

PAPAROA STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 3467

Principal: Pene Abbie

School Address: 120 Paparoa Street, Papanui, Christchurch

School Postal Address: 120 Paparoa Street, Papanui, Christchurch

School Phone: (03) 352 8160

School Email: accounts@paparoastreet.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained		Term Expired/ Expires
Hirone Waretini	Chair Person	elected	Inspector District Manager, Police	June 2022
Penelope Abbie	Principal	ex Officio	Principal	
Dave Veronese	Parent Rep	elected	General Manager/Business Owner	June 2022
Kate Helem	Parent Rep	elected	Lawyer	June 2022
Kane Boulton	Parent Rep	elected	Teacher	June 2022
Jonathon Cootie	Parent Rep	elected	Architect	June 2022
Johnny McFarlan	Parent Rep	co-opted	Project Manager	June 2022
Jo McCormick	Staff Rep	elected	Teacher	June 2022

Accountant / Service Provider:

PAPAROA STREET SCHOOL

Annual Report - For the year ended 31 December 2020

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Paparoa Street School

Statement of Responsibility

For the year ended 31 December 2020

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

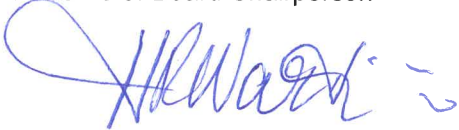
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Hirōne Koniera Naretini

Full Name of Board Chairperson



Signature of Board Chairperson

02.06.21.

Date:

Penelope Frances Abbre.

Full Name of Principal



Signature of Principal

02/06/21.

Date:

Paparoa Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	3,766,413	3,645,534	3,561,156
Locally Raised Funds	3	227,334	204,600	270,788
Interest income		14,582	7,000	22,478
International Students	4	119,682	104,000	99,452
		<u>4,128,011</u>	<u>3,961,134</u>	<u>3,953,874</u>
Expenses				
Locally Raised Funds	3	106,407	128,657	130,464
International Students	4	6,065	18,000	8,799
Learning Resources	5	2,772,738	2,772,395	2,650,827
Administration	6	235,854	214,089	203,108
Finance		5,009	8,000	6,123
Property	7	835,478	843,675	838,980
Depreciation	8	123,075	135,000	132,014
Loss on Disposal of Property, Plant and Equipment		30	-	1,440
		<u>4,084,656</u>	<u>4,119,816</u>	<u>3,971,755</u>
Net Surplus / (Deficit) for the year		43,355	(158,682)	(17,881)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>43,355</u></u>	<u><u>(158,682)</u></u>	<u><u>(17,881)</u></u>

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

Paparoa Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>1,170,436</u>	<u>1,265,483</u>	<u>1,188,317</u>
Total comprehensive revenue and expense for the year		43,355	(158,682)	(17,881)
Equity at 31 December	22	<u>1,213,791</u>	<u>1,106,801</u>	<u>1,170,436</u>
Retained Earnings		1,213,791	1,106,801	1,170,436
Reserves		-	-	-
Equity at 31 December		<u>1,213,791</u>	<u>1,106,801</u>	<u>1,170,436</u>

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.

Paparoa Street School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	194,541	387,060	206,218
Accounts Receivable	10	192,412	153,000	176,181
GST Receivable		9,815	10,000	2,166
Prepayments		15,850	15,000	20,276
Inventories	11	8,233	8,000	8,655
Investments	12	751,680	450,000	592,928
		<u>1,172,531</u>	<u>1,023,060</u>	<u>1,006,424</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	14	278,327	237,500	206,121
Revenue Received in Advance	15	71,502	75,000	83,913
Finance Lease Liability - Current Portion	16	27,686	-	26,281
		<u>377,515</u>	<u>312,500</u>	<u>316,315</u>
Working Capital Surplus/(Deficit)		795,016	710,560	690,109
Non-current Assets				
Property, Plant and Equipment	13	447,561	396,241	510,533
		<u>447,561</u>	<u>396,241</u>	<u>510,533</u>
Non-current Liabilities				
Finance Lease Liability	16	28,787	-	30,206
		<u>28,787</u>	<u>-</u>	<u>30,206</u>
Net Assets		<u>1,213,791</u>	<u>1,106,801</u>	<u>1,170,436</u>
Equity	22	<u>1,213,791</u>	<u>1,106,801</u>	<u>1,170,436</u>

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

Paparoa Street School

Statement of Cash Flows

For the year ended 31 December 2020

	2020	2020 Budget	2019
Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	862,259	950,760	784,656
Locally Raised Funds	249,468	204,600	244,613
International Students	107,271	104,000	143,820
Goods and Services Tax (net)	(7,649)	-	7,807
Payments to Employees	(582,147)	(565,818)	(515,805)
Payments to Suppliers	(433,690)	(488,046)	(529,891)
Interest Paid	(5,009)	(8,000)	(6,123)
Interest Received	16,717	7,000	21,162
	<u>207,220</u>	<u>204,496</u>	<u>150,239</u>
Cash flows from Investing Activities			
Proceeds from Sale of Property Plant & Equipment (and Intangibles)	-	(4,225)	(2,298)
Purchase of Property Plant & Equipment (and Intangibles)	(31,534)	(15,271)	(28,943)
Purchase of Investments	(158,752)	(150,000)	(359,501)
Proceeds from Sale of Investments	-	-	-
	<u>(190,286)</u>	<u>(169,496)</u>	<u>(390,742)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	-
Finance Lease Payments	(28,611)	-	(14,117)
	<u>(28,611)</u>	<u>-</u>	<u>(14,117)</u>
Net increase/(decrease) in cash and cash equivalents	<u>(11,677)</u>	<u>35,000</u>	<u>(254,620)</u>
Cash and cash equivalents at the beginning of the year	9 206,218	352,060	460,838
Cash and cash equivalents at the end of the year	9 <u>194,541</u>	<u>387,060</u>	<u>206,218</u>

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

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

Paparoa Street School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Paparoa Street 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

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 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 long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property 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 13.

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. 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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These 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.

Other Grants

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

Donations, Gifts and Bequests

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of 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 expense that is offset by a non-cash grant from the Ministry.

e) 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.

f) 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.

g) 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.

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) 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 to buildings owned by the Crown 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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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 to Crown Owned Assets	20 years
Furniture and equipment	5-10 years
Information and communication technology	5-10 years
Plant	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

l) 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. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

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

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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	627,415	625,962	638,771
Teachers' Salaries Grants	2,262,466	2,283,452	2,184,961
Use of Land and Buildings Grants	616,771	615,000	591,538
Other MoE Grants	259,761	121,120	145,886
Other Government Grants	-	-	-
	<u>3,766,413</u>	<u>3,645,534</u>	<u>3,561,156</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$38,268 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	77,516	91,500	81,079
Activities	104,726	52,000	130,345
Trading	45,092	61,100	59,364
	<u>227,334</u>	<u>204,600</u>	<u>270,788</u>
Expenses			
Activities	93,479	115,000	116,924
Trading	12,928	13,657	13,540
	<u>106,407</u>	<u>128,657</u>	<u>130,464</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>120,927</u>	<u>75,943</u>	<u>140,324</u>

4. International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	11	10	9
	<u>11</u>	<u>10</u>	<u>9</u>
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	119,682	104,000	99,452
Expenses			
Other Expenses	6,065	18,000	8,799
	<u>6,065</u>	<u>18,000</u>	<u>8,799</u>
<i>Surplus/ (Deficit) for the year International Students</i>	<u>113,617</u>	<u>86,000</u>	<u>90,653</u>

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	98,718	93,146	93,896
Employee Benefits - Salaries	2,635,376	2,638,349	2,519,128
Staff Development	38,644	40,900	37,803
	<u>2,772,738</u>	<u>2,772,395</u>	<u>2,650,827</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,108	3,843	3,843
Board of Trustees Fees	4,705	4,700	4,465
Board of Trustees Expenses	3,695	5,000	6,843
Communication	4,186	3,300	3,267
Consumables	9,372	7,250	9,374
Operating Lease	494	-	823
Staff expenses	18,216	17,950	19,413
Other	18,313	18,350	8,088
Employee Benefits - Salaries	172,765	153,696	146,992
	<u>235,854</u>	<u>214,089</u>	<u>203,108</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	8,266	8,950	9,633
Consultancy and Contract Services	58,277	60,000	56,790
Cyclical Maintenance Provision	-	-	-
Grounds	7,868	9,000	8,750
Heat, Light and Water	41,038	54,000	51,444
Rates	11,068	12,000	10,464
Repairs and Maintenance	24,097	25,000	52,974
Use of Land and Buildings	616,771	615,000	591,538
Employee Benefits - Salaries	68,093	59,725	57,387
	<u>835,478</u>	<u>843,675</u>	<u>838,980</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	27,672	28,000	27,790
Building Improvements - Crown	-	-	-
Furniture and Equipment	12,643	16,000	14,593
Information and Communication Technology	53,461	60,000	58,627
Plant	26,266	27,500	27,852
Library Resources	3,033	3,500	3,152
	<u>123,075</u>	<u>135,000</u>	<u>132,014</u>

