

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MEADOWBANK SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2024

The Auditor-General is the auditor of Meadowbank School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2024, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2024; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30/5/25. This is the date at which our opinion is expressed.

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

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwisport Report, Analysis of Variance, Good Employer Statement, a Report on how the school has given effect to Te Tiriti o Waitangi and the Members of the Board, but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with



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

Independence

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

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

A handwritten signature in blue ink, consisting of a large, stylized 'S' followed by a series of loops and a final flourish.

.....
Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2024

School Directory

Ministry Number:	1370
Principal:	Phil Toomer
School Address:	68 Waatarua Road, Remuera. Auckland 1050
School Phone:	09 520 3739
School Email:	principal@meadowbank.school.nz
Accountant / Service Provider:	Schooled Limited

Meadowbank School

Members of the Board

For the year ended 31 December 2024

Name	Position	How Position Gained	Term Expires
Jessica Wight	Presiding Member	Re-elected Sept 2022	September 2025
Philip Toomer	Principal	Ex officio	
Alisha Chapman	Parent Representative	Re-elected Sept 2022	September 2025
Charles Stokes	Parent Representative	Re-elected Sept 2022	Resigned September 2024
Frances Moon	Parent Representative	Elected Sept 2022	September 2025
Greg Lewis	Parent Representative	Elected Sept 2022	September 2025
Adrien Hunter	Parent Representative	Elected Sept 2022	September 2025
Pat Mohan	Parent Representative	Co-Opted March 2024	September 2025
Judith Hannan	Staff Representative	Elected Sept 2022	September 2025

MEADOWBANK SCHOOL

Annual Financial Statements - For the year ended 31 December 2024

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Meadowbank School

Statement of Responsibility

For the year ended 31 December 2024

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 2024 fairly reflects the financial position and operations of the School.

The School's 2024 financial statements are authorised for issue by the Board.

Jessica Wight

Full Name of Presiding Member

J. Wight

Signature of Presiding Member

30.5.2025

Date:

Phil Toomer

Full Name of Principal

Phil Toomer

Signature of Principal

30.5.2025

Date:

Meadowbank School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2024

		2024	2024	2023
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	7,646,999	7,226,746	7,535,651
Locally Raised Funds	3	1,309,291	1,316,077	1,183,249
Interest		62,542	35,000	51,022
Total Revenue		9,018,832	8,577,823	8,769,922
Expense				
Locally Raised Funds	3	486,417	569,558	510,936
Learning Resources	4	5,835,446	5,525,479	5,875,973
Administration	5	399,165	402,633	389,310
Interest		6,420	9,398	3,569
Property	6	2,203,107	2,048,727	2,042,742
Loss on Disposal of Property, Plant and Equipment		-	-	1,853
Total Expense		8,930,555	8,555,795	8,824,383
Net Surplus / (Deficit) for the year		88,277	22,028	(54,461)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		88,277	22,028	(54,461)

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

Meadowbank School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Equity at 1 January		4,096,678	4,096,681	4,058,162
Total comprehensive revenue and expense for the year		88,277	22,028	(54,461)
Contribution - Furniture and Equipment Grant		-	-	92,977
Equity at 31 December		4,184,955	4,118,709	4,096,678
Accumulated comprehensive revenue and expense		4,184,955	4,118,709	4,096,678
Equity at 31 December		4,184,955	4,118,709	4,096,678

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.

Meadowbank School

Statement of Financial Position

As at 31 December 2024

	Notes	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Current Assets				
Cash and Cash Equivalents	7	587,105	423,846	606,864
Accounts Receivable	8	661,641	400,178	400,178
GST Receivable		-	14,786	14,786
Prepayments		62,865	20,732	53,129
Inventories	9	2,668	2,354	2,354
Investments	10	766,646	439,361	439,361
Funds Receivable for Capital Works Projects	16	4,740	-	136,086
		2,085,665	1,301,257	1,652,758
Current Liabilities				
GST Payable		9,548	-	-
Accounts Payable	12	537,057	478,374	490,742
Revenue Received in Advance	13	105,397	43,448	43,449
Provision for Cyclical Maintenance	14	57,674	49,233	57,210
Finance Lease Liability	15	46,346	52,233	21,275
Funds held for Capital Works Projects	16	145,381	-	-
		901,403	623,288	612,676
Working Capital Surplus/(Deficit)		1,184,262	677,969	1,040,082
Non-current Assets				
Property, Plant and Equipment	11	3,135,202	3,617,583	3,165,050
Work in Progress		72,345	-	43,355
		3,207,547	3,617,583	3,208,405
Non-current Liabilities				
Provision for Cyclical Maintenance	14	161,422	72,614	121,847
Finance Lease Liability	15	45,432	104,229	29,962
		206,854	176,843	151,809
Net Assets		4,184,955	4,118,709	4,096,678
Equity		4,184,955	4,118,709	4,096,678

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

Meadowbank School

Statement of Cash Flows

For the year ended 31 December 2024

	Note	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash flows from Operating Activities				
Government Grants		1,324,370	1,500,223	1,509,575
Locally Raised Funds		1,182,715	1,326,934	1,189,736
International Students		224,485	77,000	58,770
Goods and Services Tax (net)		24,334	10,208	10,208
Payments to Employees		(1,252,687)	(1,203,152)	(1,252,484)
Payments to Suppliers		(1,231,378)	(1,316,018)	(1,217,012)
Interest Paid		(6,420)	(9,398)	(3,569)
Interest Received		59,852	32,718	48,740
Net cash from/(to) Operating Activities		325,271	418,515	343,964
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	(1,853)
Purchase of Property Plant & Equipment (and Intangibles)		(254,129)	(1,018,650)	(485,978)
Purchase of Investments		(327,285)	(18,674)	(18,674)
Net cash from/(to) Investing Activities		(581,414)	(1,037,324)	(506,505)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	92,977
Finance Lease Payments		(40,343)	(20,054)	(29,487)
Funds Administered on Behalf of Other Parties		276,727	-	(14,529)
Net cash from/(to) Financing Activities		236,384	(20,054)	48,961
Net increase/(decrease) in cash and cash equivalents		(19,759)	(638,863)	(113,580)
Cash and cash equivalents at the beginning of the year	7	606,864	1,062,709	720,444
Cash and cash equivalents at the end of the year	7	587,105	423,846	606,864

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

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

Meadowbank School

Notes to the Financial Statements

For the year ended 31 December 2024

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2024 to 31 December 2024 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 with reference to generally accepted accounting practice. The financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The School is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the School is not publicly accountable and is not considered large as it falls below the expense threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

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

i) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the Board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	10 – 75 years
Furniture and Equipment	10 – 20 years
Information and Communication Technology	4 – 5 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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

k) Accounts Payable

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

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international students 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 are earned.

