



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1520
Principal:	Iosua Esera
School Address:	89 Vine Street, Mangere East, Auckland 2024
School Postal Address:	89 Vine Street, Mangere East, Auckland 2024
School Phone:	09 276 4560
School Email:	principal@suttonpark.school.nz
Accountant / Service Provider:	Canterbury Education Services (CES)

Sutton Park School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expires
Julia Belford	Chairperson	Elected	June 2025
Ioelu Tautaiolefua	Parent Representative	Elected	June 2025
Charlene Peters	Parent Representative	Elected	June 2025
Ofa Katoa	Parent Representative	Elected	June 2025
Deepanjali Raj	Parent Representative	Co-opted	June 2025
Talita Fitikefu	Parent Representative	Elected	June 2025
Fiona Filipe	Staff Representative	Elected	June 2025
May Ngatuakana	Parent Representative	Co-opted	June 2025
Iosua Esera	Principal	Ex officio	

SUTTON PARK SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Sutton Park School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

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

Julia Belford

Full Name of Presiding Member

Signed by:

Julia Belford

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Signature of Presiding Member

03 December 2024

Date:

Vaitimu Togi Lemanu

Full Name of Principal

Signed by:

Vaitimu Togi Lemanu

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Signature of Principal

03 December 2024

Date:

Sutton Park School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,420,228	5,230,328	6,039,291
Locally Raised Funds	3	136,551	38,500	66,965
Interest		51,883	9,000	27,696
Gain on Sale of Property, Plant and Equipment		-	-	-
Total Revenue		6,608,662	5,277,828	6,133,952
Expense				
Locally Raised Funds	3	88,578	68,500	52,753
Learning Resources	4	4,129,613	3,979,556	3,990,943
Administration	5	932,216	275,182	824,006
Interest		4,551	5,764	4,059
Property	6	1,231,760	862,334	988,915
Total Expense		6,386,718	5,191,336	5,860,676
Net Surplus / (Deficit) for the year		221,944	86,492	273,276
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		221,944	86,492	273,276

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

Sutton Park School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,740,399	1,564,522	1,467,123
Total comprehensive revenue and expense for the year		221,944	86,492	273,276
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		104,879	-	-
Equity at 31 December		2,067,222	1,651,014	1,740,399
Accumulated comprehensive revenue and expense		2,067,222	1,651,014	1,740,399
Equity at 31 December		2,067,222	1,651,014	1,740,399

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.

Sutton Park School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	520,608	102,313	374,292
Accounts Receivable	8	385,424	247,674	248,682
GST Receivable		-	17,791	17,791
Prepayments		6,621	7,729	7,729
Inventories	9	269	338	338
Investments		1,200,000	1,200,000	1,200,000
Funds Receivable for Capital Works Projects	17	-	-	33,979
		<u>2,112,922</u>	<u>1,575,845</u>	<u>1,882,811</u>
Current Liabilities				
GST Payable		3,104	-	-
Accounts Payable	12	362,070	280,433	279,475
Revenue Received in Advance	13	14,023	450	450
Finance Lease Liability	15	35,491	14,153	13,533
Funds held in Trust	16	-	167,079	958
Funds held for Capital Works Projects	17	-	-	163,341
		<u>414,688</u>	<u>462,115</u>	<u>457,757</u>
Working Capital Surplus/(Deficit)		1,698,234	1,113,730	1,425,054
Non-current Assets				
Property, Plant and Equipment	11	672,813	581,270	571,988
		<u>672,813</u>	<u>581,270</u>	<u>571,988</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	262,100	40,191	242,142
Finance Lease Liability	15	41,725	3,795	14,501
		<u>303,825</u>	<u>43,986</u>	<u>256,643</u>
Net Assets		<u>2,067,222</u>	<u>1,651,014</u>	<u>1,740,399</u>
Equity		<u>2,067,222</u>	<u>1,651,014</u>	<u>1,740,399</u>

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

Sutton Park School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		2,801,942	2,157,568	2,031,818
Locally Raised Funds		16,252	23,384	52,338
Goods and Services Tax (net)		20,895	(7,795)	(7,793)
Payments to Employees		(909,075)	(834,856)	(999,447)
Payments to Suppliers		(1,574,667)	(808,401)	(609,624)
Interest Paid		(4,551)	(5,764)	(4,059)
Interest Received		51,883	9,000	27,696
Net cash from/(to) Operating Activities		402,679	533,136	490,929
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(230,196)	(155,536)	(77,369)
Purchase of Investments		-	(400,000)	(400,000)
Net cash from/(to) Investing Activities		(230,196)	(555,536)	(477,369)
Cash flows from Financing Activities				
Furniture and Equipment Grant		104,879	-	8,938
Finance Lease Payments		(726)	(23,702)	(44,100)
Funds Administered on Behalf of Other Parties		(130,320)	61,245	-
Net cash from/(to) Financing Activities		(26,167)	37,543	(35,162)
Net increase/(decrease) in cash and cash equivalents		146,316	15,143	(21,602)
Cash and cash equivalents at the beginning of the year	7	374,292	87,170	395,894
Cash and cash equivalents at the end of the year	7	520,608	102,313	374,292

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

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

Sutton Park School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition***Government Grants***

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

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

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

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

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

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

Other Grants where conditions exist

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments

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

i) Property, Plant and Equipment

Land and buildings owned by the 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.

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	20 years
Furniture and equipment	10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information. The valuation is based on comparison to recent market transaction etc.

