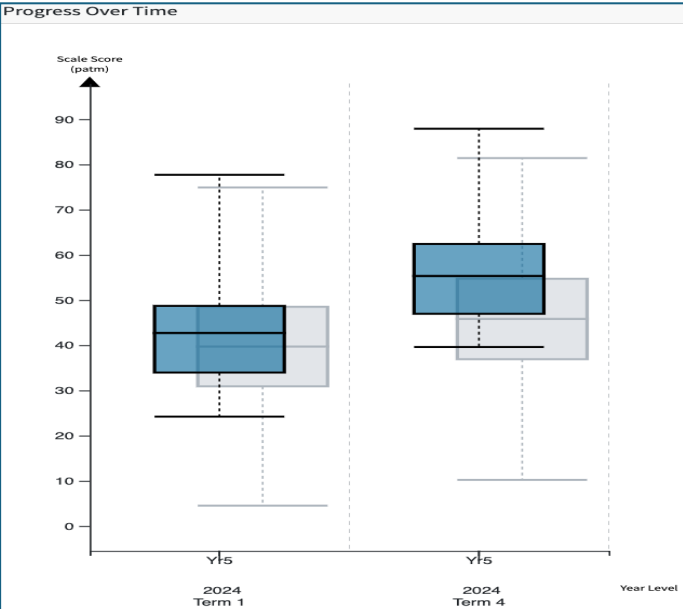
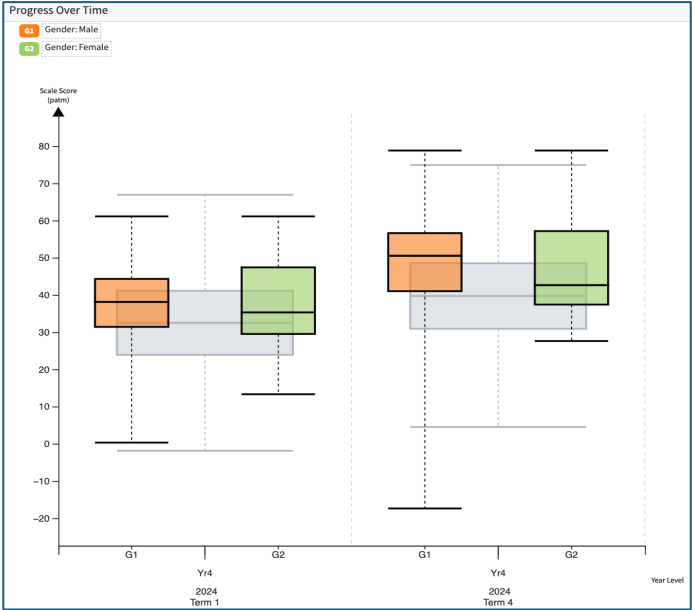
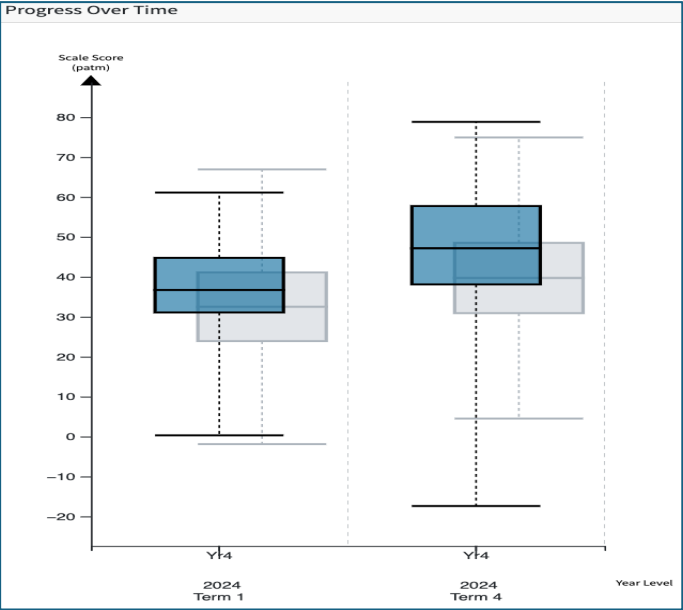
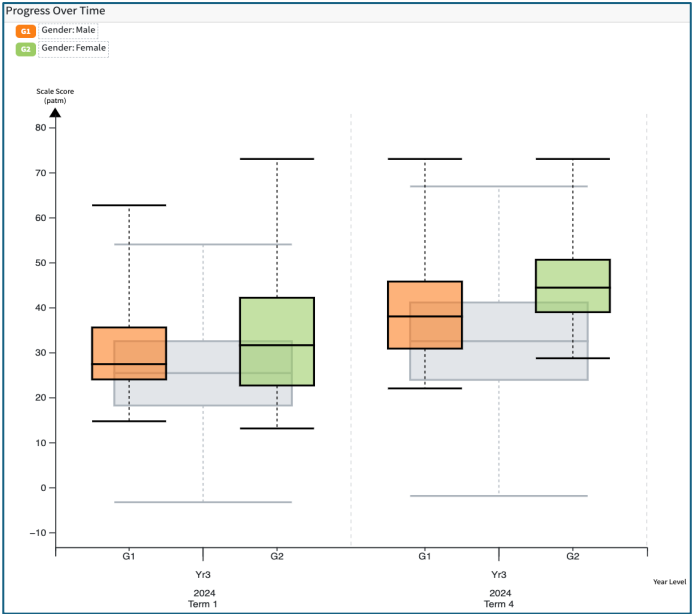
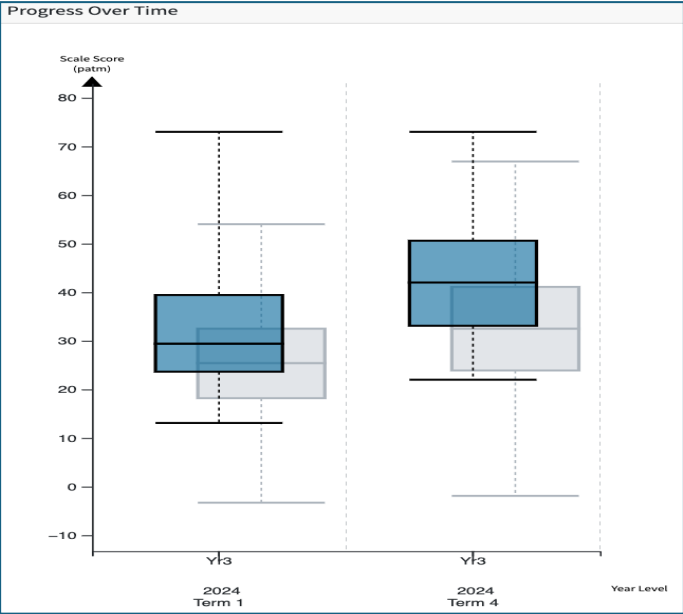