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

n) Funds held for Capital works

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

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

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the school, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the School to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

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

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 surplus or deficit.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Government Grants - Ministry of Education	1,542,611	1,469,636	1,505,150
Teachers' Salaries Grants	4,335,981	4,073,090	4,398,709
Use of Land and Buildings Grants	1,768,407	1,684,020	1,631,792
	<u>7,646,999</u>	<u>7,226,746</u>	<u>7,535,651</u>

3. Locally Raised Funds

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Revenue			
Donations and Bequests	328,329	320,530	301,226
Fees for Extra Curricular Activities	75,795	67,902	48,259
Trading	415,943	519,447	421,215
Fundraising and Community Grants	207,577	212,816	248,942
Other Revenue	133,869	118,382	120,070
International Student Fees	147,778	77,000	43,537
	<u>1,309,291</u>	<u>1,316,077</u>	<u>1,183,249</u>
Expense			
Extra Curricular Activities Costs	91,063	61,000	54,291
Trading	221,664	335,298	252,462
Fundraising and Community Grant Costs	55,626	50,500	78,267
Other Locally Raised Funds Expenditure	114,968	120,760	124,554
International Student - Other Expenses	3,096	2,000	1,362
	<u>486,417</u>	<u>569,558</u>	<u>510,936</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>822,874</u>	<u>746,519</u>	<u>672,313</u>

4. Learning Resources

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Curricular	123,048	137,571	129,054
Information and Communication Technology	38,359	25,200	22,171
Employee Benefits - Salaries	5,237,859	4,942,770	5,345,415
Staff Development	36,495	32,000	30,078
Depreciation	335,871	333,322	294,544
Other Learning Resources	63,814	54,616	54,711
	<u>5,835,446</u>	<u>5,525,479</u>	<u>5,875,973</u>

5. Administration

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Audit Fees	11,960	7,438	7,084
Board Fees and Expenses	13,159	14,500	11,672
Legal Fees	1,277	5,000	10,598
Other Administration Expenses	64,153	74,300	68,515
Employee Benefits - Salaries	263,305	256,100	245,711
Insurance	15,461	15,445	14,899
Service Providers, Contractors and Consultancy	29,850	29,850	30,831
	<u>399,165</u>	<u>402,633</u>	<u>389,310</u>

6. Property

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cyclical Maintenance	40,039	38,517	72,258
Heat, Light and Water	60,708	50,000	53,309
Repairs and Maintenance	101,054	64,300	74,076
Use of Land and Buildings	1,768,407	1,684,020	1,631,792
Employee Benefits - Salaries	88,784	80,340	75,399
Other Property Expenses	144,115	131,550	135,908
	<u>2,203,107</u>	<u>2,048,727</u>	<u>2,042,742</u>

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

7. Cash and Cash Equivalents

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Bank Accounts	587,105	423,846	606,864
Cash and cash equivalents for Statement of Cash Flows	<u>587,105</u>	<u>423,846</u>	<u>606,864</u>

Of the \$587,105 Cash and Cash Equivalents, \$145,381 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings and include retentions on the projects, if applicable. The funds are required to be spent in 2025 on Crown owned school buildings.

Of the \$587,105 Cash and Cash Equivalents, \$105,397 of Revenue Received in Advance is held by the School, as disclosed in note 13.

8. Accounts Receivable

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	13,684	55,543	34,451
Receivables from the Ministry of Education	211,811	-	21,092
Interest Receivable	8,370	5,680	5,680
Teacher Salaries Grant Receivable	427,776	338,955	338,955
	<u>661,641</u>	<u>400,178</u>	<u>400,178</u>
Receivables from Exchange Transactions	22,054	61,223	40,131
Receivables from Non-Exchange Transactions	639,587	338,955	360,047
	<u>661,641</u>	<u>400,178</u>	<u>400,178</u>

9. Inventories

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	2,668	2,354	2,354
	<u>2,668</u>	<u>2,354</u>	<u>2,354</u>

10. Investments

The School's investment activities are classified as follows:

	2024	2024	2023
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	766,646	439,361	439,361
Total Investments	<u>766,646</u>	<u>439,361</u>	<u>439,361</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2024	\$	\$	\$	\$	\$	\$
Building Improvements	2,186,499	89,530	-	-	(77,156)	2,198,873
Furniture and Equipment	700,976	28,159	-	-	(135,233)	593,902
Information and Communication Technology	171,786	100,352	-	-	(68,829)	203,309
Leased Assets	47,674	79,662	-	-	(46,349)	80,987
Library Resources	58,115	13,678	(5,358)	-	(8,304)	58,131
	3,165,050	311,381	(5,358)	-	(335,871)	3,135,202

The net carrying value of furniture and equipment held under a finance lease is \$80,987 (2023: \$47,674)

Restrictions

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

	2024 Cost or Valuation	2024 Accumulated Depreciation	2024 Net Book Value	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	3,144,626	(945,753)	2,198,873	3,055,096	(868,597)	2,186,499
Furniture and Equipment	1,849,027	(1,255,125)	593,902	1,820,868	(1,119,892)	700,976
Information and Communication Technology	725,439	(522,130)	203,309	625,087	(453,301)	171,786
Leased Assets	186,625	(105,638)	80,987	146,183	(98,509)	47,674
Library Resources	172,002	(113,871)	58,131	174,403	(116,288)	58,115
	6,077,719	(2,942,517)	3,135,202	5,821,637	(2,656,587)	3,165,050

12. Accounts Payable

	2024 Actual	2024 Budget (Unaudited)	2023 Actual
	\$	\$	\$
Creditors	50,356	41,117	41,121
Accruals	37,986	78,679	78,679
Banking Staffing Overuse	36	-	12,364
Employee Entitlements - Salaries	427,776	338,955	338,955
Employee Entitlements - Leave Accrual	20,903	19,623	19,623
	537,057	478,374	490,742
Payables for Exchange Transactions	537,057	478,374	490,742
	537,057	478,374	490,742

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Grants in Advance - Ministry of Education	-	-	15,194
International Student Fees in Advance	91,940	-	15,233
Other revenue in Advance	13,457	43,448	13,022
	<u>105,397</u>	<u>43,448</u>	<u>43,449</u>

14. Provision for Cyclical Maintenance

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Provision at the Start of the Year	179,057	82,687	135,169
Increase to the Provision During the Year	40,039	38,517	72,258
Use of the Provision During the Year	-	643	(28,370)
Provision at the End of the Year	<u>219,096</u>	<u>121,847</u>	<u>179,057</u>
Cyclical Maintenance - Current	57,674	49,233	57,210
Cyclical Maintenance - Non current	161,422	72,614	121,847
	<u>219,096</u>	<u>121,847</u>	<u>179,057</u>

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the schools 10 Year Property plan

15. Finance Lease Liability

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

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
No Later than One Year	51,027	52,233	24,940
Later than One Year and no Later than Five Years	48,294	104,229	32,234
Future Finance Charges	(7,543)		(5,937)
	<u>91,778</u>	<u>156,462</u>	<u>51,237</u>
Represented by			
Finance lease liability - Current	46,346	52,233	21,275
Finance lease liability - Non current	45,432	104,229	29,962
	<u>91,778</u>	<u>156,462</u>	<u>51,237</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9, and includes retentions on the projects, if applicable.

