



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number: 310

Principal: Michael Hart

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OXFORD AREA SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Oxford Area School

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Aaron Campbell

Full Name of Presiding Member

MIKE HART

Full Name of Principal

Aaron Campbell

Signature of Presiding Member

Mike Hart

Signature of Principal

31 May 2024

Date:

31 May 2024

Date:

Oxford Area School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Aaron Campbell	Presiding Member	Elected	May 2025
Michael Hart	Principal ex Officio		
Mark Shelley	Parent Representative	Elected	Sep 2026
Matthew Riley	Parent Representative	Elected	Sep 2023
Justin Taylor	Parent Representative	Elected	May 2025
Rebecca Griffiths	Parent Representative	Elected	Sep 2026
Lesley Inch	Staff Representative	Elected	May 2025
Erika Jury	Parent Representative	Elected	May 2025
Hillary Cooper	Student Representative	Elected	Dec 2023
Alyssa East	Student Representative	Elected	Sep 2024

Oxford Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	6,530,556	6,092,238	6,182,296
Locally Raised Funds	3	425,083	358,759	242,383
Interest		71,612	22,500	22,557
Total Revenue		7,027,251	6,473,497	6,447,236
Expenses				
Locally Raised Funds	3	188,321	211,628	159,481
Learning Resources	4	4,953,130	4,893,231	4,744,122
Administration	5	341,424	326,518	351,697
Interest		4,298	-	6,135
Property	6	868,006	753,061	826,818
Other Expenses	7	312,656	311,000	302,040
Loss on Disposal of Property, Plant and Equipment		113	-	5,357
Total Expense		6,667,948	6,495,438	6,395,650
Net Surplus / (Deficit) for the year		359,303	(21,941)	51,586
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		359,303	(21,941)	51,586

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

Oxford Area School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,554,194	1,554,194	1,502,608
Total comprehensive revenue and expense for the year		359,303	(21,941)	51,586
Contribution - Furniture and Equipment Grant		192,882	50,000	-
Equity at 31 December		2,106,379	1,582,253	1,554,194
Accumulated comprehensive revenue and expense		2,106,379	1,582,253	1,554,194
Equity at 31 December		2,106,379	1,582,253	1,554,194

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.

Oxford Area School

Statement of Financial Position

As at 31 December 2023

		2023	2023	2022
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	826,393	399,021	310,887
Accounts Receivable	9	401,556	445,852	445,852
GST Receivable		37,668	18,173	18,173
Prepayments		44,259	43,159	43,159
Inventories	10	5,430	1,790	1,790
Investments	11	876,766	562,685	562,685
Funds Receivable for Capital Works Projects	18	-	9,463	9,463
		<u>2,192,072</u>	<u>1,480,143</u>	<u>1,392,009</u>
Current Liabilities				
Accounts Payable	13	473,780	472,588	472,588
Revenue Received in Advance	14	172,489	78,656	78,656
Provision for Cyclical Maintenance	15	27,562	22,584	12,533
Finance Lease Liability	16	22,816	28,266	28,266
Funds held in Trust	17	91,335	58,075	58,075
Funds held for Capital Works Projects	18	17,710	23,970	23,970
Funds Held on Behalf of the COL Tipu Maia Cluster	19	-	15,620	15,620
		<u>805,692</u>	<u>699,759</u>	<u>689,708</u>
Working Capital Surplus		1,386,380	780,384	702,301
Non-current Assets				
Investments	11	-	208,373	208,373
Property, Plant and Equipment	12	789,060	685,040	734,540
		<u>789,060</u>	<u>893,413</u>	<u>942,913</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	50,473	55,878	55,354
Finance Lease Liability	16	18,588	35,666	35,666
		<u>69,061</u>	<u>91,544</u>	<u>91,020</u>
Net Assets		<u>2,106,379</u>	<u>1,582,253</u>	<u>1,554,194</u>
Equity		<u>2,106,379</u>	<u>1,582,253</u>	<u>1,554,194</u>

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

Oxford Area School

Statement of Cash Flows

For the year ended 31 December 2023

		2023	2023	2022
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		2,023,573	1,824,879	1,886,924
Locally Raised Funds		187,524	209,346	225,561
International Students		304,219	149,413	81,221
Goods and Services Tax (net)		(19,495)	-	(14,124)
Payments to Employees		(879,068)	(910,591)	(896,001)
Payments to Suppliers		(1,097,507)	(1,186,913)	(1,033,184)
Interest Paid		(4,298)	-	-
Interest Received		56,482	22,500	19,664
Net cash from Operating Activities		571,430	108,634	270,061
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(145,999)	(70,500)	(25,684)
Purchase of Investments		(105,708)	-	(142,503)
Net cash (to) Investing Activities		(251,707)	(70,500)	(168,187)
Cash flows from Financing Activities				
Furniture and Equipment Grant		192,882	50,000	-
Finance Lease Payments		(17,942)	-	(22,428)
Funds Administered on Behalf of Other Parties		20,843	-	(236)
Net cash from/(to) Financing Activities		195,783	50,000	(22,664)
Net increase/(decrease) in cash and cash equivalents		515,506	88,134	79,210
Cash and cash equivalents at the beginning of the year	8	310,887	310,887	231,677
Cash and cash equivalents at the end of the year	8	826,393	399,021	310,887

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.

Oxford Area School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

1.1. Reporting Entity

Oxford Area 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 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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 15.

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 12.

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 24b.

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 programs 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. 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 surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	20–50 years
Furniture and equipment	5-15 years
Information and communication technology	5-8 years
Motor vehicles	5 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 surplus or deficit.

The reversal of an impairment loss is recognised in the 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.

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 surplus or deficit 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 or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to 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' for accounting purposes 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 investment's 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 surplus or deficit 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 surplus or deficit.

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.

1.19. 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.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	1,567,969	1,385,475	1,482,128
Teachers' Salaries Grants	3,974,760	3,850,000	3,853,501
Use of Land and Buildings Grants	539,055	420,863	420,863
Transport Grant	381,732	371,000	346,535
Other Government Grants	67,040	64,900	79,269
	<u>6,530,556</u>	<u>6,092,238</u>	<u>6,182,296</u>

The School has opted in to the donations scheme for this year. Total amount received was \$75,060 (2022: \$77,700).

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	61,001	60,225	50,402
Fees for Extra Curricular Activities	83,207	90,778	78,012
Trading	4,606	5,000	5,410
Fundraising & Community Grants	5,644	2,000	4,547
Other Revenue	47,800	39,843	63,002
Transport Revenue	17,896	11,500	10,954
International Student Fees	204,929	149,413	30,056
	<u>425,083</u>	<u>358,759</u>	<u>242,383</u>
Expenses			
Extra Curricular Activities Costs	109,820	111,243	96,145
Trading	6,646	5,000	4,520
Fundraising & Community Grant Costs	1,883	2,500	-
Other Locally Raised Funds Expenditure	-	-	32,268
Transport (Local)	10,006	10,000	9,226
International Student - Student Recruitment	3,092	4,813	462
International Student - Employee Benefit - Salaries	32,610	57,935	8,501
International Student - Other Expenses	24,264	20,137	8,359
	<u>188,321</u>	<u>211,628</u>	<u>159,481</u>
<i>Surplus for the year Locally raised funds</i>	<u>236,762</u>	<u>147,131</u>	<u>82,902</u>

During the year the School hosted 5 International & Homestay students (2022:8)

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	249,089	301,256	196,444
Information and Communication Technology	51,829	48,091	39,473
Library Resources	1,639	4,000	1,233
Employee Benefits - Salaries	4,508,628	4,374,878	4,369,357
Staff Development	20,416	40,856	19,184
Depreciation	121,529	124,150	118,431
	<u>4,953,130</u>	<u>4,893,231</u>	<u>4,744,122</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fee	9,489	9,500	9,213
Board Fees	4,455	4,600	3,985
Board Expenses	15,410	35,400	33,015
Communication	13,028	12,600	11,774
Consumables	27,473	24,400	21,596
Other	4,425	4,500	6,516
Employee Benefits - Salaries	242,011	211,218	243,477
Insurance	20,583	19,500	17,421
Service Providers, Contractors and Consultancy	4,550	4,800	4,700
	<u>341,424</u>	<u>326,518</u>	<u>351,697</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	7,612	5,600	5,507
Consultancy and Contract Services	42,530	41,460	31,785
Cyclical Maintenance	10,054	10,575	67,887
Adjustment to the Provision- Other Adjustments	94	-	-
Grounds	17,009	17,857	19,275
Heat, Light and Water	70,901	85,000	96,696
Rates	4,110	3,950	3,816
Repairs and Maintenance	55,351	51,700	45,987
Use of Land and Buildings	539,055	420,863	420,863
Security	6,117	3,000	2,956
Employee Benefits - Salaries	115,173	113,056	132,046
	<u>868,006</u>	<u>753,061</u>	<u>826,818</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. Other Expenses

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Transport	312,656	311,000	302,040
	<u>312,656</u>	<u>311,000</u>	<u>302,040</u>

8. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	318,306	324,696	236,562
Short-term Bank Deposits	508,087	74,325	74,325
Cash and Cash Equivalents for Statement of Cash Flows	<u>826,393</u>	<u>399,021</u>	<u>310,887</u>

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

Of the \$826,393 Cash and Cash Equivalents, \$17,710 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. The funds are required to be spent in 2024 on Crown owned school buildings.

Of the \$826,393 Cash and Cash Equivalents, \$172,489 of unspent revenue in advance is held by the School which includes international student fees, other revenue in advance and grants. This funding is subject to conditions which specify how the funding is required to be spent. If these conditions are not met, the funds will need to be returned.

9. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	48,642	19,609	19,609
Receivables from the Ministry of Education	16,047	61,264	61,264
Interest Receivable	20,913	5,783	5,783
Banking Staffing Underuse	-	3,504	3,504
Teacher Salaries Grant Receivable	315,954	355,692	355,692
	<u>401,556</u>	<u>445,852</u>	<u>445,852</u>
Receivables from Exchange Transactions	69,555	25,392	25,392
Receivables from Non-Exchange Transactions	332,001	420,460	420,460
	<u>401,556</u>	<u>445,852</u>	<u>445,852</u>

10. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	1,549	1,790	1,790
School Uniforms	3,881	-	-
	<u>5,430</u>	<u>1,790</u>	<u>1,790</u>

11. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	876,766	562,685	562,685
Non-current Asset			
Long-term Bank Deposits	-	208,373	208,373
Total Investments	<u>876,766</u>	<u>771,058</u>	<u>771,058</u>

12. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	69,940	-	-	-	-	69,940
Building Improvements	360,724	-	-	-	(12,849)	347,875
Furniture and Equipment	96,911	139,955	-	-	(51,054)	185,812
Information and Communication Technology	113,864	15,633	-	-	(22,902)	106,595
Motor Vehicles	5,850	10,758	-	-	(2,443)	14,165
Leased Assets	62,425	6,451	-	-	(28,771)	40,105
Library Resources	24,826	4,409	(1,157)	-	(3,510)	24,568
Balance at 31 December 2023	<u>734,540</u>	<u>177,206</u>	<u>(1,157)</u>	<u>-</u>	<u>(121,529)</u>	<u>789,060</u>

The net carrying value of furniture and equipment held under a finance lease is \$40,105 (2022: \$62,425)

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.

	2023 Cost or Valuation \$	2023 Accumulated Depreciation \$	2023 Net Book Value \$	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$
Land	69,940	-	69,940	69,940	-	69,940
Building Improvements	570,618	(222,743)	347,875	570,618	(209,894)	360,724
Furniture and Equipment	800,161	(614,349)	185,812	698,905	(601,994)	96,911
Information and Communication Technology	656,432	(549,837)	106,595	602,101	(488,237)	113,864
Motor Vehicles	84,860	(70,695)	14,165	82,849	(76,999)	5,850
Leased Assets	100,083	(59,978)	40,105	102,021	(39,596)	62,425
Library Resources	91,123	(66,555)	24,568	90,952	(66,126)	24,826
Balance at 31 December	2,373,217	(1,584,157)	789,060	2,217,386	(1,482,846)	734,540

13. Accounts Payable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Creditors	79,827	28,687	28,687
Accruals	10,072	36,167	36,167
Banking Staffing Overuse	8,639	-	-
Employee Entitlements - Salaries	332,569	365,587	365,587
Employee Entitlements - Leave Accrual	42,673	42,147	42,147
	473,780	472,588	472,588
Payables for Exchange Transactions	473,780	472,588	472,588
	473,780	472,588	472,588

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Grants in Advance - Ministry of Education	9,178	11,038	11,038
International Student Fees in Advance	150,455	51,165	51,165
Other Revenue in Advance	12,856	16,453	16,453
	172,489	78,656	78,656

15. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	67,887	67,887	-
Increase to the Provision During the Year	10,054	10,575	9,767
Other Adjustments	94	-	58,120
Provision at the End of the Year	78,035	78,462	67,887
Cyclical Maintenance - Current	27,562	22,584	12,533
Cyclical Maintenance - Non current	50,473	55,878	55,354
	78,035	78,462	67,887

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.

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	25,183	32,366	32,366
Later than One Year and no Later than Five Years	19,856	38,573	38,573
Future Finance Charges	(3,635)	(7,007)	(7,007)
	<u>41,404</u>	<u>63,932</u>	<u>63,932</u>
Represented by:			
Finance lease liability - Current	22,816	28,266	28,266
Finance lease liability - Non-current	18,588	35,666	35,666
	<u>41,404</u>	<u>63,932</u>	<u>63,932</u>

17. Funds Held in Trust

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	91,335	58,075	58,075
	<u>91,335</u>	<u>58,075</u>	<u>58,075</u>

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

18. 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 8.

2023	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP - 2021 Whetu Kaupo Dividing wall	(9,463)	15,000	(5,537)	-	-
MOE Rebuild Support	23,970	-	(6,260)	-	17,710
MOE Heating and Electrical	-	62,024	(62,024)	-	-
Totals	<u>14,507</u>	<u>77,024</u>	<u>(73,821)</u>	<u>-</u>	<u>17,710</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 17,710

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP - 2021 Whetu Kaupo Dividing wall	(5,863)	-	(3,600)	-	(9,463)
SIP - Landscaping Project	31,344	19,736	(51,080)	-	-
MOE Rebuild Support	-	34,246	(10,276)	-	23,970
Totals	<u>25,481</u>	<u>53,982</u>	<u>(64,956)</u>	<u>-</u>	<u>14,507</u>

Represented by:

Funds Held on Behalf of the Ministry of Education 23,970
Funds Receivable from the Ministry of Education (9,463)

19. Funds Held on Behalf of the COL Tipu Maia Cluster

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Held at Beginning of the Year	15,620	15,620	10,714
Funds Received from Cluster Members	-	-	5,000
Funds Received from Ministry of Education	-	-	12,038
Funds Spent on Behalf of the Cluster	(15,620)	-	(12,132)
Funds Held at Year End	-	15,620	15,620

20. 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.

21. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,455	3,985
<i>Leadership Team</i>		
Remuneration	567,904	567,907
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	572,359	571,892

There are 7 members of the Board excluding the Principal. The Board held 10 full meetings of the Board in the year. The Board also has Finance (3 members including principal) and Property (5 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:

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	190 - 200
Benefits and Other Emoluments	5 - 6	5 - 6
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	2023 FTE Number	2022 FTE Number
100 - 110	7.00	8.00
110 - 120	6.00	2.00
120 - 130	2.00	-
130 - 140	1.00	1.00
	16.00	11.00

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



22. 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 the number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
Total	\$ -	\$ -
Number of People	-	-

23. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

Pay Equity Settlement Wash Up amounts

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

24. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$nil (2022:\$14,507) .

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2022: nil)

25. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	826,393	399,021	310,887
Receivables	401,556	445,852	445,852
Investments - Term Deposits	876,766	771,058	771,058
Total Financial assets measured at amortised cost	<u>2,104,715</u>	<u>1,615,931</u>	<u>1,527,797</u>

Financial liabilities measured at amortised cost

Payables	473,780	472,588	472,588
Finance Leases	41,404	63,932	63,932
Total Financial liabilities measured at amortised Cost	<u>515,184</u>	<u>536,520</u>	<u>536,520</u>

26. Events After Balance Date

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

27. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

To the readers of Oxford Area School's financial statements for the year ended 31 December 2023

The Auditor-General is the auditor of Oxford Area School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe New Zealand Audit Partnership, 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 3 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- a) present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- b) 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 the 31st of May 2024. This is the date at which our opinion is expressed.

