

WHARENUI SCHOOL

Annual Report For the year ended 31 December 2019

Ministry Number: 3591
Principal: Gretchen Smith
School Address: Matipo Street, Christchurch
School Phone: 03 3485263
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Members of the Board of Trustees

Name	Ceased
Keri-Louise Reid	
Isha Masoodi	
Sarah de Heer	
Jasmyn Hubbard	May-19
David Woods	
Rosalie Dyksma	
Janet Ackerley	
Gretchen Smith - Principal	

The term finishes, except for the principal, in May 2022.

Accountant / Service Provider:

Geoff Gillam Consultants

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Wharenui School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees (the Board) has pleasure in presenting the annual report of Wharenui School incorporating the financial statements and the auditor's report, for the year ended 31 December 2019.

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

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

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

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

DAVID ARTHUR WOODS

Full Name of Board Chairperson

D Woods

Signature of Board Chairperson

28/05/2020

Date:

Gretchen Margaret Smith

Full Name of Principal

Gretchen Smith

Signature of Principal

28/05/2020

Date:

Wharenui School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	3,073,333	2,927,299	2,491,740
Locally Raised Funds	3	37,651	11,500	60,641
Interest Earned		23,724	15,000	22,203
		<u>3,134,708</u>	<u>2,953,799</u>	<u>2,574,584</u>
Expenses				
Locally Raised Funds	3	11,092	500	18,553
Learning Resources	4	1,761,531	1,747,400	1,466,435
Administration	5	91,376	102,838	81,467
Finance Costs		1,584	-	732
Property	6	1,078,458	1,045,065	877,811
Depreciation	7	67,447	45,000	51,594
		<u>3,011,488</u>	<u>2,940,803</u>	<u>2,496,592</u>
Net Surplus / (Deficit)		123,220	12,996	77,992
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>123,220</u>	<u>12,996</u>	<u>77,992</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.



Wharenui School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	<u>926,264</u>	<u>926,264</u>	<u>816,022</u>
Total comprehensive revenue and expense for the year	123,220	12,996	77,992
Owner transactions			
Contribution - Furniture and Equipment Grant	20,183	-	32,250
Equity at 31 December	<u>1,069,667</u>	<u>939,260</u>	<u>926,264</u>
Retained Earnings	1,069,667	939,260	926,264
Reserves	-	-	-
Equity at 31 December 2019	<u>1,069,667</u>	<u>939,260</u>	<u>926,264</u>

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

Wharenui School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	25,520	29,813	52,099
Accounts Receivable	9	88,188	37,000	39,836
GST Receivable		8,364	2,000	2,263
Prepayments		666	-	-
Investments	10	686,727	670,000	665,558
		<u>809,465</u>	<u>738,813</u>	<u>759,756</u>
Current Liabilities				
Accounts Payable	12	118,425	65,000	99,879
Finance Lease Liability - Current Portion	14	13,052	9,250	8,764
		<u>131,477</u>	<u>74,250</u>	<u>108,643</u>
Working Capital Surplus or (Deficit)		677,988	664,563	651,113
Non-current Assets				
Property, Plant and Equipment	11	420,964	293,197	279,395
		<u>420,964</u>	<u>293,197</u>	<u>279,395</u>
Non-current Liabilities				
Finance Lease Liability	14	29,285	18,500	4,244
		<u>29,285</u>	<u>18,500</u>	<u>4,244</u>
Net Assets		<u>1,069,667</u>	<u>939,260</u>	<u>926,264</u>
Equity		<u>1,069,667</u>	<u>939,260</u>	<u>926,264</u>

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

Wharenui School

Cash Flow Statement

For the year ended 31 December 2019

	2019	2019	2018
Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities			
Government Grants	751,602	607,646	649,459
Locally Raised Funds	37,651	11,500	50,241
Goods and Services Tax (net)	(6,101)	263	5,679
Payments to Employees	(351,763)	(318,550)	(388,797)
Payments to Suppliers	(299,342)	(290,874)	(172,961)
Interest Paid	(1,584)	-	(732)
Interest Received	23,631	16,231	23,158
Funds Administered on Behalf of Third Parties	-	-	-
Net cash from / (to) the Operating Activities	154,094	26,216	166,047
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(166,021)	(32,500)	(37,635)
Purchase of Investments	(21,169)	(4,442)	(152,246)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(187,190)	(36,942)	(189,881)
Cash flows from Financing Activities			
Contribution by the Ministry of Education - Furniture and Equipment Grants	20,183	-	32,250
Finance Lease Payments	(13,666)	(11,560)	(9,707)
Net cash from Financing Activities	6,517	(11,560)	22,543
Net increase/(decrease) in cash and cash equivalents	(26,579)	(22,286)	(1,291)
Cash and cash equivalents at the beginning of the year	8 52,099	52,099	53,390
Cash and cash equivalents at the end of the year	8 25,520	29,813	52,099

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

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

Wharenui School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 22.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publically 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.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

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.

Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Investments

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

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

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment. After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

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.

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.

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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Library resources	10

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from 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, should the School be unable to provide the services to which they relate.

n) 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).

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Financial Assets and Liabilities

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

Investments that are shares are categorised as "financial assets measured at fair value through other comprehensive income" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, 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.

r) Budget Figures

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	569,017	524,799	455,687
Teachers' salaries grants	1,409,393	1,410,000	1,115,752
Use of Land and Buildings grants	902,685	900,000	736,182
Other government grants	192,238	92,500	184,119
	<u>3,073,333</u>	<u>2,927,299</u>	<u>2,491,740</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<i>Revenue</i>			
Donations	10,602	3,500	20,376
Activities	12,982	2,000	17,954
Trading	14,067	6,000	22,311
	<u>37,651</u>	<u>11,500</u>	<u>60,641</u>
<i>Expenses</i>			
Activities	11,085	500	13,491
Trading	7	-	5,062
	<u>11,092</u>	<u>500</u>	<u>18,553</u>
<i>Surplus for the year Locally raised funds</i>	<u>26,559</u>	<u>11,000</u>	<u>42,088</u>

4 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	67,711	83,400	55,582
Employee Benefits - Salaries	1,667,321	1,648,000	1,395,293
Staff Development	26,499	16,000	15,560
	<u>1,761,531</u>	<u>1,747,400</u>	<u>1,466,435</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,278	3,278	3,183
Board of Trustees Fees	4,475	5,000	4,070
Board of Trustees Expenses	3,036	2,560	2,387
Communication	4,321	7,900	3,539
Consumables	13,438	17,000	12,310
Operating Lease	4,069	8,500	4,076
Staff Expenses	10,090	9,900	8,586
Other	7,587	8,200	6,038
Employee Benefits - Salaries	41,082	40,500	37,278
	<u>91,376</u>	<u>102,838</u>	<u>81,467</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	8,092	8,100	10,829
Consultancy and Contract Services	46,391	37,365	-
Grounds	19,907	15,000	10,468
Heat, Light and Water	19,599	18,500	16,921
Rates	8,116	7,500	6,467
Repairs and Maintenance	22,554	21,100	21,144
Use of Land and Buildings - Non-Integrated	902,685	900,000	736,182
Employee Benefits - Salaries	51,114	37,500	75,800
	<u>1,078,458</u>	<u>1,045,065</u>	<u>877,811</u>

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	2,858	2,500	2,768
Furniture and Equipment	22,865	14,000	15,773
Information and Communication Technology	21,157	15,000	17,248
Plant	5,590	5,000	5,221
Leased Assets	13,726	7,500	9,470
Library Resources	1,251	1,000	1,114
	<u>67,447</u>	<u>45,000</u>	<u>51,594</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	19,645	29,613	51,970
Bank Call Account	5,875	200	129
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>25,520</u>	<u>29,813</u>	<u>52,099</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Accrued	3,324	2,000	3,231
Teacher Salaries Grant Receivable	84,864	35,000	36,605
	<u>88,188</u>	<u>37,000</u>	<u>39,836</u>
Receivables from Exchange Transactions	3,324	2,000	3,231
Receivables from Non-Exchange Transactions	84,864	35,000	36,605
	<u>88,188</u>	<u>37,000</u>	<u>39,836</u>

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	686,727	670,000	665,558

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	68,756	10,780	-	-	(2,858)	76,678
Furniture and Equipment	101,760	106,746	-	-	(22,865)	185,641
Information and Communication	53,031	33,652	-	-	(21,157)	65,526
Plant	36,413	12,126	-	-	(5,590)	42,949
Leased Assets	13,124	48,820	(5,825)	-	(13,726)	42,393
Library Resources	6,311	2,717	-	-	(1,251)	7,777
Balance at 31 December 2019	279,395	214,841	(5,825)	-	(67,447)	420,964

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	122,619	(45,941)	76,678
Furniture and Equipment	285,714	(100,073)	185,641
Information and Communication	206,602	(141,076)	65,526
Plant	94,213	(51,264)	42,949
Leased Assets	52,229	(9,836)	42,393
Library Resources	50,904	(43,127)	7,777
Balance at 31 December 2019	812,281	(391,317)	420,964

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	71,524	-	-	-	(2,768)	68,756
Furniture and Equipment	96,526	21,007	-	-	(15,773)	101,760
Information and Communication	57,959	12,320	-	-	(17,248)	53,031
Plant	38,243	3,391	-	-	(5,221)	36,413
Leased Assets	22,594	-	-	-	(9,470)	13,124
Library Resources	6,508	917	-	-	(1,114)	6,311
Balance at 31 December 2018	293,354	37,635	-	-	(51,594)	279,395

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Buildings	111,839	(43,083)	68,756
Furniture and Equipment	178,968	(77,208)	101,760
Information and Communication	172,950	(119,919)	53,031
Plant	82,086	(45,673)	36,413
Leased Assets	31,926	(18,802)	13,124
Library Resources	48,188	(41,877)	6,311
Balance at 31 December 2018	625,957	(346,562)	279,395

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	17,650	15,000	36,071
Banking Staffing Overuse	-	-	9,653
Employee Benefits Payable - Salaries	84,864	35,000	36,605
Employee Benefits Payable - Leave Accrual	15,911	15,000	17,550
	<u>118,425</u>	<u>65,000</u>	<u>99,879</u>
Payables for Exchange Transactions	118,425	65,000	99,879
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>118,425</u>	<u>65,000</u>	<u>99,879</u>

The carrying value of payables approximates their fair value.

13. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	13,052	9,250	8,764
Later than One Year and no Later than Five Years	29,285	18,500	4,244
Later than Five Years	-	-	-
	<u>42,337</u>	<u>27,750</u>	<u>13,008</u>

14. 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.

15. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,475	4,070
Full-time equivalent members	0.18	0.18
<i>Leadership Team</i>		
Remuneration	427,575	418,174
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>432,050</u>	<u>422,244</u>
Total full-time equivalent personnel	<u>4.18</u>	<u>4.18</u>



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

Principal

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

	2019 Actual	2018 Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	10-20	10-20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1	-
	<u>1</u>	<u>-</u>

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

16. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$0	\$0
Number of People	-	-

17. Contingencies

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

Contingent liability - cyclical maintenance

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

Holidays Act Compliance – schools payroll

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

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

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

18. Commitments

(a) Capital Commitments

As at 31 December 2019, the Board had no capital commitments.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board had no operating commitments.

(Operating commitments at 31 December 2018: nil)

19. 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 generate a small surplus from year to year.

20. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	25,520	29,813	52,099
Receivables	88,188	37,000	39,836
Investments - Term Deposits	686,727	670,000	665,558
Total Cash and Receivables	800,435	736,813	757,493

Financial liabilities measured at amortised cost

Payables	118,425	65,000	99,879
Finance Leases	42,337	27,750	13,008
Total Financial Liabilities Measured at Amortised Cost	160,762	92,750	112,887

21. Events After Balance Date

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

22. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 10 Investments:

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

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

23. Impact from COVID-19

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

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

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

WHARENUI SCHOOL
MATIPO ST
RICCARTON
CHRISTCHURCH 8041
Phone: 03-348 5263
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Email: office@wharenuui.school.nz



Motto: ONWARD

Monday 11 May 2020

To whom it may concern: -

Re: Kiwi Sport Expenditure 2019

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwi sport funding of \$4,302.93 (excluding GST).

The funding was spent on sports equipment for Netball, Football, and Hockey, Cricket, Modified games, full inclusion Athletics and opportunities for Year 7 and 8 to go Sailing. The whole school also benefitted from Kiwi sports sessions in Athletics, Softball, Football.

A group of approximately sixty children in Years 4-8 also participated in the Christchurch Weekly Winter Sports Tournament.

Gretchen Smith
Principal

Analysis of Variance

2019

Wharenui School 3591

Report of Analysis of Variance 2019

ESOL Target Reporting – 2019

School Name:	Wharenui	School Number:	3591
Strategic Aim:	To improve learning outcomes for all		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	To improve progress of all Funded English Language Learners evidenced by moving them up one ELLP stage in Listening		
Baseline Data:	See Analysis of Variance table below.		
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>
Oral language a focus in every classroom Oral Language survey Routines – karakia, etc Teacher inquiry Brining in Oral Language units Explicit teaching Responding to teachable moments Interweaving oral language Unpacking and translating language Drama, role play, puppets Scaffolding DMIC Cross curricular experiences through Music, Drama and Science TALL	55% of students achieved the target	Focus throughout the school Regular discussions and collaboration Kahui Ako Oral Language focus with workshops and guest speakers TALL Opportunities, experiences and expectations High number of both funded and non-funded English Language Learners Teaching to a majority not a minority – changed focus for planning and teaching	Broaden focus – interpersonal speaking Continue to focus on Oral Language Continue to encourage and give opportunities for students to speak in their home language Explore Speech/Poetry competition opportunities in home language Explore ways to introduce play further up the school Singing Keep providing cross curricular speaking opportunities

Communication prompts Learning Through Play Student led opportunities such as wearable arts Readers Theatre Speech/Poetry competition Jane van der Zeyden Learning Assistants who are bilingual Encourage to speak in home language Language options			
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Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

Progress and Achievement of English language learners – Listening Against the English Language Learning Progressions

	Beginning 2019	Percentage Beginning 2019	End 2019	Percentage End 2019	Variance
Foundation Stage	70	53	40	30	-30
Stage 1	47	36	36	27	-11
Stage 2	14	10	42	32	28
Stage 3	1	1	12	9	11
Stage 4	0	0	2	2	2
Total	132	100	132	100	0

Movement of Students	Foundation to Stage 1	Percentage	Stage 1 to Stage 2	Percentage	Stage 2 to Stage 3	Percentage	Stage 3 to Stage 4	Percentage	More than one Stage movement	Percentage	No Movement	Percentage
	24	18	30	23	5	4	1	1	12	9	60	45

- More than 50% of Funded English Language Learners (72 students, 55%) progressed at least one stage in the Listening area of the Learning Progressions
- The greatest movement was students progressing from Stage 1 to Stage 2 (30 students, 23%).



Year Level Breakdown – Funded English Language Learners: Listening

	Foundation Stage				Stage 1				Stage 2				Stage 3				Stage 4				Two or more stage gain	One Stage Gain	No Stage Gain	
	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage				
Year 1	16	100	11	69	0	0	5	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	11
Year 2	20	91	10	45	2	9	11	50	0	0	1	5	0	0	0	0	0	0	0	0	0	1	9	12
Year 3	14	58	12	50	10	42	7	29	0	0	5	21	0	0	0	0	0	0	0	0	0	0	7	17
Year 4	8	40	3	15	11	55	5	25	1	5	11	55	0	0	1	5	0	0	0	0	0	1	15	4
Year 5	5	26	1	5	10	53	2	11	4	21	12	63	0	0	4	21	0	0	0	0	0	3	13	3
Year 6	5	36	2	14	6	42	2	14	3	22	7	50	0	0	3	22	0	0	0	0	0	4	4	6
Year 7	2	20	1	10	5	50	3	30	3	30	4	40	0	0	1	10	0	0	0	0	0	1	2	7
Year 8	0	0	0	0	3	43	0	0	3	43	2	29	1	14	3	42	0	0	2	29	2	5	0	
Total	70	53	40	30	47	36	36	27	14	10	42	32	1	1	12	9	0	0	2	2	12	60	60	

- All year 8 Funded English Language Learners progressed at least one stage in the Listening domain.
- The majority of Year 1-3 students (40 students, 65%) remained at the same stage, although progressed within that stage.