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,060	1,060	1,060
Bank Current Account	192,548	185,000	129,226
Bank Call Account	933	1,000	932
Short-term Bank Deposits	-	200,000	75,000
	<u>194,541</u>	<u>387,060</u>	<u>206,218</u>

Cash and cash equivalents for Statement of Cash Flows

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

10. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	4,842	-	26,976
Interest Receivable	1,188	3,000	3,323
Banking Staffing Underuse	11,588	-	-
Teacher Salaries Grant Receivable	174,794	150,000	145,882
	<u>192,412</u>	<u>153,000</u>	<u>176,181</u>
Receivables from Exchange Transactions	6,030	3,000	30,299
Receivables from Non-Exchange Transactions	186,382	150,000	145,882
	<u>192,412</u>	<u>153,000</u>	<u>176,181</u>

11. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	8,233	8,000	8,655
	<u>8,233</u>	<u>8,000</u>	<u>8,655</u>

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	751,680	450,000	592,928
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	751,680	450,000	592,928

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land					-	-
Buildings	164,692				(27,672)	137,020
Building Improvements					-	-
Furniture and Equipment	50,650	3,547			(12,643)	41,554
Information and Communication Technology	78,323	54,220			(53,461)	79,082
Plant	194,076		(30)		(26,266)	167,780
Library Resources	22,792	2,366			(3,033)	22,125
Balance at 31 December 2020	510,533	60,133	(30)	-	(123,075)	447,561

The net carrying value of equipment held under a finance lease is **\$57,534 (2019: \$50,845)**

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	-	-	-
Buildings	662,116	(525,096)	137,020
Furniture and Equipment	510,653	(469,099)	41,554
Information and Communication Technology	574,956	(495,874)	79,082
Plant	547,053	(379,273)	167,780
Library Resources	154,793	(132,668)	22,125
Balance at 31 December 2020	2,449,571	(2,002,010)	447,561

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	-				-	-
Buildings	192,482				(27,790)	164,692
Building Improvements	-				-	-
Furniture and Equipment	59,157	6,896	(810)		(14,593)	50,650
Information and Communication Technology	119,374	17,576			(58,627)	78,323
Plant	217,610	5,651	(1,333)		(27,852)	194,076
Library Resources	24,122	1,822			(3,152)	22,792
Balance at 31 December 2019	612,745	31,945	(2,143)	-	(132,014)	510,533

The net carrying value of equipment held under a finance lease is **\$50,845 (2018: \$65,981)**

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	662,116	(497,425)	164,692
Furniture and Equipment	507,106	(456,456)	50,650
Information and Communication Technology	520,736	(442,413)	78,323
Plant	550,145	(356,069)	194,076
Library Resources	152,427	(129,635)	22,792
Balance at 31 December 2019	2,392,530	(1,881,998)	510,533

14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	67,642	75,000	42,641
Banking Staffing Overuse	-	-	13,329
Employee Entitlements - Salaries	209,085	160,000	145,882
Employee Entitlements - Leave Accrual	1,600	2,500	4,269
	278,327	237,500	206,121

Payables for Exchange Transactions	278,327	237,500	206,121
	278,327	237,500	206,121

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	71,502	75,000	83,913
	71,502	75,000	83,913

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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	27,686		26,281
Later than One Year and no Later than Five Years	28,787		30,206
Later than Five Years			-
	<u>56,473</u>	<u>-</u>	<u>56,487</u>

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,705	4,465
Full-time equivalent members	0.26	0.12
<i>Leadership Team</i>		
Remuneration	334,434	349,940
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>339,139</u>	<u>354,405</u>
Total full-time equivalent personnel	<u>3.26</u>	<u>3.12</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	2.00	1.00
	2.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

Contingent Liability - Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the school site. The school was part of the Christchurch Schools Rebuild Programme which resulted in the Schools building either being recently repaired or rebuilt. At the present time, the School is working with the Ministry of Education to create a cyclical maintenance plan for future maintenance. Until such time as a plan has been developed and approved by the Ministry, the school cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the School will be required to maintain any buildings that are not replaced.

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2020 Actual \$	2019 Actual \$
No later than One Year	504	326
Later than One Year and No Later than Five Years	756	-
Later than Five Years	-	-
	1,260	326

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. 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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	194,541	387,060	206,218
Receivables	192,412	153,000	176,181
Investments - Term Deposits	751,680	450,000	592,928
Total Financial assets measured at amortised cost	1,138,633	990,060	975,327

Financial liabilities measured at amortised cost

Payables	278,327	237,500	206,121
Finance Leases	56,473	-	56,487
Total Financial Liabilities Measured at Amortised Cost	334,800	237,500	262,608

24. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PAPAROA STREET SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Paparoa Street School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 2nd June 2021. 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 of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

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 Novopay 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 the information included on pages 21 to 61, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Student Achievement Targets 2020

Mathematics

Strategic Goal

Learning - core curriculum progress and achievement through effective integration

Student Group

Tier 2 students
Intervention, Cliffhangers and those not currently meeting expected Curriculum levels

Annual Target:

To refine the identification of students at risk of not achieving in Mathematics and accelerate the progress of 80% of the target group by a minimum of 3 curriculum sub levels and 100% by the expected two curriculum sub-levels.

53 students in year 4-6 who despite intervention did not have expected accelerated progress in 2019
Year 3 students who did not meet expected levels at the end of year 2 2019

Yr 3 - 20

Yr 4 - 17

Yr 5 - 9

Yr 6 - 13

Historical Position

Following specific analysis of intervention group data for all learners in mathematics across the school in 2019, we have identified a small target group of Year 4 - 6 learners, who did not make the expected accelerated achievement. It is clear these students need alternative intervention strategies and closer identification of barriers to maths learning and teaching staff need support in remedial and directed teaching strategies to improve learning outcomes in Maths for these students.

As well as this 20 Year 3s were identified

Priority Learner status

9% Maori

7% ESOL

16% Vulnerable or identified learning needs

Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Identify the group to classroom teachers and hapu wide	Shared at Hapu Meeting on Tuesday March 24th	Nathan and Janine	Time set aside at Hapu Meeting	Hapu and teacher-wide understanding of what children have been identified and allow time for rich knowledge conversations of individuals as learners
Determine baseline mathematical assessment to implement and re-assess during the year.	By April 3rd	Nathan and Janine to discuss with Team Leaders then RTLB on 27 February (initial meeting)	Meeting times(s) with RTLB - Janine and Nathan	Have an indicator to measure the success of the initiatives
Place RTLB referral in for Year 4	Completed February 2020	Janine	Janine's time	Allocated to Deb and Bridget Kenny
Collect baseline data and continue gathering of data each term through RTLB provided diagnostic testing then placed on Linc-ed. 2020 PL Diagnostic Snapshots Stage 1-5	By week 9 each term: April 3rd June 26th Sept 18th Dec 3rd (week 8)	Nathan Teachers	Class time for assessment Teacher to analyse. Nathan to collate	Have data to analyse the effectiveness of initiatives and to support the identification of next steps for individuals
Organise resourcing around maths	By week 1 term 2	Paula	Paula's time	to have a clear programme of work and relevant resources for

camp for Years 5 and 6				teachers
Maths Camp PLD to ensure teachers have the capability for running effective programme recording of learning sessions		Paula/ Nathan	Paula and Nathan time	confidence and capability building for students and Class teachers
Organise learning programme with RTLB support for Year 4 cohort and related PLD for teacher	At a date to be determined after initial meetings with RTLB This occurred during and post COVID home learning time	Nathan and Janine Deb and Bridget	Nathan and Janine, class teacher and RTLB time	to have a clear programme of work and relevant resources for teachers
Consider Year 3 learning programme as a ripple effect of the year 4 programme	At a date to be determined after initial meetings with RTLB	Nathan and Janine Deb and Bridget	Nathan and Janine, class teacher and RTLB time	to have a clear programme of work and relevant resources for teachers
Determine and implement any staff PD required for implementation.	By Week 8 - Term 1 Mid term 2 post Lockdown	Nathan/ Janine/Paula	Preparation for and staff meeting time?? TBC 2020 Staff Meetings Term 1	Staff have resources and knowledge to deliver this effectively Consideration is given to how support staff can assist with this learning.
DMIC mathematics learning programme	observe participation and impact of DMIC on these targeted learners and analyse Learner voice survey- did not occur	Nathan	observation time for Nathan	Can they participate? Are they engaged? How confident are they as mathematicians?
Engagement of parents in home partnership	Follow Staff PD and Programme of learning written	Nathan and Janine to write an email	Teachers time Termly Thursday meetings with	Support strategies outlined to parents for home learning

support (Year 3/4)	to introduce learning intervention share ways to support	to parents	parents Recorded on pastoral notes Parents session for this target group	Limited engagement with parents
Assessment of progress and effectiveness of programme (Termly)	By week 9 each term: April 3rd June 26th Sept 18th Dec 3rd (week 8)	Class teachers Nathan and Janine <i>(Nathan to confirm Linc-Ed data entry into assessments and ability to track termly progress of the group)</i>	Teachers time to assess and analyse results Nathan to track progress of groups RTLB and Janine to check in with the implementation	Have data to analyse the effectiveness of initiatives and to support the identification of next steps for individuals
So what now for 2021?	By end of 2020	Pene, Nathan, Janine and Teacher Voice	Pene, Nathan and Janine Time	To have a detailed intervention plan with a 'how to guide for teachers of Years 3/4' that is manageable and sustainable

