

WHENUAPAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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: jstrother@whenuapai.school.nz

Members of the Board of Trustees

| Name | Position | How Position Gained | Occupation | Term Expired/ Expires |
|-----------------------|----------|---------------------|-------------|--------------------------|
| 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 |
| 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 2020

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Whenuapai School

Statement of Responsibility

For the year ended 31 December 2020


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

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

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


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

MICHAEL FARAC
Full Name of Board Chairperson


Signature of Board Chairperson

18/5/2021
Date:

Molly Fletcher
Full Name of Principal


Signature of Principal

18.5.21.
Date:

Whenuapai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-------------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 3,396,247 | 2,852,347 | 2,802,129 |
| Locally Raised Funds | 3 | 148,398 | 239,265 | 271,320 |
| Interest income | | 2,246 | 4,500 | 4,176 |
| | | <u>3,546,891</u> | <u>3,096,112</u> | <u>3,077,625</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 79,983 | 132,675 | 103,982 |
| Learning Resources | 4 | 2,221,319 | 1,764,047 | 1,746,959 |
| Administration | 5 | 226,643 | 233,507 | 253,887 |
| Finance | | 3,837 | 3,000 | 1,805 |
| Property | 6 | 904,510 | 862,686 | 725,020 |
| Depreciation | 7 | 87,913 | 81,000 | 85,934 |
| | | <u>3,524,205</u> | <u>3,076,915</u> | <u>2,920,090</u> |
| Net Surplus / (Deficit) for the year | | 22,686 | 19,197 | 157,535 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>22,686</u> | <u>19,197</u> | <u>157,535</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 2020

| | Notes | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|------------------------------------------------------|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 626,363 | 604,745 | 468,828 |
| Total comprehensive revenue and expense for the year | | 22,686 | 19,197 | 157,535 |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 7,614 | - | - |
| Equity at 31 December | 22 | 656,663 | 623,942 | 626,363 |
| Retained Earnings | | 656,663 | 623,942 | 626,363 |
| Equity at 31 December | | 656,663 | 623,942 | 626,363 |

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 2020

| | | 2020 | 2020 | 2019 |
|-------------------------------------------|-------|----------------|-----------------------------|----------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 248,248 | 571,474 | 519,277 |
| Accounts Receivable | 9 | 224,148 | 104,629 | 122,410 |
| GST Receivable | | 23,976 | (12,776) | - |
| Prepayments | | 18,291 | 9,987 | 9,987 |
| Inventories | 10 | 3,242 | 4,982 | 4,982 |
| | | <u>517,905</u> | <u>678,296</u> | <u>656,656</u> |
| Current Liabilities | | | | |
| GST Payable | | - | - | 12,776 |
| Accounts Payable | 12 | 172,814 | 134,104 | 134,104 |
| Revenue Received in Advance | 13 | 45,520 | - | - |
| Provision for Cyclical Maintenance | 14 | 48,638 | 6,708 | 11,873 |
| Finance Lease Liability - Current Portion | 15 | 20,301 | 10,403 | 10,403 |
| Funds held for Capital Works Projects | 16 | 3,919 | 213,236 | 213,236 |
| | | <u>291,192</u> | <u>364,451</u> | <u>382,392</u> |
| Working Capital Surplus/(Deficit) | | 226,713 | 313,845 | 274,264 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 11 | <u>546,365</u> | <u>412,103</u> | <u>445,103</u> |
| | | 546,365 | 412,103 | 445,103 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 93,615 | 95,609 | 86,610 |
| Finance Lease Liability | 15 | 22,803 | 6,397 | 6,397 |
| | | <u>116,418</u> | <u>102,006</u> | <u>93,007</u> |
| Net Assets | | <u>656,663</u> | <u>623,942</u> | <u>626,363</u> |
| Equity | 22 | <u>656,663</u> | <u>623,942</u> | <u>626,363</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 2020

| | | 2020 | 2020 | 2019 |
|-------------------------------------------------------------|----------|------------------|----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 817,773 | 752,781 | 588,858 |
| Locally Raised Funds | | 137,859 | 242,639 | 274,694 |
| Goods and Services Tax (net) | | (36,752) | 12,776 | (5,893) |
| Payments to Employees | | (369,821) | (207,567) | (292,726) |
| Payments to Suppliers | | (377,923) | (541,426) | (396,506) |
| Cyclical Maintenance Payments in the year | | - | 95,317 | - |
| Interest Paid | | (3,837) | (3,000) | (1,805) |
| Interest Received | | 2,246 | 4,500 | 4,176 |
| Net cash from/(to) Operating Activities | | 169,545 | 356,020 | 170,798 |
| Cash flows from Investing Activities | | | | |
| Purchase of Property Plant & Equipment | | (141,343) | (303,943) | (34,177) |
| Net cash from/(to) Investing Activities | | (141,343) | (294,047) | (34,177) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 7,614 | - | |
| Finance Lease Payments | | (21,528) | (73,406) | (12,943) |
| Funds Held for Capital Works Projects | | (285,317) | 175,952 | 39,944 |
| Net cash from/(to) Financing Activities | | (299,231) | 102,546 | 27,001 |
| Net increase/(decrease) in cash and cash equivalents | | (271,029) | 164,519 | 163,622 |
| Cash and cash equivalents at the beginning of the year | 8 | 519,277 | 406,955 | 355,654 |
| Cash and cash equivalents at the end of the year | 8 | 248,248 | 571,474 | 519,277 |

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

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

Whenuapai School

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

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

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

p) Financial Instruments

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

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

| | 2020 | 2020 | 2019 |
|-------------------------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operational Grants | 574,402 | 561,404 | 502,622 |
| Teachers' Salaries Grants | 1,947,900 | 1,550,597 | 1,572,794 |
| Use of Land and Buildings Grants | 687,803 | 684,086 | 622,696 |
| Resource Teachers Learning and Behaviour Grants | 59,442 | 30,000 | 61,728 |
| Other MoE Grants | 126,700 | 26,260 | 35,397 |
| Other Government Grants | - | - | 6,892 |
| | <u>3,396,247</u> | <u>2,852,347</u> | <u>2,802,129</u> |