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

Basis 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.

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 is responsible for the other information. The other information comprises of the; Statement of Variance, Evaluation of the school's students' progress and achievement, Te Tiriti o Waitangi report, Statement of compliance with employment policy, and the Statement of Kiwisport funding, 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.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand



Oxford Area School

Next review: Term 1 2027

Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Oxford Area School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Oxford Area School is giving effect to te Tiriti o Waitangi. We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving **equitable outcomes** for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Oxford Area School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Oxford Area School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our Māori students and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Oxford Area School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with **Ka Hikitia Ka Hāpaitia** .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākongā contexts (NELP Priority 6).

Participation

Oxford Area School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure Māori students experience educational success as Māori (NELP Priority 2).

This policy aligns with **NELP** Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.




Related topics

- **Māori Educational Achievement**
- **School Planning and Reporting**
- **Equal Employment Opportunities**
- **Learning Support**
- **Inclusive Education**

Legislation

- Education and Training Act 2020

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga: **The Education and Training Act 2020: Te Tiriti o Waitangi** 
- TKI | Te Kete Ipurangi: **Treaty of Waitangi principle** 
- Victoria University of Wellington | Te Herenga Waka: **Te Tiriti o Waitangi Guide** 

Release history: [Term 4 2022](#), [Term 4 2020](#), [Term 2 2017](#)

Last review	Term 4 2022
Topic type	Core

2023 ANALYSIS OF VARIANCE



Improvement Plan - Domain Learning

Tipu Māia AC: Maths Challenge: Our challenge is to raise mathematics achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.

Strategic Goals: Learn Together

Annual Goal:

Learning that sticks with me

Annual Target:

The students identified below will make accelerated achievement resulting in more than one year's progress in **Maths**

Baseline Data Maths:

2023 Cohort	Y5	Y7	Y8 Tipu Māia	Y9	Y10
No. of students who are at or above the expected curriculum level.	26	29	21	24	24
No. of target students not achieving at the expected curriculum level	7	9	17	14	10

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)			Evaluation (where to next?)																									
<table border="1"> <thead> <tr> <th>2023 Cohort</th> <th>Year 5</th> <th>Year 7</th> <th>Year 8 Tipu Māia</th> <th>Year 9</th> <th>Year 10</th> </tr> </thead> <tbody> <tr> <td>No. of target student not achieving at the expected curriculum level</td> <td>7</td> <td>7</td> <td>16</td> <td>12</td> <td>7</td> </tr> <tr> <td>Number of Target students accelerated (more than one year's worth of learning)</td> <td>3</td> <td>1</td> <td>4</td> <td>1</td> <td>3</td> </tr> <tr> <td>Leavers</td> <td>-</td> <td>2</td> <td>-</td> <td>1</td> <td>2</td> </tr> </tbody> </table>							2023 Cohort	Year 5	Year 7	Year 8 Tipu Māia	Year 9	Year 10	No. of target student not achieving at the expected curriculum level	7	7	16	12	7	Number of Target students accelerated (more than one year's worth of learning)	3	1	4	1	3	Leavers	-	2	-	1	2
2023 Cohort	Year 5	Year 7	Year 8 Tipu Māia	Year 9	Year 10																									
No. of target student not achieving at the expected curriculum level	7	7	16	12	7																									
Number of Target students accelerated (more than one year's worth of learning)	3	1	4	1	3																									
Leavers	-	2	-	1	2																									
Y4-6 Mixed ability groupings or ability groups. Implemented a new Maths LTP supporting current ways to learn and teach maths from Y4-8. . ALiM used in 2 of Year 4-6 homerooms but none of the target students participated in ALiM	3 students have made accelerated progress.	Teachers are using different ways to engage students in maths and get them feeling positive such as by using open ended maths tasks. Strand maths does not stand alone any longer and is only taught once a week. We have 2-3 week blocks and all use 'maths is everywhere' thinking and teaching			Apply for funding to use ALiM in more classes in 2024 Maths is a PLD focus from Y1-10 in 2024																									
Y7/8 Implementation of Rapid Routine activities. Mixed ability and ability groupings LTP that supports current ways to learn and teach maths. Loss of learning fund to support some	Year 7: 1 student was accelerated; they are still not at the expected curriculum level Year 8: 4 students were accelerated; 3 of these students are still not at	Teacher aide time to support learners Lots more discussion and justification around questions Strand maths spread throughout the term, not taught as a separate concept			Maths is a PLD focus from Y1-10 in 2024																									

<p>students to make further progress</p>	<p>the expected curriculum level.</p>	<p>Using rapid routines, such as move n prove, esti mysteries</p> <p>Differentiated activities for students at their level</p>	
<p>Y9/10</p> <ul style="list-style-type: none"> ● Mixed ability Classes. ● Use of extra 'numeracy' time for Year 10 students did ensure that 10 Year Students did gain Numeracy during the Year using Unit Standards. ● Use of Walker Books to ensure Students can find work at their own level. ● Teacher Aide used 1 hour a week per class. Focussed support for Students as well as small group teaching. ● Use of SSEP for real life contexts. 	<p>Year 9: One student was accelerated and is now at the expected curriculum level.</p> <p>Year 10: Three students were accelerated; two of these students are still not at the expected curriculum level.</p>	<p>A real focus on Students gaining NCEA Numeracy this year. More focus on Year 10 Students, not so much on the Year 9 students.</p> <p>Fitting the whole curriculum into one year means less depth of teaching, but it's needed for students sitting the Numeracy CAA's.</p>	<p>Make sustained use of teacher aides in Maths Classes.</p> <p>Maths is a PLD focus from Year 1-10 in 2024.</p>

2023 ANALYSIS OF VARIANCE



Improvement Plan - Domain Learning					
Strategic Goals: <i>Learning together</i>					
Annual Goal: Learning that sticks with us			Annual Target: The students identified below will make accelerated achievement resulting in more than one year's progress in Reading		
Baseline Data: Reading					
2022 Cohort	Y4 Tipu Māia	Y7	Y8 Tipu Māia	Y9	Y10
No. of students who are at or above the expected curriculum level.	18	29	28	32	38
No. of target students not achieving at the expected curriculum level	7	7	15	9	10
Actions (what did we do?)	Outcomes (what happened?)		Reasons for the variance (why did it happen?)		Evaluation (where to next?)

2023 Cohort		Year 4	Year 7	Year 8	Year 9	Year 10
No. of target student not achieving at the expected curriculum level		4	5	10	8	8
Number of Target students accelerated (more than one year's worth of learning)		4	5	9	2	-
Leavers		-	1	-	1	2

Y4-6	3 students have made accelerated progress	<p>Structured literacy target groups have worked with the same teacher in 2023.</p> <p>Reading groups across Year 5/6 classes to meet needs and ensure collaboration rather than having one teacher working alone.</p> <p>Explicit links taught across literacy-reading, writing from WTB and The Code.</p> <p>TA support at times Jo Anderson supporting teachers</p>	<p>Different teachers teaching SL in 2024 to grow teacher capacity.</p> <p>Resources-need to look at SL texts in 2024-where to next for those who have read all of the texts we have?</p> <p>Continue collaborative teaching</p>
Y7/8 <ul style="list-style-type: none"> ● Deep learning as a framework for literacy that is meaningful eg letters to the council ● Explicit teaching of the CODE across all students. ● Used diagnostic tools to determine student needs ● Using teacher aides to support students ● Sustained silent reading ● Weekly library sessions 	<p>Year 7: 5 students have made accelerated progress; 4 of these students are still not at the expected curriculum level</p> <p>Year 8: 9 students have made accelerated progress; 4 of these students are still not at the expected curriculum level</p>	<p>Structured literacy targeted groupings for those students who are not at the expected level.</p> <p>Jo Anderson RtLit working with both students and teachers</p> <p>Additional reading sessions for students who are below expected level</p> <p>Collaborative teaching</p> <p>Purposeful reading across the curriculum</p> <p>Writer's Toolbox reading comprehension tasks</p>	<p>Continuation of collaboration and discussions of the team and team</p> <p>Using learning support plans</p> <p>Resourcing lower level texts that are of high interest to our older readers</p> <p>Continue exposing students to text throughout all curriculum areas</p> <p>PLD for teachers</p> <p>Continue using Writer's Toolbox</p>

		Learning support plans to reflect and monitor progress	
<p>Y9/10</p> <ul style="list-style-type: none"> • Use of Writer's Toolbox for comprehension • Preparation for NCEA Common Assessment Activities (CAA) assessment • Literacy professional learning for staff across curriculum levels in-house 	<p>Year 9: Two students made accelerated progress; both are still not at the expected curriculum level</p> <p>Year 10: No students made accelerated progress.</p>	<ul style="list-style-type: none"> • Continued to use the reading comprehension feature in the Writer's Toolbox programme. • Using online tools for reading activities • Teacher reading aloud and discussing comprehension verbally • Purchasing reading comprehension test books • Built in more reading comprehension tests and ensured consistency across classes with this. • Professional learning across Year 1-10 for reading (Jo Anderson RtLit) 	<p>Continue to use Writer's Toolbox as a support tool</p> <p>Using Smartlab to support teaching and learning, especially in areas of literacy / reading comprehension.</p> <p>Encouraging students to critique reading and ask questions of material.</p>

2023 ANALYSIS OF VARIANCE



Annual Target:

Annually our students from years 5-12 participate in the **Wellbeing** at Schools national survey. The figures listed are median values from the survey. We are targeting three of the climate dimensions. We are targeting an increase in the median.

	School-Wide	Teaching and Learning	Partnerships
Baseline	Y5-6	Y5-6	Y5-6
	273.9	271.1	281.2
	Y7-12	Y7-12	Y7-12
	225.7	224.2	249.8

Actions (what did we do?)

Outcomes (what happened?)

Reasons for the variance (why did it happen?)

Evaluation (where to next?)

	School-Wide	Teaching and Learning	Partnerships

2022 Y5-6	273.9	271.1	281.2
2023 Y5-6	257.5	284.6	298
2022 Y7-12	225.7	224.2	249.8
2023 Y7-12	217.9	224.2	249.8

Training around PB4L strategies for consistent application.

Use of data to identify patterns

Professional learning around relationship building, using culturally responsive practices, and developing a culture of care in the classroom.

Use of quality circle time in class providing students the opportunity to share their experiences.

Focus and growth of competencies

Reporting to parents and the Board behavioural data

Offering parents and whānau

School-wide culture and practices 2023 as compared to 2022

An increase in students who disagreed with the statement “the buildings and grounds are looked after”. This may reflect the disruption and use of other spaces in 2023 due to the rebuild and was consistent across both groups.

Teaching and Learning 2023 as compared to 2022

A decrease in Y7-13 students who disagreed with the statement “I learn how to manage my feelings”. This is a positive change, however there was an increase in Y5-6 students disagreeing.
A decrease in Y7-13 students who disagreed with the statement “Teachers always

As always with this form of assessment of wellbeing - it is a point-in-time survey and results are very dependent on how the person completing it is feeling that day.

The rebuild and decant options in 2023 certainly had an impact on the school-wide climate.

Professional development to strengthen circle time and restorative practices

Consulting with parents and whānau about school approaches to health and wellbeing

Ensuring there is a process for safe reporting for students, and that concerns are addressed

<p>information and skill-building workshops</p> <p>Exploring culturally-responsive approaches to working with parents and whānau to support individual students with behavioural difficulties</p>	<p>take action if someone is being hit or bullied". This is a positive change, however there was an increase in Y5-6 students disagreeing.</p> <p>Community Partnerships 2023 as compared to 2022 A decrease in Y7-13 students who disagreed with the statement "Teachers and parents work together". This is a positive change, however there was an increase in Y5-6 students disagreeing.</p>		
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2023 ANALYSIS OF VARIANCE



Improvement Plan - Domain Learning

Tipu Māia AC: Writing Challenge: Our challenge is to raise writing achievement across Tipu Māia Kāhui Ako Years 1 - 13 with a particular emphasis on Years 1-10 and boys, Māori and Pasifika students who are currently underachieving.

Strategic Goals: Learning together

Annual Goal:

Learning that sticks with us

Annual Target:

The students identified below will make accelerated achievement resulting in more than one year's progress in **Writing**

Baseline Data: Writing

2022 Cohort	Y4 Tipu Māia	Y5	Y6	Y7	Y8 Tipu Māia	Y9	Y10
No. of students who are at or above the expected curriculum level.	17	18	26	23	20	28	40
No. of target students not achieving at the expected curriculum level	10	8	8	10	13	10	8

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)				
2023 Cohort	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
No. of target student not achieving at the expected curriculum level	4	7	5	6	9	9	7
Number of Target students accelerated (more than one year's worth of learning)	6	1	5	6	7	1	2
Leavers	-	-	-		-	1	1
Y4-6 <ul style="list-style-type: none"> Writers Toolbox used in all rooms, most Year 6 writers had WTB logins. Moderation of writing samples Regular PLD slots for writing in Section Meetings Code grouping for spelling across team. Code happens 4x a week. 	Y4-6 students have made accelerated progress Y5-1 student has made accelerated progress Y6-5 students have made accelerated progress	<ul style="list-style-type: none"> Explicit teaching of sentence types and how to use these WTB to take students to the next level in their writing-such as paragraphing, precision etc Opportunities for students to collaborate in writing time 	<ul style="list-style-type: none"> Continue with Year 6 WTB logins. Moderation within team and across teams in 2024 				
Y7-8 <ul style="list-style-type: none"> Explicit code teaching 4 times a week PLD within staff meetings Regular Writers Toolbox Deep learning as a framework for literacy that is meaningful eg letters to the council 	Year 7: 6 students made accelerated progress; 4 of these students are still not at the expected curriculum level. Year 8: 7 students made accelerated progress; 5 of these students are still not at the expected	<ul style="list-style-type: none"> Use of Writer's Toolbox regularly to develop skills such as paragraphing, precision Weekly quick writes for fluency and word output Explicit teaching and revision of sentence styles Explicit teaching of paragraphing Explicit teaching of text structure 	<ul style="list-style-type: none"> Moderation across years 1-10 Moderation between year 7/8 team Continue with explicit teaching of writing genres Continue with the use of Writer's toolbox 				

	curriculum level	<p>across all genres</p> <ul style="list-style-type: none"> • Shared brainstorming sessions prior to writing to engage and motivate all writers • The Code and regular encoding 	
<p>Y9-10</p> <ul style="list-style-type: none"> • Continued use of Writer's Toolbox • Literacy professional learning for staff across curriculum levels in-house • Increased frequency of writing tasks • Scaffolding of writing tasks • Preparation for NCEA Common Assessment Activities (CAA) assessment 	<p>Year 9: 1 Year 9 student was accelerated; they are still below the expected curriculum level.</p> <p>Year 10: 2 students were accelerated; they are both still below the expected curriculum level</p>	<ul style="list-style-type: none"> • Continued to use the moderation process more thoroughly across the English Department. This helped to ensure consistency. A more collaborative approach to OTJ's was also utilised, and this enabled teachers to draw from the knowledge of others when making accurate judgments. • Continued with termly common writing tests. • Heavily utilised the Writer's Toolbox as a complementary teaching and learning tool. • Increased the language of writing and literacy across the school, and more obviously in staff PLD sessions. The aim of this was to empower teachers to feel more confident in literacy delivery and thus take an active role in a more schoolwide collaborative approach. • Continued to increase focus on implementing more writing tasks throughout the year. 	<p>Continue using Writer's Toolbox as a tool to compliment student writing.</p> <p>Using Smartlab to support teaching and learning, especially in areas of literacy / writing</p> <p>Further the increased literacy teaching, learning and testing as part of the writing process. The English department is using one of their three hours of teaching per week for this.</p> <p>Continue with common testing across the 9/10 cohort.</p> <p>Continue with collaborative moderation practices within the English department, as well as whole staff PLD- this will continue to ensure consistency.</p>

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2023.