ESOL Target Reporting – 2019

School Name:	Wharenui	School Number:	3591
Strategic Aim:	To improve learning outcomes for all		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	To improve progress of all Funded English Language Learners evidenced by moving them up one ELLP stage in Speaking		
Baseline Data:	See Analysis of Variance table below.		
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>
Oral language a focus in every classroom Oral Language survey Routines – karakia, etc Teacher inquiry Brining in Oral Language units Explicit teaching Responding to teachable moments Interweaving oral language Unpacking and translating language Drama, role play, puppets Scaffolding DMIC Cross curricular experiences through Music, Drama and Science TALL Communication prompts Learning Through Play Student led opportunities such as	61% of students achieved the target	Focus throughout the school Regular discussions and collaboration Kahui Ako Oral Language focus with workshops and guest speakers TALL Opportunities, experiences and expectations High number of both funded and non-funded English Language Learners Teaching to a majority not a minority – changed focus for planning and teaching	Broaden focus – interpersonal speaking Continue to focus on Oral Language Continue to encourage and give opportunities for students to speak in their home language Explore Speech/Poetry competition opportunities in home language Explore ways to introduce play further up the school Singing Keep providing cross curricular speaking opportunities

wearable arts
 Readers Theatre
 Speech/Poetry competition
 Jane van der Zeyden
 Learning Assistants who are bilingual
 Encourage to speak in home language
 Language options

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

**Progress and Achievement of English language learners - Speaking
 Against the English Language Learning Progressions**

	Beginning 2019	Percentage Beginning 2019	End 2019	Percentage End 2019	Variance
Foundation Stage	73	55	32	25	-41
Stage 1	48	36	49	37	1
Stage 2	11	9	40	30	29
Stage 3	0	0	9	6	9
Stage 4	0	0	2	2	2
Total	132	100	132	100	0

Movement of Students	Foundation to Stage 1	Percentage	Stage 1 to Stage 2	Percentage	Stage 2 to Stage 3	Percentage	Stage 3 to Stage 4	Percentage	More than one Stage movement	Percentage	No Movement	Percentage
	36	27	29	22	4	4	0	0	11	8	52	39

- The highest percentage of Funded English Language learners (36 students, 27%) progressed from Foundation to Stage 1 in the Speaking domain.
- While no students were at Stage 3 or 4 and the beginning of the year, eleven students (8%) were at these stages at the end of 2019.
- Almost two-thirds (80 students, 61%) of Funded English Language Learners progressed at least one stage in the Speaking domain.

Year Level Breakdown – Funded English Language Learners: Speaking

	Foundation Stage				Stage 1				Stage 2				Stage 3				Stage 4				Two or more stage gain	One Stage Gain	No Stage Gain	
	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage				
Year 1	16	100	7	44	0	0	9	56	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	7
Year 2	21	95	9	41	1	5	11	50	0	0	2	9	0	0	0	0	0	0	0	0	0	2	10	10
Year 3	14	58	12	50	10	42	7	29	0	0	5	21	0	0	0	0	0	0	0	0	0	7	17	
Year 4	8	40	1	5	11	55	7	35	1	5	11	55	0	0	1	5	0	0	0	0	1	17	2	
Year 5	5	26	1	5	10	53	4	21	4	21	10	53	0	0	4	21	0	0	0	0	3	11	5	
Year 6	6	42	1	7	4	29	4	29	4	29	7	50	0	0	2	14	0	0	0	0	2	8	4	
Year 7	3	30	1	10	6	60	4	40	1	10	4	40	0	0	1	10	0	0	0	0	1	5	4	
Year 8	0	0	0	0	6	86	3	43	1	14	1	14	0	0	1	14	0	0	2	29	3	1	3	
Total	73	55	32	24	48	36	49	37	11	9	40	30	0	0	9	7	0	0	2	2	11	69	52	

ESOL Target Reporting – 2019

School Name:	Wharenui	School Number:	3591
Strategic Aim:	To improve learning outcomes for all		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	To improve progress of all Funded English Language Learners evidenced by moving them up one ELLP stage in Reading		
Baseline Data:	See Analysis of Variance table below.		
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>
Oral language a focus in every classroom Oral Language survey Routines – karakia, etc Teacher inquiry Brining in Oral Language units Explicit teaching Responding to teachable moments Interweaving oral language Unpacking and translating language Drama, role play, puppets Scaffolding DMIC Cross curricular experiences through Music, Drama and Science TALL Communication prompts Learning Through Play Student led opportunities such as wearable arts Readers Theatre Speech/Poetry competition	70% of students achieved the target	Focus throughout the school Regular discussions and collaboration Kahui Ako Oral Language focus with workshops and guest speakers TALL Opportunities, experiences and expectations High number of both funded and non-funded English Language Learners Teaching to a majority not a minority – changed focus for planning and teaching	Broaden focus – interpersonal speaking Continue to focus on Oral Language Continue to encourage and give opportunities for students to speak in their home language Explore Speech/Poetry competition opportunities in home language Explore ways to introduce play further up the school Singing Keep providing cross curricular speaking opportunities

Jane van der Zeyden
 Learning Assistants who are bilingual
 Encourage to speak in home language
 Language options

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

**Progress and Achievement of English language learners - Reading
 Against the English Language Learning Progressions**

	Beginning 2019	Percentage Beginning 2019	End 2019	Percentage End 2019	Variance
Foundation Stage	82	62	27	22	-55
Stage 1	41	31	52	39	11
Stage 2	9	7	40	30	31
Stage 3	0	0	9	6	9
Stage 4	0	0	4	3	4
Total	132	100	132	100	0

Movement of Students	Foundation to Stage 1	Percentage	Stage 1 to Stage 2	Percentage	Stage 2 to Stage 3	Percentage	Stage 3 to Stage 4	Percentage	More than one Stage movement	Percentage	No Movement	Percentage
	44	33	27	20	1	1	0	0	21	16	39	30

- Almost one third of Funded English Language Learners (39 students, 30%) made no stage movement in the Reading area of the Learning Progressions.
- 21 students (16%) made progress of more than one Stage in the Reading area of the Learning Progressions.

Year Level Breakdown – Funded English Language Learners: Reading

	Foundation Stage				Stage 1				Stage 2				Stage 3				Stage 4				Two or more stage gain	One Stage Gain	No Stage Gain	
	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage				
Year 1	16	100	9	56	0	0	7	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	9
Year 2	20	91	5	23	2	9	16	73	0	0	1	4	0	0	0	0	0	0	0	0	0	0	16	6
Year 3	20	83	9	37	4	17	11	46	0	0	4	17	0	0	0	0	0	0	0	0	1	13	10	
Year 4	13	65	3	15	7	35	9	45	0	0	8	40	0	0	0	0	0	0	0	0	4	10	6	
Year 5	5	26	0	0	12	63	2	11	2	11	12	63	0	0	5	26	0	0	0	0	6	12	1	
Year 6	5	36	0	0	9	64	5	36	0	0	5	36	0	0	4	28	0	0	0	0	5	7	2	
Year 7	3	30	1	10	4	40	2	20	3	30	7	70	0	0	0	0	0	0	0	0	1	4	5	
Year 8	0	0	0	0	3	43	0	0	4	57	3	43	0	0	0	0	0	0	4	57	4	3	0	
Total	82	62	27	20	41	31	52	39	9	7	40	30	0	0	9	7	0	0	4	4	21	72	39	

ESOL Target Reporting – 2019
Progress and Achievement of English language learners - Writing
Against the English Language Learning Progressions

	Beginning 2019	Percentage Beginning 2019	End 2019	Percentage End 2019	Variance
Foundation Stage	99	75	70	53	-29
Stage 1	33	25	50	38	17
Stage 2	0	0	11	8	11
Stage 3	0	0	1	1	1
Total	132	100	132	100	0

Movement of Students	Foundation to Stage 1	Percentage	Stage 1 to Stage 2	Percentage	Stage 2 to Stage 3	Percentage	More than one Stage movement	Percentage	No Movement	Percentage
	24	18	8	6	0	0	7	6	93	70

- 93 students (70%) made no stage movement in the Writing area of the Learning Progressions.
- The greatest area of progress was students moving from Foundation Stage to Stage 1 (24 students, 18%).

Year Level Breakdown – Funded English Language Learners: Writing

	Foundation Stage				Stage 1				Stage 2				Stage 3				Stage 4				Two or more stage gain	One Stage Gain	No Stage Gain	
	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage	Beginning 2019	Percentage	End 2019	Percentage				
Year 1	16	100	15	94	0	0	1	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	15
Year 2	22	100	18	82	0	0	4	18	0	0	0	0	0	0	0	0	0	0	0	0	0	4	18	
Year 3	23	96	19	79	1	4	5	21	0	0	0	0	0	0	0	0	0	0	0	0	0	4	20	
Year 4	18	90	11	55	2	10	9	45	0	0	0	0	0	0	0	0	0	0	0	0	0	6	14	
Year 5	7	39	3	16	12	61	13	68	0	0	3	16	0	0	0	0	0	0	0	0	1	5	13	
Year 6	8	57	2	15	6	43	9	64	0	0	3	21	0	0	0	0	0	0	0	0	2	5	7	
Year 7	5	50	2	20	5	50	7	70	0	0	1	10	0	0	0	0	0	0	0	0	0	4	6	
Year 8	0	0	0	0	7	100	2	29	0	0	4	57	0	0	1	14	0	0	0	0	4	3	0	
Total	99	75	70	53	33	25	50	38	0	0	11	8	0	0	1	1	0	0	0	0	7	32	93	

OVERALL 2019

STAR Reading Year 3 – 8 Progress and Achievement: 2019																											
	Stanine 1/2			Stanine 3			Stanine 4			Stanine 5			Stanine 6			Stanine 7			Stanine 8/9			Over two stanine Gain		1 stanine gain		Less than one stanine gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 3	1	0	-1	4	0	-4	1	0	-1	6	3	-3	5	3	-2	6	5	-1	3	15	12	19	73	4	15	3	12
Year 4	9	0	-9	3	4	1	6	5	-1	3	8	5	2	4	2	3	5	2	1	1	0	11	40	8	30	8	30
Year 5	8	1	-7	5	3	-2	8	6	-2	5	9	4	3	6	3	2	5	3	1	2	1	13	41	8	25	11	34
Year 6	6	4	-2	7	1	-6	3	6	3	7	8	1	5	5	0	2	3	1	0	3	3	9	30	7	23	14	47
Year 7	4	4	0	8	0	-8	5	5	0	4	7	3	3	4	1	0	3	3	0	1	1	7	29	13	54	4	17
Year 8	0	0	0	1	0	-1	10	1	-9	3	7	4	4	4	0	1	4	3	0	3	3	9	47	7	37	3	16
Total	28	9	-19	28	8	-20	33	23	-10	28	42	14	22	26	4	14	25	11	5	25	20	68	43	47	30	43	27
	Well below						Below						At			Above			Well Above								

- 69 students (44%) were at or above the expected stanine at the beginning of the year. This increased to 118 students (75%) being at the expected stanine in end of year STAR testing.
- Almost three quarters of students (115 students, 73%) made a gain in their stanine achieved in end of year testing.

Progress and Achievement of all Year 5 – 8 Students – 2019
AsTTle Reading

	Level 2									Level 3									Level 4									Level 5/6					
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced								
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 5	0	0	0	10	3	-7	5	10	5	2	2	0	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Year 6	0	2	2	8	3	-5	7	4	-3	4	3	-1	8	4	-4	0	3	3	0	4	4	0	3	3	0	1	1	0	0	0	0	0	0
Year 7	5	0	-5	4	4	0	2	5	3	6	3	-3	2	3	1	1	1	0	1	2	1	2	3	1	0	2	2	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	1	0	-1	1	0	-1	1	2	1	5	2	-3	5	2	-3	3	9	6	2	3	1	1	1	0	0	0	0
Total	5	2	-3	22	10	-12	15	19	4	13	8	-5	12	10	-2	6	7	1	6	8	2	5	16	11	2	6	4	1	1	0	0	0	0

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	3	17	8	44	7	39
Year 5	12	44	7	26	8	30
Year 6	8	35	11	48	4	17
Year 7	8	42	5	26	6	32
Year 8	31	36	31	36	25	28
Total	62	36	62	36	50	28

- 42 students (24%) were at or above expected in AsTTle Reading testing at the beginning of 2018, compared with 58 students (33%) at the end of 2019.
- 132 students (76%) were below or well below expected at the beginning of 2018, compared with 116 (67%) at the end of 2019.

Progress and Achievement of All Year 4 – 8 Students – 2019 Reading Ages

	Less than 8 years			8 – 9 years			9 – 10 years			10 – 11 years			11 – 12 years			12 – 13 years			+ Two years gain		1 – 2 + Years gain		-1 one year gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	22	7	-14	9	17	8	1	7	6	0	1	1	0	0	0	0	0	0	4	12	15	47	13	41
Year 5	8	0	-8	17	3	-14	5	18	13	3	10	7	0	2	2	0	0	0	4	13	16	48	13	39
Year 6	8	4	-4	9	2	-7	3	7	4	9	12	3	5	7	2	2	4	2	6	17	12	33	18	50
Year 7	3	4	1	3	2	-1	5	5	0	9	3	-6	8	8	0	2	8	6	2	7	7	23	21	70
Year 8	4	4	0	0	0	0	0	1	1	1	0	-1	3	1	-2	15	17	2	2	9	4	17	17	74
Total	45	19	-26	38	24	14	14	38	24	22	26	4	16	16	0	19	29	10	18	12	54	35	82	53

Well below

Below

At

Above

Well Above

- Over half of all students (82 students, 53%) made less than 1 year gain in reading age in 2018.

Writing Progress and Achievement of all Year 4 – 8 Students – 2019

	Level 1									Level 2									Level 3									Level 4									Level 5/6		
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced														
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 4	8	4	-4	1	7	-5	5	1	5	7	5	-2	1	6	5	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	3	2	-1	0	0	0	2	2	0	1	3	2	4	1	3	7	2	5	2	3	1	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	1	0	-1	1	3	2	2	1	-1	1	2	1	1	6	5	4	4	0	8	1	7	3	5	2	4	4	0	4	0	0	0	0	0	0	0	0	0	0	0
Year 7	2	0	-2	4	3	-1	1	1	0	2	2	0	5	3	2	2	5	3	5	4	1	7	3	4	1	3	2	2	7	5	1	0	-1	0	1	1	0	0	0
Year 8	1	0	-1	0	1	1	1	0	-1	3	1	-2	4	3	1	0	1	1	8	2	6	0	3	3	0	5	5	6	1	-5	1	6	5	0	0	0	1	2	1
Total	12	4	-8	20	16	-4	9	12	3	43	12	-31	23	31	8	11	23	12	22	20	2	73	13	60	11	12	1	88	8	80	22	6	16	40	1	39	11	2	9

Well below

Below

At

Above

Well Above

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	12	35	8	24	14	41
Year 5	13	39	12	36	8	25
Year 6	19	53	11	31	6	16
Year 7	9	28	14	44	9	28
Year 8	12	48	11	44	2	8
Total	65	41	56	35	39	24

- Almost half of all students (65 students, 41%) made a gain of two or more sub-levels in AsTTle reading testing.
- 35 students (22%) were at the expected level at the beginning of the year, while 72 (45%) were at the expected level at the end of the year.