Other MOE Grants total includes additional COVID-19 funding totalling \$46,719 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 | 2020 | 2019 |
|-------------------------------------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Donations | 61,229 | 71,000 | 129,265 |
| Activities | 31,044 | 113,265 | 66,586 |
| Trading | 21,491 | 23,000 | 27,932 |
| Fundraising | 34,634 | 32,000 | 47,537 |
| | <u>148,398</u> | <u>239,265</u> | <u>271,320</u> |
| Expenses | | | |
| Activities | 41,031 | 111,675 | 71,524 |
| Trading | 28,757 | 16,000 | 22,060 |
| Fundraising (Costs of Raising Funds) | 10,195 | 5,000 | 10,398 |
| | <u>79,983</u> | <u>132,675</u> | <u>103,982</u> |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>68,415</u> | <u>106,590</u> | <u>167,338</u> |

4. Learning Resources

| | 2020 | 2020 | 2019 |
|------------------------------|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 39,876 | 32,700 | 27,594 |
| Equipment Repairs | 1,362 | 2,000 | 847 |
| Library Resources | 1,421 | 1,000 | 1,007 |
| Employee Benefits - Salaries | 2,156,483 | 1,696,847 | 1,697,529 |
| Staff Development | 22,177 | 31,500 | 19,982 |
| | <u>2,221,319</u> | <u>1,764,047</u> | <u>1,746,959</u> |

5. Administration

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Audit Fee | 6,980 | 6,800 | 7,160 |
| Board of Trustees Fees | 4,270 | 3,400 | 3,150 |
| Board of Trustees Expenses | 1,030 | 4,500 | 5,162 |
| Intervention Costs & Expenses | - | - | 6,302 |
| Communication | 4,385 | 3,700 | 4,345 |
| Consumables | 58,088 | 66,000 | 59,847 |
| Operating Lease | 665 | - | - |
| Other | 15,153 | 19,500 | 16,892 |
| Employee Benefits - Salaries | 116,315 | 109,500 | 131,702 |
| Insurance | 5,785 | 6,107 | 5,525 |
| Service Providers, Contractors and Consultancy | 13,972 | 14,000 | 13,802 |
| | <u>226,643</u> | <u>233,507</u> | <u>253,887</u> |

6. Property

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 61,173 | 57,500 | 62,089 |
| Cyclical Maintenance Provision | 43,770 | 7,000 | (67,006) |
| Grounds | 8,807 | 17,000 | 11,118 |
| Heat, Light and Water | 28,505 | 28,000 | 28,031 |
| Rates | 125 | 100 | 149 |
| Repairs and Maintenance | 21,433 | 16,000 | 16,170 |
| Use of Land and Buildings | 687,803 | 684,086 | 622,696 |
| Security | 5,602 | 8,000 | 7,611 |
| Employee Benefits - Salaries | 47,292 | 45,000 | 44,162 |
| | <u>904,510</u> | <u>862,686</u> | <u>725,020</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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|------------------------------------------|----------------------|-------------------------------------|----------------------|
| Building Improvements - Crown | 7,273 | 6,701 | 7,273 |
| Furniture and Equipment | 42,253 | 38,931 | 33,818 |
| Information and Communication Technology | 15,610 | 14,382 | 28,536 |
| Leased Assets | 19,573 | 18,034 | 12,763 |
| Library Resources | 3,204 | 2,952 | 3,544 |
| | <u>87,913</u> | <u>81,000</u> | <u>85,934</u> |

8. Cash and Cash Equivalents

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-------------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Cash on Hand | 500 | 500 | 500 |
| Bank Current Account | 244,537 | 568,125 | 515,928 |
| Bank Call Account | 3,211 | 2,849 | 2,849 |
| Cash and cash equivalents for Statement of Cash Flows | <u>248,248</u> | <u>571,474</u> | <u>519,277</u> |

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

9. Accounts Receivable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------------------------|----------------------|-------------------------------------|----------------------|
| Receivables | 76,991 | 2,161 | 2,161 |
| Teacher Salaries Grant Receivable | 147,157 | 102,468 | 102,468 |
| | <u>224,148</u> | <u>104,629</u> | <u>122,410</u> |
| Receivables from Exchange Transactions | 76,991 | 2,161 | 2,161 |
| Receivables from Non-Exchange Transactions | 147,157 | 102,468 | 120,249 |
| | <u>224,148</u> | <u>104,629</u> | <u>122,410</u> |

10. Inventories

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| School Uniforms | 3,242 | 4,982 | 4,982 |
| | <u>3,242</u> | <u>4,982</u> | <u>4,982</u> |

11. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---------------------------------------------|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2020 | | | | | | |
| Building Improvements | 200,555 | - | | | (7,273) | 193,282 |
| Furniture and Equipment | 171,295 | 140,667 | | | (42,253) | 269,709 |
| Information and Communication Technology | 34,294 | - | | | (15,610) | 18,684 |
| Leased Assets | 14,152 | 47,684 | | | (19,573) | 42,263 |
| Library Resources | 24,807 | 824 | | | (3,204) | 22,427 |
| Balance at 31 December 2020 | <u>445,103</u> | <u>189,175</u> | <u>-</u> | <u>-</u> | <u>(87,913)</u> | <u>546,365</u> |

The net carrying value of equipment held under a finance lease is \$42,263 (2019: \$14,152)