MATHEMATICS

Progress # of students per year level from mid year data to end of year data

KEY

Buff- no met progress expectation

Blue- at progress expectation (2 sublevels)

Green- beyond progress expectation (3+ sublevels)

Mathematics 53		-1	No Progress	+1 sub level	+2	+ 3	+ 4
Yr 3 19 9 males 10 females	start to mid	0	10	8	1		
	start to end	0	1	10	7	1	
Yr 4 14 5 males 9 females	start to mid	0	9	6	0		
	start to end	0	1	9	4	1	
Yr 5 7 5males 2 females	start to mid	2	1	3	1		
	start to end		2	1	4		
Yr 6 13 5 males 8 females	start to mid	1	5	7			
	start to end		3	4	4	2	
TOTAL	start to end		7	23	19	4	

Interventions (as described in Maths Curriculum report)

1.On Track Maths Identified Year 4 learners

Hapu teams numbers	Assessment term 2 average correct number of questions for diagnostic assessment	Assessment term 4 average correct number of questions for diagnostic assessment	Movement from Stage 2- 3-4-5
Whenua 3	6	16	1 moved 2-4 2 moved 3-5

Rangi 4	7	14	4 moved 2-5
Patangatanga 3	10	15	1 moved 4-5 2 moved 2-5

This movement shows significant change for all learners moving from well below expectation (stage 2-3) to at expectation (stage 5). One learner in Whenua remains below expectation at Stage 4.

2. Maths Camp

The Maths Camp pre and post assessment was based on attitudes towards mathematics and not specifically data related . This information is stored in HERO to support the data profile of these learners.

Achievement in relation to Expected Curriculum levels

Maths	Well below	Below	At	Above
Yr 3	1	10	7	1
Yr 4		5	10	
Yr 5		6	1	
Yr 6		9	4	
Total	1	30	22	1

Progress% from start of year to end of year data

NB: All children recorded in this report started the year below or well below.

Mathematics	reduction in progress	No progress	Low progress 1-2 sublevels	Expected progress +3 sublevels	Accelerated Progress > 4 sublevels
Yr 3		2%	32%	2%	
Yr 4		2%	25%	2%	
Yr 5		4%	9%		
Yr 6		6%	15%	4%	
TOTAL		13	79%	8%	

Annual Target: To refine the identification of students at risk of not achieving in Mathematics and accelerate the progress of 80% of the target group by a minimum of 3 curriculum sub levels and 100% by the expected two curriculum sub-levels.

So what?

We have not met the target of accelerating progress by a minimum of 3 curriculum sublevels as this was only achieved by 8% of the target group.

36% moved the expected 2 curriculum sublevels.

- ❖ 43% of students identified as intervention group made expected progress or better in Mathematics
- ❖ 43% of these students made one sublevel movement throughout the year, which is less than expected.
- ❖ Maths Camp intervention for Year 5 and 6 learners took place for a 10 week period in term 3.
- ❖ On Track Maths for Year 3 and 4 was for a period of 14 weeks from term 3 into term 4.
- ❖ This was the intention of timing for interventions this year. Progress for planning these began in term 1 and was affected greatly by the COVID at home learning time. Settling back into school was an important time for all learners therefore the interventions were delayed and only began in term 3. This reduced the running time dramatically. We can see from the data that the majority of progress for individuals was made from mid year to the end of year with all but 7 learners making one sublevel or more progress. There is anecdotal evidence that in this time significant base skills development has occurred and we are expecting ongoing progress to occur for the majority of these learners.
- ❖ DMIC has been a new introduced Tool for children to articulate their mathematical learning and language. There were many transferable skills that children used within intervention groups, as they explained their thinking and contributed to small group discussions. This will continue as we move into our second year of DMIC learning.
- ❖ This was the second year for Maths Camp delivery and the first year for ON Track maths delivery. There is evidence that these are making a contribution to priority learners skills and we will be better placed next year to engage with these programmes earlier in the year.
- ❖ We were relying on the 'ripple effect' for the Year 3 On track Maths groups. The intervention through RTLB was for Year 4's only and yet due to the time frames teachers were asked to create groups of Year 3 and 4 at the same time. In some classes this was a big proportion of their learners and in the future consideration for this needs to be given.

Now what?

Intervention learners and plan for 2021

- Year 3 identify learners coming through that need further support with Mathematics and number knowledge learning.
- Year 4- 11 learners: Terms 1 and 2 of On Track Maths, reassessment at end of both terms
- Year 5- 3 learners: Term 1 and 2 potential use of ON Track maths intervention prior to Maths Camp learning for term 2-3
- Year 6- 6- learners: Term 1 and 2 of Maths Camp

- This information to be shared with teachers at transition 2020 with emphasis on the use of this data as their starting point in 2021. (no reassessment required)
- Specific checkpoint dates outlined in the Assessment map at the commencement of the year.

- Second Year of DMIC professional learning whole school 2021 Ministry Funded. Information about Intervention children will be shared if there is a change of teacher for these learners.
- Consideration of involvement of Learning assistants to support appropriate activities as follow up from intervention group teaching
- Learning programmes will be shared with parents to engage their support and time outside of the school setting, providing home learning tasks if appropriate.
- All classrooms will be audited for Mathematical equipment to ensure the range of equipment is equitable for all across the school and age levels.
- Normalise the use of Maths equipment for all learners
- Year 1-2 learners will also be monitored and Number Crunchers activities introduced from midway Term 2 if there is a need identified by a group of learners.
- A further iteration of Number Crunchers will be written to branch the gap between Number Crunchers 2 and the On Track Maths group.
- RTLB support will be asked for if required to help structure effective learning plans for individuals. The trigger point is 3 years below chronological learning stage.

Janine Wooster SENCO
Dy Stokes Deputy Principal

November 2020

EOY Whole School Data Mathematics

86% are working within and beyond the expected curriculum level. (working at and above expected level)

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (All students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	14 (100.00%)		26 (34.67%)		47 (54.02%)		27 (42.19%)		24 (26.09%)		30 (42.86%)		28 (36.36%)					196
Working within			41 (54.67%)		30 (34.48%)		24 (37.50%)		61 (66.30%)		24 (34.29%)		38 (49.35%)					218
Working towards			8 (10.67%)		10 (11.49%)		13 (20.31%)		6 (6.52%)		16 (22.86%)		10 (12.99%)					63
Working towards								1 (1.09%)				1 (1.30%)						2
Totals	14		75		87		64		92		70		77					479

NB: 92% of year 4 students are working at and above expected level in Mathematics

23% of year 5 learners are working towards, (working below)

14% are working towards the expected curriculum level, (below or well below expected level)

- 2 of these learners are working well below. Both of these learners are ORS funded.
- Further learners will now be identified as needing intervention support as they move from Year 1 to 2 and from Year 2 to 3.
- All other learners working towards in years 3-6 have had interventions this year and a more hasty approach is planned for 2021 as we will begin interventions early in the year.
- COVID impacted on the assessment, planning and significantly delayed the beginning of planned interventions for Mathematics. This will give more time to specifically meet the needs of the group within targeted explicit teaching interventions.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (All Students)

Counts	Mid 2018	End 2018	Mid 2019	End 2019	Mid 2020	End 2020
Working beyond	0	0	0	0	0	0
Working beyond	0	44	95	145	75	196
Working within	0	91	176	180	274	218
Working towards	0	52	63	53	105	63
Working towards	0	0	0	0	4	2
Total Working within or above	0 out of 0	135 out of 287	271 out of 336	325 out of 399	349 out of 458	414 out of 479
Percentage Working within or above		47%	81%	81%	76%	86%

