

# PAPAROA STREET SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2022

#### School Directory

**Ministry Number:** 3467  
**Principal:** Penelope Abbie  
**School Address:** 120 Paparoa Street. Papanui, Christchurch  
**School Postal Address:** 120 Paparoa Street. Papanui, Christchurch  
**School Phone:** (03) 352 1860  
**School Email:** [office@paparoastreet.school.nz](mailto:office@paparoastreet.school.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jonathan Coote	Presiding Member	Elected	March 2023
Angela Pryor	Presiding Member	Elected	September 2025
Penelope Abbie	Principal	ex Officio	Seconded
Dy Stokes	Acting Principal	ex Officio	January 2024
Kate Helem	Parent Representative	Elected	September 2025
Lawrie Saegers	Parent Representative	Elected	September 2025
Angela Pryor	Parent Representative	Elected	March 2023
Toni Rowell	Parent Representative	Elected	September 2025
Jonathan Coote	Parent Representative	Elected	September 2025
Johnny McFarlane	Parent Representative	Elected	September 2025
Casey McPherson	Staff Representative	Elected	September 2025

**Accountant / Service Provider:**

# PAPAROA STREET SCHOOL

Annual Report - For the year ended 31 December 2022

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# Paparoa Street School

## Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Angela Pryor

Full Name of Presiding Member

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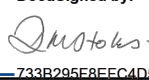
Signature of Presiding Member

21 August 2023

Date:

Dy Stokes

Full Name of Acting Principal

DocuSigned by:  
  
733B295E8EEC4D5

Signature of Acting Principal

21 August 2023

Date:

# Paparoa Street School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
<b>Revenue</b>				
Government Grants	2	3,503,131	3,404,979	3,593,326
Locally Raised Funds	3	312,533	292,909	343,542
Use of Proprietor's Land and Buildings		-	-	-
Interest Income		16,452	3,500	7,158
Gain on Sale of Property, Plant and Equipment		(1,083)	-	-
Hostel		-	-	-
Other Revenue		-	-	-
<b>Total Revenue</b>		<b>3,831,033</b>	<b>3,701,388</b>	<b>3,944,026</b>
<b>Expenses</b>				
Locally Raised Funds	3	130,655	127,790	110,023
Learning Resources	4	2,884,285	2,928,697	2,918,014
Administration	5	333,410	257,748	237,986
Finance		2,704	6,660	4,138
Property	6, 23	642,675	582,613	608,836
Loss on Disposal of Property, Plant and Equipment		-	-	759
		<b>3,993,729</b>	<b>3,903,508</b>	<b>3,879,756</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>(162,696)</b>	<b>(202,120)</b>	<b>64,270</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(162,696)</b>	<b>(202,120)</b>	<b>64,270</b>

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 Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget \$	2021 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	163,118	210,000	248,879
Accounts Receivable	8	214,340	173,000	211,315
GST Receivable		-	6,500	8,359
Prepayments		10,651	20,000	44,757
Inventories	9	2,519	-	8,738
Investments	10	605,914	650,000	778,924
		996,542	1,059,500	1,300,972
<b>Current Liabilities</b>				
GST Payable		82	-	-
Accounts Payable	12	293,246	270,000	277,854
Revenue Received in Advance	13	42,391	50,000	34,348
Finance Lease Liability	14	15,346	20,000	21,199
Funds held for Capital Works Projects	15, 22	-	-	-
		351,065	340,000	333,401
<b>Working Capital Surplus/(Deficit)</b>		645,477	719,500	967,571
<b>Non-current Assets</b>				
Investments		-	-	-
Property, Plant and Equipment	11	485,482	533,085	425,577
Intangible Assets		-	-	-
		485,482	533,085	425,577
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	28,095	25,000	7,588
		28,095	25,000	7,588
<b>Net Assets</b>		1,102,865	1,227,585	1,385,561
<b>Equity</b>		1,102,865	1,227,585	1,385,561

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 Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual RESTATED \$
<b>Equity at 1 January</b>		1,385,561	1,429,705	1,213,791
Total comprehensive revenue and expense for the year		(162,696)	(202,120)	64,270
Contributions from the Ministry of Education - F&E Grant	15, 22	-	-	107,500
BOT Contribution - Landscaping Project		(120,000)	-	-
<b>Equity at 31 December</b>		1,102,865	1,227,585	1,385,561
Accumulated comprehensive revenue and expense		1,102,865	1,227,585	1,385,561
Reserves			-	-
<b>Equity at 31 December</b>		1,102,865	1,227,585	1,385,561

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 Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual RESTATED \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,036,227	907,948	911,295
Locally Raised Funds		268,262	261,605	275,588
International Students		45,130	31,304	32,630
Goods and Services Tax (net)		8,440	2,500	1,456
Payments to Employees		(775,315)	(639,318)	(588,440)
Payments to Suppliers		(559,705)	(465,026)	(530,547)
Interest Paid		(2,704)	(6,660)	(4,138)
Interest Received		12,288	3,500	6,390
Net cash from/(to) Operating Activities		32,623	95,853	104,234
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(1,083)	(26,654)	(760)
Purchase of Property Plant & Equipment (and Intangibles)		(304,965)	(246,219)	(96,756)
Purchase of Investments		-	100,000	(27,244)
Proceeds from Sale of Investments		173,010	-	-
Net cash from/(to) Investing Activities		(133,038)	(172,873)	(124,760)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant	22	-	-	102,550
Finance Lease Payments		14,654	45,000	(27,686)
Funds Administered on Behalf of Third Parties		-	-	-
Net cash from/(to) Financing Activities		14,654	45,000	74,864
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(85,761)</b>	<b>(32,020)</b>	<b>54,338</b>
Cash and cash equivalents at the beginning of the year	7	248,879	242,020	194,541
<b>Cash and cash equivalents at the end of the year</b>	7	<b>163,118</b>	<b>210,000</b>	<b>248,879</b>

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 2022

#### 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 is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

###### **Financial Reporting Standards Applied**

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

###### **PBE Accounting Standards Reduced Disclosure Regime**

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 19.

*Useful lives of property, plant and equipment*

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

**Critical Judgements in applying accounting policies**

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

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 14. Future operating lease commitments are disclosed in note 20b.

*Recognition of grants*

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

**c) Revenue Recognition****Government Grants**

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

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

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

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

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

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

### ***Other Grants where conditions exist***

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

### ***Donations, Gifts and Bequests***

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

### ***Interest Revenue***

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

### **d) 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.

### **e) 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.

### **f) 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.

### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

### **h) 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.

### **i) 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.

### **j) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	20 years
Furniture and equipment	5–10 years
Information and communication technology	5–10 years
Motor vehicles	5–10 years
Plant	5–10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### **k) Impairment of property, plant, and equipment and intangible assets**

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

#### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised 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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

### **l) 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.



### **m) Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

### **n) Revenue Received in Advance**

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

### **o) Provision for Cyclical Maintenance**

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

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

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

### **p) Financial Instruments**

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

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

### **q) Goods and Services Tax (GST)**

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

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

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Government Grants - Ministry of Education	677,721	581,280	702,740
Teachers' Salaries Grants	2,124,079	2,264,500	2,283,752
Use of Land and Buildings Grants	384,250	375,000	368,442
Other Government Grants	317,081	184,199	238,392
	<u>3,503,131</u>	<u>3,404,979</u>	<u>3,593,326</u>

The school has not opted in to the donations scheme for this year.

**3. Locally Raised Funds**

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

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
<b>Revenue</b>			
Donations & Bequests	112,581	146,504	135,423
Fees for Extra Curricular Activities	115,167	80,003	90,508
Trading	27,698	35,098	47,828
Fundraising & Community Grants	20,000	-	-
International Student Fees	37,087	31,304	69,783
	<u>312,533</u>	<u>292,909</u>	<u>343,542</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	114,516	109,500	90,432
Trading	13,009	13,595	13,736
International Student - Other Expenses	3,130	4,695	5,854
	<u>130,655</u>	<u>127,790</u>	<u>110,022</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>181,878</u>	<u>165,119</u>	<u>233,520</u>

**4. Learning Resources**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Curricular	83,556	78,481	89,400
Employee Benefits - Salaries	2,637,243	2,688,492	2,667,765
Staff Development	38,425	36,720	42,110
Depreciation	125,061	125,004	118,739
	<u>2,884,285</u>	<u>2,928,697</u>	<u>2,918,014</u>



**5. Administration**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Audit Fee	6,064	5,500	5,500
Board Fees	4,390	4,720	4,905
Board Expenses	2,489	8,000	1,963
Communication	8,109	5,400	5,309
Consumables	4,070	7,500	10,406
Staff expenses	49,195	28,506	26,152
Other	36,575	23,500	21,486
Employee Benefits - Salaries	222,518	174,622	162,265
	<u>333,410</u>	<u>257,748</u>	<u>237,986</u>

**6. Property**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Caretaking and Cleaning Consumables	7,546	7,000	6,835
Consultancy and Contract Services	64,798	61,800	61,414
Cyclical Maintenance Provision	-	-	-
Grounds	7,654	9,000	8,871
Heat, Light and Water	32,539	35,000	38,698
Rates	12,032	13,000	12,554
Repairs and Maintenance	84,238	31,109	54,910
Use of Land and Buildings	384,250	375,000	368,442
Employee Benefits - Salaries	49,618	50,704	52,162
	<u>642,675</u>	<u>582,613</u>	<u>603,886</u>

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

**7. Cash and Cash Equivalents**

	<b>2022 Actual \$</b>	<b>2022 Budget (Unaudited) \$</b>	<b>2021 Actual \$</b>
Bank Accounts	163,118	210,000	248,879
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>163,118</u>	<u>210,000</u>	<u>248,879</u>

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



**8. Accounts Receivable**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Receivables	10,197	3,000	3,013
Receivables from the Ministry of Education	-	-	41,424
Interest Receivable	6,120	-	1,956
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	198,023	170,000	164,921
	<u>214,340</u>	<u>173,000</u>	<u>211,314</u>
Receivables from Exchange Transactions	16,317	3,000	4,969
Receivables from Non-Exchange Transactions	198,023	170,000	206,345
	<u>214,340</u>	<u>173,000</u>	<u>211,314</u>

**9. Inventories**

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Stationery	2,519	-	8,738
	<u>2,519</u>	<u>-</u>	<u>8,738</u>

**10. Investments**

The School's investment activities are classified as follows:

	<b>2022 Actual \$</b>	<b>2022 Budget \$</b>	<b>2021 Actual \$</b>
Current Asset			
Short-term Bank Deposits	605,914	650,000	778,924
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>605,914</u>	<u>650,000</u>	<u>778,924</u>

**11. Property, Plant and Equipment**

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2022</b>						
Buildings	109,815	44,963	-	-	(28,531)	<b>126,247</b>
Furniture and Equipment	32,947	92,292	-	-	(13,376)	<b>111,863</b>
Information and Communication Technology	73,842	50,294	(454)	-	(42,920)	<b>80,762</b>
Plant	142,533	930	-	-	(26,107)	<b>117,356</b>
Motor Vehicles	47,028	-	-	-	(11,722)	<b>35,306</b>
Library Resources	19,412	-	(3,059)	-	(2,405)	<b>13,948</b>
<b>Balance at 31 December 2022</b>	<u>425,577</u>	<u>188,479</u>	<u>(3,513)</u>	<u>-</u>	<u>(125,061)</u>	<u><b>485,482</b></u>

The net carrying value of furniture and equipment held under a finance lease is **\$43,441 (2021: \$27,786)**.

