WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	3567
Principal:	Kere-pania Adams
School Address:	1139 Hakataramea Highway, RD 7, Waimate 7977
School Postal Address:	1139 Hakataramea Highway, RD 7, Waimate 7977
School Phone:	(03) 689 2734
School Email:	office@waihaodowns.school.net

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
	Chair Person	Jamie Davis (via election)	1/06/2022
	Principal	Kere-pania Adams	1/06/2022
	Principal	Jane Severinsen	5/07/2019
	Parent Rep	Carmen Hurst (via election)	1/06/2022
	Parent Rep	Jonathan O'Sullivan (via election)	1/06/2022
	Parent Rep	Quentin Paul (via election)	1/06/2022
	Parent Rep	Dan Higinbottom (co-opted)	1/06/2022
	Parent Rep	Megan Prue (via election)	27/05/2019
	Staff Rep	Maggie Robertson (acting principal term 3)	1/06/2022

Accountant / Service Provider:

HC Partners LP
Chartered Accountants
101 Queen Street
Waimate 7960

WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

Annual Report - For the year ended 31 December 2019

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WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

DANIEL STJOHOLME
Full Name of Board Chairperson

Kere-Pania Adams
Full Name of Principal

Signature of Board Chairperson

Signature of Principal

28/4/2021
Date:

28/4/2021
Date:

WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

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	659,542	564,789	572,319
Locally Raised Funds	3	89,805	52,130	66,645
Interest income		1,141	1,585	2,264
		750,488	618,504	641,228
Expenses				
Locally Raised Funds	3	35,926	9,000	26,619
Learning Resources	4	482,354	432,076	408,816
Administration	5	63,920	64,461	75,368
Finance		323	-	330
Property	6	138,522	116,073	129,585
Depreciation	7	23,667	3,000	28,367
Loss on Disposal of Property, Plant and Equipment		-	-	69
		744,712	624,610	669,154
Net Surplus / (Deficit) for the year		5,777	(6,106)	(27,926)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		5,777	(6,106)	(27,926)

The above Statement of Comprehensive Revenue and Expense should be read
in conjunction with the accompanying notes which form part of these financial statements.

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WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 $	Budget (Unaudited) 2019 $	Actual 2018 $
Balance at 1 January		95,710	116,037	123,110
Total comprehensive revenue and expense for the year		5,777	(6,106)	(27,926)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		(4,055)	-	526
Equity at 31 December		97,432	109,931	95,710
Retained Earnings		97,432	109,931	95,710
Equity at 31 December		97,432	109,931	95,710

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.

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WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Assets				
Cash and Cash Equivalents	8	19,900	30,000	146,777
Accounts Receivable	9	29,755	25,000	28,012
Prepayments		2,265	1,500	1,822
Inventories	10	6,152	5,000	5,801
Investments	11	57,500	37,000	37,984
		115,572	98,500	220,396
Current Liabilities				
GST Payable		4,306	4,458	17,107
Accounts Payable	13	40,920	43,000	90,125
Finance Lease Liability - Current Portion	15	5,678	6,000	6,299
Funds held for Capital Works Projects	16	-	-	60,976
		50,904	53,458	174,508
Working Capital Surplus/(Deficit)		64,668	45,042	45,888
Non-current Assets				
Property, Plant and Equipment	12	51,883	75,889	69,614
		51,883	75,889	69,614
Non-current Liabilities				
Provision for Cyclical Maintenance	14	15,000	5,000	10,000
Finance Lease Liability	15	4,119	6,000	9,792
		19,119	11,000	19,792
Net Assets		97,432	109,931	95,710
Equity	21	97,432	109,931	95,710

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

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WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES

Statement of Cash Flows

For the year ended 31 December 2019

	Note	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash flows from Operating Activities				
Government Grants		176,160	135,787	126,394
Locally Raised Funds		87,137	52,130	66,645
Goods and Services Tax (net)		(12,800)	(7,447)	7,435
Payments to Employees		(118,280)	(110,051)	(47,324)
Payments to Suppliers		(163,700)	(92,559)	(96,991)
Interest Paid		(323)	-	(330)
Interest Received		1,706	1,585	1,976
Net cash from Operating Activities		(30,100)	(20,555)	57,805
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		0	401	-
Purchase of PPE (and Intangibles)		(6,713)	9,177	(12,276)
Purchase of Investments		(19,516)	-	(984)
Net cash from Investing Activities		(26,228)	9,578	(13,260)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(4,055)	-	526
Finance Lease Payments		(5,518)	(8,274)	(6,998)
Funds Held for Capital Works Projects		(60,976)	-	51,690
Net cash from Financing Activities		(70,549)	(8,274)	45,218
Net increase/(decrease) in cash and cash equivalents		(126,877)	(19,251)	89,763
Cash and cash equivalents at the beginning of the year	8	146,777	49,251	57,013
Cash and cash equivalents at the end of the year	8	19,900	30,000	146,777

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..

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WAIHAO DOWNS SCHOOL BOARD OF TRUSTEES
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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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.

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

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

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

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

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

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

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

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

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

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

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m) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

n) 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.

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

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

• likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and

• the present value of the estimated future cash flows.

p) 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).

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

t) 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.

