

Te Kura Rauwhiti O Waihi

WAIHI EAST SCHOOL

EST. 1907

Rise Above And Shine



Annual Report 2017

WAIHI EAST SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: Donnelly Street, Waihi

School Postal Address: Donnelly Street, Waihi, 3610

School Phone: 07 863 8693

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Ministry Number: 2049

Waihi East School

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Tinere Auiasha Douglas
Full Name of Board Chairperson

ISAAC TAYLOR
Full Name of Principal


Signature of Board Chairperson


Signature of Principal

14/5/18
Date:

14/5/18
Date:

Waihi East School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

| | Actual 2017 \$ | Budget (Unaudited) 2017 \$ | Actual 2016 \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 553,670 | 394,283 | 392,705 |
| Total comprehensive revenue and expense for the year | 30,677 | (3,862) | 155,410 |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | - | - | 5,555 |
| Equity at 31 December | 584,347 | 390,421 | 553,670 |
| Retained Earnings | 584,347 | 390,421 | 553,670 |
| Equity at 31 December | 584,347 | 390,421 | 553,670 |

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Waihi East School
Statement of Cash Flows
For the year ended 31 December 2017

| | | 2017 | 2017 | 2016 |
|---|----------|----------------|----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 392,212 | 337,272 | 343,807 |
| Locally Raised Funds | | 150,002 | 62,300 | 112,698 |
| Goods and Services Tax (net) | | 6,547 | - | (3,894) |
| Payments to Employees | | (256,799) | (220,000) | (246,087) |
| Payments to Suppliers | | (203,564) | 22,299 | (153,272) |
| Interest Paid | | (1,784) | - | (577) |
| Interest Received | | 370 | 2,000 | 2,071 |
| Net cash from / (to) the Operating Activities | | 86,984 | 203,871 | 54,746 |
| Cash flows from Investing Activities | | | | |
| Purchase of PPE (and Intangibles) | | (58,412) | (90,500) | (15,955) |
| Net cash from / (to) the Investing Activities | | (58,412) | (90,500) | (15,955) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 5,555 |
| Finance Lease Payments | | (3,812) | - | (1,719) |
| Net cash from Financing Activities | | (3,812) | - | 3,836 |
| Net increase/(decrease) in cash and cash equivalents | | 24,760 | 113,371 | 42,627 |
| Cash and cash equivalents at the beginning of the year | 8 | 262,115 | - | 219,488 |
| Cash and cash equivalents at the end of the year | 8 | 286,875 | 113,371 | 262,115 |

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



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

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

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

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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 | 18-40 years |
| Furniture and Equipment | 5-15 years |
| Information and Communication | 5 years |
| Motor Vehicles | 5 years |
| Library Resources | 8 years DV |

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.



Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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.

w) Budget Figures

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

x) 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.



5. Administration

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 3,300 | 3,200 | 3,200 |
| Board of Trustees Fees | 3,555 | 3,500 | 3,020 |
| Board of Trustees Expenses | 7,223 | 4,400 | 8,132 |
| Communication | 5,325 | 5,700 | 5,677 |
| Consumables | 9,337 | 7,200 | 5,272 |
| Operating Lease | 3,592 | 6,100 | 11,658 |
| Other | 12,494 | 11,150 | 13,703 |
| Employee Benefits - Salaries | 51,932 | 52,000 | 49,659 |
| Insurance | 6,145 | 3,800 | 5,353 |
| Service Providers, Contractors and Consultancy | 7,850 | 7,500 | 6,334 |
| | 110,753 | 104,550 | 112,008 |

6. Property

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 4,429 | 4,500 | 4,501 |
| Cyclical Maintenance Expense | 1,864 | 6,874 | 6,563 |
| Grounds | 10,737 | 11,000 | 11,308 |
| Heat, Light and Water | 11,115 | 10,400 | 11,192 |
| Rates | 2,743 | 3,500 | 2,935 |
| Repairs and Maintenance | 6,448 | 7,500 | 9,689 |
| Use of Land and Buildings | 205,107 | 143,253 | 204,025 |
| Employee Benefits - Salaries | 52,511 | 50,000 | 49,164 |
| Consultancy And Contract Services | - | - | 5,133 |
| | 294,954 | 237,027 | 304,510 |

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Building Improvements | 8,936 | 4,118 | 5,534 |
| Furniture and Equipment | 15,879 | 11,522 | 15,482 |
| Information and Communication Technology | 10,437 | 7,943 | 10,673 |
| Motor Vehicles | 796 | 841 | 1,130 |
| Leased Assets | 6,628 | 2,788 | 3,747 |
| Library Resources | 1,448 | 1,028 | 1,382 |
| | 44,124 | 28,240 | 37,948 |



11. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|---------------|--------------|------------|-----------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2017 | | | | | | |
| Building Improvements | 255,904 | 704 | - | - | (8,936) | 247,672 |
| Furniture and Equipment | 59,975 | 57,382 | (362) | - | (15,879) | 101,117 |
| Information and Communication Tech | 25,995 | - | - | - | (10,437) | 15,557 |
| Motor Vehicles | 796 | - | - | - | (796) | - |
| Leased Assets | 22,794 | - | - | - | (6,628) | 16,166 |
| Library Resources | 10,323 | 2,568 | - | - | (1,448) | 11,443 |
| Balance at 31 December 2017 | 375,787 | 60,654 | (362) | - | (44,124) | 391,955 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2017 | | | |
| Building Improvements | 316,332 | (68,660) | 247,672 |
| Furniture and Equipment | 286,008 | (184,891) | 101,117 |
| Information and Communication | 79,514 | (63,957) | 15,557 |
| Motor Vehicles | 5,651 | (5,651) | - |
| Leased Assets | 26,541 | (10,375) | 16,166 |
| Library Resources | 44,071 | (32,628) | 11,443 |
| Balance at 31 December 2017 | 758,117 | (366,162) | 391,955 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|----------------|-------------|------------|-----------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2016 | | | | | | |
| Building Improvements | 125,438 | 136,000 | - | - | (5,534) | 255,904 |
| Furniture and Equipment | 63,206 | 12,252 | - | - | (15,482) | 59,976 |
| Information and Communication Tech | 26,374 | 10,292 | - | - | (10,673) | 25,994 |
| Motor Vehicles | 1,926 | - | - | - | (1,130) | 796 |
| Leased Assets | - | 26,541 | - | - | (3,747) | 22,794 |
| Library Resources | 10,420 | 1,299 | (14) | - | (1,382) | 10,323 |
| Balance at 31 December 2016 | 227,364 | 186,384 | (14) | - | (37,948) | 375,787 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2016 | | | |
| Building Improvements | 315,628 | (59,724) | 255,904 |
| Furniture and Equipment | 275,580 | (215,604) | 59,976 |
| Information and Communication | 106,026 | (80,032) | 25,994 |
| Motor Vehicles | 5,651 | (4,855) | 796 |
| Leased Assets | 26,541 | (3,747) | 22,794 |
| Library Resources | 41,504 | (31,181) | 10,323 |
| Balance at 31 December 2016 | 770,930 | (395,143) | 375,787 |



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:

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 7,442 | - | 7,170 |
| Later than One Year and no Later than Five Years | 14,102 | - | 21,205 |
| Future finance charges | (2,252) | - | (3,363) |
| | 19,292 | - | 25,012 |

16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

| | 2017 Actual \$ | 2016 Actual \$ |
|---|----------------------|----------------------|
| Board Members | | |
| Remuneration | 3,555 | 3,020 |
| Full-time equivalent members | 0.07 | 0.22 |
| Leadership Team | | |
| Remuneration | 303,769 | 298,854 |
| Full-time equivalent members | 3.04 | 3.00 |
| Total key management personnel remuneration | 307,324 | 301,874 |
| Total full-time equivalent personnel | 3.11 | 3.22 |

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.



20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops;

| | 2017 Actual \$ | 2016 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | - | 2,708 |
| Later than One Year and No Later than Five Years | - | - |
| Later than Five Years | - | - |
| | - | 2,708 |

21. Managing Capital

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

22. Financial Instruments

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

Loans and receivables

| | 2017 Actual \$ | 2017 Budget (Unaudited) \$ | 2016 Actual \$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 286,875 | 113,371 | 262,115 |
| Receivables | 46,885 | 71,382 | 38,643 |
| Investments - Term Deposits | - | - | - |
| Total Loans and Receivables | 333,760 | 184,753 | 300,758 |

Financial liabilities measured at amortised cost

| | | | |
|--|--------|--------|--------|
| Payables | 71,170 | 77,410 | 52,357 |
| Borrowings - Loans | - | - | - |
| Finance Leases | 19,292 | - | 25,012 |
| Painting Contract Liability | - | - | - |
| Total Financial Liabilities Measured at Amortised Cost | 90,462 | 77,410 | 77,369 |

23. Events After Balance Date

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



School Name: Waihi East School

Members of the Board of Trustees

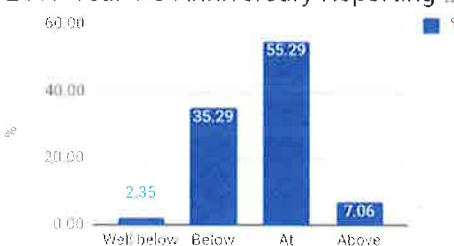
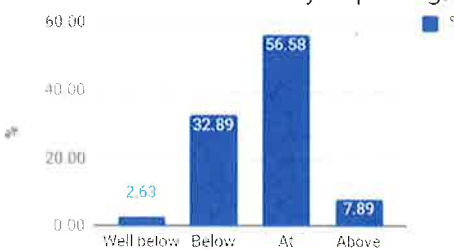
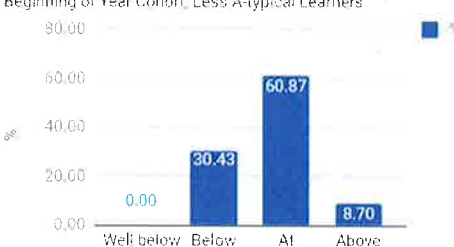
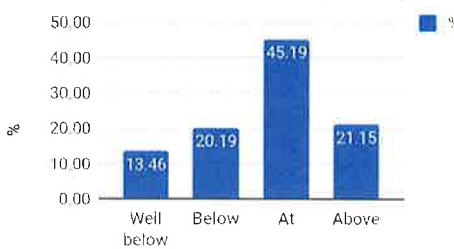
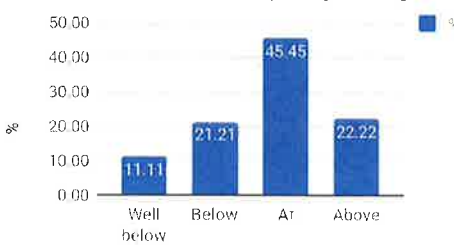
For the year 1 January to 31 December 2017

