

PAPAROA STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 3467

Principal: Pene Abbie

School Address: 120 Paparoa Street, Papanui, Christchurch

School Postal Address: 120 Paparoa Street, Papanui, Christchurch

School Phone: (03) 352 8160

School Email: accounts@paparoastreet.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Jonathon Coote	Presiding Member	Elected	September 2022
Penelope Abbie	Principal	ex Officio	September 2022
Dave Veronese	Parent Representative	Elected	September 2022
Kate Helem	Parent Representative	Elected	September 2022
Kane Boulton	Parent Representative	Elected	September 2022
Johnny McFarlane	Parent Representative	Co-opted	September 2022
Miles Davis	Parent Representative	Co-opted	September 2022
Lawrie Saegers	Parent Representative	Co-opted	September 2022
Angela Pryor	Parent Representative	Co-opted	September 2022
Jo McCormick	Staff Representative	Elected	September 2022

Accountant / Service Provider:

PAPAROA STREET SCHOOL

Annual Report - For the year ended 31 December 2021

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Paparoa Street School

Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Jonathan Coote

Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

25 May 2022

Date:

Pene Abbie

Full Name of Principal

DocuSigned by:

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Signature of Principal

25 May 2022

Date:

Paparoa Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,593,326	3,458,267	3,766,413
Locally Raised Funds	3	273,759	278,600	227,334
Interest Income		7,158	3,500	14,582
International Students	4	69,783	104,340	119,682
		<u>3,944,026</u>	<u>3,844,707</u>	<u>4,128,011</u>
Expenses				
Locally Raised Funds	3	104,168	130,063	106,407
International Students	4	5,854	15,651	6,065
Learning Resources	5	2,799,275	2,787,994	2,772,738
Administration	6	237,986	223,053	235,854
Finance		4,138	4,140	5,009
Property	7	603,886	678,893	835,478
Depreciation	12	118,739	135,001	123,075
Loss on Disposal of Property, Plant and Equipment		760	-	30
		<u>3,874,806</u>	<u>3,974,795</u>	<u>4,084,656</u>
Net Surplus / (Deficit) for the year		69,220	(130,088)	43,355
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>69,220</u></u>	<u><u>(130,088)</u></u>	<u><u>43,355</u></u>

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

Paparoa Street School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,213,791	1,427,324	1,170,436
Total comprehensive revenue and expense for the year		69,220	(130,088)	43,355
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		1,283,011	1,297,236	1,213,791
Retained Earnings		1,283,011	1,297,236	1,213,791
Reserves		-	-	-
Equity at 31 December		1,283,011	1,297,236	1,213,791

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Paparoa Street School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	8	248,879	242,020	194,541
Accounts Receivable	9	211,315	173,000	192,412
GST Receivable		8,359	9,000	9,815
Prepayments		44,757	20,000	15,850
Inventories	10	8,738	8,000	8,233
Investments	11	778,924	760,000	751,680
		<u>1,300,972</u>	<u>1,212,020</u>	<u>1,172,531</u>
Current Liabilities				
Accounts Payable	13	277,854	250,000	278,327
Revenue Received in Advance	14	34,348	50,000	71,501
Finance Lease Liability	15	21,199	-	27,686
Funds held for Capital Works Projects	16	102,550	-	-
		<u>435,951</u>	<u>300,000</u>	<u>377,514</u>
Working Capital Surplus/(Deficit)		865,021	912,020	795,017
Non-current Assets				
Property, Plant and Equipment	12	425,577	385,216	447,561
		<u>425,577</u>	<u>385,216</u>	<u>447,561</u>
Non-current Liabilities				
Finance Lease Liability	15	7,588	-	28,787
		<u>7,588</u>	<u>-</u>	<u>28,787</u>
Net Assets		<u>1,283,010</u>	<u>1,297,236</u>	<u>1,213,791</u>
Equity		<u>1,283,011</u>	<u>1,297,236</u>	<u>1,213,791</u>

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

Paparoa Street School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		911,296	1,049,290	862,259
Locally Raised Funds		275,588	278,600	249,468
International Students		32,630	79,340	107,271
Goods and Services Tax (net)		1,456	1,000	(7,649)
Payments to Employees		(588,440)	(624,221)	(582,147)
Payments to Suppliers		(530,547)	(504,433)	(433,690)
Interest Paid		(4,138)	(4,140)	(5,009)
Interest Received		6,390	3,500	16,717
Net cash from/(to) Operating Activities		104,235	278,936	207,220
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(760)	(2,250)	-
Purchase of Property Plant & Equipment (and Intangibles)		(96,756)	(121,726)	(31,534)
Purchase of Investments		(27,244)	(300,000)	(158,752)
Proceeds from Sale of Investments		-	-	-
Net cash from/(to) Investing Activities		(124,760)	(423,976)	(190,286)
Cash flows from Financing Activities				
Finance Lease Payments		(27,686)	-	(28,611)
Funds Administered on Behalf of Third Parties		102,550	-	-
Net cash from/(to) Financing Activities		74,864	-	(28,611)
Net increase/(decrease) in cash and cash equivalents		54,339	(145,040)	(11,677)
Cash and cash equivalents at the beginning of the year	8	194,541	387,060	206,218
Cash and cash equivalents at the end of the year	8	248,880	242,020	194,541

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 2021

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 reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. 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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 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 to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20years
Furniture and equipment	5-10 years
Information and communication technology	5-10 years
Plant	5-10 years
Motor Vehicles	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. 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.

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 twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

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) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

p) 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.

q) Budget Figures

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

r) 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

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	702,740	606,907	627,415
Teachers' Salaries Grants	2,283,752	2,264,500	2,262,466
Use of Land and Buildings Grants	368,442	455,000	616,771
Other MoE Grants	238,392	131,860	259,761
	3,593,326	3,458,267	3,766,413

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:

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations & Bequests	135,423	156,500	77,516
Fees for Extra Curricular Activities	90,508	67,000	104,726
Trading	47,828	55,100	45,092
	273,759	278,600	227,334
Expenses			
Extra Curricular Activities Costs	90,432	115,000	93,479
Trading	13,736	15,063	12,928
	104,168	130,063	106,407
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	169,591	148,537	120,927

4. International Student Revenue and Expenses

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	Number	Number	Number
International Student Roll	7	10	11
	7	10	11
	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
International Student Fees	69,783	104,340	119,682
	69,783	104,340	119,682
Expenses			
Other Expenses	5,854	15,651	6,065
	5,854	15,651	6,065
<i>Surplus/ (Deficit) for the year International Students</i>	63,929	88,689	113,617

5. Learning Resources

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	89,400	96,231	98,718
Employee Benefits - Salaries	2,667,765	2,655,163	2,635,376
Staff Development	42,110	36,600	38,644
	<u>2,799,275</u>	<u>2,787,994</u>	<u>2,772,738</u>

6. Administration

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,500	3,958	4,108
Board Fees	4,905	4,700	4,705
Board Expenses	1,963	4,000	3,695
Communication	5,309	3,300	4,186
Consumables	10,406	7,500	9,372
Operating Lease	-	-	494
Staff expenses	26,152	18,050	18,216
Other	21,486	24,600	18,313
Employee Benefits - Salaries	162,265	156,945	172,765
	<u>237,986</u>	<u>223,053</u>	<u>235,854</u>

7. Property

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,835	8,950	8,266
Consultancy and Contract Services	61,414	60,080	58,277
Cyclical Maintenance Provision	-	-	-
Grounds	8,871	9,000	7,868
Heat, Light and Water	38,698	54,000	41,038
Rates	12,554	12,000	11,068
Repairs and Maintenance	54,910	23,250	24,097
Use of Land and Buildings	368,442	455,000	616,771
Employee Benefits - Salaries	52,162	56,613	68,093
	<u>603,886</u>	<u>678,893</u>	<u>835,478</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and building used by schools. Accordingly in 2021, 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.

8. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	248,879	242,020	194,540
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>248,879</u>	<u>242,020</u>	<u>194,540</u>

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

9. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	3,013	3,000	4,842
Receivables from the Ministry of Education	41,424	-	-
Interest Receivable	1,956	-	1,188
Banking Staffing Underuse	-	-	11,588
Teacher Salaries Grant Receivable	164,921	170,000	174,794
	<u>211,314</u>	<u>173,000</u>	<u>192,412</u>
Receivables from Exchange Transactions	4,969	3,000	6,030
Receivables from Non-Exchange Transactions	206,345	170,000	186,382
	<u>211,314</u>	<u>173,000</u>	<u>192,412</u>

10. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	8,738	8,000	8,233
	<u>8,738</u>	<u>8,000</u>	<u>8,233</u>

11. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	778,924	760,000	751,680
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>778,924</u>	<u>760,000</u>	<u>751,680</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Buildings	137,020	-	-	-	(27,204)	109,816
Furniture and Equipment	41,554				(8,608)	32,946
Information and Communication Technology	77,732	43,067	(1,592)		(45,364)	73,843
Plant	167,780	738			(25,986)	142,532
Motor Vehicles	-	55,820	-	-	(8,792)	47,028
Library Resources	22,125	72	-		(2,785)	19,412
Balance at 31 December 2021	446,211	99,697	(1,592)	-	(118,739)	425,577

The net carrying value of equipment held under a finance lease is **\$27,786 (2020: \$57,534)**

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	662116	(552,300)	109,816	662,116	(525,096)	137,020
Furniture and Equipment	510652	(477,706)	32,946	510,653	(469,099)	41,554
Information and Communication T Plant	555228	(481,385)	73,843	574,956	(495,874)	79,082
Plant	546557	(404,025)	142,532	547,053	(379,273)	167,780
Motor Vehicle	55820	-8792	47,028			
Library Resources	154865	(135,453)	19,412	154,793	(132,668)	22,125
Balance at 31 December	2,485,238	(2,059,661)	425,577	2,449,571	(2,002,010)	447,561

13. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	67,042	60,000	67,642
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	203,994	187,500	209,085
Employee Entitlements - Leave Accrual	6,818	2,500	1,600
	277,854	250,000	278,327
Payables for Exchange Transactions	277,854	250,000	278,327
	277,854	250,000	278,327

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
International Student Fees in Advance	34,348	50,000	71,501
	<u>34,348</u>	<u>50,000</u>	<u>71,501</u>

15. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	21,199		27,686
Later than One Year and no Later than Five Years	7,588		28,787
Later than Five Years	-		-
	<u>28,787</u>	-	<u>56,473</u>
Represented by			
Finance lease liability - Current	21,199		27,686
Finance lease liability - Term	7,588		28,787
	<u>28,787</u>	-	<u>56,473</u>

16. Funds Held for Capital Works Projects

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

2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Furniture and Equipment Funding	-	97,500	-	-	97,500
Build Project Support Funding	-	10,000	(4,951)	-	5,050
Decanting Costs (Rebuild Prep)	-	11,307	(11,307)	-	-
	-	-	-	-	-
Totals	<u>-</u>	<u>118,807</u>	<u>(16,258)</u>	<u>-</u>	<u>102,550</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i> Remuneration	4,905	4,705
<i>Leadership Team</i> Remuneration	370,526	334,434
Full-time equivalent members	3	3
Total key management personnel remuneration	375,431	339,139

There are 9 members of the Board excluding the Principal. The Board had held 9 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 Chair 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. In 2021 Board members attended several build meetings as the school entered its rebuild phase as part of the MOE CSR Programme.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	150-160
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:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2.00	2.00
110-120	1.00	-
	3.00	2.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2021** (Contingent liabilities and assets at **31 December 2020**: 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 2021, a contingent liability for the school may exist.

Contingent Liability - Cyclical Maintenance

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

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

(a) \$28,168 contract for heatpumps and installation to be completed in 2022. \$28,915 has been paid in 2021 towards this capital works.

(b) \$10,621 for new classroom furniture as part of the Ministry rebuild project to be supplied by Furnware.

(Capital commitments at 31 December 2020: \$nil)

(b) Operating Commitments

As at 31 December 2021 the Board has entered into the following contracts:

(a) operating lease of a EFTPOS Machine;

	2021 Actual \$	2020 Actual \$
No later than One Year	504	504
Later than One Year and No Later than Five Years	252	756
Later than Five Years	-	-
	<u>756</u>	<u>1,260</u>

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	248,879	242,020	194,541
Receivables	211,314	173,000	192,412
Investments - Term Deposits	778,924	760,000	751,680
Total Financial assets measured at amortised cost	<u>1,239,117</u>	<u>1,175,020</u>	<u>1,138,633</u>

Financial liabilities measured at amortised cost

Payables	277,854	250,000	278,327
Finance Leases	28,787	-	56,473
Total Financial Liabilities Measured at Amortised Cost	<u>306,641</u>	<u>250,000</u>	<u>334,800</u>

23. Events After Balance Date

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

24. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PAPAROA STREET SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

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

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 25th May 2022. 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 information on the Statement of Responsibility, Kiwisport Report, Analysis of Variance and Board Listing, 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.

A handwritten signature in blue ink, which appears to read 'Michael Rondel of BDO Christchurch'.

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

Student Achievement Targets 2021

Writing

Strategic Goal
Learning - core curriculum progress and achievement

Annual Target:
Focus Group

To use structured literacy approaches and explicit sentence-level learning for students at risk of not achieving and accelerate the progress of at least 75% of the specified focus group by a minimum of 3 curriculum sub-levels.

Student Group

Tier 2 learners
Intervention-those not currently meeting expected Curriculum levels.
Cliffhangers- those that currently met expectations yet have only recently achieved this and are at risk of not meeting expected curriculum levels within the next 6 months.

Yr 3-6 target group of 28 students. who are currently at least 1 sublevel below expected achievement levels

Year 3- 2 students
Year 4 - 4 students
Year 5 - 11 students
Year 6 - 11 students

Historical Position

Intervention Authors workshop groups ran post COVID in 2020. Implications of COVID at home learning time need to be considered for all learners in 2020. Teaching of writing was particularly challenging with an online learning environment and specific needs of these children could not be easily supported by parents at home. Due to anxiety and frustration, writing tasks were simplified and more digital tools used such as voice recording.
Spelling interventions occurred throughout 2020 for priority learners yet the impact of these needs to be strengthened in 2021, with increased explicit teaching of phonological awareness. All learners would now benefit from Authors workshop experiences and therefore this is now becoming an integrated approach within learning programmes.