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?	Yes
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p>appoint a member to be the EEO officer – this role is taken by the principal</p> <p>show commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development</p> <p>select the person most suited to the position in terms of skills, experience, qualifications, and aptitude</p> <p>recognise the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</p> <p>ensures that employment and personnel practices are fair and free of any bias.</p>
How do you practise impartial selection of suitably qualified persons for appointment?	Through a diverse appointments panel, ensure there is no conflict of interest
<p style="text-align: center;">How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service? 	<p style="text-align: center;">Continual professional development at Board and staff level.</p> <p style="text-align: center;">Establishing annual professional growth goals in te reo me nga tikanga Māori</p>
How have you enhanced the abilities of individual employees?	Regular professional development closely aligned to professional growth goals
How are you recognising the employment requirements of women?	Compliance with relevant collective and individual employment agreements

How are you recognising the employment requirements of persons with disabilities?	Compliance with relevant collective and individual employment agreements
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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) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Achievement and Progress Report:
Mathematics Years 1-10: 2023

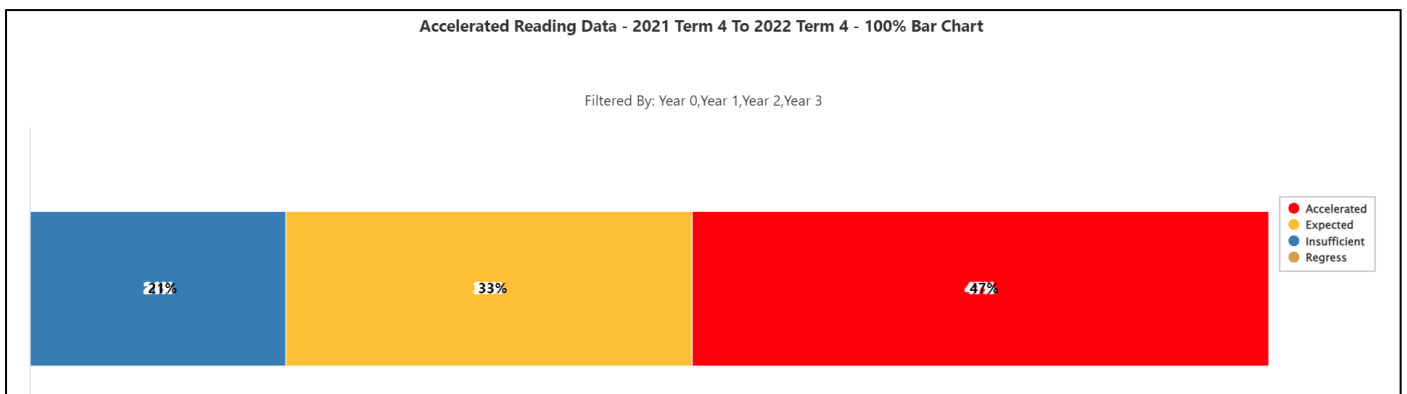
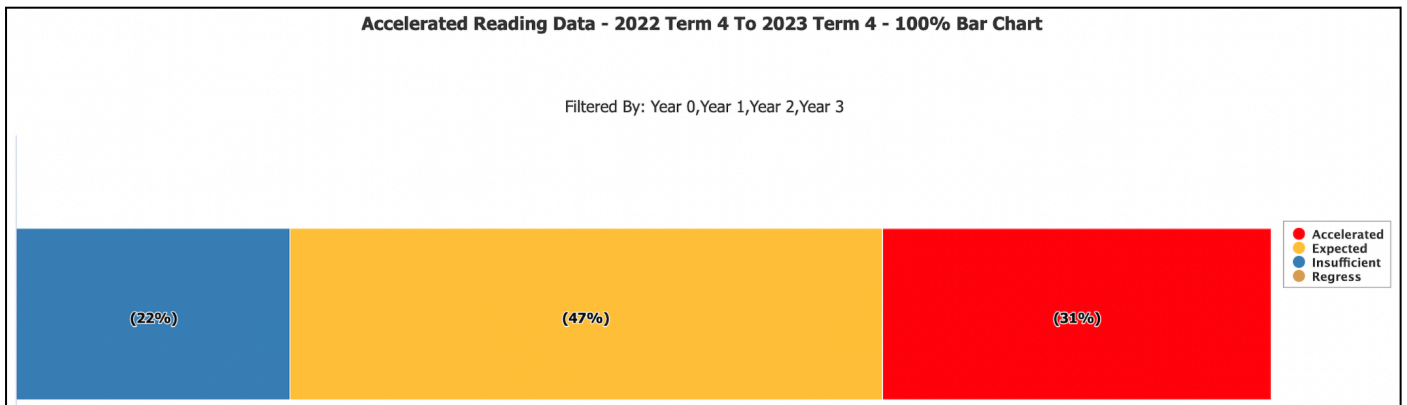
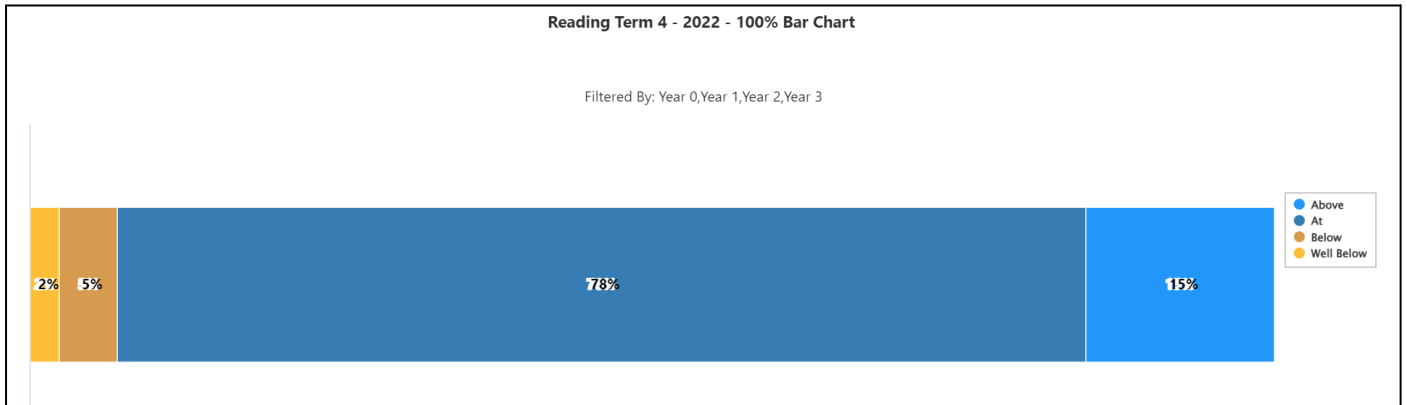
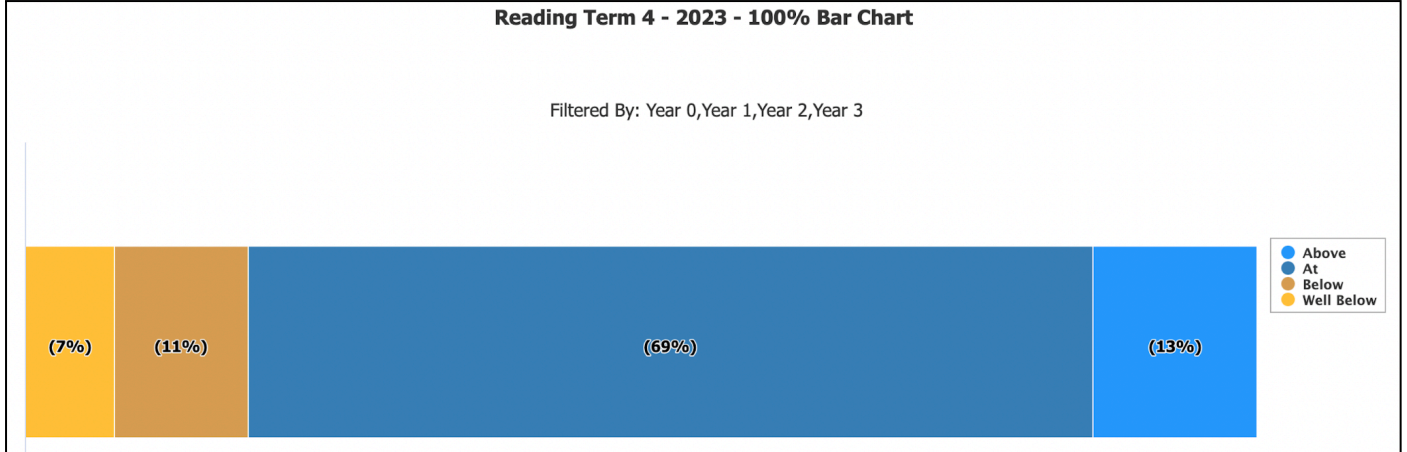
Literacy Years 1-8: 2023



Achievement and Progress - Year 1-8: Reading 2023

Achievement Data includes all students attending Oxford Area School at the end of 2023, and still currently attending. Progress data excludes students new to Oxford Area School during 2023, as there is no end of year 2022 data for calculating progress made.

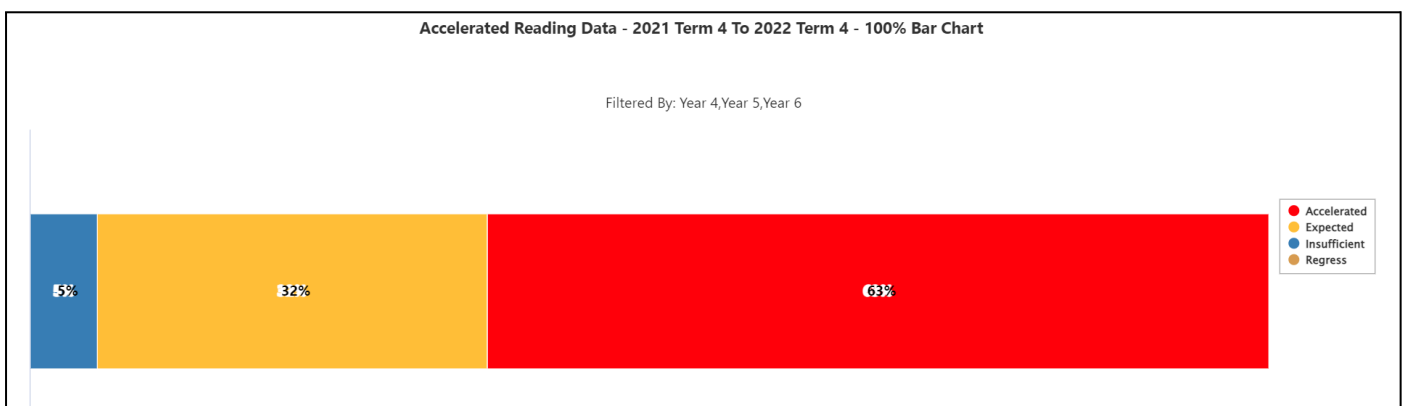
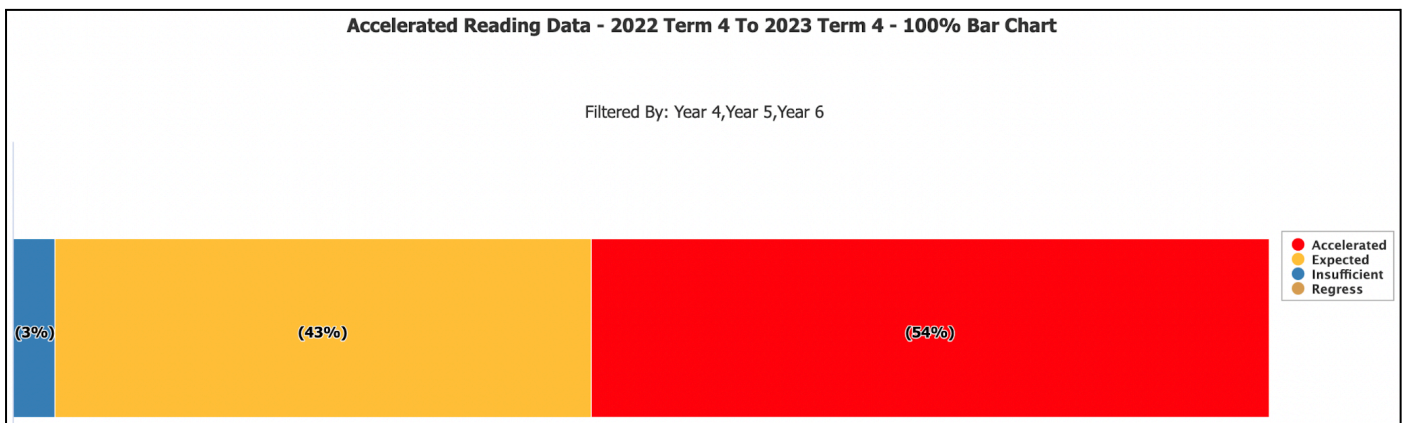
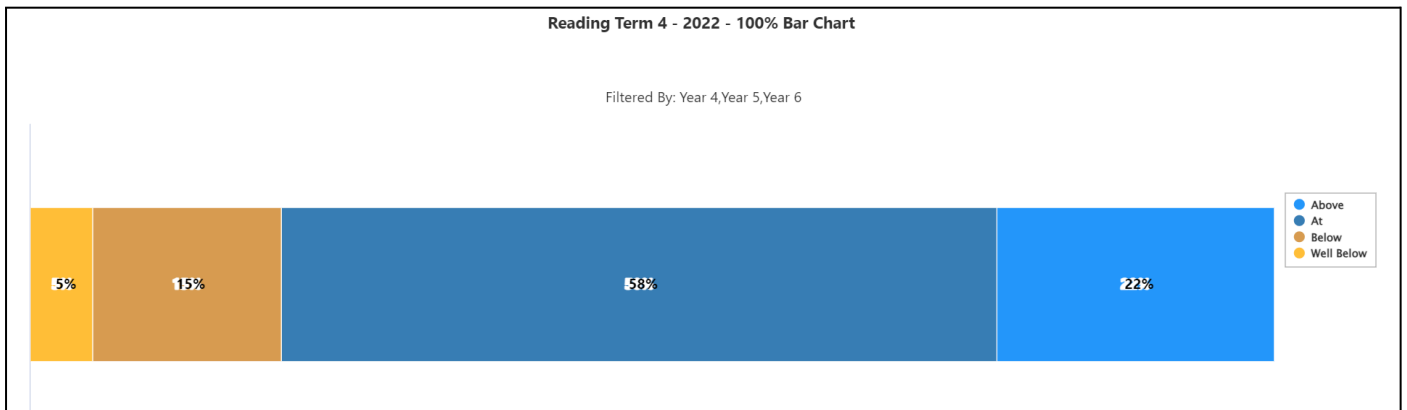
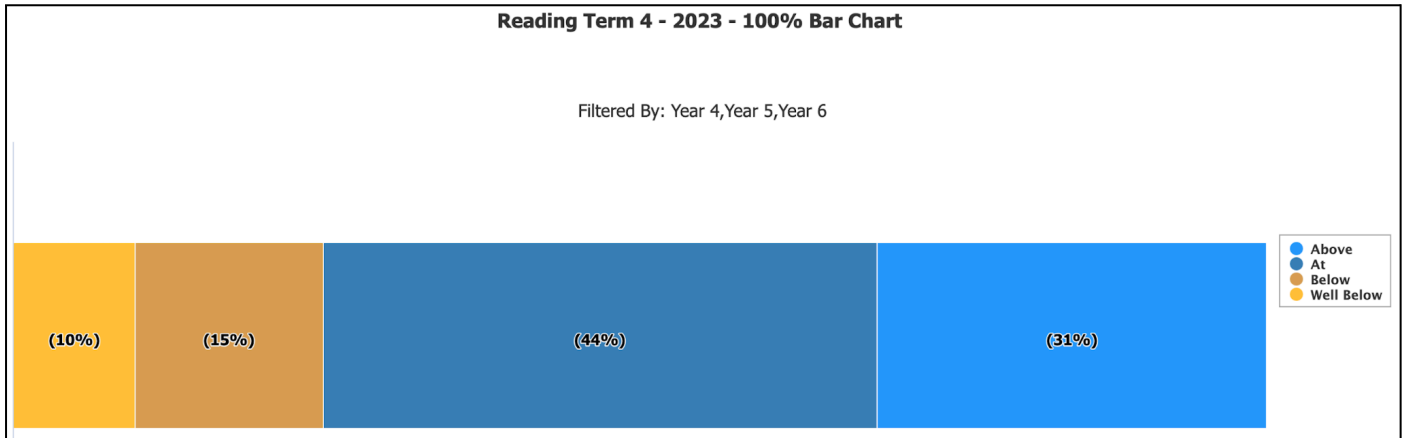
Reading Achievement 2023: Discover (Year 1-3)



Comment:

For Year 0-3 the majority of students were at or above the expected curriculum level for reading. More students were below or well below in 2023 than in 2022. The majority of students made expected or accelerated progress. While accelerated is less and expected is more the amount of regress remains similar.