| Member Name | Position | How position on Board gained (e.g. Elected/Co-opted) | Occupation | Term expired/expires |
|--------------------|--------------------|---|----------------------|-----------------------------|
| Tineke Douglas | Chairperson | Elected | GP | 2019 |
| Michelle Burr | Deputy Chairperson | Elected | Senior Social Worker | 2019 |
| Tara Parker | Treasurer | Elected | Sales Manager | 2019 |
| Peter Tai | Parent Rep | Elected | Self Employed | 2019 |
| Julie Mouat | Parent Rep | Elected | Teacher/receptionist | 2019 |
| Isaac Taylor | Principal | Elected | School Principal | n/a |
| Briar Frew | Staff Rep | Elected | Teacher | 2019 |
| Rachael Coll | Minutes Secretary | | Teacher | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Kiwisport

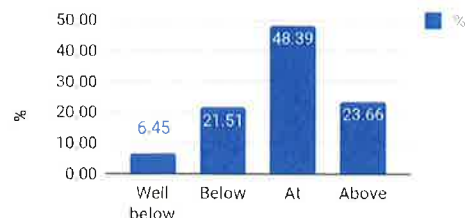
Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received total Kiwisport funding of **\$2,559** (excluding GST). The funding was spent on sporting endeavours.

Waihi East 2017 End of Year Data Report (Analysis Of Variance - AoV)

| Year 1-3 Writing | Students that have achieved an anniversary this year | Comments / Analysis | | | | | | | | | | |
|---|--|---------------------|------------|------------|-------|-------|-------|----|-------|-------|-------|---|
| All Students | <p>2017 Year 1-3 Anniversary Reporting</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>2.35</td></tr><tr><td>Below</td><td>35.29</td></tr><tr><td>At</td><td>55.29</td></tr><tr><td>Above</td><td>7.06</td></tr></table> | Category | Percentage | Well below | 2.35 | Below | 35.29 | At | 55.29 | Above | 7.06 | <p>62.29% (53) of students are working at or above the standard. Our general classroom programmes include:</p> <ul style="list-style-type: none">- Regular and targeted teacher time,- Use of "The Writing Book" by L Dempsey and S Cameron. .- Daily writing in different contexts and forms,- Writing across the curriculum- Language experiences across the curriculum and in various forms <p>This reflects the whole cohort of 1-3, please note that approximately 75% of our Year 2's re achieving at or above. overall score. Many of our underachieving children, in Year 3, have joined us from other schools.</p> |
| Category | Percentage | | | | | | | | | | | |
| Well below | 2.35 | | | | | | | | | | | |
| Below | 35.29 | | | | | | | | | | | |
| At | 55.29 | | | | | | | | | | | |
| Above | 7.06 | | | | | | | | | | | |
| Beginning of year cohort. | <p>2017 Year 1-3 Anniversary Reporting</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>2.63</td></tr><tr><td>Below</td><td>32.89</td></tr><tr><td>At</td><td>56.58</td></tr><tr><td>Above</td><td>7.89</td></tr></table> | Category | Percentage | Well below | 2.63 | Below | 32.89 | At | 56.58 | Above | 7.89 | <p>Of the 32 students working well below or below;</p> <ul style="list-style-type: none">• 5 joined us during this year.• 6 are atypical learners, who have identified needs that significantly impact their learning progress. <p>This equates to 13% of the entire cohort reported on!!</p> <p>All the learners below or well below have an IEP programme which includes:</p> <ul style="list-style-type: none">- Teacher time at least 4 times a week, and additional double dipping in groups where appropriate- Teacher Aide support 4 times a week,- Teacher aide PD,- RTLB support,- RTLit support,- SPELD in school time,- Quick 60 programmes,- External Ministry support.- ESOL |
| Category | Percentage | | | | | | | | | | | |
| Well below | 2.63 | | | | | | | | | | | |
| Below | 32.89 | | | | | | | | | | | |
| At | 56.58 | | | | | | | | | | | |
| Above | 7.89 | | | | | | | | | | | |
| Beginning of year cohort less non typical learners. | <p>2017 Year 1-3 Anniversary Reporting- Term 2 - Writing - Beginning of Year Cohort, Less A-typical Learners</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>0.00</td></tr><tr><td>Below</td><td>30.43</td></tr><tr><td>At</td><td>60.87</td></tr><tr><td>Above</td><td>8.70</td></tr></table> | Category | Percentage | Well below | 0.00 | Below | 30.43 | At | 60.87 | Above | 8.70 | <p>We continue to offer multiple opportunities for writing in all curriculum areas, and exposure to best practice in modelled text.</p> <p>These interventions are aimed to help accelerate their learning in writing. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.</p> <p>70% of our typical cohort are achieving at or above the standard.</p> |
| Category | Percentage | | | | | | | | | | | |
| Well below | 0.00 | | | | | | | | | | | |
| Below | 30.43 | | | | | | | | | | | |
| At | 60.87 | | | | | | | | | | | |
| Above | 8.70 | | | | | | | | | | | |
| Year 4-6 Writing | End of Year Data | Comments / Analysis | | | | | | | | | | |
| All Students | <p>2017 Year 4-6 - End of Year Reporting- Writing - All</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>13.46</td></tr><tr><td>Below</td><td>20.19</td></tr><tr><td>At</td><td>45.19</td></tr><tr><td>Above</td><td>21.15</td></tr></table> | Category | Percentage | Well below | 13.46 | Below | 20.19 | At | 45.19 | Above | 21.15 | <p>66% (69) of students are working at or above the standard. Our general classroom programmes include:</p> <ul style="list-style-type: none">- Regular and targeted teacher time,- Use of "The Writing Book" by L Dempsey and S Cameron.- Use of "I've got something to say" G. Loane.- Daily writing in different contexts and forms,- Writing across the curriculum- Language experiences <p>33% (35) of all Year 4-6 students are working well below or below; Of these:</p> <ul style="list-style-type: none">• 5 joined us during this year (3 in the 2nd half of the year)• 6 are atypical learners, who have identified needs that significantly impact their learning progress (3 were identified with special learning needs in the 2nd half of the year) |
| Category | Percentage | | | | | | | | | | | |
| Well below | 13.46 | | | | | | | | | | | |
| Below | 20.19 | | | | | | | | | | | |
| At | 45.19 | | | | | | | | | | | |
| Above | 21.15 | | | | | | | | | | | |
| Beginning of year cohort. | <p>2017 Year 4-6 - End of Year Reporting - Writing -</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>11.11</td></tr><tr><td>Below</td><td>21.21</td></tr><tr><td>At</td><td>45.45</td></tr><tr><td>Above</td><td>22.22</td></tr></table> | Category | Percentage | Well below | 11.11 | Below | 21.21 | At | 45.45 | Above | 22.22 | <p>All the learners in these groups received interventions which included:</p> <ul style="list-style-type: none">- IEP programmes- Teacher time at least 3- 4 times a week,- Teacher Aide support regularly during the week,- Teacher aide PD,- RTLB support,- RTLit support,- SPELD in school time,- Simplistikit, Kiwi Quest, Quick 60 programmes,- External Ministry support.- Counseling / Life Coach- 3x Y4-6 teachers Writing PD |
| Category | Percentage | | | | | | | | | | | |
| Well below | 11.11 | | | | | | | | | | | |
| Below | 21.21 | | | | | | | | | | | |
| At | 45.45 | | | | | | | | | | | |
| Above | 22.22 | | | | | | | | | | | |