Progress and Achievement of all Year 5-8 Students – 2019
Maths – PAT

	Scale Score less than 20			Scale Score 20.1 - 30			Scale Score 30.1 - 40			Scale Score 40.1-45.0			Scale Score 45.1 - 50			Scale Score 50.1 - 60			Scale Score Over 60.1			More than 20 scale score gain		10 – 20 scale score gain		Less than 10 scale score gain		
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage	
Year 5	2	0	-2	10	2	-8	9	13	4	1	5	4	1	1	0	2	2	0	0	2	2	1	4	9	36	1	5	60
Year 6	0	0	0	4	1	-3	8	6	-2	6	6	0	2	5	3	2	4	2	2	2	0	0	0	3	12	2	1	88
Year 7	0	0	0	3	0	-3	7	3	-4	5	4	-1	2	4	2	4	6	2	0	4	4	0	0	8	38	1	3	62
Year 8	0	0	0	0	0	0	3	0	-3	6	0	-6	5	2	-3	3	7	4	1	9	8	3	17	7	39	8	44	
Total	2	0	-2	17	3	-14	27	22	-5	18	15	-3	10	12	2	11	19	8	3	17	14	4	8	2	7	31	57	65

- The majority of students (57 students, 65%) made a gain of less than 10 in their scale score in PAT Maths testing.
- 63 students (72%) at the beginning of the year, in comparison to only 41 students (47%) at the end of the year, were well below expected in PAT maths testing.
- 25 students (28%) at the beginning of the year, in comparison to 47 students (53%) at the end of the year, were at or above the expected level in PAT maths testing.

Progress and Achievement of all Year 4 – 8 Students - 2019
Maths – GloSS

	Stage 0/1			Stage 2			Stage 3			Stage 4			Early Stage 5/ Stage 5			Early Stage 6/ Stage 6			Early Stage 7 Stage 7 Early Stage 8 Stage 8			Three or more sub- stage gain		One – two sub-stage gain		Less than one sub- stage gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	0	0	0	9	1	-8	14	12	-2	6	12	5	2	5	3	0	1	1	1	3	22	71	8	26
Year 5	0	0	0	0	0	0	6	1	-5	9	8	-1	9	6	-3	4	11	7	0	2	2	4	14	16	57	8	29
Year 6	0	0	0	0	0	0	6	2	-4	8	5	-3	14	8	-6	5	15	1	1	4	3	3	8	23	68	8	24
Year 7	0	0	0	0	0	0	3	2	-1	7	3	-3	4	5	1	13	14	1	2	5	3	1	3	20	69	8	28
Year 8	0	0	0	0	0	0	1	1	0	1	0	-1	4	2	-2	6	5	-1	9	13	4	2	9	10	48	9	43
Total	0	0	0	0	0	0	25	7	-18	39	28	-11	37	33	-4	30	50	20	12	25	1	11	7	91	64	41	29

- 114 students (80%) were below or well below expected in GloSS maths testing at the beginning of the year. At the end of 2019, this number reduced to 46 (52%).
- 29 students (20%) were at or above the expected level in GloSS testing at the beginning of the year. At the end of the year, this increased to 68 students (48%).

NON-FUNDED English Language Learners 2019

Progress and Achievement of Non-Funded English Language Learners – Years 3-8 2019 STAR Reading

	Stanine 1/2			Stanine 3			Stanine 4			Stanine 5			Stanine 6			Stanine 7			Stanine 8/9			2 or more Stanine Gain		1 Stanine gain		Less than one Stanine gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 3	0	0	0	0	0	0	0	0	0	1	0	-1	0	0	0	0	1	1	0	0	0	1	100	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	2	1	-1	0	0	0	0	0	0	0	2	100
Year 5	0	0	0	0	0	0	1	0	-1	4	1	-3	0	1	1	0	2	2	0	1	1	3	60	1	20	1	20
Year 6	1	1	0	2	0	-2	0	1	1	4	3	-1	3	3	0	1	2	1	0	1	1	2	18	3	27	6	55
Year 7	2	2	0	2	0	-2	3	2	-1	3	2	-1	2	3	1	0	3	3	0	0	0	2	17	8	66	2	17
Year 8	0	0	0	0	0	0	3	0	-3	1	1	0	3	2	-1	1	3	2	0	2	2	5	63	2	25	1	12
Total	3	3	0	4	0	-4	7	3	-4	13	8	-5	8	9	1	4	12	8	0	4	4	13	33	14	36	12	31

Well below

Below

At

Above

Well Above

- Almost a third of all English Language Learners (12 students, 31%) made no stanine gain or achieved a lower stanine in end of year STAR testing.
- Almost two thirds (18 students, 69%) of all English Language Learners made a gain of one or more stanines.



Target:			
School Name:	Wharenui	School Number:	3591
Strategic Aim:	To improve learning outcomes for all		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	To improve progress of all Non-Funded English Language Learners evidenced by moving them up two sub-levels in Writing.		
Baseline Data:	See Analysis of Variance table below.		
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>
Helping circles Reflection at the end of lessons Writing programmes tailored to the needs of the class and individuals Unpacking oral language Topic based writing Relating writing to their life Writing in context Short examples – scaffold gradually reducing Relations to own language Discussion time in home language prior to writing Translate/translanguaging Learning Assistants who speak home languages	35% reached the target 44% moved one sub-level, moving towards reaching the target	Many already at the expected age so moving up would take them beyond expected. Absences for some Some have identified learning needs 25% of year 5 and 6 children would still be ESOL funded if eligible Writing is the last thing to be embedded for ESOL students Consolidation at their current writing level as been observed, rather than moving to the next level for many students.	Consolidating teacher's knowledge Further sharing and modelling of "Team Approach to Language Learning" PD from this year Identifying differences and similarities with the targeted group Monitoring of target children at team meetings Take opportunities for rich PD Review literacy curriculum plan Revisit PD with Sally as there are many new staff that were not part of this
Planning for next year:			
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.			

**Progress and Achievement of Non-Funded English Language Learners – 2019
Year 4-8 Writing**

	Level 1									Level 2									Level 3									Level 4									Level 5/6		
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced														
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance						
Year 4	0	0	0	0	0	0	0	0	0	1	1	0	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Year 5	0	0	0	1	1	0	0	0	0	3	0	-3	0	1	1	1	3	2	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0			
Year 6	0	0	0	0	1	1	1	0	-1	1	0	-1	4	1	-3	0	0	0	5	3	-2	0	4	4	0	2	2	0	0	0	0	0	0	0	0	0			
Year 7	0	0	0	1	0	-1	0	0	0	1	1	0	0	1	1	0	0	0	2	1	-1	4	1	-3	1	2	1	2	5	3	1	0	-1	0	1	1	0	0	0
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	-2	0	0	0	0	1	1	4	1	-3	1	5	4	0	0	0	1	1	0
	0	0	0	2	2	0	1	0	-1	6	2	-4	5	3	-2	1	4	3	1	4	-6	4	6	2	1	5	4	6	6	0	2	5	3	0	1	1	1	1	0

Well below

Below

At

Above

Well Above

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	1	50	1	50
Year 5	2	33	2	34	2	33
Year 6	6	55	4	36	1	9
Year 7	3	25	6	50	3	25
Year 8	3	38	4	50	1	12
Total	14	36	17	44	8	20

- Over three quarters of all non-funded English Language Learners (31 students, 80%) made sub-level gains in writing results.

School Name:	Wharenui	School Number:	3591
Strategic Aim:	To improve learning outcomes for all		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	To improve progress of all Non-Funded English Language Learners evidenced by a move of 12 months in reading age.		
Baseline Data:	See Analysis of Variance table below.		
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>
Variety of resources – Quick 60, CSI, AVAILLL, etc Online programmes – Read Theory, Sunshine Online, Starfall Hilton Reading Serial story RTLit and Reading Recovery Mixed ability groups Targeted group with Learning Assistant and Teacher Reading Together Teacher time then mileage Phonics Reading strategies – whole class lessons Big book – unpacking language, concepts of print Library Buddy reading	48% achieved the target 26% improved Overall 74% made positive progress of at least six months	Confidence in oral language had a positive impact on reading engagement Older not as likely to move when they are at the expected level Lots of modelling by teachers of what readers look like Many already at expected but have improved	Utilise the library Provide books in different languages Native speakers in the community to read in home languages Continue Quick 60 Explore Reading Eggs and other literacy based apps Reconsider AsTTle Reading testing for year 5-8 students

Planning for next year:

Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

Progress and Achievement of Year 4-8 Non-Funded English Language Learners – 2019 Reading Ages

	Less than 8 years			8 – 9 years			9 – 10 years			10 – 11 years			11 – 12 years			12 – 13 years			+ Two years gain		1 – 2 + Years gain		Less than one year gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	50	1	50
Year 5	1	0	-1	2	1	-1	3	1	-2	0	4	4	0	0	0	0	0	0	2	33	2	34	2	33
Year 6	1	1	0	1	0	-1	1	0	-1	4	6	2	3	3	0	1	1	0	0	0	3	27	8	73
Year 7	0	0	0	1	0	-1	0	1	1	4	1	-3	5	5	0	2	5	3	0	0	0	0	12	100
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	7	8	1	1	12	1	12	6	76
Total	2	1	-1	5	2	-3	4	2	-2	8	12	4	9	8	-1	10	14	4	3	8	7	18	29	74

Well below

Below

At

Above

Well Above

- Almost three quarters (29 students, 74%) of non-funded English Language Learners progressed less than one in their reading age.
- No Year 7 non-funded English Language Learners made a gain of more than one year in their reading age when comparing beginning of year and end of year results.
- All Year 8 non-funded English Language Learners (8 students, 100%) were at the expected reading age at the end of 2019.

Progress and Achievement of Non- Funded Year 4 – 8 English Language Learners – 2019
AsTTle Reading

	Level 2									Level 3									Level 4									Level 5/6								
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced											
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 5	0	0	0	2	2	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	1	1	0	1	0	-1	1	1	0	5	2	-3	0	1	1	0	2	2	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Year 7	2	0	-2	1	1	0	1	1	0	3	0	-3	1	2	1	0	1	1	1	2	1	2	2	0	0	2	2	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	1	0	-1	3	0	-3	2	6	4	0	1	1	1	1	0	1	1	0	1	1	0
Total	2	0	-2	4	4	0	3	2	-1	5	2	-3	7	4	-3	1	2	1	4	4	0	4	9	5	0	3	3	1	1	0	1	1	0	1	1	0

Well below

Below

At

Above

Well Above

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	0	0	2	50	2	50
Year 6	5	63	1	12	2	25
Year 7	6	55	4	36	1	9
Year 8	4	50	2	25	2	25
Total	15	48	9	29	7	23

- Almost half of all non-funded English Language Learners (15 students, 48%) made two or more sub-level gains in AsTTle Reading testing.
- Almost a quarter of all non-funded English Language Learners (7 students, 23%) made no sub-level gain.

Progress and Achievement of Non-Funded English Language Learners - 2019
Maths – PAT

	Scale Score less than 20			Scale Score 20.1 - 30			Scale Score 30.1 - 40			Scale Score 40.1-45.0			Scale Score 45.1 – 50			Scale Score 50.1 – 60			Scale Score Over 60.1			More than 20 scale score gain		10 – 20 scale score gain		Less than 10 scale score gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	1	0	-1	1	1	0	2	2	0	0	1	1	0	0	0	0	0	0	0	0	0	1	25	1	25	2	50
Year 6	0	0	0	0	0	0	3	1	-2	3	2	-1	2	3	1	0	3	3	2	1	-1	0	0	1	10	9	90
Year 7	0	0	0	1	0	-1	2	1	-1	4	3	-1	2	1	-1	3	4	1	0	3	3	0	0	3	25	9	75
Year 8	0	0	0	0	0	0	0	0	0	3	0	-3	2	1	-1	1	1	0	2	6	4	1	12	3	38	4	50
Total	1	0	-1	2	1	-1	7	4	-3	10	6	-4	6	5	-1	4	8	4	4	10	6	2	5	8	24	24	71

Well below

Below

At

Above

- The majority of English Language Learners (24 students, 71%) made less than 10 scale score gain in end of year PAT testing.
- Eight English Language Learners (24%) made a 10-20 scale score gain.

Progress and Achievement of Non-Funded English Language Learners – 2019
Maths – GloSS

	Stage 0/1			Stage 2			Stage 3			Stage 4			Early Stage 5/ Stage 5			Early Stage 6/ Stage 6			Early Stage 7 Stage 7 Early Stage 8 Stage 8			Three or more sub- stage gain		One – two sub-stage gain		No movement	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	0	0	0	0	0	0	2	0	-2	0	2	2	0	0	0	0	0	0	0	0	2	100	0	0
Year 5	0	0	0	0	0	0	1	1	0	3	2	-1	2	1	-1	0	2	2	0	0	0	1	17	2	33	3	50
Year 6	0	0	0	0	0	0	0	0	0	1	1	0	6	0	-6	4	8	4	0	2	2	0	0	10	91	1	9
Year 7	0	0	0	0	0	0	0	0	0	1	0	-1	0	1	1	10	7	-3	1	4	3	0	0	10	83	2	17
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	7	8	1	0	0	4	50	4	50
Total	0	0	0	0	0	0	1	1	0	7	3	-4	8	4	-4	15	17	2	8	14	6	1	2	28	72	10	26

Well below

Below

At

Above

Well Above

- Almost 3/4 of all Non-funded English Language Learners (28 students, 72%) made a gain of one or two sub-stages.
- Slightly over one quarter of all non-funded English Language Learners (10 students, 26%) made no gain in sub-stages in end of year GloSS testing.

MĀORI STUDENTS 2019

Progress and Achievement of Year 3 – 8 Māori Students – 2019 STAR Reading

	Stanine 1/2			Stanine 3			Stanine 4			Stanine 5			Stanine 6			Stanine 7			Stanine 8/9			Over two stanine Gain		1 stanine gain		Less than one stanine gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 3	1	0	-1	0	0	0	0	0	0	0	0	0	1	1	0	1	0	-1	0	2	2	2	67	1	33	0	0
Year 4	2	0	-2	2	0	-2	2	3	1	0	1	1	0	1	1	0	0	0	0	1	1	3	50	3	50	0	0
Year 5	2	0	-2	0	0	0	1	1	0	1	3	2	2	1	-1	1	1	0	0	1	1	3	43	1	14	3	43
Year 6	0	0	0	0	0	0	3	2	-1	2	1	-1	1	2	1	0	1	1	0	0	0	1	17	2	33	3	50
Year 7	0	0	0	1	0	-1	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	1	50	1	50	0	0
Year 8	0	0	0	1	0	-1	2	0	-2	1	3	2	0	1	1	0	0	0	0	0	0	2	50	1	25	1	25
Total	5	0	-5	4	0	-4	8	6	-2	5	9	4	4	7	3	2	2	0	0	4	4	12	43	9	32	7	25

Well below

Below

At

Above

Well Above

- Almost half of our Māori students (12 students, 43%) made gains of two or more stanines in STAR reading results.
- All Year 3, Year 4 and Year 7 Māori students made a gain in stanine level.

Writing Progress and Achievement of Māori Students – 2019

	Level 1									Level 2									Level 3									Level 4									Level 5/6		
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced														
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 4	2	2	0	3	0	-3	1	3	2	1	0	-1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0	5	1	-4	1	4	3	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0	2	1	-1	1	2	1	1	0	-1	2	1	-1	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0	1	0	-1	1	1	0	0	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	2	0	-2	0	1	1	2	1	-1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Total	2	2	0	3	0	-3	1	3	2	9	2	-7	5	8	3	2	4	2	4	3	-1	1	2	1	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	2	29	3	42	2	29
Year 5	2	29	3	42	2	29
Year 6	3	50	1	17	2	33
Year 7	1	33	0	0	2	67
Year 8	2	50	2	50	0	0
Total	10	37	9	33	8	30

- Over two thirds of Māori students (19 students,70%) made at least one sub-level gain.
- Over a third of Māori students (10 students,37%) made a gain of two or more sub-levels.

