

Annual Financial Statements



List of all school board members

Bruce Davidson	Presiding Member	2025
Irene Waldron	Board member	2025
Alicia Murray	Board member	2025
Vernon Wainohu	Board member	2025
Takerei Peck	Board member	2025
Ralph Mosen	Iwi Representative	2025
Glen Law	Staff Representative	2025
Rawiri Wihapi	Principal	N/A

Statement of variance - see attachment.

We have made good progress in 2024 towards achieving our targets set out in our annual plan.

Explanations for Differences, Resource Constraints, Implementation Challenges, Addressing Targets Not Achieved, Revising Strategies, Enhanced Support, Continuous Improvement are addressed in the Statement of Variance. *This statement of variance provides a comprehensive overview of the progress made towards achieving the specified targets, as well as explanations for any differences and strategies for addressing targets that were not achieved.*

Evaluation of the school's students progress and achievement

Progress Made Over the Last Year:

Focus on Student Progress: Significant progress has been made in increasing the focus on student progress and achievement. The implementation of Individualised Learning Plans (ILPs) for students at risk of underachieving has resulted in improved tracking and support mechanisms. However, there is room for further improvement in ensuring that all students receive tailored support to meet their individual needs.

Student Empowerment: Efforts to empower students to take responsibility for their own learning have shown positive results. Student-led conferences have become more common, allowing students to take ownership of their learning goals and progress. Despite this progress, there is a need to further embed student empowerment practices across all levels and subjects.

Use of Assessment Information: The Board has made strides in strengthening the use of assessment information. Regular review and analysis of assessment data have led to more informed decision-making processes. However, there is still work to be done to ensure that assessment information is used consistently and effectively across all levels of the organisation.

Teacher Engagement: Teachers have shown increased engagement in using assessment information to inform their instruction. Professional development opportunities have been provided to support teachers in this area, leading to improved classroom practices. Continued support and training will be essential to sustain this progress.

Monitoring Outcomes: Efforts to monitor outcomes have been effective in identifying areas for improvement. Regular reviews of student progress and achievement data have led to targeted interventions and support strategies. However, there is a need for more comprehensive monitoring mechanisms to track progress towards long-term goals.

Report on how the school has given effect to Te Tiriti o Waitangi:

In order to ensure that our targets and actions give effect to Te Tiriti o Waitangi, we must approach our goals

and initiatives with a commitment to upholding the principles of partnership, protection and participation as outlined in the Treaty of Waitangi. Here are some ways in which we can align our targets and actions with the spirit of Te Tiriti o Waitangi:

1. Partnership: Our targets should reflect a commitment to working in partnership with Māori stakeholders, including students, parents, and community members. By fostering genuine and reciprocal relationships based on trust and mutual respect, we can ensure that the voices and perspectives of Māori are valued and integrated into decision-making processes.

2. Protection: Our targets should prioritise the protection of Māori rights, interests, and well-being. This includes implementing policies and practices that safeguard the cultural, social, and educational rights of Māori individuals, and ensuring that our actions do not perpetuate or contribute to systemic inequities or discrimination.

3. Participation: Our actions should promote active engagement and participation of Māori individuals and groups in all aspects of our work. This includes creating opportunities for Māori representation in leadership roles, involvement in decision-making processes, and participation in cultural events and activities that celebrate Māori identity and heritage.

By incorporating these principles into our targets and actions, we can ensure that we are actively working to give effect to Te Tiriti o Waitangi and upholding the values of partnership, protection and participation that are fundamental to Aotearoa New Zealand's bicultural heritage.

Statement of compliance with employment policy

The Mokoia Intermediate School Board operates an employment policy that complies with the principle of being a good employer. This is accessible through schooldocs for all to view.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer:

How have we met our obligations to provide good and safe working conditions?

"We have ensured that our obligations to provide good and safe working conditions have been met by implementing comprehensive safety protocols, conducting regular safety audits, providing necessary training, and fostering a culture of safety awareness among employees.

Write a short statement of what is in our equal employment opportunities programme?

"Our Equal Employment Opportunities Program includes policies and practices that promote diversity, inclusion, and fair treatment for all employees. It encompasses recruitment, hiring, training, development, and advancement opportunities, ensuring a workplace free from discrimination and harassment."

How have we been fulfilling this programme?

"We have been fulfilling our Equal Employment Opportunities Programme by actively promoting diversity in our recruitment efforts, providing equal access to training and development opportunities, regularly reviewing our policies to ensure fairness, and fostering a supportive and inclusive work environment for all employees."

How do we practice impartial selection of suitably qualified persons for appointment?

"We practice impartial selection of suitably qualified persons for appointment by adhering to fair and transparent recruitment processes, assessing candidates based on their skills, qualifications, and experience, and ensuring that all decisions are made without bias or discrimination."

How are we recognising,

- **The aims and aspirations of Māori,**
- **The employment requirements of Māori, and**
- **Greater involvement of Māori in the Education service?**

"We are recognizing the aims and aspirations of Māori by incorporating Te Ao Māori perspectives into our policies and practices, respecting and valuing Māori culture and language, and actively engaging with Māori communities to understand their needs and priorities.

We are addressing the employment requirements of Māori by promoting equal opportunities for Māori employees, providing cultural competency training for all staff, and creating a work environment that is inclusive and supportive of Māori values and customs.

We are striving for greater involvement of Māori in the education service by consulting with Māori stakeholders on decision-making processes, supporting the development of Māori leadership within the organisation, and working collaboratively with Māori communities to improve educational outcomes for Māori students."

How have we enhanced the abilities of individual employees?

"We have enhanced the abilities of individual employees through ongoing training and development opportunities, providing mentorship and coaching programs, and offering a supportive work environment that encourages continuous learning and growth. By investing in our employees' professional development, we ensure they have the skills and knowledge to succeed in their roles and contribute effectively to the organisation."

How are we recognising the employment requirements of women?

"We are recognizing the employment requirements of women by implementing policies and practices that promote gender equality, such as flexible working arrangements, parental leave policies, and pay equity measures. We also actively support the career advancement of women through mentorship programs, leadership development initiatives, and creating a work environment that is free from gender bias and discrimination."

How are we recognising the employment requirements of persons with disabilities?

"We are recognizing the employment requirements of persons with disabilities by providing reasonable accommodations in the workplace, such as accessible facilities and assistive technologies, to ensure equal access to employment opportunities. We also promote diversity and inclusion by fostering a supportive work environment that values the contributions of all employees, including those with disabilities."

Reporting on Equal Employment Opportunities (EEO) Programme/Policy

Do you operate an EEO programme/policy?	Yes
Has this policy or programme been made available to staff?	Yes
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes
Does your EEO programme/policy set priorities and objectives?	Yes