Beginning of year cohort less non typical learners.

2017 Year 4-6 - End of Year Reporting - Writing - Beginning Of Year Cohort, Less A-Typical Learners



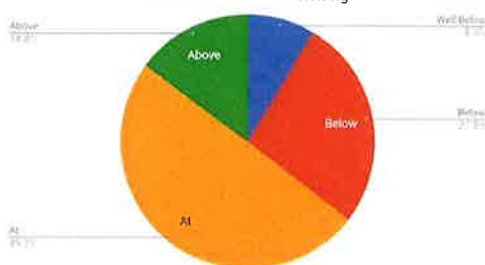
These interventions are aimed to help accelerate their learning in writing. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.

6% (6) of students, with IEPs, ongoing support and acceleration programmes / interventions, made accelerated progress and achieved the standard by the end of the year.

72% of students from our Beginning of Year Cohort, less a-typical learners achieved at or above in Writing this year. This is a fairer representation, as 5 students joined us in the 2nd half of the year, who were in the Below or Well Below category.

The Big Picture In Writing

2017 Whole School Writing



2015 Data - 79% at or above

2016 Data - 70% at or above

2017 Data - 65% at or above

(2017 cohort less atypical learners: 71% at or above)

Overarching explanation to trend:

Increasing Roll (30% increase) with ongoing majority of enrolments below or well below.

Increase in students with barriers to learning, including home life, living conditions, delays

Increase in high level to severe behaviour issues detracting from day to day classroom teaching.

Instability in classroom teachers - multiple changes in 2017.

Increased number of beginning teachers - best pick best fit from what we had to appoint from.

Increased accuracy in leveling writing correctly.

Raising Achievement In 2018:

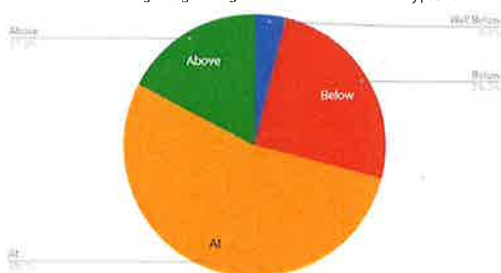
Increased teacher PD in writing.

Referrals to RTLit where possible.

Teacher Aide PD on supporting writing?

Increased monitoring and mentoring of beginning teachers - one DP to oversee all PRT programmes and be present in classes assisting and monitoring.

2017 Writing- Beginning of Year Cohort less Atypical



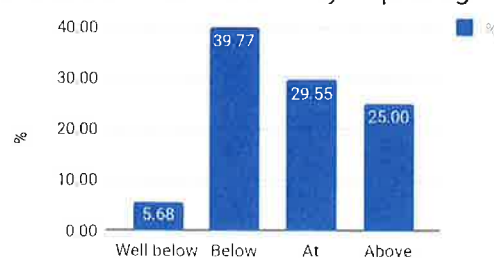
Year 1-3 Reading

Students that have achieved an anniversary this year

Comments / Analysis

All Students

2017 Year 1-3 Anniversary Reporting-



55% (48) of students are working at or above the standard. Our general classroom programmes include:

- Regular and targeted teacher time,
- Daily reading in different contexts and forms,
- Reading across the curriculum
- Language experiences
- Reading Eggs online programme
- Use of Accelerated Literacy Learning (ALL) approach
- Phonics
- Use of ALL reading program strategies

Of the 45% (40) of students working well below or below;

* 4 below or well below joined us during this year.

