



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

School Directory

Ministry Number: 3231

Principal: Dan George

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VICTORY SCHOOL

Annual Report - For the year ended 31 December 2022

Index

Page	Statement
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Financial Statements

1	Statement of Responsibility
2	Members of the Board
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 20	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Independent Auditor's Report

Victory School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the School.

The School's 2022 financial statements are authorised for issue by the Board.

David Patrick Norgate
Full Name of Presiding Member

Dan George
Full Name of Principal

[Signature]
Signature of Presiding Member

[Signature]
Signature of Principal

20/06/23
Date:

20/06/23
Date:

Victory School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
David Norgate	Presiding Member	Elected	Sep 2025
Dan George	Principal	ex Officio	
Hayley Campbell	Parent Representative	Elected	Sep 2025
Oriwa Hytongue	Parent Representative	Elected	Sep 2025
Elizabeth Par lang Hlawn Ceu	Parent Representative	Elected	Sep 2025
Nadia Dysart	Parent Representative	Elected	Sep 2025
Ashleigh Della Bosca	Staff Representative	Elected	Sep 2025
Andrea Goodwing	Parent Representative	Elected	Sep 2022
Dylan Turnbull	Staff Representative		Jan 2022

Victory School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	4,043,233	4,467,305	3,954,703
Locally Raised Funds	3	156,072	45,100	66,579
Interest Income		11,029	3,000	3,359
		<u>4,210,334</u>	<u>4,515,405</u>	<u>4,024,641</u>
Expenses				
Locally Raised Funds	3	36,424	20,900	44,231
Learning Resources	4	2,853,847	3,316,350	2,739,249
Administration	5	508,298	189,742	397,865
Property	6	722,901	925,425	645,072
Loss on Disposal of Property, Plant and Equipment		1,536	-	2,141
		<u>4,123,006</u>	<u>4,452,417</u>	<u>3,828,558</u>
Net Surplus / (Deficit) for the year		87,328	62,988	196,083
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>87,328</u>	<u>62,988</u>	<u>196,083</u>

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

Victory School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		1,102,414	1,102,414	895,884
Total comprehensive revenue and expense for the year		87,328	62,988	196,083
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	10,447
Equity at 31 December		1,189,742	1,165,402	1,102,414
Accumulated comprehensive revenue and expense		1,189,742	1,165,402	1,102,414
Equity at 31 December		1,189,742	1,165,402	1,102,414

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.

Victory School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	710,042	1,020,763	850,930
Accounts Receivable	8	188,266	185,127	185,127
GST Receivable		7,260	33,950	33,950
Prepayments		9,480	12,240	12,240
Inventories	9	10,321	8,628	8,628
Investments	10	129,115	126,721	126,721
Funds Receivable for Capital Works Projects	17	56,916	24,267	24,267
		<u>1,111,400</u>	<u>1,411,696</u>	<u>1,241,863</u>
Current Liabilities				
Accounts Payable	12	221,082	304,536	304,536
Revenue Received in Advance	13	-	59,973	59,973
Provision for Cyclical Maintenance	14	86,741	86,208	53,629
Painting Contract Liability	15	29,878	29,878	29,878
Finance Lease Liability	16	10,311	19,104	19,104
Funds held for Capital Works Projects	17	10,708	65,484	65,484
Funds Held on Behalf of the Nelson COL Cluster	18	-	17,547	17,547
		<u>358,720</u>	<u>582,730</u>	<u>550,151</u>
Working Capital Surplus/(Deficit)		752,680	828,966	691,712
Non-current Assets				
Property, Plant and Equipment	11	589,084	521,646	591,646
		<u>589,084</u>	<u>521,646</u>	<u>591,646</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	57,523	57,031	82,643
Painting Contract Liability	15	67,227	116,525	86,647
Finance Lease Liability	16	27,272	11,654	11,654
		<u>152,022</u>	<u>185,210</u>	<u>180,944</u>
Net Assets		<u>1,189,742</u>	<u>1,165,402</u>	<u>1,102,414</u>
Equity		<u>1,189,742</u>	<u>1,165,402</u>	<u>1,102,414</u>

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

Victory School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,399,189	1,327,305	1,309,263
Locally Raised Funds		111,425	45,100	117,532
Goods and Services Tax (net)		26,690	-	3,458
Payments to Employees		(1,014,928)	(807,332)	(832,693)
Payments to Suppliers		(445,842)	(398,240)	(474,781)
Interest Received		10,348	3,000	3,492
Net cash from/(to) Operating Activities		86,882	169,833	126,271
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(52,350)	-	(76,052)
Purchase of Investments		(2,394)	-	58,891
Net cash (to)/from Investing Activities		(54,744)	-	(17,161)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	10,447
Finance Lease Payments		(11,674)	-	(12,331)
Painting Contract Payments		(19,420)	-	116,525
Funds Administered on Behalf of Third Parties		(141,932)	-	209,661
Net cash from/(to) Financing Activities		(173,026)	-	324,302
Net (decrease)/increase in cash and cash equivalents		(140,888)	169,833	433,412
Cash and cash equivalents at the beginning of the year	7	850,930	850,930	417,518
Cash and cash equivalents at the end of the year	7	710,042	1,020,763	850,930

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense 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.

Victory School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

1.1. Reporting Entity

Victory 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.

1.2. Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$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 whole 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 16. Future operating lease commitments are disclosed in note 23b.

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.

1.3. 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 to which they relate. 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 programmes are recorded as revenue when the School has the rights to the funding in the period to which they relate. 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 recognised as 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.

1.4. Operating Lease Payments

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

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The School's 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.

1.8. Inventories

Inventories are consumable items held for sale and comprised of stationery, canteen 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.

1.9. Investments

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

1.10. 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 Statement of Comprehensive Revenue and Expense 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 - Crown	50 years
Building improvements - School	10 years
Furniture and equipment	3 -10 years
Information and communication technology	4 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. 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 as 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.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the Statement of Comprehensive Revenue and Expense.

The reversal of an impairment loss is recognised in the Statement of Comprehensive Revenue and Expense. 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.

1.12. 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.

1.13. 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, 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 Statement of Comprehensive Revenue and Expense in the period in which they arise.

1.14. Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

1.16. 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.

1.17. 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 of the School, makes up the most significant part of the Board's responsibilities outside the 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 variety of periods in accordance with the conditional assessment of each area of the School. 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.

1.18. Financial Instruments

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

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

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

1.19. Borrowings

Borrowings, on normal commercial terms, are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

1.20. 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.