2024	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE - Block 11 Foundations (#247020)	(3,081)	193,335	(52,067)	-	138,187
MOE - Flood Damage Room 5 (#240919)	(36,678)	40,948	(4,270)	-	-
MOE - Storm Repairs	(8,911)	-	-	8,911	-
MOE 5YA - John Boyens (#212702)	(83,944)	23,510	(29,096)	89,530	-
MOE 5YA - Reroofing (#247022)	-	244,765	(237,571)	-	7,194
MOE 5YA - Senior Campus Electrical Upgrade	(3,472)	-	(1,268)	-	(4,740)
Totals	(136,086)	502,558	(324,272)	98,441	140,641

Represented by:

Funds Held on Behalf of the Ministry of Education	145,381
Funds Receivable from the Ministry of Education	(4,740)

John Boyens and Storm Repairs costs exceeded Ministry funding, and therefore, the Board provided \$98,441 of funding to complete and close out the project from retained surpluses.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE - Block 11 Foundations (#247020)	-	-	(3,081)	-	(3,081)
MOE - Flood Damage Room 5 (#240919)	-	10,000	(46,676)	-	(36,678)
MOE - Storm Repairs	(8,911)	3,083	(3,083)	-	(8,911)
MOE 5YA - John Boyens (#212702)	(110,928)	62,490	(35,508)	-	(83,944)
MOE 5YA - Senior Campus Electrical Upgrade	(1,000)	-	(2,472)	-	(3,472)
MOE 5YA Theo Lynds ILE	16,371	-	(16,371)	-	-
MOE Room 32 Leak & Waterproof	(2,135)	-	-	2,135	-
MOE Waiatarua Gully Bridge	(11,167)	14,488	(5,947)	2,626	-
MOE Room 12 Ceiling	(1,480)	-	(506)	1,986	-
MOE Admin Building	(2,307)	-	-	2,307	-
Totals	(121,557)	90,061	(113,644)	9,054	(136,086)

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(136,086)

17. 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.

18. Remuneration

Key management personnel compensation

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

	2024 Actual \$	2023 Actual \$
<i>Board Members</i>		
Remuneration	4,175	5,115
<i>Leadership Team</i>		
Remuneration	568,741	674,102
Full-time equivalent members	5	5
Total key management personnel remuneration	572,916	679,217

There are eight members of the Board excluding the Principal. The Board has held 10 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2024 Actual \$000	2023 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	1 - 5	190 - 200

Other Employees

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

Remuneration \$000	2024 FTE Number	2023 FTE Number
100 - 110	6	8
110 - 120	6	4
120 - 130	-	2
130 - 140	2	-
160 - 170	1	-
	15	14

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, 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:

	2024 Actual	2023 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2024 (Contingent liabilities and assets at 31 December 2023: Nil).

Holidays Act Compliance – Schools Payroll

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

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

Pay Equity and Collective Agreement Funding Wash-up

In 2024 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. At the date of signing the financial statements the School's final entitlement for the year ended 31 December 2024 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2025.

21. Commitments

(a) Capital Commitments

At 31 December 2024, the Board had capital commitments of \$388,952 (2023:\$Nil) as a result of entering the following contracts:

Contract Name	2024 Capital Commitment \$
Lower Courts (Board Funded)	185,925
Pool Change Rooms (Board Funded)	57,646
MOE - Block 11 Foundations	138,187
MOE 5YA - Reroofing	7,194
Total	388,952

The Board receives funding from the Ministry of Education for Capital Works which is disclosed in note 16.

(b) Operating Commitments

As at 31 December 2024, the Board has not entered into any operating lease contracts.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2024 Actual \$	2024 Budget (Unaudited) \$	2023 Actual \$
Cash and Cash Equivalents	587,105	423,846	606,864
Receivables	661,641	400,178	400,178
Investments - Term Deposits	766,646	439,361	439,361
Total financial assets measured at amortised cost	<u>2,015,392</u>	<u>1,263,385</u>	<u>1,446,403</u>

Financial liabilities measured at amortised cost

Payables	537,057	478,374	490,742
Finance Leases	91,778	156,462	51,237
Total financial liabilities measured at amortised cost	<u>628,835</u>	<u>634,836</u>	<u>541,979</u>

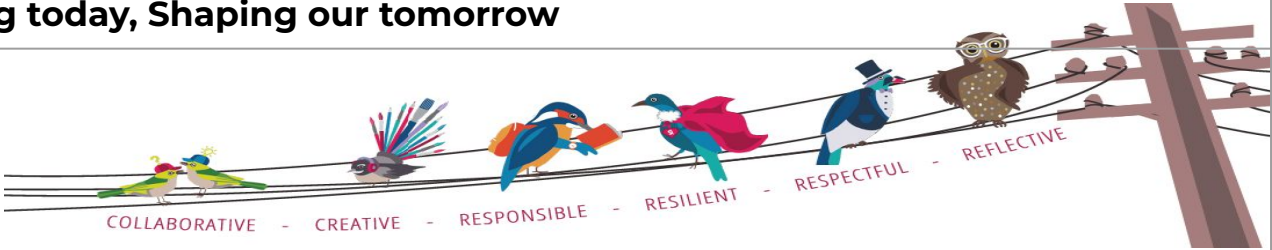
23. Events After Balance Date

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

24. Comparatives

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

MEADOWBANK SCHOOL'S STRATEGY 2024 - 2025

Vision	Embracing today, Shaping our tomorrow	
Values		
Aspirations	• Our students are thriving and confident, reaching their full potential through rich learning opportunities. • Our students are critical thinkers and creative problem solvers who courageously take action, positively contributing to the world around them. • Our community is connected and inclusive; our collaborative relationships strengthen the wellbeing of all.	
Strategic Objectives:	Learning and Achievement (Education) • Develop and empower our teachers to deliver a stimulating, well-balanced education that reflects our aspirations and values. • Challenge and support all our students to reach their potential through authentic rich learning experiences.	Community and Culture (Partnerships) • Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning. • Acknowledge and embrace community diversity in all aspects of our school.
2024 Initiatives:	Te Mātaiaho Curriculum refresh Review curriculum content as it is released, align with MBS schemes and plan for implementation. Literacy Implementation of a Structured Literacy approach Y0-6 Assessment Review assessment processes, tools and reporting to parents in response to structured literacy and refreshed curriculum developments.	Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi. - Embed and further develop connections with our diverse community in all aspects of our school.

Learning and Achievement

Mid Year Report Meadowbank Board - August 2024

Initiatives	Term 1	Term 2	Term 3	Term 4
Te Mātaiaho	TOD- PD Effective Pedagogy	PD- Effective pedagogy	PD - Teacher Only Day- Effective pedagogy/ Curriculum alignment Open classrooms -maths focus	Refreshed Maths and MBS Scheme aligned and utilised
	PLG Teacher Inquiry -Maths achievement	Peer observations -Maths Mid Year OTJ analysis - gaps analysis	Parent workshops - maths	End year OTJ analysis Parent Hub open
	Y5-6 Maths Teacher Boxes allocated	Maths Hub on staff site developed		
Literacy	TOD - Professional Development Liz Kane Y0-1 Parent Presentation Literacy MBS Scope and Sequence - implemented Y2/3, developed Y4-6 NZCER Professional Development - PAT data analysis and teacher workshop	Ongoing teacher inquiry, strengthening teacher knowledge. PD - T2/3 literacy support for diverse learners Supplementary Y4-6 resources	PD - Writing Open classrooms - literacy focus	PD - Writing
Assessment		e-asTTle Professional Development	Outline implications on current assessment practices	Redesigned assessment procedures developed

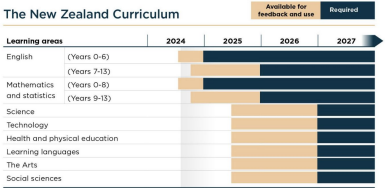
Preamble/Context: Over the past week we have been given greater clarity on the timeline for the implementation of the refreshed curriculum. See the picture to the right. However, at the time of writing we have not received any curriculum documents and have no further information other than what has been communicated in the media.

National picture: From Term 1, 2025, schools and kura must teach the updated English and Maths curricula. The fully updated national curriculum, including all the other learning areas, wāhanga ako and subjects, will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially required from 2027. We have been informed that there will be five phases of learning which progress students' knowledge and understanding over time. These phases are Years 0-3, 4-6, 7-8, 9-10, 11-13. These will now be strengthened by a year-by-year sequence so teachers know what they need to cover in each year. We do not, however, have any confirmation on when these year-by-year sequences will be released.