Demographics of Target group

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

Priority Learner Status

Maori 7%

Pasifika 0%

ESOL 21%

Vulnerable and identified learning needs 18%

Action Plan

Blue Highlighted indicates completed

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Identify the group to classroom teachers and kāinga wide and connect with 2020 teachers of these chn.	End of 2020 and term 1 2021	DP (Dy) and SENCo (Janine)	Hero data 2020 teacher Staff/ kāinga meeting time	Build an understanding of writing progress so far and identify any specific barriers to learning for each individual
Purchase of Heggerty, David Kirkpatrick and The Code resources	End of 2020	DP (Dy) and SENCo (Janine)	Purchased from Curriculum budgets	Having the knowledge to lead the development of a programme of Structure literacy for Paparoa Street School. Ensuring relevant resources are available to teachers for 2021
Created Paparoa St Scope and	Week 1-3	DP (Dy) and SENCo	Leadership time	Consistent staff knowledge to start introduction and

Sequence for Structured literacy		(Janine)		progress using structured literacy approach.
Creation of initial Structured Literacy resource	Week 4	DP (Dy) and SENCo (Janine)	Leadership time administration support	Commencement of Structured literacy teaching.
Analyse Phonological awareness behaviours through Assessment of Phonological Awareness	By end of week 7 term 1	Class teachers	PA screener Early/ Basic and Advanced Needed class time	Teacher awareness of individual skills to target particular needs of sound manipulation for priority learners at instructional writing/reading time
Staff meetings workshops Structure Literacy	Week 4,7.9 Term 1	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 to understand, articulate and demonstrate the deliberate acts of teaching that focus learning in order for students to use strategies to decode and spell unknown words at a stage appropriate level.
Learning Assistant workshops Structured Literacy	Term 2 week 1-3	SENCO	Learning assistants	Learning Assistants to understand, articulate and demonstrate the deliberate acts of teaching that focus learning in order for students to use strategies to decode and spell unknown words at a stage appropriate level.
Analyse writing behaviours E-asTTle writing assessment y1-6	Term 1 March 31	Kāinga teachers	Class time	shared understanding of next steps for each individual so that teaching can be directed to meet needs.
Allocation of clicker devices Clicker communication sent to families.	Term 2	SENCO And class teachers	Class time	build engagement and confidence of learners in new technology Not done Clicker devices now void due to software update
Launch of Inquiry theme Turangawaewae	Term 1 development	Kainga Leaders and class teachers	Retreat time	school-wide focus provides medium for rich language learning to provoke writing

What is your story? and how do we know?				
ESOL support Timetabled in class support identified ESOL learners 4 days a week for 1 hour with an assigned learning assistant	starting Week 4 term 1	SENCO Learning assistant for ESOL	Learning assistant timetabled time	Increased targeted time allocation for Year 4-6 to support writing progression for Intervention ESOL learners.
Steps web assigned passwords Teacher training	Term 1 March	Teacher to identify learners SENCo set up Training for new staff	SENCo time	Flipped learning, increased engagement with online learning of spelling to provide individualised spelling programme
Teacher Aide allocation to support specific learning needs and strategies	ongoing review	class teachers Kāinga leader	support staff time	to ensure support is targeted to right individuals to progress learning
Engagement of parents in home partnership support	Thursday afternoon meetings. Communication through email. Seesaw sharing of learning.	class teachers	recorded on focused conversations HERO	to ensure parents are informed and supported to engage in home learning follow up for spelling practice.
Conversations about further special assessments for individuals	Throughout year	SENCO and class teachers	Recorded on HERO	to engage with educational psychologists to better understand learners profile and target learning gaps and build further strategies for learners and staff
Research readiness for literacy learning Y0-2	Term 2 3 project	DP and SENCO	Leadership time	to understand assessment measures and consider the whole child to build criteria for understanding readiness to learn. Not done move over into 2022 action plan
Review group and	Term 2 Week 7 Term 3 Week 7	class teachers	class teachers	to identify progress and

effectiveness of programme termly through analysing writing samples	Term 4 Week 5	DP and SENCO,	time DP and SENCO time	adapt as needed. More follow up needed in 2022 see action plan
Class Authors workshop experiences	term 1-4	Kainga Leaders and class teachers	class time Kainga time to share writing	to build collaborative skills and community culture within kainga as well as writing mileage. This was not fully completed due to lockdown
Priority learner student voice survey	Term 2	DP and SENCO	leadership time	Using the exemplars the students will be able to demonstrate their understanding of their next steps in writing. This did not happen due to lockdown
Early identification of Year 2 needs prior to transition to Year 3	week 9-10 term	DP SENCO share these with next years teachers	handover time end of term staff meeting	To ensure we are ready for intervention in 2022
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	To report to BOT and school staff of strategic goal outcomes to ensure the BOT have an understanding of the need and the ongoing resource required.

What are we doing to maintain and support progress?

Target group learners

Writing

- Structured literacy Year 0-1 all years, Year 3-6 target group learners. This includes substantial staff PD to get teachers fully trained in structured literacy delivery.
- Steps web (online spelling pattern programme - dyslexic friendly)
- Authors Workshop- engagement in experiences to use as catalyst for writing and explicit teaching of writing.

We are noticing that Tiwai and Paua-iti have larger numbers of target group learners for reading and writing. There are additional Learning support assistants allocated to these learning spaces to support this.

A small group of children working well below in Year 3-4 literacy are involved in Structured literacy groups across Hapu with Janine Wooster.

Flatliners

At Mid year we have identified all learners that have flatlined in their progress from one assessment period to another. These learners may still remain in the working within or working beyond categories yet we aim for continued progress for all. We have categorised all of these learners according to the number of assessment periods they have flatlined from 1(6 months) to 4 (2 years). These names will be shared with classroom teachers to consider and evaluate their approaches to enhance movement in the next assessment period.

Goal setting

At Mid year the leadership team identified learners from ‘working towards’ that we aim to support movement into ‘working within’. We have also identified learners that we aim to support movement from ‘working within’ to ‘working beyond’. Through inquiry practices and authentic learning experiences, we have strategies to support these shifts. The leadership team also has set some expectations around numbers of learners who we could expect to move to beyond, beyond- this is new in terms of target setting in this area.

End Of Year data

WRITING

Over this year, 3 priority learners have left the school and their data has not been included in this analysis. Total number of priority students for writing is 26.

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

KEY

Buff- not met progress expectation

Blue- at progress expectation (2 sublevels)

Green- beyond progress expectation (3+ sublevels)

Writing 26		-1	No Progress	+1 sub level	+2	+ 3	+ 4
Yr 3 2 0 males 2 females 0 ESOL	mid to end		2				
	start to end		1	1			
	There is not enough progress made by these 2 learners, however both students have special circumstances and need to revisit and build letter sound knowledge first. We are working with RTLB for one of these learners.						

Yr 4 3 3 males 0 females 1 ORRS	mid to end		2	1			
	start to end		1	2			
One of these learners are ORRS funded. One is MOE funded for behaviour. One learner, we need to further support as he is a target learner across all Core curriculum. All remain working towards the expected level.							
Yr 5 9 5 males 4 females 0 ESOL	mid to end		5	3	1		
	start to end		3	2	2	2	
Of those making no progress; one of these learners is ORRS funded. One is MOE funded for behaviour. We need to further investigate the needs of one learner to develop further appropriate supports. This will occur through furthermore diverse assessments 44% (4) of these learners are now working within expectation							
Yr 6 12 7 males 5 females 2 ESOL	mid to end	1	3	8			
	start to end		2	2	5	3	
One learner went backwards in mid-year then forwards; this led to no progress overall. There is good progress for this group with 8 children showing acceleration over the year. 17% are now working within expectation.							
TOTAL	start to end	0	7	7	7	5	
There are 6 boys and 1 girl that have made no progress over the year. All have other contributing issues. They are spread across the year groups and are also experiencing low progress in other curriculum areas.							

Progress% from start of year to end of year data

Writing	reduction in progress	No progress	Low progress 1-2 sublevels	Expected progress +3 sublevels	Accelerated Progress > 4 sublevels
Yr 3		1 50%	1 50%		
Yr 4		1 33%	2 67%		
Yr 5		3 33%	4 44%	2 22%	
Yr 6		2 16%	7 58%	3 25%	
TOTAL		7 27%	14 53%	5 19%	

Achievement in relation to Expected Curriculum levels

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

Writing	well below	working towards	working within	working beyond
Yr 3		2 100%		
Yr 4	1 33%	2 66%		
Yr 5	1 11%	4 44%	4 44%	
Yr 6	2 17%	8 67%	2 17%	
Total	4 15%	16 62%	6 23%	

Annual Target:

Focus Group

To use structured literacy approaches and explicit sentence-level learning for students at risk of not achieving and accelerate the progress of at least 75% of the specified focus group by a minimum of 3 curriculum levels.

A structured literacy approach focuses on explicit, systematic and sequential teaching of literacy at multiple levels, phonemes, letter-sound relationships, morphemes, vocabulary, sentence structure, paragraph structure and text structure.

So what?

We have not met our target of accelerated learning for 100% of this group by 2+ sublevels. 46% have achieved this target and 53% have not.

- ❖ 46% of students identified as an intervention group made expected progress or better in Writing. (This is very close to 45% of learners in 2020. We are therefore tracking to a similar level of improvement as 2022)
- ❖ 23% of the target group are now working At or Beyond expected levels in Writing at the end of the year. (compared to 28% of learners in 2020)
- ❖ 5 children have made more than one years progress in 1 year in Writing
- ❖ 53% of these students made one sublevel (7) or no movement (7) throughout the year, which did not meet our target. Of these learners
 - 4 have dyslexic tendencies
 - 2 are behaviour support MOE
 - 1 are ESOL
 - 1 had significant absences
 - 3 are ORRS
 - 1 has global delays in all areas

Implications of COVID at-home learning time needs to be considered for these learners. Lock down lead to extended absences for 3 of these learners. 8 of the identified learners had compromised home learning environments with 5 learners not engaged at all with literacy learning during this time. Teaching of writing was particularly challenging with an online learning environment and the specific needs of these childrens could not be easily supported by parents at home.

Now What:

- We have identified 26 learners in Year 3-6 identified as needing further intervention in writing.
- Continue with our structured literacy learning and continue to support staff to implement this in their writing programmes with identified target writers.
- Build on the early identification of our target learners and have them set up and flagged on Hero early in term 1.
- Meet with each collaborative team early in the term to discuss these learners and write up an action plan for these identified learners who are working well below the expected level or are working in target groups for reading and writing. SENCo and literacy lead teacher to support teaching staff to implement strategies and programmes to meet the needs of individuals and write into an action plan.
- Action plans to be shared with their families and appropriate home resources to be given. The engagement of parents in home partnership support needs to be built upon.
- Continue to build on Structured Literacy Resourcing and build on the shared language throughout the school.
- Ensure new staff are well supported and inducted into the purpose and processes of explicit teaching of structured literacy, teaching of writing in an authentic context and moderation.
- Engage with RTLit for identified learners. Staff working with RTLit personnel are expected to follow the action plan of the specific learners.
- Home resources handed out start at the year. Aiming for consistency throughout kāinga. Consider the learning resources we share with our families via our website.
- Parent education will be planned for all year 0-1 parents to inform them of a structured literacy approach. This information will also be the basis for conversations with parents of priority learners when applicable.
- Engaging all children on using WALTs and formulating their success criteria prior to writing.
- Engage our Year 3-6 in writing samples and assessing their own learning to build on and identify their own next steps. Add this to action plans
- Consider the place of authentic writing experiences alongside the targeted teaching of structure and vocabulary use.
- We need to maintain the high interest writing model of authentic experiences and the explicit

teaching of writing skills happens for all learners across the year.

- Writers Club- building a procedure around sharing their writing with leadership building the children's discussion about their focus, next steps and what they have achieved. Giving an audience for their writing and building accountability for the individuals to complete tasks. Consider the connection of the writers club with the Media team.
- Research with Senco/ DP the literacy learning readiness of our Year 0 - 2 learners. We want to better understand the assessment measurements and consider the whole child to build a criteria for the understanding of literacy readiness.
- Consider the Intervention plans and timing of these, look at running interventions for 6 weeks and meet to re- evaluate with teachers after a 6 week time frame. Reassess effectiveness and revise.
- Develop the expectation of bringing learning to the table at kāinga meetings as with inquiry.

November 2021

Pene Abbie, Dy Stokes, Janine Wooster

Student Achievement Targets 2021

Reading

Strategic Goal

Learning - core curriculum progress and achievement

Student Group :

Tier 2 students
Intervention-those not currently meeting expected Curriculum levels.
Cliffhangers- those that currently met expectations yet have only recently achieved this and are at risk of not meeting expected curriculum levels within the next 6 months.

Annual Target:

To use structured literacy approaches for students at risk of not achieving in Reading and accelerate the progress of at least 80% of the specified target group by a minimum of 3 curriculum sublevels 100% of the focus group learners by the expected 2 curriculum sublevels.

Year 3-6 learners 44 currently achieving below expected levels despite inclusion in intervention groups in 2020

Yr 3 - 18 students
Yr 4 - 14 students
Yr 5 - 7 students
Yr 6 - 5 students

Historical Position

Following specific analysis of intervention group data for all learners in reading across the school in 2020, the number of year 3/ 4 priority learners shows our current reading interventions have not had a significant impact on those with identified needs.

7 of the identified group had specific intervention through precision teaching, Early words, 5 Plus programme in Year 2 2020. One learner had speech support.

20% meet priority learner criteria of having a specific identified learning need. We see this group as having the capacity for cognitive-developmental shifts alongside interventions and want to make the most of this trigger point in cognitive development

Demographics of Target group

Yr level / # of students	Male	Female	NZ Maori	NZ Euro	Other ethnicities	ESOL
Yr 3 - 18	9	9	2	11	5	1
Yr 4 - 14	10	4	0	11	3	1
Yr 5 -7	3	4	0	4	3	1
Yr 6 -5	3	2	0	1	4	2

Priority Learner Status

Maori 5%

Pasifika 0%

ESOL 16%

Vulnerable 11%

Action Plan

Blue Highlight Indicates Completed

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Identify the group to classroom teachers and kāinga wide and connect with 2020 teachers of these chn.	End of 2020 and term 1 2021	DP (Dy) and SENCo (Janine)	Hero data 2020 teacher Staff/ kāinga meeting time	Build an understanding of reading progress so far.
Purchase of Heggerty, David Kirkpatrick and The Code resources	End of 2020	DP (Dy) and SENCo (Janine)	Purchased from Curriculum budgets	Having the knowledge to lead the development of a programme of Structured literacy for Paparoa Street School. Ensuring relevant resources are available to teachers for 2021
Create Paparoa St Scope and Sequence for Structured literacy	Term 1 Week 1-3	DP (Dy) and SENCo (Janine)	Leadership time	Consistent staff knowledge to start introduction and progress using structured literacy approach.
Creation of initial Structured Literacy resource	Week 4	DP (Dy) and SENCo (Janine)	Leadership time administration support	Commencement of Structured literacy teaching.
Analyse Phonological awareness behaviours through PA screening	By end of week 7 term 1	Class teachers	PA screener Early/ Basic and Advanced Needed class time	growing awareness of oral phonological needs to target particular needs of sound manipulation for priority learners at instructional reading time
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	Teachers will have an up to date understanding of reading behaviours which will be recorded data on Hero

			Needed class time, CRT time	
Development of consistent language in relation to Structured literacy	throughout Term 1-3	Senco, DP, class teachers	time within meetings	Shared language throughout school leading to increased student capability.
Staff meetings workshops	Week 4,7.9 Term 1	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	For students to use strategies to decode unknown words at a stage appropriate level.
Learning Assistant workshops	Term 2 week 1-3	SENCO	Learning assistants	For students to use strategies to decode unknown words at a stage appropriate level
PAT Listening Assessment for years 3-6	Completed by end of week 9 Term 1	Class teachers	Class time	To compare reading levels and listening comprehension result to identify the ability to comprehend language in oral and written form.
SENCO to trial group of structured literacy in Year 3/4	Term 1 week 3-11	SENCO	Leadership time	to use information gained to ensure resources and methodology are applied through a usable model. This model will be delivered through staff PLD and one on one feedback sessions.
Identify those that would benefit from 5 plus and Early words and engage in the programme	Term 2 review and subsequent review dates	SENCO and Support Staff	Support staff time SENCO time	for all support staff working in years 3/ 4 to have a working understanding of 5+ programme Not implemented this year.
Track 5 weekly running records and record on Hero	completed each 5 weeks Week 5 T2 Week 10 T2 Week 5 T3 Week 10 T3 week 5 T4	class teachers	seen text running record of Learning Media resource comprehension and retell needed class teachers	to identify next steps for learning and consider altering deliberate acts of teaching based on what has been analysed through the running record. Not followed up see next

			time	steps for 2022
Teacher Aide allocation to support specific learning needs and strategies	ongoing review	class teachers Kāinga leader	support staff time	to ensure support is targeted to this group by support staff and classroom teachers so that they have an increased ability to decode.
Engagement of parents in home partnership support	Thursday afternoon meetings. Communication through email.	class teachers	recorded on focused conversations HERO	to ensure parents are informed and supported to engage in home learning follow up for reading mileage. More follow up needed in 2022. See action plan
Review group and effectiveness of programme termly Through observations of structured literacy sessions and data review	week 10 term 1 week 6 term 2 week 1 term 3 week 6 term 3 week 1 term 4 week 6 term 4	class teachers DP and SENCO, Janine review data following Running record recording	class teachers time DP and SENCO time	to identify and monitor progress and adapt intervention as needed. More Follow up needed in 2022. See action plan
Readers feast Kainga intervention	term 2-4	Kainga Leaders and class teachers	time within shared Kainga time	to build collaborative skills and community culture within kainga as well as reading mileage. Not completed due to lockdown
Revising reading expectations for these readers ensuring we balance the PA skills and reading group explicit teaching.	Daily explicit reading	Class teachers	class teachers time	Ensured reading mileage Children will be more fluent and confident in their reading.
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 Goal

44 learners from year 3-6

To use structured literacy approaches for students at risk of not achieving in Reading and accelerate the progress of at least 80% of the specified target group by a minimum of 3 curriculum sublevels and 100% of the focus group learners by the expected 2 curriculum sublevels.

A structured literacy approach focuses on explicit, systematic and sequential teaching of literacy at multiple levels, phonemes, letter-sound relationships, morphemes, vocabulary, sentence structure, paragraph structure and text structure.

Reading

- Structured literacy Year 0-1 all years, Year 3-6 target group learners
- Across Hapu reading
- Learning Support Assistants working with individual learners to gain extra practise of reading skills.

Flatliners

At Mid year we have identified all learners that have flatlined in their progress from one assessment period to another. These learners may still remain in the working within or working beyond categories yet we aim for continued progress for all. We have categorised all of these learners according to the number of assessment periods they have flatlined from 1(6 months) to 4 (2 years). These names will be shared with classroom teachers to consider and evaluate their approaches to enhance movement in the next assessment period.

Goal setting

At Mid year the leadership team identified learners from 'working towards' that we aim to support movement into 'working within'. We have also identified learners that we aim to support movement from 'working within' to 'working beyond'. Through inquiry practices and authentic learning experiences we have strategies to support these shifts. The leadership team also has set some expectations around numbers of learners who we could expect to move to beyond beyond- this is new in terms of target setting in this area.

Other Data gathering to improve understanding of Comprehension Capability

Progress and Achievement Listening Testing (PAT) was completed for all our Year 3-6 students.

Those children who scored 3 or below were reassessed in term 4.

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

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

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

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

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

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

PAT Listening	TERM 1	TERM 4	Variance
Year 3 23 children	2 stanine 1 4 stanine 2 12 stanine 3 5 stanine 4 22% scored 4 and above	7 stanine 3 6 stanine 4 7 stanine 5 1 stanine 6 1 stanine 7 0 stanine 8 1 stanine 9	1 moved down 2 stanine 5 moved 1 stanine 3 moved 2 stanine 6 moved 3 stanine 1 moved 4 stanine 1 moved 6 stanine 6 no change in stanine 96% improved in listening comprehension ability 4% (1) moved down 1 stanine 70% now achieved stanine 4 and above
Year 4 19 children	2 stanine 1 3 stanine 2 3 stanine 3 11 stanine 4 55% scored 4 and above	4 stanine 1 3 stanine 2 0 stanine 3 1 stanine 4 5 stanine 5 3 stanine 6 1 stanine 7 1 stanine 8 one child did not re- sit	1 moved down 1 stanine 1 down 2 stanine 1 down 3 stanine 4 moved 1 stanine 5 moved 2 stanine 1 moved 3 stanine 2 moved 4 stanine 30% (6) no change in stanine 70% improved 15% (3) moved down 55% now achieved stanine 4 and above
Year 5 18 children	2 stanine 1 3 stanine 2 3 stanine 3 10 stanine 4 0 stanine 5 0 stanine 6 0 stanine 7 0 stanine 8 61% scored 4 and above	1 stanine 1 3 stanine 2 6 stanine 3 3 stanine 4 1 stanine 5 3 stanine 6 one child did not re-sit	3 moved 1 stanine 4 moved 2 stanine 1 moved down 1 stanine 1 moved down 3 stanine 8 no change in stanine 44% (8) no change in stanine 66% improved 22% (3) moved down stanines 38% now achieved

			stanine 4 and above
Year 6 12	1 stanine 2 6 stanine 3 5 stanine 4 42% scored 4 and above	3 stanine 3 8 stanine 4 1 stanine 8	3 no change in stanine 5 moved 1 stanine 1 moved 2 stanine 1 moved 5 stanine 2 moved down 1 stanine 25% (3) no change in stanine 66% improved 17% (2) moved down 1 stanine 80% now achieved stanine 4 and above

READING

Over the year, 3 priority learners have left the school and their data has not been included in this analysis.

Progress # of students per year level

KEY

Buff- not met progress expectation

Blue- at progress expectation (2 sublevels)

Green- beyond progress expectation (3+ sublevels)

Reading 41		-2	No Progress	+1 sub level	+2	+3	+4	+5	+6	+7
Yr 3 17 8 females 9 males	start to mid		1	3	11	2				
	start to end		1	0	3	7	4	2		
<p>1 child made no progress over the year: this is a new learner to our school and we have actioned RTLB support this year with a focus on literacy skills. She is currently working on letter sound knowledge</p> <p>All other learners, 16 children, met or exceeded the expectations of 2+ sublevels progress</p> <p>It is remarkable that 6 learners have moved 5 sublevels in a year.</p> <p>7 learners 42% are now working within or beyond expectation.</p>										
Yr 4 13 10 males 3 females 1 ORRS	start to mid		1	5	6	1				
	start to end		1 ORRS learner	3	1	6	2			
8 learners have had accelerated progress over the year. Have moved more than 3 sub- levels.										

	3 boys made only 1 sublevel progress and we need to consider further interventions to target these learners specifically. 34% (4) of these learners are now working within expected levels 8 are still working towards or well below the expected level, however they have progressed.									
Yr 5 6 3males 3 females 1 ESOL 1 ORRS	start to mid		2	1		1		1	1	
	start to end		1 ORRS learner	0	1	2	0	1		1
	One child made no progress over the 2nd half of the year 1 learner made significant movement (5+) sublevels in the first half of the year yet no progress in the second half of the year. One learner made 7+ sublevel progress as we can now complete testing for this learner who is funded through MOE. (4) 67% of group now working within expected level									
Yr 6 5 3 male 2 females 1 ESOL	start to mid		1			2	2			
	start to end			1		1	3			
	3 children made no progress in the 2nd half but significant progress in the first half. Contributing factors include prolonged absence, ESOL learners and significant dyslexic tendencies. 3 learners made 4 sublevels of progress this year and this is remarkable for these children. 3 children 60% are now working within expectations									
TOTAL	start to end		3	4	6	16	8	3	0	1
	28 of the 41 learners, 68%, have had accelerated learning outcomes in reading over the 2021 year.									

Progress %

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

The expected progress for all learners is 2 sublevels within a school year. When engaging in an intervention we aim/ expect for learners to make accelerated progress of 3 + sublevels. We consider accelerated progress to be 4+ sublevels.

Reading	-0	No progress	Low progress 1-2 sublevels	Expected progress +3 sublevels	Accelerated Progress > 4 sublevels
Yr 3		1 6%	3 17%	7 41%	6 35%
Yr 4		0 8%	4 38%	6 46%	2 8%
Yr 5		1 17%	1 17%	2 28%	2 28%
Yr 6			1 20%	1 20%	3 60%

TOTAL		3	10	16	12
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Achievement in relation to Expected Curriculum levels

Reading	well below	towards	within	beyond
Yr 3	3 18%	7 41%	3 18%	4 24%
Yr 4	3 25%	5 42%	4 33%	
Yr 5	1 17%	1 17%	4 67%	
Yr 6	1 20%	1 20%	3 60%	
Total	8 20%	14 34%	14 34%	4 10%
priority group %			44% reading at or above as of EOY 2021	
Whole school comparison	3%	12%	85% reading at or above	

So What ?

Annual Target:

To use structured literacy approaches for students at risk of not achieving in Reading and accelerate the progress of at least 80% of the specified target group by a minimum of 3 curriculum sublevels 100% of the focus group learners by the expected 2 curriculum sublevels.

We have accelerated the progress of the specified target group by a minimum of 3 curriculum sub-level for 68% of this group.

83% of the group have moved the expected 2 curriculum sub levels or more.

44% of this group are now working at or beyond curriculum level expectations.

Of the 7 learners that have not achieved the expected 2 sublevels progress;

1 MOE supported behaviour learner

1 ESOL learner

1 ORRS funded learner

1 RTLB referred learner new to the school and needing significant support in all areas of learning

1 with Dyslexic tendencies

2 learners whose social and emotional needs impact on their learning.

- 44% 18 children of the intervention group are now working AT or ABOVE expected levels in Reading
- 28 students have made more than one years progress in 1 year in Reading.

- 12 students have made two years of progress in 1 year in Reading.

We have identified the learners across the school that are working below expectation at the end of 2021 and therefore will become our target learners for reading in 2022.

We started this year with 42 Priority learners in this focus group. Of these children, 25 are no longer in our priority learner group. 19 will remain as priority learners and will be joined by 23 Year 2 students identified in the whole school data for 2021. The 2022 priority group will be 42 learners.

Of the 23 Year 2 cohort now identified, their levels are significantly higher than the cohort that was identified at the end of 2020.

Now what?

- We have 42 learners year 3-6 identified as needing further intervention in reading. 10 of these learners were identified at the start of 2021. 4 of these learners are ORRS funded. 7 of the new learners were cliffhanger learners. These children had been identified in 2019 and had made significant progress and were meeting expectations at the end of 2020, therefore not identified as target learners in 2021.
- This information is to be shared with teachers at transition 2021 with emphasis on the use of this data as their starting point in 2022. (no reassessment required)
- These learners will continue to be tracked throughout Term 1 and 2 to ensure progress is being sustained and/or accelerated. Specific checkpoint dates are outlined in our Assessment map at the commencement of the year.
- Consider the Intervention plans and timing of these, look at running interventions for 6 weeks and meet to re- evaluate with teachers after a 6 week time frame. Reassess effectiveness and revise.
- We need to investigate the ability of our student management system HERO to track and hold information about target groups. We want the ability to record and track the progress of more than 2 x a year Running record results to be recorded.
- Action plans to be created for all learners that are working well below the expected level or working towards reading and writing. SENCo and DP to support teachers to understand strategies to be implemented.
- Monitoring via our action plan regular check-ins each term with SENCo/ Literacy lead. Twice termly running records will be completed by classroom teachers with more rigour in 2022. With the aim to support teachers to act on running record information and adapt teaching strategies to meet the needs of the student.
- Action plan to be shared with their families. Learning approaches will be shared with parents to engage their support and time outside of the school setting, providing home learning tasks if appropriate.
- Improved planning for the engagement of parents in home partnership support required
- Listening Comprehension PAT will be completed for all year 3. This will help teachers detect students whose listening skills are not well developed and whose listening comprehension skills are sufficiently different from their reading comprehension.
- All identified learners in reading and to complete Listening comprehension PAT in term 4 by Nov 2022 if have scored a low stanine.
- From the 2021 data we will develop a system to compare reading progress via running records and Teacher OTJ's relative to the PAT listening comprehension results.
- Structured literacy Phonological awareness or Spelling patterns assessment will be completed for all intervention learners and gaps in phonological awareness will be highlighted and taught to.

End of year 2021 assessment to be used as basis for teaching term 1 and then reassessed ready for term 2, then 3 then 4.

- Emphasis will be placed on supporting learners in all levels through a structured literacy approach. This will be supported by both teachers and learning assistants, promoting children's ability to decode.
- PLD Better Start will begin in January 2022 and Janine Wooster will lead this for learners Year 3 to 6. Strategies and materials will be implemented to best meet learners' needs. Resources to support this will be purchased and created.
- Double grouping will be encouraged from these learners to ensure there is a daily lesson on learning to decode text as well as experiences for sharing text to comprehend and learn from.
- School wide consistent language from Year 3 upwards around reading strategies to decode and make meaning from text, with an emphasis on using grapheme, phoneme connections.
- Year 2 target learners will be monitored as they transition into the year 3-4 spaces ensuring they are well supported and regular explicit instructional reading is taking place.
- Five plus and Seven plus reading programmes will be used in Year 2-6 classrooms with the Five Plus programme being run by Learning assistants and the Seven plus being run by teachers as applicable to the action plans created for individuals
- Daily reading with a learning assistant or skilled buddy will occur to build fluency.
- Conversations will occur with families whose children have made little progress despite the interventions and Educational Psychologist reports will be requested to gain further information about individuals learning styles and suggested strategies. These conversations will be held early in term 1.
- Build sustained listening skills with a focus on our year 5 students. After administering PAT listening assessment we are noticing the listening skills of this cohort are not as robust as we had first thought.
- Referrals to RTLB or RTLit will be considered for individuals. The trigger point is 3 years below the chronological learning stage for RTLB. Staff working with RTLit personnel are expected to follow the action plan of the specific learners.
- Parent education will be planned for all year 0-1 parents to inform them of our structured literacy approach. This information will also be the basis for conversations with parents of priority learners as applicable

November 2021

Pene Abbie, Dy Stokes, Janine Wooster

Student Achievement Targets 2021

Mathematics

Strategic Goal

Learning - core curriculum progress and achievement through effective integration

Student Group

Tier 2 students
Intervention-those not currently meeting expected Curriculum levels.
Cliffhangers- those that currently met expectations yet have only recently achieved this and are at risk of not meeting expected curriculum levels within the next 6 months.

Annual Target:

To use material rich explicit knowledge and strategy learning to accelerate the progress of 90% of our focus group students by a minimum of 3 curriculum sub levels in Number.

44 students in years 3-6 who despite intervention did not have expected accelerated progress in 2020

Yr 3 - 7

Yr 4 - 15

Yr 5 - 7

Yr 6 - 15

Historical Position

Learners needing intervention in mathematics have been identified based on the On Track Maths, Maths Camp and school wide data in 2020. We have identified a small target group of Year 3 - 6 learners, who did not make the expected accelerated achievement. It is clear these students need further explicit teaching in Number to build knowledge of number strategy in identified areas.

In addition to this, there are 7 Year 3 learners identified from data of Year 2 progress in 2020.

Demographics of Target group

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

Yr 6 -15	7	8	1	11	3	1	0
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Priority Learner status

0% Pasifika

7% Maori

9% ESOL

6% Vulnerable

Action Plan

Blue Highlighted Indicates completed

What action will be taken to meet the target	When	By whom	Resourcing allocated	Expected outcome
Identify the group to classroom teachers and kāinga wide and connect with 2020 teachers of these chn.	End of 2020 and term 1 2021	DP (Dy) and SENCo (Janine)	Hero data 2020 teacher Staff/ kāinga meeting time	Build an understanding of priority learners mathematics progress in 2020 in order to set realistic expectations
Structure of On Track maths programme determined and added to the assessment map.	March	Leadership	Leadership meeting	Plan formulated to share with staff aimed at increasing Number knowledge
Sharing plan and programme with staff	By Week 6 Term 1	Janine	Individual collaboration meeting with with teachers	Assessment and resources ready to be actioned and programme begun by end of term 1
Collect baseline data - ON Track Maths and continue gathering of data each term	By week 6 each term: Term 2 week 6 Check up Term 3 week 6 Check up	Janine Teachers	Class time for assessment Teacher to analyse. Janine to collate	Have data to analyse the effectiveness of initiatives and to support the identification of next steps for individuals

DMIC professional Learning PLD	throughout 2021	Paula and DMIC mentors leaders	PLD sessions and classroom observations MOE PLD Funding	Feedback from DMIC mentors to class teachers targeting DMIC principles and ensure intervention learners are catered for in these sessions. Inclusiveness of DMIC lessons
DMIC and Maths attitudes Survey for all. Analysis these in relation to behaviours of priority learners Student voice group	Week 6 Term 1 Term 4	Kainga leaders	Class time for survey Teachers to analyse and share with Kainga	Have knowledge of the impact of attitude towards maths on the learning of number strategy
Assessment of progress and effectiveness of programme (Termly)	By mid term week 6 each term:	Class teachers Janine	Teachers time to assess and analyse results Janine to track progress of groups	Have data to analyse the effectiveness of initiatives and to support the identification of next steps for individuals
Teacher Aide allocation to support specific learning needs and strategies	Term 1-4 ongoing review	class teachers Kāinga leader	Support staff time	to ensure support is targeted to this group by support staff and classroom teacher
Engagement of parents in home partnership support	Thursday afternoon meetings. Communication through email. Parent education LIA prior and post learning conferences	class teachers Janine	recorded on focused conversations HERO	to ensure parents are informed and supported to engage in home learning follow up.
Referrals to RTLB will be considered for individuals.	Ongoing	Class teachers and Janine	meeting time	To help structure effective learning plans for individuals. The trigger point is 3 years below the chronological learning stage for RTLB.

				No one has meet this criteria
Number crunchers for year 1-2 children	week 5 Term 2	Kainga Meeting discussion	Kainga meeting	To ensure we have strategies in place to support Year 1-2 learners with number principles. This has not been actioned
Number Crunchers 2 created	Week 6 term 2	Paula and Janine	Leadership meeting time	To bridge the gap between transitioning from Year 2 to Year 3 Not a significant need for this intervention this year.
Audit of Mathematical equipment levels.	For start of term 2	Paula, team leaders	Leadership time	to ensure the range of equipment is equitable for all across the school and age
Habitualise the use of Maths equipment for all learners	throughout the year	all teachers Maths observations from Kainga leaders	class time	to ensure children have full access to materials to explain their thinking.
Gather and review data Update Action plan with outcomes	Week 7 Term 4	DP and SENCO	leadership time	To report to Board and school staff of strategic goal outcomes to ensure the BOT have an understanding of the need and the ongoing resource required.
So what now for 2022?	By end of 2021	Pene, Paula Janine and Teacher Voice	Pene, Paula and Janine	To have a detailed intervention plan with a 'how to guide for teachers in 2022' that is manageable and sustainable

MATHEMATICS

Over the year, 3 priority learners have left the school and their data has not been included in this analysis.

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

KEY

Buff- no met progress expectation

Blue- at progress expectation (2 sublevels)

Green- beyond progress expectation (3+ sublevels)

Mathematics 41		-1	No Progress	+1 sub level	+2	+ 3	+ 4
Yr 3 7 2 males 5 females	start to mid		2	4	1		
	start to end		1	3	3		
	<p>1 child made no progress over the year: this is a new learner to our school and we have actioned RTLB support this year with a focus on literacy skills</p> <p>4 children made no progress from mid year to end of year</p> <p>3 of the same 4 learners made less than expected progress (2 sublevels) despite intervention. These 3 of these learners are priority learners in other areas.</p> <p>3 learners are now working within expected level for year 3</p>						
Yr 4 13 7 males 6 females	start to mid		2	10	1		
	start to end		1	6	5	1	
	<p>1 child made no progress over the year. This is a male learner and is a priority learner for all subjects. More focussed teaching needs to be actioned.</p> <p>One child made accelerated progress; 3 sublevel shifts.</p> <p>6 learners made only one sub-level shift. This is less than expected.</p> <p>50% of this group, 7 learners, are now working at the expected level for their age.</p>						
Yr 5 6 0 males 6 females	start to mid		3	3			
	start to end		1 * ORS learner	3	2		
	<p>1 ORRS funded learner made no progress in curriculum levels yet progress within the level. This learner is focussing on using adapted materials to support number knowledge.</p> <p>2 have made progress as expected: 2 sublevels across the year. 4 learners have not made expected progress.</p>						

	When reading student voices for this group, these girls are sharing that they find maths hard and they know they have a lot to learn. All 6 learners are still working towards expectation.						
Yr 6 15 7 males 8 females	start to mid		3	10	2		
	start to end		0	7	6	2	
	All made progress over the year. 3 exceeded expectations making +2 sublevels in mid year and +1 end of year 3 made no progress since mid year 9- 60% of learners are now working within expectation.						
TOTAL 41	start to end		3	19	16	3	
	19 of the 41 learners, 46%, have had accelerated learning outcomes in Mathematics over the 2021 year.						

Interventions (as described in Maths Curriculum report)

1.On Track Maths Identified Year 3-6 Target learners

	Assessment term 2 average correct number of questions for diagnostic assessment	Assessment term 4 average correct number of questions for diagnostic assessment	Movement through Key ideas Maths Stages 2-5
Year 3-4 19 learners	10	17	Average movement in number of key ideas now known and sustained - 7 With a range of 2 to 17 more key ideas known
This movement shows the significant change for all learners moving from well below expectation (stage 2-3) to at expectation (stage 5) for learners in Year 3-4. 13 learners need to continue to move from knowing 12 to 22 key ideas.			
Year 5-6 18 learners	13	19	Average movement in number of key ideas now known and sustained- 6 With a range of 1 to 13 more key ideas known
This movement shows the change for all learners moving from well below expectation (stage 4) to			

working towards expectation (stage 5) for learners in year 5-6. Some learners have continued to show growth in classroom programmes and moved to working within expectation. 5 learners need to continue to move from knowing 15 to 22 key ideas.

Student voice results Collected from intervention students

This data gathering had revealed:

- times table, subtractions, division, fractions, adding bigger numbers as something they needed to learn this year
- times table, division, fractions, is something they can do now that they couldn't do before.
- teachers, friends, parents and a variety of resources, (a high frequency of Numicon being listed) have supported them with this learning.
- times table, division, fractions, working with larger numbers, limiting the literacy load for Maths continues to be a challenge.

Achievement in relation to Curriculum levels

Maths	Well below	Towards	Within	Beyond
Yr 3		4 43%	3 43%	
Yr 4	1 7%	6 42%	7 50%	
Yr 5		6 100%	0	
Yr 6		6 40%	9 60%	
Total	1	22	19	

Progress % from start of year to end of year data

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

The expected progress for all learners is 2 sublevels within a school year. When engaging in an intervention we aim/ expect for learners to make accelerated progress of 3 + sublevels. We consider accelerated progress to be 4+ sublevels.

Mathematics	reduction in progress	No progress	Low progress 1-2 sublevels	Expected progress +3 sublevels	Accelerated Progress > 4 sublevels
Yr 3		1 14%	6 88%		
Yr 4		1 7%	11 77%	1 7%	

Yr 5		2 33%	6 67%		
Yr 6		1 17%	5 83%		
TOTAL		7%	85%	7%	
priority group %			46% at or above as of EOY 2021		
Whole school comparison			87% maths at or above		

Annual Target:

To use material rich explicit knowledge and strategy learning to accelerate the progress of 90% of our focus group students by a minimum of 3 curriculum sub levels in Number.

So what?

We have not met the target of accelerating progress by a minimum of 3 curriculum sublevels as this was only achieved by 5% of the target group.

39% moved the expected 2 curriculum sublevels.

- ❖ 46% of students identified as intervention group made expected progress or better in Mathematics
- ❖ 46% of these students made one sublevel movement throughout the year, which is less than expected.
- ❖ On Track Maths for Year 3 -6 began at the start of term 2 and was implemented into term 3 and term 4.
- ❖ It was our intention for On Track Maths intervention to begin at the start of term 1. In 2022 staff induction and planning for this learning needs to be earlier and rolled out in term 1
- ❖ We were in the 2nd year of DMIC PLD. There were many transferable skills that children used within intervention groups, as they explained their thinking and contributed to small group discussions. This will continue as we move into our third and final year of DMIC learning.

Now what?

Intervention learners and plan for 2022

- 41 Year 3-6 identified learners coming through that need further support with Mathematics and number knowledge learning. 49% are females.
- 13 of this identified group were priority learners in Mathematics in 2021. 4 of these learners are ORRS funded. A further 2 of the new learners to this group were cliffhanger learners. These 2 children had been identified in 2019 and had made significant progress and were meeting expectations at the end of 2020, therefore not identified as target learners in 2021.
- This information to be shared with teachers at transition 2021 with emphasis on the use of this data as their starting point in 2022. (no reassessment required)

- Information about Intervention children will be shared if there is a change of teacher for these learners.
- In 2022 we need to get off the ground with the intervention more quickly eg week 3 Term 1 - make this a goal and determine what it would take to do this
- Specific checkpoint dates are outlined in the Assessment map at the commencement of the year.
- Create a better format for assessment tracking of On Track Maths
- Third Year of DMIC professional learning whole school 2022 Ministry Funded. Information about Intervention children will be shared if there is a change of teacher for these learners.
- Consideration of involvement of Learning assistants to support appropriate activities as follow up from intervention group teaching
- Learning programmes will be shared with parents to engage their support and time outside of the school setting to practice.
- Learning basic facts, scope and sequence to be created for home learning tasks. This is to enable fundamental number knowledge to be embedded and supported at home.
- identify useful websites and apps to support basic fact learning at home
- Engaging all children on using WALTERS for targeted teaching and assessing their own learning through reflections to build on and identify their own next steps. WALTERS are explicit messages about the purpose for the learning and targeting specific needs that have been identified by the teacher for groups and individuals.
- Year 2 learners will also be monitored and Number Crunchers activities introduced from midway Term 3 if there is a need identified for a group of learners. Additional activities can be created to extend their knowledge if needed.
- RTLB support will be asked for if required to help structure effective learning plans for individuals. The trigger point is 3 years below the chronological learning stage.

November 2021

Pene Abbie, Dy Stokes, Janine Wooster

Kiwisport Funding

In 2021, the school received \$7,115.63 in Kiwisport Funding. These funds are allocated to pay for the employment of a dedicated Sports Administrator. The administrator's role includes a variety of tasks related to the running of an extensive primary school sports programme. These tasks include timetabling, transport bookings, management of uniforms, competition entries, coaching, and effective communication with staff and parents.

Our school's involvement in sport continues to be comprehensive, with opportunities for children to participate in school sport as well as in local tournaments and zone competitions. In 2021 we did have some limitations on participation due to Covid and lockdown restrictions. We ensured participation in all opportunities that were able to go ahead. We were able to utilise local tennis and cricket club coaching for all children. We were also able to support the PTA in a Kelly sports experience for the whole school at the end of the year. While we were limited in the breadth of opportunity we had available in 2021 due to covid, We continued to enjoy success and positive levels of participation in these events.