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to

n) Funds held for Capital works

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

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

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are

o) 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.

p) Financial Instruments

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,801,942	1,868,371	2,674,884
Teachers' Salaries Grants	2,853,149	2,787,870	2,665,068
Use of Land and Buildings Grants	765,137	574,087	699,339
	6,420,228	5,230,328	6,039,291

The school has opted in to the donations scheme for this year. Total amount received was \$81,067.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	58,791	5,000	19,558
Fees for Extra Curricular Activities	15,589	13,000	13,958
Trading	6,936	5,000	6,629
Fundraising & Community Grants	14,803	5,500	7,884
Other Revenue	40,432	10,000	18,936
	136,551	38,500	66,965
Expense			
Extra Curricular Activities Costs	75,035	54,500	50,850
Trading	352	-	1,057
Fundraising and Community Grant Costs	13,191	14,000	846
	88,578	68,500	52,753
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	47,973	(30,000)	14,212

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	347,369	243,328	303,272
Information and Communication Technology	42,852	57,544	45,383
Employee Benefits - Salaries	3,477,788	3,394,519	3,419,972
Staff Development	82,325	44,000	33,021
Depreciation	179,279	240,165	189,295
	4,129,613	3,979,556	3,990,943

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	8,090	8,000	7,850
Board Fees	10,200	12,000	9,200
Board Expenses	33,862	22,000	25,689
Communication	5,666	5,300	3,655
Consumables	10,068	12,500	8,639
Other	650,487	20,700	556,131
Employee Benefits - Salaries	187,297	172,220	191,578
Insurance	11,285	7,426	6,706
Service Providers, Contractors and Consultancy	15,261	15,036	14,558
	932,216	275,182	824,006

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	5,738	1,000	15,949
Consultancy and Contract Services	66,956	65,111	64,240
Cyclical Maintenance	19,958	18,684	19,957
Grounds	34,082	46,000	24,217
Heat, Light and Water	49,862	48,000	54,654
Repairs and Maintenance	178,222	44,557	48,100
Use of Land and Buildings	765,137	574,087	699,339
Security	14,559	12,000	12,586
Employee Benefits - Salaries	97,246	52,895	49,873
	<u>1,231,760</u>	<u>862,334</u>	<u>988,915</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	520,608	102,313	374,292
Cash and cash equivalents for Statement of Cash Flows	<u>520,608</u>	<u>102,313</u>	<u>374,292</u>

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	151,533	16,653	17,661
Teacher Salaries Grant Receivable	233,891	231,021	231,021
	<u>385,424</u>	<u>247,674</u>	<u>248,682</u>
Receivables from Exchange Transactions	151,533	16,653	17,661
Receivables from Non-Exchange Transactions	233,891	231,021	231,021
	<u>385,424</u>	<u>247,674</u>	<u>248,682</u>

9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Stationery	269	338	338
	<u>269</u>	<u>338</u>	<u>338</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,200,000	1,200,000	1,200,000
Total Investments	<u>1,200,000</u>	<u>1,200,000</u>	<u>1,200,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Building Improvements	139,140	-	-	-	(39,071)	100,069
Furniture and Equipment	295,206	66,545	-	-	(53,844)	307,907
Information and Communication Technology	108,386	36,234	-	-	(40,317)	104,303
Motor Vehicles	3,478	99,417	-	-	(17,149)	85,746
Leased Assets	25,778	77,908	-	-	(28,898)	74,788
			-	-		
Balance at 31 December 2023	571,988	280,104	-	-	(179,279)	672,813

The following note can be used for each class of asset that are held under a finance lease:

	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	908,606	(808,537)	100,069	908,606	(769,466)	139,140
Furniture and Equipment	1,294,564	(986,657)	307,907	1,228,019	(932,813)	295,206
Information and Communication Technology	389,744	(285,441)	104,303	353,510	(245,124)	108,386
Motor Vehicles	102,895	(17,149)	85,746	3,478	-	3,478
Leased Assets	186,500	(111,712)	74,788	136,592	(110,814)	25,778
Balance at 31 December 2023	2,882,309	(2,209,496)	672,813	2,630,205	(2,058,217)	571,988

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	90,168	40,050	25,003
Accruals	28,542	-	14,089
Employee Entitlements - Salaries	243,360	240,383	240,383
	362,070	280,433	279,475
Payables for Exchange Transactions	362,070	280,433	279,475
	362,070	280,433	279,475

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Other revenue in Advance	14,023	450	450
	14,023	450	450

14. Provision for Cyclical Maintenance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	242,142	85,901	242,615
Increase to the Provision During the Year	19,958	18,684	19,957
Use of the Provision During the Year	-	(64,394)	-
Provision at the End of the Year	<u>262,100</u>	<u>40,191</u>	<u>262,572</u>
Cyclical Maintenance - Non current	262,100	40,191	242,142
	<u>262,100</u>	<u>40,191</u>	<u>242,142</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

15. Finance Lease Liability

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

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	40,807	11,949	21,456
Later than One Year and no Later than Five Years	44,665	8,999	10,824
Future Finance Charges	(8,257)	(3,000)	(4,246)
	<u>77,215</u>	<u>17,948</u>	<u>28,034</u>
Represented by			
Finance lease liability - Current	35,491	14,153	13,533
Finance lease liability - Non current	41,724	3,795	14,501
	<u>77,215</u>	<u>17,948</u>	<u>28,034</u>

16. Funds held in Trust

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	-	167,079	958
	<u>-</u>	<u>167,079</u>	<u>958</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expense of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
ILE/Toilet Upgrade/Roof Replacement (Project # 213267)	(8,658)	-	-	8,658	-
Project - Temporary Accommodation	(25,321)	-	-	25,321	-
Junior Playground upgrade (Project # 235008)	116,575	-	(73,781)	(42,793)	-
Paved Playing Area - Asphalt and New Concrete (Project # 223709)	46,766	82,329	(129,095)	-	-
Totals	<u>129,362</u>	<u>82,329</u>	<u>(202,876)</u>	<u>(8,814)</u>	<u>-</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Admin Interior Refurbish & Toilets	3,121	-	(3,121)	-	-
ILE/Toilet Upgrade/Roof Replacement (Project # 213267)	3,542	-	(12,200)	-	(8,658)
Project - Temporary Accommodation	(25,321)	-	-	-	(25,321)
Junior Playground upgrade (Project # 235008)	-	121,574	(5,000)	-	116,575
Paved Playing Area - Asphalt and New Concrete (Project # 223709)	-	71,591	(24,825)	-	46,766
Totals	<u>(18,658)</u>	<u>193,165</u>	<u>(45,146)</u>	<u>-</u>	<u>129,362</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	163,341
Funds Receivable from the Ministry of Education	(33,979)

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.