*Restrictions*

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book Value
	Valuation	Depreciation	Value	Valuation	Depreciation	
	\$	\$	\$	\$	\$	\$
Buildings	698,749	(572,502)	126,247	662,116	(552,301)	109,815
Furniture and Equipment	605,091	(493,228)	111,863	510,652	(477,705)	32,947
Information and Communication T	595,231	(514,469)	80,762	555,228	(481,386)	73,842
Plant	547,487	(430,131)	117,356	546,557	(404,024)	142,533
Motor Vehicles	55,820	(20,514)	35,306	55,820	(8,792)	47,028
Library Resources	148,291	(134,343)	13,948	154,865	(135,453)	19,412
<b>Balance at 31 December</b>	<b>2,650,669</b>	<b>(2,165,187)</b>	<b>485,482</b>	<b>2,485,238</b>	<b>(2,059,661)</b>	<b>425,577</b>

## 12. Accounts Payable

	2022	2022	2021
	Actual	Budget	Actual
	\$	\$	\$
Creditors	39,347	260,000	67,042
Banking Staffing Overuse	-	10,000	-
Employee Entitlements - Salaries	245,403	-	203,994
Employee Entitlements - Leave Accrual	8,496	-	6,818
	<u>293,246</u>	<u>270,000</u>	<u>277,854</u>
Payables for Exchange Transactions	293,246	270,000	277,854
	<u>293,246</u>	<u>270,000</u>	<u>277,854</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
International Student Fees in Advance	42,391	50,000	34,348
	<u>42,391</u>	<u>50,000</u>	<u>34,348</u>

## 14. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	\$	\$
No Later than One Year	15,346	20,000	21,199
Later than One Year and no Later than Five Years	28,096	25,000	7,588
Later than Five Years			-
Future Finance Charges			
	<u>43,442</u>	<u>45,000</u>	<u>28,787</u>
<b>Represented by</b>			
Finance lease liability - Current	15,346	20,000	21,199
Finance lease liability - Non current	28,096	25,000	7,588
	<u>43,442</u>	<u>45,000</u>	<u>28,787</u>





## 15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

	2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	Closing Balances \$
Furniture and Equipment Funding		-	-	-	-	-
Build Project Support Funding		-	-	-	-	-
Totals		-	-	-	-	-

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	-

RESTATED (Refer to note 23)	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board \$	Closing Balances \$
Furniture and Equipment Funding		-	-	-	-	-
Build Project Support Funding		-	-	-	-	-
Decanting Costs (Rebuild Prep)		-	11,307	(11,307)	-	-
Totals		-	11,307	(11,307)	-	-

### Represented by:

Funds Held on Behalf of the Ministry of Education	-
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## 16. 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.



## 17. Remuneration

### Key management personnel compensation

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

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
<i>Board Members</i> Remuneration	4,390	4,905
<i>Leadership Team</i> Remuneration	399,141	370,526
Full-time equivalent members	3	3
Total key management personnel remuneration	403,531	375,431

There are 7 members of the Board excluding the Principal. The Board had held include 8 full meetings of the Board in the year. The Board also has Finance 1 member and Property 3 members that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	<b>2022 Actual \$000</b>	<b>2021 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

### Other Employees

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

<b>Remuneration \$000</b>	<b>2022 FTE Number</b>	<b>2021 FTE Number</b>
100 - 110	5.00	2.00
110 - 120	0.00	1.00
	5.00	3.00

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

## 18. Compensation and Other Benefits Upon Leaving

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

	<b>2022 Actual</b>	<b>2021 Actual</b>
Total	-	-
Number of People	-	-



## 19. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2022** (Contingent liabilities and assets at **31 December 2021**: nil).

### Holidays Act Compliance – schools payroll

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

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

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

### Teacher Aide & Support Staff Settlement Wash Up

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement.

The Ministry is in the process of determining wash up payments for the year ended 31 December 2022 however as at the reporting date this amount had not been calculated and therefore is not recorded in these financial statements.

### 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.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2022 the Board has no capital commitments.

(Capital commitments at 31 December 2021: \$38,789)

### (b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of an EFTPOS Machine;

	<b>2022 Actual \$</b>	<b>2021 Actual \$</b>
No later than One Year	252	504
Later than One Year and No Later than Five Years	-	252
Later than Five Years		
	<u>252</u>	<u>756</u>

The total lease payments incurred during the period were \$504 (2021: \$504).



## 21. Financial Instruments

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

### Financial assets measured at amortised cost

	2022 Actual \$	2022 Budget \$	2021 Actual \$
Cash and Cash Equivalents	163,118	210,000	248,879
Receivables	214,340	173,000	211,314
Investments - Term Deposits	605,914	650,000	778,924
Total Financial assets measured at amortised cost	<u>983,372</u>	<u>1,033,000</u>	<u>1,239,117</u>

### Financial liabilities measured at amortised cost

Payables	293,246	270,000	277,854
Finance Leases	43,441	45,000	28,787
Total Financial Liabilities Measured at Amortised Cost	<u>336,687</u>	<u>315,000</u>	<u>306,641</u>

## 22. Events After Balance Date

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

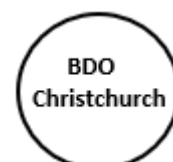
## 23. Prior Period Errors

	2021	As Reported	PPE	Restated
Current Liabilities		(435,951)	102,550	(333,401)
Expenses		3,874,806	4,950	3,879,756
Total comprehensive revenue and expense for the year		69,220	(4,950)	64,270
Contributions from the Ministry of Education - F & E Grant		-	(107,500)	(107,500)
Equity		(1,283,011)	(102,550)	(1,385,561)

In preparing the 2022 financial statements, it was identified that the \$107,500 was recognised as a liability at 31 December 2021. As this was a capital grant, this should have been recognised within Equity. In accordance with PBE IPSAS 3 (*Accounting Policies, Changes in Accounting Estimates and Error*), the error has been corrected in the prior period.

## 24. Annual Reporting Deadline

Due to delays in receiving a requested confirmation for the treatment of a material balance with the Ministry of Education, the Board of Trustees did not comply with section 135 of the Education and Training Act 2020 in that the Board did not report by 31 May 2023, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education.



## Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

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

<b>Reporting on the principles of being a Good Employer</b>	
How have you met your obligations to provide good and safe working conditions?	<p><i>Establishment of Health and Safety committee lead by staff.</i></p> <p>Annual focus on support , positive wellbeing.</p> <p>Deliberate performance management programme.</p>
<p>What is in your equal employment opportunities programme?</p> <p>How have you been fulfilling this programme?</p>	<p><i>Professional Learning development,</i></p> <p>Acknowledge staff achievement</p> <p>Staff consultation into allocation of units and CRT.</p> <p>Wellbeing</p>
How do you practise impartial selection of suitably qualified persons for appointment?	<p>All applications are accepted.</p> <p>Highest priority is appropriate to training and qualifications for any position.</p> <p>Finding the best person for the position</p> <p><i>Our appointment process meets the requirement of the Children's Act</i></p> <p><i>Our appointments process is transparent and fair</i></p>
<p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul>	<p><i>We up hold our commitment to Te Tiriti o Waitangi through our vision and strategy.</i></p> <p><i>Our culture reflects Te Kanga Māori</i></p> <p>Our appointment processes aim to support and develop the appropriate skilled staff.</p>
How have you enhanced the abilities of individual employees?	Intensive PLD programmes
How are you recognising the employment requirements of women?	<p><i>Predominantly employ women</i></p> <p>Where possible we offer flexible working conditions.</p>

	<p>Our senior leadership positions are all occupied by women</p> <p>Our BOT is made up of three women and two men.</p>
How are you recognising the employment requirements of persons with disabilities?	<i>We have facilities to accommodate physical needs of disabled employees and students right across the school.</i>

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

<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	<b>YES</b>	<b>NO</b>
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?		No
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		No
Does your EEO programme/policy set priorities and objectives?	Yes	

### **Kiwisport Funding**

In 2022, the school received \$6,517.22 in Kiwisport Funding. These funds are allocated to pay for the employment of a dedicated Sports Administrator.

The administrators 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 and writing risk analysis assessments.

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. We were able to utilise local tennis and cricket club coaching for all children. Our school continued to explore and experience many sporting opportunities and enjoy success and positive levels of participation in these events.

# Reading Student Achievement Targets 2022

## Whole School Reading

### Strategic Goal

Learning - core curriculum progress and achievement

### Annual Target: Reading - Whole school

For 10% of learners across all year groups working at beyond beyond in reading.

**Whole School:** 405 learners.  
10 % of this would be 40 learners

### Student Group :

166 Year 3-6 learners. This is 40% of our student group currently achieving beyond expected levels in reading

Yr 3 - 40 students  
Yr 4 - 55 students  
Yr 5 - 43 students  
Yr 6 - 28 students

### Historical Position

To define our criteria for this target across the school, we identify;

- beyond relates to 1 curriculum sub level above expected level
- beyond beyond related to 3 curriculum sub levels above expected level

Following specific analysis of school wide data we identified 31 or 7% of learners working beyond beyond at the EOY 2021. These learners were only evident in EOY data in Year 3-6. We can identify larger percentages of learners working beyond, across all year levels and want to ensure these learners are progressing into beyond, beyond.

There is a discrepancy here with our number of writers working beyond, beyond across the school of which we only had 1.

We believe that if we can increase our readers working beyond beyond this will be support the skills of these learners to move to beyond beyond in writing also.

The target of 10% meets the standard expectation of percentage of gifted and talented learners in a school cohort.