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------------|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2020 | | | |
| Building Improvements | 290,918 | (97,636) | 193,282 |
| Furniture and Equipment | 650,880 | (381,172) | 269,709 |
| Information and Communication Technology | 364,413 | (345,729) | 18,684 |
| Leased Assets | 74,207 | (31,943) | 42,263 |
| Library Resources | 77,036 | (54,609) | 22,427 |
| Balance at 31 December 2020 | 1,457,454 | (911,089) | 546,365 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------------|--------------------------|---------------|----------------|------------|-----------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2019 | | | | | | |
| Building Improvements | 207,828 | - | - | - | (7,273) | 200,555 |
| Furniture and Equipment | 192,552 | 12,561 | - | - | (33,818) | 171,295 |
| Information and Communication Technology | 45,549 | 19,127 | (1,846) | - | (28,536) | 34,294 |
| Leased Assets | 19,876 | 7,039 | - | - | (12,763) | 14,152 |
| 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 |

The net carrying value of equipment held under a finance lease is \$14,152 (2018: \$19,876)

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------------|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2019 | | | |
| Building Improvements | 290,918 | (90,363) | 200,555 |
| Furniture and Equipment | 510,214 | (338,919) | 171,295 |
| Information and Communication Technology | 364,413 | (330,119) | 34,294 |
| Leased Assets | 42,839 | (28,687) | 14,152 |
| Library Resources | 76,212 | (51,405) | 24,807 |
| Balance at 31 December 2019 | 1,284,596 | (839,493) | 445,103 |

12. Accounts Payable

| | 2020 Actual | 2020 Budget (Unaudited) | 2019 Actual |
|---------------------------------------|----------------|-------------------------------|----------------|
| | \$ | \$ | \$ |
| Operating Creditors | 12,954 | 21,122 | 21,122 |
| Accruals | 6,980 | 7,160 | 7,160 |
| Employee Entitlements - Salaries | 147,157 | 102,468 | 102,468 |
| Employee Entitlements - Leave Accrual | 5,723 | 3,354 | 3,354 |
| | 172,814 | 134,104 | 134,104 |
| Payables for Exchange Transactions | 172,814 | 134,104 | 134,104 |
| | 172,814 | 134,104 | 134,104 |

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

| | 2020 | 2020 | 2019 |
|-------|---------------|-----------------------|----------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Other | 45,520 | - | - |
| | <u>45,520</u> | <u>-</u> | <u>-</u> |

14. Provision for Cyclical Maintenance

| | 2020 | 2020 | 2019 |
|-------------------------------------------------------|----------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 98,483 | 98,483 | 165,489 |
| Increase/ (decrease) to the Provision During the Year | 87,540 | 7,000 | (67,006) |
| Use of the Provision During the Year | (43,770) | (7,000) | - |
| Provision at the End of the Year | <u>142,253</u> | <u>98,483</u> | <u>98,483</u> |
| Cyclical Maintenance - Current | 48,638 | 6,708 | 11,873 |
| Cyclical Maintenance - Term | 93,615 | 95,609 | 86,610 |
| | <u>142,253</u> | <u>102,317</u> | <u>98,483</u> |

15. Finance Lease Liability

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

| | 2020 | 2020 | 2019 |
|--------------------------------------------------|---------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| No Later than One Year | 23,371 | 10,403 | 11,445 |
| Later than One Year and no Later than Five Years | 24,359 | 6,397 | 6,776 |
| | <u>47,730</u> | <u>16,800</u> | <u>18,221</u> |

16. Funds Held for Capital Works Projects

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

| | 2020 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|--------------------------------|--------------------|---------------------------|----------------------------|----------------|----------------------------|---------------------------|
| Electrical Infrastructure | <i>completed</i> | 29,900 | 9,807 | (39,707) | - | - |
| Repairs to Administration | <i>completed</i> | 2,658 | 1,497 | (4,154) | - | - |
| Blocks 2 & 3 Toilet Remodeling | <i>completed</i> | 180,678 | 40,838 | (221,516) | - | - |
| Rms 3 & 4 Toilet Upgrade | <i>in progress</i> | - | 189,573 | (191,412) | - | (1,838) |
| Replace Stormwater Line | <i>in progress</i> | - | 19,649 | (13,892) | - | 5,757 |
| Tigerturf Court Area | <i>completed</i> | - | 26,810 | (26,810) | - | - |
| LSC Building Upgrade | <i>completed</i> | - | 82,500 | (82,500) | - | - |
| Blocks 1,2,3,11,14 | <i>completed</i> | - | 456,373 | (456,373) | - | - |
| Totals | | 213,236 | 827,047 | (1,036,364) | - | 3,919 |

Represented by:

| | |
|---------------------------------------------------|---------|
| Funds Held on Behalf of the Ministry of Education | 3,919 |
| | (3,919) |

| | 2019 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|--------------------------------|--------------------|---------------------------|----------------------------|----------------|----------------------------|---------------------------|
| Electrical Infrastructure | <i>in progress</i> | - | 88,263 | (58,363) | - | 29,900 |
| Repairs to Administration | <i>in progress</i> | - | 39,569 | (36,912) | - | 2,658 |
| Blocks 2 & 3 Toilet Remodeling | <i>in progress</i> | - | 368,448 | (187,770) | - | 180,678 |
| Totals | | - | 496,280 | (283,045) | - | 213,236 |

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---------------------------------------------|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,270 | 3,150 |
| Full-time equivalent members | 0.14 | 0.12 |
| <i>Leadership Team</i> | | |
| Remuneration | 255,643 | 221,246 |
| Full-time equivalent members | 2 | 1.80 |
| Total key management personnel remuneration | 259,913 | 224,396 |
| Total full-time equivalent personnel | 2.14 | 1.92 |

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

Principal

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

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--------------------------------------------------|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 140-150 | 140-150 |
| Benefits and Other Emoluments | 4-5 | 3-4 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2020 FTE Number | 2019 FTE Number |
|-----------------------|--------------------|--------------------|
| 100-110 | 2.00 | 0.00 |
| | 2.00 | 0.00 |

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

19. Compensation and Other Benefits Upon Leaving

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

| | 2020 Actual | 2019 Actual |
|------------------|----------------|----------------|
| Total | \$0 | \$0 |
| Number of People | 0 | 0 |

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2019: \$nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any commitments.