There is an increase of 10 % in the end of year 2020 of learners working within, or beyond from the end of year 2019 and 2018.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Male students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)		19 (46.34%)		25 (62.50%)		12 (46.15%)		14 (32.56%)		19 (52.78%)		19 (45.24%)					117
Working within			15 (36.59%)		10 (25.00%)		8 (30.77%)		28 (65.12%)		10 (27.78%)		20 (47.62%)					91
Working towards			7 (17.07%)		5 (12.50%)		6 (23.08%)				7 (19.44%)		3 (7.14%)					28
Working towards									1 (2.33%)									1
Totals	9		41		40		26		43		36		42					237

MALE DATA

88% are working at or above expected level

12% are working towards expected level, 1 of whom is ORS funded and working well below.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Female students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	5 (100.00%)		7 (20.59%)		22 (46.81%)		15 (39.47%)		10 (20.41%)		11 (32.35%)		9 (25.71%)					79
Working within			26 (76.47%)		20 (42.55%)		16 (42.11%)		33 (67.35%)		14 (41.18%)		18 (51.43%)					127
Working towards			1 (2.94%)		5 (10.64%)		7 (18.42%)		6 (12.24%)		9 (26.47%)		7 (20.00%)					35
Working towards													1 (2.86%)					1
Totals	5		34		47		38		49		34		35					242

FEMALE DATA

85% are working at or above expected level

15% are working below or well below expected level

The gap between Males and Female working at or above is smaller than expected and we hope there is an ongoing trend of closing this gap. We feel there is an increased confidence for our female mathematicians across the school.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Māori students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)		4 (57.14%)		2 (33.33%)		2 (50.00%)		1 (20.00%)		1 (50.00%)		2 (28.57%)					14
Working within			1 (14.29%)		3 (50.00%)		1 (25.00%)		4 (80.00%)				3 (42.86%)					12
Working towards			2 (28.57%)		1 (16.67%)		1 (25.00%)				1 (50.00%)		2 (28.57%)					7
Working towards																		0
Totals	2		7		6		4		5		2		7					33

MAORI DATA

79% are working at or above expected level

21% are working below expected level.

This is a decrease of those working at or above in comparison for the whole school data. We need to connect further with the individuals that are working below to understand more about their attitudes and confidence within number and algebra in relation to their achievement in Strand mathematics.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Pasifika students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond					1 (100.00%)													1
Working within			2 (66.67%)				1 (100.00%)				2 (100.00%)		1 (100.00%)					6
Working towards			1 (33.33%)															1
Working towards																		0
Totals			3		1		1				2		1					8

PASIFIKA DATA

88% are working at or above expected level

13% are working below expected level.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Students of other ethnicities)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond																		0
Working within					1 (100.00%)								1 (33.33%)					2
Working towards						1 (100.00%)							2 (66.67%)					3
Working towards																		0
Totals					1		1						3					5

OTHER ETHNICITIES DATA

40% are working at or above expected level

60% are working below expected level.

NB: this cohort has 5 learners

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (Asian students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)		3 (21.43%)		11 (64.71%)		7 (53.85%)		5 (35.71%)		6 (54.55%)		1 (16.67%)					35
Working within			9 (64.29%)		4 (23.53%)		4 (30.77%)		7 (50.00%)		3 (27.27%)		5 (83.33%)					32
Working towards			2 (14.29%)		2 (11.76%)		2 (15.38%)		2 (14.29%)		2 (18.18%)							10
Working towards																		0
Totals	2		14		17		13		14		11		6					77

ASIAN DATA

87% are working at or above expected level

13% are working below expected level.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (MELAA students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	1 (100.00%)		1 (100.00%)		2 (100.00%)		2 (100.00%)						1 (50.00%)					7
Working within									1 (50.00%)				1 (50.00%)					2
Working towards									1 (50.00%)		1 (100.00%)							2
Working towards																		0
Totals	1		1		2		2		2		1		2					11

MELAA DATA

Students who are identified as Middle Eastern, Latin American or African by the Ministry

82% are working at or above expected level

18% are working below expected level.

Students currently enrolled in 2020 - Progress Overview - Number and Algebra (European / Pākehā students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)		18 (36.00%)		31 (51.67%)		16 (37.21%)		18 (25.35%)		23 (42.59%)		24 (41.38%)					139
Working within			29 (58.00%)		22 (36.67%)		18 (41.86%)		49 (69.01%)		19 (35.19%)		27 (46.55%)					164
Working towards			3 (6.00%)		7 (11.67%)		9 (20.93%)		3 (4.23%)		12 (22.22%)		6 (10.34%)					40
Working towards									1 (1.41%)				1 (1.72%)					2
Totals	9		50		60		43		71		54		58					345

Student Achievement Targets 2020

Reading

Strategic Goal

Learning - core curriculum progress and achievement

Student Group :

Tier 2 students
Intervention, Cliffhangers and those not currently meeting expected Curriculum levels.

Year 3-6 learners currently achieving below expected levels despite inclusion in intervention groups in 2019

Annual Target:

To refine the identification of students at risk of not achieving and accelerate the progress of a minimum of 60% of the specified target group by a minimum of 3 curriculum sub-levels and 100 percent of the group the expected two curriculum sub levels.

Yr 3 - 23 students
Yr 4 - 13 students
Yr 5 - 11students
Yr 6 - 5 students

Historical Position

Following specific analysis of intervention group data for all learners in reading across the school in 2019, we have identified a small target group of Year 3 learners across the school who will benefit from more specific targeted teaching approaches to ensure accelerated progress as Year 3s.

7 of the identified group had specific intervention through the Early words programme in Year 2 2019. 30% of these students meet priority learner criteria for example - specific identified learning needs and ESOL. We see this group as having the capacity for cognitive-developmental shifts alongside interventions and want to make the most of this trigger point in cognitive development

Demographics of Target group

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL
Yr 3 - 23	12	11	1	18	4	2
Yr 4 - 13	6	7	1	8	3	1
Yr 5 -11	5	6	0	4	7	3
Yr 6 -5	1	4	0	0	5	3

Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Identify the group to classroom teachers and hapu wide and connect with 2019 teachers of these chn.	Term 1	DP (Dy) and SENCo (Janine)	LINC Ed data 2019 teacher Staff/ hapu meeting time	Build an understanding of reading progress so far.
Analyse reading behaviours through running record and seen text	by end of term 1	class teachers	Seen text running record of Learning Media resource comprehension and retell Needed class time, CRT time	Teachers will have an up to date understanding of reading behaviours record data on Linc Ed
Share analysis for these students amongst year level teachers	Collected by DP and SENCO Week 9	DP, SENCO and class teachers	Across Hapu meeting time	Create a plan with the teachers for interventions needed For targeted readers. this was not completed yet DP did meet with to discuss those learners coming through.
PLD session	Week 1 term 2	DP and SENCO and class teachers	Year 3-6 teachers meeting	Teachers to become more confident using targeted teaching strategies. Observations by DP/ SENCO and Hapu leaders will help us know this. Janine met with some Year 3-6 teachers to update training for Seven plus. Dy met with Year 3/4 teachers to understand classroom structures for meeting needs

PAT Listening Assessment for all years 3-6	Collected results for these learners Data entered into Linc Ed Completed by 3rd April	Class teachers	Class time	Links made between Listening comprehension scores and running records details Completed again end of year
Phonics strategies to be shared with Yr 1-3 teachers and implemented consistently	Group meeting Week 8 phonetic workshop	DP and SENCO Hapu leaders and class teachers DP and Class teacher (JO)	Observation time by team leaders	development of plan for interventions needed for year 1-3 specifically consistent use of explicit phonic teaching to ensure fundamental skills being taught.
Identify those that would benefit from 5 plus and engage in the programme	Term 1	SENCO and Support Staff	Support staff time SENCO time	for all support staff working in years 3/ 4 have an understanding of 5+ programme
Track 6 weekly running records and recorded on Linc Ed	completed each 6 weeks Week 6 T2 Week 2 T3 Week 8/9 T3 Week 6 T4	class teachers	seen text running record of Learning Media resource comprehension and retell needed class teachers time	to identify next steps for learning and consider altering deliberate acts of teaching based on what has been analysed through the running record.
Teacher Aide allocation to support specific learning needs and strategies	ongoing review	class teachers hapu leader	support staff time	to ensure support is targeted to this group by support staff and classroom teacher
Engagement of parents in home partnership support	Termly Thursday meeting Early literacy parent seminar- did not happen due to COVID 5plus invited to view session Tools to support literacy session	class teachers	recorded on pastoral notes	to ensure parents are informed and supported to engage in home learning follow up.
Review group and effectiveness of programme termly	week 10 term 1 week 4 term 2 week 8 term 3	class teachers DP and SENCO, Janine review	class teachers time DP and SENCO time	to identify progress and adapt as needed. This was not completed

	week 2 term 3 week 6 term 3 week 1 term 4 week 5 term 4	data following Running record recording		regularly
Purchase relevant resource and engage in professional development as required	ongoing	class teachers DP, SENCO team leaders		To ensure that all staff are up to date and confident using resources that will support students progress and learning.
Reading expectations for these readers to be seen daily for reading and a book sent home with a reading log.	Daily instructional reading	Class teachers		Ensured reading mileage.
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO (Janine)		To report to Board and school staff of strategic goal outcomes

Other Data gathering to improve understanding of Comprehension Capability

Progressive Achievement Listening Testing (PAT) was completed for all our Year 3-6 students. Those children who scored 3 or below were reassessed in term 4.