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2. Government Grants

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operational Grants	147,185	124,527	120,824
Teachers' Salaries Grants	394,438	350,000	329,883
Use of Land and Buildings Grants	89,304	75,000	87,998
Other MoE Grants	7,428	-	3,755
Other Government Grants	21,187	15,262	7,489
	659,542	564,789	572,319

3. Locally Raised Funds

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Revenue			
Donations	29,413	17,770	26,873
Activities	22,306	6,000	9,001
Trading	6,749	3,000	10,743
Other Revenue	31,337	25,360	20,029
	89,805	52,130	66,645
Expenses			
Activities	16,806	2,000	12,002
Trading	12,158	5,000	14,617
Transport (Local)	6,962	2,000	-
	35,926	9,000	26,619
Surplus/ (Deficit) for the year Locally raised funds	53,879	43,130	40,027

4. Learning Resources

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Curricular	8,176	2,000	6,355
Equipment Repairs	3,943	-	-
Information and Communication Technology	1,013	1,500	-
Extra-Curricular Activities	10,958	14,186	-
Employee Benefits - Salaries	455,677	411,090	401,729
Staff Development	2,587	3,300	732
	482,354	432,076	408,816

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5. Administration

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Audit Fee	3,277	3,279	3,091
Board of Trustees Fees	3,205	3,680	2,910
Board of Trustees Expenses	1,253	300	-
Communication	1,343	2,000	2,265
Consumables	658	2,000	1,203
Operating Lease	2,226	3,972	-
Other	10,438	11,433	25,357
Employee Benefits - Salaries	30,944	26,588	30,590
Insurance	5,603	6,609	5,911
Service Providers, Contractors and Consultancy	4,973	4,600	4,040
	63,920	64,461	75,368

6. Property

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Caretaking and Cleaning Consumables	2,227	2,500	1,888
Cyclical Maintenance Provision	5,000	-	5,000
Grounds	3,773	3,900	2,596
Heat, Light and Water	8,094	7,000	6,884
Rates	1,156	750	977
Repairs and Maintenance	4,937	4,550	5,526
Use of Land and Buildings	89,304	75,000	87,998
Employee Benefits - Salaries	24,031	22,373	18,715
	138,522	116,073	129,585

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

7. Depreciation

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Furniture and Equipment	7,366	3,000	6,170
Information and Communication Technology	7,284	-	8,419
Motor Vehicles	401	-	401
Leased Assets	5,196	-	10,121
Library Resources	3,420	-	3,256
	23,667	3,000	28,367

Nexia Marked for Identification Purposes Audit Christchurch

8. Cash and Cash Equivalents

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Bank Current Account	19,900	30,000	146,777
Cash and cash equivalents for Cash Flow Statement	19,900	30,000	146,777

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

9. Accounts Receivable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Receivables	2,668	-	-
Receivables from the Ministry of Education	26,962	25,000	27,322
Interest Receivable	125	-	690
	29,755	25,000	28,012
Receivables from Exchange Transactions	2,793	-	690
Receivables from Non-Exchange Transactions	26,962	25,000	27,322
	29,755	25,000	28,012

10. Inventories

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Stationery	3,108	2,500	2,942
School Uniforms	3,044	2,500	2,859
	6,152	5,000	5,801

11. Investments

The School's investment activities are classified as follows:

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Current Asset			
Short-term Bank Deposits	57,500	37,000	37,984
Total Investments	57,500	37,000	37,984

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12. Property, Plant and Equipment

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Furniture and Equipment	30,951	1,693	-	-	(7,366)	**25,278**
Information and Communication Technology	7,146	9,076	-	-	(7,284)	**8,938**
Motor Vehicles	402	-	-	-	(401)	**1**
Leased Assets	8,095	-	(777)	-	(5,196)	**2,122**
Library Resources	23,021	-	(4,055)	-	(3,420)	**15,546**
Balance at 31 December 2019	69,614	10,769	(4,832)	-	(23,667)	**51,883**

2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Furniture and Equipment	90,905	(65,628)	**25,277**
Information and Communication	83,207	(74,270)	**8,937**
Motor Vehicles	4,012	(4,011)	**1**
Leased Assets	31,468	(29,346)	**2,122**
Library Resources	45,195	(29,649)	**15,546**
Balance at 31 December 2019	254,787	(202,904)	**51,883**

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Furniture and Equipment	30,244	9,381	(2,504)	-	(6,170)	**30,951**
Information and Communication Technology	10,761	4,804	-	-	(8,419)	**7,146**
Motor Vehicles	803	-	-	-	(401)	**402**
Leased Assets	15,941	2,274	-	-	(10,121)	**8,094**
Library Resources	25,751	526	-	-	(3,256)	**23,021**
Balance at 31 December 2018	83,500	16,985	(2,504)	-	(28,367)	**69,614**

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Furniture and Equipment	89,212	(58,262)	**30,951**
Information and Communication Technology	74,131	(66,986)	**7,146**
Motor Vehicles	4,012	(3,610)	**402**
Textbooks	-	-	**-**
Leased Assets	32,245	(24,150)	**8,095**
Library Resources	49,250	(26,229)	**23,021**
Balance at 31 December 2018	248,851	(179,237)	**69,614**