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i> Remuneration	10,200	9,200
<i>Leadership Team</i> Remuneration Full-time equivalent members	530,669 4	391,485 3
Total key management personnel remuneration	540,869	400,685

There are 8 members of the Board excluding the Principal. The Board has held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	1-5	1-5

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	7.00	3.00
110-120	3.00	3.00
120-130	1.00	0.00
	11.00	6.00

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

20. Contingencies

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

Holidays Act Compliance – Schools Payroll

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

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

Pay equity settlement wash-up amounts

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had no capital commitments.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	520,608	102,313	374,292
Receivables	385,424	247,674	248,682
Investments - Term Deposits	1,200,000	1,200,000	1,200,000
Total financial assets measured at amortised cost	<u>2,106,032</u>	<u>1,549,987</u>	<u>1,822,974</u>

Financial liabilities measured at amortised cost

Payables	362,070	280,433	279,475
Finance Leases	77,215	17,948	28,034
Total financial liabilities measured at amortised cost	<u>439,285</u>	<u>298,381</u>	<u>307,509</u>

23. Events After Balance Date

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

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Independent Auditor's Report

To the readers of Sutton Park School's Financial statements For the year ended 31 December 2023

RSM Hayes Audit

Level 13, 125 Queen Street,
Auckland CBD, Auckland 1010

T +64 (9) 367 1656

www.rsmnz.co.nz

The Auditor-General is the auditor of Sutton Park School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, 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 17, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 4 December 2024. This is the date at which our opinion is expressed.

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

Basis of 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 of Trustees 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, in terms of the requirements 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, statement of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand





Analysis of Variance Reporting



School Name:	Sutton Park School	School Number:	1520
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Strategic Aim:	<p>GOAL 1: Accelerate student achievements especially in literacy and numeracy.</p> <p>Quality teaching and learning.</p>
Annual Aim:	<p>Writing:</p> <ul style="list-style-type: none"> By the end of 2023 every child will improve 2 e-asttle sublevels in Writing. <p>Reading:</p> <ul style="list-style-type: none"> Learning progressions - how many learning progressions would equate to 1 ½ years. <p>Maths:</p> <ul style="list-style-type: none"> Learning progressions - how many learning progressions would equate to 1 ½ years. <p>ORACY:</p> <ul style="list-style-type: none"> By the end of 2023, every child will be able to articulate their learning.
Target:	<p>2023 Targets - Years 1-4</p> <p>Writing: By the end of 2023, 75% of Year 4 will be writing at and above At Level 2 in the NZC, Taiala, TMoA and Silapa.</p> <p>Reading: By the end of 2023, 75% of Year 3 will be reading at and above Early Level 2 in the NZC, Taiala, TMoA and Silapa.</p> <p>Maths: By the end of 2023, 75% of Year 4 will achieve at and above At Level 2 in the NZC.</p>

	<p>2023 Targets - Years 5-8</p> <p>Writing; By the end of 2023, 75% of Year 6 and Year 8 will be writing at and above At Level 3 and at At Level 4 in the NZC, Taiala and Silapa.</p> <p>Reading: By the end of 2023, 75% of Year 7 will be reading at and above Early Level 4 in the NZC, TMOA, Taiala and Silapa.</p> <p>Maths: By the end of 2023, 75% of Year 6 and Year 8 will be achieving at and above At Level 3 and At Level 4 in the NZC.</p>
<p>Baseline Data:</p>	<p>Writing:</p> <ul style="list-style-type: none"> • At the end of 2023, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created. <p>Reading:</p> <ul style="list-style-type: none"> • At the end of 2023, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created. <p>Maths:</p> <ul style="list-style-type: none"> • At the end of 2023, there was a similar trend in data in all curriculum areas from mainstream and in the bilingual units therefore a whole school target was created.



P.R.I.D.E

Perseverance, Respect, Identity, Diversity and Excellence

Mission: Together we learn, Together we lead

Vision: Cast the net wide, set it deep to nourish learners for life.



EOY (End of Year data report for the whole school)

Years 1 - 8, Term 4 - 2023

Introduction:

This year, we have continued with the reporting system and the gathering of our school data. We are now using the New Zealand Curriculum levels instead of the National standards levels in past years. Our school will also be aligned with schools in our Community of Learning (CoL). Please refer to the key of the NZ Curriculum levels used throughout our Community of Learning schools.

Data gathering:

We have gathered data for Reading, Writing and Maths for all classes excluding the Maori Bilingual unit as they have their own data gathering system called Whanaketanga for Maori Rumaki Reo classes which is included in this report. Also, for all Total Immersion classes, their Reading and Writing data are not included only in Maths. We also have the Bilingual Units present their data also in this report.

Data presentation:

The data presented is of all the Years 1 to 8 excluding the Maori Rumaki Reo classes. The data will be presented later in the data presentation. The teachers enter results according to the New Zealand Curriculum Levels.

In order for teachers to make an accurate Overall Teacher Judgement (OTJ's), there were standardised tests, taken by all students in Years 1-8 as one way of determining where each student is at with their learning at the start of the year and where they are at in Term 4. Teacher observations in the classroom about each student's learning also indicates where they are placed in the OTJ's done by the teachers.

The data that is presented also suggests that the students who are identified as at risk, we have additional support provided beyond the classroom programme.

Teachers normally finalise their OTJ's in Week 5 of each term.

New Level entries:

We are continuing to use the new level expectations with the description of the New Zealand Curriculum levels instead of National standards.

Note 1	<p>Agreed language: Early or At Curriculum level ... Early means doing some of this level and they have achieved the level before. Eg: a student working at early L2 would have met the demands of L1 and is able to do some things at L2. At means, a student is able to do <u>most</u> expectations at that level <u>most</u> of the time.</p>																	
Note 2	<p>Year Level Expectations</p> <table border="1"> <tr><td>Year 1</td><td>Early L1</td></tr> <tr><td>Year 2</td><td>At L1</td></tr> <tr><td>Year 3</td><td>Early L2</td></tr> <tr><td>Year 4</td><td>At L2</td></tr> <tr><td>Year 5</td><td>Early L3</td></tr> <tr><td>Year 6</td><td>At L3</td></tr> <tr><td>Year 7</td><td>Early L4</td></tr> <tr><td>Year 8</td><td>At L4</td></tr> </table>		Year 1	Early L1	Year 2	At L1	Year 3	Early L2	Year 4	At L2	Year 5	Early L3	Year 6	At L3	Year 7	Early L4	Year 8	At L4
Year 1	Early L1																	
Year 2	At L1																	
Year 3	Early L2																	
Year 4	At L2																	
Year 5	Early L3																	
Year 6	At L3																	
Year 7	Early L4																	
Year 8	At L4																	

Data analysis:

There are a number of students who have significant learning needs and are also receiving support through the Ongoing and Reviewable Resourcing Schemes also known as ORRS. The progress these children make will be assessed in relation to a regular review of their learning that takes place through their Individual Education Plan/Programmes (IEP) and processes, which are in consultation with parents, families, whanau teachers and the Ministry of Education.