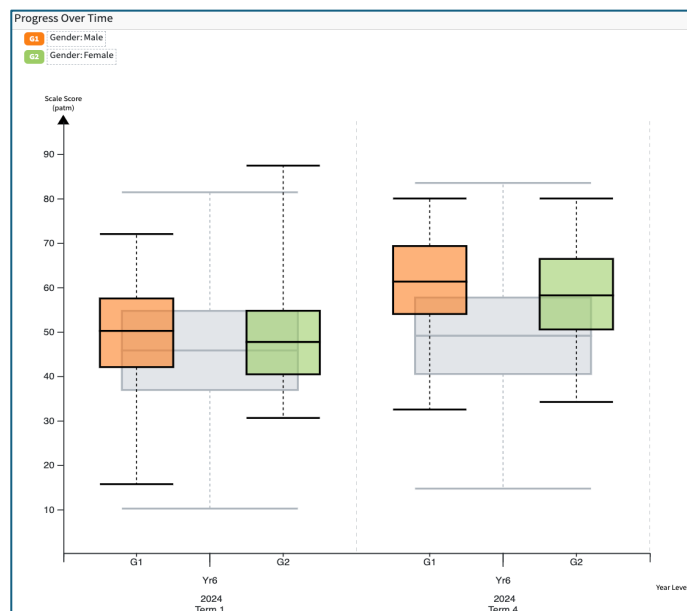
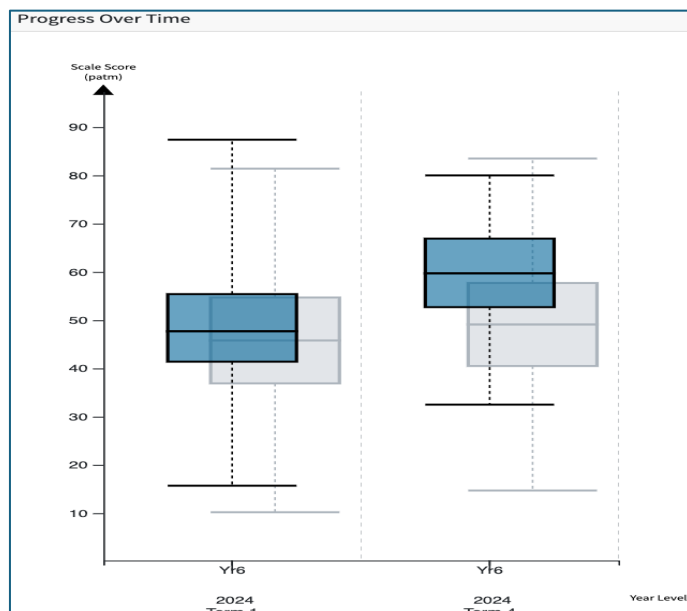
Raise motivation for Mathematics in senior school. Children need non paper and pen activities that challenge their perception of maths	Lego Board Games Pr1me Prodigy TTSR	Class teachers purchase maths games for their class.  Sign them up to prodigy, times table rockstars - Michelle	Raise in Basic Fact scores in Term 4 compared to Term 1 Raise in PAT Stanines in Term 4 compared to Term 1	Children's opinions of Mathematics at CTS. Questionnaire.	Complete Maths Questionnaire from 2023 in 2024 T4  TIMESTABLE ROCKSTARS competition - Nelson wide. CTS answered over 150, 000 questions in this 3 day tournament!!
Explicit teaching in small groups for students below or well below	Pr1me Maths	Class teacher - daily	Raise in PAT Stanines in Term 4 compared to Term 1. And from 2023-24 compared to 2022-23	Progress in Pr1me maths books. Improved progress in PAT maths for Year 6 from 2023-2024 compared to 2022-2023 progress    2022-2023 progress  2023-2024 progress	OTJs end of Term 4 2024 compared with OTJs End of 2023. Greater shift towards higher stanines. As a result completed test 4 (year7) too.  2023   2024   Test 4 results - high achieving students were also given small group teaching in Level 5 and 6 Pr1me books, yielding great results..  

				<div data-bbox="1467 135 1749 164">Progress Over Time</div> <table border="1"> <caption>Approximate data from 'Progress Over Time' box plot</caption> <thead> <tr> <th>Year Level</th> <th>Min</th> <th>Q1</th> <th>Median</th> <th>Q3</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>2023 Term 4</td> <td>18</td> <td>43</td> <td>48</td> <td>53</td> <td>88</td> </tr> <tr> <td>2024 Term 4</td> <td>33</td> <td>55</td> <td>65</td> <td>68</td> <td>85</td> </tr> </tbody> </table>	Year Level	Min	Q1	Median	Q3	Max	2023 Term 4	18	43	48	53	88	2024 Term 4	33	55	65	68	85	
Year Level	Min	Q1	Median	Q3	Max																		
2023 Term 4	18	43	48	53	88																		
2024 Term 4	33	55	65	68	85																		
<p><b>Overall Evaluation</b></p> <p>The school target in 2024, was to move the 31 children who are below in maths 2023 to their expected level. This has been partially achieved and the school can be pleased with the progress made. The children who did not make the anticipated progress have still made progress but this was not accelerated as was hoped.</p> <p>Areas that are considerations for the change over the year that have possibly assisted in the development are Pr1me Maths, improved explicit teaching, consistency across staff, and 1 hour per day of maths.</p> <p>Although not part of the target, our overall results in maths in 2024 showed that we had a very high percentage of children 'at' the expectation. This is good but for a school like CTS there is an expectation that more children should be achieving above and so this will be part of the mathematics target for 2025.</p>																							

Maths PAT Testing 2024

The following maths data was collected twice during 2024; once in Term 1 and again in Term 4. These are the graphs on the left. The graphs on the right hand side indicate the data for males and females in that same year group.





Useful information for following data;

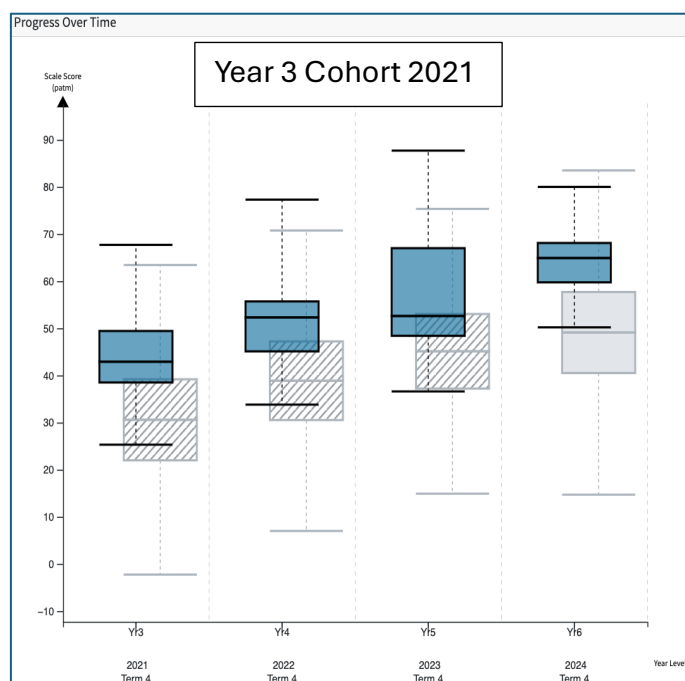
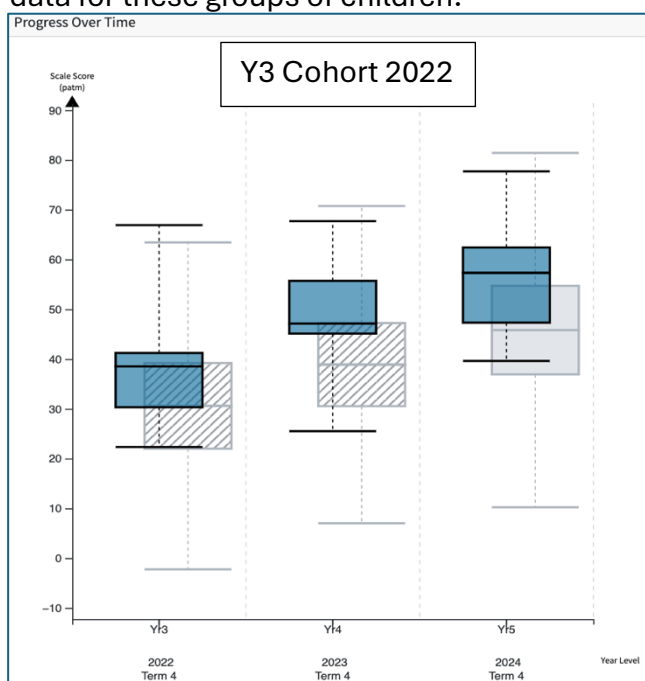
1. The grey graph in the background of each graph is the expected national data result.
2. The 2 blue graphs show the change between Term 1 and Term 4.
3. The right hand graphs show male and female results for both terms.
4. The graphs use the same children in both the Term 1 and Term 4 graphs.

What Is the Data Telling Us?