22. Managing Capital

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

23. Financial Instruments

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

Financial assets measured at amortised cost

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---------------------------------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 248,248 | 571,474 | 519,277 |
| Receivables | 224,148 | 104,629 | 122,410 |
| Total Financial assets measured at amortised cost | 472,396 | 676,103 | 641,687 |

Financial liabilities measured at amortised cost

| | | | |
|--------------------------------------------------------|---------|---------|---------|
| Payables | 172,814 | 134,104 | 134,104 |
| Finance Leases | 43,104 | 16,800 | 16,800 |
| Total Financial Liabilities Measured at Amortised Cost | 215,918 | 150,904 | 150,904 |

24. Events After Balance Date

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

25. Comparatives

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

Independent Auditor's Report

To the readers of Whenuapai School's Financial statements For the year ended 31 December 2020

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

In our opinion the financial statements of the School:

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

Our audit was completed on 19 May 2021. This is the date at which our opinion is expressed.

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

Basis 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 for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board 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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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



WHENUAPAI SCHOOL

Living is Striving

2021 Analysis of Variance

Analysis of Variance Reporting



| | | | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------|
| School Name: | Whenuapai School | School Number: | 1572 |
| Focus | Mathematics | | |
| Strategic Aim: | <p>Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice</p> <p>Build social relationships by including all learners through authentic partnerships with families and Whānau</p> <p>Build exceptional student achievement through high quality culturally responsive teaching and learning</p> <p>Build our reputation and community confidence as the school of choice for full primary education</p> | | |
| Annual Aim: | <ul style="list-style-type: none"> • By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs, and fostering learner agency and wellbeing • By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences • By consolidating an explicit, seamless, progressive learning pathway from Year 1-8 • By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress • By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice • Develop authentic connections with whānau to enhance educational success through identity, language and culture • By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes | | |
| Target: | <p>2020 whole school target was to have 86% of all students at or above the expected curriculum level in Mathematics .</p> <p>2020 Kahui Ako target was to have 87% of all students at or above the expected curriculum level in Mathematics.</p> | | |

Tātaritanga raraunga

Baseline Data:

At the beginning of 2020 baseline data in Mathematics was 81% of all students at or above the expected curriculum level.

Focus areas:

Year 8 - 63% at/above

Year 6 - 66% at/above

Maori - 69.5% at/above

At/Above comparison from 2016 - end of 2020.

| 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------|------|------|------|--------------------|
| Mathematics | | | | |
| 69% | 79% | 79% | 81% | 90% Maori - 77% |

Below/Well below comparison from 2016- end of 2020

| 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------|------|------|------|------|
| Mathematics | | | | |
| 31% | 21% | 21% | 19% | 10% |

Tātaritanga raraunga

| 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>PR1ME maths programme implemented.</p> <p>Once we went into lockdown teachers recorded videos of ourselves teacher content from the coursebook and then assigned the corresponding practice book pages.</p> <p>Junior classes (Y0-3) chose not to send home PR1ME books in lockdown but instead focussed on a teacher identified gap - basic facts and problem solving.</p> <p>PR1ME learning during lockdown was supplemented by other problem solving activities. These were designed to be shared through Seesaw to create community and connectedness.</p> <p>We administered PR1ME placement tests both for initial group targeting but</p> | <p>End of 2020 data shows 90% of all students are at or above the expected curriculum level.</p> <p>End of 2020 data shows 77% of all Maori learners are at or above the expected curriculum level.</p> <p>Yr 8 76% at/above +13%</p> <p>Yr 6 89% at/above +17.5%</p> <p>Maori 61% at/above (-8.5%)</p> <p>Once we returned to on site learning through term 4 we were able to accelerate our pace and teach most of the B book at school.</p> | <p>Sustained period of time in class following the PR1ME programme together.</p> <p>Greater student engagement.</p> <p>Good scaffolding at early levels - Year 5/6.</p> <p>Students becoming familiar with the programme.</p> <p>Students becoming more literate - juniors.</p> <p>Collective understanding from staff on how to set up a PR1ME programme for success.</p> <p>Greater emphasis on aligning with HERO goals for reporting purposes.</p> <p>PR1ME maths programme profiled as a key area of learning. TOD dedicated to understanding assessment and consistency school wide. We have strengthened teacher understanding of the stages and levels to form OTJ's.</p> <p>Maths team inquiries implemented, monitored and impact on teaching and learning was shared in Term</p> | <p>Year 6 2020 - 63% PR1ME professional learning group established to filter PD to staff throughout the year.</p> <p>Covering both A and B books in a year to ensure curriculum coverage - Leadership from PLG group filtered down through teams. Ongoing dialogue on how the pace is.</p> <p>Teams working together to choose strand areas to teach from the books to match our current inquiry (e.g. measurement during Olympics).</p> <p>Fine tuning lesson structure to ensure knowledge maintenance.</p> <p>Ensuring that a solid foundation is established in Year 2 so that</p> |