* 6 are atypical learners, who have identified needs that significantly impact their learning progress.

*please note many of these students (15) of these students are Year 1, and typically they will accelerate their learning over the course of their Year 2 learning journey.

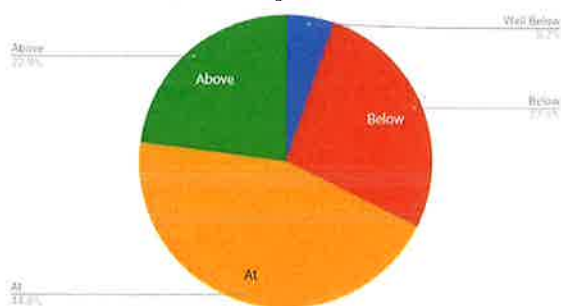
All the learners in these groups have an IEP programme which includes:

- Teacher time at least 4 times a week,
- Teacher Aide support 4 times a week,
- Teacher aide PD,
- RTLB support,

| Beginning of year cohort. | <p>2017 Year 1-3 Anniversary Reporting-</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Well below</td><td>6.02</td></tr><tr><td>Below</td><td>37.35</td></tr><tr><td>At</td><td>31.33</td></tr><tr><td>Above</td><td>25.30</td></tr></table> | Category | Percentage (%) | Well below | 6.02 | Below | 37.35 | At | 31.33 | Above | 25.30 | <ul style="list-style-type: none">- RTLit support,- SPELD in school time, privately funded- Quick 60 programmes,- External Ministry support- Intensive Phonics- Esol <p>These interventions are aimed to help accelerate their learning in reading. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.</p> |
|---|--|---------------------|----------------|------------|------|-------|-------|----|-------|-------|-------|---|
| Category | Percentage (%) | | | | | | | | | | | |
| Well below | 6.02 | | | | | | | | | | | |
| Below | 37.35 | | | | | | | | | | | |
| At | 31.33 | | | | | | | | | | | |
| Above | 25.30 | | | | | | | | | | | |
| Beginning of year cohort less non typical learners. | <p>2017 Year 1-3 Anniversary Reporting- Term 2 - Reading - Beginning of Year Cohort, Less A-typical Learners</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Well below</td><td>3.90</td></tr><tr><td>Below</td><td>35.06</td></tr><tr><td>At</td><td>33.77</td></tr><tr><td>Above</td><td>27.27</td></tr></table> | Category | Percentage (%) | Well below | 3.90 | Below | 35.06 | At | 33.77 | Above | 27.27 | <p>61% of our typical cohort are achieving at or above the Standards.</p> |
| Category | Percentage (%) | | | | | | | | | | | |
| Well below | 3.90 | | | | | | | | | | | |
| Below | 35.06 | | | | | | | | | | | |
| At | 33.77 | | | | | | | | | | | |
| Above | 27.27 | | | | | | | | | | | |
| Year 4-6 Reading | End of Year Data | Comments / Analysis | | | | | | | | | | |
| All Students | <p>2017 Year 4-6 - End of Year Reporting - Reading - All</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Well below</td><td>4.81</td></tr><tr><td>Below</td><td>16.35</td></tr><tr><td>At</td><td>57.69</td></tr><tr><td>Above</td><td>16.50</td></tr></table> | Category | Percentage (%) | Well below | 4.81 | Below | 16.35 | At | 57.69 | Above | 16.50 | <p>74% (82) of students are working at or above the standard. Our general classroom programmes include:</p> <ul style="list-style-type: none">- Regular and targeted teacher time,- Daily reading in different contexts and forms,- Reading across the curriculum- Language experiences- Reading Eggs online programme- Use of Accelerated Literacy Learning (ALL) approach- Phonics <p>21% (22) of students are working well below or below; Of these students:</p> <ul style="list-style-type: none">• 5 joined us during this year (4 joined us in the 2nd half of the year)• 6 are atypical learners, who have identified needs that significantly impact their learning progress (1 was identified with special learning needs in the 2nd half of the year) |
| Category | Percentage (%) | | | | | | | | | | | |
| Well below | 4.81 | | | | | | | | | | | |
| Below | 16.35 | | | | | | | | | | | |
| At | 57.69 | | | | | | | | | | | |
| Above | 16.50 | | | | | | | | | | | |
| Beginning of year cohort. | <p>2017 Year 4-6 - End of Year Reporting - Reading -</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Well below</td><td>5.05</td></tr><tr><td>Below</td><td>14.14</td></tr><tr><td>At</td><td>59.60</td></tr><tr><td>Above</td><td>21.21</td></tr></table> | Category | Percentage (%) | Well below | 5.05 | Below | 14.14 | At | 59.60 | Above | 21.21 | <p>All the learners in these groups received interventions which included:</p> <ul style="list-style-type: none">- IEP programmes- Teacher time at least 4 times a week,- Teacher Aide support 4 times a week,- Teacher aide PD,- RTLB support,- RTLit support,- SPELD in school time,- Simplistikit, Kiwi Quest, Quick 60 programmes,- External Ministry support- Counseling / Life Coach |
| Category | Percentage (%) | | | | | | | | | | | |
| Well below | 5.05 | | | | | | | | | | | |
| Below | 14.14 | | | | | | | | | | | |
| At | 59.60 | | | | | | | | | | | |
| Above | 21.21 | | | | | | | | | | | |
| Beginning of year cohort less non typical learners. | <p>2017 Year 4-6 - End of Year Reporting- Reading - Beginning Of Year Cohort, Less A-Typical Learners</p> <table><tr><th>Category</th><th>Percentage (%)</th></tr><tr><td>Well below</td><td>2.15</td></tr><tr><td>Below</td><td>11.83</td></tr><tr><td>At</td><td>63.44</td></tr><tr><td>Above</td><td>22.58</td></tr></table> | Category | Percentage (%) | Well below | 2.15 | Below | 11.83 | At | 63.44 | Above | 22.58 | <p>These interventions are aimed to help accelerate their learning in Reading. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.</p> <p>86% of students from our Beginning of Year Cohort, less a-typical learners achieved at or above in Reading this year. This is a fairer representation, as 5 students joined us in the 2nd half of the year, who were in the Below or Well Below category.</p> |
| Category | Percentage (%) | | | | | | | | | | | |
| Well below | 2.15 | | | | | | | | | | | |
| Below | 11.83 | | | | | | | | | | | |
| At | 63.44 | | | | | | | | | | | |
| Above | 22.58 | | | | | | | | | | | |