**Demographics of Target group - these are students who are currently working Beyond and are therefore most likely to be able to move to beyond beyond within a year with targeted intervention**

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL



Yr 3 - 40	21	19	1	25	14	1
Yr 4 - 55	22	33	4	34	17	5
Yr 5 - 43	16	27	3	25	15	2
Yr 6 - 28	14	14	1	20	7	0

### Priority Learner Status

Maori 5.4%

Pasifika 1%

ESOL 4.8%

Vulnerable 4%

## Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcome
<b>Identification</b>					
Identify the group to classroom teachers and kāinga wide and connect with 2021 teachers of these chn.	Term 1 2022	DP (Dy) and SENCo (Janine)	Hero data 2021 teacher Staff/ kāinga meeting time	Teachers will set higher expectations for these learners to achieve to the beyond, beyond level in all reading in 2022.  Staff to build an understanding of reading progress so far. Learners will benefit from teachers having a clearer understanding of their reading needs and will be able to articulate their next steps.	Achieved BAU 2023
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 up to date data of reading behaviours of their students. Teachers will be able to adapt their teaching strategies from the results of the running records to support the specific students' learning needs  Results will be recorded on HERO. Learners will be more involved with this assessment and understand how they can improve their reading skills through discussion with teachers.	Achieved BAU 2023

PAT Listening Assessment for all years 3. And from year 4 - 6 review high stanine learners from .	Completed by end of week 9 Term 1	DP	Class time.	Identify learners with high scores in reading and listening to set high expectations for identified learners. Consider and question reading behaviours of those with the higher scores in order to improve their results	Achieved yet need more classroom teacher involvement
<b>Resourcing</b>					
Development of consistent language in relation to spelling patterns of Structured literacy Spelling posters	Term 1 week 4	SENCo, developed for class teachers		Students and staff will use shared spelling language throughout school leading to increased student capability for all readers.	Achieved yet need to maintain momentum
Increase and strengthen the connections and draw on passion and knowledge of our school librarian within the classroom literacy time.	ongoing review	class teachers Kāinga leader	School Librarian.	Librarian and classroom teachers will support this group by providing exposure to resources, discussions and modelling for stretch learning.	Begun yet affected by long term absence/ restricted hours of librarian. Reinstatement of school library pivotal for this.
Purchase of resources - sophisticated picture books and readers	Week 2-7 Term 1	SENCo/ Librarian	Librarian and SENCo time	Learners will have access to engaging material that further develops their understanding about text	No achieved
Unit allocation to developing library space	Term 1 onwards	Nigel and Sarah, Cheryll	Unit allocation	to repurpose the library space as a learning discovery space which inspires reading for purpose and enjoyment.	Achieved yet library still in development
Child speak reading progressions developed and introduced into classroom	End of term 1	DP, SENCo and trialled by class teachers	DP and SENCo time	To have shared language of reading across the school School-wide model of exemplars in child speak available to all students to use and engage with. To strengthen children's ability to articulate their learning and next steps to whanau.	Achieved and ongoing focus
<b>PLD and effective teaching strategies</b>					
Staff meetings workshops Use of Big Books at	Term 2-3	DP and SENCo and class teachers	Year 1-2 teachers staff meeting workshop Year 3-4 teachers	Teachers will have the skills to use a wide range of reading material to extend	Not achieved

any level.  Use of sophisticated books and poetry to extend children's thinking and reading.			staff meeting workshop Year 5-6 teachers Staff meeting workshop	vocabulary and reading strategies. Learners will articulate their knowledge of more complex storylines and answer comprehension questions with growing confidence.	
Establish Book Groups Connect with Caught Reading team and Library team more often	Term 2-4	Nigel/ Sarah  Chris/ Nigel  DP - Dy	Teaching time	Students will be aware of inspiring authors and books and feel challenged and excited about literacy resourcing within the school	Achieved and continued focus
Survey learners to engage in current high interest reading material	Term 2	Nigel/Sarah Librarian	Unit allocation time	Students will have a voice in future resourcing/ highlighting and promoting reading	Not achieved
BSLA training and implementation of the approach for teachers of Year 0-1	Term 1 onwards	Casey, Kate B, Janelle , Nadine, Janine	Class time and allocation of 2 days release.	Year 0-1 learners will learn early PA skills and strengthen the link with decoding and encoding letter sounds within early words.	Achieved
<b>Whanau</b>					
Parent Education Engagement of parents in broadening reading material for our high achieving readers	Term 2	Nigel/ Sarah DP/ Senco	potential video link for parents	Whanau will have understanding and skills to encourage and promote reading to, with and by.	A video produced and shared with families on the benefits of flexible reading groups.
BSLA Information to parents- letters, permissions and Whanau workshop 1  Whanau workshop 2	Week 3-7  Term 1 Week 7  Term, 2 Week 7	SENCo	SENCo time	Whanau will be informed of this reading approach and application of this within classrooms.	Workshop 1 completed and sent out as a link for all cohorts Workshop 2 not completed
<b>Student agency</b>					
Using Child speak reading progressions into classroom	End of term 2 onwards	trialled by class teachers	class time	Learners will be able to become more aware of their reading capabilities and their next learning steps.  Teachers and learners will	Achieved BAU

				have a shared language of reading across the school. Learners' articulation of this will become more noticeable.	
Engage in reading for inquiry, highlighting and promoting interesting vocabulary and phrases	Term 2 onwards	Trailed by class teachers year 5-6	Class time	Using the word wall concept based on new vocabulary from inquiry work and personal reading  Learners vocabulary will improve as they hear, and use more high interest words related to inquiry or personal reading	No set expectation across class groups
<b>Summary</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	to ensure the BOT have an understanding of the need and the ongoing resource required.	Achieved BAU 2023

## Reading Whole School Targets Data

For 10% of learners across all year groups working at beyond beyond in reading.

We achieved this goal with 10.7 % of learners achieving beyond beyond in reading.

The spread is from year 3 to year 6 with increasing numbers of learners within Year 5.

We understand that reading offers teachers strong tools for assessment and teachers feel more secure in their OTJ's and therefore more confident placing learners within beyond and beyond, beyond, than in writing.

	EOY 2	EOY 3	EOY 4	EOY 5	EOY 6
Numbers working Beyond beyond	0	7 9.09%	7 9.72%	15 25%	10 11.76%
Numbers working Beyond	21 38.89%	51 66.23%	35 48.61%	25 41.67%	32 37.7%

### Next steps

- Involve classroom teachers in Identifying learners with high scores in reading and listening (PAT Listening comp) to set high expectations for identified learners. Consider and question reading behaviours of those with the higher scores in order to improve their results
- Through observations and check ins- further focus on consistency of language in relation to spelling patterns (Spelling posters)
- Increase and strengthen the connections and draw on passion and knowledge of our school librarian within the classroom literacy time in a consistent timetabled manner.
- Purchasing of sophisticated picture books for higher level thinking and comprehension
- to further develop and reveal the library space as a learning discovery space which inspires reading for purpose and enjoyment.
- Staff meetings workshops on the importance of Big Books at any level and the use of sophisticated books and poetry to extend children's thinking and reading, reading and inquiry expanding and explaining vocabulary and phrases- e.g. word wall
- Survey learners to engage in current high interest reading material
- Continued connection with buyer from Telling tales to update and curate new library purchases
- Continued BSLA Information Sharing for parents- letters, permissions and tailored Whanau workshop/s

# Student Achievement Targets 2022

## Focus Group Reading

### Strategic Goal

Learning - core curriculum progress and achievement

### Annual Target: Reading - Focus Groups.

**For 100% of Year 3-4 learners to be at or above curriculum level 2 in reading and 100% of Year 5-6 to be at or above curriculum level 3 in reading and to ensure sustained progress for all learners over the year.**

### Whole School 407 Learners

#### Focus Group

Year 3-6 learners 43 currently achieving below expected levels in reading despite inclusion in intervention groups in 2021

Yr 3 - 23 students  
Yr 4 - 9 students  
Yr 5 - 7 students  
Yr 6 - 4 students

### Historical Position:

We have 2 focus groups within this target.

For year 0-1 we are utilising the expertise and PLD opportunity through the University of Canterbury to resource and train 5 staff members further with Structured literacy through The Better Start Literacy Approach (BSLA). This is a rigorous approach that over time will boost reading and writing skills for 5 year olds to ensure they are meeting expected achievement levels. Once we identify learners are working beyond this structured approach each classroom has the capacity to move learners within groups to extend their learning alongside peers.

The introduction of structured literacy in Year 1-2 and Year 3-4 has made an impact in the encoding and decoding of text, however, this is not reflected in the priority target group learning as we maintain a similar number of year 3 learners working below expectation. We are maintaining our current assessment practices for recording achievement using ready to read running records as they are standardised measures. We do not yet have a standardised measure assessment for decodable texts. We are able to explain progress within levels and are improving our ability to share this with parents.

The structured literacy intervention for Year 3-6 was inconsistent in its application across Kāinga in 2022. Whilst expectations for engagement in this programme were set, more rigorous checks and observations of lessons needed to be actioned. The high trust model needed more monitoring.

Within Year 3/4 we are seeing a flat lining of progress as learners move from Level 1a to 3b. A

higher portion of learners are plateauing within level 2 and taking longer than the expected 18months to move through the three curriculum sub levels in level 2.

### Demographics of Target group year 3- 6 Target Group

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL
Yr 3 - 23	14	9	2	14	7	3
Yr 4 - 9	4	5	1	5	3	0
Yr 5 - 7	5	2	0	5	2	0
Yr 6 - 4	2	2	0	4	0	0

### Priority Learner Status

Maori 7%

Pasifika 0%

ESOL 7%

Vulnerable 30%

## Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcome
<b>Identification and Assessment to learn</b>					
Identify the group to classroom teachers and kāinga wide and connect with 2021 teachers of these chn.	End of 2021 and term 2 2022	DP (Dy) and SENCo (Janine)	Hero data and Hero priority groups shared 2021 teacher Staff/ kāinga meeting time	Teachers will have an understanding of individuals' reading progress so far and identify any specific barriers to learning for individuals	Achieved <b>BAU 2023</b>
Analyse Phonological awareness behaviours through The Code assessments	By end of week 8 term 1	Class teachers	The Code assessments Needed class time	Teachers to become familiar with The Code and the resources impact. Learners will have a structured approach to their learning	Achieved yet further development needed
Analyse reading behaviours through running record and seen	by end of term 1	class teachers	Seen text running record of Learning Media	Teachers will have an up to date understanding of reading behaviours of their learners. Teachers will be able to adapt	Achieved BAU 2023

text What is happening? What is not happening? What will I do about this?			resource comprehension and retell Needed class time, CRT time	their teaching strategies from the results of the running records to support the specific students' learning needs. Results will be recorded on HERO Learners will be informed of their progress based on the running record.	
Action plans created for Learners that are working below expectation in reading and writing following additional assessment. Action plans shared at parent meetings.	End of term 1 and term 2 there after	Senco and DP and class teachers	Before school and after school parent meetings SENCo/DP time in learning spaces	Students will have a targeted explicit teaching programme to meet their individual needs. Teachers will build their capability to develop clear/specific action plans.	Achieved in term 1 Janine and Teachers held initial meetings with parents to outline this assessment and formulate goals for LAP.
PAT Listening Assessment for all years 3. And from year 4 - 6 those identified 4 or below stanine.	Completed by end of week 9 Term 1	DP	Class time.	Teachers will be able to compare reading levels and listening comprehension results to identify those students who need more support with the ability to comprehend language in oral and written form.	Achieved BAU 2023
<b>Resourcing</b>					
Purchase of further The Code resources	Feb 2022	DP (Dy) and SENCo (Janine)	Purchased from Curriculum budgets	Teachers will have key resources to use.	Achieved
Development of consistent language in relation to spelling patterns of Structured literacy Spelling posters	Term 1 week 4	SENCo, developed for class teachers		Teachers and students will have shared spelling language throughout school leading to increased student capability.	Resources completed and shared, yet language not yet evident in all spaces
Teacher Aide allocation to support specific learning needs and strategies	ongoing review	class teachers Kāinga leader	support staff time	Support staff and teachers will have more one on one/ small group time with these learners so that they have an increased ability and confidence to decode.	Achieved and on a needs basis within Kāinga BAU 2023
Purchase of resources picture books and decodable readers	Week 2-7 Term 1	SENCo	Librarian and SENCo time	Learners have a range of more high-interest material available	Specific picture books purchased for BSLA learners
RTLit referrals	Completed	SENCO	Class time	To ensure we are being active	4 learners had