Reading Achievement and Progress 2023: Explore (Year 4-6)

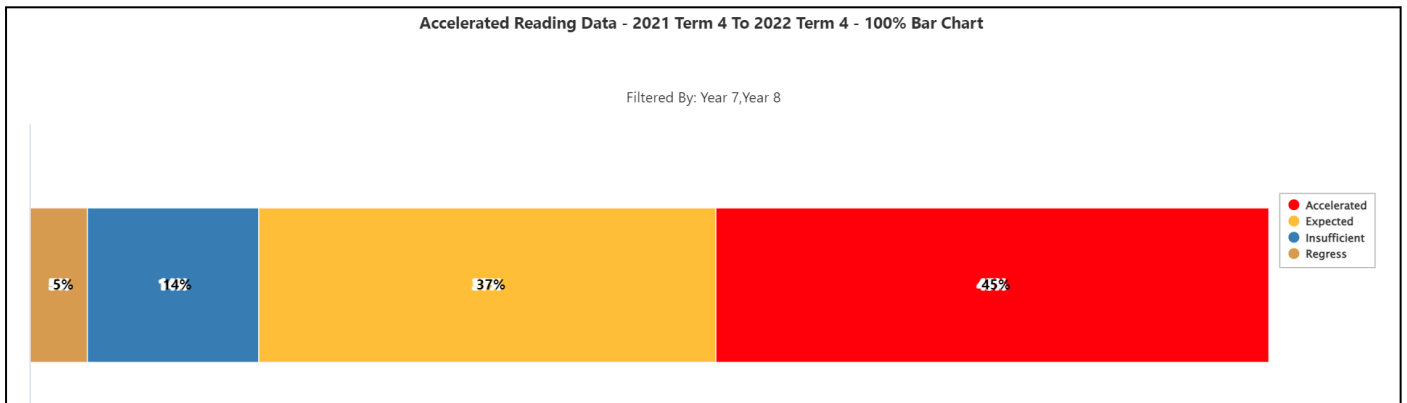
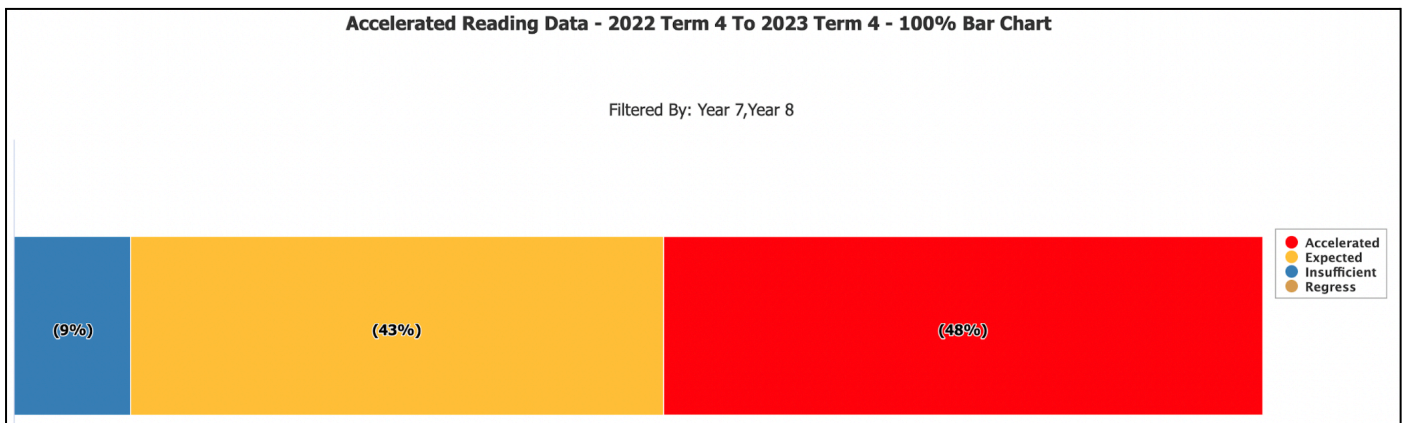
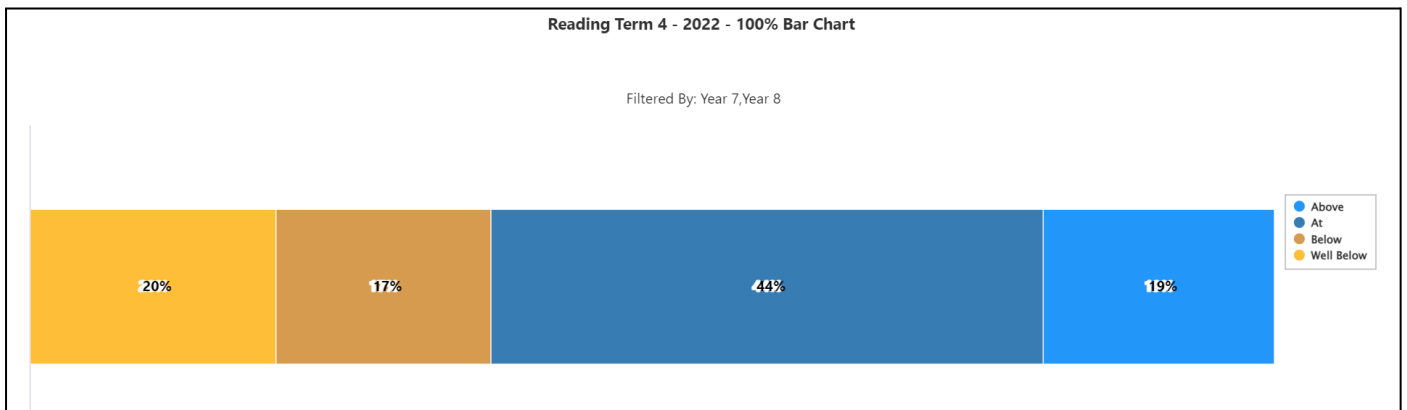
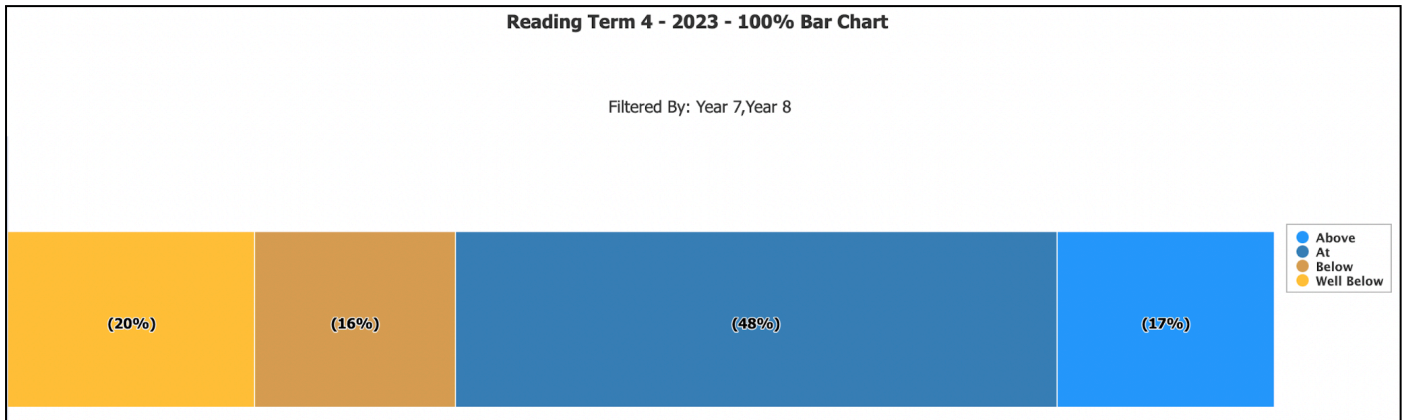


Comment:

For Year 4-6 the majority of students were at or above the expected curriculum level for reading. More students were above in 2023 than in 2022.

Almost all students made expected or accelerated progress with over half accelerated progress. While acceleration is less, and expected is more the insufficient is also less.

Reading Achievement and Progress 2023: Year 7-8



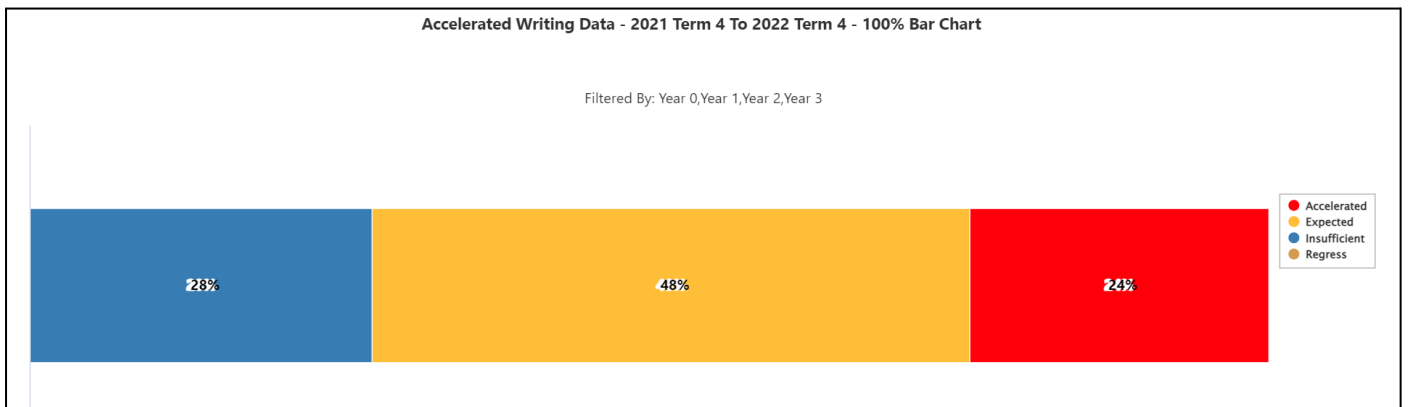
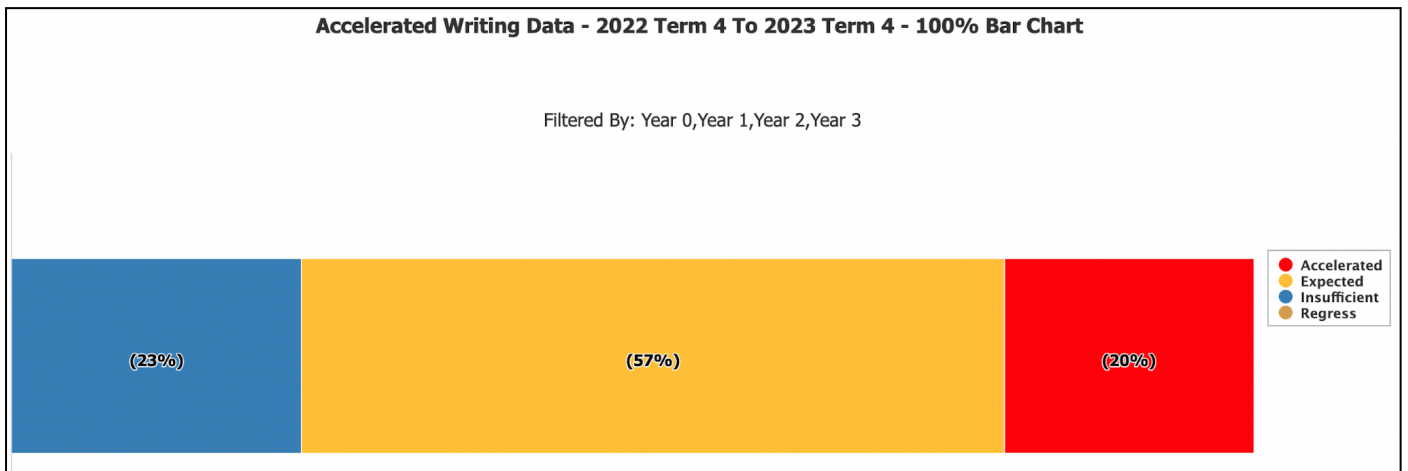
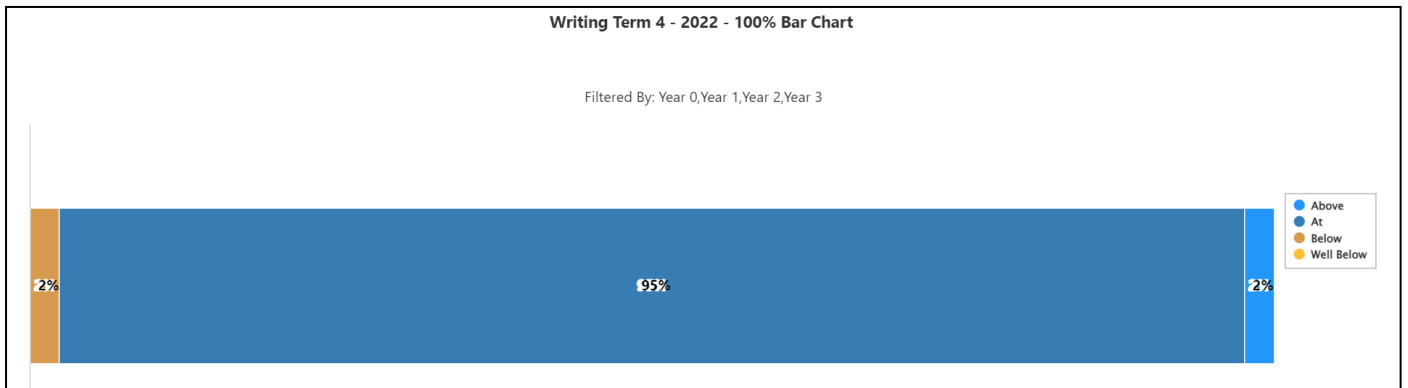
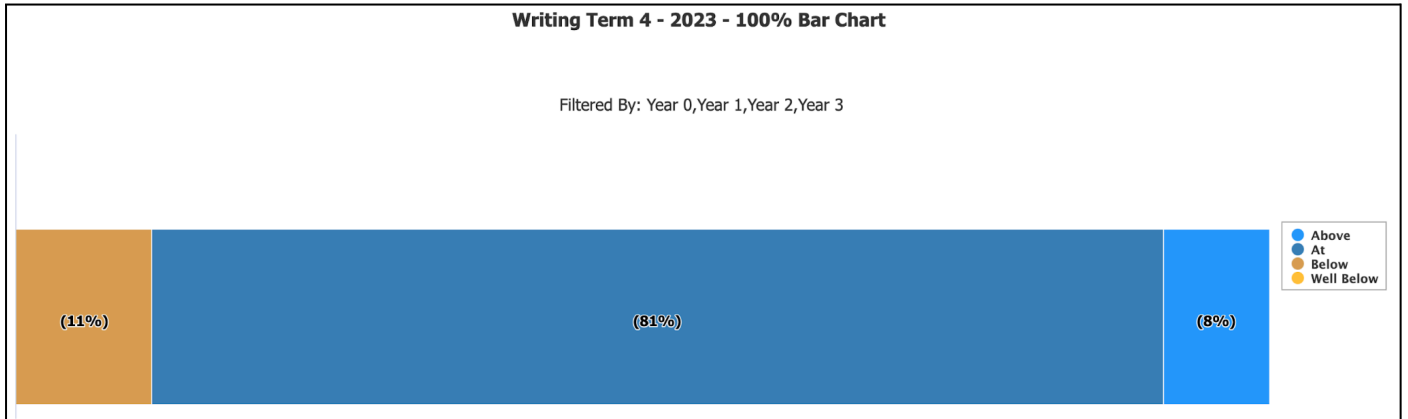
For years 7-8 65% of students were at or above the expected curriculum level for reading.