The Big Picture In Reading

2017 Reading Whole School



2015 Data - 77% at or above
 2016 Data - 76% at or above
 2017 Data - 68% at or above
 (2017 cohort less atypical learners: 75% at or above)

Overarching explanation to trend:
 Increasing Roll with ongoing majority of enrolments below or well below.

Increase in students with barriers to learning: including home life, living conditions, learning delays (diagnosed and undiagnosed), mental health and wellbeing, transience, trauma.

Increase in high level to severe behaviour issues detracting from day to day classroom teaching.

Instability in classroom teachers - multiple changes in 2017.

Increased number of beginning teachers - best pick best fit from what we had to appoint from.

Raising Achievement In 2018:

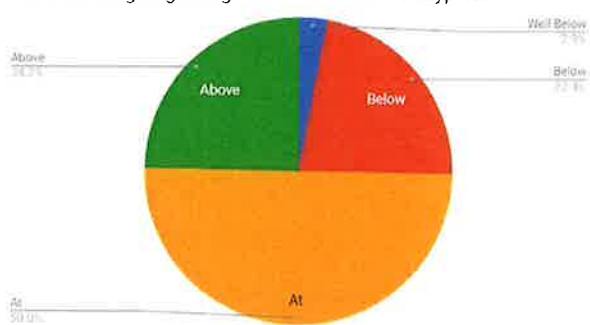
Revamp of awareness to ALL approach.

Referrals to RTLit where possible.

Teacher Aide PD on supporting reading

Increased monitoring and mentoring of beginning teachers
 - one DP to oversee all PRT programmes and be present in classes assisting and monitoring.

2017 Reading Beginning of Year Cohort less Atypical



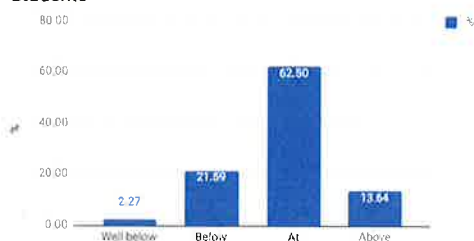
Year 1-3 Maths

Students that have achieved an anniversary this year

Comments / Analysis

All Students

2017 Year 1-3 Anniversary Reporting - Maths - All Students



76% (61) of students are working at or above the standard. Our general classroom programmes include:

- Regular and targeted teacher time,
- Maths across the curriculum,
- Relevant and contextual, real-life scenarios.

Of the 24% (21) of students working well below or below;

- 4 joined us during this year.
- 5 are atypical learners, who have identified needs that significantly impact their learning progress.

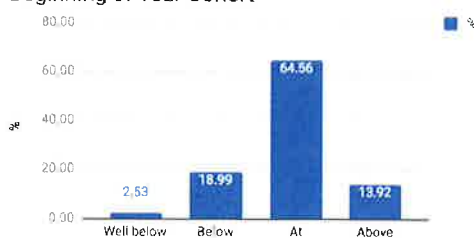
All the learners in these groups have an IEP programme which includes:

- Teacher time at least 4 times a week,
- Teacher Aide support 4 times a week,
- Teacher aide PD,
- RTLB support,
- External Ministry support.

These interventions are aimed to help accelerate their learning in maths. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.

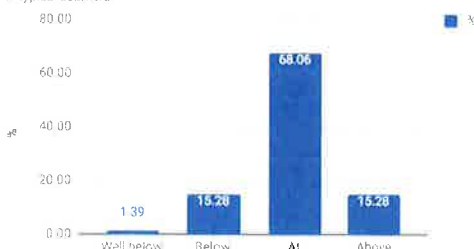
Beginning of year cohort.

2017 Year 1-3 Anniversary Reporting - Maths - Beginning of Year Cohort



Beginning of year cohort less non typical learners.

