

# **Annual Report**

## **Buckland's Beach Primary**

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# Presiding member / principal's report

## Board of Trustees

### Term 4, 2023

Dear Whānau,

#### Strategic planning feedback

Thank you to the 148 families who provided feedback through the recent survey and to the handful of families who met either face-to-face or online. We had a fantastic response - the strategic goals were well received and seem to be the right direction for our school for the next two years.

#### What we are doing well

BBPS is a friendly and welcoming environment. The entire staff genuinely care for and know our students, and the wellbeing programme has been very well received. The range of opportunities, the way cultures are acknowledged and drawn on, and the engaging way learning is delivered are among the positive themes from the feedback.

#### Themes to inform our planning

Your feedback asked us to:

- Continue our wellbeing programmes, project based learning approach and the range of opportunities provided to students.
- Consider the amount of time spent learning on devices versus off devices.
- Expand programmes to extend students and their learning.
- Run some parent evenings unpacking how reading, writing and maths are taught.
- Review homework and ensure maths is part of home learning.

We will incorporate this feedback into our annual planning for 2024 and 2025.

#### Results

We are very pleased with the results overall for 2023. There is a good uplift from 2022, as we have all enjoyed a full year at school with minimal interruptions. The Board invested in a number of teaching assistants to work with small groups as well as running a number of additional programmes to support learning and classroom-ready behaviour. This investment will continue in 2024.

#### Writing results

Whole school at or above	93%
Boys at or above	92%
Girls at or above	94%

	Total %	Boys %	Girls %
Above expected curriculum level	14	13	16

#### Reading results

Whole school at or above	94%
Boys at or above	91%
Girls at or above	95%

	Total %	Boys %	Girls %
Above expected curriculum level	27	27	27

### Maths Results

Whole school at or above	96%
Boys at or above	96%
Girls at or above	94%

	Total %	Boys %	Girls %
Above expected curriculum level	40	50	28

The Board has also invested in a range of professional development opportunities in the last two terms to prepare middle and senior leaders to build on the project-based and curriculum learning to extend the depth of students learning, as well as looking at developing students as learners.

### **Highlights of the year**

A full range of opportunities was available for students again this year - sports, productions, robotics competitions, cultural opportunities, student council, speeches, camp, dance, chess, mathex, musical performances, our first marimba band, out of school hockey and basketball, trips to the art gallery, beach safety and a book parade.

Our ICAS results reflect the great results seen at school.

The library has hosted themed author activities as well as 'Craze of the week' - both of which were popular with students. Different staff have also read to the students on different occasions.

Students continue to be highly motivated by our project-based learning approach. A real highlight was the student-led digital summit, where students proved how being a digital native is a real advantage.

The introduction of the Mitey programme is already having a positive impact on students' ability to problem solve and deal with small challenges as they arise. It integrates well into PB4L, Circle Time and Pause, Breathe, Smile. Buddy classes have thrived this year and broadened their learning opportunities together.

The 'Creative Happiness' art project has also produced some outstanding pieces of art.

Our two new kāhui ako within school leaders have started two new initiatives with one working with a group of passionate young scientists exploring rockets and the other working with our Māori tamariki to grow them as leaders in this area. Both groups have

been very well received and students are highly engaged. These positions provide short-term opportunities to trial different initiatives and, if successful, find ways to sustain them. Macleans and BBI students have visited to run cultural games and student coaching sessions.

### **Property**

This year has seen the majority of the outside of school, the swimming pool and some classroom interiors repainted. Our administration block was finished and the new space and ability to meet in the offices is appreciated.

Our next five year property plan has been developed, which will see a new canopy outside Rooms 10 and 11 to match the canopy outside Rooms 1 to 5. We are currently working with an architect on plans to refurbish the hall, which we are aiming to start when consents etc are through later next year.

### **Community Engagement**

It has been wonderful to be able to have the community sharing in learning over the year, as well as our new PTA organising events such as the Fathers' Day breakfast and school disco to bring us back together. The Cultural Festival was certainly a community highlight this year and parents are kindly running the school pool to make it available over the summer holidays.

Our Māori whānau hui was a big success, with tamariki sharing what they have been learning together and connections made.

### **Staffing**

We continue to have a hardworking, dedicated staff. We farewell Annie Whitman and Rebecca Trotter at the end of this term.

### **Thank you**

A huge thank you to all BBPS staff, families and of course our tamariki. Every one of you plays a part in making our school such a terrific community and it is a privilege to serve you all in our capacity as the Board of Trustees.

