

# Annual Report 2024 & Statement of Variance 2024

## St Andrews Middle School, St Andrews, Hamilton (MoE# 1942)

Publishing Date: 31 May 2025

### Board of Trustees

Presiding Member - Turi Robinson

Member - Justine Edwards

Member - Loretta Card

Member - Nicole Mitchell

Staff Rep - Cara MacKenzie

Principal - Casey-Lee Bell

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*Contents of the Annual Report to be submitted to the MoE as a single pdf document no later than 31st May.*



## St Andrews Middle School (1942): Statement of Variance of 2024 targets

Vision	Whaangai te Maatauranga - Nurture the Knowledge																																							
Values	Mana <b>Manaaki</b> <b>Aroha</b> <b>Ako</b>																																							
Strategic Goals:	<ul style="list-style-type: none"><li>• Our aakonga will show Aroha, Mana, Ako and Manaaki to themselves, others and the world.</li><li>• Our kaiako nurtures the knowledge of our aakonga.</li><li>• Together, we will nurture our tamariki to aspire to excellence.</li></ul>																																							
Achievement data 2023:	<div>Baseline Data</div> <div>Achievement data November 2023 (at or above expected curriculum level): <i>Where are we now?</i></div> <table><tr><td></td><td>All</td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Māori</td><td>European</td></tr><tr><td>Reading</td><td>22%</td><td>19%</td><td>46%</td><td>17%</td><td>0.0%</td><td>21%</td><td>25%</td></tr><tr><td>Writing</td><td>15%</td><td>6%</td><td>38%</td><td>14%</td><td>0.0%</td><td>10%</td><td>14%</td></tr><tr><td>Mathematics</td><td>9%</td><td>6%</td><td>17%</td><td>7%</td><td>0.0%</td><td>6%</td><td>12%</td></tr></table>									All	Year 7	Year 8	Year 9	Year 10	Māori	European	Reading	22%	19%	46%	17%	0.0%	21%	25%	Writing	15%	6%	38%	14%	0.0%	10%	14%	Mathematics	9%	6%	17%	7%	0.0%	6%	12%
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Acceleration Data 2023	Acceleration Data as at November 2023: Percentage of students making 'accelerated progress'					
Acceleration Data 2024		Year 7	Year 8	Year 9	Year 10	Whole School
	Reading	26%	58%	55%	43%	46%
	Writing	35%	46%	55%	53%	46%
	Mathematics	6%	37%	48%	47%	32%
	Acceleration Data as at November 2024: Percentage of students making 'accelerated progress'					
		Year 7	Year 8	Year 9	Year 10	Whole School
	Reading	34%	25%	33%	43%	34%
	Writing	53%	28%	33%	36%	38%
	Mathematics	50%	34%	33%	43%	41%
	<p>The school has worked hard to re-engage the families in the community and raise attendance levels with new initiatives, as well as targeting low level learners with specific learning support programmes.</p> <p>The result of the initiatives has seen:</p> <ul style="list-style-type: none"> <li>- The whole school is making accelerated progress in Mathematics.</li> </ul> <p>For all year levels the <b>targets will focus on Mathematics in 2025</b> due to the implementation of the Maths curriculum for Year 7 &amp; 8.</p> <p>The Year 7 and 8 cohort will be a particular focus.</p>					
Targets 2024:	<p><b>Target</b></p> <p>In 2024 those students in Year 8-10 who have only made one sub level or less progress over the last 12 months or more in Reading will experience accelerated learning. Those Year 7 and new students who are</p>					





	within three sub-levels of expected curriculum level will be targeted so that they reach 'expectation' by the end of 2024. Defn: 'accelerated learning' = progress of two or more 'Progression sub-levels' in the year.				
	<u>Reading</u>				
	<u>2024 Targeted students (x21) in Reading</u>				
	In Reading 81% of target students have experienced progress of one or more sub-levels with 34% having accelerated movement. Achievement Level: 12 (57%) of the 21 target students at the end of the year are now achieving "AT" Expectation.				
	<u>Of the 21 target students in Literacy - Reading</u> <ul style="list-style-type: none"><li>• 6 students (29%) made Accelerated Progress of 2 or more sublevels</li><li>• 11 students (52%) made a years progress in the year i.e. progress of 1 sublevel</li><li>• 4 students (19%) while showing some improvement, made no progress in sublevels</li></ul>				
<u>Reading : Year-by-Year</u>					
Year 7 Target Students ... 2/2 made some progress but no shift in sublevels					
Year 8 Target Students ... 1/7 made Accelerated Learning; 4/7 made one years progress in one year; 2/7 made some progress but no shift.					
Year 9 Target Students ... 2/6 made Accelerated Learning; 4/6 made one years progress in one year;					
Year 10 Target Students ... 3/6 made Accelerated Learning; 1/6 made one years progress in one year;					
2/6 made some progress but no shift in sublevels					
Actions (what did we do?)		Outcomes (what happened?)		Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Professional Development for Teachers (RTLb)		Teachers received Professional development from the RTLb service, working one on one to support low level literacy learners. The PLD was to ensure the teaching and learning programmes as well as the assessments were accessible for all.		To build Teacher Capacity in Reading and reinforce Literacy Professional Development.	Continue to implement the knowledge and understanding to support the Literacy programmes in 2024.