	ed in Dec 2021 and updated in Term 1 2022			in gaining the specialist help individuals need. RTLit identify and recommend approaches to meet learners needs.	support from RTLit this year with some one on one sessions for 2 learners in Term 1
<b>PLD and Effective teaching strategies</b>					
Staff meetings workshops	Term 2-3	DP and SENCO and class teachers	Year 1-2 teachers staff meeting workshop Year 3-4 teachers staff meeting workshop Year 5-6 teachers Staff meeting workshop	Staff will be able to support students to use strategies to decode unknown words at a stage appropriate level.	Completed in relation to LAP learners
Identify those that would benefit from 7 plus and engage teachers in the programme	Term 2 review and subsequent review dates	SENCO and Support Staff	Support staff time SENCO time	support staff working in years 5/6 will use aspects of the 7+ programme when they are supporting individuals. Learners will have additional support to practice skills taught.	7+ occurred in 2 Year 5-6 classrooms. Need to further develop teacher capabilities with this in 2023
Identify those to be double grouped within classroom programme	End of term 2	Class teachers		Learners will be double grouped to ensure there is a daily lesson on learning to decode text as well as experiences for sharing text to comprehend and learn from.	Achieved in Year 3-4 and some Year 5-6 spaces. BAU 2023
Track termly weekly running records and record on Hero	completed each 10 weeks Week 6 T2 Week 6 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.	Achieved BAU 2023
Review group and effectiveness of programme termly  Through observations of	week 9 term 1 week 4 term 2 week 9 term 2 week 4	class teachers DP and SENCO, Janine review data -	class teachers time  DP and SENCO time	Learners will be working at the 'prickly' point of learning and will be gaining skills in the right aspect for their individual growth. Progress will be monitored and the intervention adapted	Check in's completed yet did lack rigour within this

structured literacy sessions and data review	term 3 week 9 term 3 week 4 term 4	observations		as needed.	
Research Listening skills intervention for those scoring low in Listening comprehension with a focus on our year 3-4 learners	Term 2-3	DP	DP time Potential RTLb referral	Teachers and Leadership be active in building these essential skills within the classroom for low achievers. Learners will be identified and supported with listening skills within learning environments.	Not yet achieved
<b>Whanau sharing and education</b>					
Engagement of parents in home partnership support	Action plan meetings Thursday afternoon meetings. Communication through email.	class teachers	recorded on focused conversations HERO or Learning support on HERO	to ensure parents are feeling informed and supported to engage in home learning, follow up for reading mileage and understand how they can help at home.	Achieved with mixed engagement in the learning goals from parents
<b>Student agency</b>					
Child speak reading progressions developed and introduced into classroom	End of term 1	DP, SENCo and trialled by class teachers	DP and SENCO time	To have a shared language of reading across the school Students will be able to articulate their next learning steps to their Whanau and to themselves. Student agency will be supported in classrooms.	Achieved
<b>Summary and Planning for 2023</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	The BOT have an understanding of the need and the ongoing resource required.	Completed BAU 2023

## Reading Focus Group Target Data

### Year 3 and 4

For 100% of Year 3-4 learners to be at or above curriculum level 2 in reading	Numbers working @ level 1	Numbers working @ level 2	Numbers working @ level 3
<b>Year 3</b> EOY 2021 target group 23 Data collected from 20 learners at EOY 2022	9	11	0
<b>Year 4</b> EOY 2021 target group 9 Data collected from 9 learners at EOY 2022	1	7	1

### Year 3

We have not met the goal of [100% of Year 3 to be at or above curriculum level 2 in reading](#).

9 of the 20 remain working at level 1 which is 55%

Last year within the Year 3 cohort ( now Year 4) we had 88% working at Level 2 curriculum from whole school data.

This is the progress we can see within this target group::

7 learners have made 1 sublevel of movement

9 learners have made 2 sublevels of movement

4 learners have made 3 sublevels of movement

Two learners have only made progress within a curriculum sublevel.

### Year 4

We have met the goal of [100% of Year 4 to be at or above curriculum level 2 in reading](#)

Last year within the Year 4 cohort ( now Year 5) we had 88% working within Level 2 curriculum based on whole school data.

This is the progress we can see within this target groups:

4 learners have made 1 sublevel movement

One learner has made 2 sublevels of movement

One learner has made 3 sublevels of movement

2 learners have made 5 sublevels of movement

<b>100% of Year 5-6 to be at or above curriculum level 3 in reading and to ensure sustained progress for all learners over the year.</b>	Numbers working @ level 1	Numbers working @ level 2	Numbers working @ level 3
<b>Year 5</b> EOY 2021 target group 7 Data collected from 6 learners at EOY 2022	1	5	0
<b>Year 6</b> EOY 2021 target group 4 Data collected from 4 learners at EOY 2022	0	3	1

We have not met the goal of **100% of Year 5-6 to be at or above curriculum level 3 in reading and to ensure sustained progress for all learners over the year.**

We have 10% of the 10 learners from Year 5-6 working at level 3.

We have 80% of the 10 learners working within level 2.

Last year within the Year 5 cohort ( now Year 6) we had 93% working within Level 3 curriculum based on whole school data.

Last year within the Year 6 cohort ( now Year 7) we had 92% working within Level 3 curriculum based on whole school data.

As of EOY a learner working at 3B places them in the band of working towards expectation. If they are 3P or 3A then they are working within expectation.

### **Year 5**

This is the progress we can see within this target groups:

As a Year 5 if the child is 2A at EOY then they would be within expectation.

Of these Year 5's 2 learners are now within expectation having achieved 2A

3 learners have made 1 sublevel movement

2 learners have made 2 sublevels of movement

One learner has only made progress within a curriculum sublevel.

Of these learners, one has been supported with MOE Behaviour team support.

### **Year 6**

This is the progress we can see within this target groups:

One learner has met the target of achieving level 3 B

One learner has made 1 sublevel movement

One learner has made 2 sublevel movement

Of these learners, 1 is ORS funded, and one is supported with RTLB and MOE Behaviour team support.

### **Next steps**

- Support teachers to analyse phonological awareness behaviours through The Code assessments to use these within lesson planning
- more rigorous check ins for structured literacy with twice termly observations looking for coverage of all the components of a structure literacy lessons, consistent use of language in relation to the spelling patterns and use of posters as well as responsiveness to the needs of the group.
- Research Listening skills intervention for those scoring low in Listening comprehension with a focus on our year 3-4 learners
- Need to further develop of 7+ reading intervention teacher capabilities
- Continue to build expectations for Literacy Action Plans to be created for Learners that are working below expectation in reading and writing and kept up to date and shared with parents 2-3 times a year outside of the reporting cycle.

# Student Achievement Targets 2022

## Focus Group 2 Reading

### Strategic Goal

Learning - core curriculum progress and achievement

### Student Focus Group :

Year 1 Learners 46 as at 22 March  
 19 Boys  
 27 Girls  
 4 Maori  
 1 Pasifika  
 20 NZ European  
 22 Other  
 5 ESOL

### Annual Target:

**Reading - Focus Groups.**

**Use Better Start Literacy approach at year 0-1 to achieve 100% of learners working at expected levels in reading.**

### Historical Position:

We have 2 focus groups within this target.

For year 0-1 we are utilising the expertise and PLD opportunity through the University of Canterbury to resource and train 5 staff members further with Structured literacy through The Better Start Literacy Approach (BSLA). This is a rigorous approach that over time will boost reading and writing skills for 5 year olds to ensure they are meeting expected achievement levels. Once we identify learners are beyond this structured approach each classroom has the capacity to move learners within group to extend their learning alongside peers.

We did not have previous data related to BSLA as this is our first year of the approach. We are collecting baseline data and 2 subsequent progress assessments over the year.

### Demographics of Target group year 0-1 target Group

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	English as a second language
Yr 1 - 46	19	27	4	20	22	5

Maori 8.69%

Pasifika 2.17%

ESOL 11%

## Action Plan - Year 0-1 Better Start Literacy Approach

<b>Identification</b>				
Identify year 2 cliffhangers that would benefit from 1-3 terms of BSLA within junior classrooms Assess and use BSL Approach	Week 2 Term 1	BSLA teachers and SENCo	Class time	Teachers will individualise and explicitly teach phoneme sounds and knowledge to these identified learners. Learners will get additional time focussed through this approach
<b>Resourcing</b>				
Purchase of resources picture books and decodable readers	Week 2-7 Term 1	SENCo	Librarian and SENCo time	Learners have a range of more high-interest material available
<b>PLD and Effective teaching strategies</b>				
Review group and effectiveness of programme termly  Through observations of structured literacy sessions and data review	week 9 term 1 week 4 term 2 week 9 term 2 week 4 term 3 week 9 term 3 week 4 term 4	class teachers Janine review data - observations	class teachers time  SENCO time	Students can identify and monitor progress and adapt intervention as needed.
BSLA Initial training of facilitator	January 2022	Janine	2 day workshop	The facilitator will understand the structure of the approach and consider how she will implement this in our learning context.
Connecting BSLA micro credential teachers to UC learn and resources Setting up and running BSLA assessments	Feb 2022	Janine Wooster Kate Burridge Casey McPherson Nadine Harris Janelle Keshia	Retreat and BSLA planning sessions	Teachers will have have strategies and resources to support learners using this approach  To gain baseline data about learners skills
Staff PLD and course requirements for BSLA teachers	Term 1 week 1, 3, 5, 7, 9 Term 2  Term 3 Term 4		Staff meeting time 2 day release to be used across the year	Teachers will be building their capability to teach using the approach

Cohort entry BSLA planning and introduction	Throughout the year	BSLA teachers and SENCo	Class teachers time	Teachers will be capturing first learning knowledge as children come to school. Baseline assessments to build on from.
UC assessment reports and case study	by October	BSLA teachers and SENCo	Class teachers	To ensure we are meeting the obligations of the UC and MoE funded PLD and completing course work for Microcredential
<b>Whanau sharing and education</b>				
Engagement of parents in home partnership support	Action plan meetings Thursday afternoon meetings. Communication through email.	class teachers	recorded on focused conversations HERO or Learning support on HERO	Parents will be informed and supported to engage in home learning with specific reference to their child
Information to parents- letters, permissions and Whanau workshop 1	Week 3-7  Term 1 Week 7	SENCo	SENCo time	Parents will be informed of this approach of learning to read and its application within classrooms.
Whanau workshop 2	Term, 2 Week 7			
<b>Student agency</b>				
Child speak reading progressions developed and introduced into classroom	End of term 1	DP, SENCo and trialled by class teachers	DP and SENCO time	To have a shared language of reading across the school Students will be able to articulate their next learning steps to their Whanau and to themselves. Student agency will be supported in classrooms.
<b>Summary and Planning for 2023</b>				
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	To report to the Board and school staff of strategic goal outcomes to ensure the BOT have an understanding of the need and the ongoing resource required.