The results are very similar comparing 2022 to 2023.

Almost all students made expected progress with nearly half making accelerated progress. This is a slight increase in 2023 from 2022. All students have made progress in 2023.

Achievement and Progress - Year 1-8: Writing

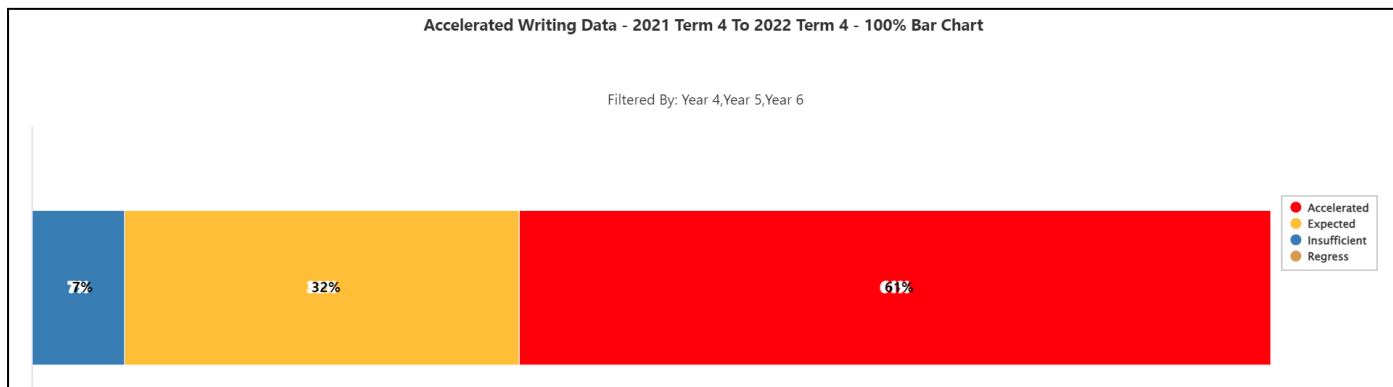
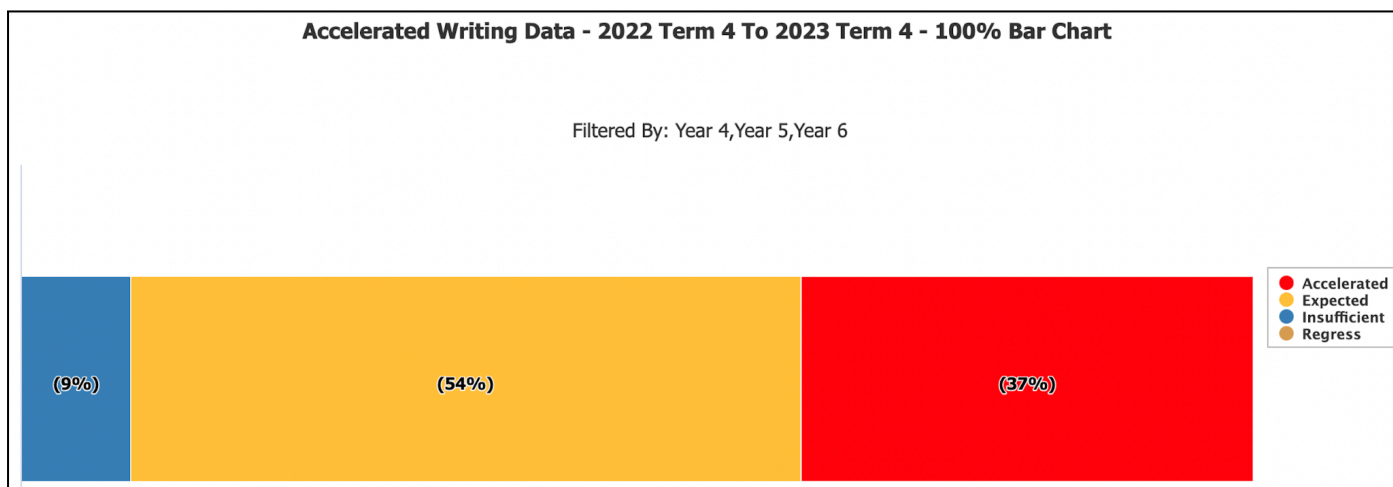
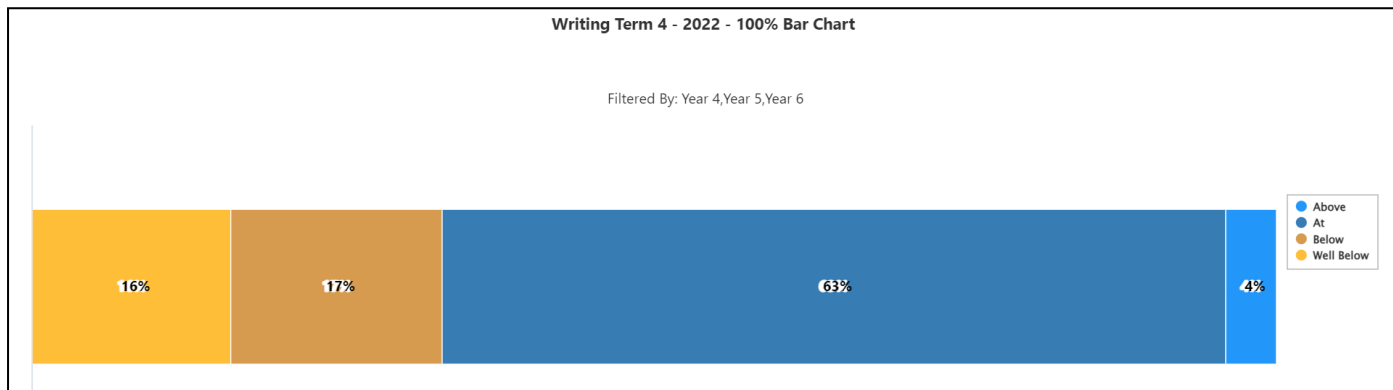
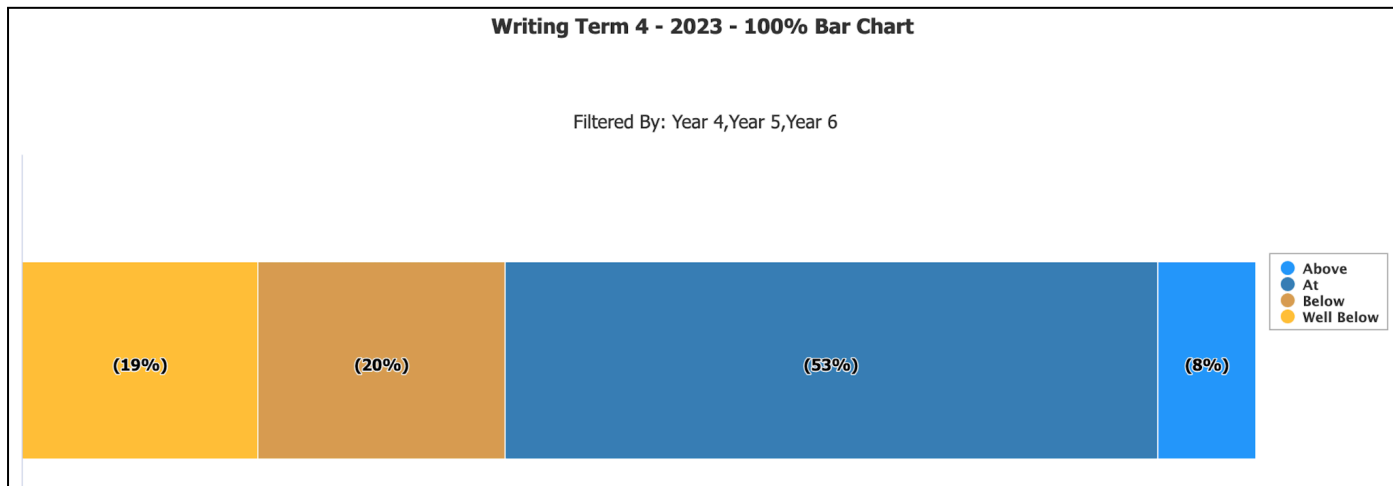
Writing Achievement 2023: Discover (Year 1-3)



Comment:

For Year 1-3, nearly most of the cohort are at or above the expected curriculum level. There is a slight increase in students who are above and below the expected curriculum level. Three quarters of the students have made expected or accelerated progress. While the accelerated and expected are similar the insufficient is tending downwards.

Writing Achievement and Progress 2023: Explore (Year 4-6)

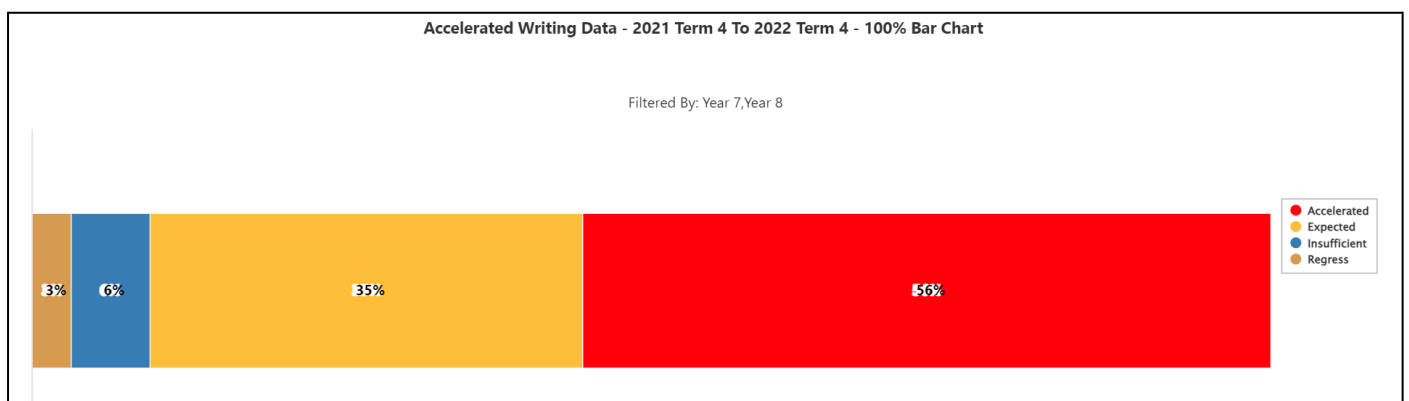
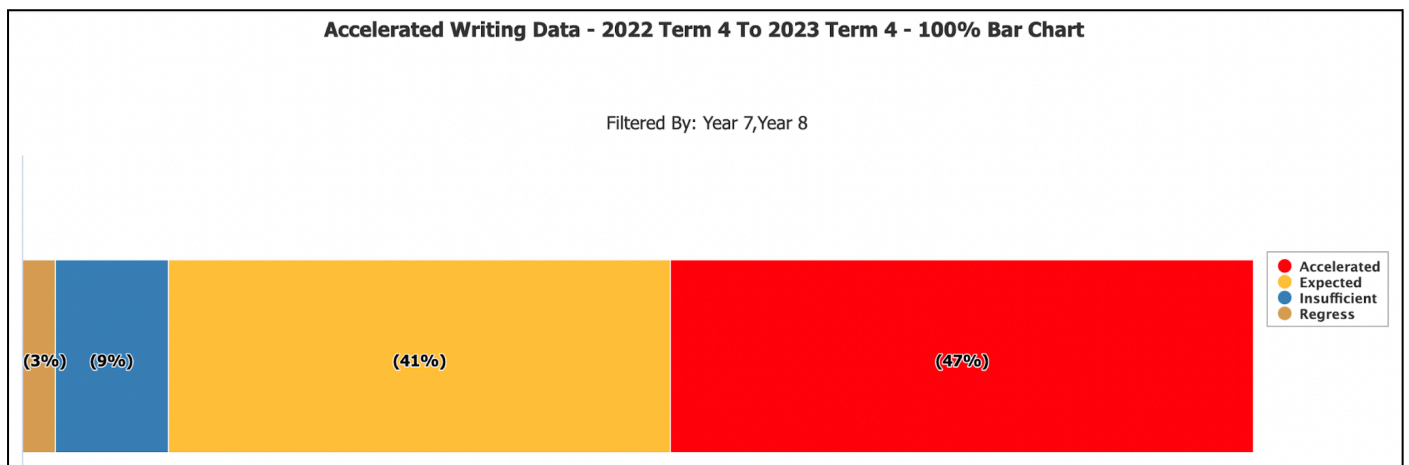
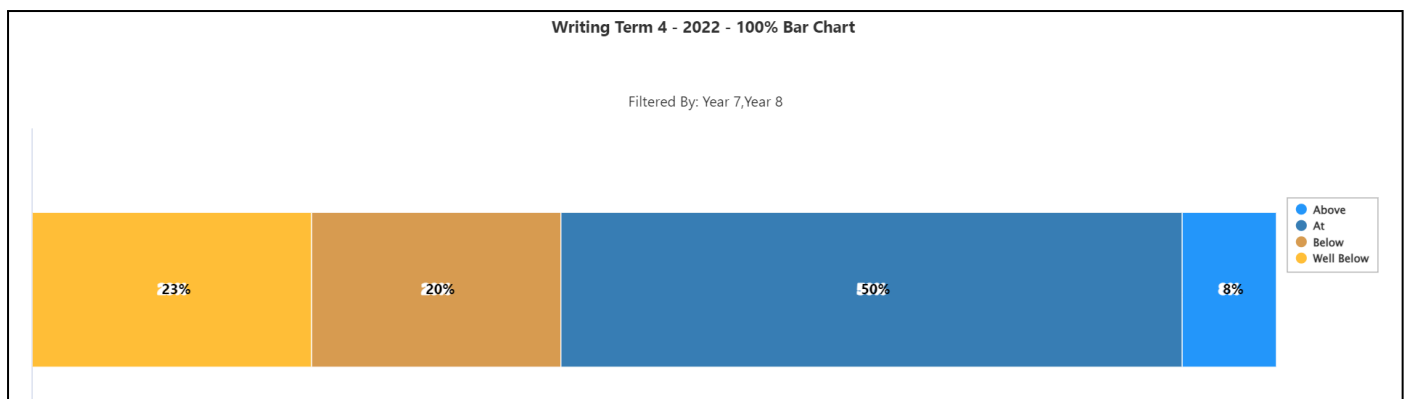
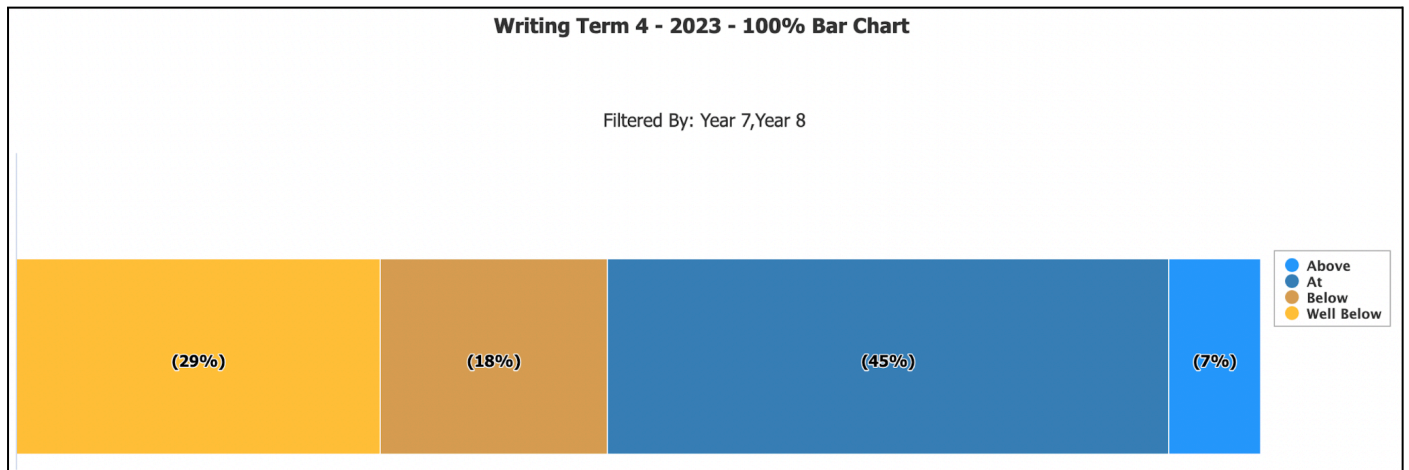


Comment:

For Year 4-6, over half of the cohort are at or above the expected curriculum level. While the percentage of students above has increased the percentage of students below or well below has also slightly increased.