ACCOS Picture: We continue to engage with a number of ACCoS initiatives, however these are not driving our strategic plan. Learning with and alongside neighbouring schools is supporting our in-school leaders to develop a scope of work in a defined area and to make connections with others working on a similar area. In 2025 the ACCOS focus areas will be Maths and English.

Local Picture: Feedback from all teaching teams has been sought on the implementation and application of the strategic plan. Feedback has been overwhelmingly positive, however frustration is evident in the uncertainty surrounding the mathematics curriculum in particular. Teachers are seeking more time to unpack and implement what is delivered in PD sessions.

With this in mind and the announcement over the weekend, SLT have made the conscious decision to adjust our focus during staff meetings from late Term 3/Term 4. Prior to the mathematics announcement at the weekend we had planned to use this time to focus solely on the English curriculum, however this may change once we receive both documents and we determine the areas of greatest change for teacher practice.



Te Mātaiaho	Progress: Update from MOE on implementation dates of Maths and English curriculum documentation and delivery. Next steps: SLT and TL to work together to unpack Maths and English curriculum refresh documentation and plan implementation for 2024-5.
Literacy	Progress: SL practice is embedding well into the junior school with strong achievement results. Staff are more confident and are refining practice with the support of TL, peer observations and external facilitator coaching. Next steps: Part time and new staff will undertake MOE funded SL training over 3 days with ongoing coaching sessions to support implementation. Continue to work with external literacy consultant on refining and strengthening practice, shifting focus from junior literacy to senior writing,
Assessment	Progress: NZCER Professional Development undertaken with SLT and whole staff during Term 1 to support data analysis and potential of NZCER tests. During T2 worked with Team Leads in best practice design of e-asTTle tests for alignment across Year 4-6. Differentiation of tests to ensure results reflect students potential. Moderation grids refined with data points for Structured Literacy and removing of obsolete assessments as curriculum shifts. Next steps: Planning for Term 4 reassessment of PAT tests to support end of year assessments and moderation for reports in Maths and Reading Comprehension. As new curriculum is released assessment practices will continue to be refined and developed in response.

Learning and Achievement

End of Year Report Meadowbank Board - October 2024

Initiatives	Term 1	Term 2	Term 3	Term 4
Te Mātaiaho	TOD- PD Effective Pedagogy	PD- Effective pedagogy	PD - Teacher Only Day- Effective pedagogy/ Curriculum alignment Open classrooms -maths focus	Refreshed Maths and MBS Scheme aligned and utilised
	PLG Teacher Inquiry -Maths achievement	Peer observations -Maths Mid Year OTJ analysis - gaps analysis	Parent workshops - maths	End year OTJ analysis Parent Hub open
	Y5-6 Maths Teacher Boxes allocated	Maths Hub on staff site developed		
Literacy	TOD - Professional Development Liz Kane	Ongoing teacher inquiry, strengthening teacher knowledge.		
	YO-1 Parent Presentation Literacy MBS Scope and Sequence - Implemented Y2/3, developed Y4-6 NZCER Professional Development - PAT data analysis and teacher workshop	PD - T2/3 literacy support for diverse learners Supplementary Y4-6 resources	PD- Writing Open classrooms - literacy focus	PD - Writing
Assessment		e-asTitle Professional Development	Outline implications on current assessment practices	Redesigned assessment procedures developed

Preamble/Context: At the time of writing we are still waiting on the final copies of the Maths and English curricula that are to be implemented in 2025.

National picture: Updates from the ministry continue to trickle through in regards to the new curriculum documents and the resources to support implementation. The pace of communication and the ever changing deadlines continue to make planning very difficult. We now have access to the different suppliers for the ministry provided mathematic teacher and student workbooks.

ACCOS Picture: Erica Stanford is currently reviewing the Kahui Ako model. It is highly anticipated that all Kahui Ako will be instructed to align their achievement challenges to the new English and Maths curricula. We are currently considering who are the best people to lead this work in 2025.

Local Picture: As a school we have developed roadmaps for the implementation of both the Maths and English curricula. Our initial focus over Term 4 and in the first two terms of 2025 will be on the mathematics curriculum. We have already made good progress in this area over the past couple of years and continuing this momentum will ensure a smooth transition for teachers. The ministry led English PLD for Years 4-6 teachers does not commence until next year. Once all staff have completed this PD we will be in a better position to start unpacking the new English curriculum. Structured literacy is currently being embedded across Years 1-3.

Te Mātaiaho	Progress: Maths workshop held in Term 3. Parent resources shared through maths workshop and made available as an online resource. Draft curriculum documents reviewed by SLT and Team Leads with feedback provided to ministry. Next Steps: - Parent Education resources shared to provide clarity and support on the new maths resources. - Teachers in NE-Y3 have attended ministry led structured literacy PD.
Literacy	Progress: Teachers in NE-Y3 have attended ministry led structured literacy PD, including part- time release teachers. Literacy facilitator continuing to support implementation of SL programmes in classes. Next Steps: - Teachers in Y4-6 to be enrolled in ministry led structured literacy PD during Term 1 and 2 - Focus on Literacy in Term 3 and 4 (see Roadmap).
Assessment	Progress: Due to the delay in the curriculum we have not made the progress outlined at the beginning of the year. Preparation is underway for end of year assessments with moderation meetings planned to support end of year OTJs. Use of end of year PAT assessments planned to support OTJ's. Next Steps: - We continue to wait on the ministry to release assessment guidance that aligns with the new phases of learning. - Selection of maths resources will inform new assessment practices and influence reporting structures.

Partnerships

Mid Year Report Meadowbank Board

August 2024

Initiatives	Term 1	Term 2	Term 3	Term 4
Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi.	Review current curriculum progressions	Implement curriculum changes		Poutama Reo Review
	Review current Te Reo Māori resources. Look to purchase and trial	Investigate formative/summative assessment tools	Resources rolled out across classes	Māori PAT Yr 5 & 6
	TOD: Hikoi with Ngāti Whātua rep Y5 visit to Ōrākei Marae ACCOS Kapa Kāhui	Yellow signs upgraded to bilingual	MASAM Self Review	Whānau Māori Survey
		Termly Whānau Māori Hui/Kaitahi		
Embed and further develop connections with our diverse community in all aspects of our school.	Cultural Competency PD x 2	Cultural Competency PD x 2	Tapasā PD	Tapasā PD
	Fono/Pacific Eats	PASAP Self Review	Pacific Eats	Pacific Eats
	TOD: Optional transition visits Meet the Teacher Evening Clubs established and operating	Pacific Eats	Art Exhibition	Performing Arts Evening
	Termly visits for performance groups/Nests/Enviro groups to local retirement villages, pre-schools, businesses, schools			

Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi.	Progress: Towards the end of Term 1 we successfully recruited a te reo Māori specialist teacher. After this our review of our current progressions as well as the purchasing of new resources was put on hold to allow the new kaiako to be involved in this process. This has commenced now Bethany has started. She has also met with our facilitator from Tui Tuia. In Term 1 our senior kapa haka performed at Kapa Kāhui; an opportunity to showcase te ao Māori across our kāhui ako. During the first half of the year we worked alongside Ngāti Whātua to develop a whakatauākī to sit alongside our school vision. This was officially gifted and adopted by school in Term 2. All teaching staff have engaged in five staff meetings focussed on developing cultural capability, reviewing what this looks like in their everyday classroom practice as well as overall school operations. New signage has been purchased. Review of resources continues with new additions being developed being integrated by the new kaiako Māori to develop greater consistency across year levels. Next steps: - Continue to refine progressions - Review assessment practices and tools - Complete and analyse MASAM self assessment to identify next steps across the school
Embed and further develop connections with our diverse community in all aspects of our school:	Progress: The actions outlined in the annual plan for this initiative have all been implemented as outlined in the timeframe. The PASAP review showed a large proportion of teachers operating within the 'responsive' zone. This year we have provided supplementary communication prior to both parent-teacher interviews and mid-year reports being sent home. These provided parents with further information on how to prepare for interviews, how to engage with their child prior to the interview or when reading their child's report, as well as further information on how to read the OTJ data presented. Next steps: - Art Exhibition - Performing Arts Night

* The recent announcement on curriculum implementation may require a redirection of focus in late Term 3/4, meaning a reduction of emphasis on this area.