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13. Accounts Payable

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Operating Creditors	7,174	10,000	55,007
Accruals	6,784	8,000	6,091
Employee Entitlements - Salaries	26,962	25,000	27,322
Employee Entitlements - Leave Accrual	-	-	1,706
	40,920	43,000	90,125
Payables for Exchange Transactions	40,920	43,000	90,125
	40,920	43,000	90,125

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Provision at the Start of the Year	10,000	5,000	5,000
Increase/ (decrease) to the Provision During the Year	5,000	-	5,000
Provision at the End of the Year	15,000	5,000	10,000
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	15,000	5,000	10,000
	15,000	5,000	10,000

15. Finance Lease Liability

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
No Later than One Year	5,678	-	6,299
Later than One Year and no Later than Five Years	4,119	-	9,792
	9,797	-	16,091

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16. Funds Held for Capital Works Projects

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

	2019	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions	Closing Balances $
Outdoor learning Area	*completed*	60,976	6,574	67,844	294	-
Totals		60,976	6,574	67,844	294	-

	2018	Opening Balances $	Receipts from MoE $	Payments $		Closing Balances $
Outdoor Learning Area	*in progress*	9,286	105,818	54,127	-	60,976
Totals		9,286	105,818	54,127	-	60,976

17. Related Party Transactions

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

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

Jamie Davis (Board Chair person) and Carmen Hurst (Parent Rep) is a trustee of the Board and also part of Waihao Downs Tennis Club. During the year the School received $1,500 from the Waihao Downs Tennis Club as a Donation.

Megan Prue (Parent Rep) is a trustee of the Board and also is a Director of AP Building Ltd. During the year the School contracted AP Building Ltd to complete the Outdoor Learning Area. The total value of all transactions for the year was $104,419 (2018: $ Nil) and no amount is outstanding as at balance date (Prior Period: $40,500).

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18. Remuneration

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

	2019 Actual $	2018 Actual $
Board Members		
Remuneration	3,205	2,910
Full-time equivalent members	0.14	0.10
Leadership Team		
Remuneration	86,464	100,094
Full-time equivalent members	1	1
Total key management personnel remuneration	89,669	103,004
Total full-time equivalent personnel	1.14	1.10

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:

Salaries and Other Short-term Employee Benefits:	2019 Actual $000	2018 Actual $000
Salary and Other Payments - Principal 1	20-30	100-105
Salary and Other Payments - Principal 2	50-60	
Benefits and Other Emoluments - Principal 1	0-10	1-5
Benefits and Other Emoluments - Principal 2	0-10	
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
0	0.00	0.00
	0.00	0.00

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

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19. Contingencies

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

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

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

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

20. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has no capital commitments
(Capital commitments at 31 December 2018: $Nil)

(b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments
(Operating Commitments at 31 December 2018 : Nil)

21. Managing Capital

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

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22. Financial Instruments

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

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

	2019 Actual $	2019 Budget (Unaudited) $	2018 Actual $
Cash and Cash Equivalents	19,900	30,000	146,777
Receivables	29,755	25,000	28,012
Investments - Term Deposits	57,500	37,000	37,984
Total Financial assets measured at amortised cost	107,155	92,000	212,774
Financial liabilities measured at amortised cost			
Payables	40,920	43,000	90,125
Finance Leases	9,797	12,000	16,092
Total Financial Liabilities Measured at Amortised Cost	50,717	55,000	106,217

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased it's COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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 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 received funding from the Ministry of Education, even while closed.

24. 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 11 Investments : This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS 9 there were no material adjustments to these financial statements

25. Breach of Deadline

The Board of Trustees has failed to comply with section 87C of the Education Act 1989 in that the Board did not report by 31 May 2020, the date fixed by the Ministry of Education by which schools were required to have sent their financial statements to the Ministry of Education. The delay was due to a nationwide lockdown commenced on 26 March 2020 after the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic.

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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

School Name:	Waihao Downs	**School Number**:	3567

Strategic Aim:	All our Strategic Aims are written on the ***front cover*** of the School Charter as attached.
Annual Aim:	All our Annual Aims are written on the ***front cover*** of the School Charter as attached.
Targets:	Are listed at the ***top*** of each of our schools in depth Improvement Journeys as attached.
Baseline Data:	Is outlined in detail under the ***Scanning*** sections of our School Improvement Journeys as attached.

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Is outlined in the following sections of the attached School Improvement Journeys: ***Focusing, Developing a Hutch New Learning*** **<u>Actions for the following Journeys-</u>** **Connected Communities** **Environmental Goals** **Growing Learners** **Outlined on the following sections-** **COLLABORATIVE** **SENSE MAKING**	Is outlined in the ***Taking Action*** section of the attached School Improvement Journeys: **<u>Outcomes for the following Journeys-</u>** **Connected Communities** **Environmental Goals** **Growing Learners** **Outlined on the following sections-** **PRIORITISING TO TAKE ACTION** **IMPROVEMENT ACTIONS**	Is outlined in the ***Checking*** section of the attached School Improvement Journeys: **<u>Reasons for the variance for the following Journeys-</u>** **Connected Communities** **Environmental Goals** **Growing Learners** **Outlined on the following sections-** **IMPROVEMENT ACTIONS**	Is outlined in the **Checking & *Next Steps*** section of the attached School Improvement Journeys **<u>Where to next for the following Journeys-</u>** **Connected Communities** **Environmental Goals** **Growing Learners** **Outlined on the following sections-** **OUTCOMES FOR LEARNERS** **2020 GOALS**
Planning for next year:			
Is outlined in the ***Next Steps & Outcomes for learners*** section of the attached School Improvement Journeys			

Waihao Downs School Annual Plan
Writing Improvement Journey 2019 – Spiral of Inquiry



Strategic Goal: To provide learning opportunities that enables all children to achieve success.