Progress and Achievement of Māori Students – 2019 Reading Ages

	Less than 8 years			8 – 9 years			9 – 10 years			10 – 11 years			11 – 12 years			More than 12 years			+ Two years gain		1 – 2 Years gain		-1 one year gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	4	1	-3	1	4	3	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3	50	3	50
Year 5	2	0	-2	2	0	-2	2	4	2	1	2	1	0	1	1	0	0	0	1	14	3	43	3	43
Year 6	0	0	0	1	0	-1	2	1	-1	2	2	0	1	1	0	0	2	2	33	2	34	2	33	
Year 7	0	2	2	1	0	-1	1	0	-1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	100
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	3	2	-1	1	2	1	0	0	1	25	3	75
Total	6	3	-3	5	4	-1	6	6	0	3	4	1	5	5	0	1	4	3	3	11	9	35	14	54

Well below

Below

At

Above

Well Above

- Over half of all Māori students (14 students, 54%) made less than one year gain in reading age.
- No Year 7 Māori students made more than one year gain in reading age.
- Three Māori students (11%) made a gain of more than two years in reading age.

Progress and Achievement of Māori Students – 2019
AsTTle Reading

	Level 2									Level 3									Level 4											
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced					
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 5	0	0	0	3	0	-3	0	2	2	0	1	1	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	2	2	0	1	1	0	1	0	-1	1	0	-1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0
Year 7	1	0	-1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0	1	0	-1	0	2	2	1	0	-1	0	0	0	1	2	1	1	0	-1	1	0	-1
Total	1	0	-1	5	2	-3	1	4	3	2	1	-1	2	2	0	2	2	0	0	2	2	1	2	1	1	0	-1	1	0	-1

Well below

Below

At

Above

Well Above

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	1	25	3	75	0	0
Year 6	1	20	2	40	2	40
Year 7	1	50	1	50	0	0
Year 8	1	25	1	25	2	50
Total	4	27	7	46	4	27

- Almost three quarters of all Māori students (11 students, 73%) made at least one sub-level gain in end of year testing.

Progress and Achievement of Māori Students – 2019
Maths – PAT

	Scale Score less than 20			Scale Score 20.1 - 30			Scale Score 30.1 - 40			Scale Score 40.1-45.0			Scale Score 45.1 - 50			Scale Score 50.1 - 60			Scale Score Over 60.1			More than 20 scale score gain		10 – 20 scale score gain		Less than 10 scale score gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	0	0	0	2	0	-2	2	3	1	0	0	0	0	0	0	1	1	0	0	1	1	1	20	2	40	2	40
Year 6	0	0	0	0	0	0	3	1	-2	1	2	1	0	1	1	0	0	0	0	0	0	0	0	0	4	100	
Year 7	0	0	0	0	0	0	1	0	-1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	100	
Year 8	0	0	0	1	0	-1	0	0	0	1	0	-1	2	0	-2	0	2	2	0	2	2	1	25	3	75	0	0
Total	0	0	0	3	0	-3	6	4	-2	2	2	0	2	2	0	1	3	2	0	3	3	2	14	5	36	7	50

- All Year 8 (4 students, 100%) Māori students made a gain of at least 10 in their scale score in PAT Maths testing.
- Half of all Māori students (7 students, 50%) made a gain of less than 10 in the comparison of beginning and end of year scale scores.

Progress and Achievement of Māori Students - 2019
Maths – Gloss

	Stage 0/1			Stage 2			Stage 3			Stage 4			Early Stage 5/ Stage 5			Early Stage 6/ Stage 6			Early Stage 7 Stage 7 Early Stage 8 Stage 8			Three or more sub- stage gain		One – two sub-stage gain		No sub- stage gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	0	0	0	1	0	-1	2	2	0	2	2	0	1	1	0	0	1	1	0	0	4	67	2	33
Year 5	0	0	0	0	0	0	3	0	-3	1	2	1	3	4	1	0	1	1	0	0	0	1	14	5	72	1	14
Year 6	0	0	0	0	0	0	1	0	-1	2	0	-2	3	2	-1	0	4	4	0	0	0	2	33	3	50	1	17
Year 7	0	0	0	0	0	0	0	0	0	2	1	-1	0	1	1	1	1	0	0	0	0	0	0	2	67	1	33
Year 8	0	0	0	0	0	0	0	0	0	1	0	-1	0	0	0	2	3	1	1	1	0	1	25	1	25	2	50
Total	0	0	0	0	0	0	5	0	-5	8	5	-3	8	9	1	4	10	6	1	2	1	4	15	15	58	7	27

Well below

Below

At

Above

Well Above

- Almost three quarters of Māori students (16 students, 73%) made stage gains in GloSS in 2019.

PASIFIKA 2019
NON-FUNDED English Language Learners 2019

Progress and Achievement of Non-Funded English Language Learners – Years 4-8 2019 STAR Reading																											
	Stanine 1/2			Stanine 3			Stanine 4			Stanine 5			Stanine 6			Stanine 7			Stanine 8/9			2 or more Stanine Gain		1 Stanine gain		Less than one Stanine gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	0	1	1	0	0	0	0	0	0	1	0	-1	0	0	0	0	0	0	0	0	0	0	1	100
Year 5	0	0	0	0	0	0	0	0	0	1	1	0	3	1	-2	0	1	1	0	1	1	1	25	1	25	2	50
Year 6	1	1	0	0	0	0	0	0	0	1	1	0	1	0	-1	0	0	0	0	1	1	1	33	0	0	2	67
Year 7	0	0	0	0	0	0	0	0	0	0	0	0	3	2	-1	0	1	1	0	0	0	0	0	1	33	2	67
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	0	1	1	0	0	0	0	0	1	100	0	0
Total	1	1	0	0	1	1	0	0	0	2	2	0	9	3	-6	0	3	3	0	2	2	2	17	3	25	7	58

Well below

Below

At

Above

Well Above

- Most Pasifika students (11 students, 92%) were at or above the expected stanine at the beginning of the year. This decreased slightly to 10 students (83%) being at or above the expected stanine in end of year STAR testing.
- Over half of the Pasifika students (7 students, 58%) made no stanine gains in their STAR testing results.

Progress and Achievement of Pasifika Students – 2019

á

Writing

	Level 1									Level 2									Level 3									Level 4														
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced								
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 4	0	0	0	2	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0	3	0	-3	0	1	1	0	2	2	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	1	1	1	0	-1	0	0	0	1	0	-1	0	0	0	2	1	-1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0	1	0	-1	1	1	0	0	1	1	1	0	-1	3	1	-2	0	2	2	2	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	0	1	1	0	1	1	0	0	0	0	0	0
Total	0	0	0	2	3	1	1	0	-1	5	1	-4	2	2	0	0	3	3	4	1	-3	3	3	0	0	3	3	3	3	0	0	1	1	0	0	0	0	0	0			

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	1	33	0	0	2	67
Year 5	2	50	2	50	0	0
Year 6	2	50	1	25	1	25
Year 7	1	12	5	63	2	25
Year 8	0	0	1	100	0	0
Total	6	30	9	45	5	25

- Almost half of all Pasifika students (9 students, 45%) made a one sub-level gain in Writing.

- Three quarters of all Pasifika students made gains in their Writing level in 2019.

Progress and Achievement of Pasifika Students – 2019 Reading Ages

	Less than 8 years			8 – 9 years			9 – 10 years			10 – 11 years			11 – 12 years			12 – 13 years			+ Two years gain		1 – 2 + Years gain		-1 one year gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	2	0	-2	1	3	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	67	1	33
Year 5	0	0	0	2	0	-2	4	3	-1	0	3	3	0	0	0	0	0	0	1	25	1	25	2	50
Year 6	1	1	0	0	0	0	1	0	-1	0	1	1	1	1	0	1	1	0	0	0	1	25	3	75
Year 7	0	0	0	0	0	0	0	0	0	4	2	-2	2	4	2	2	2	0	0	0	2	25	6	75
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	100
Total	3	1	-2	3	3	0	5	3	-2	4	6	2	3	5	2	4	4	0	1	5	6	30	13	65

Well below

Below

At

Above

Well Above

- Both Year 4 Pasifika students progressed from below the expected reading age at the beginning of the year, to at the expected reading age at the end of the year.
- Over half of all Pasifika students (13 students, 65%) made less than 1 year gain in reading age in 2019
- One Year 6 student who was well below expected at the beginning of the year remained well below the expected reading age at the end of 2019.

Progress and Achievement of Year 5 – 8 Pasifika Students – 2019
AsTTle Reading

	Level 2									Level 3									Level 4											
	Basic			Proficient			Advanced			Basic			Proficient			Advanced			Basic			Proficient			Advanced and Above					
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance			
Year 5	0	0	0	2	2	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	1	1	1	0	-1	1	0	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Year 7	1	0	-1	0	0	0	1	1	0	2	0	-2	1	2	1	0	1	1	0	1	1	1	0	-1	1	0	-1	0	1	1
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0
Total	1	0	-1	2	2	-2	2	3	1	4	1	-3	2	2	0	0	2	2	0	1	1	2	1	-1	0	1	1	0	1	1
	Well below						Below			At			Above			Well Above														

	Two or more sub-level gain		One sub-level gain		Less than one sub-level gain	
	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	0	0	2	50	2	50
Year 6	1	50	0	0	1	50
Year 7	4	67	2	33	0	0
Year 8	0	0	0	0	1	100
Total	5	38	4	31	4	31

- Over half of all Pasifika students (9 students, 69%) made a gain of at least one sub-level in AsTTle reading testing.
- Seven Pasifika students (54%) were at the expected level at the beginning of the year. This increased to nine students (69%) at the end of the year.
- One Year 7 Pasifika student who was above the expected level at the beginning of the year remained above expected at the end of the year.

Progress and Achievement of Year 5 – 8 Pasifika Students – 2019
Maths – PAT

	Scale Score less than 20			Scale Score 20.1 - 30			Scale Score 30.1 - 40			Scale Score 40.1-45.0			Scale Score 45.1 - 50			Scale Score 50.1 - 60			Scale Score Over 60.1			More than 20 scale score gain		10 – 20 scale score gain		Less than 10 scale score gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 5	0	0	0	1	1	0	2	1	-1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	33	2	67
Year 6	0	0	0	0	0	0	2	1	-1	1	1	0	1	1	0	0	1	1	0	0	0	0	0	0	4	100	
Year 7	0	0	0	2	0	-2	1	1	0	3	2	-1	1	1	0	1	3	2	0	1	1	1	12	1	12	6	76
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	-1	0	1	1	0	0	0	1	100	
Total	0	0	0	3	1	-2	5	3	-2	4	4	0	2	2	0	2	4	2	0	2	2	1	6	2	13	13	81

- The majority of Pasifika students (13 students, 81%) made a gain of less than 10 in their scale score in PAT Maths testing.
- Nine Pasifika students (56%) at the beginning of the year, in comparison to only five students (31%) at the end of 2019, were well below expected in PAT maths testing.
- Three Pasifika students (19%) at the beginning of the year, in comparison to eight students (50%) at the end of the year, were at the expected level in PAT maths testing.

Progress and Achievement of Pasifika Students – 2019
Maths – GloSS

	Stage 0/1			Stage 2			Stage 3			Stage 4			Early Stage 5/ Stage 5			Early Stage 6/ Stage 6			Early Stage 7 Stage 7 Early Stage 8 Stage 8			Three or more sub- stage gain		One – two sub-stage gain		Less than one sub- stage gain	
	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Beginning	End	Variance	Number	Percentage	Number	Percentage	Number	Percentage
Year 4	0	0	0	0	0	0	0	0	0	2	1	-1	1	1	0	0	1	1	0	0	0	0	0	2	67	1	33
Year 5	0	0	0	0	0	0	0	0	0	3	2	-1	1	1	0	0	1	1	0	0	0	1	25	1	25	2	50
Year 6	0	0	0	0	0	0	0	0	0	1	1	0	2	0	-2	1	3	2	0	0	0	0	0	2	50	2	50
Year 7	0	0	0	0	0	0	0	0	0	1	0	-1	1	1	0	6	6	0	0	1	1	0	0	8	100	0	0
Year 8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	100	0	0
Total	0	0	0	0	0	0	0	0	0	7	4	-3	5	3	-2	7	11	4	1	1	1	1	5	14	70	5	25

- Seventeen Pasifika students (85%) were below or well below expected in GloSS maths testing at the beginning of the year. At the end of 2019, this number reduced to twelve (60%).
- Three Pasifika students (15%) were at the expected level in GloSS testing at the beginning of the year. At the end of the year, this increased to seven students (35%), with an additional student (5%) being above the expected level.

Overall Teacher Judgements – Reading

Reading All students Years 1-8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	16	12	22	17	20	15	28	21	90	69	76	58	5	4	5	4	131	131
	Female	5	5	6	6	19	18	19	18	78	74	74	70	3	3	6	6	105	105
	Total	21	9	28	12	39	17	47	20	168	71	150	64	8	3	11	4	236	236
Māori	Male	0	0	1	4	4	16	7	28	20	80	16	64	1	4	1	4	25	25
	Female	0	0	2	10	5	24	3	14	16	76	15	71	0	0	1	5	21	21
	Total	0	0	3	7	9	20	10	22	36	78	31	67	1	2	2	4	46	46
Pasifika	Male	0	0	2	14	2	14	4	29	11	79	8	57	1	7	0	0	14	14
	Female	0	0	0	0	1	9	2	18	9	82	9	82	1	9	0	0	11	11
	Total	0	0	2	8	3	12	6	24	20	80	17	68	2	8	0	0	25	25
Asian	Male	12	18	11	17	12	18	12	18	39	60	39	60	2	4	3	5	65	65
	Female	1	3	0	0	10	20	8	16	36	73	37	76	2	4	4	8	49	49
	Total	13	11	11	10	22	19	20	18	75	66	76	67	4	4	7	5	114	114
MELAA	Male	1	12	3	38	1	12	1	12	6	76	4	50	0	0	0	0	8	8
	Female	1	33	1	33	0	0	0	0	2	67	2	67	0	0	0	0	3	3
	Total	2	18	4	36	1	9	1	9	8	73	6	55	0	0	0	0	11	11
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Total	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
NZ/European	Male	3	17	5	27	1	6	3	17	13	71	9	50	1	6	1	6	18	18
	Female	3	16	4	21	2	11	4	21	14	73	10	53	0	0	1	5	19	19
	Total	6	16	9	24	3	8	7	22	27	73	19	51	1	3	2	3	37	37

- 60 students (26%) were below or well below in Reading at the end of 2018. This increased to 75 (32%) at the end of 2019.
- 176 students (74%) were at or above the expected curriculum level in Reading at the end of 2018. This reduced to 161 (68%) at the end of 2019.
- More students were well below or below the expected level in 2019 than in 2018.
- Less students were at or above the expected level in 2019 than in 2018.

Reading After Year 1		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	2	20	10	100	8	80	0	0	0	0	10	10
	Female	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
	Total	0	0	0	0	0	0	2	10	20	100	18	90	0	0	0	0	20	20
Māori	Male	0	0	0	0	0	0	1	33	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Total	0	0	0	0	0	0	1	20	5	100	4	80	0	0	0	0	5	5
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Female	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Total	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2

- All Year 1 students were at the expected level in Reading at the end of 2018.
- One Māori male student (33%) and one New Zealand European student (100%) were below the expected curriculum level at the end of 2019.

Reading After Year 2		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	11	55	20	100	7	35	0	0	2	10	20	20
	Female	0	0	0	0	0	0	3	21	14	100	9	64	0	0	2	15	14	14
	Total	0	0	0	0	0	0	14	41	34	100	16	47	0	0	4	19	34	34
Māori	Male	0	0	0	0	0	0	5	63	8	100	3	37	0	0	0	0	8	8
	Female	0	0	0	0	0	0	0	0	4	100	3	75	0	0	1	25	4	4
	Total	0	0	0	0	0	0	5	42	12	100	6	50	0	0	1	8	12	12
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	Male	0	0	0	0	0	0	4	57	7	100	2	29	0	0	1	14	7	7
	Female	0	0	0	0	0	0	2	25	8	100	5	63	0	0	1	12	8	8
	Total	0	0	0	0	0	0	6	40	15	100	7	47	0	0	2	13	15	15
MELAA	Male	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	1	33	3	100	1	34	0	0	1	33	3	3
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	0	0	0	0	0	0	2	40	5	100	2	40	0	0	1	20	5	5

- All Year 2 students were at the expected curriculum level in Reading at the end of 2018.
- Four students (19%) progressed to being above the expected curriculum level at the end of 2019.
- Fourteen students (41%) regressed to being below the expected curriculum level at the end of 2019.
- The most significant changes in achievement and progress were Māori and Asian students – with more male students being below expected, and more female being above expected in both of these identified groups.