## **List of all school board members**

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

<b>Board member names</b>	<b>Date that the board member's term finishes</b>
<b>Diana Haxton</b>	16.08.25
<b>Grant Lowe</b>	16.08.25
<b>Daniel Han</b>	25.11.25
<b>Ken Han</b>	25.11.25

<b>Vernon Lomberg</b>	16.08.25
<b>Carole Crompton</b>	16.08.25

**Strategic Goal 2:**  
As per the strategic plan

**Annual Target/Goal:**  
To increase the number of students working above the expected curriculum level by 25%

<p><b>Actions</b> <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p><b>What did we achieve?</b> <i>What were the outcomes of our actions? What impact did our actions have?</i></p>	<p><b>Evidence</b> <i>This is the sources of information the board used to determine those outcomes.</i></p>	<p><b>Reasons for any differences (variances) between the target and outcomes</b> <i>Think about both where you have exceeded targets or not yet met them.</i></p>
<p>See strategic plan</p>	<p>Over all we went from 85% at or above to 93% at or above There was a 3% increase for both boys and girls from at to above</p>	<p>E-asttle writing  Hero goals which produce levels to track over the year.</p>	<p>The gains were made in moving from below to at standard, but not so much above. We are back at pre-covid levels. A major focus was a real focus on moving practice to the delivery mode that was used pre-covid to best practice using models, growth mindset, explicit teaching etc.</p> <p>We were still feeling the effects of COVID, especially in our younger students. A lot of our teacher aide time was spent on behaviour instead of teaching growth.</p> <p>Our focus also moved to Well Being and Mitey to address behaviour as a priority.</p> <p>There was a big rise in ESOL numbers, particularly in the junior school.</p> <p>We had a change in staff with two new beginning teachers, two teachers who were trained overseas and had not been in the New Zealand system.</p>

<p>target plan</p>			<p><i>Think about both where you have exceeded targets or not yet met them.</i></p>
<p>See strategic plan</p>	<p><b>Increase the Mitey Review Tool Results across all areas (First year using the tool and Mitey)</b></p>	<p>Review tool increase in all areas</p>	<p>Mitey was planned into staff meetings and was supported in team meetings and was supported in classes by a Mitey team member.</p> <p>Mitey became the inquiry for a team to promote a deep understanding of the tools they used the tools with students.</p> <p>A shared understanding was developed by the whole school.</p>





**Evaluation and analysis of the school's students' progress and achievement**

# Results Core Subjects

## 2023

### Setting the Scene

Our diverse ethnic breakdown to commence 2023:

Asian	64%	
NZ European	17%	
Other European	13%	
NZ Māori	2%	
MELAA	3%	(Middle Eastern/Latin American/African)
Pasifika	1%	

\*Middle Eastern/Latin American/African

The school roll is 444, almost back to our precovid end of year number, which has been slowly growing year on year. Of our 444 pupils, 99 have English as their first language spoken at home.

Over the year we continued to see lots of in-zone enrolments, and some students moved on, usually out of Auckland. Through the ballot process, we enrolled a small number of out of zone enrolments to ensure we could maintain our current staffing level for 2024.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enrolled	35	27	12	8	15	13	8
Left	0	2	3	3	2	2	6

- We will track, but not report on year 1s, as they have had varying time at school in their first year and this time is very transitional depending on maturity, siblings at school, preschool experience etc.
- We track students who have been at BBPS starting from year two, as well as years three - six for those students who have been with us for at least three years, and have adequate English to access the curriculum.
- We will also track and monitor the progress of new students and ESOL students. It generally takes four years for an ESOL child to become proficient with English, and be at their chronological learning age within a New Zealand classroom.

- Students with specific learning difficulties are included in our data.
- Our 2022 results reflected the interrupted learning and the challenge for some students to return to school post covid. I have left the 2020 results in to allow us to compare to precovid.

## Results Analysis and Comparison (2020 - 2023)

### Reading

*All students working at or above the expected curriculum level*

Reading	2020	2021	2022	2023
<b>Results</b>	94%	Insufficient data covid	76%	94%

*Comparison of boys / girls working at or above the expected curriculum level*

Reading	2020	2021	2022	2023
<b>Results boys</b>	94%	Insufficient data covid	73%	91%
<b>Results girls</b>	92%	Insufficient data covid	80%	95%

*Comparison of ethnicities working at or above the expected curriculum level*

Reading	2020	2021	2022	2023
<b>Asian</b>	99%	Insufficient data covid	93%	98%
<b>Pakeha / Other European</b>	92%	Insufficient data covid	65%	91%
<b>*Maori</b>				
<b>*Pasific students</b>				

\*Maori and Pacific student’s data is not reported publicly for privacy reasons, as their are small numbers of students in these ethnic groups who could be identified.