2019 Student Achievement Goal: Writing

- **Accelerate Tier 2 targeted students requiring remedial writing support.**
- **Raise the achievement levels of boys writing**
- **Extend our able writers.**

Scanning – *What is going on for our learners (get underneath the data to find out what is really going on)*

Teacher observations, last years data, parent voice, student voice, student health and wellbeing, learning/teaching experiences across the school (refer to the 7 principles of learning)

Following analysis of 2018 writing data.

- **Whole School Achievement** - At the end of 2018, 82.4% (61/74) of our students are working within or above curriculum expectations in writing.
- **At the end of 2018**, 17.6% (13/74) of our students are working below curriculum expectations in writing. 9 of these students are tier 2 and 4 are tier 3. Please note of these 13 students, 10 of them entered the school within the last 2 years, 5 of these students entered the school within the last year. (they did not go through the DLS yr 0-3 programme)
- **During 2018**; 14.9% (11/74) of our students demonstrated accelerated learning. Interesting to note that of the 10 of the 11 children that demonstrated accelerated writing progress over the year all achieved the progress within the first 6 month period -these student's learning have plateaued (need to watch these students in 2019 to ensure they track within expectations)
- **Maori Achievement** - At the end of 2018, 83.3% (5/6) Māori students are working within curriculum expectations. We have 1 male student who is receiving tier 3 support and will continue to be a target student. – This student is transient and has re enrolled in our school 3 times due to family dynamics)
- **Boys Achievement-** At the end of 2018, 78.1% (25/32) of boys are working within or above curriculum expectations. 15.6% (5/32) are working above expectations. However, 21.8% (7/32) are working below curriculum expectations.
- **Girls Education -** At the end of 2018, 88% (37/42) of girls are working within or above curriculum expectations. 23.8% (10/42) are working above expectations. However, 11% (5/42) are working below curriculum expectations.

Analysis of Variance for 2018

- Comparing over time: At the end of 2018, 82.4% (61/74) of our students are working within or above curriculum expectations in writing. In 2017 86% (55/64) working within or above writing expectations
- Comparing over time: At the end of 2018, 17.6% (13/74) of our students are working below curriculum expectations in writing. In 2017. 14% (9/64) of our children were working below
- In 2018 Girls have higher achievement rate in writing

Focusing – *Where will we concentrate our energies to make the most difference?*

Use the information from the 'scanning' to identify an area of concentrated team learning and action. May require collection of further information. Build on strengths and gain clarity on challenges. Team decision on area of focus. (refer to the 7 principles of learning)

Staff have analysed the 2018 data and the term 1 2019 data and decided that we need to have 3 focus goals around writing. Two of these are built on from 2018. The third reflects the fact that in 2018, only 78.1% of our boys are writing within or above curriculum expectation compared to 88% of our girls.

1. Accelerate Tier 2 targeted students requiring remedial writing support.
2. Raise the achievement levels of boys writing (focusing on the priority learners)
3. Extend our able writers.

Developing a hunch – *How are WE contributing to the situation?*

Reflecting on deeply held beliefs and the effectiveness of our own practices, checking our assumptions for accuracy before moving ahead

After brainstorming with staff the following actions were identified which will meet all the writing goals. The actions include:

- Reviewing how we teach and structure writing, what is the purpose of the writing (ensure a range of writing genres are experienced, modeled and taught. Specific group writing rotations discussion about quality writing classroom practise possibility of Best practise of teaching writing – feedback workshops. plateauing students with their writing after a period of acceleration
- Specific professional development to meet the individual needs of each classroom teacher.
- Using a range of specific assessment tools to ensure targeted next step learning steps for tier 2 students. Overall assessments this year need to look at a collection of writing across a term that covers a range of genres. We do need to continue to build our depth of knowledge and moderation with writing assessment: use more than the literacy learning progressions and E-AsTtle writing. Maybe look at readings around Clarity in the classroom, explore the use of the ARBs (Assessment Resource Bank) for a greater range of exemplars and look more closely at the PACT (Progress and Consistency Tool) again to help us strengthen our OTJs. OTJ
- Rich writing tasks and shared writing opportunities to promote student motivation and engagement in writing
- Review and enhance the existing English Curriculum statement to reflect what is actually happening in our school, ensure procedures, consistency, rich resource bank and assessment tools are embedded.

New Learning – *How and where will we learn more about what to do?*

Deciding on the support needed and action to be taken eg PD, resources, modifying practices, sustainable

Linking **New Learning** and **Taking Action** in writing to the **7 Principles of Learning** as described in the EOCD *Nature of Learning* research to direct the teachers practice ensures that the staff is covering all the educational needs of our students. The **7 Principles of Learning** are: 1. Learners at the center 2. The social nature of learning 3. Emotions are integral to learning 4. Recognising individual differences 5. Stretching all students 6. Assessment for learning, 7. Building horizontal connections.