- All year levels have made positive shifts. These show some accelerated progress.
- Males are achieving to a higher level than girls. This is an on-going trend which we have noted before.
- All medians are higher than the national data.
- Generally, all lowest and higher marks are greater than the national expectation.

What next?

At the end of 2023, we were wondering whether our results were due to Pr1me. I think we can now see that Pr1me is having the positive effect that we thought it might be which is reassuring. The following graphs show the Year 3 cohort of children who were Year 3s in 2022 (now Y5) and the Year 3 cohort who were Year 3 in 2021 (now Y6). There are small but significant positive shifts against the national data for these groups of children.



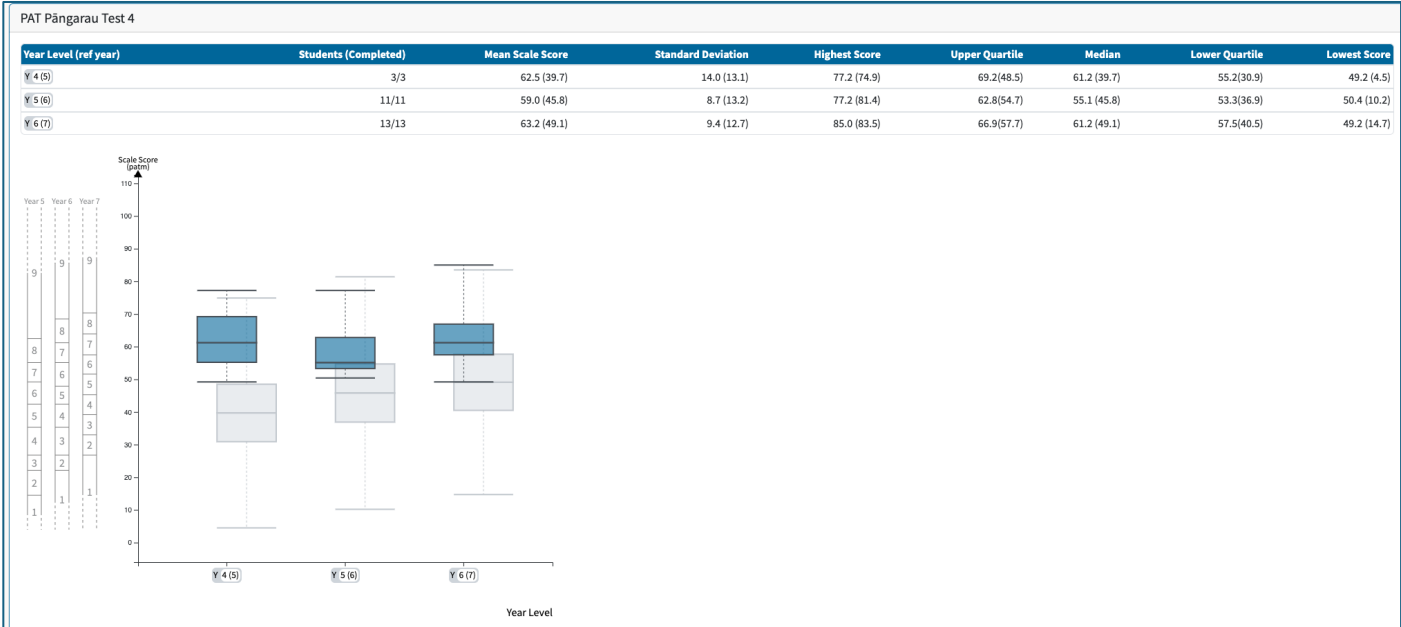
The government’s commitment to ensuring that effective maths programmes are in place from 2025 has ensured that we can access improved resources to support Pr1me further and so I hope to see further improvements in results. There will also hopefully be more professional development provided as up until now we have had to work out how to implement this by ourselves as a school.

There are things to consider going forward;

- 1. There remains the issue of females achieving at a lower level than boys.
- 2. We will need further professional development and resources to enhance our programme further but hopefully this is covered by the government changes from 2025.
- 3. The other aspect is that Pr1me is not the ‘silver bullet’. We will need to keep adapting our programmes to meet children’s needs and it is therefore important that we look at ways of tweaking our teaching of maths as time goes on.

Further Testing 19 November

Due to the high results of a number of our children in their equivalent year level testing, there was a decision to provide a number of the children with the next years test. These are the results;



What can be taken from the results?

It says that the selection of children tested are doing really well. These are this year’s children doing next year’s test. The results reflect that we are doing well as a school to ensure that our kids are getting effective teaching and gaining very positive results. Something definitely to be proud of!

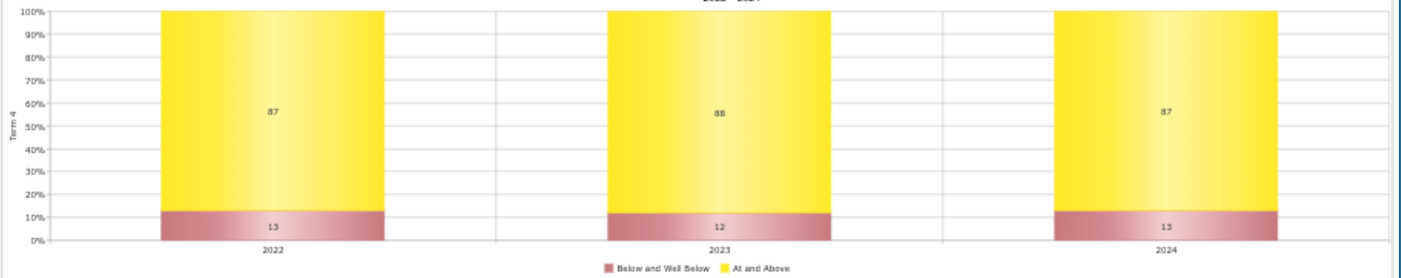
# Clifton Terrace School Achievement Data Term 4, 2024

## Maths

### All Students Achievement Term 4 2022 - 2024

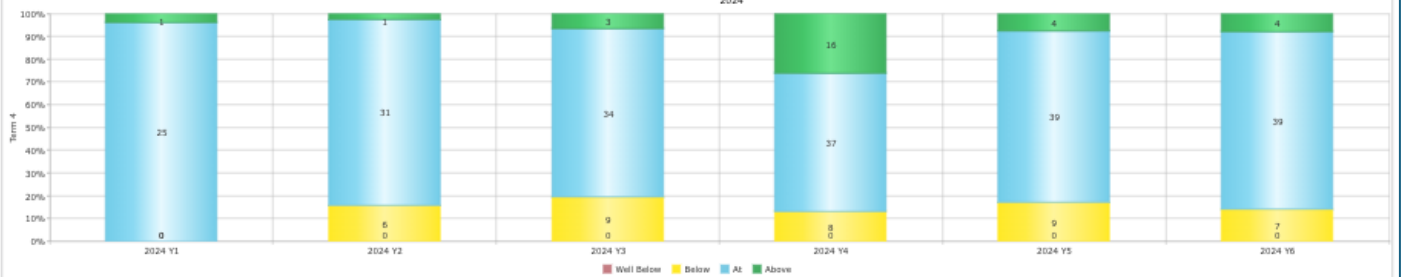
	2022	2023	2024
% At and Above	87	88	87
% Below and Well Below	13	12	13