## Reading Focus Group 2 Target Data

**Use Better Start Literacy approach at year 0-1 to achieve 100% of learners working at expected levels in reading.**

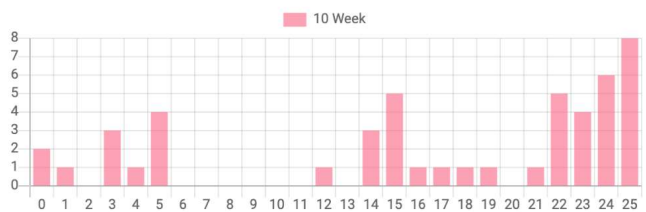
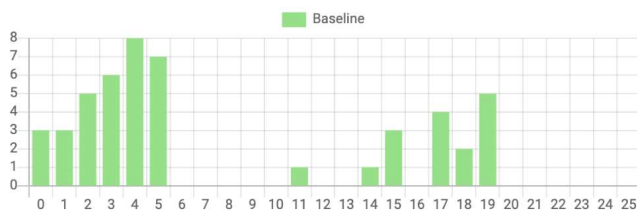
Since writing this strategic goal we have further understood assessment practices that best align with the BSLA approach. We are using BSLA assessment practices that have not yet been aligned with curriculum levels at this stage. Currently, we will not be completing Running records on Year 0-1 in order to plot a dot on the achievement graphs as this would be testing skills not valued or taught in the Better Start Literacy Approach.

Following our EOY testing, which at this point remains incomplete, we will report on progress across the year for all Year 1 learners in 2022. This will report on the skills of letter recognition, Initial phoneme identification, and phoneme blending as well as the learners ability to read and write the letter sound within words.

As learners move into Year 2 in 2023 we will then assess them using curriculum levels by completing running records on non decodable readers.

**Please note:** these graphs only include children who completed the task at both the Baseline and 10 Week assessment points. In other words, the graphs show the progress of children who are working on that particular skill as they were not proficient at Baseline. This data also only indicates the growth in 4 key areas over 10 weeks of BSLA learning. It does not reflect the growth of subsequent weeks of explicit teaching that has occurred over 2022.

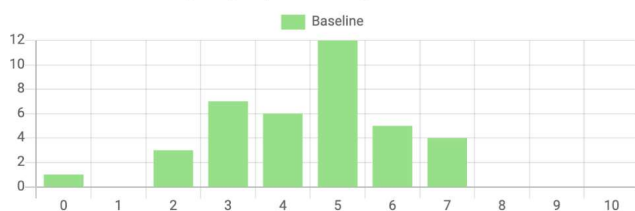
Letter-Sound Recognition Frequency Distribution by Score



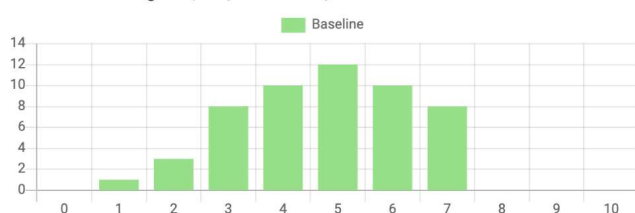
Paparoa Street School

Christchurch

Initial Phoneme Identity Frequency Distribution by Score



Phoneme Blending Frequency Distribution by Score



From our 10 week assessment, we identified;

- 6 learners in Tui
- 11 learners in Koru
- 7 learners in Paua iti

as needing additional support of Tier 2 learning programme. These learners' results will be in Pink at the 0-5 end of the 10 week graph for letter sound recognition and initial phoneme identity

These children complete a 10-week additional learning program in addition or an extension of the group teaching sessions. This has been completed by a mixture of class teachers and Janine Wooster's time. The result of these additional lessons is not shown in this data. The additional assessment was collected following the second 10 weeks of tier 2 teaching so from weeks 10-20. Some groups have not yet completed all of the assessment tasks. From the 6 Tui learners, 4 of the 6 now are making pleasing progress and matching their peer group. Out of the 7 in Paua iti, 4 are now making pleasing progress and within keeping with their peer group.

Overall we can see significant progress in each of these areas, with learners gaining this baseline of skills in their first 10 weeks of school. This baseline of skills can then be built on as they are exposed to more variety of regular decodable words as well as 'heart words' that follow irregular spelling patterns.

#### **Next Steps**

- More comprehensive report to be generated outlining the impact of BSLA on our Year 1 learners
- A Paparoa Street School flavour added to the BSLA approach to best meet the needs of our learners and encourage more balance within our curriculum focus across a week. A shared set of expectations to be shared with all Year 0-1 teachers
- More Teachers trained in BSLA across the school - with all Year 0-1 teachers using this approach in 2023
- Allocation of management unit for leadership of BSLA within the school in 2023
- Consider consistency of teaching from week 11-20 and 21-30 to ensure we continue to cover the lesson content into Year 2.

# Writing Student Achievement Targets 2022

## Whole School Writing

### Strategic Goal

**Learning - core curriculum progress and achievement**

### Student Group

**299 Learners in the school 10% of this group would be 30**

### Annual Target:

**Whole School**

For 10% of learners across all year groups working at beyond beyond in writing.

**Yr 3 - 80**

**Yr 4 - 71**

**Yr 5 - 61**

**Yr 6 - 85**

**Yr 3-6 63 group of students.**

**who are currently working at beyond level of achievement**

**Year 3- 4 students**

**Year 4 - 16 students**

**Year 5 - 15 students**

**Year 6 - 28 students**

### Historical Position

In EOY data in 2021 there was only one learner identified as working beyond beyond in writing. This learner was in year 6.

We also had a decline in learners working beyond from EOY 2021 year 5 ( 30%) to EOY 2021 year 6 (18%).

These numbers are out of line with our reading data that showed we had 7% working beyond beyond and 55% working beyond in reading at EOY 2021 across the school.

In Writing, we had 1% working beyond beyond and 24% working beyond EOY 2021.

To define our criteria for this target across the school, we identify;

- beyond relates to 1 curriculum sub level above expected level
- beyond beyond related to 3 curriculum sub levels above expected level

The target of 10% meets the standard expectation of the percentage of gifted and talented learners in a school cohort.

**Demographics of Target group - these are students who are currently working Beyond and are therefore most likely to be able to move to beyond beyond within a year with targeted intervention**

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL	ORRS
Yr 3 - 4	1	3	1	2	2	0	
Yr 4 - 16	5	11	1	9	6	0	
Yr 5 - 15	7	8	0	8	8	0	
Yr 6 - 28	9	19	2	18	8	0	

**Learner Status of students who are currently working at beyond level of achievement**

Maori 6.25%

Pasifika 2%

ESOL 0%

Vulnerable and identified learning needs 0 %

**Whole School learner status**

Pasifika 2%

Maori 8%

ESOL3%

## Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcome
<b>Identification</b>					
Identify the learners working beyond the curriculum levels in classroom teachers and kāinga wide.	term 1 2022	DP (Dy) and SENCo (Janine)	Hero data 2021 teacher Staff/ kāinga meeting time	Teachers will build an understanding of writing progress so far and identify any specific barriers for learners to progress further. Learners will benefit from teachers having a clearer understanding of their writing needs.	Identified Term 1 2022 and further investigated at mid year after data interrogation. Identified learns that have potential to move to beyond beyond. BAU 2023
Analyse spelling pattern scope and sequence using The Code	Term 1 week 8	Class teachers	Class time	Teachers will be aware of individual spelling needs of	Initial assessments completed in Term 1 and further updates throughout

achievement for all learners and group learners accordingly				students and will teach skills to target particular needs of sound manipulation for learners at instructional writing/reading time. Learners will progress through the stages in a timely manner.	the year when needed for priority learners. A final assessment end of term 3 start of term 4
<b>Resourcing</b>					
Home resources handed out. Aiming for consistency throughout kāinga. Consider learning resources we share with families via our website.	start of term 1	Class teacher Kainga Leaders	Kainga Meeting time	Whanau will have a clear understanding of how writing is taught and have strategies to support at home.	Paper resources have not been shared yet the emphasis has been on class websites. these have been collated and shared across the school with key resources shared based on relevant learning levels
Familiarise teachers with School developed <i>Spelling Patterns Explained</i> resource created for classroom use	Term 1 Week 3	SENCo and key teaching staff	Senco time	Teachers and students will have a shared language across the school for writing strategies. Students will have strengthened memory recall of spelling patterns.	<i>Spelling Patterns Explained</i> key resource created and shared. Need to ensure more consistency across levels and kainga
<b>PLD and effective teaching strategies</b>					
Inducting new staff  Authentic writing experiences  Moderation.	Term 1/2	DP Team leaders		All teachers will demonstrate the purpose and processes of teaching writing in an authentic context and accurately moderate writing samples across the curriculum levels. Learners will be able to see and understand and experience the writing process in order to progress with success.	Achieved moderation completed 3 x across the year. Tutor teachers and Team learners have been active through shared planning to ensure authentic writing experiences are offered. BAU 2023
BSLA training for Year 0-1 staff and strong link with decoding and encoding words	Term 1 onwards	SENCO and BSLA team	PLD (2 days funded) and class time	Teachers will teach early PA skills to all learners starting school. Learners will understand how to decode and encode	Achieved further report to be generated and shared in early 2023

				words with more success.	
Maintain the high interest writing model of authentic experiences and explicit teaching of writing skills for all learners. <i>Bring learning to the table</i>	Throughout the year	Classroom Teachers led by Kainga leaders	class time	Learners will be extended, challenged and enthusiastic about writing. Teachers will have improved knowledge and skills to support, engage and stretch learners.	Achieved  Additional focus given to priority learners and targeted higher achievers mid year with leadership leading discussions in kainga meetings
Review across the school each term by moderating for high achievers in writing.	1 Kainga writing focus session each term	class teachers DP and SENCO,	class teachers time  DP and SENCO time	Teachers will be able to identify the effectiveness of learning programmes and progress with equity in our moderation and adapt as needed. Learners will have more clarity of writing expectations and a better understanding of what they can aspire to.	Achieved in Term 2 after mid term data and in Term 4 for placement of EOY data
Authorship understanding and connections  Media Team  Writers Corner	Term 2-4	Arts Team Learning Activator  School newsletter	Class time	Learners will connect with authors, journalists and with community experts and have increased engagement in the purpose of writing	Achieved authentic experiences for Media Team  Writers corner in newsletter not achieved
Paparoa St/ Toitotoi/ Mighty Write Competition process	Term 2-4	Arts Team	Class time	Learners will have increased engagement through having a defined audience for their writing outside our school context.	Not achieved
Tūrangawaewae narrative for rebuild Engagement with community	Term 2-4	Class teachers, design team Pene, Architects	Class time	Our learners will know our school story and share this with the public when launching the build project in stage	continuing  Evident currently with school ambassadors.
<b>Student Agency</b>					
Student agency goals for writing and exemplar creating for all curriculum	Term 1 developin g	DP and Senco/ Kāinga	Leadership time	Resourcing and scaffolding for learners to moderate their	Achieved BAU 2023