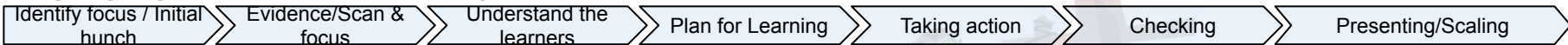
Partnerships

End of Year Report Meadowbank Board - October 2024

Initiatives	Term 1	Term 2	Term 3	Term 4
Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi.	Review current curriculum progressions	Implement curriculum changes		Poutama Reo Review
	Review current Te Reo Māori resources. Look to purchase and trial	Investigate formative/summative assessment tools	Resources rolled out across classes	Māori PAT Yr 5 & 6
	TOD: Hikoi with Ngāti Whātua rep Y5 visit to Ōrākei Marae ACCOS Kapa Kāhui	Yellow signs upgraded to bilingual	MASAM Self Review	Whānau Māori Survey
	Cultural Competency PD x 2	Cultural Competency PD x 2	Termly Whānau Māori Hui/Kaitahi	
Embed and further develop connections with our diverse community in all aspects of our school.	Fono/Pacific Eats	PASAP Self Review Pacific Eats	Tapasā PD	Tapasā PD
	TOD: Optional transition visits Meet the Teacher Evening Clubs established and operating		Pacific Eats	Pacific Eats
			Art Exhibition	Performing Arts Evening
	Termly visits for performance groups/Nests/Enviro groups to local retirement villages, pre-schools, businesses, schools			

Te ao Māori views/perspectives reflected in the school's governance and practices as relevant, alongside relationships developed with local iwi.	Progress: MAC staff and board meetings delivered by MAC facilitator. MAC central cluster working together to develop progressions that will work across local schools and develop a clear progression between primary and intermediate. New resources purchased to support delivery of te reo Māori in both specialist and in class lessons. Bilingual signage across school. Whānau Māori responses in community survey showed positive gains. Māori PAT to be conducted later in T4. Due to the absence of a specialist kaiako Māori for the first two terms we may not see the expected progress. MASAM self review conducted and analysed. Next Steps: - Continue to work with MAC cluster of schools to further develop and refine clear progression of learning and possible graduate profile. - Review feasibility of a Māori immersion lesson (45mins-1hr) once a week. Engage with whānau Māori to establish what this could look like. - Keep reviewing how our school environment reflects our multicultural makeup - Continue to explore summative/formative assessment opportunities in the area of te reo Māori. - Continue to strive for an increasing number of children achieving Stage 2 on the PAT 'Te Reo Māori Assessment'
Embed and further develop connections with our diverse community in all aspects of our school:	Progress: Art exhibition was a huge success and a fantastic community celebration. Multiple visits to local organisations, e.g. Manaaki Nest and Club Meadowbank visited local retirement villages, Kapa Haka and Pacific Dance performed at local kindy, Kapa Haka invited to perform for corporate organisation as part of their te wiki o te reo Māori celebrations. Next Steps: - Look at how we can connect and engage our Chinese community more. - BAU for Pasifika Fono & Pacific Eats. - Shift the focus of the community initiative to communicating curriculum and assessment changes to our community.

RAISING ACHIEVEMENT PLAN - 2024

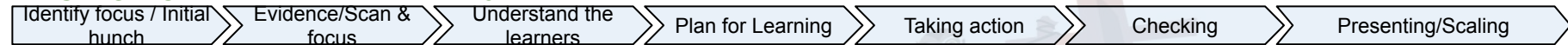


Collaborative Inquiry Focus - To refine and embed an effective pedagogical approach to mathematics programmes

Baseline Data	Achievement targets
See 2023 School Wide Achievement Report page 6 for baseline cohort achievement for 2023.	While our achievement data reflects high achievement we recognise the subtle refinement of pedagogy to support continued success for all our students. • Increase interest, engagement and motivation of all Meadowbank School learners in maths. • Support and accelerate the achievement of students not yet meeting expectation. • Increase opportunities for high achieving mathematic learners to engage in enrichment. • Continue to close the gender achievement gap for high achieving students in maths.

	School wide actions	Who	Resources / Budget	Mid year Review
Assessment	Assessment for Learning principles refreshed for strategic use of ongoing assessment data and tools to inform teaching and learning.	Team Leads	PLG	Trialling different assessment tools in junior school.
Assessment	PAT data analysis for Maths in Year 3-6 used to inform teaching practice and ongoing teaching and learning. Supported through professional development with NZCER.	Y3-6 Teachers	PD Budget / Staff meeting time	Completed in T1
Assessment	Professional development on effective use of e-asTTle as an assessment tool to inform planning and teaching.	Y3-6 Teachers	PD Budget / Staff meeting time	Worked with Team Leads to refine assessment practices in this area
Professional Development	Science of Learning principles applied to our teaching and learning in Mathematics school wide. Specific focus on cognitive load theory.	Y0-6 Teachers	Staff meeting time / TOD	PD during TOD, staff meetings, ISL workstream
Professional Development	Team / Individual Professional Growth Cycle goal setting targeting maths achievement through PLG groups responsive to the needs of each class. Supported by Tls and external facilitators from The Learner First.	Y0-6 Teachers	Staff meeting time / TOD	PLGs up and running, Learner First PD woven through
Pedagogy	Identify focus students through achievement data and assessments. Through PLG group develop goals and strategies to support and accelerate progress, i.e. girls underrepresented in Well Above data	Y0-6 Teachers	Staff meeting time	Team raising achievement plans established to identify focus students. Observations supporting this work.
Pedagogy	Explicit instruction - model, practice, feedback modelled and implemented in classroom practice. Including structured lessons and outcomes, consideration of all needs and specific and actionable feedback.	Y0-6 Teachers	Existing Staff	Focus of PLG, observations
Pedagogy	Repositioning teachers as pedagogical and curriculum experts through rich professional development to build teacher content knowledge. Support teachers to continue and develop opportunities for enrichment and extension of high achieving learners.	Learner First / All staff	Staff meeting time	Learner First and SL PD on track.
Pedagogy	Team Leads model effective practice for team members / Learning Assistants	Team Leads / Classroom Teachers / Learning Assistants	Existing Staff / Release Time	Ongoing
Professional Development	Lead school for Learner First PD Team Leads to attend PD sessions as part of a cluster of local schools, led by Sue Pine and Rob Profit-White (The Learner First).	Team Leads	PD Budget - \$2000	At halfway point. Learnings are fed back to wider team through PLG meetings
Professional Development	Cultural Competency PD to ensure high expectations are held of all students.	Tūi Tuia	MOE PLD Fund	Sessions run by Tui Tuia have supported this workstream.
Parent Partnerships	Whānau engagement through Maths workshops	SLT / Maths Team	\$500	Planned variation due to curriculum delay
Student Agency	A wide range of enrichment programmes continue to provide children with opportunities to extend their understanding and application of maths across a range of contexts	SLT, STEAM teacher, Classroom Teachers	Maths Budget	Ongoing
Student Agency	Pupils carry out e-asTTle Maths learner survey early in Term 1 and again towards end of year. Will form part of PLG.	Teachers/SLT	Existing Staff	Completed in Term 1

RAISING ACHIEVEMENT PLAN - 2024



Collaborative Inquiry Focus - To refine and embed an effective pedagogical approach to mathematics programmes

Baseline Data

See 2023 School Wide Achievement Report page 6 for baseline cohort achievement for 2023.