The following actions will be followed as initial steps;

The School English Curriculum will be reviewed, staff refresher on the “Effective Literacy Practices Handbooks”

The Murray Gadd writing progressions aligning the e-AsTtle exemplars and the NZ writing progressions will be incorporated into the WD School curriculum.

Staff Professional Development looking at the Liz Kane ``Teaching the Code '' phonics to support our learners in the phonological process of writing and spelling. Rich writing opportunities to motivate our male writers, use of spellodrome, writing apps and Lexia learning programmes to support phonics the surface features of writing. Tier 2 students will be supported with focus teaching sessions and TA, and Davis support where appropriate.

Taking Action – *What can we do differently to make enough of a difference?*

Implementing new strategies – take all stakeholders on the journey, reflect and evaluate impact on learning as we go

Goal 1. Accelerate Tier 2 targeted students requiring remedial writing support.
April Update: Only 1 of our EOY 2018 Tier 2 students demonstrated accelerated learning in the last 6 months. It was noticeable that 4 students who were working within curriculum expectation at the end of 2018 have dropped into tier 2. Three of the tier 2 students have plateaued in their progress over the last 6 months. This may be for a variety of factors including things like summer holidays, beginning of the year measurement against end of year curriculum levels. However, it has been a real wake up call for teachers to tighten up on in class writing procedures, writing rotations and reflecting on targeted teaching and modeling. Teachers ensure they focus on creating motivation and real purpose for writing. Teachers are also celebrating student writing.
September Update:

Goal 2. Raise the achievement levels of boys writing (focusing on the priority learners)
April Update: 7 boys were identified as well below in April. These were divided into 3 cohort focus groups. Individual programs designed for each group with student individual needs placed at the center. Programmes included introduction of Spellodrome, Teacher Aide support, specific phonics teaching using an extended DLS symbol mastery activities to link blends and vowel digraphs to students natural 3D picture thinking and creativity. These 3 focus cohort groups are also receiving 2x focused daily writing support. Individual Learning pathways to be introduced.
September Update:

Goal 3. Extend our able writers.
April Update: In term 1 teacher's moderated writing using the eAsTtle exemplars, we noticed that there continued to be a discrepancy between our staff OTJ and the EAsTtle score. During writing moderation in April, staff noticed that the Level 3 and 4 eAsTtle score found the eAsTtle generated assessments were 2 sub levels higher than where we, staff, considered our students should be when comparing the same piece of writing against the Literacy learning progressions and our school expectations. This is reflected in the small number of above students in yr 4- 8 compared to past years. Following analysis of individual writing areas show our students to be strong in ideas, structure and vocabulary use but weak in spelling, punctuation and organization. Teachers are targeting these areas through modeling, specific teaching, use of rich writing tasks to reflect genre, Staff PD with the Liz Kane phonics professional Development, introduction of spellodrome/Lexia to reinforce phonological awareness and surface features in writing. Teaching points around self and peer and self editing.

Checking – *Have we made enough of a difference?*
Gather data and evidence to check we have made a difference, begin to look at what comes next.

Reflection on April writing assessment results data.
At the end of term 1

- 76.5% (52/68) of our students are working within or above curriculum expectations. There does seem to be an over time trend with the dropping number of our senior students that are working above expectations. This is an area of specific focus the staff needs to address.

- 23.5% (16/68) of our students are working below curriculum expectation. Some of these children will track naturally to be sitting within by the end of the year however:
    1. 11.8% (8/68) of these students require tier 2 and 3 support. (6 of these students have not had DLS in the first 3 yrs of school, 2 have had in depth dyslexia and concept programmes within the last 2 years, these children have demonstrated accelerated learning within the last 18months and both have plateaued.)
    2. 6/8 of these students are boys. Of the 6 boys, 3 have entered the school within the last year with low achievement and other implicating social issues. All of these boys are receiving tier 3 support. 2 of these boys are able but lack **motivation** and **purpose** for writing

Mid Year Data

2019 Mid Year Curriculum Level Data Report: Waihao Downs School

Writing	Well Below		Below		At		Above At+Ab= 77.9%		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	7	9.1	10	13.0	48	62.3	12	15.6	77
Girls	0	0	4	10	24	60	11	27.5	40
Boys	7	18.9	7	18.9	24	64.9	1	2.7	37
Maori	1	16.7	0	0	4	66.7	1	16.7	6
Pasifika	0	0	0	0	0	0	0	0	0
Asian	0	0	2	33.3	2	33.3	2	33.3	6
European/Pakeha	6	9.2	8	12.3	42	64.6	9	13.8	65

Writing	Well Below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
Year 1	0	0	0	0	15	88.2	2	11.8	17
Year 2	0	0	0	0	3	37.5	5	62.5	8
Year 3	0	0	3	42.9	3	42.9	1	14.3	7
Year 4	0	0	1	10.0	6	60.0	3	30.0	10
Year 5	3	27.3	3	27.3	5	45.5	0	0	11
Year 6	3	25.0	1	8.3	7	58.3	1	8.3	12
Year 7	0	0	1	25.0	3	75.0	0	0	4
Year 8	1	12.5	1	12.5	6	75.0	0	0	8

Reflection on the End of Year Data results

- **Whole School Achievement** - At the end of 2019, 82.3% (65/79) of our students are working within or above curriculum expectations in writing.
- At the end of 2019, 17.7% (14/79) of our students are working below curriculum expectations in writing. 6 of these students are tier 2 and 8 are tier 3. Please note of these 14 students, 5 of them have been enrolled at Waihao downs during this year, 3 of these students were coping with transition to another classroom. It is important to note that of the original 15 students working below at the start of the year, 6 of those have moved to be working within the expected range.
- During 2019; 3% (3/79) of our students demonstrated accelerated learning.
- **Maori Achievement** - At the end of 2019, 83.3% (5/6) Māori students are working within curriculum expectations. We have 1 male student who is receiving tier 3 support and will continue to be a target student.
- **Boys Achievement-** At the end of 2019, 64% (25/39) of boys are working within or above curriculum expectations. 5% (2/39) are working above expectations. However, 31% (12/39) are working below curriculum expectations.
- **Girls Education -** At the end of 2019, 65% (26/40) of girls are working within or above curriculum expectations. 30% (12/40) are working above expectations. However, 5% (2/42) are working below curriculum expectations.

Analysis of variance:

- Comparing over time: At the end of 2019, 82.3% (65/79) of our students are working within or above curriculum expectations in writing. In 2018, 82.4% (61/74) working within or above writing expectations
- Comparing over time: At the end of 2019, 17.7% (14/79) of our students are working below curriculum expectations in writing. In 2018, 17.6% (13/74) of our children were working below. So a very similar result even though the children that make up this number are different.
- In 2019 Girls have higher achievement rate in writing
- Of the 9 well below students 4 of those students enrolled during this year.

Next steps 2020

- Specific group writing rotations discussion about quality writing classroom practise possibility of Best practise of teaching writing – feedback workshops.
- Term focus on writing with staff meeting focus.
- How can we extend our able writers more effectively?
- Evaluate and moderate more of our writing to see if our assessment is fair and allowing all students to reach their full potential. (Are we assessing to tough) PaCT Writing Assessment focus.
- Lifting boys achievement in writing in 2020
- Continue to manage and support newly enrolled targeted students requiring remedial writing support.
- Potential in term two to pay a teacher for an hour a week to support the two classes with the most need?

Writing Progress Against Expected Curriculum Levels at Waihao Downs School - T1 2019 BOT Report – April 3

Curric Level

The Overall Teacher Judgment used in this report were gathered using the following assessment indicators; NZ Curriculum Exemplars, the Literacy Learning Progressions, e-asTTle Writing, the Waihao Downs Writing Checklist. Assessments then aligned using the Assessment Resource map – Writing –English Medium

Key

Above Curriculum Expectations (Tier 1)

Within Curriculum Expectations (Tier 1)

Below Curriculum Expectations (Tier 2 Support)

Well Below Curric Expectation (Tier2/3 Support)

Bold Male

Italic Maori

Asian

ESOL Funded

DLS – focused Davis support

Showing accelerated shifts or plateau in achievement

	<20wks	20wks	40wks	60wks	80wks	100wk	120wk End of year 3	First half of year	At the end of year 4	First half of year	At the end of year 5	First half of year	At the end of year 6	First half of year	At the end of year 7	First half of year	At the end of year 8
Level 5																	
Level 4																87 48 *122* 99 **44 100**	
												27		**95** 1			
Level 3								79				**28** 98 **26 130** *52* ***64***		**93**		6	
								3 *81*		70 97 53 **63**				**20**			
Level 2					104	90		**75 77** 78 **80** *128* 84		**85** 111 **69**		**25**					
				127 **115** 116	8	19 *103*				**110**		**2**				**5**	
Level 1		9 18		137 118		**129 102**	*92*	4		**7 DLS**							
	21 12 15 14	12 **136** ***135*** 10	**117 132** 17 133 ***134***														
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**	
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**	

Writing Progress Against Expected Curriculum Levels at Waihao Downs School - T4 2019 BOT Report – October 23

Curric Level	The Overall Teacher Judgment used in this report were gathered using the following assessment indicators; NZ Curriculum Exemplars, the Literacy Learning Progressions, e-asTTle Writing, the Waihao Downs Writing Checklist. Assessments then aligned using the Assessment Resource map – Writing –English Medium																	
Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support) Well Below Curric Expectation (Tier2/3 Support) **Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis support Showing accelerated shifts or plateau in achievement Joined the school this year																	
Level 4																		87 48 *122* 99 **44 100** 6
														27		95 1 **93**		
Level 3									79 3			70 97		**28** 98 **26 130** *52* ***64*** 212 213 **25**		**20** *214*		**5**
											53 **63** **85 69**							
Level 2						104	90		**75 77** 78 **80** *128* 84 *81* 4		111 *202*			**200** ***125***				
					127 **115** 116 137	8	19 *103* **129** **215**				**110 7**			**2**				
Level 1				133 17 ***134*** **132**	118		**102** *92*				211 203							
	205 204 206 **208** 210	12 **21** 10 **12** 14 15	**117** ***216*** ***135*** **136**															
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120wk End of year 3**	**First half of year**	**At the end of year 4**	**First half of year**	**At the end of year 5**	**First half of year**	**At the end of year 6**	**First half of year**	**At the end of year 7**	**First half of year**	**At the end of year 8**	
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**		
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**		

Waihao Downs School
EOY -Reading Improvement Journey 2019 – Spiral of Inquiry



Strategic Goal: To provide learning opportunities that enables all children to achieve success.

2019 Student Achievement Goal: Reading

- **Raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs)**
- **Raise the achievement of our years 3-8 boys reading.**

Scanning – *What is going on for our learners from 2018 (get underneath the data to find out what is really going on)*

Teacher observations, last years data, parent voice, student voice, student health and wellbeing, learning/teaching experiences across the school
Reading analysis taken from the following assessment methods; e-Asttle reading, PAT, Probe, Star, PM Running Record Benchmarks.

End of year 2018 analysis

- **In December 2018 –** 90.5% (67/74) of all children were working within or above expected curriculum levels for reading 36% (27/74) are reading above expected curriculum level.
- **In December 2018** – 9.4% (7/74) of children were working below expected curriculum level in reading. (1 girl and 6 boys) 3 of these students are less than 3 years at school Of the 4 students identified now in December 2018, who are presently well below expectations in reading, 3 have entered Waihao Downs in the last 18 months (2/4 of these students have demonstrated accelerated progress within this year). One of these students has been identified as staff as requiring testing for ORS support.
  (Please note that of the students identified as below in December 2017; 7 have demonstrated accelerated progress and 5 are now reading at expected curriculum levels, 1 has left the school and 1 has made minimal improvement)
- **Māori achievement**: We have 6 identified Maori students at school in 2018, 83% (5/6) of these children are reading within or above expected curriculum levels, 1 is working well below expected reading levels, this student is transient and this is his 2nd enrolment with us in less than a year. He is receiving tier 2-3 support.
- **Asian achievement**: We have 6 identified Asian students at school, 83% (5/6) of these are reading at or above expected curriculum levels. 1 child is working below and staff expects she will continue to achieve at level 1 throughout her time with us at school. (see above comment)
- **Girls' achievement**: 42/74 of our students are girls. Of these 42 students 97.6% (41/42) are reading within or above expected curriculum levels, the 1 student reading below standard are receiving tier 2 support.
- **Boys' achievement**: 32/74 of our students are boys. Of these 32 students 81.3% (26/32) are reading within or above expected curriculum levels, 18.7% (6/32) are reading below (3 boys are well below) 4 of these boys did not begin their schooling at WD. All boys are receiving extra Davis and other in class support. 3 of these boys have demonstrated accelerated progress during 2018

Analysis of Variance 2018:

Tends over time

1. Data continue to show that by the end of year 3 all students who have undergone the Davis Learning Strategies in the yr 0-3 classes are reading within or above expected curriculum levels.
2. Students who enter our school below or well below curriculum expectation continue to quickly demonstrate accelerated learning.
3. Boy's achievement in reading is lower than girls. Boys 81.3% within or above compared to girls 97.6%

Next steps 2019

- Student Achievement Goal: ***Raise the comprehension level of all students. Focusing on transitioning 'learning to read' to 'reading to learn'***

Continue to investigate how we can lift reading achievement in our boys… comparing it to brain development in boys? Look at the long term trend of our boys reading success, rate of progress and proficiency over time.

Focusing – *Where will we concentrate our energies to make the most difference in the current year?*

Use the information from the 'scanning' to identify an area of concentrated team learning and action. May require collection of further information. Build on strengths and gain clarity on challenges. Team decision on area of focus. (refer to the 7 Principles of Learning)

After meeting with the staff and reflecting on our 2018 Reading Improvement Journey the staff identified 2 areas of focus that would form the basis of our 2019 improvement journey goals.

2019 Student Achievement Goal: Reading

- **Raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs)(yr 3-8)**
- **Raise the reading achievement of our boys yr 3-8**

Developing a hunch – *How are WE contributing to the situation?*

Reflecting on deeply held beliefs and the effectiveness of our own practices, checking our assumptions for accuracy before moving ahead

It is becoming apparent that the numbers of our well above readers are diminishing. (Especially boys) Our hunch is that this could be due to: family lives are becoming busier and the importance of reading time is minimized outside of school. Our children are now not seeing reading modeled within the home environment as in the past, or because any spare down time is now spent on a device.

New Learning – *How and where will we learn more about what to do?*

Deciding on the support needed and action to be taken eg PD, resources, modifying practices, sustainable