2017 Year 1-3 Anniversary Reporting - Maths - Beginning of Year Cohort, Less Atypical Learners



83% of students from our Beginning of Year Cohort, less a-typical learners achieved at or above in Mathematics this year. This is a fairer representation, as 5 students joined us in the 2nd half of the year, who were in the Below or Well Below category.

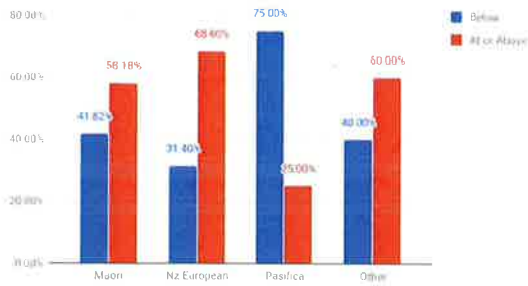
| Year 4-6 Maths | End of Year Data | Comments / Analysis | | | | | | | | | | |
|---|---|---------------------|------------|------------|------|-------|-------|----|-------|-------|-------|--|
| All Students | <p>2017 Year 4-6 - End of Year Reporting- Maths - All Students</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>9.62</td></tr><tr><td>Below</td><td>31.73</td></tr><tr><td>At</td><td>40.38</td></tr><tr><td>Above</td><td>18.27</td></tr></table> | Category | Percentage | Well below | 9.62 | Below | 31.73 | At | 40.38 | Above | 18.27 | <p>59% (61) of students are working at or above the standard. Our general classroom programmes include:</p> <ul style="list-style-type: none">- Regular and targeted teacher time,- Maths across the curriculum,- Relevant and contextual, real-life scenarios. <p>Of the 41% (43) of students working well below or below;</p> <ul style="list-style-type: none">• 5 joined us during this year (4 joined us in the 2nd half of the year)• 6 are atypical learners, who have identified needs that significantly impact their learning progress (1 was identified with special learning needs in the 2nd half of the year) |
| Category | Percentage | | | | | | | | | | | |
| Well below | 9.62 | | | | | | | | | | | |
| Below | 31.73 | | | | | | | | | | | |
| At | 40.38 | | | | | | | | | | | |
| Above | 18.27 | | | | | | | | | | | |
| Beginning of year cohort. | <p>2017 Year 4-6 - End of Year Reporting- Maths - Beginning Of Year Cohort</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>8.08</td></tr><tr><td>Below</td><td>32.32</td></tr><tr><td>At</td><td>40.40</td></tr><tr><td>Above</td><td>19.19</td></tr></table> | Category | Percentage | Well below | 8.08 | Below | 32.32 | At | 40.40 | Above | 19.19 | <p>All the learners in these groups have an IEP programme which includes:</p> <ul style="list-style-type: none">- Teacher time at least 4 times a week,- Teacher Aide support 4 times a week,- Teacher aide PD,- RTLB support,- Kiwi Quest, Numicon programmes,- External Ministry support. <p>These interventions are aimed to help accelerate their learning in maths. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.</p> |
| Category | Percentage | | | | | | | | | | | |
| Well below | 8.08 | | | | | | | | | | | |
| Below | 32.32 | | | | | | | | | | | |
| At | 40.40 | | | | | | | | | | | |
| Above | 19.19 | | | | | | | | | | | |
| Beginning of year cohort less non typical learners. | <p>2017 Year 4-6 - End of Year Reporting- Maths - Beginning Of Year Cohort, Less A-Typical Learners</p> <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Well below</td><td>4.30</td></tr><tr><td>Below</td><td>32.26</td></tr><tr><td>At</td><td>43.01</td></tr><tr><td>Above</td><td>20.43</td></tr></table> | Category | Percentage | Well below | 4.30 | Below | 32.26 | At | 43.01 | Above | 20.43 | <p>10% (11) of students, with IEPs, ongoing support and acceleration programmes / interventions, made accelerated progress and achieved the standard by the end of the year.</p> <p>63% of students from our Beginning of Year Cohort, less a-typical learners achieved at or above in Mathematics this year. This is a fairer representation, as 5 students joined us in the 2nd half of the year, who were in the Below or Well Below category.</p> |
| Category | Percentage | | | | | | | | | | | |
| Well below | 4.30 | | | | | | | | | | | |
| Below | 32.26 | | | | | | | | | | | |
| At | 43.01 | | | | | | | | | | | |
| Above | 20.43 | | | | | | | | | | | |

The Big Picture In Maths

| | |
|--|---|
| <p>2017 Maths - Whole School</p> | <p>2015 Data - 82% at or above 2016 Data - 76% at or above 2017 Data - 67% at or above (2017 cohort less atypical learners: 72% at or above)</p> <p>Overarching explanation to trend: Increasing roll with ongoing majority of enrolments below or well below. Increase in students with barriers to learning: including home life, living conditions, learning delays (diagnosed and undiagnosed), mental health and wellbeing, transience, trauma. Increase in high level to severe behaviour issues detracting from day to day classroom teaching. Instability in classroom teachers - multiple changes in 2017. Increased number of beginning teachers - best pick best fit from what we had to appoint from.</p> |
| <p>2017 Maths Beginning of Year Cohort less Atypical</p> | <p>Raising Achievement In 2018: External PLD provider targeting Maths. Revamp of awareness to ALL approach. Referrals to RTlit where possible. Teacher Aide PD on supporting reading Increased monitoring and mentoring of beginning teachers - one DP to oversee all PRT programmes and be present in classes assisting and monitoring. Teaching as Inquiry for Mathematics - teacher-led hunches, investigations, research, feedback and reflection.</p> |