Reading After Year 3		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	3	14	0	0	2	9	22	100	16	73	0	0	1	4	22	22
	Female	0	0	1	5	0	0	1	5	19	100	16	85	0	0	1	5	19	19
	Total	0	0	4	10	0	0	3	7	41	100	32	78	0	0	2	5	41	41
Māori	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	1	25	0	0	0	0	4	100	3	75	0	0	0	0	4	4
	Total	0	0	1	20	0	0	0	0	5	100	4	80	0	0	0	0	5	5
Pasifika	Male	0	0	1	33	0	0	0	0	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	1	25	0	0	0	0	4	100	3	75	0	0	0	0	4	4
Asian	Male	0	0	1	8	0	0	1	8	12	100	9	76	0	0	1	8	12	12
	Female	0	0	0	0	0	0	1	10	10	100	8	80	0	0	1	10	10	10
	Total	0	0	1	5	0	0	2	9	22	100	17	77	0	0	2	9	22	22
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	1	25	0	0	0	0	4	100	3	25	0	0	0	0	4	4
	Female	0	0	0	0	0	0	0	0	4	100	4	100	0	0	0	0	4	4
	Total	0	0	1	13	0	0	0	0	8	100	7	87	0	0	0	0	8	8

- All Year 3 students were at the expected curriculum level in Reading at the end of 2018.
- Two Year 3 students (5%) progressed to being above the expected level at the end of 2019.
- Three students (7%) regressed to being below the expected level at the end of 2019.

Reading Year Level 4		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	3	17	4	23	1	6	2	12	12	71	9	53	1	6	2	12	17	17
	Female	1	8	1	8	4	33	5	42	6	51	4	33	1	8	2	17	12	12
	Total	4	14	5	17	5	17	7	24	18	62	13	45	2	7	4	14	29	29
Māori	Male	0	0	0	0	0	0	1	25	3	73	2	50	1	25	1	25	4	4
	Female	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
	Total	0	0	0	0	1	20	2	40	3	60	2	40	1	20	1	20	5	5
Pasifika	Male	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Female	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Total	0	0	0	0	0	0	2	67	3	100	1	33	0	0	0	0	3	3
Asian	Male	3	33	3	33	1	11	0	0	5	56	5	56	0	0	1	11	9	9
	Female	0	0	0	0	3	50	2	33	2	33	3	50	1	17	1	17	6	6
	Total	3	20	3	20	4	27	2	13	7	47	8	54	1	6	2	13	15	15
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	1	50	1	50	0	0	0	0	1	50	1	50	0	0	0	0	2	2
	Total	1	50	1	50	0	0	0	0	1	50	1	50	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	1	50	0	0	0	0	2	100	1	50	0	0	0	0	2	2
	Female	0	0	1	50	0	0	0	0	2	100	0	0	0	0	1	50	2	2
	Total	0	0	2	50	0	0	0	0	4	100	1	25	0	0	1	25	4	4

- Nine students (31%) were below or well below in Reading at the end of 2018. This increased to twelve (41%) at the end of 2019.
- Twenty students (69%) were at or above the expected curriculum level in Reading at the end of 2018. This decreased to seventeen (59%) at the end of 2019.
- More students were below the expected level in 2019 than in 2018.
- Less students were at the expected level in 2019 than in 2018.

Reading Year Level 5		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	1	7	7	47	3	20	8	53	11	73	0	0	0	0	15	15
	Female	0	0	0	0	10	67	3	20	5	33	12	80	0	0	0	0	15	15
	Total	0	0	1	3	17	57	6	20	13	43	23	77	0	0	0	0	30	30
Māori	Male	0	0	0	0	2	50	0	0	2	50	4	100	0	0	0	0	4	4
	Female	0	0	0	0	2	67	1	33	1	33	2	67	0	0	0	0	3	3
	Total	0	0	0	0	4	57	1	14	3	43	6	86	0	0	0	0	7	7
Pasifika	Male	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Total	0	0	0	0	0	0	0	0	4	100	4	100	0	0	0	0	4	4
Asian	Male	0	0	0	0	4	57	3	43	3	43	4	57	0	0	0	0	7	7
	Female	0	0	0	0	6	86	0	0	1	14	7	100	0	0	0	0	7	7
	Total	0	0	0	0	10	71	3	21	4	29	11	79	0	0	0	0	14	14
MELAA	Male	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
	Total	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Total	0	0	0	0	1	33	1	33	2	67	2	67	0	0	0	0	3	3

- Seventeen Year 5 students (57%) were below in Reading at the end of 2018. This decreased to seven (23%) being below or well below the expected curriculum level at the end of 2019.
- Thirteen students (43%) were at the expected curriculum level in Reading at the end of 2018. This increased to 23 (77%) at the end of 2019.
- More students were below the expected level in 2018 than in 2019.
- Less students were at the expected level in 2018 than in 2019.

Reading Year Level 6		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	5	29	3	18	4	24	3	18	6	35	11	64	2	12	0	0	17	17
	Female	2	13	1	6	2	13	4	27	11	74	10	67	0	0	0	0	15	15
	Total	7	22	4	12	6	19	7	22	17	53	21	66	2	6	0	0	32	32
Māori	Male	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	3	100	3	100	0	0	0	0	3	3
	Total	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
Pasifika	Male	0	0	1	33	1	33	1	33	1	34	1	34	1	33	0	0	3	3
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	1	25	1	25	1	25	2	50	2	50	1	25	0	0	4	4
Asian	Male	5	50	2	20	3	30	2	20	2	20	6	60	0	0	0	0	10	10
	Female	1	20	0	0	1	20	2	40	3	60	3	60	0	0	0	0	5	5
	Total	6	40	2	13	4	27	4	27	5	33	9	60	0	0	0	0	15	15
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	0	0	1	100	1	100	0	0	1	1
	Female	1	20	1	20	1	20	2	40	3	60	2	40	0	0	0	0	5	5
	Total	1	17	1	17	1	17	2	33	3	49	3	50	1	17	0	0	6	6

- Thirteen Year 6 students (41%) were below or well below in Reading at the end of 2018. This reduced to eleven (34%) at the end of 2019.
- Nineteen students (59%) were at or above the expected curriculum level in Reading at the end of 2018. This increased to 21 (66%) at the end of 2019.
- Less Year 6 students were below or well below the expected level in 2019 than in 2018.
- More Year 6 students were at the expected level in 2019 than in 2018.
- Both Year 6 students considered above the expected level in 2018 were at the expected curriculum level in 2019.

Reading Year Level 7		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	5	26	8	42	5	26	4	21	7	37	7	37	2	11	0	0	19	19
	Female	1	10	2	20	2	20	2	20	5	50	6	60	2	20	0	0	10	10
	Total	6	21	10	34	7	24	6	21	12	41	13	45	4	14	0	0	29	29
Māori	Male	0	0	1	50	1	50	0	0	1	50	1	50	0	0	0	0	2	2
	Female	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Total	0	0	2	67	2	67	0	0	1	33	1	33	0	0	0	0	3	3
Pasifika	Male	0	0	0	0	1	33	2	67	2	67	1	67	0	0	0	0	3	3
	Female	0	0	0	0	1	20	1	20	3	60	4	80	1	20	0	0	5	5
	Total	0	0	0	0	2	25	3	37	5	63	5	63	1	12	0	0	8	8
Asian	Male	1	12	2	25	3	38	2	25	2	25	4	50	2	50	0	0	8	8
	Female	0	0	0	0	0	0	1	50	1	50	1	50	1	50	0	0	2	2
	Total	1	10	2	20	3	30	3	30	3	30	5	50	3	30	0	0	10	10
MELAA	Male	1	50	2	100	0	0	0	0	1	50	0	0	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	50	2	100	0	0	0	0	1	50	0	0	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	3	75	3	75	0	0	0	0	1	25	1	25	0	0	0	0	4	4
	Female	1	50	1	50	0	0	0	0	1	50	1	50	0	0	0	0	2	2
	Total	4	67	4	67	0	0	0	0	2	33	2	33	0	0	0	0	6	6

- Thirteen Year 7 students (45%) were below or well below in Reading at the end of 2018. This increased to sixteen (55%) at the end of 2019.
- Sixteen students (55%) were at or above the expected curriculum level in Reading at the end of 2018. This decreased to thirteen (45%) at the end of 2019.
- More Year 7 students were below or well below the expected level in 2019 than in 2018.
- Less Year 7 students were at the expected level in 2019 than in 2018.
- Four students (14%) were above the expected curriculum level in 2018. None of these students were still considered to be above expected in 2019.

Reading Year Level 8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	3	27	3	27	3	27	1	9	5	46	7	64	0	0	0	0	11	11
	Female	1	10	1	10	1	10	1	10	8	80	7	70	0	0	1	10	10	10
	Total	4	19	4	19	4	19	2	10	13	62	14	67	0	0	1	4	21	21
Māori	Male	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1
	Female	0	0	0	0	1	33	1	33	2	67	2	67	0	0	0	0	3	3
	Total	0	0	0	0	2	33	1	33	2	67	3	67	0	0	0	0	4	4
Pasifika	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	3	43	3	43	1	14	0	0	3	43	4	57	0	0	0	0	7	7
	Female	0	0	0	0	0	0	0	0	6	100	5	83	0	0	1	17	6	6
	Total	3	23	3	23	1	8	0	0	9	69	9	69	0	0	1	8	13	13
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Female	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Total	1	33	1	33	1	34	1	34	1	33	1	33	0	0	0	0	3	3

- Eight Year 8 students (38%) were below or well below in Reading at the end of 2018. This reduced to six (29%) at the end of 2019.
- Thirteen students (62%) were at the expected curriculum level in Reading at the end of 2018. This increased to fifteen (71%) at or above the expected curriculum level at the end of 2019.
- Less Year 8 students were below or well below the expected level in 2019 than in 2018.
- More Year 8 students were at or above the expected level in 2019 than in 2018.

Overall Teacher Judgements - Writing

Writing All students Years 1-8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	23	17	30	23	24	18	31	24	82	63	70	53	2	2	0	0	131	131
	Female	9	16	13	20	25	22	21	18	68	59	70	61	3	3	1	1	115	115
	Total	32	13	43	18	49	21	52	22	150	64	140	59	5	2	1	1	236	236
Māori	Male	1	4	3	12	6	24	8	32	18	72	14	56	0	0	0	0	25	25
	Female	1	5	4	19	7	33	4	19	13	62	13	62	0	0	0	0	21	21
	Total	2	5	7	15	13	28	12	26	31	67	27	59	0	0	0	0	46	46
Pasifika	Male	1	7	3	21	2	14	3	21	11	79	8	58	0	0	0	0	14	14
	Female	0	0	1	8	3	27	4	37	7	65	6	55	1	8	0	0	11	11
	Total	1	4	4	16	5	20	7	28	18	68	14	56	1	4	0	0	25	25
Asian	Male	14	22	14	22	13	19	18	27	37	57	32	49	1	2	1	2	65	65
	Female	3	6	3	6	8	16	9	19	37	76	36	73	1	2	1	2	49	49
	Total	17	15	17	15	21	18	27	23	74	65	68	60	2	2	2	2	114	114
MELAA	Male	2	25	3	38	1	12	1	12	5	63	4	50	0	0	0	0	8	8
	Female	1	33	1	33	1	34	1	34	1	33	1	33	0	0	0	0	3	3
	Total	3	27	4	37	2	18	2	18	6	55	5	45	0	0	0	0	11	11
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Total	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
NZ/European	Male	5	28	7	39	2	11	4	22	10	56	7	39	1	5	0	0	18	18
	Female	4	21	5	26	5	26	2	11	9	47	12	63	1	6	0	0	19	19
	Total	9	24	12	32	7	19	6	17	19	51	19	51	2	6	0	0	37	37

- 81 students (34%) were below or well below in Writing at the end of 2018. This increased to 95 (40%) at the end of 2019.
- 155 students (66%) were at or above the expected curriculum level in Writing at the end of 2018. This decreased to 141 (60%) at the end of 2019.
- More students were below the expected level in 2019 than in 2018.
- Less students were at the expected level in 2019 than in 2018.

Writing After Year 1		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
	Female	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
	Total	0	0	0	0	0	0	0	0	20	100	20	100	0	0	0	0	20	20
Māori	Male	0	0	0	0	0	0	0	0	3	100	3	100	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Total	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Female	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Total	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2

- All Year 1 students were at the expected curriculum level in Writing at the end of both 2018 and 2019.

Writing After Year 2		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	4	20	20	100	16	80	0	0	0	0	20	20
	Female	0	0	0	0	0	0	1	7	14	100	13	93	0	0	0	0	14	14
	Total	0	0	0	0	0	0	5	15	34	100	29	85	0	0	0	0	34	34
Māori	Male	0	0	0	0	0	0	2	25	8	100	6	75	0	0	0	0	8	8
	Female	0	0	0	0	0	0	0	0	4	100	4	100	0	0	0	0	4	4
	Total	0	0	0	0	0	0	2	17	12	100	10	83	0	0	0	0	12	12
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	Male	0	0	0	0	0	0	4	57	7	100	2	29	0	0	1	14	7	7
	Female	0	0	0	0	0	0	0	0	8	100	8	100	0	0	0	0	8	8
	Total	0	0	0	0	0	0	4	27	15	100	10	67	0	0	1	6	15	15
MELAA	Male	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	1	33	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	0	0	0	0	0	0	2	40	5	100	3	60	0	0	0	0	5	5

- No Year 2 students were below the expected curriculum level in Writing at the end of 2018. This increased to 5 students (15%) at the end of 2019.
- 34 students (100%) were at or above the expected curriculum level in writing at the end of 2018. This decreased to 29 students (85%) at the end of 2019.
- More students were below the expected level in 2019 than in 2018.
- Less students were at the expected level in 2019 than in 2018.

Writing After Year 3		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	3	14	0	0	4	18	22	100	15	68	0	0	0	0	22	22
	Female	0	0	1	5	0	0	2	11	19	100	16	84	0	0	0	0	19	19
	Total	0	0	4	10	0	0	6	14	41	100	31	76	0	0	0	0	41	41
Māori	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	1	25	0	0	0	0	4	100	3	75	0	0	0	0	4	4
	Total	0	0	1	20	0	0	0	0	5	100	4	80	0	0	0	0	5	5
Pasifika	Male	0	0	1	33	0	0	0	0	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	1	25	0	0	0	0	4	100	3	75	0	0	0	0	4	4
Asian	Male	0	0	1	8	0	0	2	17	12	100	9	75	0	0	0	0	12	12
	Female	0	0	1	10	0	0	2	20	10	100	7	70	0	0	0	0	10	10
	Total	0	0	2	9	0	0	4	14	22	100	16	73	0	0	0	0	22	22
MELAA	Male	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	1	25	0	0	1	25	4	100	2	50	0	0	0	0	4	4
	Female	0	0	0	0	0	0	0	0	4	100	4	100	0	0	0	0	4	4
	Total	0	0	1	12	0	0	1	12	8	100	6	76	0	0	0	0	8	8

- All Year 3 students (41 students, 100%) were at the expected curriculum level in Writing at the end of 2018.
- This reduced to 31 students (76%) being at the expected level at the end of 2019, and ten students (24%) being below or well below the expected level.