1.21. Budget Figures

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

1.22. 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,438,622	1,327,305	1,459,982
Teachers' Salaries Grants	1,802,249	2,500,000	1,895,297
Use of Land and Buildings Grants	461,486	640,000	424,457
Healthy School Lunches Grant	322,059	-	170,967
Other Government Grants	18,817	-	4,000
	<u>4,043,233</u>	<u>4,467,305</u>	<u>3,954,703</u>

The School has opted in to the donations scheme for this year. Total amount received was \$46,050 (2021: \$49,800).

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	23,427	1,500	10,956
Fees for Extra Curricular Activities	1,605	-	712
Trading	10,402	16,600	10,462
Fundraising & Community Grants	63,156	-	-
Other Revenue	57,482	27,000	44,449
	<u>156,072</u>	<u>45,100</u>	<u>66,579</u>
Expenses			
Extra Curricular Activities Costs	15,099	3,100	20,283
Trading	19,525	17,800	20,021
Fundraising & Community Grant Costs	1,800	-	3,927
	<u>36,424</u>	<u>20,900</u>	<u>44,231</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>119,648</u>	<u>24,200</u>	<u>22,348</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	66,025	59,600	60,961
Information and Communication Technology	4,951	3,000	1,103
Library Resources	111	2,000	1,920
Employee Benefits - Salaries	2,676,390	3,160,750	2,599,308
Staff Development	21,882	21,000	6,890
Depreciation	84,488	70,000	69,067
	<u>2,853,847</u>	<u>3,316,350</u>	<u>2,739,249</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	5,622	3,500	5,458
Board Fees	3,975	5,000	4,015
Board Expenses	1,322	4,000	3,169
Intervention Costs & Expenses	3,221	-	67,845
Communication	6,493	10,700	6,347
Consumables	7,549	8,500	4,763
Operating Lease	5,765	25,000	6,170
Healthy School Lunches	322,059	-	170,967
Other	33,002	30,200	26,809
Employee Benefits - Salaries	105,790	88,342	92,929
Insurance	6,535	6,500	5,808
Service Providers, Contractors and Consultancy	6,965	8,000	3,585
	<u>508,298</u>	<u>189,742</u>	<u>397,865</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,507	5,500	4,534
Consultancy and Contract Services	67,380	66,000	67,423
Cyclical Maintenance Provision	21,449	36,845	26,300
Grounds	6,649	5,500	2,978
Heat, Light and Water	30,417	38,000	31,355
Rates	9,495	14,000	8,576
Repairs and Maintenance	51,788	57,340	20,497
Use of Land and Buildings	461,486	640,000	424,457
Security	4,645	4,000	7,793
Employee Benefits - Salaries	65,085	58,240	51,159
	<u>722,901</u>	<u>925,425</u>	<u>645,072</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	576,574	889,888	720,055
Short-term Bank Deposits	133,468	130,875	130,875
Cash and Cash Equivalents for Statement of Cash Flows	<u>710,042</u>	<u>1,020,763</u>	<u>850,930</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$710,042 Cash and Cash Equivalents, \$10,708 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,985	19,311	19,311
Receivables from the Ministry of Education	25,259	-	-
Interest Receivable	874	193	193
Teacher Salaries Grant Receivable	158,148	165,623	165,623
	<u>188,266</u>	<u>185,127</u>	<u>185,127</u>
Receivables from Exchange Transactions	4,859	19,504	19,504
Receivables from Non-Exchange Transactions	183,407	165,623	165,623
	<u>188,266</u>	<u>185,127</u>	<u>185,127</u>

9. Inventories

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	10,321	8,628	8,628
	<u>10,321</u>	<u>8,628</u>	<u>8,628</u>

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	129,115	126,721	126,721
Total Investments	<u>129,115</u>	<u>126,721</u>	<u>126,721</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2022						
Buildings	363,480	-	-	-	(10,180)	353,300
Building Improvements	20,414	5,165	-	-	(3,600)	21,979
Furniture and Equipment	81,661	35,344	-	-	(22,860)	94,145
Information and Communication Technology	66,693	16,047	-	-	(26,874)	55,866
Textbooks	1,943	-	-	-	(999)	944
Leased Assets	28,318	36,342	(11,200)	-	(16,304)	37,156
Library Resources	29,137	1,764	(1,536)	-	(3,671)	25,694
Balance at 31 December 2022	591,646	94,662	(12,736)	-	(84,488)	589,084

The net carrying value of equipment held under a finance lease is \$37,156 (2021: \$28,318)

Restrictions

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

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	509,005	(155,705)	353,300	509,005	(145,525)	363,480
Building Improvements	512,257	(490,278)	21,979	507,092	(486,678)	20,414
Furniture and Equipment	520,348	(426,203)	94,145	485,005	(403,344)	81,661
Information and Communication Technology	259,877	(204,011)	55,866	243,830	(177,137)	66,693
Textbooks	32,873	(31,929)	944	32,874	(30,931)	1,943
Leased Assets	46,194	(9,038)	37,156	63,623	(35,305)	28,318
Library Resources	110,008	(84,314)	25,694	114,268	(85,131)	29,137
Balance at 31 December	1,990,562	(1,401,478)	589,084	1,955,697	(1,364,051)	591,646

12. Accounts Payable

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Creditors	15,533	58,826	58,826
Accruals	5,622	51,509	51,509
Employee Entitlements - Salaries	186,925	182,093	182,093
Employee Entitlements - Leave Accrual	13,002	12,108	12,108
	221,082	304,536	304,536
Payables for Exchange Transactions	221,082	304,536	304,536
	221,082	304,536	304,536

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Other Revenue in Advance	-	59,973	59,973
	-	59,973	59,973

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	136,272	136,272	259,374
Increase to the Provision During the Year	35,645	36,845	36,845
Other Adjustments	(14,196)	-	(10,545)
Use of the Provision During the Year	(13,457)	(29,878)	(149,402)
Provision at the End of the Year	144,264	143,239	136,272
Cyclical Maintenance - Current	86,741	86,208	53,629
Cyclical Maintenance - Non current	57,523	57,031	82,643
	144,264	143,239	136,272

The School's cyclical maintenance schedule details annual painting & other significant cyclical maintenance work to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's most recent 10 Year Property plan, adjusted as identified and confirmed appropriate by the Board, to other reliable sources of evidence.