2017 Cultural Comparisons

2017 Cultural Comparisons in Writing



Student Ratios

121 NZ European

55 Maori

4 Pasifika

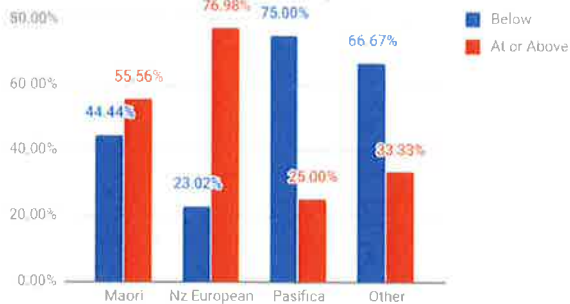
5 other Nationalities

With the 10% disparity in Writing between NZ Maori and NZ European, this equates to only 5 students.

With the 20% disparity in Reading between NZ Maori and NZ European, this equates to 10 students.

With the 20% disparity in Mathematics between NZ Maori and NZ European, this equates to 10 students.

2017 Reading - Cultural Comparisons



To address this small disparity in 2017 we have:

Provided opportunities for children to lead their own learning, through passion projects, discovery, children designing their own timetables, and work in spaces that suit them, i.e. outdoors. We have tried whanau ako grouping and presented many hands on learning opportunities. We have also increased Tikanga knowledge, understanding, and way of being, throughout the school. We have actively increased opportunities to create a sense of culturally belonging in our kura, including growing our Kapahaka group - this is across our age groups. Working with whanau (through IEPs) to address barriers to learning.

2018 - Continue above approaches.

Consider:

Investigate and instigate more hand-on, social and emotional play based learning.

More hands-on real world problem solving math approaches.

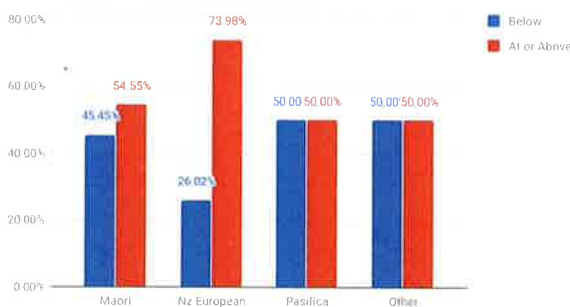
Student-led book reading and book purchasing.

Increasing reading material around myth, legend and cultural history.

Implementing Te Reo tutor through all classes.

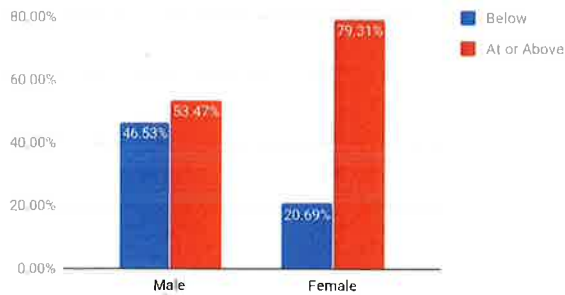
Teaching as Inquiry for Mathematics - teacher-led hunches, investigations, research, feedback and reflection.

2017 Maths - Cultural Comparisons



2017 Gender Comparisons

2017 Writing - Gender Comparisons



Student Ratios

101 Male

87 Female

To address the disparities in Writing in 2017 we have:

- Passion Projects (gets boys into presenting their research, thoughts, ideas and solutions).
- Interest based models of writing from books such as Andy Griffith's 'Once Upon a Slime'.

To address the disparities in Reading in 2017 we have:

- Incorporated the ALL approach with the 4 elements that include Fluency, Comprehension, Mechanics and Application/Activity.
- Passion based reading projects (gets boys into reading).
- Interest based texts.

To address the disparities in Mathematics in 2017 we have:

- Real life scenarios with Maths problems weaved through maths workshops.
- Tangible materials to assist hands-on learning.

Provided opportunities for children to lead their own learning, through passion projects, discovery, children designing their own timetables, and work in spaces that suit them, i.e. outdoors. We have tried whanau ako grouping and presented many hands on learning opportunities.

Working with whanau (through IEPs) to address barriers to learning.

2018 - Continue above approaches.

Consider:

Investigate and instigate more hand-on, social and emotional play based learning.

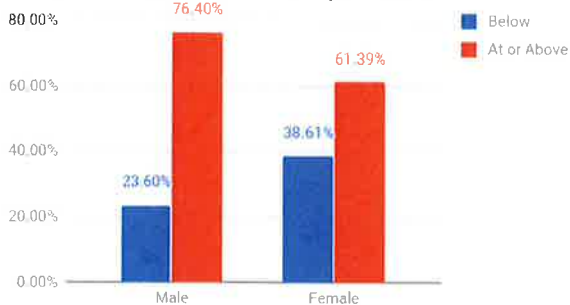
More hand-on real world problem solving math approaches.

Student-led book reading and book purchasing.

Increasing reading material around myth, legend and cultural history.

Teaching as Inquiry for Mathematics - teacher-led hunches, investigations, research, feedback and reflection.

2017 Reading - Gender Comparisons



2017 Maths - Gender Comparisons