#### Term 4 Achievement 2022 - 2024



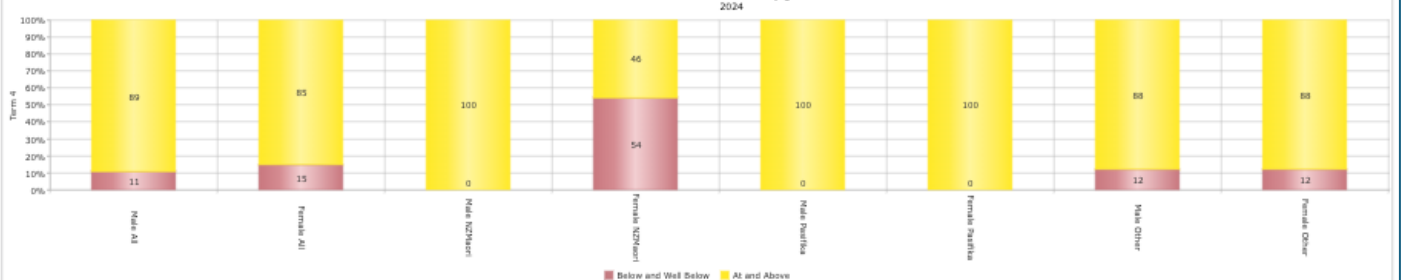
by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2022	100	84	86	86	86	79
	2023	100	93	77	79	92	89
	2024	100	84	80	87	83	86
% Below and Well Below	2022	0	16	14	14	14	21
	2023	0	7	23	21	8	11
	2024	0	16	20	13	17	14

#### Term 4 Achievement By Year Level



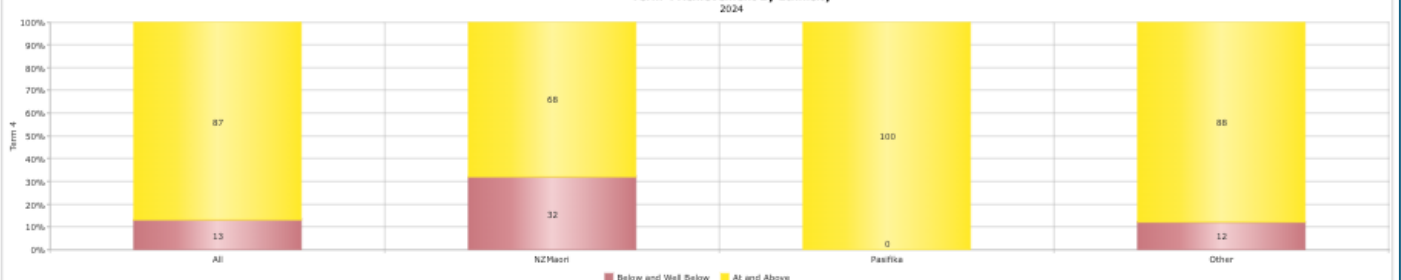
by Gender		All Students		NZ Maori		Pasifika		Other	
% At and Above		Male	Female	Male	Female	Male	Female	Male	Female
	2022	88	86	82	77	100	60	89	88
	2023	90	85	100	84	100	100	90	85
	2024	89	85	100	46	100	100	88	88
% Below and Well Below		Male	Female	Male	Female	Male	Female	Male	Female
	2022	12	14	18	23	0	40	11	12
	2023	10	15	0	16	0	0	10	15
	2024	11	15	0	54	0	0	12	12

#### Term 4 Achievement By gender



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2022	87	79	71	88
	2023	88	90	100	88
	2024	87	68	100	88
% Below and Well Below	2022	13	21	29	12
	2023	12	10	0	12
	2024	13	32	0	12

#### Term 4 Achievement By Ethnicity



**Clifton Terrace School**  
Students with Assessments in Both.

**Term 4 T4**  
**Rob Wemyss Whole School 2023**

11044	LE1	L1	LE2	L2	LE3	L3	LE4	L4	LE5	Well Below	Below	At	Above	Total
Y0	100% (15)											100% (15)		15
Y1	71% (27)	29% (11)										100% (38)		38
Y2	8% (3)	69% (27)	15% (6)	5% (2)	3% (1)						8% (3)	85% (33)	8% (3)	39
Y3		21% (12)	27% (15)	32% (18)	18% (10)	2% (1)					21% (12)	59% (33)	20% (11)	56
Y4		2% (1)	20% (10)	37% (18)	29% (14)	12% (6)					22% (11)	65% (32)	12% (6)	49
Y5				9% (4)	30% (14)	54% (25)	4% (2)	2% (1)			9% (4)	85% (39)	7% (3)	46
Y6														0
Totals	18.5% 45	21% 51	12.8% 31	17.3% 42	16% 39	13.2% 32	0.8% 2	0.4% 1			12.3% 30	78.2% 190	9.5% 23	243

**Term 4 T4**  
**Rob Wemyss Whole School 2024**

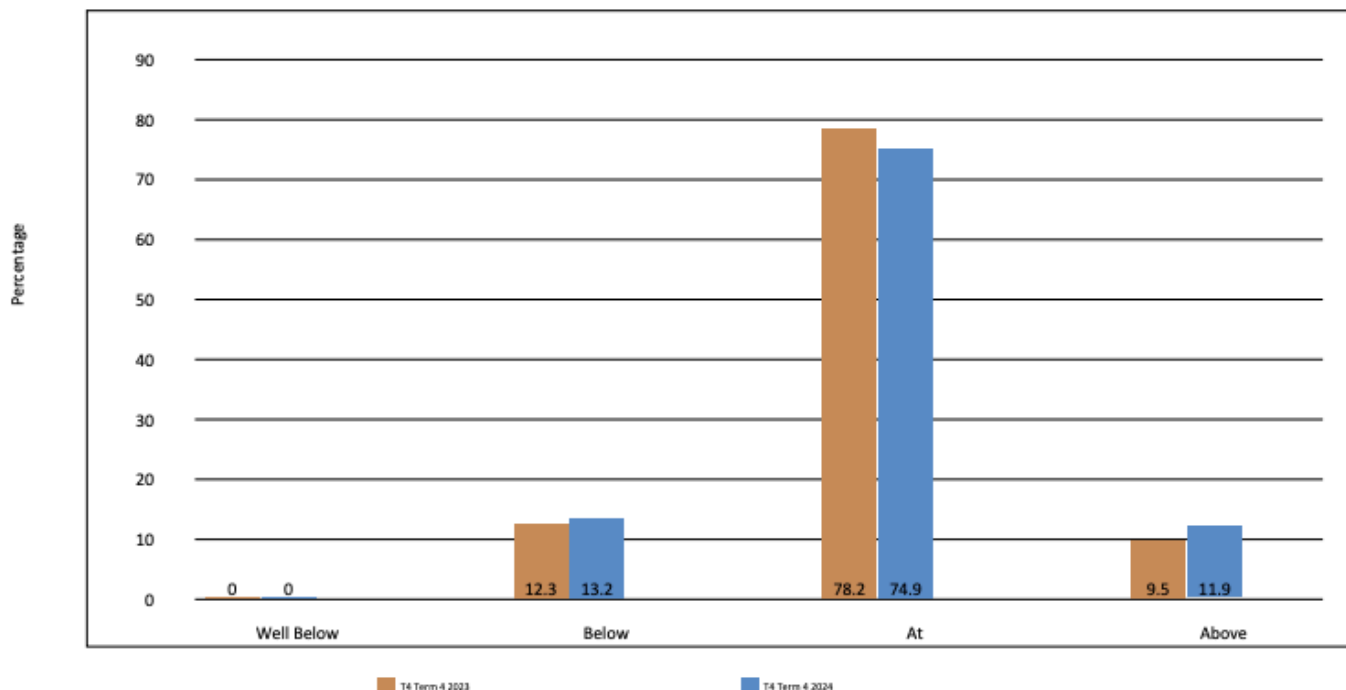
11044	LE1	L1	LE2	L2	LE3	L3	LE4	L4	LE5	Well Below	Below	At	Above	Total
Y0														0
Y1	40% (6)	53% (8)	7% (1)									93% (14)	7% (1)	15
Y2	16% (6)	46% (17)	35% (13)		3% (1)						16% (6)	81% (30)	3% (1)	37
Y3	3% (1)	13% (5)	35% (14)	43% (17)	8% (3)						15% (6)	78% (31)	8% (3)	40
Y4		4% (2)	11% (6)	30% (17)	27% (15)	23% (13)	4% (2)	2% (1)			14% (8)	57% (32)	29% (16)	56
Y5			2% (1)	12% (6)	29% (14)	49% (24)	6% (3)	2% (1)			14% (7)	78% (38)	8% (4)	49
Y6					11% (5)	41% (19)	39% (18)	7% (3)	2% (1)		11% (5)	80% (37)	9% (4)	46
Totals	5.3% 13	13.2% 32	14.4% 35	16.5% 40	15.6% 38	23% 56	9.5% 23	2.1% 5	0.4% 1		13.2% 32	74.9% 182	11.9% 29	243