Tātaritanga raraunga

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>also identifying gaps in knowledge as a result of home learning.</p> <p>Year 5/6 - Teaming at the same pace. Conversations around how to deliver the lesson at team meetings.</p> <p>PR1ME maths programme profiled as a key area of learning. TOD dedicated to understanding assessment and consistency school wide. We have strengthened teacher understanding of the stages and levels to form OTJ's.</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>HERO - supporting a schoolwide understanding of what success looks like at each year level. HERO provides a consistent story that travels with students as they progress through the school.</p> <p>PB4L - Strong relationship based learning focused on positive behaviour for learning.</p> | <p>Engagement with PR1ME improved due to teacher presence and increased pace. This was also due to having established routines in place and great student competency as a result of greater support.</p> <p>Due to the fact that students moved at vastly different rates during lockdowns, significant time needed to be dedicated to aligning student knowledge so that groups of children could be taught together. This was a time consuming, difficult, and demoralising process.</p> <p>Teacher confidence and fulfillment in the programme also increased where both alignment and routines were established.</p> <p>We spent time writing and assigning specific learning goals on HERO to provide a roadmap of what is expected at different year</p> | <p>1. Covid 19 has made this very hard to continue to monitor but we will reboot this in Term 3.</p> <p>Culturally responsive pedagogy is embedded across all aspects of the school, there is a deliberate focus across our Kahui Ako and school.</p> <p>Delivered on-going differentiated support as required by Principal, Deputy Principal, Team Leaders and Mentor Teachers.</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>HERO development - Personal learning plans space for learning support students and those needing extra pastoral care support. HERO reporting and assessment set up, creating transparency with learners, teachers and Whānau.</p> <p>Reporting and assessment is focused not only on the 2 academics, but the inquiry model pulls the focus to the wider curriculum, key competencies and our school values.</p> <p>Extra ESOL support in classrooms as our roll increases.</p> <p>Provisionally registered teachers attend regular sessions and meet with DP to concur regularly. All</p> | <p>students move with the cohort and are set up to succeed.</p> <p>Ensure that our community understands the PR1ME method and buys into the program.</p> <p>Establishing consensus on what a PR1ME program should look like at all year levels.</p> <p>Mastery of the tools at our disposal through digital PR1ME and also correct utilisation of the types of book (Teacher guide, course book, practice book)</p> <p>Introduction of support resources such as the supplementary chapters to support student knowledge.</p> <p>Revisiting our HERO goals to ensure they align with our developing experience and understanding of the course and our agreed expectations.</p> <p>Seeking advice and useful resources from schools where PR1ME is firmly established.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Tātaritanga raraunga

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Learning Support Coordinator and additional TA support allowed our priority learners to gain better access to the curriculum.</p> <p>Annual plan was reviewed monthly, evolving consistently.</p> <p>Data conversations - assessment for learning was at the core of staff meetings to allow us to track progress better. Combined with HERO, teachers, parents and students understood where they were and what goals they were trying to achieve.</p> <p>TOI model linked with teams in relation to building mathematics capabilities</p> | <p>levels. This also provided clarity to parents.</p> <p>We provided a post related to each student's achievement in maths which was reported to parents and caregivers. This was designed to provide a snapshot of students capability and current learning, and next learning goals.</p> <p>We placed greater emphasis on reporting according to the HERO goals which aligned with what we were teaching. This provided clarity. Our student data reflects this.</p> | <p>documents are aligned and supported through the GROWTH coaching model</p> <p>On-going dialogue with Across School Leaders (ASL), Within School Leader's (WSL), DP's and Principals across the Kahui Ako workstreams.</p> <p>We have established an Inquiry learning team to create a model that is inclusive for all all year learning including play based learning.</p> <p>Impact coaching and GROWTH coaching professional development in on-going for all middle leaders and DP.</p> <p>Student led conferences were very successful in Term 3 80% attendance with further follow up with one on one meetings.</p> <p>IEP and IBP processes continue to be strengthened and are live documents.</p> <p>Home learning has increased the use of Seesaw, Hapara workspaces and Google classroom to correspond with students and parents.</p> <p>Home learning (through Covid-19 timeframe) is presented to parents each week on a Sunday to share the week ahead, plus everyday Seesaw posts and explanations.</p> <p>Home-learning continues through digital resources (Seesaw, Hapara, Google Classroom, Zoom,</p> | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



Tātaritanga raraunga

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|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | <p>Reading Eggs, Mathletics, Sunshine Classics, Epicbooks and more).</p> <p>LSC has developed new IEP and IBP plans through collaboration with RTLBs, teachers and lead teachers. Continued collaboration through the LSC Kahui Ako learning support stream.</p> <p>RTLB engagement is on-going. Monitoring Aranui support.</p> <p>ESOL system has been reviewed, inclass and small group teaching is in operation but more students will mean we need another ESOL teacher to support our ESOL TA in Term 3 and 4.</p> <p>Inquiry model designed in line with the localised curriculum planning. Focusing on developing student agency and a future focused learning environment.</p> <p>2 Year Curriculum Mapping - collaboratively planned and overviews are shared and celebrated in staff meetings.</p> | |
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Planning for next year:

PR1ME professional learning group established to filter PD to staff throughout the year.

Continued close relationship with expert from the PR1ME organisation and other schools

Through our PLG group we have representation across the school in junior, middle, and senior teams. Releasing these teachers to model best practice and have professional discussions at individual and team level will benefit us. This will give us an understanding of what is happening now and how we can get to where we want to be.

We will provide correspondence to parents about PR1ME, why we are using it and what it looks like in practice. We will also hold an open door information evening so they can see this in action.

Books ordered so that students can continue where they left off or from where they need to be. Delivered week 3.

Renewing all staff subscriptions to digital PR1ME

Be mindful and create resources in other languages to make learning accessible for ESOL learners

Continue to use coaching conversations around data driven by the professional growth cycles.

Whole school, collaborative local curriculum design - consistently review and seek feedback from our teachers, students and community.

Further developing the play-based learning model to engage reading.

Repeat SWOT analysis' across each team each term to track focus groups.

Further develop our collaborative curriculum mapping - Year 1-8 pathways continue to become clear and evident.

