

KingsView School Annual Report 2023

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2023 Principal's report

Below is an excerpt from my End of Year 2023 Prize Giving speech which summarises some of our 2023 highlights.

- * Having 11 students who are achieving more than two years above their chronological age in reading.
- * Doubling the number of Year 7s above the writing expectation.
- * Getting almost half of our ESOL students at or above the curriculum expectation in maths.
- * The year long, school wide theme of culture which was embraced by everyone.
- * Establishing a weekly, onsite Mainly Play group of preschoolers and their parents.
- * Expanding our staff to have 11 contracted employees
- * Raising \$726.50 for our Charity of choice - Queenstown Cat Rescue
- * Celebrating our School's 13th birthday for the first time with cupcakes!
- * Integrating new teaching staff into our team and building a positive staff culture.
- * Interior and exterior Painting of the school which will be completed prior to the start of the 2024 academic year.
- * Getting the school wide buddy reading programme up and running.
- * Rotation Stations which have included the subject areas of PE, social studies, art, dance, drama, music, science and more.
- * R.I.C.H Values tickets integrated throughout the school incl. Pizza With The Principal, systems to collect and analyse data, as well as new trophies being given out for the first time today.
- * EOTC was back with trips to Camp Columba, Glendhu Bay, Glenorchy this year and more planned for Term 1 of 2024.
- * Pivotal Point offering free screening of our whole school and working with their team to deliver staff professional development.
- * Community events returned with great engagement from parents and included cross country, EOTC parent helpers, family fun night, information sessions for digital safety, KingsView 101, Pivotal Point, Camp Meetings, Open Mornings, Remarkables Market stalls, community surveys with parent input and our student focus group.
- * Introduction of our amazing School Chaplain Ruth & utilising EAP Services which has gone a long way to support the spiritual and emotional health of our students and staff.
- * Closer working relationships between the Principal, Staff, School Board, NZPCT and our CSAQ.
- * And lastly but not least , the most positive feedback all year from students, staff and parents has been about our school wide devotions where the family focused newsletter article is sent on the app each Monday and a the same story is unpacked in classes across the school over the week and finally on Friday church leaders or a staff member shares a devotion with the whole school at assembly.

Thanks one and all for playing an important part in these 2023 highlights.

List of all school board members

Board member names	Date that the board member's term finishes
Names, positions, how the position was gained and term expiries are listed in our 2023 Annual Accounts which can be found on our school website.	

Statement of variance: progress against targets

<p style="text-align: center;"><i>Strategic Go Goal 1:</i> Create and implement a whole school KingsView Inquiry Model.</p>	
<p style="text-align: center;"><i>All staff know about and have used the KingsView School Inquiry Model at least twice.</i></p>	
<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have?</p>	<p>Staff understand and have started to use the KingsView School Inquiry Model.</p> <p>Staff and students have a clear learning sequence to follow which includes resources on our drive and visual displays in all classrooms.</p> <p>Inquiry posters are on the walls of each classroom.</p>
<p>Evidence This is the sources of information the board used to determine those outcomes.</p>	<p>Work with Sue Luus from GEMS to provide:</p> <ol style="list-style-type: none"> 1) Staff Professional Development 2) Observation and feedback on staff practice 3) Modelling of best practice to staff 4) Research based model for whole school inquiry.
<p>Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.</p>	<p>We are on track to have delivered this target by the end of the 2023 school year. Staff PD was regular, onsite and by the same facilitator. Practical resources were developed and staff held accountable.</p>
<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</p>	<ul style="list-style-type: none"> • Apply for further PLD in 2024 to continue our work with Sue Luus and GEMS. • Work as a staff to further embed our R.I.C.H inquiry model across the school, supporting teachers by way of observation, modelling, staff PD and 1:1 coaching. • Ensure that the implementation of our R.I.C.H inquiry model is in the 2024 and 2025 strategic plans.

Strategic Go Goal 2:
Track and improve spelling data.

Develop teacher and student resources that have improved student achievement in the area of spelling.