Writing Year Level 4		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	4	23	7	41	6	36	4	23	7	41	6	36	0	0	0	0	17	17
	Female	1	8	4	33	7	59	5	42	4	33	3	25	0	0	0	0	12	12
	Total	5	17	11	38	13	45	9	31	11	38	9	31	0	0	0	0	29	29
Māori	Male	0	0	1	25	3	75	1	25	1	25	2	50	0	0	0	0	4	4
	Female	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Total	0	0	2	40	4	80	1	20	1	20	2	40	0	0	0	0	5	5
Pasifika	Male	0	0	0	0	1	50	2	100	1	50	0	0	0	0	0	0	2	2
	Female	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
	Total	0	0	0	0	2	67	3	100	1	33	0	0	0	0	0	0	3	3
Asian	Male	3	33	4	44	1	11	1	12	5	56	4	44	0	0	0	0	9	9
	Female	0	0	1	17	2	33	3	50	4	67	2	33	0	0	0	0	6	6
	Total	3	20	5	33	3	20	4	27	9	60	6	40	0	0	0	0	15	15
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	1	50	1	50	1	50	1	50	0	0	0	0	0	0	0	0	2	2
	Total	1	50	1	50	1	50	1	50	0	0	0	0	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	1	50	2	100	1	50	0	0	0	0	0	0	0	0	0	0	2	2
	Female	0	0	1	50	2	100	0	0	0	0	1	50	0	0	0	0	2	2
	Total	1	25	3	75	3	75	0	0	0	0	1	25	0	0	0	0	4	4

- Eighteen Year 4 students (62%) were below in Writing at the end of 2018. This increased to 20 students (69%) being below or well below expected at the end of 2019.
- Eleven students (38%) were at the expected curriculum level in Writing at the end of 2018. This reduced to nine Year 4 students (31%) at the end of 2019.
- More students were below or well below the expected level in 2018 than in 2019.
- Less students were at the expected level in 2018 than in 2019.

Writing Year Level 5		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	2	13	1	7	6	40	6	40	7	47	8	53	0	0	0	0	15	15
	Female	1	6	1	6	10	67	3	20	4	27	11	74	0	0	0	0	15	15
	Total	3	10	2	7	16	53	9	30	11	37	19	63	0	0	0	0	30	30
Māori	Male	0	0	0	0	2	50	3	75	2	50	1	25	0	0	0	0	4	4
	Female	0	0	0	0	3	100	1	33	0	0	2	67	0	0	0	0	3	3
	Total	0	0	0	0	5	71	4	57	2	29	3	42	0	0	0	0	7	7
Pasifika	Male	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	0	0	0	0	0	0	1	25	4	100	3	75	0	0	0	0	4	4
Asian	Male	1	14	0	0	4	57	3	43	2	29	4	57	0	0	0	0	7	7
	Female	1	14	0	0	4	57	0	0	2	29	7	100	0	0	0	0	7	7
	Total	2	14	0	0	8	57	3	21	4	29	11	79	0	0	0	0	14	14
MELAA	Male	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Female	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
	Total	0	0	0	0	1	100	1	100	0	0	0	0	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	1	50	2	100	0	0	0	0	1	50	0	0	0	0	2	2
	Total	0	0	1	33	2	67	0	0	1	33	2	67	0	0	0	0	3	3

- Nineteen Year 5 students (63%) were below or well below in Writing at the end of 2018. This decreased to eleven (37%) at the end of 2019.
- Eleven students (37%) were at the expected curriculum level in Writing at the end of 2018. This increased to nineteen (63%) at the end of 2019.
- While only four Asian students (29%) were at the expected level in 2018, eleven (79%) were at expected at the end of 2019.
- Less students were below the expected level in 2018 than in 2019.
- More students were at the expected level in 2018 than in 2019.

Writing Year Level 6		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	5	29	3	18	4	24	4	24	7	41	10	58	1	6	0	0	17	17
	Female	3	20	1	6	4	27	4	27	8	53	10	67	0	0	0	0	15	15
	Total	8	25	4	12	8	25	8	25	15	47	20	63	1	3	0	0	32	32
Māori	Male	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Female	0	0	0	0	1	33	1	33	2	67	2	67	0	0	0	0	3	3
	Total	0	0	0	0	1	20	2	40	4	80	3	60	0	0	0	0	5	5
Pasifika	Male	0	0	1	33	1	33	0	0	2	67	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	1	25	1	25	0	0	3	75	3	75	0	0	0	0	4	4
Asian	Male	5	50	2	20	3	30	3	30	2	20	5	50	0	0	0	0	10	10
	Female	1	20	0	0	2	40	2	40	2	40	3	60	0	0	0	0	5	5
	Total	6	40	2	13	5	33	5	33	4	27	8	54	0	0	0	0	15	15
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	0	0	1	100	1	100	0	0	1	1
	Female	2	40	1	20	1	20	1	20	2	40	3	60	0	0	0	0	5	5
	Total	2	33	1	17	1	17	1	17	2	33	4	66	1	17	0	0	6	6

- Sixteen Year 6 students (50%) were below or well below in Writing at the end of 2018. This decreased to twelve (37%) at the end of 2019.
- Sixteen students (50%) were at or above the expected curriculum level in Writing at the end of 2018. This increased to twenty (63%) being at expected at the end of 2019.
- No students were above the expected level in 2019, in comparison with one (3%) at the end of 2018.
- Less students were below the expected level in 2018 than in 2019.
- More students were at the expected level in 2018 than in 2019.

Writing Year Level 7		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	8	42	10	53	3	16	6	31	7	37	3	16	1	5	0	0	19	19
	Female	1	10	3	30	3	30	3	30	3	30	4	40	3	30	0	0	10	10
	Total	9	31	13	45	6	21	9	31	10	34	7	24	4	14	0	0	29	29
Māori	Male	1	50	1	50	0	0	1	50	1	50	0	0	0	0	0	0	2	2
	Female	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Total	1	33	2	67	1	34	1	33	1	33	0	0	0	0	0	0	3	3
Pasifika	Male	1	33	1	33	0	0	1	34	2	67	1	33	0	0	0	0	3	3
	Female	0	0	1	20	2	40	2	40	2	40	2	40	1	20	0	0	5	5
	Total	1	12.5	2	25	2	25	3	37	4	50	3	37	1	12.5	0	0	8	8
Asian	Male	2	25	3	37	2	25	3	37	3	37	2	26	1	12	0	0	8	8
	Female	0	0	0	0	0	0	1	50	1	50	1	50	1	50	0	0	2	2
	Total	2	20	3	30	2	20	4	40	4	40	3	30	2	20	0	0	10	10
MELAA	Male	1	50	2	100	1	50	0	0	0	0	0	0	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	50	2	100	1	50	0	0	0	0	0	0	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	3	75	3	75	0	0	1	25	1	25	0	0	0	0	0	0	4	4
	Female	1	50	1	50	0	0	0	0	0	0	1	50	1	50	0	0	2	2
	Total	4	66	4	66	0	0	1	17	1	17	1	17	1	17	0	0	6	6

- Fifteen Year 7 students (52%) were below or well below in Writing at the end of 2018. This increased to 22 (76%) at the end of 2019.
- Fourteen students (48%) were at or above the expected curriculum level in Writing at the end of 2018. This decreased to seven (24%) being at expected at the end of 2019.
- No students were above the expected level in 2019, in comparison with four (14%) at the end of 2018.
- Less students were below the expected level in 2019 than in 2018.
- More students were at the expected level in 2019 than in 2018.

Writing Year Level 8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	4	37	6	55	5	45	3	27	2	18	2	18	0	0	0	0	11	11
	Female	3	30	3	30	1	10	3	30	6	60	3	30	0	0	1	10	10	10
	Total	7	33	9	43	6	29	6	29	8	38	5	24	0	0	1	4	21	21
Māori	Male	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Female	1	33	1	33	1	34	2	67	1	33	0	0	0	0	0	0	3	3
	Total	1	25	2	50	2	50	2	50	1	25	0	0	0	0	0	0	4	4
Pasifika	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	3	43	4	57	3	43	2	29	1	14	1	14	0	0	0	0	7	7
	Female	1	17	1	17	0	0	1	17	5	83	3	49	0	0	1	17	6	6
	Total	4	31	5	38	3	23	3	23	6	46	4	31	0	0	1	8	13	13
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	1	50	1	50	1	50	1	50	0	0	0	0	0	0	0	0	2	2
	Female	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Total	2	67	2	67	1	33	1	33	0	0	0	0	0	0	0	0	3	3

- Thirteen Year 8 students (62%) were below or well below in Writing at the end of 2018. This increased to fifteen (72%) at the end of 2019.
- Eight students (38%) were at the expected curriculum level in Writing at the end of 2018. This decreased to six (28%) being at or above expected at the end of 2019.
- Less students were below the expected level in 2018 than in 2019.
- More students were at the expected level in 2018 than in 2019.

Overall Teacher Judgements - Maths

Maths All students Years 1-8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	16	12	17	13	32	24	42	32	80	61	67	51	3	3	5	4	131	131
	Female	15	14	15	14	22	21	34	32	67	64	54	51	1	1	2	3	105	105
	Total	31	13	32	14	54	23	76	32	147	62	121	51	4	2	7	3	236	236
Māori	Male	1	4	1	4	7	28	10	40	17	68	13	52	0	0	1	4	25	25
	Female	2	10	4	19	7	33	7	33	12	57	10	48	0	0	0	0	21	21
	Total	3	6	5	11	14	31	17	37	29	63	23	50	0	0	1	2	46	46
Pasifika	Male	1	7	2	14	4	29	4	29	9	64	7	50	0	0	1	7	14	14
	Female	1	9	0	0	3	27	7	64	7	64	4	36	0	0	0	0	11	11
	Total	2	8	2	8	7	28	11	44	16	64	11	44	0	0	1	4	25	25
Asian	Male	10	15	8	12	15	23	20	31	39	60	37	57	1	2	0	0	65	65
	Female	3	7	2	4	11	22	17	35	35	71	28	57	0	0	2	4	49	49
	Total	13	11	10	9	26	23	37	32	74	65	65	57	1	1	2	2	114	114
MELAA	Male	0	0	2	25	3	38	3	38	4	50	2	25	1	12	1	12	8	8
	Female	2	67	2	67	0	0	0	0	1	33	1	33	0	0	0	0	3	3
	Total	2	18	4	37	3	27	3	27	5	46	3	27	1	9	1	9	11	11
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
NZ/European	Male	4	22	4	22	3	17	5	28	10	56	7	39	1	5	2	11	18	18
	Female	7	37	7	37	1	5	2	10	10	53	10	53	1	5	0	0	19	19
	Total	11	30	11	30	4	11	7	19	20	54	17	46	2	5	2	5	37	37

- 85 students (36%) were below or well below in Maths at the end of 2018. This increased to 108 students (46%) at the end of 2019.
- 151 students (64%) were at or above the expected curriculum level in Maths at the end of 2018. This reduced to 128 students (54%) at the end of 2019.
- More students were below or well below the expected level in 2019 than in 2018.
- Less students were at or above the expected level in 2019 than in 2018.

Maths After Year 1		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	1	10	10	100	9	90	0	0	0	0	10	10
	Female	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
	Total	0	0	0	0	0	0	1	5	20	100	19	95	0	0	0	0	20	20
Māori	Male	0	0	0	0	0	0	1	33	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
	Total	0	0	0	0	0	0	1	20	5	100	4	80	0	0	0	0	5	5
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Female	0	0	0	0	0	0	0	0	5	100	5	100	0	0	0	0	5	5
	Total	0	0	0	0	0	0	0	0	10	100	10	100	0	0	0	0	10	10
MELAA	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	2	100	2	100	0	0	0	0	2	2

- All Year 1 students were at the expected curriculum level in Maths at the end of 2018.
- Only one male, Māori student (5% of all, 10 % of male, 20% of Māori) did not maintain this in 2019.

Maths After Year 2		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	0	0	0	0	10	50	20	100	10	50	0	0	0	0	20	20
	Female	0	0	0	0	0	0	7	50	14	100	7	50	0	0	0	0	14	14
	Total	0	0	0	0	0	0	17	50	34	100	17	50	0	0	0	0	34	34
Māori	Male	0	0	0	0	0	0	4	50	8	100	4	50	0	0	0	0	8	8
	Female	0	0	0	0	0	0	1	25	4	100	3	75	0	0	0	0	4	4
	Total	0	0	0	0	0	0	5	42	12	100	7	58	0	0	0	0	12	12
Pasifika	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	Male	0	0	0	0	0	0	4	57	7	100	3	43	0	0	0	0	7	7
	Female	0	0	0	0	0	0	5	63	8	100	3	37	0	0	0	0	8	8
	Total	0	0	0	0	0	0	9	60	15	100	6	40	0	0	0	0	15	15
MELAA	Male	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	1	33	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	0	0	0	0	0	0	2	40	5	100	3	60	0	0	0	0	5	5

- All Year 2 students were at the expected curriculum level at the end of 2018.
- Half of these students, males and females equally, were below in Maths at the end of 2019.

Maths After Year 3		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	1	4	0	0	5	23	22	100	16	73	0	0	0	0	22	22
	Female	0	0	0	0	0	0	6	32	19	100	13	68	0	0	0	0	19	19
	Total	0	0	1	2	0	0	11	27	41	100	29	71	0	0	0	0	41	41
Māori	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	1	25	4	100	3	75	0	0	0	0	4	4
	Total	0	0	0	0	0	0	1	20	5	100	4	80	0	0	0	0	5	5
Pasifika	Male	0	0	1	33	0	0	0	0	3	100	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Total	0	0	1	25	0	0	1	25	4	100	2	50	0	0	0	0	4	4
Asian	Male	0	0	0	0	0	0	2	17	12	100	10	83	0	0	0	0	12	12
	Female	0	0	0	0	0	0	4	40	10	100	6	60	0	0	0	0	10	10
	Total	0	0	0	0	0	0	6	27	22	100	16	73	0	0	0	0	22	22
MELAA	Male	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	0	0	2	50	4	100	2	50	0	0	0	0	4	4
	Female	0	0	0	0	0	0	0	0	4	100	4	100	0	0	0	0	4	4
	Total	0	0	0	0	0	0	2	25	8	100	6	75	0	0	0	0	8	8

- All Year 3 students (100%) were at the expected level in Maths at the end of 2018.
- This reduced to 29 students (71%) being at the expected level at the end of 2019.
- Eleven students (27%) were below, and one student (2%) being well below expected at the end of 2019.

Maths Year Level 4		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	1	6	1	6	9	53	7	41	7	41	7	41	0	0	2	12	17	17
	Female	5	42	5	42	3	25	3	25	4	33	3	25	0	0	1	8	12	12
	Total	6	21	6	21	12	41	10	34	11	38	10	34	0	0	3	11	29	29
Māori	Male	0	0	0	0	1	25	1	25	3	75	2	50	0	0	1	25	4	4
	Female	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Total	0	0	1	20	2	40	1	20	3	60	2	40	0	0	1	20	5	5
Pasifika	Male	0	0	0	0	2	100	0	0	0	0	1	50	0	0	1	50	2	2
	Female	1	100	0	0	0	0	1	100	0	0	0	0	0	0	0	0	1	1
	Total	1	33	0	0	2	67	1	33	0	0	1	34	0	0	1	33	3	3
Asian	Male	1	11	1	11	5	56	5	56	3	33	3	33	0	0	0	0	9	9
	Female	1	17	1	17	2	33	2	33	3	50	2	66	0	0	1	17	6	6
	Total	2	13	2	13	7	47	7	47	6	40	5	33	0	0	1	6	15	15
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	2	100	2	100	0	0	0	0	0	0	0	0	0	0	0	0	2	2
	Total	2	100	2	100	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Female	1	50	1	50	0	0	0	0	1	50	1	50	0	0	0	0	2	2
	Total	1	25	1	25	1	25	1	25	2	50	2	50	0	0	0	0	4	4

- Eighteen Year 4 students (62%) were below or well below in Maths at the end of 2018. This decreased to sixteen students (55%) at the end of 2019.
- Eleven students (38%) were at the expected curriculum level in Maths at the end of 2018. This increased to thirteen students (45%) being at or above expected at the end of 2019.
- The same number of students were well below the expected level in 2019 as there were in 2018.
- More students were below the expected level in 2018 than in 2019.
- Less students were at or above the expected level in 2018 than in 2019.