The majority of students have accelerated or made expected progress. This is significantly less acceleration than in 2022 however the insufficient progress is only marginally higher.

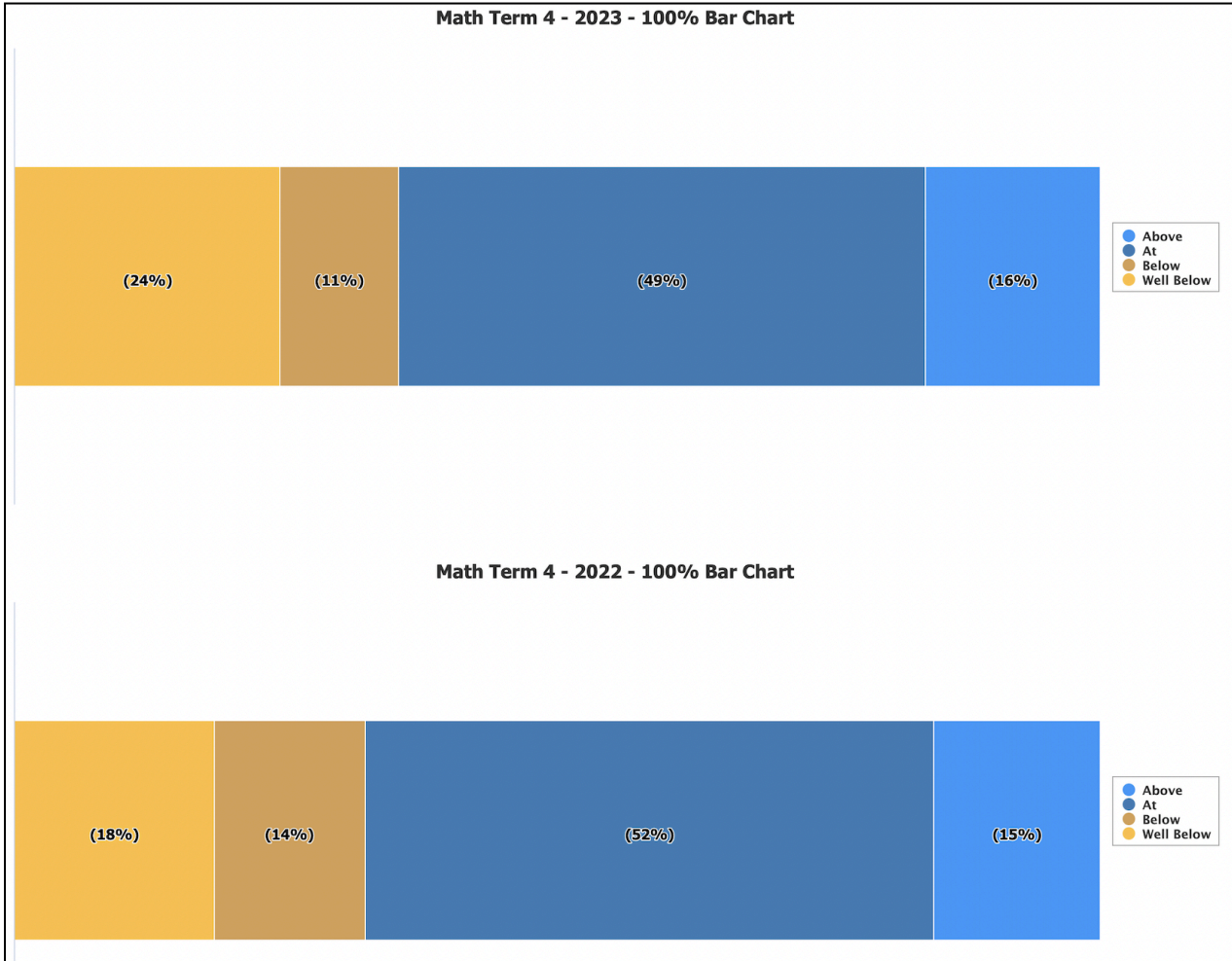
Writing Achievement and Progress 2023: Year 7-8



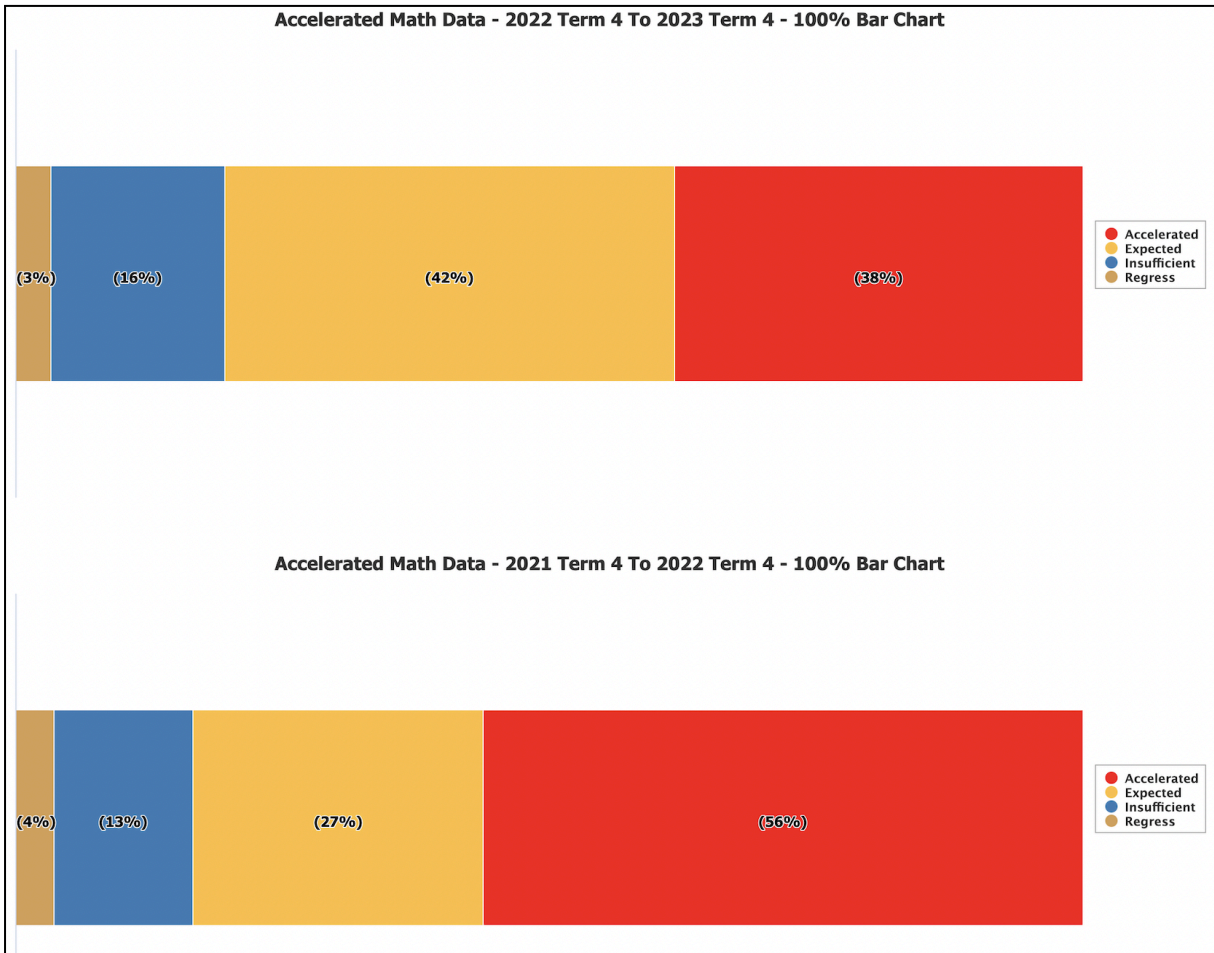
For years 7-8 just over half of students are at the expected curriculum level. Most students made expected or accelerated progress with just under half accelerated in writing. The 2023 data is similar to that of 2022.

Achievement and Progress - Year 1-10: Mathematics

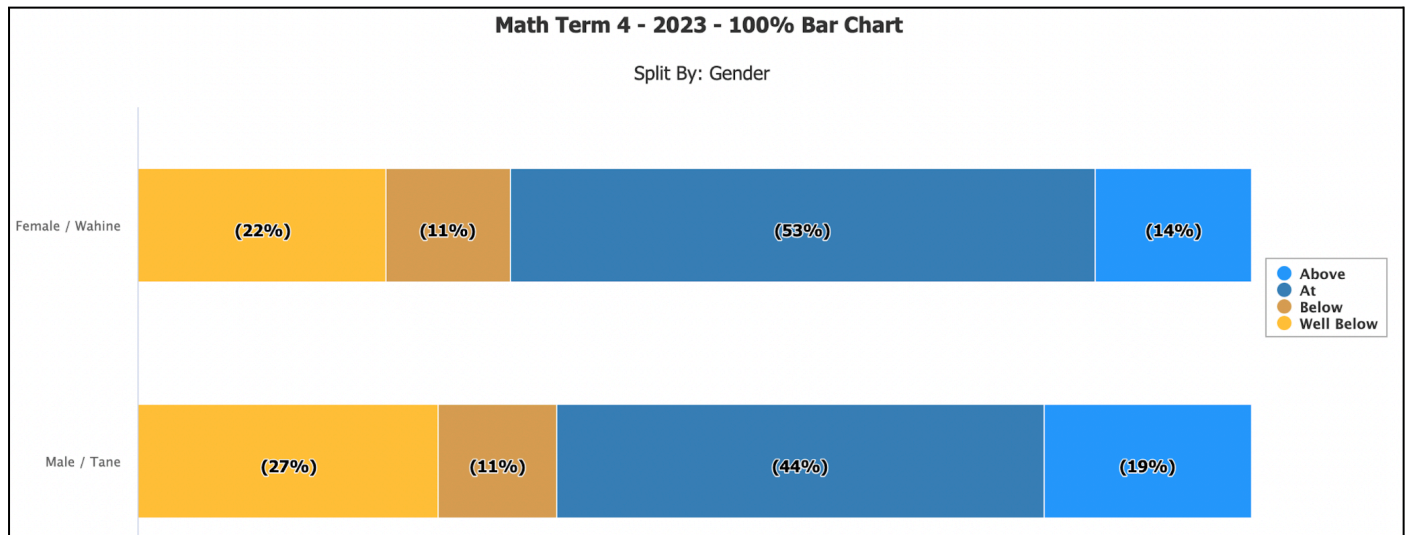
Year 1-10 Mathematics Achievement 2023 and 2022



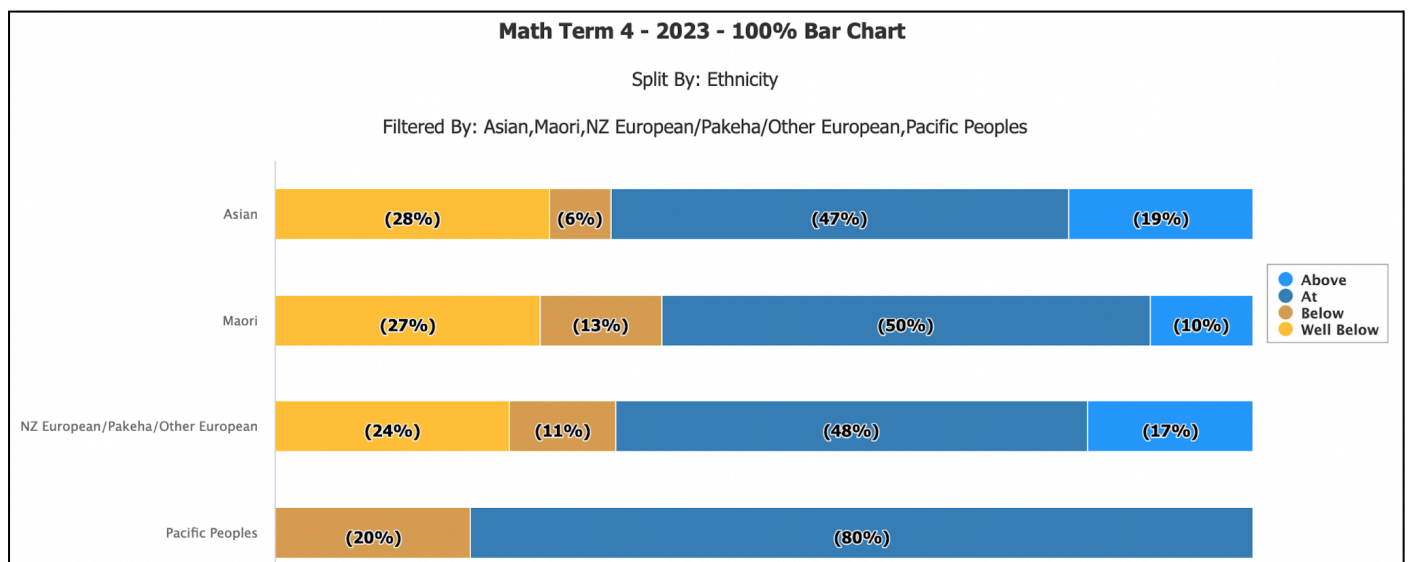
Year 1-10 Mathematics Progress 2022- 2023 compared to 2021- 2022



Year 1-10 Mathematics Achievement 2023 by Gender



Year 1-10 Mathematics Achievement 2023 by Ethnicity



Comment:

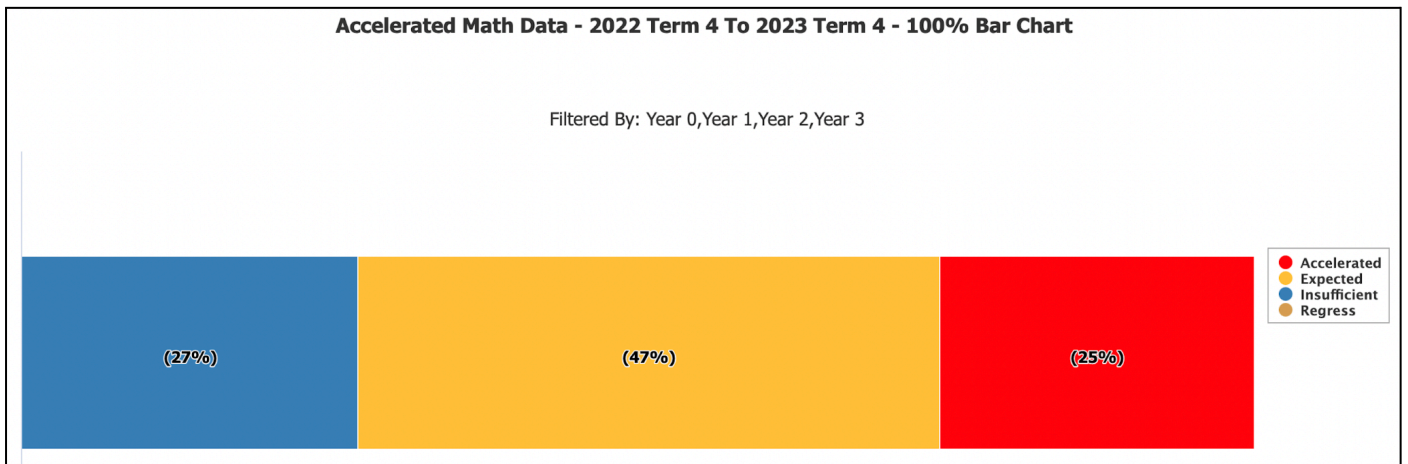
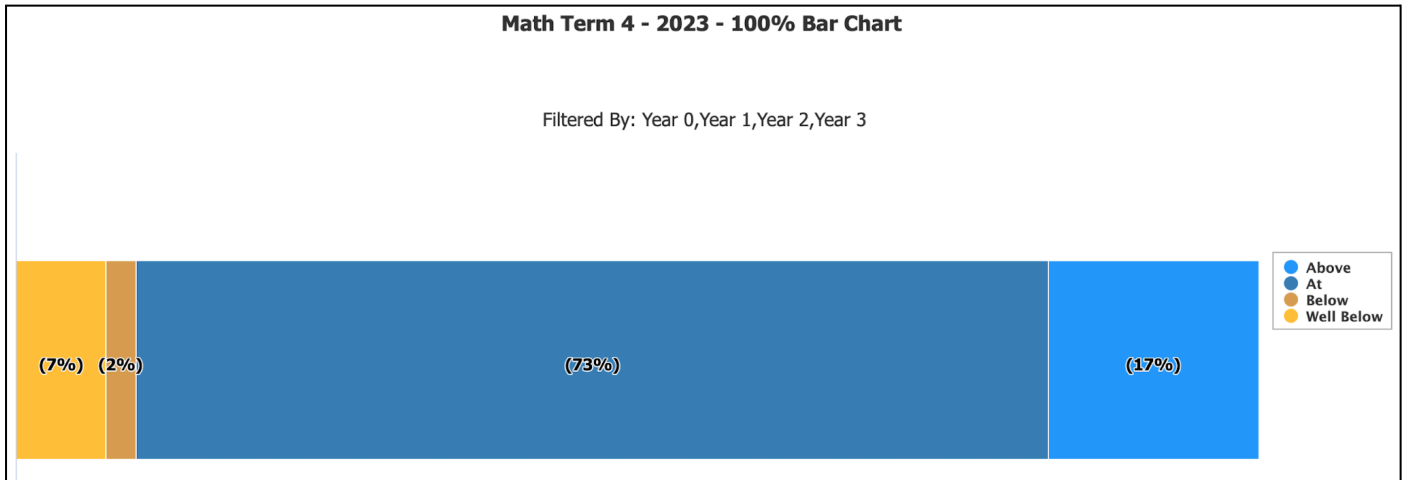
While the students at or above the expected curriculum level in 2023 is almost identical to 2022 there are slightly more students well below

Significantly less students made accelerated progress, and significantly more made expected progress. The students achieving below and well below is comparable to the previous year.