Furthermore, we are privileged to have trained Teacher Assistants to deliver a reading programme called 'Rainbow Reading' to help with accelerating learning through Reading. Rainbow Reading is available for mainstream students as well as the Bilingual Units from Years 3 to 8 and has continued to be a very successful programme for our students.

The teacher assistants undertaking the Rainbow Reading programme have indicated that some students are on their way and have made progress and will look at taking a new intake of students next year. We also have a specialist teacher trained in Reading Recovery who delivers an intense one on one 30-40 minute session with one child and this support is set up for children in Year 2.

Validity and Reliability:

To ensure that we have valid assessments and reliable data we have 2 weeks timetabled in Term 1, 2, 3 and Term 4 for whole school assessments. This is when standardised tests are done in the hall for Years 5 to 8 and the Year 1-4 done in classes. We use the Online Progression Achievement Test (PAT) in Maths and Reading, STAR, e-asttle Reading and Writing, PROBE (for Years 4-8) and PM Benchmark (for Years 1-4), JAM (Maths assessment for Years 1-3) and GLoSS (for Years 4-8) to ensure that the data is aligned to the Curriculum levels as well as teacher observation which is an important factor in determining an accurate Overall Teacher Judgement (OTJ). In Term 4, we have continued our online assessments for Years 5-8 and our teachers and students are aware of the expectations of assessing online.

Our School Curriculum plan has been shared and discussed with the teachers. They will be referring to this Curriculum plan book for Annual aims for Reading, Writing and Maths and other curriculum areas, all the planning templates and strategies for Reading, Writing and Maths to accelerate the learning of all students at Sutton Park school.

We hold Syndicate and Whanau meetings on alternate Tuesday's to ensure that teachers are sharing good practices amongst their syndicates or whanau teams. These meetings also hold moderation sessions where teachers bring pieces of writing to moderate as a team to show transparency in students' writing and marking. If there are any discrepancies, syndicates would bring the samples to the staff meeting for all staff to moderate and discuss.

We have also started Peer Observations within the four syndicates and each teacher has the opportunity to go and observe another colleague. Following on from the observation they have the opportunity to have feedback about how

the lesson went. The observer becomes the learner and through peer observations, strategies are gained for those observing.

We have specialist teachers who have been given the opportunity to lead and share their knowledge in specific areas in our staff meetings. The following specialist teachers are as follows: *Lineni Paea (Mathematics)*, *Rebecca Cowley (Writing)* and *Fiona Filipe (Student Agency)*. Each specialist teacher carries out at least one staff meeting per term and follow up sessions.

Conclusion:

In this data, the data tables presented are for each curriculum learning area in English, Maori, Samoan and Tongan.

Yellow - SOY data

Orange - EOY data

Green indicates - Clean data (students who started at the beginning of the year).

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 1-2

11937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (18)											18
Y2	54% (22)	36% (15)	10% (4)									41

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 1-2

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (11)											11
Y1	36% (10)	50% (14)	14% (4)									28
Y2	4% (2)	61% (28)	26% (12)	9% (4)								46

Sutton Park School NZ Curriculum CLEAN Reading Data Years 1-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	23% (4)	59% (10)	18% (3)									17
Y2	2% (1)	67% (26)	21% (8)	10% (4)								39

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 3-4

L1937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	9% (6)	27% (19)	47% (33)	14% (10)	3% (2)							70
Y4	6% (4)		24% (15)	49% (30)	21% (13)							62

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 3-4

8425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	7% (5)	21% (15)	57% (40)	13% (9)							70
Y4		2% (1)	5% (3)	11% (7)	69% (42)	13% (8)						61

Sutton Park School NZ Curriculum CLEAN Reading Data Years 3-4

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	5% (3)	19% (12)	62% (39)	13% (8)							63
Y4		2% (1)	5% (3)	8% (5)	71% (41)	14% (8)						58

**By the end of 2023, 75% of Year 3 will be reading At or Above EL2 in the NZC -
EOY data - Not Achieved = 70% Clean data - Achieved = 75%**

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 5-6

1937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		1% (1)	7% (5)	17% (12)	69% (50)	6% (4)						72
Y6			2% (1)	4% (2)	34% (19)	45% (25)	15% (9)					56

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 5-6

19425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)			7% (5)	23% (17)	57% (42)	9% (7)	3% (2)				74
Y6				5% (3)	7% (4)	16% (9)	52% (30)	21% (12)				58

Sutton Park School NZ Curriculum CLEAN Reading Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				6% (4)	23% (15)	59% (40)	9% (7)	3% (2)				68
Y6				4% (2)	7% (4)	13% (7)	53% (28)	23% (12)				53

Sutton Park School NZ Curriculum SOY Term 1 Reading Data Years 7-8

1937 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)	3% (2)		1% (1)	17% (12)	12% (8)	56% (39)	9% (6)	1% (1)			70
Y8		3% (2)	1% (1)	1% (1)		7% (5)	20% (15)	41% (30)	23% (17)	4% (3)		74

Sutton Park School NZ Curriculum EOY Term 4 Reading Data Years 7-8

1425 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)			1% (1)	3% (2)	7% (5)	17% (12)	53% (38)	15% (11)	3% (2)		72
Y8		1% (1)		3% (2)	1% (1)		3% (2)	8% (6)	55% (41)	24% (18)	4% (3)	74