Achievement targets

While our achievement data reflects high achievement we recognise the subtle refinement of pedagogy to support continued success for all our students.

- Increase interest, engagement and motivation of all Meadowbank School learners in maths.
- Support and accelerate the achievement of students not yet meeting expectation.
- Increase opportunities for high achieving mathematic learners to engage in enrichment.
- Continue to close the gender achievement gap for high achieving students in maths.

	School wide actions	Who	Resources / Budget	End of year Review
Assessment	Assessment for Learning principles refreshed for strategic use of ongoing assessment data and tools to inform teaching and learning.	Team Leads	PLG	Awaiting confirmation of assessment tools from curriculum refresh
Assessment	PAT data analysis for Maths in Year 3-6 used to inform teaching practice and ongoing teaching and learning. Supported through professional development with NZCER.	Y3-6 Teachers	PD Budget / Staff meeting time	Completed T1.
Assessment	Professional development on effective use of e-asTTle as an assessment tool to inform planning and teaching.	Y3-6 Teachers	PD Budget / Staff meeting time	E-asTTle has been through a refresh, awaiting on completion e-asTTle before undertaking PD
Professional Development	Science of Learning principles applied to our teaching and learning in Mathematics school wide. Specific focus on cognitive load theory.	Y0-6 Teachers	Staff meeting time / TOD	Delivered through staff meetings, PLG, TOD
Professional Development	Team / Individual Professional Growth Cycle goal setting targeting maths achievement through PLG groups responsive to the needs of each class. Supported by TLs and external facilitators from The Learner First.	Y0-6 Teachers	Staff meeting time / TOD	The Learner First content has guided all PLG sessions with positive feedback from teams on content and how these have been facilitated. Final PGC meetings taking place in T4
Pedagogy	Identify focus students through achievement data and assessments. Through PLG group develop goals and strategies to support and accelerate progress, i.e. girls underrepresented in Well Above data	Y0-6 Teachers	Staff meeting time	Team Leads data reviews alongside DPs as well as classroom tracking of students has supported children in need of acceleration and identified children for Booster, LA support
Pedagogy	Explicit instruction - model, practice, feedback modelled and implemented in classroom practice. Including structured lessons and outcomes, consideration of all needs and specific and actionable feedback.	Y0-6 Teachers	Existing Staff	Observations conducted on all teaching staff to develop consistency of practice around explicit instruction. Literacy facilitator provided in class modelling and co-teaching to support this.
Pedagogy	Repositioning teachers as pedagogical and curriculum experts through rich professional development to build teacher content knowledge. Support teachers to continue and develop opportunities for enrichment and extension of high achieving learners.	Learner First / All staff	Staff meeting time	Observations conducted on all teaching staff to develop consistency of practice around explicit instruction. Literacy facilitator provided in class modelling and co-teaching to support this.
Pedagogy	Team Leads model effective practice for team members / Learning Assistants	Team Leads / Classroom Teachers / Learning Assistants	Existing Staff / Release Time	Facilitated through The Learner First PD / PLG
Professional Development	Lead school for Learner First PD Team Leads to attend PD sessions as part of a cluster of local schools, led by Sue Pine and Rob Proffit-White (The Learner First).	Team Leads	PD Budget - \$2000	Completed 1st year of 3 year PD journey
Professional Development	Cultural Competency PD to ensure high expectations are held of all students.	Tūi Tuia	MOE PLD Fund	Multiple sessions with Tui Tuia and MAC
Parent Partnerships	Whānau engagement through Maths workshops	SLT / Maths Team	\$500	Workshop held at end of Term 3
Student Agency	A wide range of enrichment programmes continue to provide children with opportunities to extend their understanding and application of maths across a range of contexts	SLT, STEAM teacher, Classroom Teachers	Maths Budget	4 teams participated in ePro8 inter school competitions. Maths Olympiad for Y5&6 and Maths Explorer for Y3&4 providing extension opportunities
Student Agency	Pupils carry out e-asTTle Maths learner survey early in Term 1 and again towards end of year. Will form part of PLG.	Teachers/SLT	Existing Staff	Due to e-asTTle refresh, this will not happen at the end of year.



Meadowbank School

2024 Report on Progress and Achievement

COLLABORATIVE - CREATIVE - RESPONSIBLE - RESILIENT - RESPECTFUL - REFLECTIVE



SUMMARY

The 2024 progress and achievement report below highlights the academic progress in Reading, Writing and Maths from during 2024. The report highlights both overall teacher judgements and PAT assessments (from March 2025). The positive results in both are a testament to the hard work and dedication of our students and staff. The achievement in Reading, Writing, and Maths highlights our ongoing commitment to providing high-quality education and fostering a supportive learning environment.

OVERALL TEACHER JUDGEMENTS

Each year there are two points in time where teachers make an 'overall teacher judgement' (OTJ) about where students are achieving in relation to curriculum expectations for Reading, Writing and Maths. This judgement is made against the curriculum levels and correlates to a 5 point scale ranging from Well Below to Well Above. Teachers make their OTJ using a range of assessment data alongside classroom observations.

Meadowbank School continues to produce results which are to be celebrated. Overall achievement across the school is high with 80-90% of Year 1-6 students achieving At, Above or Well Above in Reading, Writing and Maths. These results reflect the cumulative work of the wider school community from classroom teachers, support programmes and learning assistants, that have resulted in this level of achievement and acceleration.

PROGRESSIVE ASSESSMENT TESTS

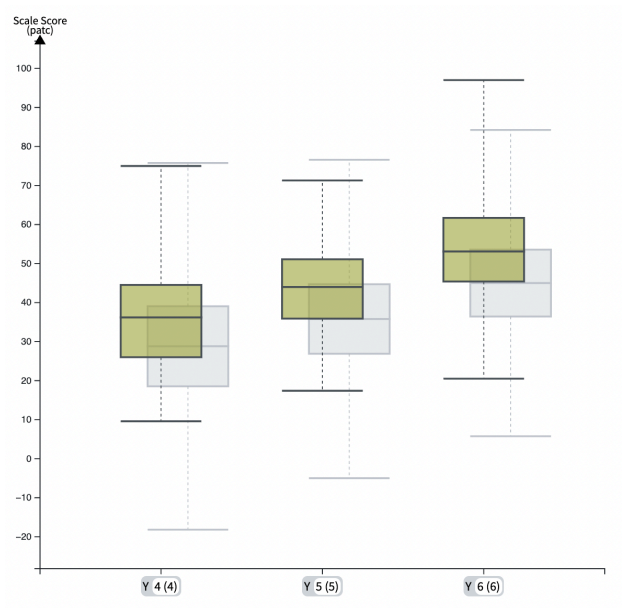
Each year our children in Years 3-6 sit a range of standardised tests in March. These tests are called PAT tests, short for Progressive Assessment Tests. The tests have been redesigned over the last ten years but the norm reference allows us to compare our achievement with standard national levels over time. These tests are just one part of an overall assessment picture. The scores are based solely on that one test so we are very careful to balance these individual scores with a rich range of other assessment tools and teacher observations.