The insight given between the initial testing in the reading scores was valuable as we could see outliers who showed potential in their listening skills whilst having lower reading progress. All target learners were involved in reading interventions of Readers feast, Steps Web and specific target teaching from classroom teachers. We identified the need for a strong vocabulary understanding. As a teaching strategy for these learners a reflective conversation using key phrases as “what do you think that means” needs to be included more often when working with these students.

Of these learners with higher listening comprehension scores, and lower reading levels there has been an increase in reading levels with the majority of learners showing improvements in comprehension of text and engagement in discussion about what has been read within group settings.

There continues to be outliers who have either made progress in their listening comprehension score but not in their reading scores, or made progress in their listening comprehension scores but still working towards expected level in their reading achievement.

We will continue to monitor these children and work towards understanding how we can compare and present data to show the links between these assessments for these individuals.

We will also consider further support needed and identification of potential specific learning difficulties if required.

The following table shows Listening comprehension results for those children who were already included in this reading Intervention group.

PAT Listening	TERM 1	TERM 4	Variance
Year 3 23 2 ESOL	43% scored stanine 4 and above not retested. 56% to retest	62% retested and improved. 32% of students no change in result.	2 moved up 1 stanine 2 moved up 2 stanine 5 moved up 3 stanine 1 moved up 4 stanine 1/5 = ESOL 1/5 =dysregulated 3/5 need for consideration
Year 4 13 1 ESOL	69% scored stanine 4 and above not retested. 30% (4) to retest	75% retested and improved. 25% (1) not moved from term 1	2 moved up 1 stanine 1 moved up 2 stanine 1/4 ESOL
Year 5 10 4 ESOL	70% scored 4 stanine and above not retested. 30% retest	67% (2) retested and improved. 33% (1) no change in result	2 moved up 1 stanine 1/3 no change ESOL
Year 6 5 3 ESOL	80% scored stanine 4 and above not retested. 20%(1) to retest	100%(1) retested and improved.	1 moved up 2 stanine

INTERVENTION PROGRAMME

Readers Feast

Readers Feast was an intervention for all priority readers across all levels. The intention of the intervention was to raise student achievement with the goals being:

- To improve reading fluency
- To progress through reading levels
- To build self efficacy for reading

This intervention was run **4 days per week for 8 weeks in term 3** (Start Term 3 week 4, for 8 weeks - finished in Term 4 week 2. We used their current running record as their starting data and a running record was completed by week 8. Each priority learner read to a student buddy each day.

This reading experience was in addition to the class reading programme, home reading with parents and Hapū Reader's Feast (held once a week)

It had been intended for this intervention to run earlier in the year and for as long as was needed to ensure progress but this plan was interrupted by Covid lockdown.

READING

Progress # of students per year level

KEY

Buff- no met progress expectation

Blue- at progress expectation (2 sublevels)

Green- beyond progress expectation (3+ sublevels)

Reading 52		-2	No Progress	+1 sub level	+2	+3	+4	+5	+6
Yr 3 23 11 females 12 males 1 ESOL	start to mid		1	6	9	6	1		
	start to end		1	2	10	3	0	4	3
Yr 4 13 6 males 7 females 1 ESOL	start to mid		2	2	5	3	1		
	start to end		1	2	1	4	4	1	
Yr 5 11 5 males 6 females 3 ESOL	start to mid		2	6	1	1	1		
	start to end	1	1	0	5	2	2		
Yr 6 5 1 male 4 females 3 ESOL	start to mid		0	4	1				
	start to end		0	0	2	1	0	1	1
TOTAL	start to end	1	3	4	18	10	6	6	4

Progress %

Reading	-2	No progress	Low progress 1-2 sublevels	Expected progress	Accelerated Progress
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				+3 sublevels	> 4 sublevels
Yr 3		4%	52%	13%	30%
Yr 4		8%	23%	31%	38%
Yr 5	9%	9%	45%	18%	18%
Yr 6		0%	40%	20%	40%
TOTAL	2%	6%	42%	19%	31%

Achievement in relation to Expected Curriculum levels

NB: All children recorded in this report started the year below or well below.

Reading	Well below	Below	At	Above
Yr 3	4	8	4	7
Yr 4	1	3	4	5
Yr 5	2	3	5	1
Yr 6	0	2	3	0
Total	7	16	20	13
priority group %	13%	31%	63% reading at or above as of EOY 2021	
Whole school comparison	3%	15%	82% reading at or above	

So What

Outcome: To refine the identification of students at risk of not achieving and accelerate the progress of a minimum of 60% of the specified target group by a minimum of 3 curriculum sub-levels and 100 percent of the group the expected two curriculum sub levels.

We have accelerated the progress of the specified target group by a minimum of 3 curriculum sub-level for 50% of this group.

85% of the group have moved the expected 2 curriculum sub levels.

58.9% of this group are now working at or beyond curriculum level expectations.

Of the 8 learners that have not achieved the expected 2 sublevels progress;

2 are MOE supported behaviour learners

3 ESOL learners

1 with Dyslexic tendencies and a further 2 learners that we are aware of their social and emotional needs.

- 63% of the intervention group are now working AT or ABOVE expected levels in Reading
- 26 students have made more than one years progress in 1 year in Reading.
- 4 students have made two years of progress in 1 year in Reading.

The year 3 group are further on than the comparative cohort of learners in 2019 so we should have created a stronger base to start 2021 with.

Now what?

- Post this data analysis we have identified learners in year 4-6 for our Intervention next year.
- We have 23 identified as needing further intervention in reading.
- This information is to be shared with teachers at transition 2020 with emphasis on the use of this data as their starting point in 2021. (no reassessment required)
- These learners will continue to be tracked throughout Term 1 and 2 to ensure progress is being sustained and/or accelerated. Specific checkpoint dates are outlined in our Assessment map at the commencement of the year.
- Listening Comprehension PAT will be completed for all year 3 and identified reading writing target learners by 1st March 2021. In 2022 all Year 3- 6 learners will be assessed. From the 2021 data we will develop a system to compare reading progress via running records and Teacher OTJ's in relation to PAT results.
- Monitoring via two termly running records will be completed by Literacy Lead and SENCO with more vigor in 2021. With the aim to support teachers to act on running record information and adapt teaching strategies to meet needs will be encouraged and supported by literacy lead and SENCo.
- Structured literacy screening will be completed for all intervention learners and gaps in Phonological awareness will be highlighted and taught to.
- Continued monitoring of the whole school data, including Structured literacy screening, to highlight all learners as they progress. Any learner with reduced progress will be added to the list and interventions considered and actioned.
- Emphasis will be placed on supporting learners in all levels through a structured literacy approach. This will be supported by both teachers and learning assistants, promoting children's ability to decode.
- PLD for Year 0-2 learners and IN staff will be provided by Janine Wooster and Dy Stokes to use strategies of Structured literacy into the literacy programme for these learners. Resources to support this will be purchased and created.
- double grouping will be encouraged from these learners to ensure there is a daily lesson on learning to decode text as well experiences for sharing text to comprehend and learn from.
- School wide consistent language from Year 3 upwards around reading strategies to decode and make meaning from text, with an emphasis on using grapheme, phoneme connections.
- Year 2 learners will be monitored as they transition into the year 3-4 spaces.
- Early words will be used in Y0-2 classroom

- Five plus and Seven plus reading programmes will be used in Year 2-6 classrooms with the Five Plus programme being run by Learning assistants and the Seven plus being run by teachers. Daily reading with a learning assistant or skilled buddy will occur to build fluency.
- Learning programmes will be shared with parents to engage their support and time outside of the school setting, providing home learning tasks if appropriate.
- Conversations will occur with families whose children have made little progress despite the interventions and Educational Psychologist reports will be requested to gain further information about individuals learning styles and suggested strategies. These conversations will be held early in term 1.
- Referrals to RTLB or RTLit will be considered for individuals. The trigger point is 3 years below the chronological learning stage for RTLB.
- Readers' feast intervention for 2021 will continue with our students. We see the benefit of the tuakana -teina approach within the hapu setting and the increase of reading mileage for our priority readers.