Sutton Park School NZ Curriculum CLEAN Reading Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)			1% (1)	1% (1)	5% (3)	17% (11)	55% (36)	17% (11)	3% (2)		66
Y8		1% (1)		3% (2)	1% (1)		1% (1)	9% (6)	55% (39)	25% (18)	5% (3)	71

**By the end of 2023, 75% of Year 7 will be reading At or Above EL4 in the NZC.
EOY data - Not achieved = 71% Clean data - Achieved = 75%**

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 1-2

1948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (18)											18
Y2	59% (24)	34% (14)	7% (3)									41

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 1-2

19457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (11)											11
Y1	25% (7)	71% (20)	4% (1)									28
Y2	4% (2)	54% (25)	41% (19)									46

Sutton Park School NZ Curriculum CLEAN Writing Data Years 0-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	6% (1)	88% (15)	6% (1)									17
Y2	2% (1)	62% (24)	36% (14)									39

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 5-6

1948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5		1% (1)	8% (6)	25% (18)	60% (43)	6% (4)						72
Y6			2% (1)	11% (6)	30% (17)	50% (28)	7% (4)					56

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 5-6

1947 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)		1% (1)	7% (5)	23% (17)	59% (44)	5% (4)	3% (2)				74
Y6			2% (1)	3% (2)	7% (4)	19% (11)	55% (32)	14% (8)				58

Sutton Park School NZ Curriculum CLEAN Writing Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			1% (1)	6% (4)	22% (15)	62% (42)	6% (4)	3% (2)				68
Y6			2% (1)	2% (1)	7% (4)	19% (10)	55% (29)	15% (8)				53

By the end of 2023, 75% of Year 6 will be writing At L3 in the NZC -

EOY data - Not achieved = 69%

Clean data - Not achieved = 70

Sutton Park School NZ Curriculum SOY Term 1 Writing Data Years 7-8

1948 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)	3% (2)		1% (1)	17% (12)	14% (9)	56% (39)	7% (5)	1% (1)			70
Y8		3% (2)	1% (1)	1% (1)		8% (6)	16% (12)	48% (35)	22% (16)	1% (1)		74

Sutton Park School NZ Curriculum EOY Term 4 Writing Data Years 7-8

1457 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)			1% (1)		10% (7)	14% (10)	56% (40)	18% (13)			72
Y8		1% (1)		3% (2)		1% (1)	3% (2)	9% (7)	53% (39)	26% (19)	4% (3)	74

Sutton Park School NZ Curriculum CLEAN Writing Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)			1% (1)		9% (6)	11% (7)	58% (38)	20% (13)			66
Y8		1% (1)		3% (2)		1% (1)	1% (1)	10% (7)	52% (37)	27% (19)	5% (3)	71

By the end of 2023, 75% of Year 8 will be writing At L4 in the NZC -

EOY - Achieved = 83%

Clean data - Achieved = 84%

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 1-2

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	95% (36)	5% (2)										38
Y2	44% (22)	34% (17)	20% (10)	2% (1)								50

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 1-2

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	83% (15)	17% (3)										15
Y1	30% (18)	62% (37)	8% (5)									60
Y2	4% (2)	18% (10)	66% (37)	13% (7)								56

Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	14% (5)	74% (26)	12% (4)									35
Y2	2% (1)	19% (9)	65% (31)	14% (7)								48

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 3-4

952 SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	6% (4)	30% (20)	50% (35)	14% (10)								70
Y4	5% (3)	5% (3)	15% (9)	54% (34)	19% (12)	2% (1)						62

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 3-4

489 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	1% (1)	3% (2)	20% (14)	59% (41)	17% (12)							70
Y4			2% (1)	13% (8)	70% (43)	13% (8)	2% (1)					61

Sutton Park School NZ Curriculum CLEAN Maths Data Years 0-2

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	2% (1)	3% (2)	16% (10)	60% (38)	19% (12)							63
Y4			2% (1)	12% (7)	70% (41)	14% (8)	2% (1)					58

By the end of 2023, 75% of Year 4 will be achieving At or Above At L2 in the NZC -

EOY data - Achieved = 85%

Clean data = Achieved 86%

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 5-6

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			3% (2)	26% (19)	54% (39)	17% (12)						72
Y6			4% (2)	7% (4)	25% (14)	50% (28)	14% (8)					56

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 5-6

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	1% (1)			5% (4)	24% (18)	54% (40)	14% (10)	1% (1)				74
Y6			2% (1)	3% (2)	9% (5)	14% (8)	50% (29)	22% (13)				58

Sutton Park School NZ Curriculum CLEAN Maths Data Years 5-6

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				5% (3)	25% (17)	54% (37)	15% (10)	1% (1)				68
Y6			2% (1)	2% (1)	9% (5)	9% (5)	53% (28)	25% (13)				53

By the end of 2023, 75% of Year 6 will be achieving At L3 in the NZC.

EOY data - Not achieved = 72%

Clean data - Achieved 78

Sutton Park School NZ Curriculum SOY Term 1 Maths Data Years 7-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)	1% (1)			19% (13)	14% (10)	57% (40)	7% (4)	1% (1)			70
Y8		3% (2)	1% (1)	1% (1)		8% (6)	20% (15)	53% (39)	8% (6)	6% (4)		74

Sutton Park School NZ Curriculum EOY Term 4 Maths Data Years 7-8

SOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	1% (1)					8% (6)	22% (16)	51% (37)	15% (11)	1% (1)		72
Y8		1% (1)		3% (2)	1% (1)		4% (3)	5% (4)	58% (43)	23% (17)	4% (3)	74

Sutton Park School NZ Curriculum CLEAN Maths Data Years 7-8

	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	2% (1)					8% (5)	18% (12)	56% (37)	14% (9)	2% (1)		66
Y8		1% (1)		3% (2)	1% (1)		3% (2)	6% (4)	58% (41)	24% (17)	4% (3)	71

By the end of 2023, 75% of Year 8 will be achieving At L4 in the NZC.