15. Painting Contract Liability

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Due within one year	29,878	29,878	29,878
Due after one year	67,227	116,525	86,647
	97,105	146,403	116,525

In 2021 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2021, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	13,252	21,107	21,107
Later than One Year and no Later than Five Years	31,427	12,375	12,375
Future Finance Charges	(7,096)	(2,724)	(2,724)
	37,583	30,758	30,758
Represented by:			
Finance lease liability - Current	10,311	19,104	19,104
Finance lease liability - Non current	27,272	11,654	11,654
	37,583	30,758	30,758

17. Funds Held for Capital Works Projects

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

2022	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Boiler upgrade - project number 217301	(20,936)	-	(1,146)	-	(22,082)
LSC alteration - project number 219017	65,484	-	(86,072)	-	(20,588)
SIP Staffroom kitchen upgrade - project number 222152	(966)	99	867	-	-
SIP Outdoor Play Area - project number 222153	(2,050)	7,487	-	(5,437)	-
Drainage project - project number 226693	(315)	-	(2,629)	-	(2,944)
K Block Weather tightness - project number 224938	-	18,668	(15,441)	-	3,227
Combined ILE and Toilet Upgrade Renovation - project number 23	-	31,479	(23,998)	-	7,481
Roof Repairs and Replacements	-	-	(3,682)	-	(3,682)
Storm water Infiltration Remediation	-	-	(7,070)	-	(7,070)
Asbestos project	-	-	(550)	-	(550)
Totals	41,217	57,733	(139,721)	(5,437)	(46,208)

Represented by:

Funds Held on Behalf of the Ministry of Education	10,708
Funds Receivable from the Ministry of Education	(56,916)

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Boiler upgrade - project number 217301	(176,825)	252,860	(96,971)	-	(20,936)
Heat pump/Skylight - project number 220616	9,499	-	(9,499)	-	-
LSC alteration - project number 219017	(3,867)	134,618	(65,267)	-	65,484
SIP Staffroom kitchen upgrade - project number 222152	8,611	-	(9,577)	-	(966)
SIP Outdoor Play Area - project number 222153	(6,837)	82,502	(77,715)	-	(2,050)
Drainage project - project number 226693	-	15,544	(15,859)	-	(315)
Totals	(169,419)	485,524	(274,888)	-	41,217

Represented by:

Funds Held on Behalf of the Ministry of Education	65,484
Funds Receivable from the Ministry of Education	(24,267)

18. Funds Held on Behalf of the Nelson COL Cluster

Victory School was the lead school and holds funds on behalf of the COL cluster, a group of schools funded by the Ministry of Education to share professional support.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	17,547	17,547	(9,576)
Funds Received from Cluster Members	-	-	38,315
Funds Spent on Behalf of the Cluster	(17,547)	-	(11,192)
Funds Held at Year End	-	17,547	17,547

19. 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.

20. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i>		
Remuneration	3,975	4,015
<i>Leadership Team</i>		
Remuneration	349,101	621,246
Full-time equivalent members	3.00	5.00
Total key management personnel remuneration	<u>353,076</u>	<u>625,261</u>

There are six members of the Board excluding the Principal. The Board had held nine full meetings of the Board in the year. The Board also has Finance and Property members that meet monthly and quarterly respectively. 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.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	100-110
Benefits and Other Emoluments	1-10	3-4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 -110	2.00	2.00
110 -120	-	-
120 - 130	-	1.00
	<u>2.00</u>	<u>3.00</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2022 Actual \$	2021 Actual \$
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities and no contingent assets except as noted below as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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's review of the Schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the School may exist.

Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023.

23. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital works.

(a) \$904,434 contract for a boiler upgrade is to be fully funded by the Ministry of Education. Spark Energy is the lead contractor on this project. \$821,901 has been received of which \$843,983 has been spent on this project to balance date.

(b) \$166,884 contract for a Administration block upgrade to be fully funded by the Ministry. \$134,618 has been received of which \$155,206 has been spent on the project to balance date.

(c) \$19,000 contract for a drainage upgrade to be fully funded by the Ministry. \$15,544 has been received of which \$18,488 has been spent on the project to balance date.

(d) \$24,050 contract for K Block weathertightness, which will be fully funded by the Ministry of Education. \$18,668 has been received of which \$15,441 has been spent on the project to balance date.

(e) \$29,799 contract for combined ILE and Toilet upgrade, which will be fully funded by the Ministry of Education. \$31,479 has been received of which \$23,998 has been spent on the project to balance date.

(f) A contract for Roof repairs, which will be fully funded by the Ministry of Education. \$nil has been received of which \$3,682 has been spent on the project to balance date.

(g) A contract for Storm water infiltration, which will be fully funded by the Ministry of Education. \$nil has been received of which \$7,070 has been spent on the project to balance date.

(h) A contract for Asbestos project, which will be fully funded by the Ministry of Education. \$nil has been received of which \$550 has been spent on the project to balance date.

(Capital commitments in relation to Ministry projects at 31 December 2021: \$41,217)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2021: nil)

24. 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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	710,042	1,020,763	850,930
Receivables	188,266	185,127	185,127
Investments - Term Deposits	129,115	126,721	126,721
Total Financial assets measured at amortised cost	<u>1,027,423</u>	<u>1,332,611</u>	<u>1,162,778</u>

Financial liabilities measured at amortised cost

Payables	221,082	304,536	304,536
Finance Leases	37,583	30,758	30,758
Painting Contract Liability	97,105	146,403	116,525
Total Financial liabilities measured at amortised Cost	<u>355,770</u>	<u>481,697</u>	<u>451,819</u>

25. Events After Balance Date

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

26. Comparatives

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

School Name	Victory Primary School	School Number	3231
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School Vision	To grow mauri ora: strong in identity and belonging, active and inquiring minds, healthy bodies, and nurturing relationships.
Guiding Principles	<p>Biculturalism - Upholding our responsibilities as Treaty partners to Participate, Protect and form Partnerships that acknowledge our nation's bicultural foundation. We use a bicultural lens to achieve the best outcomes for all in a multicultural context</p> <p>Equity - Ensure that everyone in our school achieves the same positive outcomes regardless of their background or individual needs. Everyone matters at Victory and we cater for the uniqueness of every child and whānau to support their achievement and wellbeing.</p> <p>Sustainability - Meeting the diverse needs of our school in a way that is sustainable to ensure positive outcomes for future generations. We learn to think and act in ways that will safeguard the future wellbeing of our people, culture and environment.</p>

KEY		
We are well on track in this priority area.	We are somewhat on track in this priority area.	We haven't achieved this yet and need to evaluate where we're at in this priority area.