Janine Wooster
Dy Stokes

SENCO
Deputy Principal

November 2020

Students currently enrolled in 2020 - Progress Overview - Reading (All students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	14 (100.00%)		13 (17.33%)		49 (56.98%)		44 (68.75%)		76 (82.61%)		42 (60.00%)		50 (64.94%)					288
Working within			30 (40.00%)		12 (13.95%)		8 (12.50%)		10 (10.87%)		22 (31.43%)		22 (28.57%)					104
Working towards			32 (42.67%)		19 (22.09%)		9 (14.06%)		3 (3.26%)		4 (5.71%)		5 (6.49%)					72
Working towards					6 (6.98%)		3 (4.69%)		3 (3.26%)		2 (2.86%)							14
Totals	14		75		86		64		92		70		77					478

EOY Whole School Data Reading

82% at or above expected curriculum level (working within or beyond).

- NB. Year 4 cohort that have 76% working beyond and 10% within
- Year 1-2 with 42.6% working towards. Readiness for learning and the complexities of learning the first skills of reading needs to be considered in this data.

18 % working towards the expected curriculum level.(below)

- Of the 14 well below 7 of these learners are ESOL MOE funded learners, 1 is ORS funded, 2 others have identified learning needs.
- All of the well below learners have been part of interventions in 2020
- Further learners will now be identified as needing intervention support as they move from Year 1 to 2 and from Year 2 to 3.
- All other learners working towards have had interventions this year and further are planned to meet their needs(see **Now what?** in the target Group AOV). Specific ESOL support with literacy will be offered to these identified learners.

Students currently enrolled in 2020 - Progress Overview - Reading (All Students)

Counts	Mid 2018	End 2018	Mid 2019	End 2019	Mid 2020	End 2020
Working beyond	0	0	0	0	0	0
Working beyond	100	77	154	178	184	288
Working within	51	93	109	134	128	104
Working towards	59	74	85	58	123	72
Working towards	2	4	5	9	21	14
Total Working within or above	151 out of 218	170 out of 305	263 out of 355	312 out of 420	312 out of 456	392 out of 478
Percentage Working within or above	69%	56%	74%	74%	68%	82%

There is an increase in the end of year 2020 percentage of learners working within, or above from comparative data at the end of year 2019 and 2018.

Students currently enrolled in 2020 - Progress Overview - Reading (Female students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	5 (100.00%)		3 (8.82%)		29 (63.04%)		30 (78.95%)		41 (83.67%)		23 (67.65%)		21 (60.00%)					152
Working within			18 (52.94%)		6 (13.04%)		4 (10.53%)		5 (10.20%)		7 (20.59%)		12 (34.29%)					52
Working towards			13 (38.24%)		9 (19.57%)		3 (7.89%)		1 (2.04%)		2 (5.88%)		2 (5.71%)					30
Working towards					2 (4.35%)		1 (2.63%)		2 (4.08%)		2 (5.88%)							7
Totals	5		34		46		38		49		34		35					241

FEMALE DATA

84% reading at or beyond

15% reading below or WB

83% year 4 girls are reading above and 10% are reading at

MALE DATA

79% boys reading at or above.

20% working towards.

NB: Year 4 boys have 81.4% boys working at or above.

Of the 42 below, 28 are in year 1/2

Students currently enrolled in 2020 - Progress Overview - Reading (Male students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)		10 (24.39%)		20 (50.00%)		14 (53.85%)		35 (81.40%)		19 (52.78%)		29 (69.05%)					136
Working within			12 (29.27%)		6 (15.00%)		4 (15.38%)		5 (11.63%)		15 (41.67%)		10 (23.81%)					52
Working towards			19 (46.34%)		10 (25.00%)		6 (23.08%)		2 (4.65%)		2 (5.56%)		3 (7.14%)					42
Working towards					4 (10.00%)		2 (7.69%)		1 (2.33%)									7
Totals	9		41		40		26		43		36		42					237

This shows an expected outcome in relation to gender. It is obvious the females have slightly higher achievement with 84% working at or beyond in comparison with 79% of Males working at and beyond. There are also 12 more male learners working towards expected level (42) then the female cohort (30).

Students currently enrolled in 2020 - Progress Overview - Reading (Māori students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)		2 (28.57%)		4 (66.67%)		4 (100.00%)		5 (100.00%)		1 (50.00%)		4 (57.14%)					22
Working within			2 (28.57%)								1 (50.00%)		3 (42.86%)					6
Working towards			3 (42.86%)		1 (16.67%)													4
Working towards					1 (16.67%)													1
Totals	2		7		6		4		5		2		7					33

MAORI DATA

84% reading at or above

15% reading below or WB

Year 3 and 4 100% reading at beyond

The Maori Data is as good and slightly better than the whole school data which is our aim.

Students currently enrolled in 2020 - Progress Overview - Reading (Pasifika students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond							1 (100.00%)				1 (50.00%)		1 (100.00%)					3
Working within			1 (33.33%)		1 (100.00%)						1 (50.00%)							3
Working towards			2 (66.67%)															2
Working towards																		0
Totals			3		1		1				2		1					8

PASIFIKA

75% reading at and beyond

25% reading towards

0% at Well below.

Students currently enrolled in 2020 - Progress Overview - Reading (Asian students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)				12 (70.59%)		10 (76.92%)		9 (64.29%)		6 (54.55%)		2 (33.33%)					41
Working within			8 (57.14%)		1 (5.88%)		1 (7.69%)		3 (21.43%)		2 (18.18%)		2 (33.33%)					17
Working towards			6 (42.86%)		3 (17.65%)		1 (7.69%)				2 (18.18%)		2 (33.33%)					14
Working towards					1 (5.88%)		1 (7.69%)		2 (14.29%)		1 (9.09%)							5
Totals	2		14		17		13		14		11		6					77

ASIAN DATA

75% reading at or beyond

24.6% reading towards.

MELAA DATA

72.72 % are reading at or above

27.27% reading below or well below.

From these two tables the results are expected as within this group are 9 International learners and 24 MOE funded ESOL learners.

Students currently enrolled in 2020 - Progress Overview - Reading (MELAA students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	1 (100.00%)				1 (50.00%)		1 (50.00%)		1 (50.00%)				1 (50.00%)					5
Working within			1 (100.00%)				1 (50.00%)						1 (50.00%)					3
Working towards					1 (50.00%)				1 (50.00%)									2
Working towards											1 (100.00%)							1
Totals	1		1		2		2		2		1		2					11

Students who are identified as Middle Eastern, Latin American or African by the Ministry

Students currently enrolled in 2020 - Progress Overview - Reading (European / Pākehā students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)		11 (22.00%)		32 (54.24%)		28 (65.12%)		61 (85.92%)		34 (62.96%)		41 (70.69%)					216
Working within			18 (36.00%)		10 (16.95%)		5 (11.63%)		7 (9.86%)		18 (33.33%)		14 (24.14%)					72
Working towards			21 (42.00%)		13 (22.03%)		8 (18.60%)		2 (2.82%)		2 (3.70%)		3 (5.17%)					49
Working towards					4 (6.78%)		2 (4.65%)		1 (1.41%)									7
Totals	9		50		59		43		71		54		58					344

Student Achievement Targets 2020

Writing

Strategic Goal
Learning - core curriculum progress and achievement

Student Group

Tier 2 students
Intervention, Cliffhangers and those not currently meeting expected Curriculum levels.

Annual Target:
To accelerate the achievement of 100% of the target group by more than 2 sublevels in Writing

Yr 3-6 target group of 27 students. who are currently at least 1 sublevel below expected achievement levels

Year 3- 8 students
Year 4 - 4 students
Year 5 - 9 students
Year 6 - 8 students

Historical Position

Intervention Target groups have historically been reluctant writers and in 2019 were part of a larger school-wide group. 4 of these students were introduced to Clicker technology in 2019 which increased levels of engagement and improved legibility and content of Writing.