Overall more male students than female are well below or below in mathematics and less female students than male students are above the expected curriculum level.

Māori students performed similarly to NZ European students and Asian students performed better but also had higher well below students.

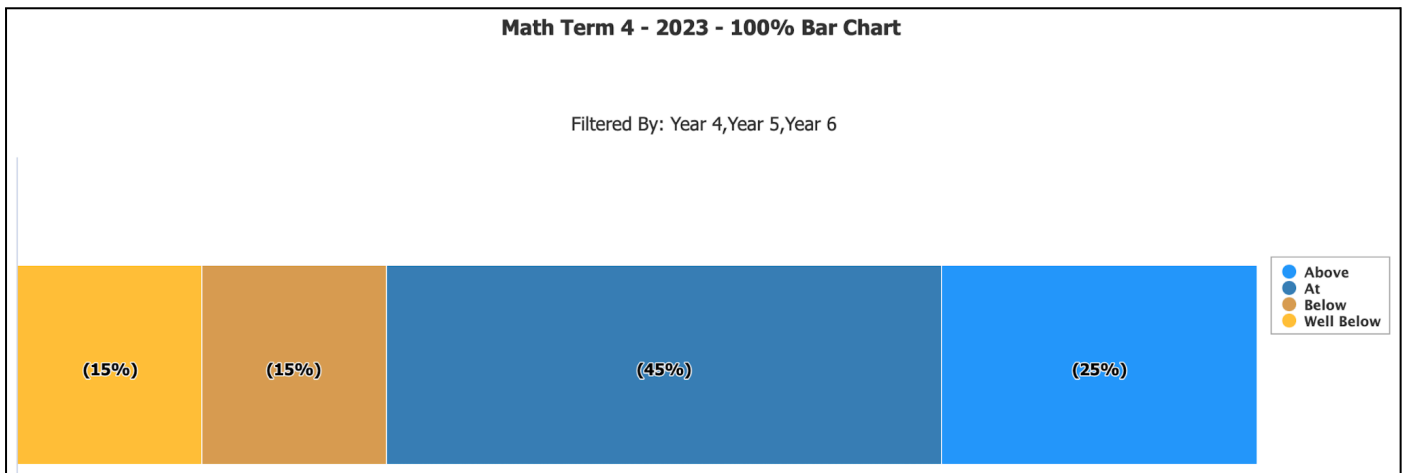
Mathematics Achievement 2023: Discover (Y1-3)



Comment:

For Year 1-3 the majority of students were at or above the expected curriculum level. A quarter of students made accelerated progress and almost three quarters are making expected progress.

Mathematics Achievement and Progress 2023: Explore (Y4-6)



Accelerated Math Data - 2022 Term 4 To 2023 Term 4 - 100% Bar Chart

Filtered By: Year 4,Year 5,Year 6



Comment:

For Year 4-6 most students were at or above the expected curriculum level. A high majority of the Y4-6 students have made progress or accelerated progress throughout the year with just over half of the students making accelerated progress.

Mathematics Achievement and Progress 2023: Year 7-8

Math Term 4 - 2023 - 100% Bar Chart

Filtered By: Year 7,Year 8



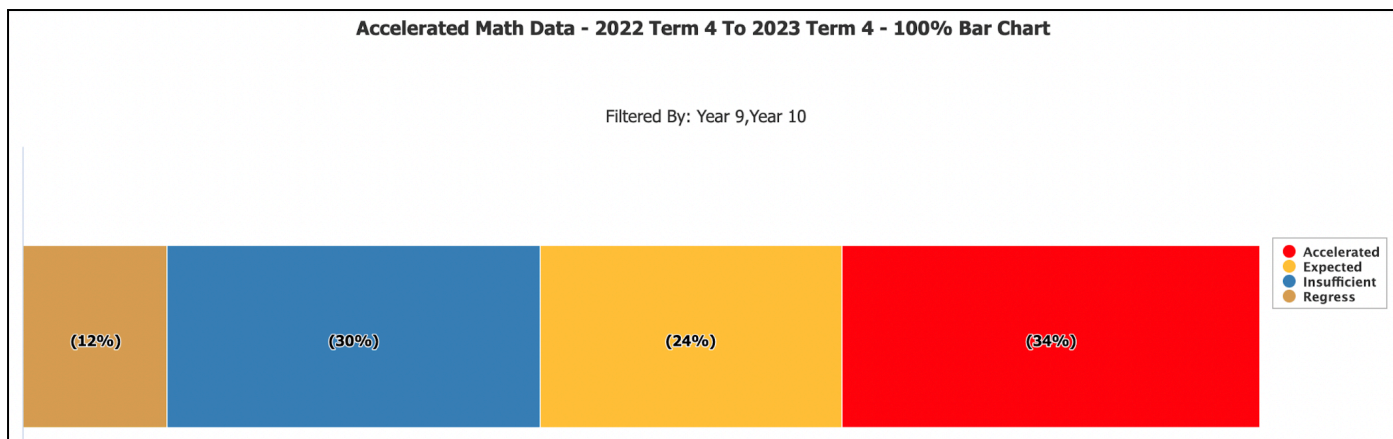
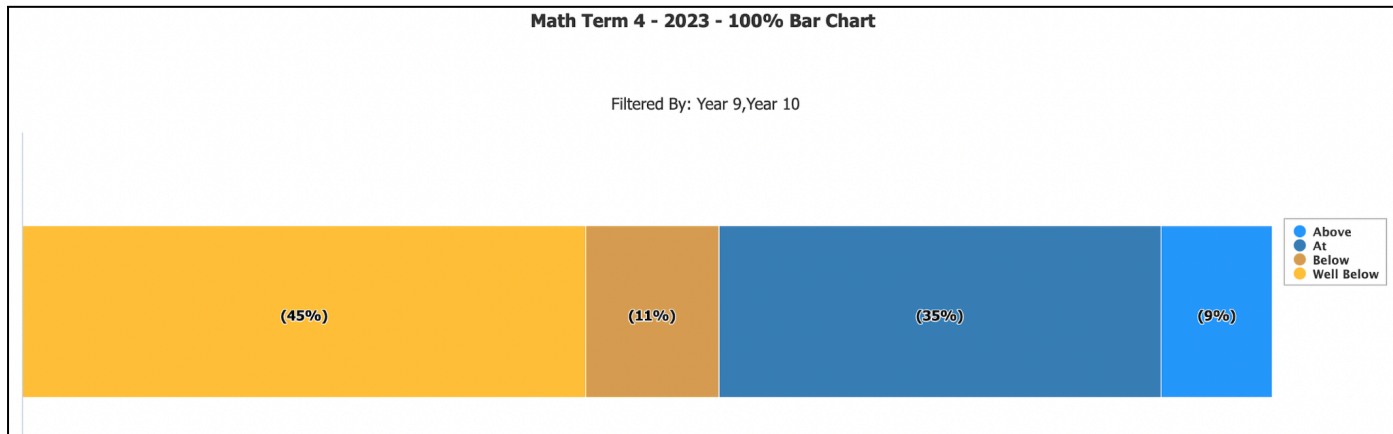
Accelerated Math Data - 2022 Term 4 To 2023 Term 4 - 100% Bar Chart

Filtered By: Year 7,Year 8



For Year 7-8, over half the students are at or above the expected curriculum level, which is a slight improvement on 2022. Over a quarter of students have made accelerated progress and over half made expected progress during the year.

Mathematics Achievement and Progress 2023: Year 9-10



Comment:

For Year 9-10, just over half the students are either below or well below the expected Curriculum level. This is similar to 2022 (and an improvement on 2021).

Over one third of the cohort made accelerated progress in 2023, with another quarter making expected progress.

Achievement in NCEA and UE: Oxford Area School

Generated 11-Apr-2024

PR2 - Enrolment Based Cumulative Overall Results

Oxford Area School

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2019	81.1	77.3	63.6	54.5
2020	88.2	90.9	47.1	17.6
2021	76.9	93.8	81.0	47.6
2022	85.2	86.7	60.9	47.8
2023	77.3	85.1	57.1	38.1

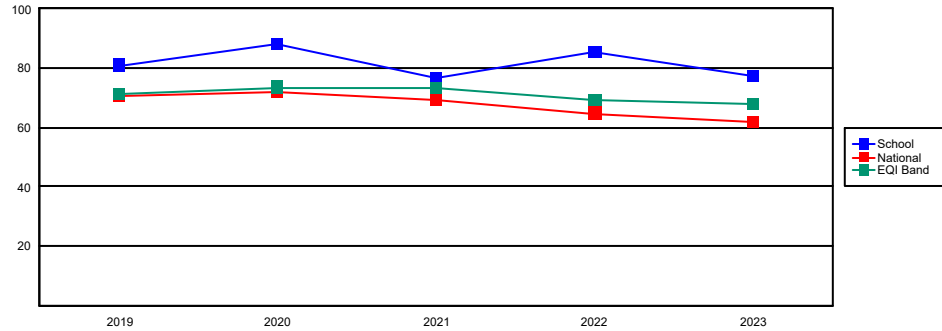
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
70.6	77.5	67.3	49.3
71.8	80.1	72.1	53.4
69.2	77.9	70.5	51.9
64.9	74.9	68.2	50.3
61.7	73.2	67.7	49.7

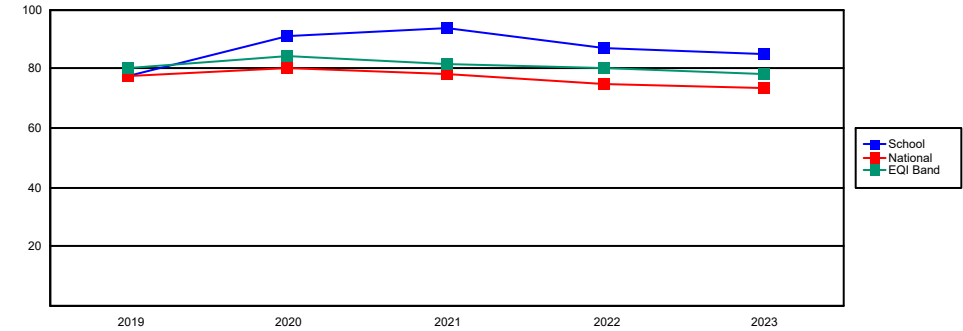
Average Socioeconomic Barriers (School Equity Index Band)

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
71.2	80.4	66.5	45.6
73.7	84.4	72.4	50.8
73.4	81.7	71.4	49.4
69.6	80.4	70.0	49.2
68.2	78.5	69.1	46.7

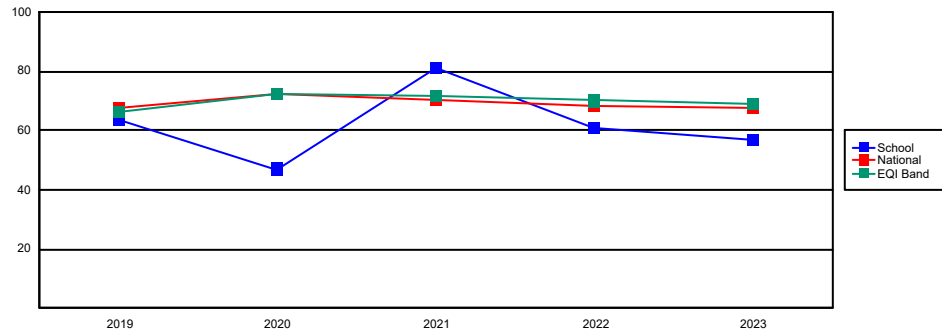
Year 11 - NCEA Level 1



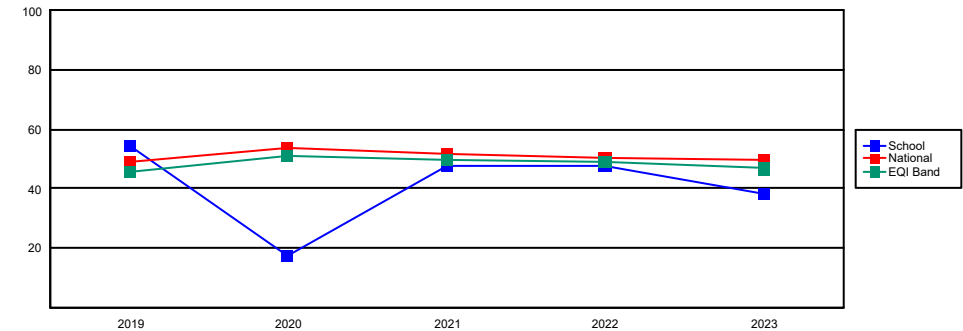
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Oxford Area School

Generated 11-Apr-2024

PR2 - Enrolment Based Cumulative Results by Gender

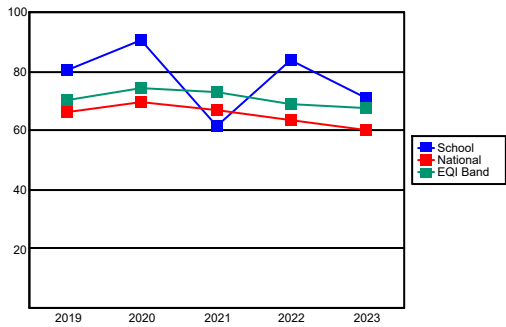
Oxford Area School

National

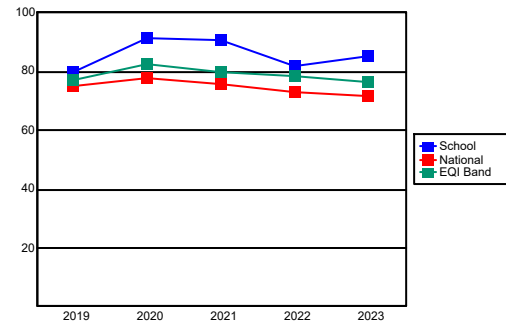
Average Socioeconomic Barriers (School Equity Index Band)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Male												
2019	80.8	80.0	77.8	77.8	66.5	74.7	62.3	42.2	70.7	76.9	62.3	38.4
2020	90.9	91.7	14.3		69.6	77.8	68.5	46.8	74.7	82.3	67.2	43.4
2021	61.5	90.9	76.9	53.8	67.0	76.0	66.8	45.5	73.1	79.6	65.7	41.4
2022	83.9	81.8	33.3	16.7	63.4	73.3	65.6	44.9	69.3	78.3	66.0	42.4
2023	70.8	85.2	28.6	28.6	60.1	71.8	64.8	44.0	67.6	76.5	66.1	40.4
Female												
2019	81.8	75.0	53.8	38.5	74.9	80.2	71.9	55.8	71.7	84.0	70.2	51.9
2020	87.0	88.9	70.0	30.0	74.1	82.4	75.5	59.6	72.6	86.6	77.2	57.6
2021	84.6	95.2	87.5	37.5	71.5	79.8	74.0	57.7	73.8	83.9	76.7	56.7
2022	87.0	89.5	70.6	58.8	66.5	76.6	70.5	55.3	69.9	82.6	73.7	55.4
2023	85.0	85.0	71.4	42.9	63.3	74.7	70.3	54.9	68.9	80.5	71.7	52.2