*All students working above the expected curriculum level*

Reading	2020	2021	2022	2023
Results	26%	Insufficient data covid	13%	27%

*Comparison of boys / girls working at or above the expected curriculum level*

Reading	2020	2021	2022	2023
Boys	21%	Insufficient data covid	13%	27%
Girls	31%	Insufficient data covid	13%	27%

*Cohorts year on year at and above expected curriculum level*

Reading	2020	2021	2022	2023
		Insufficient data covid		
Year 2	84%		67%	98%
Year 3	98%		67%	96%
Year 4	96%		64%	96%
Year 5	89%		60%	91%
Year 6	99%		65%	92%

## Writing

*All students working at or above the expected curriculum level*

Writing	2020	2021	2022	2023
Results	93%	Insufficient data covid	85%	93%

*Comparison of boys / girls working at or above the expected curriculum level*

Writing	2020	2021	2022	2023
Results boys	90%	Insufficient data covid	83%	91%
Results girls	95%	Insufficient data covid	87%	95%

*Comparison of ethnicities working at or above the expected curriculum level*

Reading	2020	2021	2022	2023
Asian	96%	Insufficient data covid	96%	98%
Pakeha / Other European	89%	Insufficient data covid	78%	88%
* Maori				
*Pasific students				

\*Maori and Pacific student's data is not reported publicly for privacy reasons, as their are small numbers of students in these ethnic groups who could be identified.

*All students working above the expected curriculum level*

Writing	2020	2021	2022	2023
Results	12%	Insufficient data covid	12%	14%

*Comparison of boys / girls working at or above the expected curriculum level*

Writing	2020	2021	2022	2023
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<b>Boys</b>	5%	Insufficient data covid	10%	13%
<b>Girls</b>	19%	Insufficient data covid	13%	16%

*Cohorts year on year **at and above** expected curriculum level*

<b>Writing</b>	<b>2020</b>	<b>2021</b> <b>Insufficient data covid</b>	<b>2022</b>	<b>2023</b>
<b>Year 2</b>	96%		100%	100%
<b>Year 3</b>	91%		57%	92%
<b>Year 4</b>	95%		71%	91%
<b>Year 5</b>	87%		67%	86%
<b>Year 6</b>	93%		70%	95%

## Maths

*All students working **at or above** the expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Results</b>	91%	Insufficient data covid	92%	96%

*Comparison of boys / girls working **at or above** the expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
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<b>Results boys</b>	91%	Insufficient data covid	97%	96%
<b>Results girls</b>	91%	Insufficient data covid	87%	95%

*Comparison of ethnicities working at or above the expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Asian</b>	96%	Insufficient data covid	98%	99%
<b>Pakeha / Other European</b>	88%	Insufficient data covid	81%	90%
<b>* Maori</b>				
<b>*Pasific students</b>				

\*Maori and Pacific student's data is not reported publicly for privacy reasons, as their are small numbers of students in these ethnic groups who could be identified.

*All students working above the expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Results</b>	33%	Insufficient data covid	39%	40%

*Comparison of boys / girls working at or above the expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Boys</b>	39%	Insufficient data covid	36%	50%
<b>Girls</b>	27%	Insufficient data covid	42%	28%

*Cohorts year on year at and above expected curriculum level*

<b>Maths</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
		<b>Insufficient data covid</b>		
<b>Year 2</b>	94%		98%	96%
<b>Year 3</b>	98%		97%	98%



<b>Year 4</b>	91%		89%	98%
<b>Year 5</b>	86%		88%	94%
<b>Year 6</b>	86%		88%	92%

Our local curriculum (health, science, technology, social sciences) continued to be taught through the lens of project based learning, providing authentic contexts for student learning with a tangible outcome that serves the school or wider community. The majority of our students are at curriculum expectation with around 15% of them working above. With a high number of ESOL students, a good portion of teaching needs to be building up the vocabulary and understandings that underpin the learning. In 2024 we are working with a professional development provider to explore ways to promote deeper thinking and to unpack the crucial learning dispositions students need to develop to be successful learners.