<p>What did we achieve? What were the outcomes of our actions? What impact did our actions have?</p>	<p>Implementation of The Code scope and sequence by Liz Kane across the whole school.</p>
<p>Evidence This is the sources of information the board used to determine those outcomes.</p>	<p>1) Student booklets made for each year level. 2) Teaching slideshows developed for each year level. 3) 60min minimum of explicit spelling teaching and learning per week. Insert spelling data here</p>
<p>Reasons for any differences (variances) between the target and the outcomes Think about both where you have exceeded your targets or not yet met them.</p>	<p>In consultation with Liz Kane we decided not to make more student booklets after trialling using some in the junior years nor slideshows in the middle and senior years. We have, however, purchased a Little Learners Love Literacy pack for NE / Year 1 from the The Code website. The Code is firmly embedded in Wai and Rakau Class for a minimum of 15 min per day each day for a 60 min minimum each week. Manu and Maunga Classes.</p>
<p>Planning for next year – where to next? What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</p>	<p>Refine The Code resources incl. testing, data collection and teaching and learning resources.</p>

Keep Going Goal 3:
Special Character Professional Development.

All staff use Core Practices in their classes and are more comfortable taking class devotions.

What did we achieve?
What were the outcomes of our actions?
What impact did our actions have?

- 1) Work with Dr. Jacqui Lloyd to improve teacher competence in teaching Special Character.
- 2) Develop a whole school devotion scheme.
- 3) Staff are familiar with Our Faith, Special Character Guidelines and Theological Framework documents.

Evidence
This is the sources of information the board used to determine those outcomes.

Staff attendance and participation at special character staff PD sessions is high.

The termly devotion plan is followed.

“Having this plan makes it way easier to teach devotions. I just need to follow the structure and can always add in bits from my life or things that my class are interested in to suit their needs.” KVS teacher voice.

Reasons for any differences (variances) between the target and the outcomes
Think about both where you have exceeded your targets or not yet met them.

We are on track to have delivered this target by the end of the 2023 school year. It has been achieved because PD was regular and with the same provider. The outcome was a practical plan that could be taken away and used in class.

Keep Going Goal 3:
Special Character Professional Development.

All staff use Core Practices in their classes and are more comfortable taking class devotions.

Planning for next year – where to next?
What do you need to do to address targets that were not achieved.
Consider if these need to be included in your next annual implementation plan.

Continue to refine the devotions plan. Ideas include the introduction of a youtube video, jump jam songs and a memory verse..

Keep Going Goal 4:
School wide PB4L approach

All staff teach a minimum of 10 behaviour lessons and the 3 level behaviour system is set up.

What did we achieve?
What were the outcomes of our actions?
What impact did our actions have?

Staff are teaching positive behaviours and using the R.I.C.H values system to reinforce them.
Our school wide reinforcement system has three levels; Free and frequent, moderate and intermittent and long and strong.
3x Staff PD from PB4L providers.

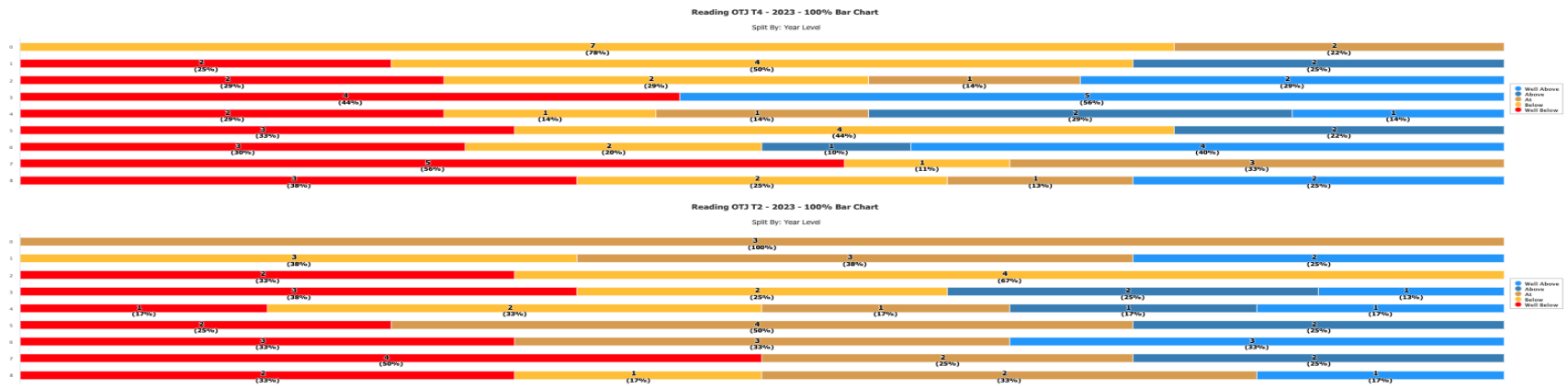
Keep Going Goal 4:
School wide PB4L approach

All staff teach a minimum of 10 behaviour lessons and the 3 level behaviour system is set up.