**Clifton Terrace School**  
**T4 Term 4 2023 - 2024**

Rob Wemyss Whole School

Focus:

Targets:



**Observations and Comments From The Data**

*My initial thought about this data is one of slight disappointment. The disappointment is not about the success because there is loads of that but the fact that the numbers in the below area have not reduced. I had hoped to see a move as Pr1me became more adopted and ingrained across the school. Having said that, the data is really good and I know that effective programmes are happening that will continue to develop good mathematical ability as children move through the school and on to our feeder schools. As confirmation of our mahi this far, I am aware that NIS staff and Richard at*

*Nelson College Prep have made comment about the quality of our children's maths ability and so I believe we are making a difference and ensuring the children are ready for next steps in maths.*

- The number of children at and above over the last 3 years has stayed the same and is high.
- Year 3 is a point in education at CTS of interest. Why are results lower in this year of the school over the last 2 years in the At and Above groups?
- The gender gap is slightly more even than in 2023 in 'All' children. However, the number of Māori females below expectation is concerning with 54% (7/13) Māori females below.
- All Māori males are at or above expectation.
- The above category in 2024 is marginally higher than in 2023 using the same cohort of children.
- Does Pr1me accelerate learning for those children who require it? Should we accelerate or broaden understanding?

by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2022	100	84	86	86	86	79
	2023	100	93	77	79	92	89
	2024	100	84	80	87	83	86
% Below and Well Below	2022	0	16	14	14	14	21
	2023	0	7	23	21	8	11
	2024	0	16	20	13	17	14

What next?

- Continue to use Pr1me whilst continuing to reflect on its effectiveness for our Tamariki. We know it's not the 'silver bullet' so what else is required to make it gold standard?
- Ensure Maths PLD provided by the MOE is accessed in 2025.
- Adapt resources to further support teaching and learning in 2025.
- PAT Maths information (not attached to this report) indicates that we score well nationally.
- Can we do better? Is there a need for a programme to support those high achievers other than differentiated classroom programmes?

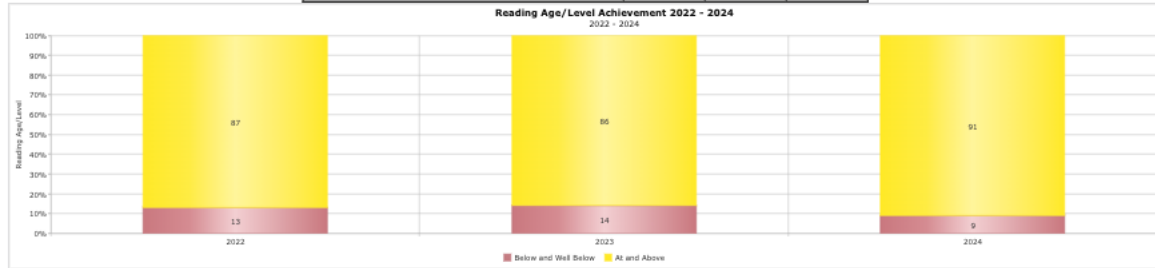


# Clifton Terrace School Achievement Data Term 4, 2024

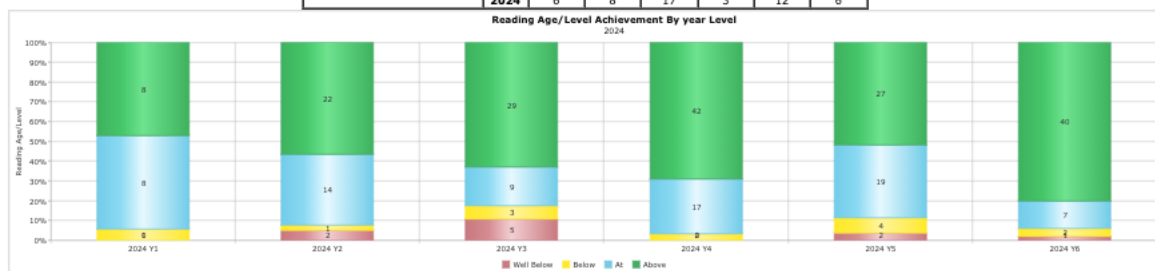
## Reading

### All Students Achievement Reading Age/Level 2022 - 2024

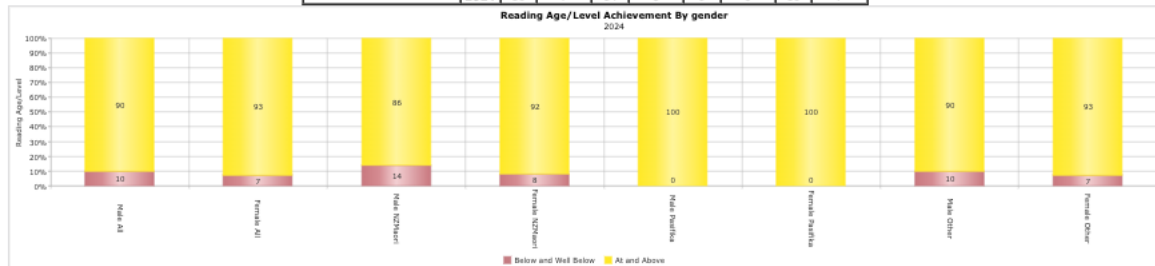
	2022	2023	2024
% At and Above	87	86	91
% Below and Well Below	13	14	9



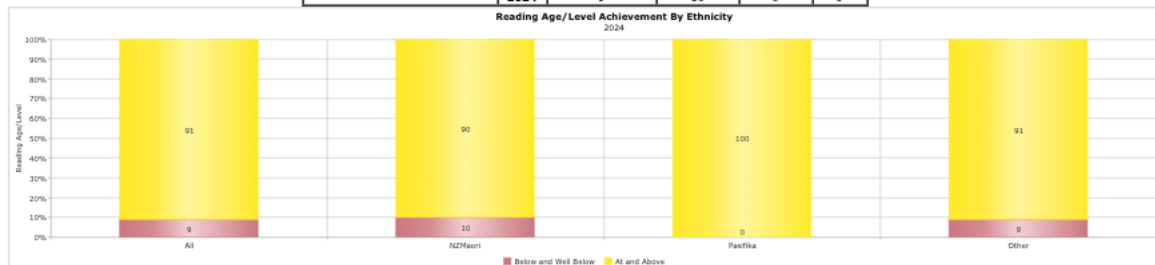
by Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2022: 86 2023: 74 2024: 94	2022: 79 2023: 81 2024: 92	2022: 84 2023: 91 2024: 83	2022: 88 2023: 85 2024: 97	2022: 89 2023: 88 2024: 88	2022: 98 2023: 91 2024: 94
% Below and Well Below	2022: 14 2023: 26 2024: 6	2022: 21 2023: 19 2024: 8	2022: 16 2023: 9 2024: 17	2022: 12 2023: 15 2024: 3	2022: 11 2023: 12 2024: 12	2022: 2 2023: 9 2024: 6



by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2022	85	90	91	82	100	100	84	91
	2023	83	89	78	87	100	100	83	89
	2024	90	93	86	92	100	100	90	93
% Below and Well Below	2022	15	10	9	18	0	0	16	9
	2023	17	11	22	13	0	0	17	11
	2024	10	7	14	8	0	0	10	7