Students receive a raw test score (e.g. 22 out of 40), which is converted into a scale. The process used to convert raw scores to scale scores takes into account the difficulty of the questions in the tests. Each scale covers all the year levels each test is aimed at, so an individual student's progress can be tracked over time. As students learn more and move through the year levels, they should move up the scale. Once a raw score has been converted to a scale score, it is possible to compare a student's achievement with the achievement of nationally representative groups of students at different year levels (known as national reference groups).



PAT DATA – MARCH 2025

READING COMPREHENSION



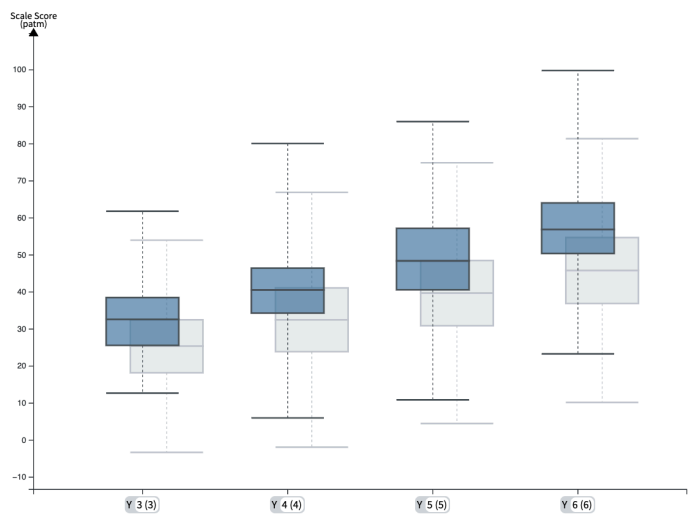
Reading Progress from 2024-2025

AVERAGES	Average Scale Score	MBS 2023	MBS 2024	MBS 2025	PROGRESS	MBS Progress
Y4	28.8	34.6	33.3	35.8		
Y5	35.8	45.5	47.0	44.3	Y4-5	11
Y6	45.0	53.8	59.2	54.2	Y5-6	7.2

Commentary:

- Evidence of strong achievement over time from Year 4-6
- Scale scores for Meadowbank sit above national averages with increasing significance in Year 5-6.
- MBS progress on scale scores across Years 4-6 outperforms that of national averages by more than 50%, in Year 4-5.
- Y4-6 cohorts scale score average is that of the year above, with Year 6 average matching the Year 7-8 average. This all indicates high reading comprehension achievement across all year levels.

MATHS



Maths Progress from

AVERAGES	Average Scale Score	MBS 2023	MBS 2024	MBS 2025	PROGRESS	MBS Progress
Y3	25.4	28.1	28.3	32.6		
Y4	32.5	39.5	37.5	40.7	Y3-4	12.4
Y5	39.7	47.0	48.6	48.5	Y4-5	11
Y6	45.8	54.5	57.2	57.1	Y5-6	8.6

2024-2025

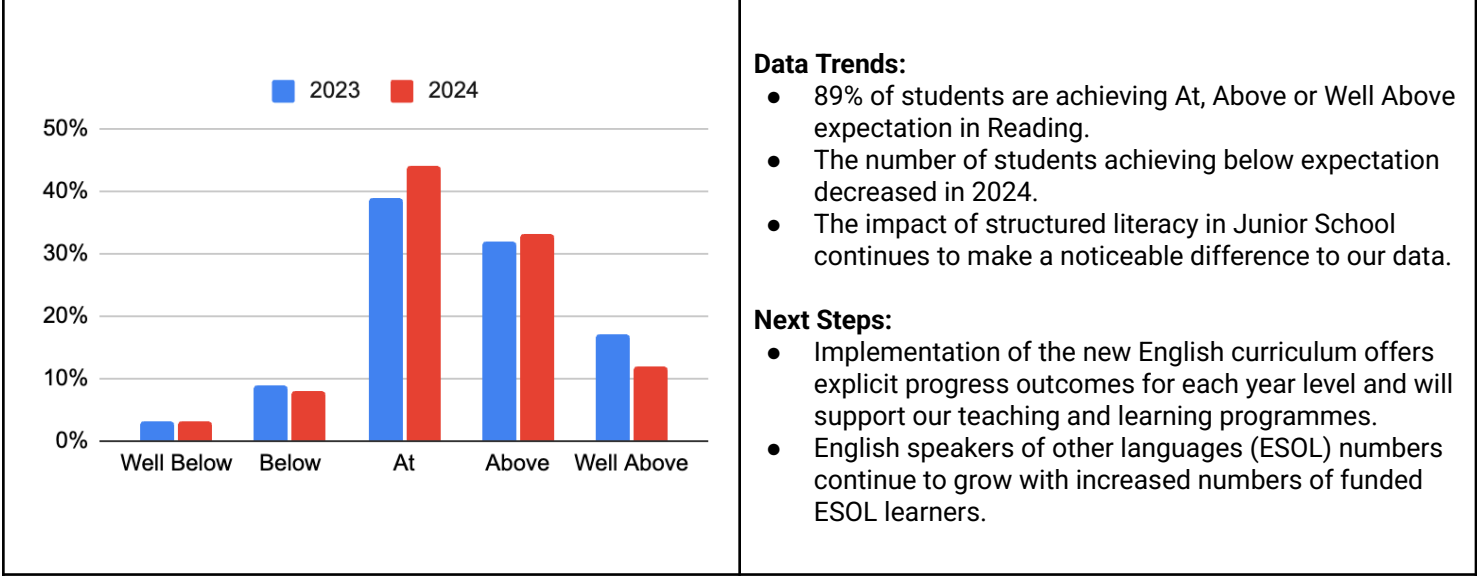
Commentary:

- Maths achievement data, as previously noted in OTJ data, is reflected also here as very high compared to national averages
- Scale score progress is noted as 43% above national expectation for Year 3 to Year 4
- All cohorts scale score average is that of the year above, with Year 6 average matching almost the Year 9 average. This all indicates high maths achievement across all year levels.