<p style="text-align: center;">Evidence</p> <p>This is the sources of information the board used to determine those outcomes.</p>	<p>We are now a Tier 2 school! This was assessed via school systems, students voice, staff survey and parent feedback.</p> <p>A drop off in behaviour incidents on our SMS, Edge.</p>
<p style="text-align: center;">Reasons for any differences (variances) between the target and the outcomes</p> <p>Think about both where you have exceeded your targets or not yet met them.</p>	<p>We are on track to have delivered this target by the end of the 2023 school year. Staff PD was regular, onsite and by the same facilitator. Practical resources were developed and staff held accountable.</p>
<p style="text-align: center;">Planning for next year – where to next?</p> <p>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</p>	<p>Having been a Go Goal in 2022 and a Keep Going Goal in 2023, in 2024 our school wide approach to PB4L should be business as usual.</p>

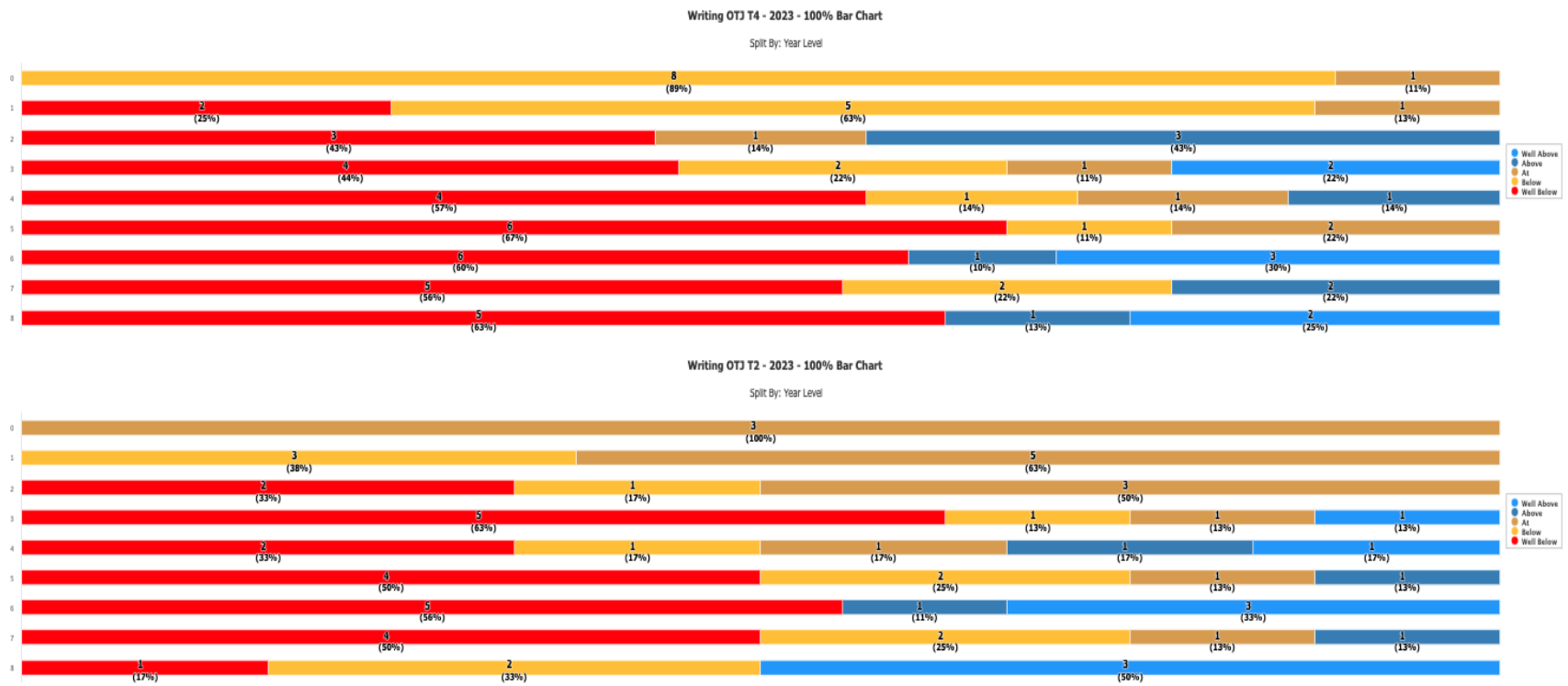
Evaluation and analysis of the school's students' progress and achievement

Mid and End of Year Reading Data



Student Achievement: MEELA has gone from 1-3 well above. Pakeha has gone from 3 - 8 well above.

Mid and End of Year Writing Data

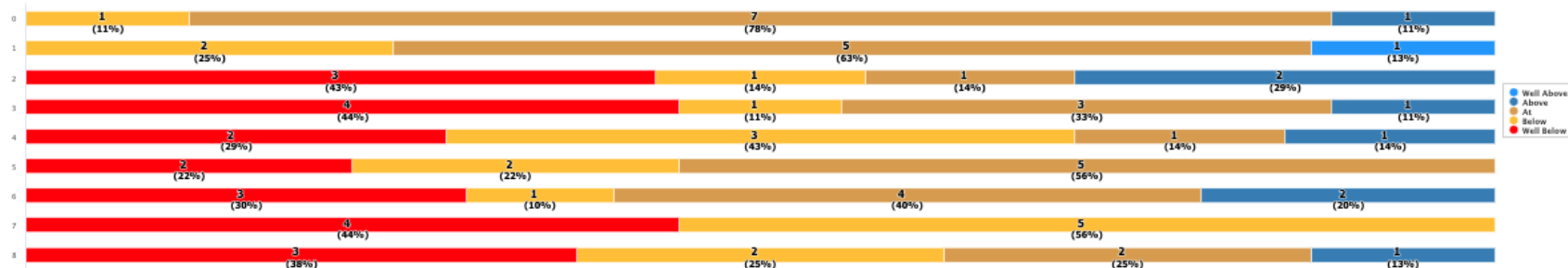


Student Achievement: The whole of Wai Class are either at, below or well below. 89% of our MEELA (Middle Eastern / Latin American / African) students are below or well below in writing. 57% of Y2's at at or above curriculum expectation. Below students in Y3 has gone from 63% down to 44%. Above students in Y7 has doubled.

Mid and End of Year Maths Data

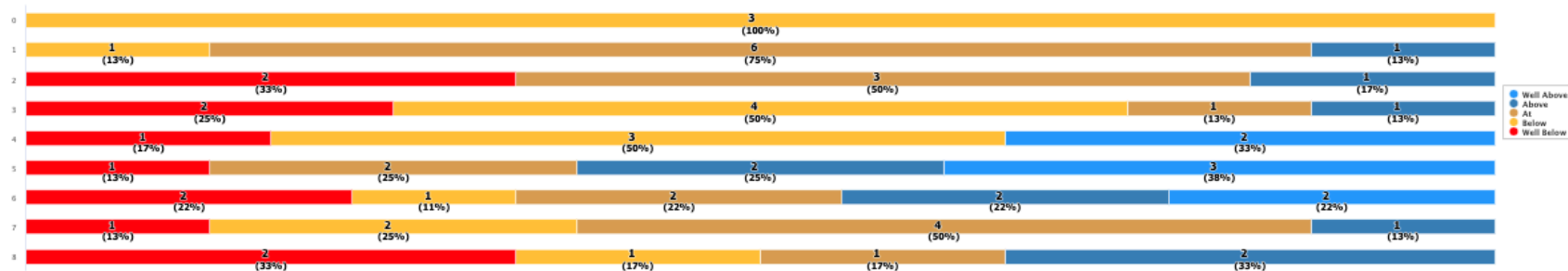
Mathematics OTJ T4 - 2023 - 100% Bar Chart

Split By: Year Level



Mathematics OTJ T2 - 2023 - 100% Bar Chart

Split By: Year Level



Student Achievement: Individual class data is inaccurate as we split classes to teach to the students ability. Wai class went from 42% well below or below to 18% below. 39% of MEELA are at or above expectation. 83% of Asian students are at or above expectation. 60% of 6's are at, above or well above curriculum expectations.

How we have given effect to Te Tiriti o Waitangi

The Treaty of Waitangi is a foundational document in New Zealand that embodies the principles of partnership, protection, and participation between Māori and the Crown. Implementing the Treaty of Waitangi at KingsView School involves fostering an understanding and appreciation of Māori culture, language, and history, as well as promoting principles of equity and inclusivity. Here are some ways we have given effect to the Treaty of Waitangi:

1. Incorporate Te Reo Māori (Māori language) and Tikanga Māori (Māori customs and protocols) into the curriculum: Teach basic greetings, songs, and cultural practices in Te Reo Māori. Incorporate Māori history, legends, and stories into lessons to provide a more holistic view of New Zealand's history.
2. Respect and acknowledge Māori perspectives: Ensure that Māori perspectives are integrated into various subjects, such as history, social studies, and environmental studies. This includes recognizing Māori land, place names, and cultural landmarks.
3. Promote cultural celebrations and events: Celebrate significant Māori cultural events such as Matariki (Māori New Year), Waitangi Day, and Te Wiki o te Reo Māori (Māori Language Week). Organize cultural performances, art exhibitions, or traditional food days to engage students and families.
4. Provide professional development for teachers:** Offer training and resources to support teachers in integrating Treaty principles and Māori perspectives into their teaching practice. This could include workshops on cultural competency, language learning, and Māori education.
5. Create a culturally inclusive environment: Display Māori artwork, symbols, and signage throughout the school to reflect the cultural diversity of New Zealand. Foster an inclusive and respectful atmosphere where all students feel valued and empowered to learn.

By implementing these strategies, KingsView School has contributed to honouring the Treaty of Waitangi and promoting a more equitable and inclusive society.

Statement of compliance with employment policy (required)

Your board is required to operate an employment policy that complies with the principle of being a good employer. Your board must ensure compliance with this policy (including your equal employment opportunities programme) and report in your annual report on the extent of compliance (section 597(1) of the Education and Training Act 2020).

Your board may wish to complete and include the following tables in your annual report to meet requirements under s597 of the Education and Training Act 2020. The use of the tables is optional.

Under s597 of the Act a good employer is one who operates a personnel policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

The board should look to confirm what actions or policies are already in place and what actions are being undertaken to meet the provisions.

The following questions address key aspects of compliance with a good employer policy:

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Yes. See our School Docs policy 'Equal Employment Opportunities' for more information.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Yes. School Docs policy 'Appointment Committee' for more information.</i>
How are you recognising, <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>Under the Education and Training Act 2020, a primary objective of the board of KingsView School is giving effect to te Tiriti o Waitangi. We do this by:</i></p> <ul style="list-style-type: none"> <i>*Working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</i> <i>*Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori</i> <i>*Achieving equitable outcomes for Māori students</i> <i>*Providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.</i>

	<i>KingsView School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.</i>
How have you enhanced the abilities of individual employees?	<i>Through allocation of 2 units, a Kahui Ako WSL, bus controller, position and areas of responsibility e.g. library.</i>
How are you recognising the employment requirements of women?	<i>As stated in our School Docs policy 'Equal Employment Opportunities'.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>As stated in our School Docs policy 'Equal Employment Opportunities'.</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	X	
Has this policy or programme been made available to staff?	X	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	X	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?		X
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?		X
Does your EEO programme/policy set priorities and objectives?		X

Financial statements (required)

The following is a summary of the financial statements that must be included in your annual report.

For further information, including examples (Kiwi Park model), see our [Schools Annual Financial Statement Resources webpage](#).

Statement of responsibility signed and dated

This statement is signed by the principal and the presiding member. It acknowledges that the school board is responsible for the preparation and accuracy of the financial statements and states that the school board has established and maintained a system of internal control to safeguard the assets of the school or kura.

Statement of comprehensive revenue and expense

This statement summarises the revenue and expense of the school or kura over the financial year. It shows whether the school or kura has managed to operate within the funding they have received.

Statement of changes in net assets/equity

This statement shows the value and movements of the Government's investment over the course of financial year in the school or kura, (this is known as 'equity') in the financial statement.

Statement of financial position

This statement shows everything the school or kura owns (assets) and everything it owes (liabilities) as at 31 December of that year.

Statement of cash flows

This statement shows all cash received and all cash paid by the school or kura over the financial year.

Notes to the financial statements

The notes to the financial statements provide an extra level of detail that supports the information shown in the front of the accounts.

Independent auditor's report signed and dated.

This report is prepared by the auditor of the school or kura and must be included in the annual report. It provides an opinion to the readers of the annual report whether the financial statements comply with generally accepted accounting practice, and fairly represent the financial position, financial performance and cash flows of the school or kura.

Report on other special and contestable funding (required)

During the year your school or kura may have been the recipient of additional government funding for specific purposes. You may need to report on how these funds are used to support student development.

Kiwisport funding (required)

You will need to include a short statement on how you have used your Kiwisport funding to increase students' participation in organised sport. The use of the Kiwisport funding is monitored as part of Education Review Office (ERO) reviews.

In 2023 KingsView School received \$1,054.80 of Kiwi Sport funding for our Y1-8 students. This was used to purchase invasion games equipment such as rippa rugby tags, footballs, goals, rugby balls, netballs and basketballs.