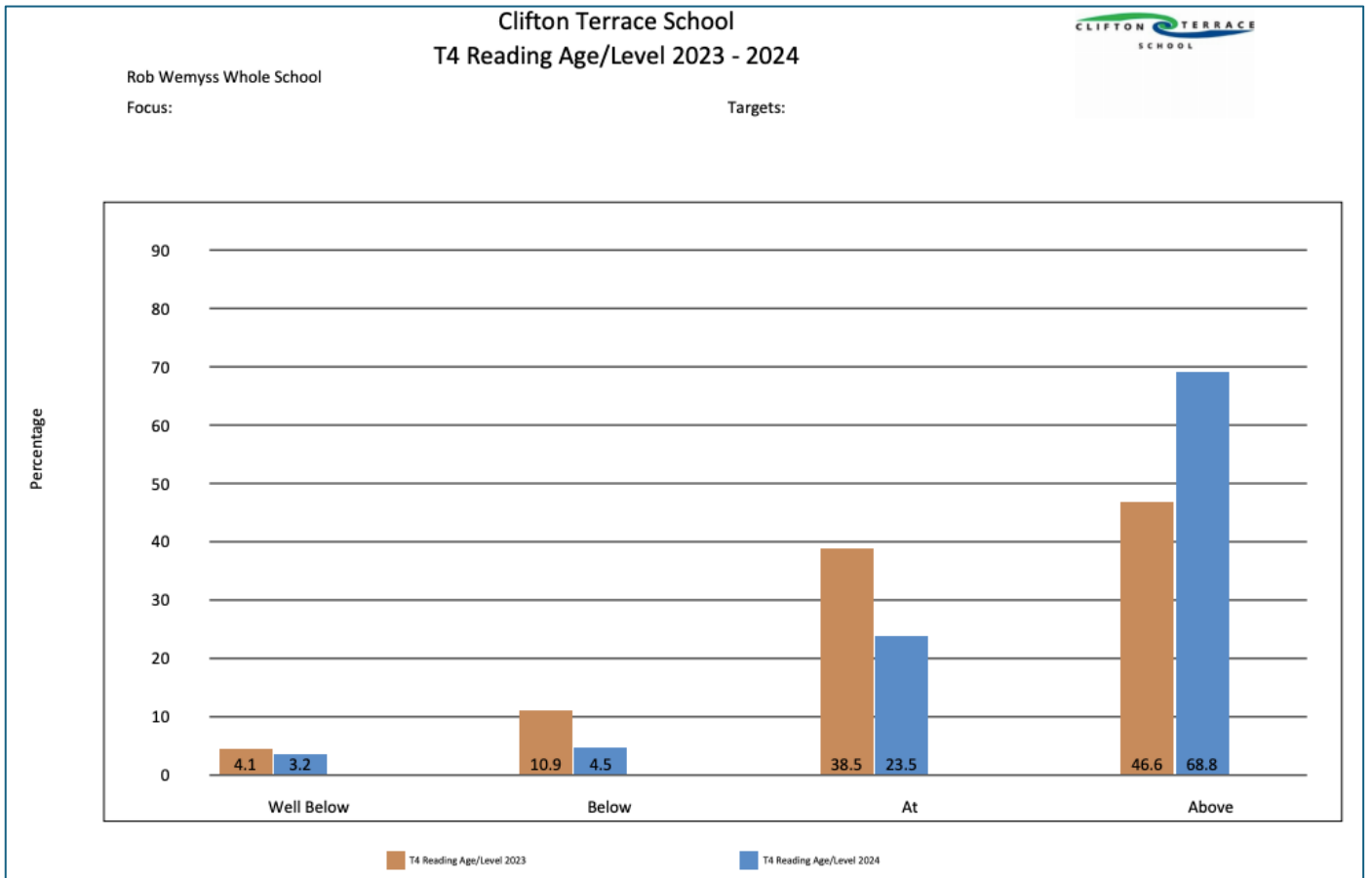


by Ethnicity	All Students	NZ Maori	Pasifika	Other
% At and Above	2022: 87 2023: 86 2024: 91	2022: 86 2023: 83 2024: 90	2022: 100 2023: 100 2024: 100	2022: 87 2023: 86 2024: 91
% Below and Well Below	2022: 13 2023: 14 2024: 9	2022: 14 2023: 17 2024: 10	2022: 0 2023: 0 2024: 0	2022: 13 2023: 14 2024: 9



Clifton Terrace School																																		Well Below Below At Above Total																	
Students with Assessments in Both.																																																			
Reading Age/Level T4																																																			
Rob Wemyss Whole School 2023																																																			
4018	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15 6.5yrs	L16 7yrs	L17 7yrs	L18 7.5yrs	L19 7.5yrs	L20 8yrs	L21 8yrs	L22 8.5yrs	L23 8.5yrs	L24 9yrs	L25 9-9.5yrs	L26 9.5-10yrs	L27 10-10.5yrs	L28 10.5-11yrs	L29 11-11.5yrs	L30 11.5-12yrs	12-12.5yrs	12.5-13yrs	13-13.5yrs	13.5-14yrs	14-14.5yrs	14.5-15yrs	15yrs+													
Y0																																															0				
Y1	3% (1)				3% (1)	6% (2)	6% (2)		6% (2)	23% (7)	13% (4)	16% (5)	10% (3)		6% (2)		6% (2)																															31			
Y2								3% (1)					10% (4)	5% (2)		8% (3)	8% (3)		13% (5)	21% (8)		10% (4)	21% (8)		3% (1)																							39			
Y3													4% (2)	2% (1)		2% (1)	2% (1)		9% (3)	14% (5)	13% (5)	25% (14)	20% (11)	13% (7)																								56			
Y4									2% (1)				2% (1)			2% (1)			6% (2)	2% (1)	2% (1)	10% (4)	18% (6)	6% (2)	35% (12)	14% (5)																						49			
Y5															2% (1)				2% (1)				2% (1)		2% (1)	4% (2)	4% (2)	13% (5)	24% (9)	17% (6)	20% (7)	9% (3)															46				
Y6																																															0				
Totals	0.5% 1				0.5% 2	0.9% 2	0.9% 2	0.5% 1	1.4% 3	3.2% 7	1.8% 4	2.3% 5	4.5% 10	0.9% 2	1.4% 3	2.3% 5	2.7% 6		2.7% 6	7.2% 16	0.5% 1	5.9% 13	7.2% 16	9% 20	10.4% 23	4.5% 10	8.6% 19	5.9% 13	5% 11	3.6% 8	4.1% 9	1.8% 4															4.1% 9	10.9% 24	38.5% 85	46.6% 103	221

Reading Age/Level T4																																																					
Rob Wemyss Whole School 2024																																																					
4018	L0	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15 6.5yrs	L16 7yrs	L17 7yrs	L18 7.5yrs	L19 7.5yrs	L20 8yrs	L21 8yrs	L22 8.5yrs	L23 8.5yrs	L24 9yrs	L25 9-9.5yrs	L26 9.5-10yrs	L27 10-10.5yrs	L28 10.5-11yrs	L29 11-11.5yrs	L30 11.5-12yrs	12-12.5yrs	12.5-13yrs	13-13.5yrs	13.5-14yrs	14-14.5yrs	14.5-15yrs	15yrs+	Well Below	Below	At	Above	Total										
Y0																																															0						
Y1																																															0						
Y2							3% (1)										7% (2)	10% (3)	7% (2)			30% (9)		17% (5)	13% (4)		10% (3)																						30				
Y3																						8% (3)	5% (2)	18% (6)	35% (12)				10% (4)	8% (3)																				40			
Y4																						4% (2)		5% (2)	13% (5)	13% (5)	16% (6)	14% (5)	21% (8)	4% (2)	11% (4)																		56				
Y5																						2% (1)	2% (1)		4% (2)		4% (2)	10% (4)	8% (3)	14% (5)	22% (8)	8% (3)	24% (9)															49					
Y6																																																46					
Totals						0.5% 1					1.8% 4		1.4% 3	1.8% 4	1.4% 3	0.5% 1	0.9% 2	6.3% 14	0.9% 2	3.2% 7	6.3% 14	10.4% 23	7.7% 17	5.9% 13	9.5% 21	12.2% 27	4.1% 9	16.7% 37	5.9% 13	2.7% 6																			3.2% 7	4.5% 10	23.5% 52	68.8% 152	221