Maths Year Level 5		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	0	0	1	7	7	47	7	47	8	53	6	39	0	0	1	7	15	15
	Female	2	14	3	20	6	39	5	34	7	47	6	39	0	0	1	7	15	15
	Total	2	7	4	13	13	43	12	40	15	50	12	40	0	0	2	7	30	30
Māori	Male	0	0	0	0	3	75	3	75	1	25	1	25	0	0	0	0	4	4
	Female	0	0	1	33	2	67	1	34	1	33	1	33	0	0	0	0	3	3
	Total	0	0	1	14	5	71	4	57	2	29	2	29	0	0	0	0	7	7
Pasifika	Male	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Female	0	0	0	0	1	50	1	50	1	50	1	50	0	0	0	0	2	2
	Total	0	0	0	0	2	50	2	50	2	50	2	50	0	0	0	0	4	4
Asian	Male	0	0	0	0	2	29	3	43	5	71	4	57	0	0	0	0	7	7
	Female	1	14	0	0	3	43	2	29	3	43	4	57	0	0	1	14	7	7
	Total	1	7	0	0	5	36	5	36	8	57	8	57	0	0	1	7	14	14
MELAA	Male	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	1	100	1	100	0	0	0	0	0	0	0	0	0	0	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
	Total	0	0	0	0	0	0	1	100	1	100	0	0	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	1	100	0	0	0	0	1	100	1	1
	Female	1	50	2	100	0	0	0	0	1	50	0	0	0	0	0	0	2	2
	Total	1	33	2	67	0	0	0	0	2	67	0	0	0	0	1	33	3	3

- Fifteen students (50%) were below or well below in Maths at the end of 2018. This increased to sixteen (53%) at the end of 2019.
- Fifteen students (50%) were at the expected curriculum level in Maths at the end of 2018. This decreased to twelve students (40%) at the end of 2019.
- Two students (7%) progressed to be above the expected level in Maths in 2019.
- While there were no Māori students well below the expected level at the end of 2018, one student was well below at the end of 2019.
- One Asian student (7%) progressed from well below in 2018 to below the expected level in 2019.

Maths Year Level 6		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	8	46	3	18	4	24	2	12	3	18	10	58	2	12	2	12	17	17
	Female	4	27	3	20	5	33	5	33	6	40	7	47	0	0	0	0	15	15
	Total	12	38	6	19	9	28	7	22	9	28	17	53	2	6	2	6	32	32
Māori	Male	1	50	0	0	1	50	0	0	0	0	2	100	0	0	0	0	2	2
	Female	0	0	0	0	2	67	2	67	1	33	1	33	0	0	0	0	3	3
	Total	1	20	0	0	3	60	2	40	1	20	3	60	0	0	0	0	5	5
Pasifika	Male	1	33	0	0	0	0	1	33	2	67	2	67	0	0	0	0	3	3
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	1	25	0	0	0	0	1	25	3	75	3	75	0	0	0	0	4	4
Asian	Male	6	60	3	30	3	30	1	10	1	10	6	60	0	0	0	0	10	10
	Female	1	20	1	20	2	40	2	40	2	40	2	40	0	0	0	0	5	5
	Total	7	47	4	27	5	33	3	20	3	20	8	53	0	0	0	0	15	15
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	1	100	1	100	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	1	100	1	100	1	1
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
NZ/European	Male	0	0	0	0	0	0	0	0	0	0	0	0	1	100	1	100	1	1
	Female	3	60	2	40	1	20	1	20	1	20	2	40	0	0	0	0	5	5
	Total	3	49	2	33	1	17	1	17	1	17	2	33	1	17	1	17	6	6

- 21 Year 6 students (66%) were below or well below in Maths at the end of 2018. This reduced to thirteen (41%) at the end of 2019.
- Eleven students (34%) were at or above the expected curriculum level in Maths at the end of 2018. This increased to nineteen (59%) being at or above the expected level at the end of 2019.
- Both students who were above the expected level in 2018 remained above expected level at the end of 2019.
- There were half the number of students well below the expected level in 2019 than in 2018.
- There was close to half as many more students at the expected level in 2019 than in 2018.

Maths Year Level 7		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	4	21	7	37	8	42	9	47	6	32	3	16	1	5	0	0	19	19
	Female	2	20	2	20	2	20	5	50	5	50	3	30	1	10	0	0	10	10
	Total	6	21	9	31	10	34	14	48	11	38	6	21	2	7	0	0	29	29
Māori	Male	0	0	1	50	2	100	1	50	0	0	0	0	0	0	0	0	2	2
	Female	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Total	1	33	2	67	2	67	1	33	0	0	0	0	0	0	0	0	3	3
Pasifika	Male	0	0	1	33	1	33	2	67	2	67	0	0	0	0	0	0	3	3
	Female	0	0	0	0	2	40	4	80	3	60	1	20	0	0	0	0	5	5
	Total	0	0	1	12	3	37	6	76	5	63	1	12	0	0	0	0	8	8
Asian	Male	1	12	1	12	2	26	4	50	4	50	3	38	1	12	0	0	8	8
	Female	0	0	0	0	0	0	1	50	2	100	1	50	0	0	0	0	2	2
	Total	1	10	1	10	2	20	5	50	6	60	4	40	1	10	0	0	10	10
MELAA	Male	0	0	1	50	2	100	1	50	0	0	0	0	0	0	0	0	2	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	1	50	2	100	1	50	0	0	0	0	0	0	0	0	2	2
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	3	75	3	75	1	25	1	25	0	0	0	0	0	0	0	0	4	4
	Female	1	50	1	50	0	0	0	0	0	0	1	50	1	50	0	0	2	2
	Total	4	66	4	66	1	17	1	17	0	0	1	17	1	17	0	0	6	6

- Sixteen Year 7 students (55%) were below or well below in maths at the end of 2018. This increased to 23 (79%) at the end of 2019.
- Thirteen students (45%) were at or above the expected curriculum level in maths at the end of 2018. This decreased to six students (21%) at the expected curriculum level at the end of 2019.
- No students were above the expected level at the end of 2019.
- More students were below the expected level in 2019 than in 2018.
- Less students were at the expected level in 2019 than in 2018.

Maths Year Level 8		Well Below				Below				At				Above				Total	
		2018		2019		2018		2019		2018		2019		2018		2019		2018	2019
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	No.
All students	Male	3	28	4	36	4	36	1	9	4	36	6	55	0	0	0	0	11	11
	Female	2	20	2	20	6	60	3	30	2	20	5	50	0	0	0	0	10	10
	Total	5	23	6	29	10	48	4	19	6	29	11	52	0	0	0	0	21	21
Māori	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	4
	Female	1	33	1	33	2	67	2	67	0	0	0	0	0	0	0	0	3	3
	Total	1	25	1	25	2	50	2	50	1	25	1	25	0	0	0	0	4	4
Pasifika	Male	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	1	100	1	100	0	0	0	0	1	1
Asian	Male	2	28	3	44	3	43	1	14	2	28	3	43	0	0	0	0	7	7
	Female	0	0	0	0	4	67	1	17	2	33	5	83	0	0	0	0	6	6
	Total	2	15	3	23	7	54	2	15	4	31	8	62	0	0	0	0	13	13
MELAA	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NZ/European	Male	1	50	1	50	1	50	0	0	0	0	1	50	0	0	0	0	2	2
	Female	1	100	1	100	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	Total	2	67	2	67	1	33	0	0	0	0	1	33	0	0	0	0	3	3

- Fifteen Year 8 students (71%) were below or well below in Maths at the end of 2018. This decreased to ten (48%) at the end of 2019.
- Six Year 8 students (29%) were at the expected curriculum level in Maths at the end of 2018. This increased to eleven (52%) at the end of 2019.
- Less students were below the expected level in 2019 than in 2018.
- More students were well below the expected level in 2019 than in 2018.

Wharenui School Annual Report for 2019:

The best me I can be / Kia eke panuku ahau

Learner

Strategic Goal 1: To provide high quality, engaging culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.

Nag 1,2

Improvement Plan

- Professional development led by experts,
- Teaching as inquiry
- Strong literacy and numeracy practices across the school
- A rich curriculum that promotes high quality, engaging, culturally responsive future focussed teaching
- Establish a driving group for Taha Māori
- Awhinatanga – noticing and responding to staff and student talents
- Learning is engaging, fun and challenging
- Culturally responsive practice

What	Who	Actions	Review and Outcome
<p>Professional development led by experts: “Play is the way” 6 hr session with Te Waka Unua, Linwood Ave and Hokitika, Wharenui- focusing on a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language - behaviour education using wisdom, not force.</p>	<p>Wilson Mc Caskill Rosalie/Play is the way Team</p>	<ul style="list-style-type: none"> • Games help children to habituate patterns of behaviour that are socially effective and culturally appropriate • Significant improvements in the social and emotional competencies and wellbeing of students. • Establish a ‘Play is the way’ driving group 	<ul style="list-style-type: none"> ✓ “Play is the way” 6 hr session with Te Waka Unua, Linwood Ave and Hokitika for teachers and Learning assistants (Learning Assistants) ✓ Consistent use of language across the school- e.g. “strong choices/brave

			<ul style="list-style-type: none"> ✓ “Play is the way” driving group established
<p>Music programme development using Orff. Sessions on teaching music with instruments</p>	<p>Celia Stewart Sue and Miriam</p>	<ul style="list-style-type: none"> • Celia Stewart took a session on TOD for teachers • Celia modelling lessons 	<ul style="list-style-type: none"> ✓ Increase in teacher confidence ✓ Sessions in staff meetings ✓ More music being taught in the school ✓ Children being aware of tempo, rhythm, volume ✓ Miriam has been taking music lessons in the juniors on a regular basis
<p>TALL programme- ELL TALL team to upskill staff on the principals of language acquisition and what specialist literacy knowledge is needed to ensure our ELL’s</p>	<p>Gaylene Price UC + TALL Team Kahui Ako</p>	<ul style="list-style-type: none"> • TALL programme PD UC+ • Sandi, Sue, Conna and Tash (LA) completed externally provided PLD, Team Approach to Language Learners (TALL)- completed 9/09 • Culturally responsive practice • Teaching as Inquiry by all teachers using Oral Language • All teachers to have Google translate on their phones 	<ul style="list-style-type: none"> ✓ Schoolwide coherence on language acquisition, skills to be taught to support the development of oral language ✓ The Teaching as Inquiry process has begun using oral language as our focus ✓ Teachers use ELL strategies in teaching practice and when academic English vocabulary for learning is explicitly taught. ✓ Understanding of the importance of culture

		<ul style="list-style-type: none"> • A supportive network across the community • Deepen Understanding of ELL Rubrics/ progressions • Regular discussions noted in Team minutes • Teacher self -reflection • Effective strategies evident in planning and teaching, assessment and analysis <ul style="list-style-type: none"> • Teaching programmes are adjusted accordingly • Teachers and LA 's have observed Tash, Conna, Sue or Sandi • 	<ul style="list-style-type: none"> ✓ TALL team shared the impact of their practice ✓ ELL progressions are understood Teachers are able to place children in the English learning progression according to the correct stage of Language learning ✓ Gains achieved on the ELL progressions ✓ Quick 60 in most classrooms ✓ We have become more aware of our school environment being a reflection the cultures of our schools ✓ Staff Meetings focused on English Language learning for Term 3 to ✓ Teachers using strategies modelled by the TALL team in their classroom practice
Kahui Ako	Kahui Ako Lead team Hanna O'Reagan	<ul style="list-style-type: none"> • Regular management meetings • Goals refined • Super staff meetings • Pathways developing 	<ul style="list-style-type: none"> ✓ First Super staff meeting with speaker Hana O'Reagan ✓ Second Super staff 18 June ELL Strategies

		<ul style="list-style-type: none"> • Transition conversations • In school and across school teachers appointed and working in their roles • In school (Sue) and Across teacher (Ashleigh working in their roles • Rosalie has been involved with Transition meetings and has been regularly visiting local preschools and also Kahui Ako Transition meetings 	<ul style="list-style-type: none"> ✓ Inquiries into practice- Sue and Ashleigh ✓ Rosalie has built a strong relationship with the local pre schools ✓ Ashleigh to continue in her role for next year
Reading Recovery	Rosalie Jo Reading Recovery team	<ul style="list-style-type: none"> • Two reading recovery teachers- one in training and one experienced 	<ul style="list-style-type: none"> ✓ Reading Recovery programme has continued ✓ Rosalie has completed her training ✓ Jo will continue and Miriam will train in 2020
Taha Māori driving group to lead Te Reo for the staff and support teachers in the use of Te Reo and the teaching and normalisation of the language	Conna and the Taha Māori team	<ul style="list-style-type: none"> • Establish a Taha Māori driving group • Kete of resources • Waiata/ Karakia • Increased use of te reo by staff • All teachers to be able to say their Mihi by the end of the year 	<ul style="list-style-type: none"> ✓ Kete of resources has been developed ✓ Teaching staff have opportunities to grow their practice and knowledge ✓ Te Wiki o te Reo Māori was a great success with class challenges and a

		<ul style="list-style-type: none"> • Conna Leading Kapahaka group 	<p>meme introduced everyday</p> <ul style="list-style-type: none"> ✓ Parihaka Peace picnic for community Nov 5 -well supported by the community with great feedback • Goal for next year all teachers to be able to say their Mihi by the end of the year
Sign Language	the van Asch team	<ul style="list-style-type: none"> • Staff have the opportunity on Thursday mornings to learn some sign language 	<ul style="list-style-type: none"> ✓ Sessions have begun for those who are interested ✓ Celebrated Sign language week with taster lessons ✓ Classes incorporating sign in their waiata
<p>Appraisal- teachers and principals</p> <p>Awhinatanga – noticing and responding to staff and student talents</p> <p>Teachers have opportunities to grow their practice and leadership in school wide initiatives</p>	Interlead Judith price	<ul style="list-style-type: none"> • Staff meetings and professional development with leaders has begun using Interlead Appraisal Connector • Use of self -reflection and student feedback to improve practice 	<ul style="list-style-type: none"> ✓ Leaders engage in challenging conversations and provide structures to support teacher reflection with support from Judith Price ✓ Principal's Appraisal ✓ Leadership team have been having professional development with Judith

			<ul style="list-style-type: none"> ✓ All teachers using the self-reflection tool on Interlead
Principal to attend Edulead Conference in Singapore	Michael Fullan Pasi Sahlberg Lane Clarke	<ul style="list-style-type: none"> • Attended Singapore Conference • Report to Board 	<ul style="list-style-type: none"> ✓ New ideas about leadership and learning ✓ Interactions with colleagues
<p>Strong literacy and numeracy practices across the school Professional development for all new staff members in “Sharp Reading”/ Yolanda Sorryl/ Team/staff meeting discussions / check ins / specialist sessions</p> <p>The learning needs of all children are considered in classroom and team organisation</p>	<p>Rosalie Janet Ashleigh Sandi Sue Sharp Yolanda Sorryl</p> <p>Learning assistants All staff</p>	<ul style="list-style-type: none"> • Review English Document and include an Oral Language plan • Sharp Reading courses for new teachers at Wharenui • TALL programme will influence teacher and student talk • Regular discussion times and professional development slots in staff meetings as required • Participation in effective mixed ability group activities • Children needing learning support participate in learning opportunities that provide appropriate support and challenge • English Language learners supported in class 	<ul style="list-style-type: none"> ✓ Oral Language has been the focus of Inquiry for the year ✓ Quick 60 reading established in some classes across the school- ✓ Consistency of teaching approaches across the school ✓ Cycle of improvement ✓ Professional slots in Staff and Leadership Meetings to grow practice and shared understanding ✓ Learning Assistants timetabled to meet the changing needs of the school- supporting those with English Language Learning Needs, support with behaviour, support with learning

		<ul style="list-style-type: none"> • Learning Assistants have regular professional development as part of their meetings on a Friday with SENCO • Teachers use 'Google Translate' • "Quick 60" and "Quick Maths" • Programmes used across the school • Children are placed to maximise teaching and learning • Programmes adapted to the learning needs of children who have been identified across the school 	<ul style="list-style-type: none"> ✓ Quick Maths and Quick 60 in place in place ✓ Learners are engaged and being challenged ✓ Individual Educational Plans agreed to March/ October ✓ Priority learners are making progress ✓ Children are placed to maximise teaching and learning ✓ Programmes adapted to the learning needs of children
Identify and develop leadership potential in children	Leadership Team Class teachers	<ul style="list-style-type: none"> • Opportunities to grow leadership • In class team wide or school wide • Tuakana -teina relationships encouraged 	<ul style="list-style-type: none"> ✓ Learners have opportunity to grow leadership through HPS, Peer Mediation, Sports, Choir, Cultural groups, Enviro group, playground monitors/ PALs, Buddy Reading ✓ Tuakana -teina relationships are evident across the school
Learner			

Strategic Goal 2:

Improve learning outcomes across our school communities in a range of contexts, recognising different passions and strengths, making progress at a rate that enhances confidence for lifelong learning.