EOY data - Achieved = 85%

Clean data - Achieved = 8

Sia Ua Tongan Silapa document Term 4: Lea (Speaking) Years 1-8

1868 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (15)											15
Y2	65% (11)	35% (6)										17

1462 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	67% (2)	33% (1)										3
Y1	54% (13)	46% (11)										24
Y2		16% (3)	84% (16)									19

1868 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	19% (5)	8% (2)	69% (18)	4% (1)								26
Y4		6% (1)	11% (2)	77% (14)	6% (1)							18

1462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	8% (2)		4% (1)	88% (23)								26
Y4			6% (1)	11% (2)	83% (15)							18

By the end of 2023, 75% of Year 3 will be speaking At/Above EL2 in the Tongan Silapa - Achieved = 88%

1868 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)			13% (4)	66% (21)	19% (6)						32
Y6					27% (6)	50% (11)	23% (5)					22

1462 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)		3% (1)	3% (1)	9% (3)	79% (27)	3% (1)					34
Y6					4% (1)	38% (9)	29% (7)	25% (6)	4% (1)			24

1868 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			4% (1)			8% (2)	88% (21)					24
Y8				3% (1)			10% (3)	83% (24)	3% (1)			29

1462 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			4% (1)				8% (2)	75% (18)	13% (3)			24
Y8				3% (1)				3% (1)	50% (15)	33% (10)	10% (3)	30

By the end of 2023, 90% of Year 8 will be speaking At/Above AL4 in the Tongan Silapa - Achieved = 93%

Sia Ua Tongan Silapa document EOY Term 4: Laukonga (Reading)Years 1-8

0862 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (15)											15
Y2	76% (13)	24% (4)										17

1463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (3)											3
Y1	71% (17)	29% (7)										24
Y2		26% (5)	74% (14)									19

0862 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	19% (5)	16% (4)	65% (17)									26
Y4		6% (1)	11% (2)	83% (15)								18

1463 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	8% (2)		8% (2)	85% (22)								26
Y4			6% (1)	6% (1)	89% (16)							18

1862 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)			12% (4)	64% (21)	21% (7)						33
Y6				4% (1)	26% (6)	52% (12)	17% (4)					23

1463 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)		3% (1)	3% (1)	9% (3)	76% (26)	6% (2)					34
Y6						42% (10)	29% (7)	29% (7)				24

1862 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
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Y7			4% (<u>1</u>)			17% (<u>4</u>)	79% (<u>19</u>)					24
Y8			3% (<u>1</u>)			3% (<u>1</u>)	14% (<u>4</u>)	79% (<u>23</u>)				29

1463 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7	4% (<u>1</u>)				4% (<u>1</u>)		21% (<u>5</u>)	71% (<u>17</u>)				24
Y8			3% (<u>1</u>)				3% (<u>1</u>)	13% (<u>4</u>)	63% (<u>19</u>)	17% (<u>5</u>)		30

By the end of 2023, 75% of Year 7 will be reading At/Above EL4 in the Tongan Silapa - Not achieved = 71%

Sia Ua Tongan Silapa document EOY Term 4: Tohi (Writing) Years 1-8

1482 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (15)											15
Y2	82% (14)	18% (3)										17

1461 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (3)											3
Y1	72% (18)	28% (7)										25
Y2		26% (5)	74% (14)									19

1482 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	23% (6)	12% (3)	65% (17)									26
Y4		6% (1)	11% (2)	77% (14)	6% (1)							18

1461 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3	4% (1)	8% (2)	8% (2)	81% (21)								26
Y4			6% (1)	6% (1)	89% (16)							18

By the end of 2023, 75% of Year 3 will be writing At/Above EL2 in the Tongan Silapa - Achieved = 81%

1482 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)		3% (1)	15% (5)	73% (24)	6% (2)						33
Y6				9% (2)	26% (6)	48% (11)	17% (4)					23

1461 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5	3% (1)		3% (1)	3% (1)	15% (5)	76% (26)						34
Y6					8% (2)	38% (9)	29% (7)	25% (6)				24

1482 COY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			4% (1)			8% (2)	88% (21)					24
Y8				3% (1)			10% (3)	83% (24)	3% (1)			29

1461 COY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			4% (1)			8% (2)	21% (5)	67% (16)				24
Y8			3% (1)			3% (1)		17% (5)	63% (19)	13% (4)		30

**By the end of 2023, 80% of Year 8 will be writing At/Above L4 in the Tongan Silapa -
Not achieved = 76%**

**Masina Va'aia Samoan Ta'iala document EOY Term 4: Faitau Tusi (Reading)
Years 1-8**

0826 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	80% (4)	20% (1)										5
Y2	22% (2)	22% (2)	56% (5)									9

0852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	100% (4)											4
Y1	25% (2)	50% (4)	25% (2)									8
Y2		20% (2)	30% (3)	10% (1)	40% (4)							10

0826 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			30% (3)	20% (2)	50% (5)							10
Y4		7% (1)	14% (2)	43% (6)	36% (5)							14

0852 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	8% (1)	33% (4)	50% (6)							12
Y4				38% (5)	62% (8)							13

0826 YOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			9% (1)	9% (1)	73% (8)	9% (1)						11
Y6					50% (5)	50% (5)						10

0852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					27% (3)	55% (6)	18% (2)					11
Y6						9% (1)	64% (7)	27% (3)				11

0826 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7		8% (1)			17% (2)	33% (4)	25% (3)	17% (2)				12
Y8						21% (3)	29% (4)	36% (5)	14% (2)			14

0852 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						20% (3)	13% (2)	53% (8)	13% (2)			15
Y8						6% (1)	6% (1)	19% (3)	69% (11)			16

By the end of 2023, 70% of Year 7 will be reading At/Above EL4 in the Ta'iala -
Not achieved = 66%

By the end of 2023, 70% of Year 8 will be reading At/Above AL4 in the Ta'iala -
Not achieved = 69%

Masina Va'aia Samoan Ta'iala document EOY Term 4: Tautala (Speaking) Years 1-8

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	60% (3)	40% (2)										5
Y2	11% (1)		89% (8)									9

EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	50% (2)	50% (2)										4
Y1		63% (5)	38% (3)									8
Y2		10% (1)	20% (2)	60% (6)	10% (1)							10

0831 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			20% (2)	30% (3)	50% (5)							10
Y4			14% (2)	50% (7)	36% (5)							14