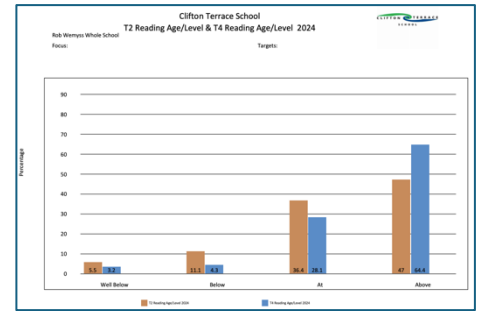
### Observations and Comments From The Data

- This data does not include the Year 0/1 data due to the changes in teaching is structured literacy. This will change in 2025 as there will be better defined expectations in the new curriculum documents.
- The number of children either achieving at or above has increased substantially. The number achieving above the expectation is 63% (168) with 91% being either at or above.
- Māori achievement is high with 18/20 children being at or above.
- The Year 3 group has the lowest percentage of at or above achievement.

by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2022	85	90	91	82	100	100	84	91
	2023	83	89	78	87	100	100	83	89
	2024	90	93	86	92	100	100	90	93
% Below and Well Below	2022	15	10	9	18	0	0	16	9
	2023	17	11	22	13	0	0	17	11
	2024	10	7	14	8	0	0	10	7

## What next?

- Why has there been such a positive shift in achievement? What is different? Is it the structured approach moving through the school? Is it the library being available again and the increase in use? The comment was made mid 2024 that maybe the closure of the library for approximately a year had made a difference. This graph shows the difference in achievement between mid 2024 and end 2024;
- Continue with structured literacy for 2025. All staff will have been trained in iDeal by mid 2025. This includes regular relievers and I am trying to get our support staff (LSAs) to be trained too.
- Investigate as to why there is a pattern involving the Year 3 group showing them achieving differently than other cohorts.
- Keep doing the positive things we are doing to give children great experiences in reading.



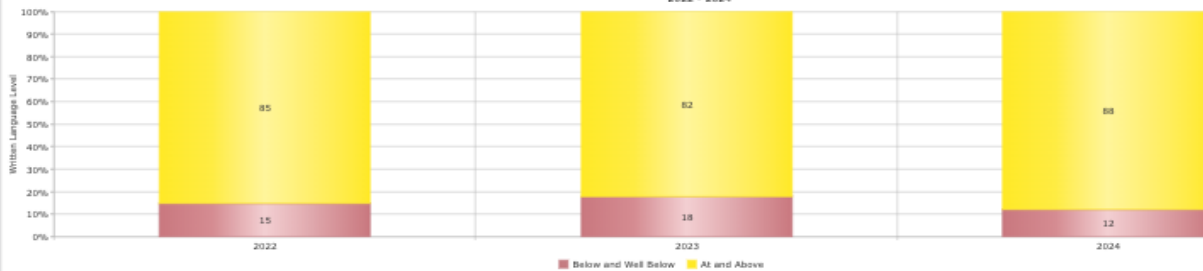
# Clifton Terrace School Achievement Data Term 4, 2024

## Writing

**All Students Achievement  
Written Language Level 2022 - 2024**

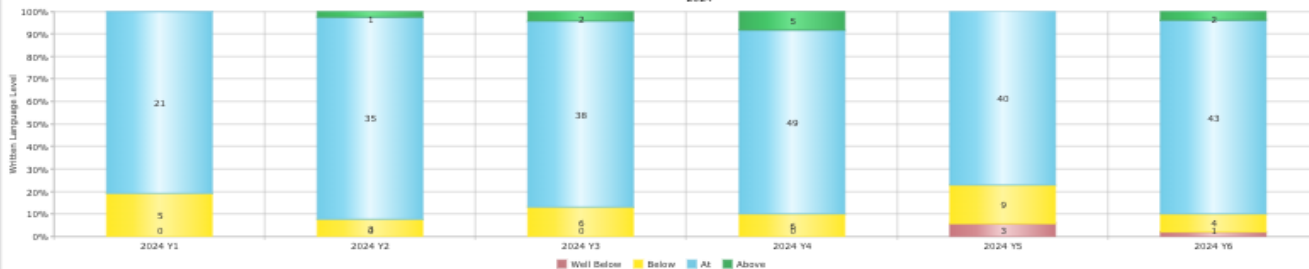
	2022	2023	2024
% At and Above	85	82	88
% Below and Well Below	15	18	12

**Written Language Level Achievement 2022 - 2024**  
2022 - 2024



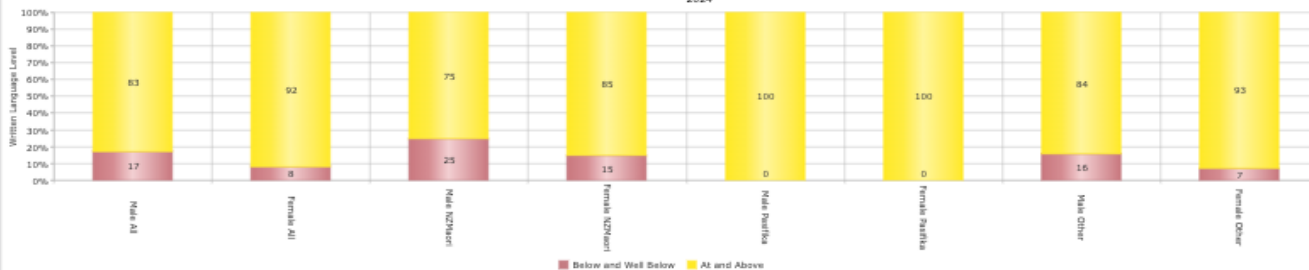
by Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% At and Above	2022	80	91	80	84	78	87
	2023	80	74	80	81	80	91
	2024	81	92	87	90	77	90
% Below and Well Below	2022	20	9	20	16	22	13
	2023	20	26	20	19	20	9
	2024	19	8	13	10	23	10

**Written Language Level Achievement By year Level**  
2024



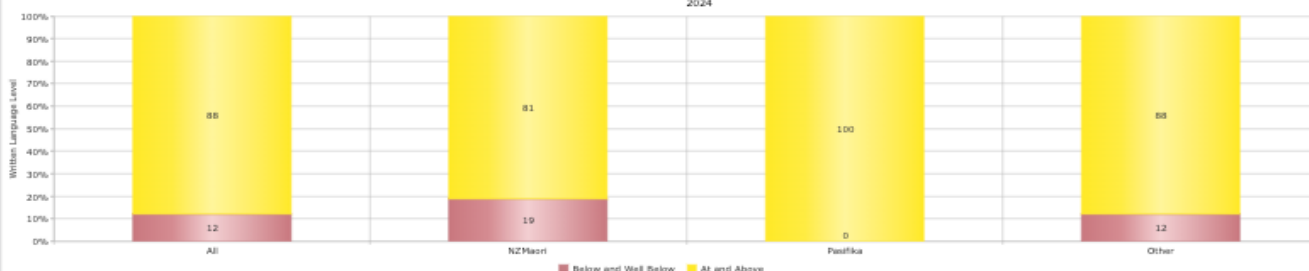
by Gender		All Students		NZ Maori		Pasifika		Other	
		Male	Female	Male	Female	Male	Female	Male	Female
% At and Above	2022	76	94	73	77	100	100	76	96
	2023	78	87	91	79	100	100	76	88
	2024	83	92	75	85	100	100	84	93
% Below and Well Below	2022	24	6	27	23	0	0	24	4
	2023	22	13	9	21	0	0	24	12
	2024	17	8	25	15	0	0	16	7

**Written Language Level Achievement By gender**  
2024



by Ethnicity		All Students	NZ Maori	Pasifika	Other
% At and Above	2022	85	75	100	85
	2023	82	83	100	81
	2024	88	81	100	88
% Below and Well Below	2022	15	25	0	15
	2023	18	17	0	19
	2024	12	19	0	12