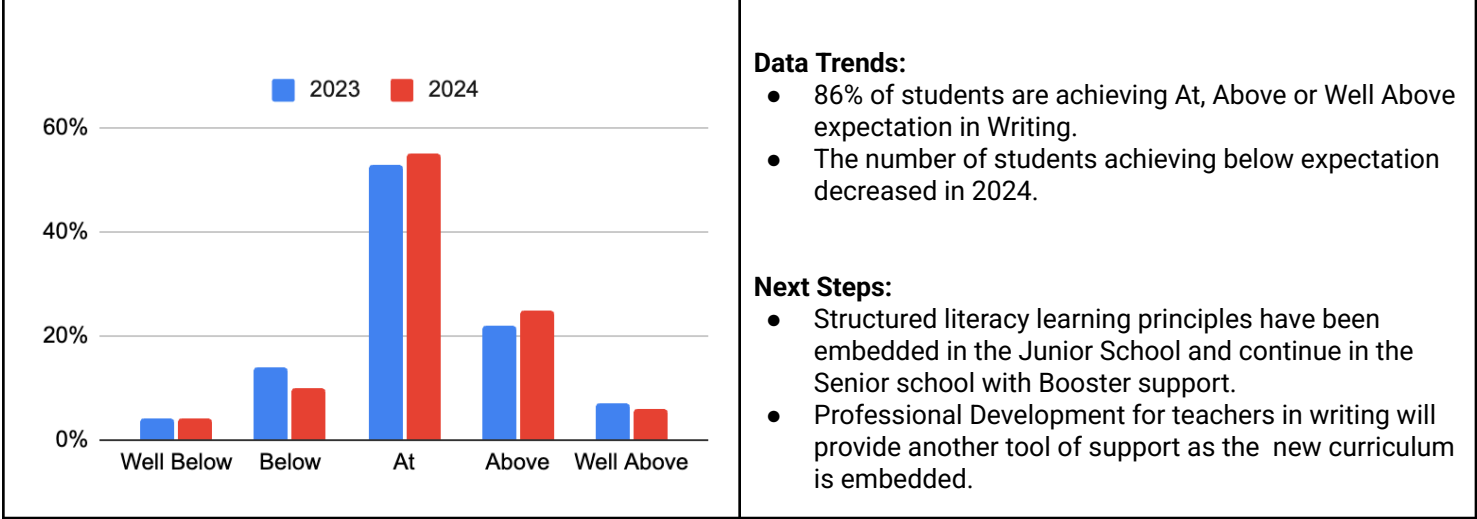


SCHOOL-WIDE PROGRESS FROM 2023-2024 – OTJ DATA

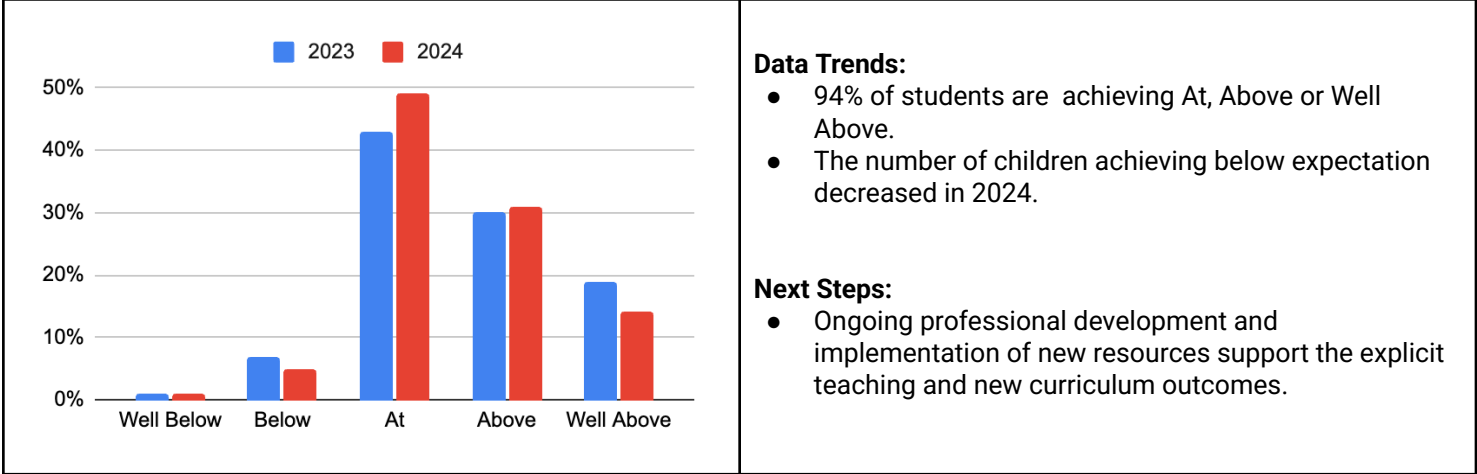
Reading



Writing



Maths





Good Employer Statement

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

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

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Meadowbank School has and is compliant with the following policies and procedures: Health and Safety including digital safety • Up to date emergency procedures and plans and evacuation procedures • Specific planning and processes for EOTC activities • Duty of Care - see Policy and Registers • Risk management procedure • Health and Hygiene • Hazard and injury register Employment Policy Student behaviour management policy Worker engagement and participation Complaints Policy Wellbeing • Supportive and collegial work environment • Access to EAP Ongoing conversation with all staff and support from leadership where needed Induction Staff induction pack is used for new members and schoolwide operating procedures remain live.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	We adhere to our EEO Policy and the range of procedures for employment. The Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the Public Service Act to be “Good employers”, that is:

	- to maintain, and comply with their school's Equal Employment Opportunities policy, and - to include in the annual report a summary of the year's compliance. Follow NZSTA and legislation processes with all appointments Advertise through the Ed Gazette permanent teaching position Encourage all shortlisted applicants to visit Use a compliant application form and process for all appointments - We carry out verification of all documentation Follow up references are conducted We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate An annual assurance of compliance with this is with EEO policy or procedures is given to the board
How do you practise impartial selection of suitably qualified persons for appointment?	Follow NZSTA and legislation processes with all appointments Advertise through the Ed Gazette permanent teaching position Encourage all applicants and enable a pre visit Use a compliant application form and process for all appointments - We carry out verification of all documentation Follow-up references are conducted We shortlist and appoint using a matrix based on current job description and appointment criteria if appropriate Appointment panels are selected to ensure suitability of the person and no conflicts of interest
How are you recognising, - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service?	Aim to give effect to Te Tiriti o Waitangi in all processes Follow EEO principles Provide for school visits prior upon application and build relationships - Kōrero Offer the opportunity for whānau support at interviews, share pepeha and whakapapa links Facilitate conversations with whānau Māori and embrace their feedback around all aspects of te ao Māori, te reo Māori, matauranga Māori - have developed school wide Tikanga practises Have become a MAC school (Māori Achievement Collaborative) Include a Te Tiriti o Waitangi element in the employment questions Support with appropriate professional learning and culturally responsive development Employment criteria informed by whānau hui outcomes
How have you enhanced the abilities of individual employees?	Professional Growth Cycle – individual development and coaching opportunities Professional Development and Learning – Coaching and Mentoring within a school based system

	Varied professional learning and development programme Connection with development through the Kāhui Ako
How are you recognising the employment requirements of women?	Following the principles of EEO Conversations regarding return to work following parental leave Consider / facilitate flexible return to work plans following parental leave where possible
How are you recognising the employment requirements of persons with disabilities?	Through Health and Safety – ensuring that the school gives access to meet all staff and student needs Being open to adaptation as needed, e.g. car parks, accessibility

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

Reporting on Equal Employment Opportunities (EEO) Policy	YES	NO
Do you operate an EEO policy?	✓	
Has this policy been made available to staff?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	



Meadowbank School



MEADOWBANK SCHOOL

STATEMENT OF KIWI SPORT FUNDING 2024

Kiwi Sport is a Government funded initiative to support student participation in organised sport. In 2024, Meadowbank School received total Kiwi Sport funding of \$11,999.48 (excl GST). Funding was used to contribute to the significant contribution The Board of Trustees make in the form of a full time PE Specialist. Funding was also used to purchase additional sports uniforms at a cost of \$939.78.

The number of students participating in organised sport at the end of the school year was over 70% of Year 1 to 6 students. Meadowbank students participate in extracurricular sport under local sport clubs, including College Rifles Rugby, Auckland University Cricket Club and various Football clubs, and under the school banner students compete in Netball, Flippaball, Miniball and Hockey.

Students are also encouraged to participate in Weet-bix Tryathlon and Top Schools.

Jane Butel
Acting Principal