Tātaritanga raraunga

Maths Target for 2021 - Whole school TARGET **93%**

Analysis of Variance Reporting



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|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------|
| School Name: | Whenuapai School | School Number: | 1572 |
| Focus: | Reading | | |
| Strategic Aim: | <p>Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice</p> <p>Build social relationships by including all learners through authentic partnerships with families and Whānau</p> <p>Build exceptional student achievement through high quality culturally responsive teaching and learning</p> <p>Build our reputation and community confidence as the school of choice for full primary education</p> | | |
| Annual Aim: | <ul style="list-style-type: none"> • By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs, and fostering learner agency and wellbeing • By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences • By consolidating an explicit, seamless, progressive learning pathway from Year 1-8 • By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress • By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice • Develop authentic connections with Whānau to enhance educational success through identity, language and culture. • By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes | | |
| 2020 Learning Targets: | <p>At the end of 2020 the whole school target was to have 90% of all students at or above the expected curriculum level in Reading.</p> <p>At the end of 2020 our Kahui Ako target was to have 89% of all students at or above the expected curriculum level in Reading.</p> | | |

Tātaritanga raraunga

2020 Baseline Data:

At the beginning of 2020 our Whole School data in Reading was 82% at or above the expected curriculum level.

Focus areas:

Year 3 - 70% at/above

Year 6 - 73% at/above

Maori - 76% at/above

At/Above comparison from 2016 - end of 2020.

| 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|------|------|------|--------------------|
| Reading | | | | |
| 68% | 78% | 75% | 82% | 92% Maori - 80% |

Below/Well below comparison from 2016- end of 2020

| 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|------|------|------|------|
| Reading | | | | |
| 32% | 22% | 25% | 18% | 8% |



| 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> |
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| <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>HERO - supporting a schoolwide understanding of what success looks like at each year level. HERO provides a consistent story that travels with students as they progress through the school.</p> <p>Extra ESOL support in classrooms as our roll increases. ESOL system has been reviewed, in-class and small group teaching is in operation but more students will mean we need another ESOL teacher to support our ESOL TA in Term 3 and 4.</p> <p>Junior classes continued to run a balanced literacy programme including shared reading, guided reading, reading to, with and by. With library visits, poems and reading weaved through inquiry topics.</p> | <p>End of 2020 data shows 92% of all students are at or above the expected curriculum level.</p> <p>End of 2020 data shows 80% of all Maori learners are at or above the expected curriculum level.</p> <p>Year 3 - 71% at/above (+1).</p> <p>Year 6 - 89% at/above (+16%).</p> <p>Maori 86% at/above (+10%).</p> <p>Students continued to be strong readers at the senior end of the school; a trend which has been regular for the last few years. Reading for enjoyment appears to have increased, which we can see in the increased borrowing from the library, and students' willingness to review books for each other.</p> | <p>One reason is that we changed the way we assess and report to be more descriptive and take into account a broader range of data.</p> <p>The use of reading eggs, fast phonics and sunshine online were popular during the lockdowns ensuring children could continue to read appropriately levelled texts.</p> <p>We suspect that many senior students were able to keep up reading during lockdowns; unlike other subjects, students would benefit from mileage without much parental input.</p> <p>Culturally responsive pedagogy is embedded across all aspects of the school, there is a deliberate focus across our Kahui Ako and school.</p> <p>Delivered on-going differentiated support as required by Principal, Deputy Principal, Team Leaders and Mentor Teachers.</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>HERO development - Personal learning plans space for learning support students and those needing extra pastoral care support. HERO reporting and assessment</p> | <p>Yolanda Soral phonics alignment across the school.</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>Teachers to look into and begin using the decodable readers to be sent out from the MOE in April for junior children not making progress. Look into training teachers and purchasing more of these.</p> <p>Look into the use of Yolanda Soral early words programme for Year 0-3 children not making progress.</p> <p>In the senior school, developing a better balance of reading for inquiry (information and research), and reading for other purposes, including enjoyment.</p> |

Tātaritanga raraunga

In Y5/6, a cornerstone of reading is the Daily 5, which ensures mileage, variety, and students having agency over what and how they read. This was coupled with teacher directed learning.

In Y7/8, reading was mainly integrated into the inquiry topic of the time. Students would read broadly about a topic, develop their own focus and then read for purposeful research.

Introduced reading comprehension strategies that are used across the Year 4-6 teams ensuring consistent teaching of these. Included in term planning to ensure coverage.

Similarly, explicit teaching of reading strategies (developing a particular kind of thinking or skill) was used through the senior school.

PB4L - Strong relationship based learning focused on positive behaviour for learning.

Learning support coordinator and additional TA support allowed our priority learners to gain better access to the curriculum.

set up, creating transparency with learners, teachers and Whānau.

Reporting and assessment is focused not only on the 2 academics, but the inquiry model pulls the focus to the wider curriculum, key competencies and our school values.

Extra ESOL support in classrooms as our roll increases.

Provisionally registered teachers attend regular sessions and meet with DP to concur regularly. All documents are aligned and supported through the GROWTH coaching model

On-going dialogue with Across School Leaders (ASL), Within School Leader's (WSL), DP's and Principals across the Kahui Ako workstreams.

We have established an Inquiry learning team to create a model that is inclusive for all all year learning including play based learning.

Impact coaching and GROWTH coaching professional development in on-going for all middle leaders and DP.

Student led conferences were very successful in term 3 80% attendance with further follow up with one on one meetings.

IEP and IBP processes continue to be strengthened and are live documents

Tātaritanga raraunga

LSC has actively accessed a range of funding for our priority and high risk students.

Annual plan was reviewed Monthly, evolving consistently.

Data conversations - assessment for learning was at the core of staff meetings to allow us to track progress better. Combined with HERO, teachers, parents and students understood where they were and what goals they were trying to achieve.

Throughout covid lockdowns, we supported families with chromebooks, hard learning packs and online learning tools.

Home learning has increased the use of Seesaw, Hapara workspaces and Google Classroom to correspond with students and parents.

Home learning (through Covid-19 timeframe) is presented to parents each week on a Sunday to share the week ahead, plus everyday seesaw posts and explanations

Home-learning continues through digital resources) Seesaw, Hapara, Google Classroom, Zoom, Reading Eggs, Mathletics, Sunshine Classics, Epicbooks and more)

LSC has developed new IEP and IBP plans through collaboration with RTLBs, teachers and lead teachers. Continued collaboration through the LSC Kahui Ako learning support stream.