**Written Language Level Achievement By Ethnicity**  
2024



**Clifton Terrace School**  
Students with Assessments in Both.

**Written Language Level T4**  
**Rob Wemyss Whole School 2023**

4048	E	L1i	L1ii	L1iii	L2i	L2ii	L2iii	L3i	L3ii	L3iii	L4i	L4ii	L4iii	Well Below	Below	At	Above	Total
Y0	13% (2)	67% (10)	20% (3)													80% (12)	20% (3)	15
Y1	5% (2)	10% (4)	56% (22)	28% (11)											15% (6)	85% (33)		39
Y2			26% (10)	46% (18)	18% (7)	10% (4)									26% (10)	64% (25)	10% (4)	39
Y3				20% (11)	38% (21)	29% (16)	11% (6)	4% (2)							20% (11)	77% (43)	4% (2)	56
Y4			2% (1)	6% (3)	12% (6)	22% (11)	31% (15)	27% (13)						2% (1)	18% (9)	80% (39)		49
Y5				2% (1)		4% (2)	13% (6)	24% (11)	39% (18)	17% (8)				2% (1)	17% (8)	80% (37)		46
Y6																		0
Totals	1.6% 4	5.7% 14	14.8% 36	18% 44	13.9% 34	13.5% 33	11.1% 27	10.7% 26	7.4% 18	3.3% 8				0.8% 2	18% 44	77.5% 189	3.7% 9	244

**Written Language Level T4**  
**Rob Wemyss Whole School 2024**

4048	E	L1i	L1ii	L1iii	L2i	L2ii	L2iii	L3i	L3ii	L3iii	L4i	L4ii	L4iii	Well Below	Below	At	Above	Total
Y0																		0
Y1	7% (1)	60% (9)	33% (5)												7% (1)	93% (14)		15
Y2		8% (3)	76% (29)	13% (5)	3% (1)										8% (3)	89% (34)	3% (1)	38
Y3			5% (2)	43% (17)	43% (17)	5% (2)	3% (1)	3% (1)							5% (2)	90% (36)	5% (2)	40
Y4				11% (6)	45% (25)	29% (16)	7% (4)	7% (4)	2% (1)						11% (6)	80% (45)	9% (5)	56
Y5				6% (3)	10% (5)	6% (3)	18% (9)	43% (21)	16% (8)					6% (3)	16% (8)	78% (38)		49
Y6			2% (1)			2% (1)	4% (2)	9% (4)	43% (20)	35% (16)	4% (2)			2% (1)	7% (3)	87% (40)	4% (2)	46
Totals	0.4% 1	4.9% 12	15.2% 37	12.7% 31	19.7% 48	9% 22	6.6% 16	12.3% 30	11.9% 29	6.6% 16	0.8% 2			1.6% 4	9.4% 23	84.8% 207	4.1% 10	244

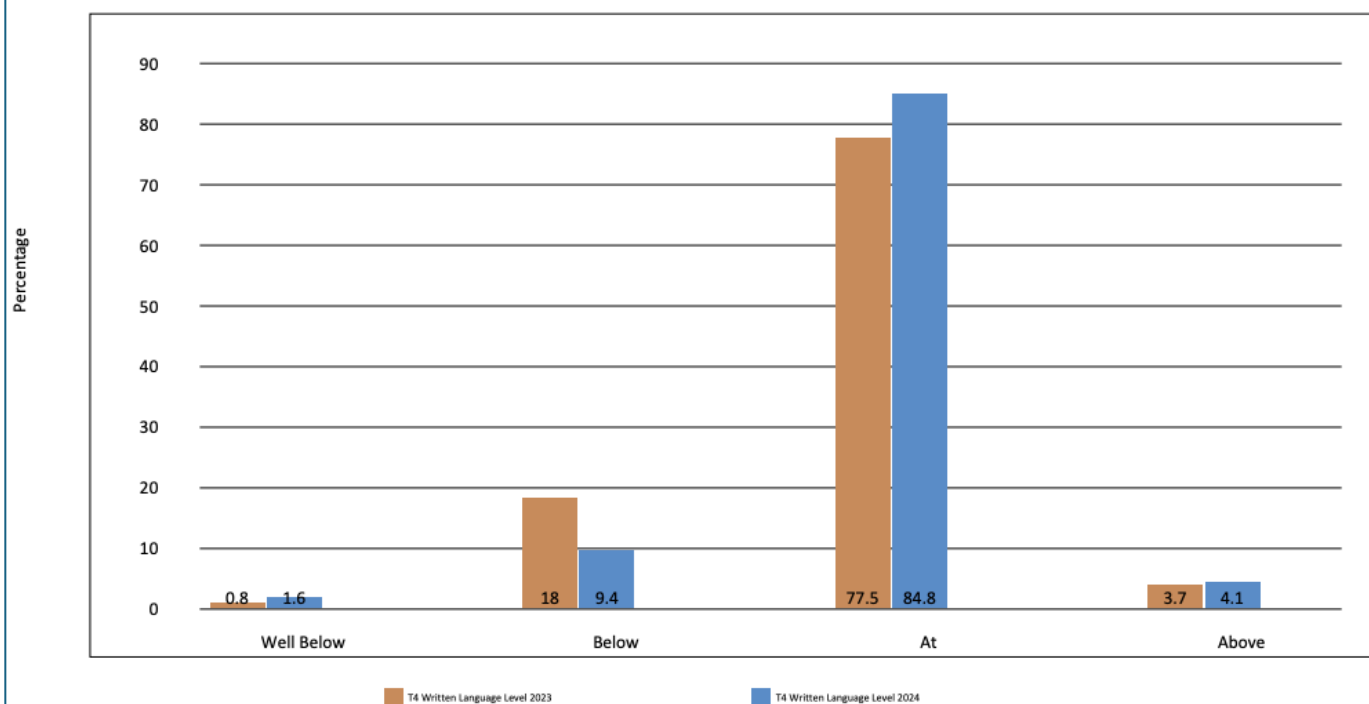
**Clifton Terrace School**  
**T4 Written Language Level 2023 - 2024**



Rob Wemyss Whole School

Focus:

Targets:



**Observations and Comments From The Data**

- The number below or well below has reduced since Term 4, 2023.
- There is a very large percentage 83% (248) of the student population in the 'at' area.
- There are very few children above the expectation.
- The comparison of the same children 2023 and 2024 has seen a slight improvement in achievement.

What next?

- Why the slight shift in achievement? Is it to do with iDeaL having an impact? Is Advanced Learning in Literacy (ALL) having an impact through the 3 ALL participants and their feedback into syndicate mahi?
- Complete training in structured literacy during 2025.
- Are we too 'hard' on our assessments in writing? How do the schools we contribute to (NIS, Nelson College Prep, NCG Prep) find our assessments of writing ability? Is our data an accurate assessment of ability?
- Investigate ways to move the at group into above.

## How Does Clifton Terrace Give Effect to Te Tiriti o Waitangi?

Clifton Terrace School gives effect to the Treaty of Waitangi by actively honouring the partnership, protection, and participation principles outlined in Te Tiriti o Waitangi. The school values and reflects Aotearoa New Zealand's bicultural heritage through its curriculum, policies, and everyday practices. Māori learners and whānau are welcomed and encouraged to be active participants in the school community, supporting a collaborative and inclusive environment.

Te reo Māori is integrated across learning areas and is visible in signage, classroom practices, and school events. The school celebrates Māori culture through kapa haka, Matariki events, and by embedding mātauranga Māori in learning contexts. Clifton Terrace also works in partnership with local iwi and hapū through *Ngā Kawatau me Ngā Tūmanakotanga o Te Taihū* to ensure authentic connections to place and tangata whenua, strengthening students' understanding of their identity and heritage.

Teachers receive professional development in culturally responsive and relational pedagogy. Māori students' achievement and wellbeing are monitored closely, with targeted support provided where needed to ensure equitable outcomes. In doing so, Clifton Terrace upholds its responsibilities under the Treaty, fostering a learning environment where Māori learners can succeed as Māori and all students develop understanding and respect for Aotearoa New Zealand's bicultural foundations.