As could be predicted the target group is predominantly male. 1 Maori, 1 student identifies as Pasifika and 3 ESOL. 4 students are also part of our reading target group

Priority Learner Status

Pasifika 13%

ESOL 20%

Vulnerable and identified learning needs 30%

Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Examine students mechanical writing skills through analysis of writing samples and observation	week 7 term 1 Week 5 term 2 week 2 term 3 week 9 term 3 week 5 term4	class teachers	class teachers time Hapu meeting time to moderate LT to moderate across hapu	shared understanding of next steps for each individual
Share analysis for these students amongst year level teachers	Collected by Dy and Janine term 2 Week 2	DP (Dy) SENCo (Janine) and class teachers	Across Hapu meeting time	development of plan for interventions needed
Clicker review for previous students and introduction to year 4 learners Parents informed of clicker usage at school	week 8 term 1	SENCO (Janine) and class teachers Clicker newsletter sent home	IN ipads new BYOD learners own app Janine's time	build engagement and confidence of learners in new technology
Surface feature development for Year 5 through Google doc spell check	Linked to shared analysis for target students term 2 Week 2	SENCo (Janine) and class teachers interview learners about their BYOD	directed classroom teaching time	Teachers increased awareness of technological capacity of Google/ Grammarly
Increased opportunity for collaborative writing	Promotion with Class teachers	Promotion with Class teachers DP to research a suitable framework	Hapu meeting time to brainstorm opportunities	Learners to be working collaboratively weekly
Examine capacity for rich language learning experiences-creating opportunities to hook learners	Ongoing throughout the terms.	Class teachers	Hapu meetings planning time to integrate inquiry learning.	Students having the capacity and language skills to express their learning experiences through writing.
Student voice to develop understanding barriers to writing	Week 9-10 term 1 week 9-10 Term 2	DP and SENCO	research appropriate questions leadership time	Leadership and teachers to build awareness of barriers and

success	week 9-10 Term 3			successes for individuals
Share with teachers student voice feedback	Term 2 Term 3 term 5	DP and SENCO and class teachers	Leadership time class teachers time	Teachers to understand ongoing barriers for individuals and deliberately act to meet needs
Steps web assigned passwords Teacher training	Term 1 March	Teacher identify learners SENCo set up Training for new staff	SENCo time	Increased Teacher capability to target spelling for learners
Phonics strategies to be shared with Yr 1-3 teachers and implemented consistently	Group meeting Week 8 phonetic workshop	Leadership, team leaders and class teachers DP (Dy) and ACET Staff (Jo)	Observation time by team leaders	Development of plan for interventions for year 1-3 specifically with consistent use of explicit phonic teaching to ensure fundamental skills being taught.
PLD session	Week 6 term 2	DP, SENCo and class teachers	Year 3-6 teachers meeting	Confidence in targeted teaching strategies.
Observations of targeted teaching	check in observations of learning programmes	DP, SENCo and Team leaders	leadership and team leaders time	
Engagement of parents in home partnership support	Termly Thursday meeting recorded on pastoral notes Early literacy parent seminar Tools to support literacy session This was not able to happen due to covid restrictions.	class teachers	Meeting time	Parents are informed and supported to engage in home learning follow up.
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP, SENCo	Leadership time	To report to Board and school staff of strategic goal outcomes

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Student voice questions

- How do you feel about your writing?
- What do you find hard about writing?
- What helps you when you are writing?
- What do you want your teacher to know about you as a writer?
- What do you think will help you?

WRITING

Progress # of students per year level from mid year data to end of year data

KEY

- Buff- no met progress expectation
- Blue- at progress expectation (2 sublevels)
- Green- beyond progress expectation (3+ sublevels)

Writing		-1	No Progress	+1 sub level	+2	+ 3	+ 4
Yr 3 8 5 males 3 females 1 ESOL	mid to end		1	7			
	start to end		1	2	5		
Yr 4 4 2 males 2 females 1 ESOL	mid to end		1	2	1		
	start to end		1	2	1		
Yr 5 9 4 males 5 females 3 ESOL	mid to end		3	6			
	start to end	1	1	3	3	1	
Yr 6 8 4 males 4 females 3 ESOL	mid to end	1	0	7			
	start to end		1	4	1	1	1
TOTAL	start to end	2	4	11	10	2	1

Progress% from start of year to end of year data

Writing	reduction in progress	No progress	Low progress 1-2 sublevels	Expected progress +3 sublevels	Accelerated Progress > 4 sublevels
Yr 3		12.5%	88%		
Yr 4		25%	75%		
Yr 5	11% 1 child	11%	56%		
Yr 6		13%	63%	13%	13%
TOTAL	3%	14%	72%	11%	10%

Achievement in relation to Expected Curriculum levels

NB: All children recorded in this report started the year below or well below.

Writing	Well below	Below	At	Above
Yr 3	0	2	5	1
Yr 4	1	2	1	
Yr 5	1	5	3	
Yr 6	0	7	1	
Total	2	16	10	1

Writer's Workshop Intervention

The writer's workshop intervention was run with priority learners across the school, within their own classes. The intention behind this intervention was for the priority learners to become the authors.

Each series of lessons followed the following format and was guided by the teacher.

- an ignition (science experiment/ experience/ story/ picture/ youtube clip)
- a clear focus/ goal that was shared with the students,
- a shared word bank that children contributed to and all could use.
- modelled and shared writing - by the teacher/ with the children
- guided writing that included: a verbal idea/ write it/ share it - even a sentence at a time
- explicit practising of phonics and high-frequency words

- modelling how to edit and making time for editing
- sharing of writing and giving specific feedback.

Annual Target:

To accelerate the achievement of 100% of the target group by more than 2 sublevels in Writing

So what?

- ❖ 45% of students identified as intervention group made expected progress or better in Writing
- ❖ 38% of the target group are now working At or Above expected levels in Writing at the end of the year.
- ❖ 13 children have made more than one years progress in 1 year in Writing
- ❖ 38% of these students made one sublevel movement throughout the year, which is less than expected. Of these learners
 - 3 autistic,
 - 3 dyslexic tendencies
 - 2 behaviour support MOE
 - 2 ESOL
 - 1 ADHD

Implications of COVID at home learning time needs to be considered for these learners. Teaching of writing was particularly challenging with an online learning environment and specific needs of these childrens could not be easily supported by parents at home. Due to anxiety and frustration, writing tasks were simplified and more digital tools used such as voice recording.

Now what?

We have not met our target of accelerated learning for 100% of this group by 2+ sublevels. 45% have achieved this target and 55% have not.

- Post this data analysis we have identified learners in year 3-6 into two groups; Cliffhangers and Intervention.
- We have 5 identified as cliffhangers in writing for 2021.
- We have 11 identified as needing further intervention in writing for 2021. We will consider using a structured literacy approach to support word level knowledge and also develop a structured writing approach to support sentence level understanding.
- This information to be shared with teachers at transition 2020 with emphasis on the use of this data as their starting point in 2021. (no reassessment required)
- These learners will continue to be tracked throughout Term 1 and 2 by using checkpoint times to review HERO data and Hapu meeting conversations to ensure progress is being sustained and accelerated. Specific checkpoint dates outlined in the Assessment map at the commencement of the year.
- Continued monitoring of the whole school data to highlight all learners as they progress. Any learner with reduced progress will be added to the list and interventions considered and actioned.
- Consideration of moderated writing sample completed in term 1 2021 with next steps highlighted.

- Next steps need to be tracked closer by the leadership team to ensure that interventions are targeting these learners. We will agenda at leadership meetings time to look at these learners on a more regular basis.
- Further assessment of phonics skills will be investigated to further understand spelling skills needs and strengths, using key resources purchased at the end of 2020 and Structured literacy screening data for Year 0-1 and all priority learners.
- Auditory and letter sound manipulation considered for intervention learners from Year 3-6, teaching specific spelling patterns in a precision teaching method.
- ESOL support will be more targeted in Year 5-6 to support writing progression for Intervention learners. Timetabled in class support identified ESOL learners 4 days a week for 1 hour with an assigned learning assistant
- Conversations will occur with families and SENCO, class teachers whose children have made little progress despite the interventions and specific teaching strategies completed. Specific timing of this will be as the learners move between years 3 and 4. Educational Psychologist reports will be requested to gain further information about individuals learning styles and suggested strategies to deepen our understanding of the individuals learning needs.
- Consideration of readiness for learning in relation to those with significant high behaviour needs. Assessment and data collection is problematic as assessment tasks cause de-regulation for these learners. In addition to this 2 of these identified learners are learning to 'be at school' and are only sporadically engaging in learning activities. Due to the significant low achievement of one learner, most tasks are affronting and anxiety inducing so specific one on one coaching and scaffolding is needed.
- Referrals to RTLB or RTLit will be considered for individuals. The trigger point is 3 years below the chronological learning stage for RTLB.
- Learning programmes will be shared with parents to engage their support and time outside of the school setting, providing home learning tasks if appropriate.
- Year 2 (2020) identified priority learners will be monitored as they transition into the year 3-4 spaces.
- Student voice surveys need to be completed with a more rigorous process and opportunities built to have children explain their thinking about writing in a more explicit way. Using a writing sample and potential next steps children are able to notice their own writing in relation to an exemplar? What insight does this give us about this child's capacity for accelerating their progress.