RTLB engagement is on-going. Monitoring Aranui support.

ESOL system has been reviewed, inclass and small group teaching is in operation but more students will mean we need another ESOL teacher to support our ESOL TA in Term 3 and 4.

Inquiry model designed in line with the localised curriculum planning. Focusing on developing student agency and a future focused learning environment.

2 Year Curriculum Mapping - collaboratively planned and overviews are shared and celebrated in staff meetings.

Planning for next year:

ESOL professional learning group established to help support and track these learners.

New teachers to complete the Yolanda Soryl Phonics training course before the start of year.

Inquiry - continue to grow the love of reading through inquiry related and relevant learning materials including online research skills.

Reading strategies - continue to grow what these look like at each level and prioritise certain strategies across the year levels.

Decodable texts - create more opportunities for all learners to be able to access a wide range of curriculum areas.

Be mindful and create resources in other languages to make learning accessible for ESOL learners

Continue to use coaching conversations around data driven by the professional growth cycles.

Whole school, collaborative local curriculum design - consistently review and seek feedback from our teachers, students and community.

Further developing the play-based learning model to engage reading.

Repeat SWOT analysis' across each team each term to track focus groups.

Further develop our collaborative curriculum mapping - Year 1-8 pathways continue to become clear and evident.

Reading Target for 2021 - Whole school TARGET **95%**

Tātaritanga raraunga



Analysis of Variance Reporting



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| School Name: | Whenuapai School | School Number: | 1572 |
| Focus: | Writing | | |
| Strategic Aim: | <p>Build an inclusive school culture focused on wellbeing through collaborative professional learning and practice</p> <p>Build social relationships by including all learners through authentic partnerships with families and Whānau</p> <p>Build exceptional student achievement through high quality culturally responsive teaching and learning</p> <p>Build our reputation and community confidence as the school of choice for full primary education</p> | | |
| Annual Aim: | <ul style="list-style-type: none"> • By providing exemplary and inspiring opportunities, addressing individual learner strengths and needs, and fostering learner agency and wellbeing • By developing educationally powerful two-way home school connections to lift student achievement, improve student outcomes and celebrate similarities and differences • By consolidating an explicit, seamless, progressive learning pathway from Year 1-8 • By developing a community of practice supported by individual and team self-review to optimise impact on student learning and progress • By strengthening collaborative teacher efficacy to deliver a culturally responsive curriculum, through integrating new knowledge and understanding of student learning into professional practice • Develop authentic connections with whānau to enhance educational success through identity, language and culture. • By using the shared knowledge and strengths of our teachers underpinned by evidence-based practice students will achieve positive outcomes | | |
| Target: | <p>At the end of 2020 the whole school target was to have 81% of all students at or above the expected curriculum level in Writing.</p> <p>At the end of 2020 our Kahui Ako target was to have 86% of all students at or above the expected curriculum level in Writing.</p> | | |

Tātaritanga raraunga

Baseline Data:

At the beginning of 2020 our Whole School data in Writing was 76% at or above the expected curriculum level.

Focus areas for 2020 were:

Year 3 - 69% at/above

Year 7 - 64% at/above

Maori - 76% at/above

Males - 64% at/above

At/Above comparison from 2016 - end of 2020.

| 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|------|------|------|-------------------|
| Writing | | | | |
| 51% | 72% | 73% | 76% | 90% Maori -77% |

Below/Well below comparison from 2016- end of 2020

| 2016 | 2017 | 2018 | 2019 | 2020 |
|---------|------|------|------|------|
| Writing | | | | |
| 49% | 28% | 27% | 24% | 10% |

Tātaritanga raraunga

| 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> |
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| <p>Delivered on-going differentiated support as required by Principal, Deputy Principal, Team Leaders and Mentor Teachers.</p> <p>External professional development and on-going support with DP to ensure wrap around support given.</p> <p>Senior school implemented WTE online learning tool, this enabled students immediate feedback on their writing.</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>Collaborative team planning - teaching same sentence structures, having the same focus across the team.</p> | <p>End of 2020 data shows 90% of all students are at or above the expected curriculum level.</p> <p>End of 2020 data shows 77% of all Maori learners are at or above the expected curriculum level.</p> <p>Year 3 - 76% at/above (+7%)</p> <p>Year 7 - 77% at/above (+13%)</p> <p>Maori 77.5% at/above (+0.5%)</p> <p>Males 80% at/above (+16%)</p> <p>Due to a nationwide lockdown for Covid-19, gave teachers the opportunity to drive their WTE learning online. Writing became a priority for home learning.</p> <p>Children became more driven to write, to try to exceed their previous word count in timed daily writing.</p> | <p>A whole school drive to work on strengthening their writing programme.</p> <p>Changed the expectation from a very specific level to within the curriculum level (stopped using the National Standard criteria).</p> <p>Teacher observations of colleagues and discussions between teams.</p> <p>Write that Essay basic training and implementation within classrooms helped structure writing sessions and know what to teach.</p> <p>Prioritising writing across the school - ensuring there was writing happening daily, the mechanics or writing became easier with increased writing mileage so we could then focus on deeper features.</p> <p>Students engaged positively in the purposeful writing they could see meaning in what they were doing and had developed the skills which gave them confidence to take risks in their writing.</p> <p>Culturally responsive pedagogy is embedded across all aspects of the school, there is a deliberate focus across our Kahui Ako and school.</p> | <p>Key focus areas are: Year 4 (end of 2020 76%) Year 8 (end of 2020 77%).</p> <p>As a school we need to consolidate the good writing practice across the school now. We are committed to using the write that essay teaching models and need to continue to have this lead throughout the school.</p> <p>Juniors (Year 0-2) need to inquire into how this looks in the junior areas, while students are still learning letter formation, to writing basic sentence types. We need to consider what they need to learn early on to benefit them in the middle years.</p> <p>PD Application is in for 2021 to support the above.</p> |