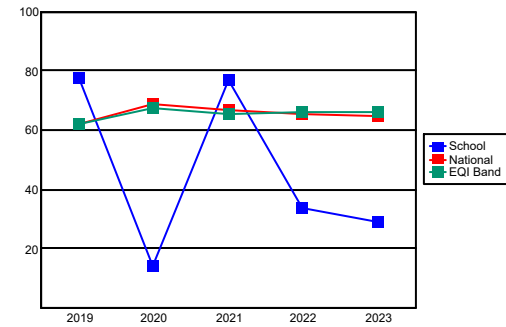
Year 11 NCEA Level 1 - Male



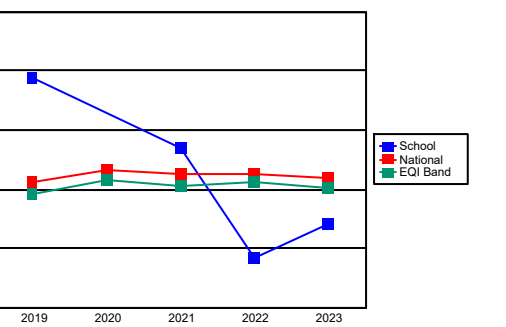
Year 12 NCEA Level 2 - Male



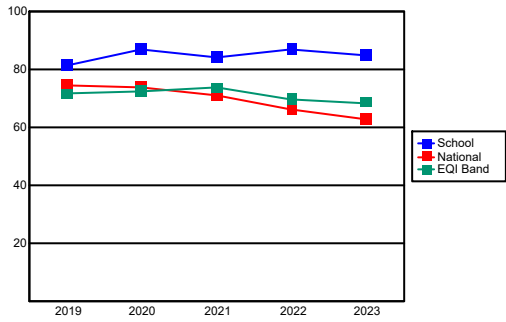
Year 13 NCEA Level 3 - Male



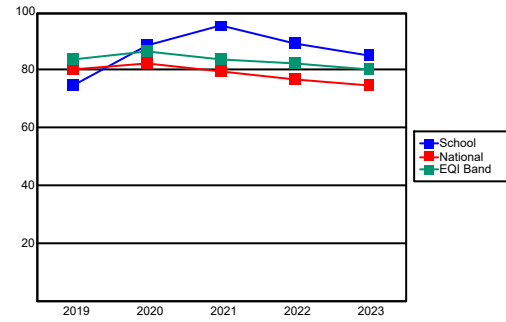
Year 13 University Entrance - Male



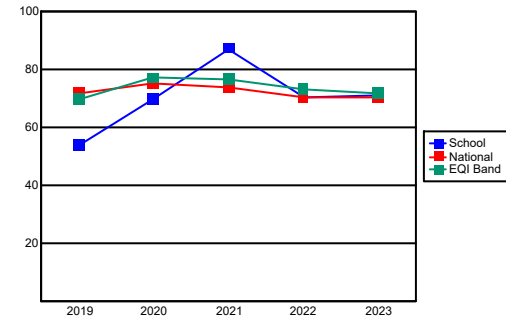
Year 11 NCEA Level 1 - Female



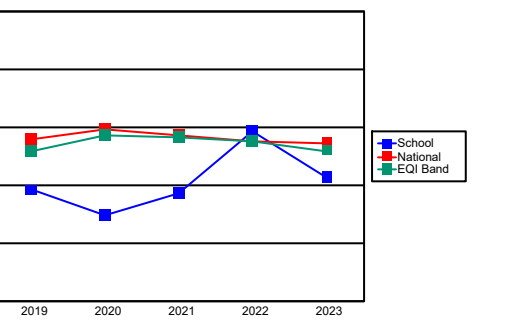
Year 12 NCEA Level 2 - Female



Year 13 NCEA Level 3 - Female



Year 13 University Entrance - Female



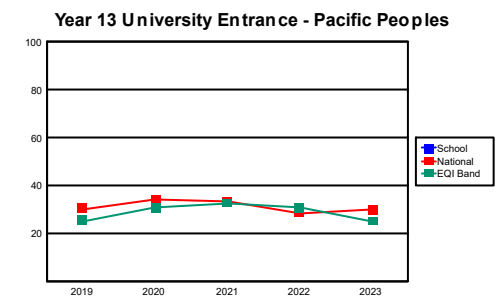
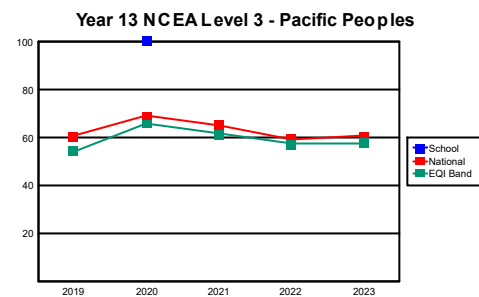
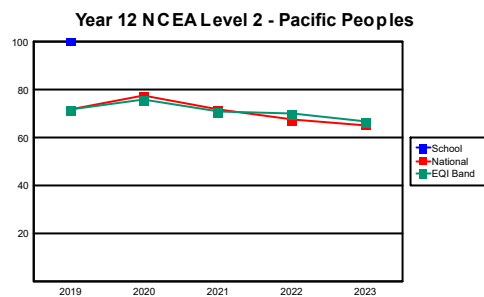
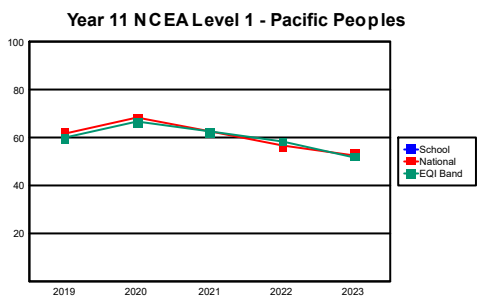
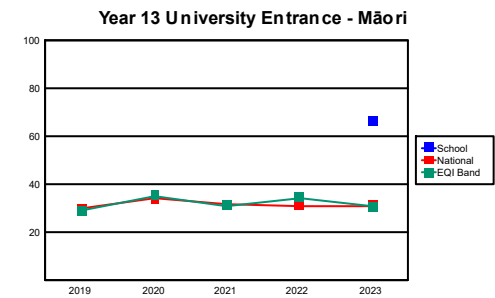
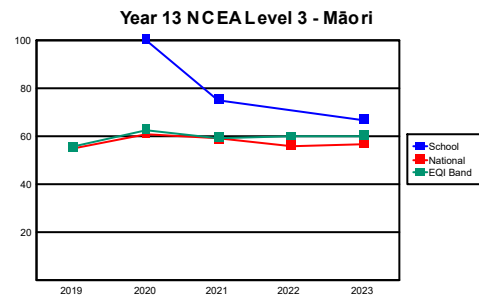
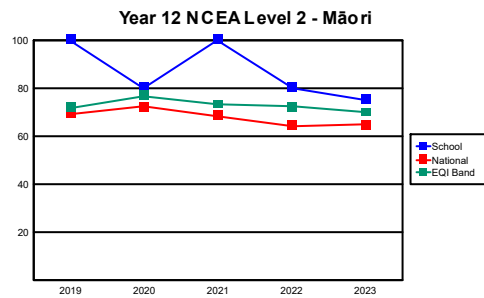
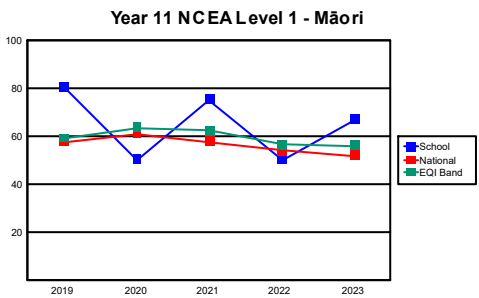
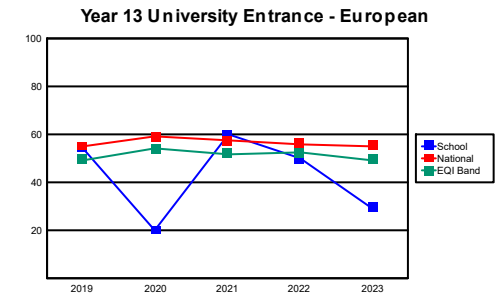
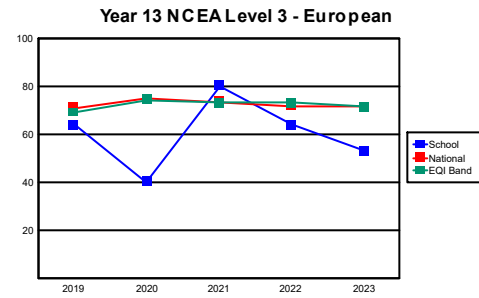
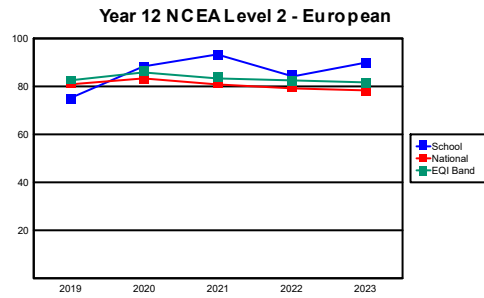
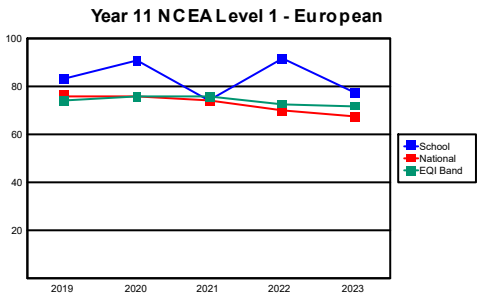
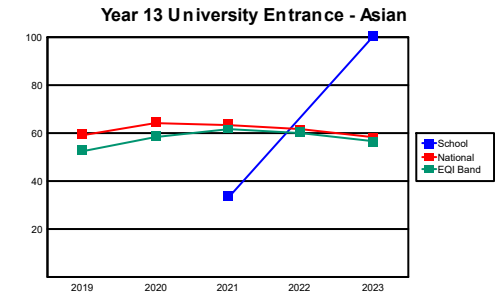
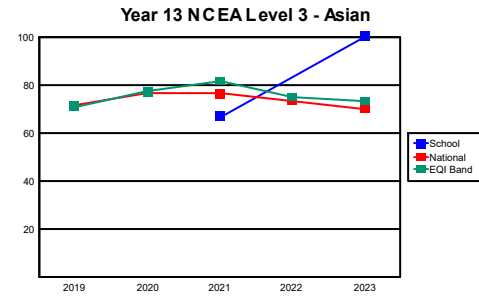
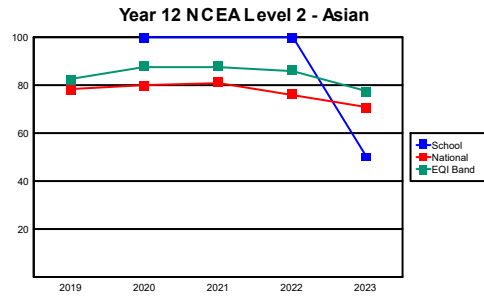
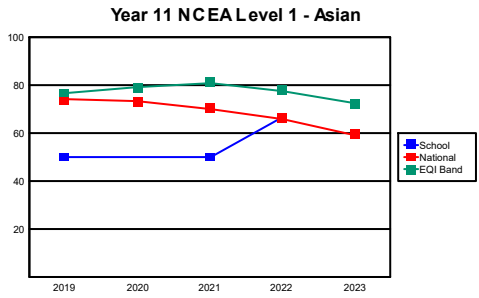
Achievement in NCEA and UE: Oxford Area School

Generated 11-Apr-2024

PR2 - Enrolment Based Cumulative Results by Ethnicity

Academic Year	Oxford Area School				National				Average Socioeconomic Barriers (School Equity Index Band)			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
Asian												
2019	50.0				73.9	78.3	71.3	59.3	76.6	82.5	71.1	52.4
2020		100.0			73.1	80.0	76.5	64.1	79.0	87.8	76.9	58.4
2021	50.0		66.7	33.3	70.0	81.1	76.2	63.4	80.9	87.7	81.5	61.5
2022	66.7	100.0			65.9	76.0	73.6	61.3	77.8	86.2	74.8	60.1
2023		50.0	100.0	100.0	59.5	70.7	70.1	58.1	72.1	77.5	73.2	56.4
European												
2019	83.3	75.0	63.6	54.5	76.0	81.1	70.8	55.1	74.1	82.6	68.9	49.5
2020	90.6	88.5	40.0	20.0	75.8	83.2	74.6	59.0	75.8	86.0	74.3	54.0
2021	74.3	93.3	80.0	60.0	74.0	81.2	73.2	57.2	75.7	83.6	72.9	52.0
2022	91.5	84.6	63.6	50.0	69.7	79.4	71.6	56.0	72.5	82.4	72.8	52.2
2023	77.5	89.7	52.9	29.4	67.2	78.0	71.4	55.5	71.8	81.4	71.1	49.5
Māori												
2019	80.0	100.0			57.7	68.9	55.1	29.9	59.0	71.8	55.4	29.2
2020	50.0	80.0	100.0		60.8	71.9	60.7	34.1	63.5	76.6	62.4	35.5
2021	75.0	100.0	75.0		57.7	68.3	58.5	31.7	62.1	73.1	59.1	31.3
2022	50.0	80.0			53.9	64.1	55.7	30.9	56.3	71.9	59.7	34.6
2023	66.7	75.0	66.7	66.7	51.9	64.6	56.3	31.2	55.8	69.7	59.9	30.9
Middle Eastern/Latin American/African												
2019	100.0				67.5	75.5	68.3	52.0	69.8	75.6	75.5	53.8
2020		100.0			72.4	77.6	73.2	57.7	71.0	81.0	63.5	49.2
2021	100.0				68.4	78.0	70.3	56.0	68.3	83.0	72.3	56.9
2022		100.0			61.3	73.3	67.4	51.4	62.8	78.5	62.9	41.7
2023	100.0		50.0	50.0	60.2	69.4	66.9	51.4	68.5	76.6	68.1	47.8
Other Ethnicity												
2019					74.4	75.1	67.4	52.9	71.9	80.6	71.0	45.2
2020					74.6	81.0	74.3	56.9	79.4	85.5	72.2	52.8
2021					73.2	78.5	72.9	55.1	83.4	84.6	75.5	59.2
2022					65.5	77.0	66.3	53.4	67.7	88.5	69.0	53.5
2023					59.6	73.9	65.5	48.7	63.6	76.0	76.9	53.8
Pacific Peoples												
2019		100.0			61.8	71.3	60.3	30.3	59.9	71.3	54.1	25.0
2020			100.0		68.2	77.1	68.9	33.7	66.4	75.7	65.6	30.5
2021					62.3	71.5	64.9	33.0	62.2	70.5	61.4	32.4
2022					56.6	67.3	59.4	28.7	58.3	69.7	57.1	30.4
2023					52.7	65.0	60.4	29.8	51.7	66.4	57.4	25.0

PR2 CHARTS - Enrolment Based Cumulative Results by Ethnicity: Oxford Area School



OXFORD AREA SCHOOL

KIWISPORT STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2023

Oxford Area School received \$9,544.08 in Kiwisport funding in the 2023 year.

During the year the school spent all of the \$9,544.08 Kiwisport funding received on junior and senior sporting related activities and initiatives, including swimming sports, coaching programmes, and equipment for a range of different sports.