0848 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			8% (1)	58% (7)	33% (4)							12
Y4				31% (4)	69% (9)							13

0831 FOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5				50% (5)	40% (4)	10% (1)						11
Y6				10% (1)	20% (2)	40% (4)	30% (3)					10

20248 2020Y	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					36% (4)	36% (4)	27% (3)					11
Y6					9% (1)		55% (6)	36% (4)				11

20231 2020Y	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7					17% (2)	25% (3)	50% (6)	8% (1)				12
Y8						21% (3)	15% (2)	57% (8)	7% (1)			14

20248 2020Y	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7							20% (3)	40% (6)	40% (6)			15
Y8							6% (1)	19% (3)	75% (12)			16

By the end of 2023, 75% of Year 6 will be reading At/Above L3 in the Ta'iala - Achieved = 91%

By the end of 2023, 75% of Year 8 will be reading At/Above AL4 in the Ta'iala - Achieved = 75%

Masina Va'aia Samoan Ta'iala document EOY Term 4: Tusitusi (Writing) Years 1-8

0827 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y1	100% (5)											5
Y2	11% (1)	78% (7)	11% (1)									9

0850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y0	75% (3)	25% (1)										4
Y1	25% (2)	75% (5)										8
Y2		10% (1)	50% (5)	40% (4)								10

0827 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3			20% (2)	40% (4)	40% (4)							10
Y4		7% (1)	14% (2)	36% (5)	43% (6)							14

0850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y3		8% (1)	8% (1)	50% (6)	33% (4)							12
Y4				31% (4)	69% (9)							13

0827 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5			9% (1)	18% (2)	64% (7)	9% (1)						11
Y6			10% (1)		40% (4)	20% (2)	30% (3)					10

0850 EOY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y5					18% (2)	82% (9)						11
Y6						9% (1)	64% (7)	27% (3)				11

2027 COY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7			8% (1)	8% (1)	33% (4)	25% (3)	18% (2)	8% (1)				12
Y8					14% (2)	29% (4)	29% (4)	21% (3)	7% (1)			14

2050 COY	Pre L1	Early L1	At L1	Early L2	At L2	Early L3	At L3	Early L4	At L4	Early L5	At L5	Total
Y7						13% (2)	13% (2)	60% (9)	13% (2)			15
Y8						6% (1)	13% (2)	13% (2)	69% (11)			16

By the end of 2023, 75% of Year 5 will be writing At/Above EL3 in the Ta'iala - Achieved = 82%

By the end of 2023, 70% of Year 8 will be writing At/Above L4 in the Ta'iala - Not Achieved = 69%

Rūmaki SOY Data Wahanga 1 2023

Tau Ako Year Level	NZ Curriculum	Ngā Taumata o Te Marautanga o Aotearoa			
		Korero Oral	Panui Reading	Tuhituhi Writing	Pangarau Maths
0	Pre- 1	Timata He Pīpī	Timata He Pīpī Whenu-KHa	Timatanga Ka Oho	Kaupae 0- Taumata 1a
1	Early 1	He Pīpī He Kaha	Taumata 1 KHa/KHe KHe- KHe/KHi	Taumata 1 Ka Oho	Kaupae 1 - Taumata 1a Kaupae 2 - Taumata 1a
2	At 1/ Early 2	He Kaha Ake He Pakari 1 He Pakari 2	Taumata 1 KHi- KHi/KKa KKa- KKa/KKe KKe- KKe/KKi	Taumata 1 Ka Oho/Ka Whai... Ka Whai Huru	Kaupae 3 - Taumata 1e Kaupae 4 - Taumata 1e
3	Developing 2	Taumata 2	Taumata 1-2 KKi- KKi/KPa	Taumata 2 Ka Whai.../Ka Marewa	Kaupae 5a - Taumata 2a
4	At 2/ Early 3	Taumata 2-3	Taumata 2-3 KPa- KPa/KPe	Taumata 2-3 Ka Whai.../Ka Marewa	Kaupae 5e - Taumata 2e
5	Advanced 2/ Developing 3	Taumata 3	Taumata 2-3 KPe- KPe/KPi	Taumata 3 Ka Marewa	Kaupae 6a - Taumata 3a
6	At 3 / Early 4	Taumata 3-4	Taumata 3-4 KPi- KPi/KPo	Taumata 3-4 Ka Marewa	Kaupae 6e - Taumata 3e
7	Advanced 3/ Developing 4	Taumata 4	Taumata 3-4 KPo- KPo/M	Taumata 4 Ka Marewa/ Ka Rere	Kaupae 7a - Taumata 4a
8	At 4/ Early 5	Taumata 4-5	Taumata 4-5 Miro	Taumata 4-5 Ka Rere	Kaupae 7e - Taumata 4e

KORERO Sutton Park School
Rumaki SOY data Term 1 KORERO Data 2023 Years 2-6.

NZC	Pre L1	Early L1	At L1/ Early L2	Develop L2	At L2/ Early L3	Adv L2/ Develop L3	At L3/ Early L4
TMoA Tau Ako- How many?	Timata 1 He Pīpī	1 He Pīpī 1 He Kaha	1 He Kaha Ake 1 He Pakari 1 He Pakari 2	Taumata 2	Taumata 2-3	Taumata 3	Taumata 3-4
TA2 = 1		100% (1)					
TA3 = 1	100% (1)						
TA4 = 3			100% (3)				
TA5 = 3		33% (1) 33% (1)	33% (1)				
TA6 = 6		17% (1)	33% (2) 33% (2) 17% (1)				

Sutton Park School KORERO Rumaki EOY data Term 4 Data 2023 Years 1-6.