levels	exemplars further	leader		writing and identify their next steps within the curriculum levels	
Engage Year 2- 6 in writing samples and assessing their own learning to build on and identify their own next steps. Add this to action plans.	individually each 5 weeks	Classroom teachers	class time	Learners will be able to become more aware of their writing capabilities and their next learning steps.	Achieved BAU 2023
Engaging children on using WALTS and formulating their success criteria prior to writing	Term 2 onwards	Classroom teachers	Kāinga hui time	Learners will be able to articulate their learning and recognise next steps in learning.	Achieved yet more focus is needed
Engagement of parents in home partnership support for all writers	Thursday afternoon meetings. Communication through email. Seesaw sharing of learning.	class teachers	recorded on focused conversations HERO	Parents will be informed about how writing is taught and support them to engage in home learning.	Achieved for Literacy Action Plan learners  particularly to support learners with lower spelling levels  Sharing of written language evident on Seesaw
Modelling great writers' actions. Students share their writing with other student writers at school. Discussion group facilitated by staff. Students listen to each other's writing and discuss what they notice these writers are doing well.	Throughout the terms	DP/ Staff	Allocated Class time	Student writers will inspire other students to write and improve their own writing by noticing and discussing what actions great writers take to produce a great piece of work.	Completed through reflection and sharing practices in classrooms  More emphasis to ensure all teachers have the skills to do this needed
<b>Summary and planning for 2023</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	to ensure the BOT have an understanding of the need and the ongoing resource required.	Achieved BAU 2023
Early identification of Year 2 strengths prior to transition to Year 3	week 9-10 term 4	DP SENCo share these with next years teachers	handover time end of term staff meeting	To ensure we are ready for intervention in 2023	In progress

## Writing Whole School Data

For 10% of learners across all year groups working at beyond beyond in writing.

Judgement	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	Totals
Beyond										3 (5.00%)			3
Beyond		3 (7.32%)		4 (7.55%)		15 (19.48%)		10 (13.89%)		19 (31.67%)		13 (15.29%)	64
Within		38 (92.68%)		48 (90.57%)		59 (76.62%)		54 (75.00%)		31 (51.67%)		55 (64.71%)	328
Towards				1 (1.89%)		3 (3.90%)		8 (11.11%)		7 (11.67%)		13 (15.29%)	32
Towards												4 (4.71%)	4
	43	41		53		77		72		60		85	431

We have not achieved the goal of 10% of learners across all year groups working beyond beyond in writing. We have 3 learners in Year 5 who are working beyond beyond and this is 0.69 % of all learners within the school.

We do have 64 working beyond within the range of year 2 to 6. This equates to 15.5% of learners across the school that are working above expectations.

There is an increase of learners working beyond beyond from EOY 2021 when we had only 1 learner working at this level. This learner was only enrolled in our school for their final year 6 year. We are excited that the 3 learners working beyond beyond in year 5 are children that have been enrolled with us from the age of 5.

### Next steps

- Early identification of the 54 learners working beyond the expected level moving into 2023 for all teachers. in order for supporting these learners to move to higher curriculum area.
- Explain exemplars to show examples of writing in a variety of genres
- Extending the skills of learners to co create success criteria within the higher levels.
- Creating more opportunities for publishing and sharing writing- giving learners a sense of authorship.
- Concrete the process of *bringing learning to the table* for writing



# Student Achievement Targets 2022

## Focus Group Writing

**Strategic Goal**  
**Learning - core curriculum progress and achievement**

### Annual Target:

#### Focus Group

**For 80% of the focus group to be able to use all spelling patterns appropriate to learning levels as defined in The Code spelling resource.**

### Student Group

**Yr 3-6 24 students. who are currently at least 1 sublevel below expected achievement levels**

**Year 3 - 3 students**

**Year 4 - 3 students**

**Year 5 - 11 students**

**Year 6 - 7 students**

### Historical Position

Spelling interventions occurred throughout 2021 for priority learners yet the impact of these needs to be strengthened in 2022, with the increased explicit teaching of phonological awareness. Many of our priority learners are not fluently writing. Spelling is hindering their ability to get ideas down on paper. Reluctance to write is significant for these learners once they are in years 4-6 as they see themselves as underachievers.

By increasing their knowledge of spelling strategies and gaining knowledge around their oral language ability we aim to increase their self-belief as authors and this will increase their writing achievement.

### Demographics of Target group

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL	ORRS
Yr 3 - 3	2	1	1	1	1	1	

Yr 4 - 3	1	2		2	1		
Yr 5 - 11	8	3		10	1		
Yr 6 - 7	6	1		5	1		2

### Priority Learner Status

Maori 4%

Pasifika 0%

ESOL 4%

Vulnerable and identified learning needs 36 %

## Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcome
<b>Identification and Action Plans</b>					
Identify the group to classroom teachers and kāinga wide and connect with 2022 teachers of these chn.	End of 2021 and term 1 2022	DP (Dy) and SENCo (Janine)	Hero data 2021 teacher Staff/ kāinga meeting time	Teachers will have an understanding of individuals' writing progress so far and identify any specific barriers to learning for individuals	Achieved
Additional phonological awareness assessments for Priority learners and creation of action plans for learners (Below expected levels in reading and writing)	Term 1	DP ( Dy) and SENCo ( Janine)	SENCo time	Learners will have targetted high impact teaching and learning experiences to meet their needs. Consider the intervention plans and timing of these, look at running interventions for 6 weeks and meet, re- re-evaluate with teachers after this timeframe.	Completed in term 1 Janine and Teachers held initial meetings with parents to outline this assessment and formulate goals for LAP.
Analyse spelling pattern skills in relation to the scope and sequence within The Code and	Term 1 week 8	Class teachers	Class time	Teacher will have needs identified and target needs of sound manipulation for priority learners at instructional	Initial assessment compld by all teachers in term 1 Plan created for individuals

group learners accordingly				writing/reading times	
<b>Resourcing and PLD</b>					
Home resources are selected and shared with families via class websites	start of term 1	Class teacher Kainga Leaders	Kainga Meeting time	Learners and Whanau will have resources at home when needing to engage in home learning tasks	Achieved
School developed <i>Spelling Patterns Explained</i> resource created for classroom use	Term 1 Week 3	SENCo and key teaching staff	Senco time	Teachers and learners will have shared language of spelling strategies to strengthen memory recall of patterns	Created and shared. Mixed usage in classrooms
Create writing exemplars for learners to identify useful spelling strategies and Heart words for next step learning at different levels	Term 1 developing exemplars further	DP and Senco/ Kāinga leader	Leadership time	School wide model of exemplars in child speak available to all students and in use.	Achieved and distributed in Term 2 2023
Observations and feedback of Structured Literacy lessons across the school	Term 2	DP and SENCO and Kāinga leaders	Year 2-6 teachers	Teachers will be able to articulate and demonstrate the <b>deliberate acts of teaching</b> that focus learning. Learners will use strategies to decode and spell unknown words at a stage appropriate level.	Completed in some yet not all classes
Learning Assistant workshops Structured Literacy/ BSLA/ Rich language development	Term 1 week 11	SENCO	Learning assistants	Learning Assistants will be able to articulate and demonstrate the <b>deliberate acts of teaching</b> that focus learning. Learners will use strategies to decode and spell unknown words in multiple contexts of literacy	Completed in TOD term 1 Additional Structured literacy PLD by RTLB completed by 4 in term 3

Inducting new staff Structured literacy	Term 1/2	SENCo team leaders Experienced classroom teachers	Kainga Meetings additional meeting	All teachers will demonstrate the purpose and processes of explicit teaching of structured literacy. Learners will be able to write with more confidence having clearer strategies and models to use.	Tutor teachers completed this for new BT's
Inducting new staff Authentic writing experiences	Term 1/2	DP Team leaders		All teachers will demonstrate the purpose and processes of teaching writing in an authentic context and accurately moderate writing samples across the curriculum levels. Learners will have more clarity and purpose when writing.	Ongoing discussion in Kāinga meetings and share experiences created and completed for authentic writing purposes
Maintain the high interest writing model of authentic experiences and explicit teaching of writing skills for all learners. <i>Bring learning to the table</i>	Through out the year	Classroom Teachers led by Kainga leaders	class time	Learners will be extended, challenge and engaged in authentic writing experiences and show progress across curriculum levels	Achieved
BSLA training for Year 0-1 teachers	Term 1 onwards	SENCO and BSLA team	PLD (2 days funded) and class time	Year 0-1 learners will learn early PA skills and strengthen the link with decoding and encoding letter sounds within early words.	Achieved for 6 teachers within Year 0-1
Research readiness for literacy learning	Term 2 3 project	DP and SENCO	Leadership time	Leadership will have evidence to share with teachers.	Not achieved

and Oral language implications Y0-2				Oral language will be strengthened for learners through researched strategies	
Teacher Aide allocation to support specific learning needs and strategies	ongoing review	class teachers Kāinga leader	support staff time	Learners will have improve the confidence of individuals as they are more supported with their learning. Teachers will use support to target learning needs.	Intervention times set aside and targetted for Individuals learning throughout the year
Review across the school each term by moderating for high and lower achievers in writing.	1 Kainga writing focus session each term	class teachers DP and SENCO,	class teachers time  DP and SENCO time	Teachers will gain a clarity of expectations for individuals and groups within class Learners will have accurate expectations set and explained	Achieved
Engage with RTlit for identified learners. Staff working with RtLit are expected to follow the action plan of the specific learner.	Through out the year		SENCo time and class teacher time.	Staff will address low achievers needs.  Learners will benefit from additional support.	Achieved for 4 learners within school setting including some intensive one on one work with 2 children in term 1
<b>Student Agency</b>					
Engage Year 2- 6 in writing samples and assessing their own learning to build on and identify their own next steps. Add this to action plans.	individually each 5 weeks	Classroom teachers	class time	Learners will be able to identify the connection between own writing and exemplars	Achieved in year 3-6
Student agency goals for writing and using Child	Through out Year developi	Class teachers	Class time	Learners will identify 2-3 goals for self whilst engaging with	Achieved throughout Year 1-6

Speak exemplar for all curriculum levels	ng exemplars further			Child Speak exemplars. Learners will have increased confidence in being able to discuss what they can do in relation to exemplars.	
Engaging children on using WALTs and formulating their success criteria prior to writing	Term 2 onwards	Classroom teachers	Kāinga hui time	Learners will be able to use WALTs and success criteria to articulate their learning and recognise their own next steps in learning.	occurring well in some areas of the school. Ongoing sharing of best practice to ensure consistency
<b>Whanau</b>					
Engagement of parents in home partnership support for all priority writers	Thursday afternoon meetings. Communication through email. Seesaw sharing of learning.	class teachers	recorded on focused conversations HERO	Whanau will be aware of their child's progress and support and promote their learning. Learners will have increased confidence with this support.	Achieved
Action Plans to be shared with whanau and appropriate home resources to be given to support at home	End of week 10 Term 1 and updated end of each term	DP ( Dy) and SENCo ( Janine) and teaching staff	Thursday meetings	Whanau feeling more involved and confident in supporting learning at home/. Teachers have increased accountability within the home school partnership.	LAP meetings for most occurred 2-3 times per year
<b>EOY Identification and Summary</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	to ensure the BOT have an understanding of the need and the ongoing resource required.	Completed

Early identification of Year 2 needs prior to transition to Year 3	week 9-10 term 4	DP SENCo share these with next years teachers	handover time end of term staff meeting	To ensure leadership and teachers are ready for interventions to begin early in 2023	yet to be completed
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## Writing Focus Group Target Data

**For 80% of the focus group to be able to use all spelling patterns appropriate to learning levels as defined in The Code spelling resource.**

We have not met this goal as 92% of learners within this priority group remain at a spelling level below their chronological age. 8% of learners in this focus group are now working at a spelling level appropriate to their spelling age.