Priority Strategic Aim	Goal 1 (Mauri Ora: Well-Being): To provide a safe foundation for everyone in our kura and inspire growth, connectivity and sense of purpose and belonging.			
Priority	Actions What did we do?	Outcomes What Happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
Deliberately plan initiatives to promote positive student and staff	1. W@S Tool used to measure staff and student well-being.	1. Analysed data from W@S Tool & identified priority areas (listed	We deliberately planned some initiatives focusing on these priority areas,	Develop an action plan with specific actions to address priority areas.

<p>well-being, and measure and evaluate their success</p>		<p>below):</p> <p>Aggressive School Culture - Bullying - Aggressive Behaviour</p> <p>Community Partnerships - Outside of school I have an adult/ parent I can go to when I am upset - Safety to & from school - Build home school partnerships</p> <p>Safe Schools - The buildings, equipments and grounds are well looked after</p> <p>Pro-social Student Culture & Strategies - Respect between students - Expressing how I'm feeling</p> <p>Fairness & Racism - Speaking up when things are unfair</p> <p>Teaching & Learning - Teachers role-modelling expected behaviours</p> <p>Respect for Culture - Gender Inclusivity</p>	<p>eg: inside out PLD for staff (gender inclusivity), budgeting for landscaping, but these were never compiled into an action plan as such due to time constraints.</p>	<p>Bullying PLD with staff & whānau in particular defining what bullying is and the different types of bullying.</p> <p>Fully implement restorative practice and continue staff PLD in this area.</p> <p>Employ a groundskeeper to help us keep on top of our grounds gardens.</p> <p>Form a Health and Safety Committee that meets fortnightly to address the health and safety of our buildings, equipment, and grounds.</p> <p>Continue PB4L and IYT PLD for staff. Ensure that PB4L sits within the Mauri Ora Leadership Team.</p> <p>Plan opportunities for whole school collaboration using whānau rōpū.</p> <p>Vertical teams across the school will allow for more natural tuakana / teina relationships, which will have a positive effect on relationships between students.</p>
	<p>2. Staff Wellbeing team established.</p>	<p>2. Staff Wellbeing team established and group met</p>	<p>Most events were successful in terms of</p>	<p>Continue to meet termly as a Well-Being Team and plan a</p>

		<p>termly. Events planned to improve whakawhanangata & wellbeing across and staff.</p> <p>Improvements made to staffroom environment. Hui and duty schedules reduced to support kaiako workload.</p>	<p>building whanaungatanga across the school. It is still a challenge getting everyone together because of general business and variance in working styles, ie: some teachers like to work during break times to leave early at the end of the day because of family commitments, etc. Mixture of in-school and out-of-school events worked well with no pressure on people having to attend well-being events. Whānau rōpū was a good framework for healthy competition (and motivation).</p> <p>The addition of blinds, new carpet, autex, bean bags, and a bigger TV has made the staffroom a more attractive and user-friendly space to be in.</p> <p>Reduction in hui and duties has allowed more time for staff but also means there are less opportunities to communicate important information.</p>	<p>variety of events that staff are able to participate in if they so choose.</p> <p>Use Te Whare Tapa Wha to make sure that all parts of hauora are included in the activities.</p> <p>Whanaungatanga Friday each week with cheese and crackers and biscuits to bring staff together. This is also a good time to share information and celebrate successes.</p>
	<p>3. School events, EOTC, and break time activities for students.</p>	<p>3. School-wide events such as Matariki, Cultural Diversity Celebrations &</p>	<p>Cultural Diversity Day became Cultural Diversity Week to ensure enough</p>	<p>Cultural Diversity Week to continue each year but have a different look every second year</p>

		<p>Inquiry Kaupapa, Kia Toa PB4L foci, camps, etc. planned & evaluated.</p> <p>Scooter ramps purchased and timetabled for regular use by all.</p>	<p>time to properly celebrate all of the different cultures in our school.</p> <p>Matariki Celebration extended to a dawn ceremony for whānau at Tahunanui Beach to celebrate the first public holiday for Matariki.</p> <p>Mārahau camps were successful and Room 17's EOTC (as a result of the floods cancelling their camp to Mistletoe Bay) was a successful initiative that may be part of Term 4 EOTC in the future.</p> <p>Scooter Ramps purchased out of student-raised money and what students wanted. It has, however, brought about the issue of scooter storage.</p>	<p>to keep it fresh.</p> <p>Continue looking for creative ways to keep our Matariki celebrations fresh and engaging. We will liaise with the VCC around this kaupapa.</p> <p>Mistletoe Bay camp transferred to 2023 as a Kia Toa Leadership Camp.</p> <p>Scooter ramps continue to be used at lunch times (once per week) and events like Whānau Fun Night. Explore options for better systems for scooter storage.</p>
Continued development of seamless learning pathways across the school to minimise transitions and build relationships	1. Pathway to vertical grouping 2023 created and shared with staff (see separate document).	<p>1. Pathway to vertical grouping 2023 created and shared with staff. This will be actioned at the beginning of 2023.</p> <p>a) Shared pathway with staff.</p> <p>b) Implemented this process throughout 2022.</p> <p>c) Consulted with staff, iwi</p>	<p>We have learned that the benefits of this structure are:</p> <ul style="list-style-type: none"> - Stronger relationships between tamariki, between kaiako, tamariki-kaiako, kaiako-whānau, etc. - Clarity around learning pathways. - Cohesion across school 	Continue to learn and collaborate to make the vertical structure effective within our context. Use this structure to build our Professional Growth Cycle around.

		community and whānau. d) Vertical Teams across school from 2023.	and increased opportunities for collaboration. - Kaihautū leadership structure. - Natural opportunities for tuakana/teina. - Structure supported by kaupapa Māori.	
	2. Professional Development at Waimairi School in Christchurch.	2. SLT & Maitahi team visited Waimairi School in Christchurch. a) SLT visited Waimairi & Paparoa Street School to see how other schools use vertical groupings. b) Maitahi team requested visiting Waimairi School too so they could get a clearer understanding of how their NE hub operated.	NE Hub (Maitahi) was born out of our visit to Waimairi. We are interested in exploring the use of Te Whāriki as the curriculum for New Entrants (as used in Te Puna at Waimairi School).	Keep in touch with Mike and the team at Waimairi to ask any questions and help us improve our systems. Maitahi team to inquire into using Te Whāriki as the main curriculum for our New Entrants.
Manage behaviour in a positive manner and teach positive behaviour strategies using our Kia Toa PB4L framework	1. Explicit lessons planned and taught to teach PB4L values and strategies.	1. Expectations/lessons shared for new foci based on priority areas identified in PB4L data.	These are shared regularly at assemblies and sent to kaiako via email but one thing we have noticed is the need for some of our PB4L videos to be updated.	Look at updating our Kia Toa PB4L videos to freshen them up and make them more relevant. With our values consultation and review in mind, unpacking our new values is a big next step in terms of PB4L.
	2. Staff PD around restorative practice.	2. LSC, Principal & DP met with the Restorative	a) PD moved online and dates & kaupapa for	More Restorative Practice PLD and how it links to PB4L in 2023.