Tau Ako How Many	Pre 1 Timata He Pīpī	Early 1 He Pīpī He Kaha	At 1/Early 2 1 He Kaha Ake He Pakari 1 He Pakari 2	Developing 2 Taumata 2	At 2/Early 3 Taumata 2-3	Advanced 2/ Developing 3 Taumata 3	At 3/ Early 4 Taumata 3-4	Total
TA0 = 0								0
TA1 = 2		50% (1) 50% (1)						2
TA2 = 1			100% (1)					1
TA3 = 2		50% (1)	50% (1)					1
TA4 = 3			33% (1)	67% (2)				3
TA5 = 2			50% (1) 50% (1)					3
TA6 = 5				40% (2)		60% (3)		5

PANUI Sutton Park School Rumaki SOY Term 1 Data 2023 Years 2-6.

iZC	Pre L1	Early L1		At L1/ Early L2			Develop L2	At 2- Early 3	Adv 2- Develop 3	At 3 - Early 4	Adv 3- Develop 4	At 4 - Early 5
		When u- KHa	KHa- KHe	KHe-K Hi	KHi- KKa	KKa- KKe						
MoA 'au Ako- low many?												
A2 = 1				100% (1)								
A3 = 1				100% (1)								
A4 = 3				33% (1)	67% (2)							
A5 = 3				67% (2)	33% (1)							
A6 = 6					17% (1)	33% (2)				50% (3)		

PANUI Sutton Park School Rumaki EOY Term 4 Data 2023 Years 1-6.

ZC	Pre L1	Early L1		At L1/ Early L2			Dev. L2	At 2- Early 3	Adv 2- Dev. 3	At 3 - Early 4	Adv 3- Dev. 4
		T 1 KHa-KHe	T 1 KHe-/K Hi	T 1 KHi-KKa	T 1 KKa-KKe	T 1- KKe-KKi					
MoA u Ako- ow any?	Whenu- KHa	T 1 KHa-KHe	T 1 KHe-/K Hi	T 1 KHi-KKa	T 1 KKa-KKe	T 1- KKe-KKi	T 2 KKi/KPa	T 2-3 KPa/KPe	T 3 KPe/KPi	T3-4 KPi/KPo	T 4 KPo/M
11		100% (2)									
12					100% (1)						
13				50% (1)	50% (1)						
14							100% (3)				
15						50% (1)		50% (1)			
16								40% (2)			60% (3)

TUHITUHI Sutton Park School Rumaki SOY Term 1 Data 2023 Years 2-6.

NZC	Pre L1	Early L1	At L1/ Early L2	Develop L2	At L2/ Early L3	Adv L2/ Develop L3	At L3/ Early L4	Adv L3/ Develop L4	At L4/ Early L5
TMoA Tau Ako- How many?	Timata 1 He Pīpī	1 He Pīpī 1 He Kaha	1 He Kaha Ake 1 He Pakari 1 He Pakari 2	Taumata 2	Taumata 2-3	Taumata 3	Taumata 3-4	Taumata 4	Taumata 4-5

TA0 = 0									
TA2 = 1		100% (1)							
TA3 = 1		100% (1)							
TA4 = 3		33% (1)	67% (2)						
TA5 = 3		67% (2)	33% (1)						
TA6 = 6			33% (2) 1 He Kaha Ake 50% (3) 1 He Pakari 17% (1) 1 He Pakari 2						

TUHITUHI Sutton Park School Rumaki EOY Term 4 Data 2023 Years 1-6

ICZ	Pre L1	Early L1	At L1/ Early L2	Develop L2	At L2/ Early L3	Adv L2/ Develo p L3	At L3/ Early L4	Adv L3/ Develo L4	At L4/ Early L5	Pre L1	Early L1
MoA au ko- low many?	Timata Ka Oho	T1 Ka Oho (HP)	T 1 Ka Oho (HK)	T1 Ka Oho/ Ka Whai Huruhu ru - (HKA)	T1 Ka Whai Huruhu ru He Pakari	T2 Ka Whai Huruh uru He Pakari /	T 2 Ka Whai huruuru /Ka Marewa	T2-3 Ka Whai Huruhu ru /Ka Marewa	T3 Ka Marewa	T 3-4 Ka Marewa	T 4 Ka Marewa / Ka Rere
A1			100% (2)								
A2				100% (1)							
A3			50% (1)	50% (1)							
A4						67% (2)		33% (1)			
A5				50% (1)		50% (1)					
A6					20% (1)			40% (2)	40% (2)		

PANGARAU Sutton Park School Rumaki SOY Term 1 Data 2023 Years 2-6.

IZC	Pre- 1	Early 1	At 1- Early 2	Develop 2	At 2- Early 3	Adv 2-Develop 3	At 3- Early 4	Adv 3-Develop 4	At 4- Early 5
MoA 'au Ako- low many?	Taumata 1a Kaupae 0	Taumata 1a Kaupae 1-2	Taumata 1e Kaupae 3-4	Taumata 2a Kaupae 5a	Taumata 2e Kaupae 5e	Taumata 3a Kaupae 6a	Taumata 3e Kaupae 6e	Taumata 4a Kaupae 7a	Taumata 4e Kaupae 7e
A1 = 0									
A2 = 1			100% (1) Kaupae 3						
A3 = 1			100% (1) Kaupae 3						
A4 = 3			100% (3) Kaupae 4	67% (2) Kaupae 5a					
A5 = 3			33% (1) Kaupae 4						
A6 = 6			50% (3) Kaupae 4	50% (3) Kaupae 5a					

PANGARAU Sutton Park School Rumaki EOY Term 4 Data 2023 Years 2-6.

JZC	Pre-1	Early 1		At/ Early 1		Develop 2	At 2/ Early 3	Adv 2/ Develop 3	At 3/ Early 4		
	Kaupae 0	T1a Kaupae 1	T1a Kaupae 2	T1e Kaupae 3	T1e Kaupae 4	T2a Kaupae 5a	T 2e Kaupae 5e	T3a Kaupae 6a	T3e Kaupae 6e	T4a Kaupae 7a	T4e Kaupae 7e
A1		100% (2)									
A2					100% (1)						
A3				100% (2)							
A4					33% (1)	67% (2)					
A5						50% (1)		50% (1)			
A6						40% (2)		60% (3)			



SUTTON PARK SCHOOL
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Principal: Vaitimu Togi Lemanu

Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2023 the school received total Kiwisport funding of \$8,100.00 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and sport transportation, the total cost of which was \$8,300.00.

The number of students participating in organised sport at the end of the school year was 100% of the school roll.

A handwritten signature in black ink, appearing to read 'Vaitimu Togi Lemanu', is written over a horizontal line.

Vaitimu Togi Lemanu
Principal