Spelling has had more of a focus and structure this year. There is a particular focus on heart words for learners that need to commit non uniformed spelling patterned words to memory (words you just have the 'learn by heart').

Equally The Code resource has allowed teachers to target appropriate level spelling words for all learners within their classrooms.

The learners identified in this group have had structured literacy lessons with a focus on spelling. We are yet to expand into reading, as additional resources would need to be purchased to supplement Learning media material.

We are hopeful that the introduction of Better Start Literacy Approach will reduce the number of learners needing this specific focus on spelling in year 3-6 as they will have had an additional focus on letter sound manipulation in their first year at school.

Year level No of children	no movement	1 year movement	2 year movement	3 year movement
Year 3 3 learners	1	2		
Year 4 3 learners			3	
Year 5 11 learners		2	6	3
Year 6 7 learners	1		1	

The Year 3 learner with no movement is working at a pre literacy level and being supported through RTLB

The Year 6 learner with no movement is ORS funded and using a differentiated writing tool for learning. The movement through Year level 2 of The Code is significant as this covers many of the common spelling patterns. Once learners master these, their writing becomes more legible to readers and the learners self efficacy increases.

#### Next steps

- Parent information evening about spelling processes and ways to support learners
- Consideration about reintroducing Steps Web
- Game development for key spelling patterns for practice at school/ home
- Continue Literacy Action plan processes with 2-3 family meetings each year.
- Continue observations of structured literacy happening within spaces to ensure we maintain rigour within these lessons
- Consider the purchasing of a key decodable resource for use in Year 3-6
- Normalise Voice to Text function when using Chromebooks and iPads in years 3-6



# Student Achievement Targets 2022

## Focus Group Mathematics

### Strategic Goal

Learning - core curriculum progress and achievement through effective integration

### Student Group

Total number of girls 213  
 10% provides a target of 21  
 Breakdown of year level numbers  
 Yr 1- 27  
 Yr 2- 33  
 Yr 3 - 36  
 Yr 4 - 42  
 Yr 5 - 33  
 Yr 6 - 42

### Annual Target:

Focus Group

For 10% of girls across all year groups to be working at beyond beyond in mathematics.

75 Girls in 1-6 who are currently working beyond at EOY 2021 This is 35% of the female student group at school.

Yr 1- 16  
 Yr 2- 7  
 Yr 3 - 8  
 Yr 4 - 14  
 Yr 5 - 8  
 Yr 6 - 22

### Historical Position

To define our criteria for this target across the school, we identify;

- beyond relates to 1 curriculum sub level above expected level
- beyond beyond relates to 3 curriculum sub levels above expected level

We are now better able through our SMS to identify the children working beyond, beyond expectations. In 2021 we finished the year with 4% of the school working beyond, beyond and 38% of the school working beyond in Mathematics

In the male data we have 47% of boys working at beyond- beyond or beyond expectations

In the female data we have 37% of girls working at beyond- beyond or beyond expectations

Within the group of 18 male and female learners working beyond, beyond only three of these were girls.

There is historical evidence to show that our girls are under-represented in the beyond and beyond/beyond groups over the last 3 years. Although the spread is even if we calculate the learners working at beyond and beyond-beyond expectations with 88% of male and female learners achieving within this band.

Anecdotal evidence, 2020 DMIC attitudes data and Measurement EAsttle attitudes survey showed that girls can be reluctant to be as vocal as their male peers within-group DMIC sessions and this could be reflected in the gender imbalance of achievement at beyond, beyond. We will review this evidence further and compare to the EAsttle attitude survey for Geometry that we will be gathering in 2022.

The target of 10% meets the standard expectation of the percentage of gifted and talented learners in a school cohort.

<https://www.schoolnews.co.nz/2020/09/fostering-self-confidence-in-the-maths-classroom/>

**Demographics of Target group - these are students who are currently working Beyond and are therefore most likely to be able to move to beyond beyond within a year with targeted intervention**

Yr level / # of students	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL	ORRS
Yr 1- 16	16	0	3	13	1	
Yr 2 - 7	7	0	4	3	1	
Yr 3 - 8	8	0	4	4	0	
Yr 4 - 14	14	0	7	7	3	
Yr 5 - 8	8	1	5	2	0	
Yr 6 - 22	22	1	16	5	0	

### Priority Learner status

0% Pasifika

2.6% Maori

7% ESOL

0% Vulnerable

**All Girls Learner status**

1.8% Pasifika

6.5% Maori

5% ESOL

**Action Plan**

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcomes
<b>Identification</b>					
Identify the group of girls to classroom teachers and kāinga wide and connect with 2021 teachers of these chn.	End of term 1 2022	DP (Dy) and SENCo (Janine)	Hero data 2021 teacher Staff/ kāinga meeting time	Teachers will set higher expectations for these learners to achieve to the beyond beyond level in all maths topics in 2022. BAU 2023	Achieved
Identify levels that equate to beyond beyond in every year group in Number and Geometry	Term 2	Leadership team	Leadership time	Teachers will have defined Curriculum levels of achievement for key learners to then plan a progression of learning to for their identified learners	Achieved BAU 2023
All Girls to participate in survey for maths attitudes/ barriers	Term 1 survey term 2 trialling ideas	Paula, Janine, Pene	Leadership time	Students will <ul style="list-style-type: none"> <li>share their individual needs and barriers to mathematics learning.</li> <li>understand their own needs and barriers to mathematics learning</li> <li>have ongoing learning conversations to address these barriers</li> </ul>	Achieved

				<p>Teachers will</p> <ul style="list-style-type: none"> <li>• identify key themes</li> <li>• discuss in kainga how they can address these barriers</li> </ul>	
<b>Resourcing</b>					
Teacher Aide allocation to support specific learning needs and strategies	Term 1-4 ongoing review	class teachers Kāinga leader	Support staff time	Teachers will use support to target learning needs which will improve confidence of individuals as they are more supported with their learning.	Achieved BAU 2023
DMIC professional Learning PLD Third and final year  Lesson study stage of DMIC; opportunity for teachers to use girls as their focus group.	throughout 2022	Paula and DMIC mentors leaders	PLD sessions and classroom observations MOE PLD Funding	Teachers will alter their teaching in response to feedback from DMIC mentors targeting DMIC principles and inclusiveness of DMIC lessons	Achieved
Connection with DMIC mentors around strategies and research for Girls attitudes and progress in maths	Term 2 Term 4	Paula and DMIC mentors leaders	Class time for survey Teachers to analyse and share with Kainga	Teachers will use researched strategies to engage girls in mathematical tasks with a focus on their attitude towards verbalising their thinking.	Achieved
Create Numeracy and Geometry exemplars for learners to identify useful strategies for next	Term 1	Janine Pene and Paula	Leadership time	School wide model of exemplars in child speak available to all students and in use.	Geometry exemplars completed and used

step learning at different levels					
Research question: Is it possible for Year 1-2 girls to be beyond beyond or is it more likely for this to occur for older learners?	Term 2/3	Leadership	Leadership time	To identify key learners in year 1 - 2 who potentially could be on track for achieving higher than peers and monitor this progress	Not completed
<b>Student Agency</b>					
Discuss themes that were presented in student survey and engage girls in problem solving to mitigate their individual barriers to learning	Term 2 trialling ideas from survey	class teachers Pene	class time	All girls will understand their own needs and barriers to mathematics learning and engage in alternative practices	Achieved No clear themes presented apart from belief in themselves as mathematicians
Engage Year 2- 6 in Numeracy and geometry exemplars to support learners in assessing their own learning to build on and identify their own next steps.	Term 2 onwards	Classroom teachers	class time	Learners will be able to articulate their own learning achievement and next step in relation to the exemplars	Achieved
Engaging all children on using WALTs for targeted teaching and assessing their own learning through reflections to build on and identify their own next steps.	Term 2 onwards	Class teachers Kainga Leaders	Leadership time class learning time	Learners will use WALTs; explicit messages about the purpose of the learning and targeting specific needs that have been identified by the teacher for groups and individuals.	Achieved yet not consistently completed in all learning spaces
Habitualise the use of Maths	throughout the year	all teachers	class time	Learners will have the materials	Achieved yet remains a focus

equipment for all learners		Maths observations from Kainga leaders		needed to support them to verbalise their mathematical thinking and promote inclusion as using materials is 'expected' within all learning spaces.	
<b>Whanau</b>					
Engagement of parents in home partnership support	Ongoing Thursday afternoon meetings.	class teachers	Communication through email. Parent education learning conferences recorded on focused conversations HERO	Parents will be aware of their daughter's progress and support and promote their learning. Learners will have increased confidence with this support.	Achieved yet ongoing for target group of cliffhangers and priority learners
<b>Summary</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	to ensure the BOT have an understanding of the need and the ongoing resource required.	Achieved BAU 2023
So what now for 2023?	By end of 2022	Pene, Paula Janine and Teacher Voice	Pene, Paula and Janine	to ensure we have a detailed intervention plan with a 'how to guide for teachers in 2023' that is manageable and sustainable	in progress

## Mathematics Focus group Data

For 10% of girls across all year groups to be working at beyond beyond in mathematics

### Girls progress in Mathematics 2022

Judgement	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	Totals
Beyond				1 (3.85%)				1 (2.44%)				1 (2.38%)	3
Beyond		7 (29.17%)		6 (23.08%)		11 (33.33%)		13 (31.71%)		16 (48.48%)		10 (23.81%)	63
Within		13 (54.17%)		14 (53.85%)		15 (45.45%)		26 (63.41%)		16 (48.48%)		24 (57.14%)	130
Towards		4 (16.67%)		5 (19.23%)		7 (21.21%)		1 (2.44%)		1 (3.03%)		6 (14.29%)	24
Towards												1 (2.38%)	1
	22	24		26		33		41		33		42	221

We ended the year with 221 girls having achievement data collected in Mathematics. The majority of the increase in numbers is within Year 1.

We have not achieved this goal of having 10% of girls across all year groups working at beyond beyond in mathematics.

We have 1.4% working beyond beyond.

3 of the 17 learners working beyond beyond are girls.

Across the school we have 3.9% of learners (males and females) working beyond beyond.

At EOY 2021 we have 3 girls out of 18 learners working beyond beyond in mathematics.

Of the girls, 89% are working at or above expected level.

At EOY 2021 we had 88% of girls working at or above.

Whilst the results indicate no change in numbers in the expected priority groups what is evident is the gap between males and females has reversed since 2021. Overall now we have more girls working at and above than boys. Although the vast majority of those working beyond beyond are still boys.

#### Next Steps

- identification of the girls working beyond earlier in 2023 for teachers to ensure they are focussed on their progress
- development of Numeracy exemplars and progressions in kids' speak. This will be completed once the new mathematics curriculum is released
- induction of new staff to DMIC with Paula supporting this.
- have gender focussed groupings for term 1 in numeracy focussed DMIC lessons.
- Consider of the introduction of the new Mathematics curriculum and the impact this will have on these learners

- Deep focus on teachers' gender assumptions in relation to teachers' achievement data. Action this through case study learners across the school.
- Complete a caregiver survey to gather knowledge around their expectation of their daughters' ability in mathematics.
-



# Student Achievement Targets 2022

## Whole School Mathematics

### Strategic Goal

Learning - core curriculum progress and achievement through effective integration

### Student Group- Whole School 407 learners

excluding year 0

Yr 1- 44

Yr 2- 64

Yr 3 -80

Yr 4 - 71

Yr 5 - 61

Yr 6 - 85

### Annual Target:

#### Whole School

Ensure 100% of learners progress by the expected two curriculum sub levels in the mathematical strand of Geometry

### Historical Position

We have not measured progress and achievement in Geometry before. We are working on developing a broader understanding of Mathematical achievement in all strands moving away from a focus solely on Numeracy achievement

Strand maths was integral for mathematical learning in 2021 and Geometry will be the strand focus for 2022

### Whole School learner status

Pasifika 2%

Maori 8%

ESOL3%

### Action Plan

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome	Outcome
<b>Identification</b>					
Collect baseline data - E Asttle Geometry assessment	By week 4 term 2  Follow up testing by Week 9 term 3	Teachers	Class time for assessment	Teachers will review data to identify next steps for individuals and groups. Leadership will have baseline data to compare and evaluate effectiveness of Geometry initiatives	Achieved E Asttle Year 4-6 DMIC Assessment Y1-3
<b>Resourcing</b>					
Create Numeracy and Geometry exemplars for learners to identify useful strategies for next step learning at different levels	Term 1	Janine Pene and Paula	Leadership time	School wide model of exemplars in child speak available to all students and in use.	Achieved Created Geometry progressions. Mathematics progressions not completed yet.
Teacher Aide allocation to support specific learning needs and strategies	Term 1-4 ongoing review	class teachers Kāinga leader	Support staff time	Teachers will use support to create more practical activities overseen by a Learning assistant.	Achieved BAU 2023
Audit the Geometry resources and consider additional materials for purchase	Term 2	Team leaders	Leadership time	Students will have appropriate materials for use when engaging in Geometry learning and DMIC problem-solving	Achieved when sorted through the Maths rooms EO Term 1
DMIC Question bank	Term 2-3	Kainga Leaders	Kainga meeting time	Teachers will have sequenced activities accessible to engage learners in Geometry based learning experiences and DMIC questions	Achieved Provided as part of teacher task sets for schools from DMIC mentors
<b>PLD and Effective Teaching Strategies</b>					

Induction of new staff on administering EAsttle Test and using data to group and plan for mathematical experiences	By Week 2 Term 2	team leaders	Leadership time	All teachers will administer the EAsttle test correctly, use data to group and plan learning experiences appropriate to the learners needs assessment for effective learning	Achieved Terms 2 and 4
DMIC professional Learning PLD Third and final year with a focus on integrating Geometry	through out 2022	Paula and DMIC mentors leaders	PLD sessions and classroom observations MOE PLD Funding	Teachers will alter their teaching in response to feedback from DMIC mentors targeting DMIC principles and inclusiveness of DMIC lessons	Achieved - Lesson study process for Year 5-6 teachers Terms ½. Focus in 2nd half of the year was on mentors working closely with new teachers to ensure consistency of practice across the school.
Focussed conversations to include at least 1 Geometry goal for the majority of learners	Term 2 onwards	Class teachers	Focused conversations time	Learners will be supported by teachers to articulate their current learning and identify their next steps	Achieved Variable depending on Individualised needs and focus within Mathematics
<b>Whanau</b>					
Engagement of parents in home partnership support  Geometry and Number Activities shared through Seesaw	Thursday afternoon meetings . Communication through email. Parent education learning conferences	class teachers  Janine	recorded on focused conversations HERO	Parents will be aware of their child's progress in relation to curriculum levels in Geometry and Number. For those underachieving, parents will be supported to engage with home learning tasks to promote learning. Learners will have increased confidence with this support.	Achieved Learning conversations at mid year and reporting information was shared with parents
<b>Student Agency</b>					
Engaging all children on using	Term 2 onwards	Class teacher	Leadership time	Learners will use WALTs; explicit messages about the	Achieved in some learning spaces yet

WALTS for targeted teaching in Geometry and assessing their own learning through reflections to build on and identify their own next steps.		s Kainga Leaders	class learning time	purpose of the learning and targeting specific needs that have been identified by the teacher for groups and individuals.	need to work on consistency  Weekly reflections based on individual goals the children have selected  Using progressions to identify the why and what for lessons
Habitualise the use of Maths equipment for all learners	through out the year	all teacher' s Maths observa tion from Kainga leaders	class time	Learners will have the equipment needed to support them to verbalise their thinking in Geometry and promote inclusion as using materials is 'expected' within all learning spaces. e.g. variety or rulers, compasses, 2 D 3 D shapes	Achieved Geometry is a practical integration with building and design
<b>Summary</b>					
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadershi p time	to ensure the BOT have an understanding of the need and the ongoing resource required.	Achieved BAU 2023

A specific focus on Geometry and adding this to the overview of the mathematics achievement data gives a better overview of individual capability in mathematics. However, this also provides a new baseline for achievement in mathematics as strand maths capabilities do not always align with number capability. There is evidence of this for a number of individuals who at mid-year showed a drop in achievement levels. Of these learners, 90% are now working at expected levels or beyond.

Research indicates that there can be some cultural capability differences between Maori and Pasifika students. e.g. students can be better at Geometry than numeracy. This is a longitudinal piece of work that we can continue to investigate.

## Mathematics Whole School Target Group Data

Goal:

**Ensure 100% of learners progress by the expected two curriculum sub levels in the mathematical strand of Geometry.**

The way that we collected the data, and entered it on HERO, we were not able to provide evidence to inform this goal. We can show progress for Year 1-3 and 4-6 and we can show those working at different levels of the curriculum. Overall we are pleased with the levels the cohorts of children have achieved.

### Year 1-3

Within this year level we are reporting on the shifts in sublevel progress

Our goal was to ensure 100% of learners progressed by the expected 2 curriculum sub levels in the mathematical strand of Geometry.

sub level movement	-1	0	1	2	3	4	5
Year 1		16	22				
Year 2		6	38	7			
Year 3	1	7	21	7	7	7	2

Within Year 1-3

21% of learners progress of 2 curriculum sub levels

79% of learners progress of 1 curriculum sub level

20% made no progress

0.7% reversed progress.

We can identify from our Geometry data that we have these learners working below or within and beyond expectation:

Year group	below expectation	at or above expectation
1	6 15%	35 85%
2	3 5%	51 95%
3	10 13%	61 87%

### Years 4-6

Within these year levels we are reporting the change of levels from T2 to T4

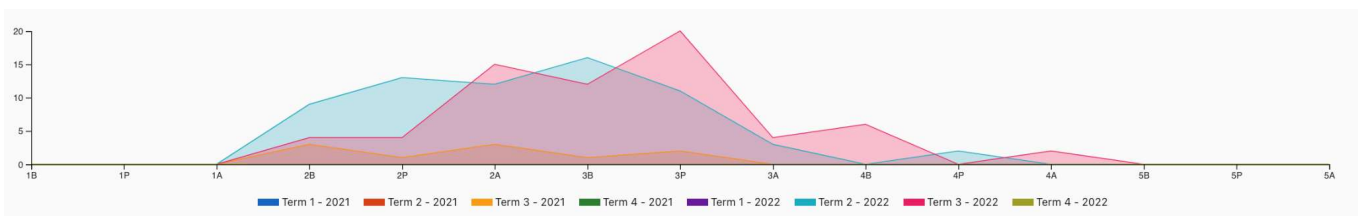
Our goal was to ensure 100% of learners progressed by the expected 2 curriculum sub levels in the mathematical strand of Geometry.

However our E- Asttle assessment data does not show us easily the number of sublevels that individuals have progressed through. We can however see the overall trend of movement within each year group.

### Year 4

Term 2 2022 is the blue overlay on this graph

Term 3/4 2022 is the pink/red overlay on this graph



### Number of children working at each sublevel in Year 4

	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
T2	9	13	12	16	11	3		2				
T4	4	4	15	12	20	4	6		2			

39 made progress one sublevel or more

21 did not move sublevels

7 moved down a sublevel

Overall at the end of the year

94% are working at or beyond expectation. ( blue, green, pink)

5.9% are working towards expectation. (beige)

65% are working beyond or beyond beyond expectation (green and pink)

### Year 5



T2	4	3	8	8	23	17	4	3	3	2	1	1
T4	2	3	6	2	17	14	11	10	4	2	4	1

42 made progress one sublevel or more

18 did not move sublevels

16 moved down a sublevel

Overall at the end of the year :

83% are working at or beyond expectation.(blue, green, pink)

17% are working towards expectation. (beige and red)

42% are working beyond or beyond beyond expectation (green and pink)

### Next steps

- Improve data in these ways;
  - ensure all data is entered at mid year and EOY for all levels to ensure the data is usable in relation to our strategic goals.
  - ensure the assessment tools truly represent the progress that has occurred
  - refresh for all staff the administration and interpretation of EAsttle Tests to ensure we can use data to group and plan for mathematical experiences
  - consider the weighting for number and strand mathematics when making a judgement of OTJ
  - consider the weighting of Mathematical behaviours to also balance the strand and number
  
- In 2023 we are going to have a focus on Statistics and Number as well as covering Measurement and Geometry to further develop knowledge and skills in these strands. Consider the balance of all strands and number within the mathematics programme, dependent on the guidance of the NZMC
- Create Numeracy exemplars based on the NZ Mathematics curriculum refresh for learners to identify useful strategies for next step learning at different levels
- Strengthen student agency in reflecting on their next steps in mathematical knowledge and understand and for learners to be more agentic to ask for teacher lead conferencing and / or workshops to strengthen knowledge in particular areas.
- hold parent workshops and meetings in relation to the refreshed Mathematics curriculum to understand the overarching concepts of mathematical behaviours and inform parents of the language and 'jargon' that learners are using within classrooms
- Strengthen flipped learning in Years 3-4 in strand maths



## INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PAPAROA STREET SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor 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 4 to 20, that comprise the statement of financial position as at 31 December 2022, 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 2022; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 21 August 2023. This is the date at which our opinion is expressed.

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

## Basis for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing, Analysis of Variance and Kiwisport Report, 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,  
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On behalf of the Auditor-General  
Christchurch, New Zealand