		Practice facilitator to plan next steps for our school.	workshops did not suit. b) Would have liked the Mauri Ora Leaders to participate in some of these workshops.	This could include support staff.
	3. Restorative practice used to deal with behaviour issues.	3. Restorative practice used to deal with behaviour issues, but to different degrees (based on the experience and knowledge of the staff member dealing with it).	The experience that staff have with restorative practice varies depending on how long they've been at our school.	More Restorative Practice PLD and how it links to PB4L in 2023. This could include support staff.
Build cohesion and increase opportunities for collaboration between teams across the school	1. Whānau Groups established across the school.	1. Whānau Groups established with staff first then students allocated to groups. Some classes or teams trialed doing activities across these groups i.e. Whakaputa i te Reo programme in NMKOTW or camp groups in Whānau Harakeke, Arts rotation in Maitahi, Maths & Sports in Maungatapu.	a) Student Whānau Rōpū established but not implemented school-wide yet. Decided to focus on building cohesion and collaboration with staff first because we felt this was important to happen first. b) It took 3 rounds of funding application to receive support for the taonga for the Rōpū Whānau. c) School-wide events were difficult with high levels of covid + anxiety.	Continued focus this year for staff + tamariki. Keep looking for different ways to bring people together in ways that meet their needs Introduction of taonga for whānau rōpū (toki, pūmoana, mere, hieke) to increase the sense of identity and connection to our whānau rōpū. This includes learning about all of the taonga, their names, their karakia, and the story of how they were made and how they got to us.
	2. Tuakana/Teina Hui (hapori hui) for staff every second week.	2. Tuakana/Teina groups held about once a term.	a) Feedback that Whānau teams needed to meet more regularly so Tuakana/Teina teams only met about once a term.	We have decided that Tuakana/Teina hui should be context based, i.e. camp, kaupapa planning, kia toa student leadership, BSLA, etc.

			<p>b) Hui schedule cut back significantly to reduce pressure/workload of kaiako.</p> <p>c) Collegial trust & equity of voice in these forum challenging.</p>	<p>This means that they won't occur every second week but when necessary as part of our hui schedule.</p> <p>We are doing considerable work as a whole staff on improving our school culture and building relational trust with our Leading by Learning PLD sessions with Jacqui Patuawa. This will continue in 2023.</p>
	3. Distributed Leadership structure across the school.	3. Distributed Leadership structure implemented across the school in the form of strategic leadership positions (Ako, Ahurea, and Mauri Ora Leaders), and other leadership positions (Hauora & Community Engagement, ESOL, ECE Liaison & NE Coordinator).	<p>a) Mauri Ora, Ahurea, and Ako Leaders established to lead our strategic goals.</p> <p>b) More clarity around the roles required.</p> <p>c) Heavy workload on SLT to maintain this structure.</p> <p>d) Variable engagement to these roles & processes to ensure accountability.</p> <p>e) Collegial trust & equity of voice in these forum challenging.</p> <p>f) Feedback that leadership days where the team could learn & work together were particularly effective</p>	<p>More learning together around <u>What is Distributed Leadership</u></p>
Everyone at Victory matters and we support all students, staff & whānau no matter how diverse their needs	1. Support staff and interventions in place for those that need it.	LSC was successful in several applications for funding for students including ICS, IWS, HH, etc.	a) Lack of funding and support from agencies for students with learning and pastoral needs. This meant that we couldn't	MoE request for support for service for - Impact of trauma on wellbeing & learning for students across the kura

		19 Support Staff employed over the year to support with student needs (some overlapped when teacher-aides left).	employ teacher-aides for all children that needed them. b) Extra workload and time required	- Māori Literacy As a school, be vigilant with our recording and gathering evidence of improvement when initiating programmes we fund (eg precision teaching) and use this to support funding requests.
2. Transition to school processes to support new students.	Mahitahi teacher-led transition Room 18 teacher-led transition Whānau Koromiko kaiako-led transition		Transitions worked fine but deciding which class new children in English Medium would go to became difficult, especially when trying to balance numbers and parent requests.	Re-establish the job description of the NE Coordinator/ ECE Liaison role and assign a management unit to it. This may include representation from both English Medium and Māori Medium. A NE Hub (Maitahi) solely for Year 0/1 tamariki will ensure cohesion in terms of transition from ECE into school. Create a VPS booklet to promote Victory Primary School and be kept at ECE's to show prospective whānau.
3. Bilingual support for ESOL students/whānau.	9 Bilingual Support Workers employed in total to provide support for students in class and support in terms of communication between home and school. This includes support in Spanish, Chin Hakha, Burmese, Karenni, Nepali, Samoan, Cook Island Māori, and other Pasifika languages.		We were able to employ Meh Mo (Karenni speaking) as a result of some extra ELL funding that was given to the school during the year. The TALL PLD was invaluable in terms of professional development around effective teaching strategies for second language acquisition.	Promote and value mother-tongue languages across the school. Develop PLC cluster (Ash and Lynda to lead). Identify and celebrate how we sustain and build culture and language in our kura for all our students

		<p>Additional Karenni speaker employed (Meh Mo)</p> <p>4 Bilingual Support Workers completed TALL (Team Approach to Language Learners) PLD.</p> <p>3-Way conference support in Term 3</p> <p>Samoan and Cook Island Māori language classes happening once a week.</p>		
Develop rangatiratanga and build student leadership across the school through our Kia Toa Student Leadership Programme	1. Kia Toa student leadership team for Year 6 students.	<p>Kia Toa Leadership Group established and structures put in place to provide leadership opportunities and develop leadership skills, eg: each Kia Toa Leader chose to be part of a sub-group with specific responsibilities. This group met at certain times during the year but it was inconsistent due to a number of different factors.</p>	<p>Ongoing disruptions due to workload and lockdowns impacted planned initiatives eg: Sports Leadership Course and leadership sub-groups.</p>	<p>Mistletoe Bay leadership camp booked for 2023.</p> <p>Kia Toa Leader Hui (with students) booked well in advance and communicated to teachers.</p>
	2. Student-run initiatives and responsibilities to build leadership.	<p>Kia Toa Leaders used to help oversee a fair system with our new swings.</p> <p>Overall there were a lot of initiatives but these all involved staff to help plan or oversee, eg: skate</p>	<p>Breaking down the roles into more specific responsibilities, eg: kaitiaki, librarian, sports leader, etc.</p> <p>Staff needed to be involved to help manage</p>	<p>Tuakana Hui to support Kia Toa Leadership initiatives</p> <p>Ensure we're not adding another job to our staff but rather tapping into staff Atuatanga (passions)</p>

		ramps, sports games, etc.	student behaviour and health and safety. This takes a huge amount of time and commitment, therefore many initiatives didn't gain the momentum that they needed.	
	3. Natural tuakana/teina opportunities for students.	Moving towards vertical teams schoolwide. Whānau Rōpū activities, eg: Top Teams.		Whānau Groups opportunities Support for new Whānau groups to build capacity eg Maungatapu 'Making this Our Place' kaupapa
Develop rangatiratanga and build staff leadership capacity using a distributed leadership model to empower and grow leaders.	1. Distributed leadership structure across the school with leadership groups for Mauri Ora (wellbeing), Ahurea (culture), and Ako (teaching & learning)	3. Distributed Leadership structure implemented across the school in the form of strategic leadership positions (Ako, Ahurea, and Mauri Ora Leaders), and other leadership positions (Hauora & Community Engagement, ESOL, ECE Liaison & NE Coordinator).	<p>a) Mauri Ora, Ahurea, and Ako Leaders established to lead our strategic goals.</p> <p>b) More clarity around the roles required.</p> <p>c) Heavy workload on SLT to maintain this structure.</p> <p>d) Variable engagement to these roles & processes to ensure accountability.</p> <p>e) Collegial trust & equity of voice in these forum challenging.</p> <p>f) Feedback that leadership days where the team could learn & work together were particularly effective</p>	More learning together around <u>What is Distributed Leadership</u>

Strategic Aim		Goal 2 (Ahurea: Culture): To develop a positive school culture that weaves kura, whānau and community together through authentic connections, effective communication and meaningful relationships		
Priority	Actions What did we do?	Outcomes What Happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
We use a bicultural lens to achieve the best outcomes for all in a multicultural context	Blended Learning - 5 staff total with each team running an ākongā group in their whānau team (and principal running an ākongā group with SLT). This structure allowed all staff to either do Blended Learning or be part of an ākongā group.	Variable engagement - Noone completed all kete and not all participants held regular ākongā hui	Full commitment wasn't necessarily there due to the compulsory nature of Ahurea leaders having to do Blended Learning. This added extra time pressure and additional workload that was not sustainable at times.	2022 cohort to continue Blended Learning & ākongā group and see if they are able to join wānanga in 2023 Open invitation to new cohort for 2023 includes kaiako, kaiāwhina, bilingual liaisons, BOT, whānau - Q & A session offered to promote
	Te Hurihanganui used to guide planning biculturally - Used to plan interviewing new staff - Whānau Rōpū - Vertical Teams - Ako team used to plan Inquiry Kaupapa - Guides staff PLD	Planning templates being used more frequently to guide school-wide planning to ensure we are using a bicultural lens and equitable outcomes	Commitment to kaupapa Tangata Whenua and Tangata Tiriti representation across our distributed leadership groups	Continue to use framework for all future planning and decision making Complete Vertical Team framework with kaihautū
Continue developing our localised curriculum and cultural narrative to ensure everyone	1. Cultural Narrative Action Plan created and used as a guide for	Staff Hui about our VPS Cultural Narrative and Action Plan created but	Our Cultural Narrative already exists strongly as part of our school and our	Create a Cultural Narrative Action Plan to continue deepening our understanding

feels connected to our school and what we do	localised curriculum.	we haven't got much further in terms of further embedding what we have (which is a lot). ☑ Cultural narrative st...	strategic plan feeds off this. We haven't done anything further in terms of action plans because of time constraints and difficulty fitting it into an already packed hui schedule.	and connection to it as a kura. Use our Cultural Narrative along with Aotearoa NZ Histories, Te Takanga o Te Wā, and Ngā Kawatau Me Ngā Tumanakotanga o Te Taihū to continue developing our localised curriculum.
	2. Engage with local iwi to support cultural narrative development.	Engaged with Te Kāhui Mātauranga as part of our Cultural Narrative consultation. Use Ngā Kawatau Me Ngā Tumanakotanga o Te Taihū to link our cultural narrative mahi with iwi aspirations. ☑ Ngā Kawatau me N...	We were fortunate to be able to attend the Kia Wetewetea, Ko Māui Ahau Education Symposium as a staff, which gave us a deeper understanding of Ngā Kawatau Me Ngā Tumanakotanga o Te Taihū as a guiding document.	Continue to use Ngā Kawatau Me Ngā Tumanakotanga o Te Taihū as a guiding document to ensure we are meeting iwi expectations and aspirations. Continue to consult with Te Kāhui Mātauranga to get iwi voice in terms of our Cultural Narrative development.
Cultural Relationships for Responsive Pedagogy informs our teaching and learning at VPS	1. Gather and analyse Rongohia Te Hau data and complete shadow coaching observations.	Gathered and analysed our RTH with Ahurea Leadership Team. This included the Ahurea team being part of RTH walkthroughs. Regular shadow coaching hui with Poutama Pounamu to help us embed it as an effective tool to inform our Profession Growth Cycle.	We needed to change the way our RTH walkthroughs were conducted. We initially planned for external people to do this but decided to change this to our Ahurea team to deepen our understanding of the process. Being an observer (rather than just being observed) really helped our Ahurea Leaders to gain a deeper understanding and develop more trust in the	Use our Rongohia Te Hau Action Plan to inform our next steps. ☑ VPS Rth Action Plan 2022 Use Shadow Coaching as a tool to grow our professional practice as part of our Professional Growth Cycle.

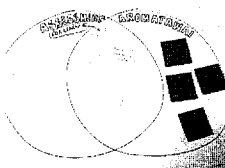
			model.	
	2. Develop a new school-wide CRFRP (Cultural Relationships for Responsive Pedagogy) continuum.	We developed our CRFRP Action Plan with our Ahurea Leadership Team and with Poutama Pounamu.	We created this as an Ahurea Team to ensure that Cultural Relationships for Responsive Pedagogy is at the forefront of what we do in terms of equitable outcomes for all students across our school.	Share our CR4RP Continuum with staff and use it to inform our next steps. 📄 VPS CR4RP Continuum
	3. Develop a Rongohia Te Hau Action Plan	We developed our RTH Action Plan with our Ahurea Leadership Team and with Poutama Pounamu.	The only variance from our initial plan was that we analysed staff voice separate from student and whānau voice, however, it all contributed to our final RTH Action Plan.	Share our Rongohia Te Hau Action Plan with staff and use it to inform our next steps. 📄 VPS Rth Action Plan 2022
Develop the use of the Aotearoa NZ Histories Curriculum to grow knowledge and inspire learning in an authentic context	1. Collate local histories resources and centralise them to support teaching/learning.	To this point we have just used the MoE resources that have been given to us. We have started to categorise books that are relevant to ANZH in our school library.	There have been many resources coming from the MoE in relation to this so there hasn't really been a need to create our own resources at this point in time.	Continue collating relevant resources in one centralised place so that it's easy for kaiako to access them.
	2. Aotearoa NZ Histories Staff Hui.	This was facilitated by our WST and there are plans to continue this as part of the curriculum refresh in 2023.	The only variance would be the need to include Te Takanga o Te Wā as part of our learning as well.	Further Staff Hui during the term and during Teacher Only Days to deepen our knowledge and understanding of Aotearoa NZ Histories, Te Takanga o Te Wā, and our localised curriculum.
	3. Exploring ANZH curriculum as part of	All of our schoolwide inquiry kaupapa have	We haven't explored ANZH explicitly as 2023 is	More explicit links to Aotearoa NZ Histories and Te Takanga o

	inquiry kaupapa.	been broad enough to include links to ANZH and TTOTW, eg: Tangaroa: What is your wai?, Ranginui: The Sky is the limit... or is it?, Whenua, etc.	the year that it's been rolled out, however, it has still been good to explore possible links this year to prepare ourselves for the transition.	Te Wa through our schoolwide inquiry kaupapa. Exploring the use of the 'Know, Understand, Do' model as part of the NZC refresh.
Celebrate the diversity of our school by celebrating all cultures and providing necessary support for everyone to feel a sense of belonging	1. Whole School Matariki Celebrations.	This took place in conjunction with the VCC during Term 2 and was a well attended event. This included our annual school Matariki play.	Matariki Celebration extended to a dawn ceremony for whānau at Tahunanui Beach to celebrate the first public holiday for Matariki.	Continue looking for creative ways to keep our Matariki celebrations fresh and engaging. We will liaise with the VCC around this kaupapa.
	2. Cultural Diversity Day.	This took place at the end of Term 3 and was a big success.	Cultural Diversity Day became Cultural Diversity Week to ensure enough time to properly celebrate all of the different cultures in our school.	Cultural Diversity Week to continue each year but have a different look every second year to keep it fresh.
	3. Moana Pasifika and Samoan Language Class.	Both our Moana Pasifika performance group and our Samoan Language Classes happened throughout the year. We also included Cook Island language classes in Term 4.	We were able to include Cook Island language classes as an option in Term 4 as we had a volunteer offer to take a group of tamariki for this kaupapa.	Continue to offer these opportunities to our Pasifika students and any other tamariki that are keen to learn about Pasifika culture and languages.
	4. Establish a Cultural Diversity Action Plan.	This was not completed.	Not enough time for us to establish this as other areas were prioritised ahead of it.	Establish a Cultural Diversity Action Plan as part of our Ahurea Leadership mahi in 2023.
Strengthen and develop Te Reo Māori and tikanga knowledge for	1. Kaiako employed for Te Reo and Kapa Haka in	We employed Rowena Hart for this role in 2023.	Having a kaiako explicitly teaching Te Reo and	Our next step is to find a new kaiako for this role since Rowena

<p>staff and students in both English and Māori medium classrooms.</p>	<p>English Medium.</p>		<p>Kapa Haka in English Medium classrooms was very well received and ensured that we were being guided by our principles of Biculturalism and Equity.</p>	<p>has now joined our full-time teaching team in NMKOTW.</p>
	<p>2. Fluent speakers supporting in NMKOTW.</p>	<p>All of our kaiako are continuing to learn Te Reo and are on different pathways for this.</p> <p>We have had a Resource Teacher of Māori working in our space one day a week with one of her aims being to increase the capabilities of kaiako in terms of their spoken and instructional Te Reo Māori.</p>	<p>Time and resourcing is the biggest challenge for our kaiako in Māori Medium in terms of fluency in Te Reo. We have highly-skilled kaiako and they are all continuing to build their Te Reo speaking skills.</p> <p>We are waiting for Te Ahu o Te Reo to open up classes at Level 5 and hoping for the possibility of a bespoke class for Māori Medium kaiako.</p>	<p>Continue with our RTM (Whaea Tania) working in our kura to help grow our Te Reo Māori capabilities.</p> <p>Te Ahu o Te Reo when it becomes available as an option for Level 5 or for a specific class of Māori Medium kaiako.</p>
	<p>3. Development of resources for explicit teaching of Te Reo.</p>	<p>Resources are created by kaiako when and as necessary if there are no other resources to support a kaupapa.</p>	<p>We receive a number of resources from the MoE and we have a full Māori resource room. As a kura, we tend to invest in human resourcing as our most effective way of improving outcomes in relation to Te Reo Māori.</p>	<p>Use the resources that have been gifted to us by local iwi.</p> <p>Do a stocktake of our Māori resource room to see what resources are relevant, what resources need to be chucked out, and what resources we need to continue building our capacity for speaking Te Reo Māori.</p>
<p>Ensure clear and transparent communication to whānau so we utilise their knowledge and</p>	<p>1. Translations of communications with</p>	<p>Copies of important notices are translated by our Bilingual Support Workers before being</p>	<p>With Glenda leaving at the end of 2022, we have planned for the role of communicating to our</p>	<p>Use facebook messenger to communicate any important messages or notices directly to our Bilingual Support Workers</p>

involve them in what we do.	whānau readily available.	<p>sent home.</p> <p>Chat groups such as Viber or Whatsapp or Messenger are used by our BLW to translate and communicate messages between home and school.</p> <p>Regular BLW hui during term time help us to communicate and seek clarity over the important messages that need to be communicated.</p>	<p>Bilingual Support Workers to be facilitated by Dan, Ash, and Jess.</p>	<p>who will translate and communicate with our ESOL families.</p>
	<p>2. Wider attendance from school representatives at community events.</p>	<p>Whānau consultation hui are held on multiple nights with the assistance of our Bilingual Support Workers to help translate. We usually offer translation in 6 different languages.</p> <p>Hui a Whānau are held in NMKOTW termly.</p> <p>We often have kai to show manaakitanga to whānau and express our gratitude for them coming.</p> <p>Community events outside of school, eg: Chin National Day, Kapa Haka Performances, Multicultural Festival, etc, are normally attended by</p>	<p>Attendance for the multiple whānau consultation hui that we held throughout the year (both in English Medium and Māori Medium) was reasonably good. This of course can vary depending on time, day of the week, etc, so we make sure that we communicate dates and times with our BLW and whānau as soon as we can.</p> <p>Availability for events outside of school time will always vary and there is no pressure or expectations on any staff to attend these.</p>	<p>Continue to employ our Bilingual Support Workers for important after-school / evening meetings such as whānau consultation nights and wānanga takitoru - 3-way learning conferences.</p> <p>Clearly communicate the 'why' to whānau so that they see the purpose for engaging in these events.</p> <p>Communicate any information about events promptly using a range of methods, eg: email, school facebook page, newsletter, etc.</p>

		multiple staff members.		
	3. Wider community representation on BoT.	Our BoT has diversified to include representation from our Chin community as well as good Māori representation (at least 50%).	Having diverse representation on our BoT allows us to ensure that all parts of our school community are heard and well represented.	Co-opt additional community members onto our school BoT if there is a need for specific representation in an area.

Strategic Aim		Goal 3 (Ako: Teaching & Learning): Actively provide the appropriate support, resources and opportunities to empower all students and teachers to fulfil their potential		
Priority	Actions What did we do?	Outcomes What Happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
Ensure that assessment and moderation is authentic, purposeful, and consistent to inform teaching and measure progress.	1. Review current assessment and moderation methods.	<p>This was reviewed by the Ako Leadership Team.</p> <p>📄 Assessment Conver...</p> 	<p>We reviewed our assessment and aromatawai practices and discussed the differences between assessment, assessment for learning, and aromatawai. There are also some inconsistencies in assessment methods between teams, which made it challenging to come to an overall consensus. We have decided to prioritise forming a VPS Aromatawai & Assessment for Learning document in 2023.</p>	<p>Create a VPS Aromatawai & Assessment for Learning document that outlines what assessment looks like in our kura. This will be created by the Ako Leadership Team.</p>

	<p>2. Whole Staff PLD on Literacy assessment.</p>	<p>Adie Bonisch was our Literacy PLD facilitator in 2023 and was in our school several times for in-class observations and staff hui.</p> <p>Our PLD enhanced teaching and improved educational outcomes for students. It enhanced understanding of the Learning Progressions Framework (LPF) and the Progress and Consistency Tool (PaCT), which are now grouped together as the 'Curriculum Progress Tools'. Teachers use them to understand their learners' curriculum progress and achievement in writing. The tools are both purposeful and strategic. They enable dependable school data, and having reliable data benefits students in both the short and long run.</p> <p>Teachers have increased capability in:</p> <ul style="list-style-type: none"> -Understanding the tool -Understanding the progressions within the tool -Developing a deep understanding of what to notice and recognise in 	<p>Our Literacy PLD was effective in terms of developing teacher capability, especially for teachers in English Medium who are using the NZC as their guiding curriculum. Although there were some good learnings for Māori Medium staff, the transferability of some of our mahi into a Te Reo Matatini and Te Marautanga context was challenging at times. Māori Medium staff were also completing Te Reo Matatini PLD with Fiona Matapo at the same time, effectively doubling the workload in terms of PLD.</p>	<p>In 2023, we intend to continue with Literacy PLD with Adie but with a focus on the New Zealand Curriculum and Literacy teaching in our English Medium learning spaces.</p> <p>Our Māori Medium staff will continue their Te Reo Matatini PLD with Fiona and we will aim for these sessions to take place at the same time to ensure no one is doubling up on PLD.</p> <p>Our biggest learning is to embrace the differences between our two curriculums and accept that our practices in terms of assessment for learning and aromatawai don't need to be carbon copies of each other. We understand that it is important for some similarities, however, which will be outlined in our VPS Aromatawai & Assessment for Learning document.</p>
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		<p>student responses</p> <p>-Working collaboratively across teams to understand student progress/achievement in literacy</p>		
	<p>3. Hapori hui for staff to strengthen collaboration and practice.</p>	<p>Hapori Hui held about once a term (we had initially intended for them to happen fortnightly).</p>	<p>a) Feedback that Whānau teams needed to meet more regularly so Tuakana/Teina teams only met about once a term.</p> <p>b) Hui schedule cut back significantly to reduce pressure/workload of kaiako.</p> <p>c) Collegial trust & equity of voice in these forum was challenging at times.</p>	<p>We have decided that Hapori Hui should be context based, i.e. camp, kaupapa planning, kia toa student leadership, BSLA, etc. This means that they won't occur every second week but when necessary as part of our hui schedule.</p> <p>We are doing considerable work as a whole staff on improving our school culture and building relational trust with our Leading by Learning PLD sessions with Jacqui Patuawa. This will continue in 2023.</p>
<p>Purposeful and relevant staff professional development to enhance teaching practice and improve student outcomes.</p>	<p>1. Whole staff Literacy PLD.</p>	<p>Adie Bonisch was our Literacy PLD facilitator in 2023 and was in our school several times for in-class observations and staff hui.</p> <p>Our PLD enhanced teaching and improved educational outcomes for students. It enhanced understanding of the Learning Progressions Framework (LPF) and the Progress and Consistency Tool (PaCT), which are now grouped</p>	<p>Our Literacy PLD was effective in terms of developing teacher capability, especially for teachers in English Medium who are using the NZC as their guiding curriculum. Although there were some good learnings for Māori Medium staff, the transferability of some of our mahi into a Te Reo Matatini and Te Marautanga context was challenging at times. Māori Medium staff were</p>	<p>In 2023, we intend to continue with Literacy PLD with Adie but with a focus on the New Zealand Curriculum and Literacy teaching in our English Medium learning spaces.</p> <p>Our Māori Medium staff will continue their Te Reo Matatini PLD with Fiona and we will aim for these sessions to take place at the same time to ensure no one is doubling up on PLD.</p> <p>Our biggest learning is to embrace the differences between our two curriculums and accept</p>



Kiwisport 2022

In 2022 Victory Primary School received total Kiwisport funding of \$4,634.78.

This funding was spent on the employment of a Sport Co-ordinator along with various types of sporting equipment, coaching of sports teams and providing sporting opportunities for our students.