Nag 1,2

Improvement Plan

- Learner focused relationships- Teachers reflect honestly on their teaching and look at improving and utilising strategies that are responsive to the needs of children
- Adapted programmes to cater for our priority learners – Maori, Pasifika, English Language Learners and Students with identified
- Learning extended beyond the school gate

What	Who	Actions	Review and Outcome
Learner focused relationships	<p>Teachers and children</p> <p>Play is the way team</p> <p>Team leaders SENCO Whānau Teachers TALL team</p>	<ul style="list-style-type: none"> • Te Ara Tika o Wharenuī and vision reinforced • Teachers explore 'What is learning' /barriers to learning/ with their classes • Learning goals established/ strategies/reflect on the learning • Working together to make a difference for learning • Assessment for learning to inform teaching and learning • Knowing all of our children • Tuakana/ teina relationship- Buddy reading • Assembly villages • New newsletter format 	<ul style="list-style-type: none"> ✓ Consistency of teacher language and expectations ✓ Class, Team, Goals individual established ✓ Assembly villages established ✓ New newsletter collaborative format (villages) ✓ Play is the way games being taught Play is the way language to encourage children to manage their emotions ✓ Culturally responsive pedagogy ✓ Children have a wide range of opportunities to actively participate and

		<ul style="list-style-type: none"> • Adapted programmes to cater for our priority learners – Maori, Pasifika, English Language Learners and Students with identified learning Support needs 	<p>excel in a wide range of activities and programmes</p> <ul style="list-style-type: none"> ✓ Clear expectations for improving progress and achievement of our target and priority learner groups ✓ in class by Learning Assistants allocated to funded children and those identified needing support ✓ Cross ability grouping ✓ Programmes adapted to the learning needs of children who have been identified across the school ✓ Learners are engaged and being challenged ✓ Individual Educational Plans agreed to March/ October ✓ Priority learners are making progress and discussion of progress
<p>Learning extended beyond the school gate</p>	<p>Leadership Whānau/ Aiga /pamilya Community Partnership</p>	<ul style="list-style-type: none"> • EOTC experiences for our learners • Access to devices 	<ul style="list-style-type: none"> ✓ River crossing Year 7/8 ✓ Riccarton Bush trip juniors ✓ Y8 Transition at RHS

		<ul style="list-style-type: none"> • A range of activities and experiences in and out of the classroom 	<ul style="list-style-type: none"> ✓ Year 8 Career expo ✓ Botanical Gardens ✓ Museum ✓ Library ✓ Court Theatre ✓ Surfing, Sailing ✓ Swimming, ✓ Art Gallery ✓ Sleep overs ✓ Cultural Festival ✓ Maori Success evening ✓ Hāngi- ✓ Matariki ✓
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Learner

Strategic Goal 3: Maximise potential by continuing to invest in our school community where all learners, whānau and staff value collaborative, creative learning practice. Nag 1,2

Improvement Plan

- Develop collaborative practice as a staff. - teaching, planning and learning from each other
- Identify and develop leadership potential

What	Who	Actions	Review and Outcome
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<p>Developing collaborative practice</p>	<p>All Teaching Staff</p>	<ul style="list-style-type: none"> • Cultivating the expertise of everyone to be focused on a collective purpose- Teaching as Inquiry • Sharing of ideas to improve learning outcomes • Shared planning • Shared expertise • Discussion of children’s progress and achievement together 	<ul style="list-style-type: none"> ✓ Shared beliefs explored ✓ Designing and implementing learning programmes together ✓ Discussion of children’s progress and achievement of all children ✓ Opportunities to learn together to have a shared understanding ✓ Innovation ✓ Connection with “Grow Waitaha” ✓ Developing our Local Curriculum
<p>Work collaboratively with the Pūtaringamotu Kahui Ako to improve student achievement for all our children and maintain strong learning pathways</p>	<p>Principals Lead teachers Wharenui staff and Board RHS staff and board RPS staff and board ECE centres</p>	<ul style="list-style-type: none"> • Commonly shared aspirations and targets- English Language learners, and in particular boy’s achievement • Lead teachers plan Super staff meetings • Share professional development- TALL • Teacher support • Leadership opportunities • Professional development opportunities for teaching staff • Transition pathways improved 	<ul style="list-style-type: none"> ✓ Strengthened partnerships/ relationships ✓ Super staff meeting for targeted professional development ✓ Shared professional development and understandings ✓ Improved used of Google drive and docs ✓ Learning together ✓ Leadership opportunities

People

Strategic Goal 1: Strengthen our commitment to an inclusive community through education and celebration of diversity Nag 1,2,3

Improvement Plan

- Strong cultural identities encouraged through practical opportunities for all students to be proud and share their languages and cultures through the class learning programme, cultural groups, special events, and school festivals that celebrated cultural difference
- Students cultural contexts included in the learning programme
- Learning contexts included from multiple cultures

What	Who	Actions	Review and Outcome
<p>Strong cultural identities encouraged through practical opportunities for all students to be proud and share their languages and cultures through the class learning programme, cultural groups, special events, and school festivals that celebrated cultural difference</p> <p>Students cultural contexts included in the learning programme</p>	Teachers	<ul style="list-style-type: none"> • Evidence of cultural identities in each classroom and in our school • Children proud of their culture • Practical opportunities for all students to be proud and share their languages and cultures through cultural groups, special events, and school festivals that celebrated cultural difference • e.g. Shared Kai celebrations, Matariki, • Parihaka Peace Picnic, Cultural Festival with Kapa Haka, Pacific Island and Filipino groups being represented. • Teaching for cultural diversity involves helping students understand and respect diverse viewpoints, values, customs, and languages. 	<ul style="list-style-type: none"> ✓ Encouraging children to talk together at school in their language ✓ Ako Hui- student led in their first language ✓ ✓ Displays in the learning spaces reflecting the cultures of the children ✓ Sharing of kai ✓ Celebration of different language weeks ✓ Wellbeing Survey year 5-8 showed a real sense of belonging at Wharenui School ✓

		<ul style="list-style-type: none"> • Developing closer understanding of the cultural contexts of home and school 	
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People

Strategic Goal 2: Continue to enrich partnerships within our community by successfully engaging with whānau, different cultures, groups and stakeholders engaged with our school. Nag 1,2,

Improvement Plan

- Continue to raise the profile of the Board in the community it represents and report to the community after every meeting and evaluate the effectiveness of the board.
- Improve our self-review practices to provide the Board with regular evaluation reviews
- Maintain and further develop the Whānau/ Pasifika group
- Maintain and further develop opportunities to build strong home partnerships that promote Mahi Tahī
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What	Who	Actions	Review and Outcome
Raise the profile of the board	Principal Board members	<ul style="list-style-type: none"> • Information on the website, newsletters, Wharenuī Facebook official, Wharenuī PTA • Regular mention in newsletter • Invitation for prospective parents to Board chat and subsequent invitation to Board meeting 	<ul style="list-style-type: none"> ✓ Prospective Board members responded to “Meet and Chat’ and subsequent invitation to Board meeting ✓ New Board

Evaluate the effectiveness of performance in governance and stewardship roll	Board chair Principal	<ul style="list-style-type: none"> • Trustees have a shared understanding of their role and responsibilities • Reflection on effectiveness • Seek relevant advice and resources • Trustees receive training as necessary 	<ul style="list-style-type: none"> ✓ Shared understanding of role ✓ Training available on line ✓ Governance discussed with ERO
Cycles of self- review with reporting to BoT, parents and staff scheduled	Principal Teachers according to their respective responsibilities Board	<ul style="list-style-type: none"> • Strategic/Annual goals are shared with staff • Strategic and regular evaluations required during the year are scheduled and relevant staff are provided with templates and support to complete the evaluations • The Board receives regular reports as per schedule • Reading Writing Maths English language Progressions • ESOL, SENCO • Initiatives- Play is the way/Peer Mediation • Reading Recovery, Reading Together, 	<ul style="list-style-type: none"> ✓ Lock down review Staff/ parents and with KMPG ✓ ERO have noted it is an area for development ✓ Regular policy review as per Schooldocs 3-year cycle ✓ Regular curriculum reports to board ✓ Health Curriculum review ✓ Community Review ✓ Curriculum reviews as per schedule
Maintain and further develop parent and Whānau engagement	Principal Jo/ Conna	<ul style="list-style-type: none"> • Two scheduled meetings for each group to be held during the year 	<ul style="list-style-type: none"> ✓ Community Partnership group established ✓ Picnic night Feb 27

<p>with the school's the Whānau & Pasifika and Filipino fono groups</p>	<p>Local Ngai Tahu Educational representative</p>	<ul style="list-style-type: none"> • Reading Together / Maths Together 	<ul style="list-style-type: none"> ✓ Reading Together-very successful ✓ Whanau group established ✓ Filipino group established ✓ Pasifika group to be established ✓ Two Afternoon tea with Shakti supporting our Muslim Parents ✓ Lock down- support and ongoing connection ✓ Reading together planned for Term 2 ✓ Peace Picnic- blessings for the food in different languages
<p>Maintain and further develop opportunities to build strong home partnerships that promote Mahi Tahī</p>	<p>Principal School staff Board</p>	<ul style="list-style-type: none"> • Opportunities scheduled each term to come into the school to build strong trusting relationships • Opportunities to come and be part of our learning journey with 'Raising Responsibility" and 'Play is the way and Curriculum areas as appropriate • Each teacher to have regular contact with whānau to further develop reciprocal communication • Regular Ako Hui • Working Bees- (Board) 	<ul style="list-style-type: none"> ✓ Ako Hui: Feb1 & 4 ✓ Picnic night ✓ Ako hui May 14/15/16 ✓ Parihaka Peace picnic

		<ul style="list-style-type: none"> Using strengths and interest of whānau to support the school (e.g.) sport, gardening Celebrations 	
RC Church Youth Leader Brooke	Brook Janet	<ul style="list-style-type: none"> Develop positive relationships in the playground Lead games Liaise with Janet 	✓ Brooke and Melanie have established relationships in the playground

Place

Strategic Goal 1: Continue our commitment to resource quality learning environments that reflect our kaupapa for sustainability, identity and future focus. Nag 1,2,3,5

Improvement Plan

1. Work with the MoE to cater for roll growth- new classroom block
2. Retain our current green spaces as a reflection of our identity and commitment to sustainability
3. Learning environments are responsive to the needs of 21st century learners- fit for purpose furniture
4. Flexible building space and outdoor teaching space for all weather conditions
5. Maintaining and extending our adventurous play space, native bush areas, large field space and resources there
6. Continually upgrade and beautify environment
7. Staying current with technology changes and ICT resourcing

What	Who	Actions	Review and Outcome
Begin new Building project in collaboration with MoE to cater for predicted roll growth	Gretchen, Board, Martin, Architect City care Contractors	<ul style="list-style-type: none"> Regular meetings Classrooms will be responsive to the needs of the teachers and learners 	<ul style="list-style-type: none"> ✓ Regular Meetings ✓ Building handover June ✓ ✓

Retain our current green spaces as a reflection of our identity and commitment to sustainability	Board, Staff, Community Environment driving group	<ul style="list-style-type: none"> Green space retained, improved 	
Learning environments are responsive to the needs of 21st century learners- fit for purpose furniture	Board, Staff	<ul style="list-style-type: none"> Continue to purchase furniture /equipment to our growing needs Investigate storage options 	<ul style="list-style-type: none"> ✓ New furniture purchased for 2019 and the beginning of 2020- ✓ a new class to be built for Year 7/8
Flexible building space and outdoor teaching space for all weather conditions	Board, Staff MoE	<ul style="list-style-type: none"> Investigate the cost of repairing the dental clinic Investigate sunshades in the senior school to create outdoor learning spaces Investigate storage options Car park fenced to reclaim hard playing surface for growing roll 	<ul style="list-style-type: none"> ✓ Fence erected between Car park and hard playing surface for growing roll ✓ Library up and running & well used
Maintaining and extending our adventurous play space, native bush areas, large field space and resources there	Board Cate Environment group	<ul style="list-style-type: none"> Review of outside spaces and gardens as classrooms have caused trees to be removed New Placement of "gifted garden "and trees/ plants moved in conjunction with the start of new build A plan to be developed to maintain and extend our gardens to enhance learning Playground markings 	<ul style="list-style-type: none"> ✓ Environment group established ✓ Orchard trees moved ✓ Compost bins built ✓ New asphalt ✓ Basketball system from a Grant ✓ Playground marking to be done over the Summer holiday period

		<ul style="list-style-type: none"> Investigate suitably challenging playground for seniors 	
Continually upgrade and beautify environment	Caretaker supported by Environment group	<ul style="list-style-type: none"> Review of spaces and a plan to improve and beautify our gardens 	✓ New compost area
Staying current with technology changes and ICT resourcing	School Principal Leadership team	<ul style="list-style-type: none"> Resource IT according to budget Fairly use budget to support as many learners as we can Ensure that each class has equitable access to the internet and that it is stable across the school 	<ul style="list-style-type: none"> ✓ Fortnightly visit from New Era- for IT maintenance and trouble shooting ✓ ITC equipment purchased – 8 I pads and a set of chrome books and charging units

People

Strategic Goal 2: Monitor and respond to the hauora and safety and security of our turangawaewae. Nag 3, 5
Improvement Plan

- Develop a range of programmes that enhance the safety and wellbeing of children, staff and families
- Develop the understanding of Hauora with staff children and whānau
- Continue to monitor our environment to ensure the safety of all
- Maintain a calm, positive learning and work environment

What	Who	Actions	Review and Outcome
Develop a range of programmes that enhance the safety and wellbeing of children, staff and whānau	Principal, Leadership team Teachers, Children	<ul style="list-style-type: none"> Well-being survey conducted annually and analysed and actions determined 	<ul style="list-style-type: none"> ✓ Peer Mediators working in the playground ✓ Year 6 Cycle safety ✓ Water safety

<p>Maintain a calm, positive learning and work environment</p>		<ul style="list-style-type: none"> • Wellbeing practices encouraged in classrooms • “Play is the way” programme to continue • School wide consistency for Marvin Marshall’s Responsibility levels • Continue use Kagan strategies in class • Children have opportunities to train as peer mediators • Students have the ability to make and be accountable for their choices 	<ul style="list-style-type: none"> ✓ Teachers have had a discretionary day as a result of Events of March 15 ✓ Well-being Survey- ✓ Bullying programme by- Wilson Mc Caskill/ Oat the Goat/ ✓ Celebration of Pink Shirt day ✓ Loud Shirt day ✓ Community Consultation for Health
<p>Continue to monitor our environment to ensure the safety of all</p>	<p>Caretaker Principal Leadership team</p>	<ul style="list-style-type: none"> • Hazards notified and monitored as necessary 	<ul style="list-style-type: none"> ✓ Everyone is responsible for their part in health and safety

**INDEPENDENT AUDIT REPORT TO THE READERS OF
WHARENUI SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

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

Opinion

We have audited the financial statements of the School on pages 2 to 16 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - financial position as at 31 December 2019; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 16 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Kiwisport notice and Board of Trustees listing, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand