

WHENUAPAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1572

Principal: Raewyn Matthys-Morris

School Address: 14 Airport Road, Whenuapai 0618, Auckland

School Postal Address: 14 Airport Road, Whenuapai 0618, Auckland

School Phone: 09 416 8779

School Email: thitchcock@whenuapai.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Carla Veldman		Elected	Staff Rep	Oct-19
Greg Berry		Elected	Staff Rep	Jun-22
Ivan Millan		Co-Opted	Parent Rep	Jun-22
James Hutchins		Elected	Parent Rep	Jun-22
Jane McLean		Elected	Parent Rep	Jun-22
Michael Farac		Elected	Board Chair	Jun-22
Mike Leonard		Elected	Parent Rep	Jun-22
Paula Pusich		Elected	Parent Rep	Jun-19
Raewyn Matthys-Morris		Appointed	Principal	Current
Tineka Joustra		Elected	Parent Rep	Jun-22

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

WHENUAPAI SCHOOL

Annual Report - For the year ended 31 December 2019

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Whenuapai School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

MICHAEL JAKOV FARAC
Full Name of Board Chairperson


Signature of Board Chairperson

3/2/2021
Date:

Rosemary Margaret Matthews-Morris
Full Name of Principal


Signature of Principal

3.2.2021
Date:

Whenuapai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	2,802,129	2,720,577	2,859,249
Locally Raised Funds	3	271,320	158,530	200,290
Interest income		4,176	3,500	3,742
		<u>3,077,625</u>	<u>2,882,607</u>	<u>3,063,281</u>
Expenses				
Locally Raised Funds	3	103,982	62,370	108,566
Learning Resources	4	1,746,959	1,960,961	1,784,769
Administration	5	253,890	235,905	252,001
Finance		1,805	2,000	2,259
Property	6	725,020	531,570	941,584
Depreciation	7	85,934	89,000	99,952
Loss on Disposal of Property, Plant and Equipment		2,503	-	2,845
		<u>2,920,093</u>	<u>2,881,806</u>	<u>3,191,976</u>
Net Surplus / (Deficit) for the year		157,532	801	(128,695)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>157,532</u>	<u>801</u>	<u>(128,695)</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.

Whenuapai School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>468,828</u>	<u>468,827</u>	<u>597,523</u>
Total comprehensive revenue and expense for the year		157,532	801	(128,695)
Equity at 31 December	21	<u>626,360</u>	<u>469,628</u>	<u>468,828</u>
Retained Earnings		626,360	469,628	468,828
Equity at 31 December		<u>626,360</u>	<u>469,628</u>	<u>468,828</u>

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

Whenuapai School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	519,277	406,955	355,654
Accounts Receivable	9	122,410	102,344	102,344
Prepayments		9,987	9,896	9,896
Inventories	10	4,982	4,126	4,126
		<u>656,656</u>	<u>523,321</u>	<u>472,020</u>
Current Liabilities				
GST Payable		12,776	18,669	18,669
Accounts Payable	12	134,104	115,363	115,363
Provision for Cyclical Maintenance	13	11,873	11,538	11,538
Finance Lease Liability - Current Portion	14	10,403	11,957	11,957
Funds held for Capital Works Projects	15	213,236	173,292	173,292
		<u>382,392</u>	<u>330,819</u>	<u>330,819</u>
Working Capital Surplus/(Deficit)		274,264	192,502	141,201
Non-current Assets				
Property, Plant and Equipment	11	445,103	441,823	492,322
		<u>445,103</u>	<u>441,823</u>	<u>492,322</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	86,610	153,951	153,951
Finance Lease Liability	14	6,397	10,746	10,746
		<u>93,007</u>	<u>164,697</u>	<u>164,697</u>
Net Assets		<u>626,360</u>	<u>469,628</u>	<u>468,828</u>
Equity	21	<u>626,360</u>	<u>469,628</u>	<u>468,828</u>

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

Whenuapai School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		588,858	471,511	633,344
Locally Raised Funds		274,694	171,862	213,622
Goods and Services Tax (net)		(5,893)	30,889	30,889
Payments to Employees		(292,726)	(297,246)	(335,212)
Payments to Suppliers		(396,506)	(372,040)	(457,874)
Cyclical Maintenance Payments in the year		-	54,768	(11,990)
Interest Paid		(1,805)	(2,000)	(2,259)
Interest Received		4,176	3,500	3,742
Net cash from Operating Activities		170,798	61,244	74,262
Cash flows from Investing Activities				
Purchase of PPE		(34,177)	(23,695)	(51,299)
Net cash from Investing Activities		(34,177)	(23,695)	(51,299)
Cash flows from Financing Activities				
Finance Lease Payments		(12,943)	(4,652)	(12,346)
Funds Held for Capital Works Projects		39,944	191,903	191,903
Net cash from Financing Activities		27,001	187,251	179,557
Net increase/(decrease) in cash and cash equivalents		163,622	224,800	202,520
Cash and cash equivalents at the beginning of the year	8	355,654	182,155	153,135
Cash and cash equivalents at the end of the year	8	519,277	406,955	355,654

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

Whenuapai School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Whenuapai School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

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.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

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 "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" 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.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

v) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	502,622	476,126	474,623
Teachers' Salaries Grants	1,572,794	1,762,761	1,550,597
Use of Land and Buildings Grants	622,696	357,590	684,086
Resource Teachers Learning and Behaviour Grants	61,728	77,000	79,174
Other MoE Grants	35,397	47,100	70,665
Other Government Grants	6,892	-	104
	2,802,129	2,720,577	2,859,249

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	129,265	61,000	48,892
Activities	66,586	46,130	67,261
Trading	27,932	23,400	26,440
Fundraising	47,537	28,000	57,697
	271,320	158,530	200,290
Expenses			
Activities	71,524	45,090	69,954
Trading	22,060	11,780	25,674
Fundraising (Costs of Raising Funds)	10,398	5,500	12,938
	103,982	62,370	108,566
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	167,338	96,160	91,724

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	27,594	26,200	33,196
Equipment Repairs	847	3,500	260
Library Resources	1,007	1,000	742
Employee Benefits - Salaries	1,697,529	1,899,261	1,713,867
Staff Development	19,982	31,000	36,704
	1,746,959	1,960,961	1,784,769

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	7,160	6,800	6,980
Board of Trustees Fees	3,150	4,050	3,110
Board of Trustees Expenses	5,162	5,000	23,221
Intervention Costs & Expenses	6,302	6,000	-
Communication	4,345	4,000	4,014
Consumables	59,850	57,000	58,000
Other	16,892	16,200	15,649
Employee Benefits - Salaries	131,702	117,750	121,690
Insurance	5,525	5,705	5,535
Service Providers, Contractors and Consultancy	13,802	13,400	13,802
	<u>253,890</u>	<u>235,905</u>	<u>252,001</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	62,089	55,500	54,337
Cyclical Maintenance Provision	(67,006)	10,000	76,758
Grounds	11,118	14,000	16,159
Heat, Light and Water	28,031	27,000	28,436
Rates	149	100	23
Repairs and Maintenance	16,170	16,030	35,215
Use of Land and Buildings	622,696	357,590	684,086
Security	7,611	8,000	4,741
Employee Benefits - Salaries	44,162	43,350	41,829
	<u>725,020</u>	<u>531,570</u>	<u>941,584</u>

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	-	-	-
Building Improvements - Crown	7,273	7,533	7,273
Furniture and Equipment	33,818	35,025	34,380
Information and Communication Technology	28,536	29,554	36,005
Leased Assets	12,763	13,218	14,160
Library Resources	3,544	3,670	3,788
	<u>85,934</u>	<u>89,000</u>	<u>99,952</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	500	500	500
Bank Current Account	515,928	373,639	322,338
Bank Call Account	2,849	32,816	32,816
Cash and cash equivalents for Cash Flow Statement	519,277	406,955	355,654

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

Of the \$519,277 Cash and Cash Equivalents, \$213,235 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	2,161	5,535	5,535
Teacher Salaries Grant Receivable	120,249	96,809	96,809
	<u>122,410</u>	<u>102,344</u>	<u>102,344</u>
Receivables from Exchange Transactions	2,161	5,535	5,535
Receivables from Non-Exchange Transactions	120,249	96,809	96,809
	<u>122,410</u>	<u>102,344</u>	<u>102,344</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	-	-	4,126
School Uniforms	4,982	4,126	-
	<u>4,982</u>	<u>4,126</u>	<u>4,126</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	207,828	-	-	-	(7,273)	200,555
Furniture and Equipment	192,551	12,561	-	-	(33,818)	171,294
Information and Communication Technology	45,549	19,127	(1,846)	-	(28,536)	34,294
Leased Assets	19,877	7,039	-	-	(12,763)	14,153
Library Resources	26,517	2,490	(656)	-	(3,544)	24,807
Balance at 31 December 2019	492,322	41,217	(2,502)	-	(85,934)	445,103

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	-	-	-
Buildings	-	-	-
Building Improvements	290,918	(90,363)	200,555
Furniture and Equipment	510,214	(338,919)	171,294
Information and Communication Technology	364,413	(330,119)	34,294
Leased Assets	42,839	(28,687)	14,153
Library Resources	76,212	(51,405)	24,807
Balance at 31 December 2019	1,284,596	(839,493)	445,103

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building improvements	215,101	-	-	-	(7,273)	207,828
Furniture and Equipment	204,088	22,823	-	-	(34,360)	192,551
Information and Communication Technology	59,343	22,211	-	-	(36,005)	45,549
Textbooks	4,367	-	(1)	-	(4,366)	-
Leased Assets	26,118	7,919	-	-	(14,160)	19,877
Library Resources	26,886	6,264	(2,845)	-	(3,788)	26,517
Balance at 31 December 2018	535,903	59,217	(2,846)	-	(99,952)	492,322

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	290,918	(83,090)	207,828
Furniture and Equipment	497,652	(305,101)	192,551
Information and Communication Technology	378,486	(332,937)	45,549
Textbooks	131,466	(131,465)	-
Leased Assets	43,256	(23,379)	19,877
Library Resources	75,592	(49,075)	26,517
Balance at 31 December 2018	1,417,370	(925,047)	492,322

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	21,122	16,093	16,093
Accruals	7,160	6,980	6,980
Employee Entitlements - Salaries	102,468	92,290	92,290
Employee Entitlements - Leave Accrual	3,354	-	-
	<u>134,104</u>	<u>115,363</u>	<u>115,363</u>
Payables for Exchange Transactions	134,104	115,363	115,363
	<u>134,104</u>	<u>115,363</u>	<u>115,363</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	165,489	165,489	100,721
Increase/ (decrease) to the Provision During the Year	(67,006)	(143,205)	76,758
Use of the Provision During the Year	-	-	(11,990)
Provision at the End of the Year	<u>98,483</u>	<u>22,284</u>	<u>165,489</u>
Cyclical Maintenance - Current	11,873	11,538	11,538
Cyclical Maintenance - Term	86,610	153,951	153,951
	<u>98,483</u>	<u>165,489</u>	<u>165,489</u>

14. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	11,445	11,957	13,496
Later than One Year and no Later than Five Years	6,776	10,746	11,422
Later than Five Years	-	-	-
	<u>18,221</u>	<u>22,703</u>	<u>24,918</u>

15. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 2 Alterations & Additions New Building	<i>completed</i>	178,172	(178,172)	-	-	-
Spouting, Barges & Ridging	<i>completed</i>	(4,880)	4,880	-	-	-
Electrical Infrastructure	<i>in progress</i>	-	73,852	(73,852)	-	-
Manholes & Sewage	<i>completed</i>	-	88,263	(58,363)	-	29,900
Block 9 Upgrade	<i>completed</i>	-	26,047	(26,047)	-	-
Toilet Remodelling	<i>completed</i>	-	85,387	(85,387)	-	-
Repairs to Administration	<i>in progress</i>	-	71,472	(71,472)	-	-
Blocks 2 & 3 Toilet Remodeling	<i>in progress</i>	-	39,569	(36,912)	-	2,658
		-	368,448	(187,770)	-	180,678
Totals		173,292	579,746	(539,803)	-	213,236

Represented by:

Funds Held on Behalf of the Ministry of Education

213,236

Funds Due from the Ministry of Education

-

213,236

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 2 Alterations & Additions New Building	<i>in progress</i>	(16,891)	178,172	(16,891)	-	178,172
	<i>in progress</i>	(1,720)	-	(3,160)	-	(4,880)
Totals		(18,611)	178,172	(20,051)	-	173,292

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,150	3,110
Full-time equivalent members	0.12	0.08
<i>Leadership Team</i>		
Remuneration	221,246	249,119
Full-time equivalent members	1.8	2
Total key management personnel remuneration	224,396	252,229
Total full-time equivalent personnel	1.92	2.08

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	0.00	1.00
	0.00	1.00

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

18. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

19. Contingencies

There are no contingent liabilities except as noted below and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

\$409,386 contract to have the Blocks 2 & 3 Toilet Remodeling as agent for the Ministry of Education. This project is fully funded by the Ministry and \$368,448 has been received of which \$180,770 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$Nil)

21. Managing Capital

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

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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	519,277	406,955	355,654
Receivables	122,410	102,344	102,344
Total Financial assets measured at amortised cost	641,687	509,299	457,998

Financial liabilities measured at amortised cost

Payables	134,104	115,363	115,363
Finance Leases	16,800	22,703	22,703
Total Financial Liabilities Measured at Amortised Cost	150,904	138,066	138,066

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School Holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

24. Comparatives

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

25. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Investments:

This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

26. Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

Independent Auditor's Report

To the readers of Whenuapai School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Whenuapai School (the School). The Auditor-General has appointed me, Wayne Tukiri, using the staff and resources of RSM Hayes Audit, 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 20, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 10 February 2021. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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 of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees 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 of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *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 Whenuapai School.

A handwritten signature in blue ink, appearing to read 'Wayne Tukiri'.

Wayne Tukiri
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
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Strategic Aim:	<p>Build an inclusive school culture through collaborative professional learning and practice. Build exceptional student achievement through high quality, culturally responsive teaching for a full primary education.</p>
Annual Aim:	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency. By developing strong and informed leadership at both governance and management level, teachers are supported to collegial, reflective and adaptive practitioners.</p> <p>In Reading all students are able to access the NZC as evidenced by achievement in relation to curriculum levels.</p>
Target:	<p>Strategic Aspirational Annual Learning Targets for 2020 (note these figures do not include the 2018 Year 8 students).</p> <p>Of the 65 (19%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2020, all will be tracked to ensure they will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 273 (81%) students who were identified as at or above curriculum expectation at each level at the beginning 2020, all will continue to make progress over the 2020 year.</p> <p>Of the 14 (24%) Maori students who were identified as below or well below curriculum expectation at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 41 (75%) Maori students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.</p> <p>Of the 4 (20%) Pasifika students who were identified as below curriculum expectation at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 14 (88%) Pasifika students who are identified as at or above curriculum expectation, across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.</p>

Of the 32 (22%) Male students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 128 (78%) Male students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Of the 16 (29%) Female students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 144 (83%) Female students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Baseline Data:

Baseline data:

End of 2019 After 1 year at school:

All students			Maori			Pasifika		
	No. of students	%		No. of students	%		No. of students	%
Well Below			Well Below			Well Below		
Below	12	24	Below	2	25	Below	1	17
At	36	72	At	6	75	At	5	83
Above	2	4	Above			Above		
Total	50		Total	8		Total	6	

These children began school through 2019.

All Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below			3	4
Below	34	44	18	26

At	42	54	30	43
Above	2	3	19	27
Total	78		70	
Maori Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below				
Below	5	50	5	56
At	5	50	3	33
Above			1	11
Total	10		9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *The percentage of students below or well below curriculum level has significantly dropped from 44% to 30%, and our at and above students has been lifted to 70%. There has been no shift with our Maori learners who are below expected curriculum level. These need to be identified and assented if they are the same students or new.*

All Students				
2018 After 2 years at school			2019 After 3 years at school	
	No. of students	%	No. of students	%
Well Below	3	6	1	2
Below	14	28	4	8
At	19	38	35	69
Above	14	28	11	22
Total	50		51	
Maori Students				
2018 After 2 years at school			2019 After 3 years at school	
	No. of students	%	No. of students	%
Well Below	1	10		
Below	2	20	1	10
At	4	40	7	70
Above	3	30	2	20
Total	10		10	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: After 3 years at school in 2019 the data shows significant shifts across all areas. 91% of students are at or above the expected curriculum level. This shift while it appears very positive, does need to be investigated as how this shift was achieved and measured. These students as year 4's will need to be tracked to ensure they sustain this achievement.

All Students				
2018 After 3 years at school			2019 End of Year 4	
	No. of students	%	No. of students	%
Well Below	2	5		
Below	5	12	1	2
At	24	57	16	30
Above	11	26	36	68
Total	42		53	
Maori Students				
2018 After 3 years at school			2019 End of Year 4	
	No. of students	%	No. of students	%
Well Below				
Below				
At			2	33
Above			4	67
Total			6	

Note the actual number of Maori (2018) and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: 98% of our Year 4 students achieved at or above the expected curriculum level in 2019. This was up from 81%. These Year 4 students will need to be tracked to ensure they sustain this achievement in Year 5. As one teacher from this cohort remains in the school, for her to share her pedagogical knowledge to support other teachers. The impact of the ALL programme will be investigated to find out if this was a significant factor in this achievement. Another factor could be the impact of this cohort remaining stand alone.

All Students				
2018 End of Year 4			2019 End of Year 5	
	No. of students	%	No. of students	%
Well Below	4	9	3	7
Below	9	20	10	21
At	7	15	13	28
Above	26	57	21	45
Total	46		47	

Maori Students				
2018 End of Year 4			2019 End of Year 5	
	No. of students	%	No. of students	%
Well Below				
Below	1	11	3	27
At	1	11	4	36
Above	7	78	4	36
Total	9		11	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *This cohort of students have not made any significant shifts, except for the drop in the Maori students achieving above the expected curriculum level. This data shows the ALL programme had no impact on accelerating learners. We need to look at the professional learning this cohort of teachers need in order to accelerate progress for their student learning. We also need to ensure these students are tracked throughout 2020, especially the 13 students well below and below, to ensure they enter year 7 (2021) at the expected curriculum level as they need to be confident readers in order to navigate all curriculum areas.*

All Students				
2018 End of Year 5			2019 End of Year 6	
	No. of students	%	No. of students	%
Well Below	2	5	5	12
Below	4	11	4	9
At	26	68	21	49
Above	6	16	13	30
Total	38		43	

Maori Students				
2018 End of Year 5			2019 End of Year 6	
	No. of students	%	No. of students	%
Well Below				
Below	1	13	2	22
At	5	63	5	56
Above	2	25	2	22
Total	8		9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *There are 9 students well below or below expected curriculum level, these students will need to be identified and supported significantly as year 7's. There are 13 students above the expected level and will need to extended in order for them to maintain this level of achievement.*

All Students				
2018 End of Year 6			2019 End of Year 7	
	No. of students	%	No. of students	%
Well Below			1	4
Below			3	13
At	35	83	13	54
Above	7	17	7	30
Total	42		24	

Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *4 of our 2020 year 8's are below the expected curriculum level. These students will be identified, and previous learning journeys explored as we have had a number of new students arrive late in 2019; this may be a factor contributing to this data. The student remaining well below curriculum expectation has been identified as requiring learning support. Another impact for investigation is the effects of students leaving after year 6.*

All Students				
2018 End of Year 7			2019 End of Year 8	
84%	No. of students	%	No. of students	%
Well Below	1	4	1	4
Below	7	30		
At	7	30	13	50
Above	8	35	12	46
Total	23		26	

Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *96% of our students left our school for ongoing education at the end of 2019, this data has shifted from 65%.*

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>ALL programme supported by outside facilitator and DP</i></p> <p><i>Change in facilitator to complete PLD hours and moved from Writing focus to Reading focus for ALL.</i></p> <p><i>PACT conversations lead by DP alongside external facilitator. Focus on Literacy as a whole and the transference of skills between Reading and Writing.</i></p> <p><i>DP supported Team Leaders to sustain the pedagogical shifts gained through the professional learning and continue to have practise analysis conversations with their team members</i></p> <p><i>Expectation that Reading programmes occurred everyday and were a mixture of guided reading and independent next step focus activities.</i></p> <p><i>Expectation of home reading every night.</i></p> <p><i>MOE reading at home guide for parents to support home learning.</i></p> <p><i>Video observations, coaching conversations to deisolate teacher practice.</i></p> <p><i>Upskilled learning support staff to take Quick 60 groups and ESOL learners.</i></p>	<p><i>The percentage of students at the end of Year 2 below or well below curriculum level has significantly dropped from 44% to 30%, and our at and above students has been lifted to 70%. There has been no shift with our Maori learners who are below expected curriculum level.</i></p> <p><i>After 3 years at school in 2019 the data shows significant shifts across all areas. 91% of students are at or above the expected curriculum level.</i></p> <p><i>98% of our Year 4 students achieved at or above the expected curriculum level in 2019. This was up from 81%.</i></p> <p><i>The Year 5 cohort of students have not made any significant shifts, except for the drop in the Maori students achieving above the expected curriculum level.</i></p> <p><i>In Year 6 there are 9 students well below or below expected curriculum level. There are 13 students above the expected level and will need to extended in order for them to maintain this level of achievement.</i></p> <p><i>Year 7 students dropped from 100% at or above expected curriculum level to 84%.</i></p> <p><i>96% of our students left our school for ongoing education at the end of 2019, this data has shifted from 65%.</i></p>	<p><i>Roll increase across the school, however a majority are in the junior team.</i></p> <p><i>ESOL increase, impacting the level of Literacy achievement.</i></p> <p><i>Change in demographic</i></p> <p><i>Transitions and class organisation disruption with new students entering in term 3 and 4.</i></p> <p><i>Problematics schooling history for some of our new enrolments in the middle and senior school.</i></p> <p><i>New students arriving in term 3 and 4 were below or well below expected curriculum levels. With literacy levels impacting their Mathematical understanding.</i></p> <p><i>At year 4, teaching was focussed on core business and stronger pedagogical teaching.</i></p> <p><i>Not all teachers connected with the facilitator in term 2 and found her style of feedback confronting.</i></p> <p><i>Extra-curricular activities impacted the teaching and learning at Year 5-8.</i></p> <p><i>Inexperience in working with students needing acceleration in the Year 5-6 cohort.</i></p>	<p><i>Continue to strengthed and moderate across teams</i></p> <p><i>Dean of Senior school to work closely with the year 5/6 team to monitor and track student progress.</i></p> <p><i>Continue to support teachers to use multiple sources of evidence to make informed OTJ'S</i></p> <p><i>Make explicit connections between Reading and Writing.</i></p> <p><i>Support new teachers in developing accelerated llearning programmes and developing strong pedagogical knowledge.</i></p> <p><i>Review the success of our ESOL programme. New DP to inquire into and implement changes needed.</i></p> <p><i>Continue to build our culturally responsive pedagogy.</i></p> <p><i>Continue to foster parent relationships</i></p> <p><i>Identify below and well below students and establish what they need.</i></p> <p><i>Increase teacher capabilities to adjust their practice when new students arrive.</i></p> <p><i>Rationalisation and agreement by the learning community on the use of</i></p>

<p><i>Teacher inquiries in Literacy- emphasis on the interlinking of Reading/writing</i></p> <p><i>DP/ Team Leader of Junior school accessed in-depth Literacy professional learning to support sustainability</i></p> <p><i>Celebrations of Reading at team assemblies which were student led.</i></p> <p><i>Greater use of digital technology to support reading programmes.</i></p> <p><i>Consistent assessment tool used to assess.</i></p> <p><i>Visual prompts to develop learner agency.</i></p>		<p><i>Greater teacher confidence promoted through observations and collaborative planning and where to next conversations – creating an openness of dialogue around success and challenges</i></p> <p><i>Whilst our beginning teachers accessed external professional support as well as practice analysis conversations with tutor teachers and the DP, there was a variation in teacher capability and acceleration verses remediation.</i></p> <p><i>Inter-team support developed a wider bank of knowledge and support.</i></p> <p><i>Gathering of student voice and using this to inform next steps.</i></p> <p><i>Improved our tracking systems to monitor progress.</i></p>	<p><i>resources to support the implementation of a year 1-8 learning journey.</i></p> <p><i>Agreed on key researched strategies to be used across the school.</i></p> <p><i>DP to implement a coaching model to support planning that is consistent across the school and supports teacher well-being.</i></p>
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Planning for next year:

- Rationalisation and agreement by the leadership team on the use of resources to support the implementation of a year 1-8 seamless learning journey
- Create Whenuapai reading level progressions – create a website based around the learning intentions which includes resources and planning support materials (Magenta – Gold)
- Student profiles based around reading progressions – these will be passed on to teachers through the year.
- CARS and STARS – 12 strategies for Reading Success explicit acts of teaching built into term planners. Explicit links integrated into inquiry and writing.
- Focus on Team planning (based around the 12 strategies) to support planning and resourcing.
- Year overviews to ensure all strategies are taught throughout the year.
- Modelling and observing across classes and teams.
- Continue to run ALL programmes and create sustainable pedagogy around these.
- Reading mileage through Daily 5 programmes in year 5/6

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- Continue daily home reading up to GOLD level.
 - Reading eggs and eggspres home learning programmes and set tasks.
 - Yolanda Sorryl model for Phonics – Year 0-3
 - ESOL support programme – 2020 inquiry
 - Quick 60 reading support programme.
 - Investigate remedial reading programmes and how we can add these to our school.

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
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Strategic Aim:	<p>Build an inclusive school culture through collaborative professional learning and practice.</p> <p>Build exceptional student achievement through high quality, culturally responsive teaching for a full primary education.</p>
Annual Aim:	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency. By developing strong and informed leadership at both governance and management level, teachers are supported to collegial, reflective and adaptive practitioners.</p> <p>In Mathematics all students are able to access the NZC as evidenced by achievement in relation to Curriculum levels.</p>
Target:	<p>Strategic Aspirational Annual Learning Targets for 2020 (note these figures do not include the 2019 Year 8 students).</p> <p>Of the 63 (19%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2020, all students will be tracked to ensure they make accelerated progress (more than 1 year).</p> <p>Of the 275 (81%) students who are identified as at or above curriculum expectation across the year levels at the beginning 2020, all students will continue to make progress over the 2020 year.</p> <p>Of the 16 (29%) Māori students who were identified as below or well below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 39 (71%) Māori students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.</p> <p>Pasifika students who were identified as below curriculum expectation at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020. Note the actual number of Pasifika students cannot be stated due to the number of students making them identifiable.</p> <p>Of the 15 (83%) Pasifika students who were identified as at or above curriculum expectation at the beginning 2020, all will continue to make progress over the 2020 year.</p>

Tātaritanga raraunga

Of the 31 (19%) Male students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 134 (81%) Male students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Of the 32 (18%) Female students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 141 (82%) Female students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Baseline Data:

Baseline data:

End of 2019 After 1 year at school:

All students			Māori			Pasifika		
	No. of students	%		No. of students	%		No. of students	%
Well Below			Well Below			Well Below		
Below	4	8	Below			Below		
At	47	92	At	8	100	At	6	100
Above			Above			Above		
Total	51		Total	8		Total	6	

These children began school through 2019.

All Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below	0		0	
Below	8	10	13	19
At	68	85	52	75
Above	4	5	4	6
Total	80		69	
Māori Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below				
Below			4	44
At			5	56

Above				
Total			9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: *The number of students below expectation by the end of year 2 has increased from 10% to 19%. There is a 9% drop in students at or above the expectation. We need to investigate the change in the total number of students moving from Year 1 to year 2. A possible explanation is the move from anniversary reporting to twice a year reporting. Of our 9 Māori students, 4 are below expected curriculum level for their age. These students will need to be in the ALIM programme in 2020.*

All Students				
2018 After 2 years at school			2019 After 3 years	
	No. of students	%	No. of students	%
Well Below	1	2	1	2
Below	9	18	4	8
At	35	70	45	86
Above	5	10	2	4
Total	50		51	
Māori Students				
2018 After 2 years at school			2019 After 3 years	

Tātaritanga raraunga

	No. of students	%	No. of students	%
Well Below				
Below	3	30	2	20
At	5	50	8	80
Above	2	20		
Total	10		10	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: *Students achieving at or above curriculum level expectation **has increased from 80% to 90%**. At the end of 2019 there are no Māori students working **above** the expected level as in 2019 compared to 2018. We will investigate who these students are and what contributed to this outcome.*

All Students				
2018 After 3 years at school			2019 After 4 years	
	No. of students	%	No. of students	%
Well Below	2	5		
Below	9	21	4	7
At	29	67	20	37
Above	3	7	30	56

Tātaritanga raraunga

Total	43		54	
Māori Students				
2018 After 3 years at school			2019 After 4 years	
	No. of students	%	No. of students	%
Well Below				
Below			1	17
At			2	33
Above			3	50
Total			6	

Note the actual number of Māori (2018) and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: *There has been a significant shift in students achieving at or above the expected curriculum level in Mathematics, shifting from 74% to 93%. This shift, while it appears very positive, does need to be investigated as to why. These Year 4 students will need to be tracked to ensure they sustain this achievement. Both students that were well below in 2018 have also shifted. 83% of our year 4 Māori students are at or above.*

All Students				
2018 After 4 years at school			2019 After 5 years	
Both s	No. of students	%	No. of students	%

Well Below	4	9	3	6
Below	11	24	13	28
At	12	26	17	36
Above	19	41	14	30
Total	46		47	
Maori Students				
2018 After 4 years at school			2019 After 5 years	
	No. of students	%	No. of students	%
Well Below			1	17
Below	2	22	4	37
At	4	44	4	37
Above	3	34	2	19
Total	9		11	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: As the percentage of below and well below is similar from 2018 to 2019, we need to investigate why no accelerated progress was made here. Across all achievement levels it remains static. Three strategies to address this has been implemented: a consistent approach using the Pr1me maths programme, Professional learning for teachers around the Pr1me programme, ALIM (targeted small group teaching) programme. Māori students below or well below has increased from 2 students to 5 students, these will need to be individually investigated and added 2020 ALIM groups. Another question to investigate is how are we assessing

(are we using the same tools) our Year 4 students compared to our Year 5 students. The 16 students well below and below expected curriculum level will need accelerated progress in Mathematics to ensure they go into Year 7 AT expected curriculum level.

All Students				
2018 Year 5			2019 Year 6	
	No. of students	%	No. of students	%
Well Below	2	5	4	9
Below	5	13	8	19
At	24	63	13	31
Above	7	19	17	41
Total	38		42	
Māori Students				
2018 Year 5			2019 Year 6	
	No. of students	%	No. of students	%
Well Below				
Below	1	12	2	22

At	5	63	4	44
Above	2	25	3	33
Total	8		9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019 Whilst there has been a 10% increase in students well below or below over all students, there are now 10 more students working above the expected curriculum level (a shift from 19% to 41%). This followed a similar trend from 2017-2018 analysis of variance. This year level seems to have the widest spread. Our 2019 data shows that there are 16 students who are well below or below in Year 6, these students will need accelerated progress as year 7's in 2020.

All Students				
2018 Year 6			2019 Year 7	
	No. of students	%	No. of students	%
Well Below			5	21
Below	3	7	4	17
At	28	67	9	38
Above	11	26	6	25
Total	42		24	

Note the actual number of Māori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: *In 2019 6 more students than in 2018 have been identified as well below or below, these students will be included in the ALIM programme. There was a significant drop in student numbers between year 6 and year 7, which is reflected in all data levels. The 9 students well below and below expected curriculum level will need accelerated progress in Mathematics to ensure they leave our school AT expected curriculum level.*

All Students				
2018 Year 7			2019 Year 8	
	No. of students	%	No. of students	%
Well Below	5	22	3	12
Below	5	22	5	19
At	10	43	10	38
Above	3	13	8	37
Total	23		26	

Note the actual number of Māori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2019: *There is a slight decrease in well below and below, and in the at and above a slight increase. We need to be cognisant of the fact that 8 of our Year 8 learners left not achieving curriculum expectation and identify what we will do to mitigate this in 2020.*

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p><i>Taught based on the numeracy projects.</i></p> <p><i>Used Mathletics to support in class and home learning</i></p> <p><i>Accessed the Joan Knox Professional learning</i></p> <p><i>Focussed teacher time on Number 80% and Strand 20%</i></p> <p><i>Team leaders shadowed L&A Facilitator and DP putting professional learning into practice.</i></p> <p><i>Trialled accelerating Year 5/6 students by placing them in Year 7/8</i></p> <p><i>Trialled cross grouping in Year 5 and 6.</i></p> <p><i>In Year 7 and 8 they maximised teacher capabilities to teach Mathematics.</i></p> <p><i>The Year 7 and 8 team leader networked with other CoL schools</i></p> <p><i>Trialled number agents programme in Year 1</i></p> <p><i>In-school CoL leaders began a journey in building capabilities with culturally responsive pedagogy.</i></p>	<p><i>The number of students below expectation by the end of Year 2 has increased from 10% to 19%. There is a 9% drop in students at or above the expectation. Of our 9 Māori students, 4 are below expected curriculum level for their age.</i></p> <p><i>Students in Year 3 achieving at or above curriculum level expectation has increased from 80% to 90%. At the end of 2019 there are no Māori students working above the expected level as in 2019 compared to 2018.</i></p> <p><i>There has been a significant shift in students in Year 4 achieving at or above the expected curriculum level in Mathematics, shifting from 74% to 93%. 83% of our year 4 Maori students are at or above.</i></p> <p><i>The percentage of below and well below is similar from 2018 to 2019 in Year 5, Māori students below or well below has increased from 2 students to 5 students. 16 students in Year 5 are well below and below expected curriculum level will need accelerated progress in Mathematics.</i></p> <p><i>Whilst there has been a 10% increase in students in Year 6 well below or below expected curriculum levels over all students, there are now 10 more</i></p>	<p><i>Roll increase across the school, however a majority are in the junior team.</i></p> <p><i>ESOL increase, impacting the level of Mathematical understanding.</i></p> <p><i>Change in demographic</i></p> <p><i>Transitions and class organisation disruption with new students entering in term 3 and 4.</i></p> <p><i>Problematics schooling history for some of our new enrolments in the middle and senior school.</i></p> <p><i>New students arriving in term 3 and 4 were below or well below expected curriculum levels. With literacy levels impacting their Mathematical understanding.</i></p> <p><i>At year 4, teaching was focussed on core business and stronger pedagogical teaching.</i></p> <p><i>Extra curricular activities impacted the teaching and learning at Year 5-8.</i></p> <p><i>Inexperience in working with students needing acceleration in the Year 5-6 cohort.</i></p> <p><i>Key focus of 2019 was Literacy, and professional learning around Mathematics was limited. Teacher</i></p>	<p><i>Continue to build our culturally responsive pedagogy.</i></p> <p><i>Continue to foster parent relationships using SeeSaw and support and understanding around the PR1ME programme for parents and students.</i></p> <p><i>Identify below and well below students and establish what they need.</i></p> <p><i>Increase teacher capabilities to adjust their practice when new students arrive.</i></p> <p><i>Continue to support home learning programme with a revisit of Mathletics and how to set home learning.</i></p> <p><i>We need to investigate why no accelerated progress was made here</i></p> <p><i>Implement a consistent approach using the Pr1me maths programme, Professional learning for teachers around the Pr1me programme, ALIM (targeted small group teaching) programme.</i></p> <p><i>Another question to investigate is what tools we are assessing with and is there cohesiveness across the school.</i></p>

Tātaritanga raraunga



Continued to build on the Year 4 cohort being stand alone.

Provisionally registered teachers accessed external professional development.

Used in-house expertise to support at team level.

In term 4 we acknowledged that Mathematics was not consistently strong across the school and began an inquiry into how we were approaching the subject.

students working above the expected curriculum level (a shift from 19% to 41%). This followed a similar trend from 2017-2018 analysis of variance. This year level seems to have the widest spread.

In 2019 6 more of our Year 7 students than 2018 have been identified as well below or below. There was a significant drop in student numbers between year 6 and year 7. Which is reflected in all data levels. The 9 students well below and below expected curriculum level will need accelerated progress in Mathematics to ensure they leave our school AT expected curriculum level.

There is a slight decrease in well below and below in Year 8, and in the at and above a slight increase. We need to be cognisant of the fact that 8 of our year 8 learners left not achieving curriculum expectation.

understanding from the ALL programme was not consistently transferred across school-wide.

The use of resources to support the implementation of a year 1-8 was not a seamless learning journey.

Ensure Māori student achievement is individually investigated and added 2020 ALIM groups.

Rationalisation and agreement by the learning community on the use of resources to support the implementation of a year 1-8 learning journey.

Pr1me programme PD and teacher guided programme.

Staff PD on Maths OTJ expectation – moderation

ALL programme specific to Mathematics

Increased staffing at year 4-8.

Gather data from previous schools (where possible) and thorough investigation through assessment to help build stronger student profiles

Term by term tracking

Recollect Data to ensure correct data (use Placement test assessment also)

Check literacy achievement and see if this impacts their maths.



			<p><i>Provide on-going pedagogical professional development through team support, COL, DP and outside agencies</i></p> <p><i>Whole school data analysis and goal setting (March 6th NZEI TOD)</i></p> <p><i>Continue with the stand-alone cohort and 3 classes keep class sizes smaller</i></p> <p><i>Cosmdbrics learning support programme in addition PR1ME. Follow up work etc</i></p> <p><i>Continue to foster our reputation of the middle years programme and ensure what we offer at Whenuapai is aligned with other school options.</i></p> <p><i>Make Maths a priority. Non negotiable maths mornings and DATS</i></p> <p><i>Designed a Whenuapai Year 0-1 (pre prime) maths programme.</i></p> <p><i>Continue number agents to support the focussed Maths programme, rather than be the programme.</i></p>
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Professional development around DAT maths. Supported by the PR1ME programme

Continued networking within the CoL.

DP to implement a coaching model to support planning that is consistent across the school and supports teacher well-being.

Planning for next year:

- Rationalisation and agreement by the leadership team on the use of resources to support the implementation of a year 1-8 seamless learning journey
- PR1ME Mathematics – Year 2-8
- Build teacher capacity through PR1ME
- ‘Pre-Pr1me’ programme – setting goals for students before Pr1me 1A
- ALIM programme– Monitored and tracked acceleration groups.
- Whole staff data analysis teacher only day – establishing ALL focus groups
- Key Focus priority will be monitoring the Year 5 and Year 2 teaching and learning programmes.
- Introduce Focus 30 (Mathematics) at team and leadership meetings. Following our trial in 2019.
- Reviewing assessment timeline
- Implementing a coaching model to moderate data
- Moderating as a school around OTJ's and formalise tools that are used to measure curriculum levels.
- Core business commitment – Maths is a non-negotiable every day.
- Raise literacy achievement to aide Mathematics
- Remedial Cosdmbrics in year 7/8
- Net working across CoL
- Culturally responsive pedagogy capacity to acknowledge different learning styles and prior knowledge

Tātaritanga raraunga

- SeeSaw – home/school partnership to increase transparency and home learning support
- Mathletics – establish as a support tool and support new teachers
- Maths seeds (junior) – establish as a support tool and support new teachers
- Make connections between Mathletics and PR1ME
- Whole school teaching as inquiry
- Digital Technologies to support accelerated programmes
- Support ESOL learners to ensure Mathematic knowledge is not measured by literacy.
- Team meeting discussions around PR1ME.
- Explore the capability of ETAP to track students who are completing 40 weeks and those who have entered school throughout the year.

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
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Strategic Aim:	Build our reputation and community confidence as the school of choice for a full primary education
Annual Aim:	Consolidating an explicit, seamless, progressive learning pathway from year 1-8
Target:	<p>Develop a community of practice supported by individual and team self review to optimise impact on student learning and progress</p> <p>Enable our senior students more opportunities to forge their own paths to follow their passions and strengths</p>
Baseline Data:	<p>At the end of 2018 we had 42 year 6's, at the end of year 7 in 2019 we had 24 students. 57% of our Year 6's were retained in 2019. At the end of year 6 in 2019 we had 42, this we start with year 7's in 2020. 88% of our Year 6 staying in 2020. 2019 roll was 349 increasing by 21%, 2020 roll is 414. Through 2019 we had a net gain of 71 children.</p> <p>Through 2019 our demographic within our zone changed.</p> <p>Through 2019 we had a stable staff.</p> <p>Governance and management settled with the support of the LSM.</p> <p>The PTA worked tirelessly to bring the community together</p> <p>Increase in parent involvement.</p> <p>2019 we had a deliberate engagement through a hui.</p> <p>Through the Kāhui ako we strengthened our networks across teachers and learning communities.</p> <p>Sort support on Māori protocol.</p> <p>PB4 L had traction and was impacting positively on the culture and well-being of the school climate</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Refresh the schools vision to reflect our brand as a future-focussed learning environment</p> <p>Finalise the development of the two year curriculum map to include the things we value most to inform a localised curriculum</p> <p>Embrace digital technologies to support powerful connections with learners, family/Whānau, and community</p> <p>Establish formal systems and processes to improve the two-way flow of information (teams to leadership, leadership to teams) Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning</p> <p>Within-school leaders will engage in ongoing inquiry to inform our graduate profile and teacher development</p>	<p>Continuous dialogue about what a future focused environment looks like</p> <p>This process continued to be organic. Digital technologies briefing paper tabled with the BOT.</p> <p>End of term 4 our newly appointed DP facilitated the development of a two year curriculum map with Team Leaders</p> <p>Continued to strengthen and promote the use of See-saw with a focus on attaining 100% connection with Whānau</p> <p>Feedback and feed forward strengthened at both team and Leader levels. Staff handbook developed to support this. Flow chart developed to support staff and whānau respond to/ manage complaints.</p> <p>Staff supported to respond to email communication using the three R's</p> <p>A Hui was held in Term 3 to capture whānau voice. Discussion was around the Year 8 Graduate profile. Student voice was captured. This was also a focus for the Kāhui Ako.</p>	<p>Our involvement in our Kāhui Ako has been strengthened by the high level of engagement demonstrated by DP, Principal, within school lead teachers Year 7/8 Team leader maximised networking opportunities afforded through the Kāhui Ako</p> <p>The two lead teachers provided differentiated professional learning opportunities throughout the year Teachers continued to grow their own capability to use See saw and develop that home-school partnership to grow whanau engagement</p> <p>Formalised/ shared our processes and procedures for staff and whānau</p> <p>A Hui in Term three was held, and signalled the beginning of a new journey with our Māori Whānau</p> <p>Through 2019 we had a schoolwide focus on developing our understanding of being culturally responsive-the teachers drove their own class inquiries</p> <p>Y7/8 had access to a myriad of opportunities through the Nor West Cluster and Kāhui Ako</p> <p>Arinui had mixed results for teachers: teachers used aspects of it and combined it with their own blogs and self-reflections-shared with Team leaders, Mentor teachers and Principal. Practise</p>	<p>Refresh the Whenuapai School vision to reflect our brand as a future-focussed learning environment</p> <p>Finalise the development of a curriculum map to include the things we value most to inform a localised and 21st century curriculum.</p> <p>Embrace digital technologies to support powerful connections with learners, family/whānau and community</p> <p>Maximise formal systems and processes to further improve the two-way flow of information (Teams to Leadership, Leadership to Teams)</p> <p>Through our active partnership with the Kāhui Ako build confidence and our credibility as an effective provider of middle years learning</p> <p>Within-school leaders will engage in ongoing inquiries to both define success and inform our graduate profile and teacher development</p> <p>Within-school COL leaders continue to develop and strengthen teachers' inquiries</p> <p>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive</p>

Tātaritanga raraunga



<p>Ongoing teacher development and student learning is transformed through learner agency, collaborative teacher efficacy, culturally responsive pedagogy, powerful learning and community connections</p> <p>Review current appraisal system and adapt to support accountability and responsibility for professional practice</p> <p>Establish a Year 7/8 information package which would include a prospectus, tailored information sessions etc.</p> <p>Holistic approach to developing a strong learner agency in the middle years</p>	<p>Our involvement in the Kāhui Ako was strengthened with the involvement of our within school lead teachers, DP, Principal. KG participated in professional meetings focused on Year 7/8. KG accessed off site opportunities for our Y7/8 learners</p> <p>Through our within school leads the Kāhui Ako drivers teacher capability is strengthened.</p> <p>Through a differentiated PLD plan staff were supported to unpack/ implement COL drivers</p> <p>PLD on culturally responsive pedagogy attended by within school lead teachers, DP, Principal</p> <p>We trialled Arinui, not all staff found the platform to meet their needs. Team Leaders/Mentor teachers and DP modelled and supported their team members</p> <p>Two open days were held for whanau and students</p>	<p>analysis conversations lead by PLD facilitator, DP, Team Leaders also grew teacher practise.</p> <p>The two Year 7/8 teachers were highly reflective and over the year focused on continuing to develop and middle years learning environment for their students-academically, socially and culturally</p> <p>There was more information in the community domain regarding the Year 7/8 learning environment. Teachers engaged with the Year 5/6 parents.</p>	<p>pedagogy, powerful learning and community connections</p> <p>Strengthen the current appraisal system and adapt to support wellbeing, accountability and responsibility for professional practice and growth Develop annually a Year 7/8 information package which would include a prospectus, tailored information sessions and be responsive to parent, family, whānau and student voice</p> <p>Holistic approach to developing strong learner agencies and key competencies in the middle years</p> <p>Maximise the engagement with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions</p>
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Tātaritanga raraunga



Both teachers key focus was developing learner agency through strong on going home school communication, visual requirements using digital technology to support learners, passion projects, programme continued to evolve throughout year, Kāhui Ako networking, opportunities beyond the school gate

Upgrade planned our interior and exterior learning environments.

Planning for next year:

Finalise the development of a curriculum map to include the things we value most to inform a localised and 21st-century curriculum.
 Embrace digital technologies to support powerful connections with learners, family/whanau and community
 Develop guidelines around how to best use Seesaw throughout the different teams
 Continue to use Seesaw school-wide
 Develop a 2 year curriculum map from years 1-8
 Develop and implement a responsive annual plan
 Work with external facilitator to develop teachers capabilities to implement the digital curriculum
 Within-school leaders will engage in ongoing inquiries to both define success and inform our graduate profile and teacher development within School Leaders
 WSL to support teams to establish team inquiries based on their needs?
 Within-school COL leaders continue to develop and strengthen teachers' inquiries
 Continue to unpack through Professional Learning the Kāhui Ako drivers
 Review, reposition and implement a 2020 appraisal system
 Develop a Year 7/8 information package including a prospectus, tailored information sessions and be responsive to parent, family, whānau and student's voice.
 Include key competencies are in curriculum overviews and planning
 Learner licence implemented through 5-6 and 7-8
 Track and monitor learner agency-build student capability to peer and self assess,
 Establish a tracking system that monitors success, in academic success, the key competencies and learner agency.
 Engage with the Kāhui Ako Year 7/8 network to strengthen our capability and transitions



5YA programme to be delivered and completed

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
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Strategic Aim:	<p>Build an inclusive school culture through collaborative professional learning and practice. Build exceptional student achievement through high quality, culturally responsive teaching for a full primary education.</p>
Annual Aim:	<p>By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs and fostering learner agency. By developing strong and informed leadership at both governance and management level, teachers are supported to collegial, reflective and adaptive practitioners.</p> <p>In Reading all students are able to access the NZC as evidenced by achievement in relation to curriculum levels.</p>
Target:	<p>Strategic Aspirational Annual Learning Targets for 2020 (note these figures do not include the 2018 Year 8 students).</p> <p>Of the 65 (19%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2020, all will be tracked to ensure they will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 273 (81%) students who were identified as at or above curriculum expectation at each level at the beginning 2020, all will continue to make progress over the 2020 year.</p> <p>Of the 14 (24%) Maori students who were identified as below or well below curriculum expectation at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 41 (75%) Maori students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.</p> <p>Of the 4 (20%) Pasifika students who were identified as below curriculum expectation at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.</p> <p>Of the 14 (88%) Pasifika students who are identified as at or above curriculum expectation, across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.</p>

Of the 32 (22%) Male students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 128 (78%) Male students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Of the 16 (29%) Female students who are identified as well below or below curriculum expectation across the year levels at the beginning 2020, all will make accelerated progress (more than 1 year) by the end of 2020.

Of the 144 (83%) Female students who were identified as at or above curriculum expectation across the year levels at the beginning 2020, all will continue to make progress over the 2020 year.

Baseline Data:

Baseline data:

End of 2019 After 1 year at school:

All students			Maori			Pasifika		
	No. of students	%		No. of students	%		No. of students	%
Well Below			Well Below			Well Below		
Below	12	24	Below	2	25	Below	1	17
At	36	72	At	6	75	At	5	83
Above	2	4	Above			Above		
Total	50		Total	8		Total	6	

These children began school through 2019.

All Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below			3	4
Below	34	44	18	26

At	42	54	30	43
Above	2	3	19	27
Total	78		70	
Maori Students				
2018 After 1 year at school			2019 After 2 years	
	No. of students	%	No. of students	%
Well Below				
Below	5	50	5	56
At	5	50	3	33
Above			1	11
Total	10		9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *The percentage of students below or well below curriculum level has significantly dropped from 44% to 30%, and our at and above students has been lifted to 70%. There has been no shift with our Maori learners who are below expected curriculum level. These need to be identified and assented if they are the same students or new.*

All Students				
2018 After 2 years at school			2019 After 3 years at school	
	No. of students	%	No. of students	%
Well Below	3	6	1	2
Below	14	28	4	8
At	19	38	35	69
Above	14	28	11	22
Total	50		51	
Maori Students				
2018 After 2 years at school			2019 After 3 years at school	
	No. of students	%	No. of students	%
Well Below	1	10		
Below	2	20	1	10
At	4	40	7	70
Above	3	30	2	20
Total	10		10	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: After 3 years at school in 2019 the data shows significant shifts across all areas. 91% of students are at or above the expected curriculum level. This shift while it appears very positive, does need to be investigated as how this shift was achieved and measured. These students as year 4's will need to be tracked to ensure they sustain this achievement.

All Students				
2018 After 3 years at school			2019 End of Year 4	
	No. of students	%	No. of students	%
Well Below	2	5		
Below	5	12	1	2
At	24	57	16	30
Above	11	26	36	68
Total	42		53	
Maori Students				
2018 After 3 years at school			2019 End of Year 4	
	No. of students	%	No. of students	%
Well Below				
Below				
At			2	33
Above			4	67
Total			6	

Note the actual number of Maori (2018) and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: 98% of our Year 4 students achieved at or above the expected curriculum level in 2019. This was up from 81%. These Year 4 students will need to be tracked to ensure they sustain this achievement in Year 5. As one teacher from this cohort remains in the school, for her to share her pedagogical knowledge to support other teachers. The impact of the ALL programme will be investigated to find out if this was a significant factor in this achievement. Another factor could be the impact of this cohort remaining stand alone.

All Students				
2018 End of Year 4			2019 End of Year 5	
	No. of students	%	No. of students	%
Well Below	4	9	3	7
Below	9	20	10	21
At	7	15	13	28
Above	26	57	21	45
Total	46		47	

Maori Students				
2018 End of Year 4			2019 End of Year 5	
	No. of students	%	No. of students	%
Well Below				
Below	1	11	3	27
At	1	11	4	36
Above	7	78	4	36
Total	9		11	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *This cohort of students have not made any significant shifts, except for the drop in the Maori students achieving above the expected curriculum level. This data shows the ALL programme had no impact on accelerating learners. We need to look at the professional learning this cohort of teachers need in order to accelerate progress for their student learning. We also need to ensure these students are tracked throughout 2020, especially the 13 students well below and below, to ensure they enter year 7 (2021) at the expected curriculum level as they need to be confident readers in order to navigate all curriculum areas.*

All Students				
2018 End of Year 5			2019 End of Year 6	
	No. of students	%	No. of students	%
Well Below	2	5	5	12
Below	4	11	4	9
At	26	68	21	49
Above	6	16	13	30
Total	38		43	
Maori Students				
2018 End of Year 5			2019 End of Year 6	
	No. of students	%	No. of students	%
Well Below				
Below	1	13	2	22
At	5	63	5	56
Above	2	25	2	22
Total	8		9	

Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *There are 9 students well below or below expected curriculum level, these students will need to be identified and supported significantly as year 7's. There are 13 students above the expected level and will need to extended in order for them to maintain this level of achievement.*

All Students				
2018 End of Year 6			2019 End of Year 7	
	No. of students	%	No. of students	%
Well Below			1	4
Below			3	13
At	35	83	13	54
Above	7	17	7	30
Total	42		24	

Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *4 of our 2020 year 8's are below the expected curriculum level. These students will be identified, and previous learning journeys explored as we have had a number of new students arrive late in 2019; this may be a factor contributing to this data. The student remaining well below curriculum expectation has been identified as requiring learning support. Another impact for investigation is the effects of students leaving after year 6.*

All Students				
2018 End of Year 7			2019 End of Year 8	
84%	No. of students	%	No. of students	%
Well Below	1	4	1	4
Below	7	30		
At	7	30	13	50
Above	8	35	12	46
Total	23		26	

Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable

Shifts in 2019: *96% of our students left our school for ongoing education at the end of 2019, this data has shifted from 65%.*

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>ALL programme supported by outside facilitator and DP</p> <p>Change in facilitator to complete PLD hours and moved from Writing focus to Reading focus for ALL.</p> <p>PACT conversations lead by DP alongside external facilitator. Focus on Literacy as a whole and the transference of skills between Reading and Writing.</p> <p>DP supported Team Leaders to sustain the pedagogical shifts gained through the professional learning and continue to have practise analysis conversations with their team members</p> <p>Expectation that Reading programmes occurred everyday and were a mixture of guided reading and independent next step focus activities.</p> <p>Expectation of home reading every night.</p> <p>MOE reading at home guide for parents to support home learning.</p> <p>Video observations, coaching conversations to deisolate teacher practice.</p> <p>Upskilled learning support staff to take Quick 60 groups and ESOL learners.</p>	<p>The percentage of students at the end of Year 2 below or well below curriculum level has significantly dropped from 44% to 30%, and our at and above students has been lifted to 70%. There has been no shift with our Maori learners who are below expected curriculum level.</p> <p>After 3 years at school in 2019 the data shows significant shifts across all areas. 91% of students are at or above the expected curriculum level.</p> <p>98% of our Year 4 students achieved at or above the expected curriculum level in 2019. This was up from 81%.</p> <p>The Year 5 cohort of students have not made any significant shifts, except for the drop in the Maori students achieving above the expected curriculum level.</p> <p>In Year 6 there are 9 students well below or below expected curriculum level. There are 13 students above the expected level and will need to extended in order for them to maintain this level of achievement.</p> <p>Year 7 students dropped from 100% at or above expected curriculum level to 84%.</p> <p>96% of our students left our school for ongoing education at the end of 2019, this data has shifted from 65%.</p>	<p>Roll increase across the school, however a majority are in the junior team.</p> <p>ESOL increase, impacting the level of Literacy achievement.</p> <p>Change in demographic</p> <p>Transitions and class organisation disruption with new students entering in term 3 and 4.</p> <p>Problematics schooling history for some of our new enrolments in the middle and senior school.</p> <p>New students arriving in term 3 and 4 were below or well below expected curriculum levels. With literacy levels impacting their Mathematical understanding.</p> <p>At year 4, teaching was focussed on core business and stronger pedagogical teaching.</p> <p>Not all teachers connected with the facilitator in term 2 and found her style of feedback confronting.</p> <p>Extra-curricular activities impacted the teaching and learning at Year 5-8.</p> <p>Inexperience in working with students needing acceleration in the Year 5-6 cohort.</p>	<p>Continue to strengthed and moderate across teams</p> <p>Dean of Senior school to work closely with the year 5/6 team to monitor and track student progress.</p> <p>Continue to support teachers to use multiple sources of evidence to make informed OTJ'S</p> <p>Make explicit connections between Reading and Writing.</p> <p>Support new teachers in developing accelerated llearning programmes and developing strong pedagogical knowledge.</p> <p>Review the success of our ESOL programme. New DP to inquire into and implement changes needed.</p> <p>Continue to build our culturally responsive pedagogy.</p> <p>Continue to foster parent relationships</p> <p>Identify below and well below students and establish what they need.</p> <p>Increase teacher capabilities to adjust their practice when new students arrive.</p> <p>Rationalisation and agreement by the learning community on the use of</p>

<p><i>Teacher inquiries in Literacy- emphasis on the interlinking of Reading/writing</i></p> <p><i>DP/ Team Leader of Junior school accessed in-depth Literacy professional learning to support sustainability</i></p> <p><i>Celebrations of Reading at team assemblies which were student led.</i></p> <p><i>Greater use of digital technology to support reading programmes.</i></p> <p><i>Consistent assessment tool used to assess.</i></p> <p><i>Visual prompts to develop learner agency.</i></p>		<p><i>Greater teacher confidence promoted through observations and collaborative planning and where to next conversations – creating an openness of dialogue around success and challenges</i></p> <p><i>Whilst our beginning teachers accessed external professional support as well as practice analysis conversations with tutor teachers and the DP, there was a variation in teacher capability and acceleration verses remediation.</i></p> <p><i>Inter-team support developed a wider bank of knowledge and support.</i></p> <p><i>Gathering of student voice and using this to inform next steps.</i></p> <p><i>Improved our tracking systems to monitor progress.</i></p>	<p><i>resources to support the implementation of a year 1-8 learning journey.</i></p> <p><i>Agreed on key researched strategies to be used across the school.</i></p> <p><i>DP to implement a coaching model to support planning that is consistent across the school and supports teacher well-being.</i></p>
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Planning for next year:

- Rationalisation and agreement by the leadership team on the use of resources to support the implementation of a year 1-8 seamless learning journey
- Create Whenuapai reading level progressions – create a website based around the learning intentions which includes resources and planning support materials (Magenta – Gold)
- Student profiles based around reading progressions – these will be passed on to teachers through the year.
- CARS and STARS – 12 strategies for Reading Success explicit acts of teaching built into term planners. Explicit links integrated into inquiry and writing.
- Focus on Team planning (based around the 12 strategies) to support planning and resourcing.
- Year overviews to ensure all strategies are taught throughout the year.
- Modelling and observing across classes and teams.
- Continue to run ALL programmes and create sustainable pedagogy around these.
- Reading mileage through Daily 5 programmes in year 5/6

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- Continue daily home reading up to GOLD level.
 - Reading eggs and eggspres home learning programmes and set tasks.
 - Yolanda Sorryl model for Phonics – Year 0-3
 - ESOL support programme – 2020 inquiry
 - Quick 60 reading support programme.
 - Investigate remedial reading programmes and how we can add these to our school.

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
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Strategic Aim:	Build social relationships by including all learners through authentic partnerships with families and whānau
Annual Aim:	Develop educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences
Target:	<p>Develop strong mutually beneficial networks and relationships with key stakeholders such as COL, MOE, NZDF to support school, students, family, whānau</p> <p>Develop authentic connections with whanau, our students especially Māori and Pasifika will enjoy educational success in line with their identity, language and culture</p>
Baseline Data:	Through 2019, we had a noticeable increase in roll, which increased our cultural richness and diversity. All staff needed support to engage with our diverse community across all platforms. Having worked with our senior advisor over the previous 2 years to address numerous challenges in relation to building authentic partnerships with families and whānau. 2019 began with a focussed, informed and strategic annual plan. Achieving school wide consistency across the school with how things were done and dealt with was a key goal. We began a focussed journey with our Māori community. Senior leadership team, teachers and front office staff engaged with Te Wānanga o Aotearoa to strengthen our cultural responsiveness. Through the Kāhui ako, all staff also began a journey of developing their own understanding of cultural responsiveness and how they translate into our learning community.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc</p> <p>Establish formal systems and processes to improve the information flow between school and home</p> <p>Staff-wide PLD focusing on effective communication and engagement strategies, especially with our different cultural groups</p> <p>Align all platforms of communication to support the development of the Whenuapai School brand we will strengthen our place in the community</p> <p>Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</p> <p>Consult and co-design with parent, family/whanau a two year, localised curriculum</p> <p>Establish a Year 7/8 information package which would include booklet, tailored information sessions etc.</p>	<p>Through consultation and collaboration with the Board a new Strategic Plan was developed Increased roll growth.</p> <p>Through 2019 we had greater attendance at community events. The PTA supported the school to bring the community together.</p> <p>The issue with the junior playground gathered community support.</p> <p>Seesaw tools introduced across the school following a trial in 2018.</p> <p>Increased attendance at student learning conferences</p> <p>We refreshed our Website to make it more user friendly</p> <p>Streamlined our communication with the creation of a staff handbook and a parent handbook.</p> <p>Developed handbooks to support: Whānau, staff. On-going timely two-way dialogue with Airbase.</p> <p>Formalised teacher induction. Website redesigned to be more user friendly.</p>	<p>Maximised our place in the CoL</p> <p>Governance and management settled with the support of the LSM.</p> <p>Settled staff working collaboratively together</p> <p>Clear regular communication between home and school.</p> <p>High level of collegial trust.</p> <p>Greater transparency around our year 7/8 programme.</p> <p>Continued to review our transition to school for our pre 5's. Adopted cohort entry.</p> <p>Strengthened Māori protocols.</p> <p>Engaged with Awa Hudson, our Kuia to guide us in engaging with our Māori community.</p> <p>Maximised formal and informal communication across teachers, parents and Whānau including increasing phone and face to face communication.</p> <p>Through our PA, Front Office, strengthened coordination of communication</p> <p>The PTA worked tirelessly to bring the community together</p>	<p>Formalise communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc.</p> <p>Further strengthen formal systems and processes to improve the information flow between school and home</p> <p>Staff-wide PLD focusing on effective communication and engagement strategies, especially with our culturally diverse parents, family, whanau</p> <p>Align all platforms of communication to support the development of the Whenuapai School brand in order to strengthen our place in the community</p> <p>Embracing digital technologies to improve outcomes for students to ensure they are equipped to be agentic in their learning</p> <p>Consult and co-design with parent, family/whānau a two-year, localised curriculum</p> <p>Actively promote the Whenuapai Middle Years concept using a variety of media</p> <p>Continue to develop professional learning through the Tapasā and Ka Hikitia documents.</p>

Tātaritanga raraunga



<p>Staff supported to grow capability and understanding of eTAP features</p> <p>Regular communication between Teams and their whānau-Weekly round up. Newsletters streamlined.</p> <p>Both formal and informal feedback noted positive shifts in our type, consistency and levels of communication.</p> <p>School APP developed as a means of communication</p> <p>Year long focus including TOD Kāhui Ako PLD on being Culturally responsive.</p> <p>PB4L values were explicit across all forms of communication.</p> <p>Upgrade of classroom technologies to include chromecasts and large TVs. Lead teachers to support the growth in use of digital technologies. Managed hardware with budget constraints</p> <p>Through professional learning we have increased communication from board to community, teachers to the community and leadership to the community.</p>	<p>Focus with staff on communicating using a variety of platforms PB4L was embedded into our school culture. Values were explicit and visible</p> <p>The group participating in He Papa Tikanga programme through Te Wānanga o Aotearoa were given release time to make this a priority.</p>	
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Tātaritanga raraunga

Whānau meetings held plus open class opportunities to profile Year 7/8

Audited documentation and identified gaps to address.

Continued to develop NZDF relationships.

6 staff completed the He Papa Tikanga programme through Te Wānanga o Aotearoa.

Planning for next year:

Review, and if necessary improve, communications and engagement strategy and document across all school platforms - school handbook, teacher induction programme, website etc.

Audit formal systems and processes to improve the information flow between school and home

Staff-wide PLD focusing on effective communication and engagement strategies, with our culturally diverse Parent, Family, Whānau

Invite Whānau to a school Hui to review journey and next steps

Identify Key Actions and implement in 2020 in response to feedback from 2019 Hui

Complete a comprehensive review of all aspects of the reporting process with students, parent, family, whānau and teachers. Collate and implement findings

Complete an audit of all platforms of communication to support the development of the Whenuapai School brand in order to strengthen our place in the community

Through a focus group process review the Parent Handbook to ensure it supports all Parents, Families, Whānau

Formally engage with the NZDF pastoral care team each term

Continue to foster and engage with COL schools to further strengthen our place in the wider community to maximise opportunities for all

Through our engagement with the external facilitator for Digital Technologies implement the 2020 work plan to grow teacher capability

Through our engagement with the external facilitator develop a Year 1-8 pathway for the implementation of Digital curriculum

Tātaritanga raraunga

Provide the appropriate resources to support the delivery of the Digital curriculum for Year 1-8
Develop and implement a process for consultation to develop a two year localised curriculum
Continue to grow and develop our year 5-8 Kapa Haka group and provide this opportunity for years 1-4
Develop and implement a range of strategies to promote Year 7/8
Provide opportunities for a range of cultural groups
Through the Kāhui Ako and within school leadership expertise grow understanding of Tapasā and Kahikita documents
Whole engagement in Te Wānanga o Aotearoa – He Papa Tikanga programme.


School

Whenuapai School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$5361.69 (excluding GST). The funding was spent on enhancing and increasing the number of sporting opportunities for all children from years 1 - 8 both in school and beyond the school gate. The number of students participating in organised sport increased significantly across the school.

Signed: _____

A handwritten signature in black ink, appearing to read "M. J. Jones", is written over a horizontal line.