Tātaritanga raraunga

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| <p>HERO - supporting a schoolwide understanding of what success looks like at each year level. HERO provides a consistent story that travels with students as they progress through the school.</p> <p>Extra ESOL support in classrooms as our roll increases.</p> <p>Linked our writing into our Inquiry topics and ensured each writing session had a purpose.</p> <p>Daily writing activities - 10min writing every day, students counted their words and sentences and tried to improve.</p> <p>Established writing groups and implemented writing stations and a consistent spelling programme in Year 4.</p> <p>In Year 4 we had a specific focus on writing features during COVID lockdown 2.</p> <p>PB4L - Strong relationship based learning focused on positive behaviour for learning.</p> | <p>Teachers and most students responded well to a variety of writing prompts that were purposeful and creative.</p> <p>Teachers became more confident in teaching writing because they had been given a toolbox of accessible material that was straightforward to deliver. They had access to in class demonstrations and observations to help foster this confidence.</p> | <p>Delivered on-going differentiated support as required by Principal, Deputy Principal, Team Leaders and Mentor Teachers</p> <p>Dedicated planning space for differentiated learning and CRP practices on Team planning overviews.</p> <p>HERO development - Personal learning plans space for learning support students and those needing extra pastoral care support. HERO reporting and assessment set up, creating transparency with learners, teachers and Whānau.</p> <p>Reporting and assessment is focused not only on the 2 academics, but the inquiry model pulls the focus to the wider curriculum, key competencies and our school values.</p> <p>Extra ESOL support in classrooms as our roll increases.</p> <p>Provisionally registered teachers attend regular sessions and meet with DP to concur regularly. All documents are aligned and supported through the GROWTH coaching model</p> <p>On-going dialogue with Across School Leaders (ASL), Within School Leaders (WSL), DP's and Principal's across the Kahui Ako workstreams.</p> <p>We have established an Inquiry learning team to create a model that is inclusive for all all year learning including play based learning.</p> | <p>WSL Kahui Ako lead teacher needs to be upskilled.</p> <p>Writing in books as opposed to writing online is another area we need to learn more about. We need to explore the benefits of both and decide as a school, how we balance these out.</p> <p>Teachers responded the most to in class modelling and resource support - this needs to continue as much as possible.</p> |
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Tātaritanga raraunga

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| <p>Learning support coordinator and additional TA support allowed our priority learners to gain better access to the curriculum.</p> <p>Annual plan was reviewed Monthly, evolving consistently.</p> <p>Data conversations - assessment for learning was at the core of staff meetings to allow us to track progress better. Combined with HERO, teachers, parents and students understood where they were and what goals they were trying to achieve.</p> <p>Engaged with ERO re our Covid-19 response and learnings.</p> | | <p>Impact coaching and GROWTH coaching professional development in on-going for all middle leaders and DP.</p> <p>Student led conferences were very successful in Term 3 80% attendance with further follow up with one on one meetings.</p> <p>IEP and IBP processes continue to be strengthened and are live documents.</p> <p>Home learning has increased the use of Seesaw, Hapara Workspaces and Google Classroom to correspond with students and parents.</p> <p>Home learning (through covid-19 timeframe) is presented to parents each week on a Sunday to share the week ahead, plus everyday seesaw posts and explanations.</p> <p>Home-learning continues through digital resources) Seesaw, Hapara, Google Classroom, Zoom, Reading Eggs, Mathletics, Sunshine Classics, Epicbooks and more).</p> <p>LSC has developed new IEP and IBP plans through collaboration with RTLBs, teachers and lead teachers. Continued collaboration through the LSC Kahui Ako learning support stream.</p> <p>RTLB engagement is on-going. Monitoring Aranui support.</p> | |
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Tātaritanga raraunga

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| | | <p>ESOL system has been reviewed, inclass and small group teaching is in operation but more students will mean we need another ESOL teacher to support our ESOL TA in Term 3 and 4.</p> <p>Inquiry model designed in line with the localised curriculum planning. Focusing on developing student agency and a future focused learning environment.</p> <p>2 Year Curriculum Mapping - collaboratively planned and overviews are shared and celebrated in staff meetings.</p> | |
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Planning for next year:

Write that Essay (WTE) professional learning group established to filter PD to staff throughout the year.

Due to the initial success with WTE we are sending a COL leader to become certified and share the new information with staff.

This year we are completing a whole school baseline E-AsTTle (Year 2-8). To be administered in Week 7, Term 1. Teams will analyse and share noticings in Google Form. This will help identify a focus area for the PLG to make further interventions and provide support to teachers and students. This exercise will also support new staff with moderation and marking of E-AsTTle.

Members of our PLG will be observing a range of teachers to find out 'What is happening now' and this will also help us identify possible teacher needs early in the year.

Inquiry - explicit links need to keep being made to make the learning relevant.

Using our WSL positions to lead a teaching inquiry around: How can we build a culture of collective teacher efficacy that fosters student agency and improves writing engagement and achievement?

Write that Essay PD funding application in for February 2021.

Be mindful and create resources in other languages to make learning accessible for ESOL learners

Continue to use coaching conversations around data driven by the professional growth cycles.

Whole school, collaborative local curriculum design - consistently review and seek feedback from our teachers, students and community.

Further developing the play-based learning model to engage reading.

Repeat SWOT analysis' across each team each term to track focus groups.

Further develop our collaborative curriculum mapping - Year 1-8 pathways continue to become clear and evident.

Tātaritanga raraunga

Writing Target for 2021 - Whole school TARGET **92%**

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$5996 (excluding GST). The funding was spent on sport for the whole school to develop participation. The number of students participating in organised sport increased from 65% to 80% of the school roll.