Kaahui Ako Literacy Lead Role	Due to the refreshed English curriculum this position was created to support the planning and implementation of Literacy.	Low level achievement across Year groups in Literacy.	Literacy lead instead focused on building a bank of resources to support classroom Literacy programmes.
Attendance initiatives	Reward system developed to promote regular attendance. For example; -Spinning Wheel -Attendance Matter Videos Shared online -Gift Cards for rewards for regular attendance	Low level of attendance across the school for 2023	Continue to review the prize draw and look at what incentive students would look to see in the attendance draw.
1 hour per day	Dedicated teaching and learning blocks of Reading in Year 7-10. Integrated in Technology Integrated into Project based learning Integrated into specialist subject areas (Health & PE, Social Sciences, Science,	Government Policy to ensure coverage across a weekly timetable	Continue to have dedicated teaching and learning blocks of reading in Year 7-10 with literacy integrated into all other learning areas to ensure wide coverage.
Integration in Technology subjects	Specialised Technology subjects have incorporated Literacy objectives into their programmes for both Year 7 and 8 and Year 9 and 10 programmes for Visual Arts, Innovation, Food Technology and Hard Materials.	To allow for coverage of the literacy curriculum across the school and hit the targeted amount of hours required.	Continue to integrate Literacy into practical learning opportunities in Technology.
Resourcing (Literacy)	A number of resources were purchased to support literacy across the school, games, whiteboards, novels which were targeted to the needs and interests of students.	To build Teacher Capacity in Reading and reinforce Literacy Professional Development.	Continue to implement the knowledge and understanding to support the Literacy programmes in 2024.
Low level learner books	Low level learner books were created which focused on developing skills such as phonological knowledge, reading mileage and comprehension. These books were designed to	High level of designed low level learning across all year levels	A second set of books with different tasks will be developed to scaffold the students and allow them to continue with the independent learning once they have finished the first book.



	be used independently by students with minimal support and to consolidate learning.		
Specialist Reading teacher (Programme)	Students were selected for a specialist reading programme with a teacher aide. Focused support was given to enable students to progress in their reading levels.	To target low level readers.  Build foundational skills in Reading.	Continue to use a specialist reading programme to improve ESOL students' understanding of reading.
Goal Setting (SMS system tracking)	Students select one reading goal at a time. Once a goal has been met students will then set a new goal. Students then upload evidence to support their goals.	To ensure students were focused on completing the goal proficiently.	There is a need for growing parent/caregiver engagement with student content on HERO.  Provide termly parent/caregiver sessions on <ul style="list-style-type: none"> <li>- What information about their child is available on HERO</li> <li>- how to navigate HERO and find their child's information</li> </ul>

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

St Andrews Middle School has given effect to Te Tiriti o Waitangi: The targets and actions of this Annual Plan 2024 have given effect to Te Tiriti o Waitangi by/through promotion and honouring the Te Tiriti o Waitangi three P's of partnership, participation and protection.

- a) Shaping the Goals through consultation with the school community
- b) Strengthening relationship with mana whenua - Ngaati Wairere
- c) Providing opportunities to discover and learn the whakapapa and local histories/stories of mana whenua - Tainui / Ngaati Wairere
- d) Providing opportunities to learn and develop skills in Te Reo and Tikanga Maaori
- e) Providing authentic learning opportunities for students to:
  - exercise new knowledge and skills
  - participate in and honour Tikanga
- f) Providing staff in-school support for developing understanding and use of Te Reo Maaori and Tikanga through utilising expertise of staff employed in the school as well as the Maaori Achievement Collaborative professional learning facilitators.



<b>Statement of compliance with employment policy</b>
<p>For the year ended 31st December 2024 the St Andrews Middle School Board:</p> <ul style="list-style-type: none"> <li>- Has adhered to its personnel policies within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.</li> <li>- Has reviewed its compliance against these policies as per the review schedule, and can report that it meets all requirements and identified best practice.</li> <li>- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.</li> <li>- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.</li> <li>- Meets all equal employment opportunities requirements and complied fully with section 597(1) of the Education and Training Act 2020.</li> </ul>
<b>Other reports on special and contestable funding</b>
n/a
<b>Statement of Kiwisport funding</b>
<p>St Andrews Middle School under utilised the Kiwi Sport funding in 2024. The funds used supported opportunities for students' leadership development in the sporting realm. Due to Board funded projects which included the purchasing of sports equipment, funding sporting opportunities and fees these costs were covered.</p>
<p><b>Annual financial statements:</b> (Information provided by the School Accountants and Auditor)</p> <ol style="list-style-type: none"> <li>Statement of responsibility signed and dated.</li> <li>Statement of comprehensive revenue and expense.</li> <li>Statement of changes in net assets/equity.</li> <li>Statement of financial position.</li> <li>Statement of cash flows.</li> <li>Notes to the financial statements. Accountants: SRN Associates</li> <li>Independent auditor's report signed and dated. Auditors: Owen McLeod</li> </ol>