## How we have given effect to Te Tiriti o Waitangi

- Giving effect to Te Tiriti o Waitangi is one of the board's primary objectives. You should describe here anything your board has done to work towards this objective that hasn't already been reported on in other sections of the annual report such as the statement of variance or evaluation of student progress and achievement.
- Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi by:
  - working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
  - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
  - achieving equitable outcomes for Māori students.
- We have engaged with a MAC consultant to upskill staff and the BOT on Te tiriti and tikanga. The board supports any teacher who would like to attend te reo classes, including funding days off when staff have attended weekend hui.
- The board consult with whanau at a hui, where a range of teachers, management and board members attend to hear feedback and aspirations.
- A within school leader is meeting with our Māori students once a week to learn reo together, to learn about their iwi and other areas of their culture they are interested in. This group are given leadership opportunities across the school eg leading karakia and waiata in assembly, being filmed speaking waiata to teach others etc.
- All classes and school meetings start with a karakia and waiata.
- A management unit is given to a teacher who upskills and supports other teachers to integrate te reo in class.
- The hau tu document is reflected on periodically in board meetings.
- One of our board members attended the PD at Waitangi.
- Staff have learnt a simple pepeha, which they are practising during meetings and slowly adding to.
- We participated in the kāhui ako festival. Our kapa haka group meets every Friday and is very well attended. An ex pupil helps tutor the group. Our kapa haka group also performed at prize giving, our multicultural evening and at assembly.
- Two teachers attended online te reo classes.
- CRT time is going to be used for a specialist te reo teacher for 2024, with the expectation that staff will be upskilled at the same time.

## Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

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

Reporting on the principles of being a Good Employer	
<b>How have you met your obligations to provide good and safe working conditions?</b>	Yes
<b>What is in your equal employment opportunities programme? How have you been fulfilling this programme?</b>	We follow our school docs policy and follow the EEO requirements. We address any bias or discrimination from anywhere in our school community, promote a bias free environment, treat all staff fairly and ensure all staff receive relevant training. All staff have done the antiracism training. The complaints policy is looked at each teacher only day to start the year. We maintain a database with EEO information.
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	<i>We have a list of criteria for the position and employ the person best suited to the criteria. Over the last year, there have been only a small selection of applications to select from. Comment</i>
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>– The aims and aspirations of Māori,</li> <li>– The employment requirements of Māori, and</li> <li>– Greater involvement of Māori in the Education service?</li> </ul>	<i>We do not have any Māori employees unfortunately, but we do work with a MAC advisor. We would certainly love to have Māori represented on our staff if the opportunity arose.</i>
<b>How have you enhanced the abilities of individual employees?</b>	<i>One on one meetings, feedback, well-being opportunities, offering EAP, leadership opportunities through the kahui ako. Giving opportunities to contribute to the strategic and annual plan – having common goals, then providing quality professional development.</i>
<b>How are you recognising the employment requirements of women?</b>	<i>We are flexible with work arrangements, especially around being able to attend their own children's events. We also offer support and have a culture of speaking up when struggles arise. We are supportive where women's issues may be impacting on the ability</i>

	<i>to do the job. We have allowed one of staff to work part time to spend more time with her baby.</i>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	<i>We have a number of hearing impaired staff members, including myself, so ensure we cater for this in all meetings. We cater to need eg stand up desks for teachers with neck and back issues.</i>

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

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
<b>Do you operate an EEO programme/policy?</b>	√	
<b>Has this policy or programme been made available to staff?</b>	√	
<b>Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?</b>	√	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	√	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	√	
<b>Does your EEO programme/policy set priorities and objectives?</b>	√	

The board monitors policies and procedures around EEO through the Principal and Deputy Principal. Staff training is shared with the board through the board report and scholarship opportunities are offered to all and are constant on a yearly basis. Staff well being is monitored by the Principal and where there is a concern, support is wrapped around the board the chair is informed. Teachers are given opportunities to give feedback on their employment conditions and the school culture through structured staff meetings, as well as in one on one meetings and anytime through the year. We employ teachers and teacher aides that represent our community where possible, helping us to learn about different cultures and helping to translate. Staff are encouraged to share their culture and cultural practices through planned days at school and within staff meetings. The school prides itself on having an inclusive culture and has undertaken training to continue to learn about diversity and through the programmes we choose to run. The office manager and I have reviewed our employment and personnel processes recently to ensure each aspect of school is included in the induction of new staff. We have a agreed ways of working as a staff, which each staff member reads and signs before commencing employment with us. This was developed with the staff, under our school values, and includes examples of what this does and doesn't look like. There is a clear expectation that we are all responsible for holding each other accountable under our values, or seeking help if they don't feel able to speak up.



## Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

### Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

### Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

### Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

### Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

### Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

### Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

### Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

## Report on other special and contestable funding

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

### Kiwisport funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

The Kiwisport funding does not form part of the financial statements. It should be shown as a separate statement within the annual report.