5 of the 29 learners are currently year 6 and are moving from our school in 2021

This will leave 11 learners below or well below and any new learners identified from our school wide data for our target group in 2021.

From this group of learners, we have identified 6 learners who will be cliffhangers in 2021 and 11 learners who will be intervention target learners in 2021. We will also include the year 2 2020 learners who will be moving into year 3 in 2021 and have been identified as at risk in writing.

Janine Wooster

SENCO

Dy Stokes

Deputy Principal

November 2020

EOY Whole School Data Writing 2020

Students currently enrolled in 2020 - Progress Overview - Writing (All students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	14 (100.00%)		1 (1.33%)		6 (6.90%)		11 (17.19%)		9 (9.78%)		11 (15.94%)		10 (12.99%)					62
Working within			74 (98.67%)		77 (88.51%)		51 (79.69%)		72 (78.26%)		47 (68.12%)		54 (70.13%)					375
Working towards					4 (4.60%)		2 (3.13%)		10 (10.87%)		10 (14.49%)		13 (16.88%)					39
Working towards									1 (1.09%)		1 (1.45%)							2
Totals	14		75		87		64		92		69		77					478

91% working within or beyond expected curriculum level (At or Above expectations).

- NB. Year 2 cohort that have 95% working beyond and within
- This is the inverse of our reading data that shows a decline in the percentages of Year 1-2's working towards in relation to the whole school overview. Understanding the achievements within level 1 of the writing curriculum will be an interesting potential focus as to which curriculum sub level these learners are at. In writing at level one the student could be recording only initial letters that may not correspond to the words in their story; this would be considered an entry point into this level. However, for early reading entry learners need to have firm oral language skills, letter sound skills and basic book knowledge skills to move through specific reading benchmarks.

8.5 % working towards the expected curriculum level. (below expectations)

- Of the 2 well below, 1 is a MOE ESOL funded learner, 1 is ORS funded
- Further learners will now be identified as needing intervention support as they move from Year 1 to 2 and from Year 2 to 3., with an awareness that more Year 2 learners will be needing interventions as they move onto high expectations as Year 3's.
- All other learners working towards have had interventions this year and further development of Structured Literacy teaching will be planned to meet their needs(see **Now what?** in the target Group AOV). Specific ESOL support with literacy will be offered to these identified learners in particular in Years 4 and 5.

Students currently enrolled in 2020 - Progress Overview - Writing (All Students)

Counts	Mid 2018	End 2018	Mid 2019	End 2019	Mid 2020	End 2020
Working beyond	0	0	0	0	0	0
Working beyond	28	47	24	80	7	62
Working within	142	153	277	279	353	375
Working towards	78	40	43	20	95	39
Working towards	1	1	1	0	3	2
Total Working within or above	170 out of 258	200 out of 287	301 out of 347	359 out of 399	360 out of 458	437 out of 478
Percentage Working within or above	66%	70%	87%	90%	79%	91%

There is an increase in the end of year 2020 by 1 percentage, of learners working within, or above from comparative data at the end of year 2019 and 2018.

Students currently enrolled in 2020 - Progress Overview - Writing (Male students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)		1 (2.44%)		1 (2.50%)		3 (11.54%)		3 (6.98%)		3 (8.57%)		4 (9.52%)					24
Working within			40 (97.56%)		36 (90.00%)		22 (84.62%)		34 (79.07%)		26 (74.29%)		31 (73.81%)					189
Working towards					3 (7.50%)		1 (3.85%)		5 (11.63%)		6 (17.14%)		7 (16.67%)					22
Working towards									1 (2.33%)									1
Totals	9		41		40		26		43		35		42					236

MALE DATA

90% writing at or beyond

9% writing below or well below

Students currently enrolled in 2020 - Progress Overview - Writing (Female students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	5 (100.00%)				5 (10.64%)		8 (21.05%)		6 (12.24%)		8 (23.53%)		6 (17.14%)					38
Working within			34 (100.00%)		41 (87.23%)		29 (76.32%)		38 (77.55%)		21 (61.76%)		23 (65.71%)					186
Working towards					1 (2.13%)		1 (2.63%)		5 (10.20%)		4 (11.76%)		6 (17.14%)					17
Working towards											1 (2.94%)							1
Totals	5		34		47		38		49		34		35					242

FEMALE DATA

93% girls writing at or above.

7% working towards.

NB: Year 2 / 3 girls 97/ 98% of girls working at or above.

Of the 18 below, there are higher numbers in Year 4/5/6.

We would expect a greater difference between Male and Female percentages working at or above expected level, with Males achieving at a decreased % in relation to females.

Authentic writing experiences are supporting boys to feel confident in their ability as well as explicit teaching of next step.

Students currently enrolled in 2020 - Progress Overview - Writing (Māori students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)		1 (14.29%)				1 (25.00%)						3 (42.86%)					7
Working within			6 (85.71%)		5 (83.33%)		3 (75.00%)		4 (80.00%)		2 (100.00%)		3 (42.86%)					23
Working towards					1 (16.67%)				1 (20.00%)				1 (14.29%)					3
Working towards																		0
Totals	2		7		6		4		5		2		7					33

MAORI DATA

90% writing at or above.

9% writing below

9% below are males. This needs to be considered and targeted in 2021.

Students currently enrolled in 2020 - Progress Overview - Writing (Pasifika students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond							1 (100.00%)											1
Working within			3 (100.00%)		1 (100.00%)						2 (100.00%)		1 (100.00%)					7
Working towards																		0
Working towards																		0
Totals			3		1		1				2		1					8

PASIFIKA DATA 100% are working at or above.

Students currently enrolled in 2020 - Progress Overview - Writing (Asian students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	2 (100.00%)						2 (15.38%)				2 (18.18%)							6
Working within			14 (100.00%)		16 (94.12%)		10 (76.92%)		11 (78.57%)		5 (45.45%)		3 (50.00%)					59
Working towards					1 (5.88%)		1 (7.69%)		3 (21.43%)		4 (36.36%)		3 (50.00%)					12
Working towards																		0
Totals	2		14		17		13		14		11		6					77

Asian Data

84% are writing at or above.

15% are writing below. Of those 12 students 8 are ESOL MOE funded students.

ASIAN DATA

84% are writing at or above.

15% are writing below. Of those 12 students; 8 are ESOL MOE funded students and 3 are International Students

Students currently enrolled in 2020 - Progress Overview - Writing (MELAA students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	1 (100.00%)						1 (50.00%)											2
Working within			1 (100.00%)		2 (100.00%)		1 (50.00%)		2 (100.00%)				1 (50.00%)					7
Working towards													1 (50.00%)					1
Working towards											1 (100.00%)							1
Totals	1		1		2		2		2		1		2					11

MELAA DATA

Students identified as Middle Eastern, Latin American or African by the MOE.

82% of students are writing at or above.

18% (2) of students are writing below.

54.5% are MOE funded ESOL students.

Students currently enrolled in 2020 - Progress Overview - Writing (European / Pākehā students)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond	9 (100.00%)				6 (10.00%)		6 (13.95%)		9 (12.68%)		9 (16.98%)		7 (12.07%)					46
Working within			50 (100.00%)		52 (86.67%)		36 (83.72%)		55 (77.46%)		38 (71.70%)		43 (74.14%)					274
Working towards					2 (3.33%)		1 (2.33%)		6 (8.45%)		6 (11.32%)		8 (13.79%)					23
Working towards									1 (1.41%)									1
Totals	9		50		60		43		71		53		58					344

Students currently enrolled in 2020 - Progress Overview - Writing (Students of other ethnicities)

Judgement	End Year 0	Mid Year 1	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6	Mid Year 7	End Year 7	Mid Year 8	End Year 8	Totals
Working beyond																		0
Working beyond																		0
Working within					1 (100.00%)		1 (100.00%)						3 (100.00%)					5
Working towards																		0
Working towards																		0
Totals					1		1						3					5

Kiwisport Funding

In 2020, the school received \$7,392 in Kiwisport Funding. These funds are allocated to pay for the employment of a dedicated Sports Administrator. The administrator's role includes a variety of tasks related to the running of an extensive primary school sports programme. These tasks include timetabling, transport bookings, management of uniforms, competition entries, coaching, and effective communication with staff and parents.

Our school's involvement in sport continues to be comprehensive, with opportunities for children to participate in school sport as well as in local tournaments and zone competitions. In 2020 we were able to include futsal competitive teams and Year 3/4 tennis coaching extending the range of sports on offer. We continue to enjoy success and high levels of participation in these events.