- A roving teacher aide to work within classrooms to ensure children at risk or needing extension are catered for by either the teacher or teacher aide
- Continue to support the needs of newly enrolling children to ensure they are given Tier 2 remedial support if needed as soon as possible
- Staff PD on PM Comprehension Assessment tool kit- Kit to be purchased in 2020. PaCT
- Reflect on current teaching practices in reading comprehension
- Continue to investigate effective available comprehension support resources eg. Effective Literacy Practice, Sheena Cameron, comprehension apps etc
- Inquiry around lifting deeper comprehension levels for our students reading above level 25 (9yr reading age)
- Explore PD on Liz Kane's screening and explicit teaching of Phonological Awareness and systematic teaching of the Alphabetic Code (Phonics)
- Explore enriching vocabulary opportunities, reading for specific purpose and in new contexts
- New Staff PD on the DLS
- Continue to embed the use of Davis Learning Strategies within the yr0-3 classes to ensure a solid grounding for our children
- Embed the use of the Picture and Punctuation Davis Reading strategy for all children where appropriate
- Focused teaching using the Davis Reading Strategy of 'picture at punctuation' in instructional group and class setting
- Ongoing Davis Learning Strategy support
- ESOL programme and in class support for our new migrant pupils (as needed)
- Review and embed the WD curriculum "What reading looks like in our school"
- Focused teaching using the Davis Reading Strategy of 'picture at punctuation' in instructional group and class settings
- Continue to reflect on current classroom/school wide practice alongside the 7 principles of learning:

- Learners at the center
- The social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning,
- Building horizontal connections

Continue to investigate how we can lift reading achievement in our boys… comparing it to brain development in boys? Look at the long term trend of our boys reading success, rate of progress and proficiency over time.

Taking Action – *What can we do differently to make enough of a difference?*

Implementing new strategies – take all stakeholders on the journey, reflect and evaluate impact on learner as we go

Learners at the center

- *Allowing a real variety for reading for enjoyment, shared books (picture and novels), weekly quiz, epic, books, online library.*

The social nature of learning

- *Using shared books as practice for comprehension.*
  Reading in small groups.

Emotions are integral to learning

- *Ensuring that children are feeling confident and happy before starting reading.*

Recognizing individual differences

- *Giving one-one help where needed.*
- *Extra reading for those needed. Providing teacher aides to assist with at risk students .*
- *Picture at punctuation comprehension activities*

Stretching all students

- *Follow up activities on reading.*

Assessment for learning

- *In term 1 and 2 Staff meetings /Professional Development session on running records with a focus on comprehension, use of e-AsTtle reading,*

Building horizontal connections

- *Talking about what we are reading.*
- *Ensuring numerous exposure to reading, to, with and by.*
- *Linking reading for a purpose to writing.*

Checking – ***Have we made enough of a difference this year?***

Gather data and evidence to check we have made a difference, begin to look at what comes next.

Mid Year

2019 Mid Year Curriculum Level Data Report: Waihao Downs School

Reading	Well Below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number
All students	6	7.8	10	13.0	49	63.6	12	15.6	77
Girls	0	0	6	15	27	67.5	7	17.5	40
Boys	6	16.2	4	10.8	22	59.5	5	13.5	37
Maori	1	16.7	0	0	5	83.3	0	0	6
Pasifika	0	0	0	0	0	0	0	0	0
Asian	0	0	2	33.3	2	33.3	2	33.3	6
European/Pakeha	5	7.7	6	15.0	42	64.6	10	15.4	65

Reading	Well Below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
Year 1	0	0	0	0	17	100	0	0	17
Year 2	0	0	2	25.0	4	50.0	2	25.0	8
Year 3	1	14	3	42.9	0	0	3	42.9	7
Year 4	0	0	0	0	8	80.0	2	20.0	10
Year 5	2	18.2	3	27.3	6	54.5	0	0	11
Year 6	2	16.7	0	0	8	66.7	2	16.7	12
Year 7	0	0	0	0	3	75.0	1	25.0	4
Year 8	1	12.5	2	25.0	4	50.0	1	12.5	8

- 79.2% (61/77) of students were reading within or curriculum expectations at the end of June 2019
  The result of transitioning students in the senior half of the school entering with learning needs continues to impact our data results.
- **Raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs/ L2b-3p)**
  Of the 7/8 students who are identified as reading below expected curriculum levels (currently reading between levels 21-30) did not complete the Davis Learning Strategies programme as they did not enter Waihao Downs until after this time. 4 of these students have been at WD less than 18 months (3 of these within the last term). 2 students have full time behavioral TA support and have multiple outside agencies feeding into their Individual Education Programmes.
- **Raise the achievement of our years 3-8 boys reading.**
  73% (27/37) of our boys are currently reading at or above curriculum expectations. This means that 27% (10/37) of our boys are currently reading below curriculum expectations
  Compared to our girls 85% (35/40) who are currently reading at or above curriculum expectations.

End of year 2019 analysis

- **In December 2019 –** 76% (63/83) of all children were working within or above expected curriculum levels for reading 11% (9/83) are reading above expected curriculum level.

- **In December 2019** – 24% (20/83) of children were working below or well below expected curriculum level in Reading. (5 girls and 15 boys) 8 of these students are less than 3 years at school. In Years 4- 8 there are 49 children and 12% are below. 2 of these students are ESOL. Of the 6 students identified now in December 2019, who are presently well below expectations in Reading, 1 is ORR's funded, 3 of the 4 students (all boys) have entered Waihao Downs in the last 6 months, 1 student is still well below but has made accelerated progress moving from Level 1 to Level 2 of the curriculum. Since the beginning of the year 10 children have left and 12 new students have started. (Please note that 27% of the students are new to Waihao Downs in 2019.)
- **Māori achievement**: We have 6 identified Maori students at school in 2019, 50 % (3/6) of these children are reading within or above expected curriculum levels. 50% (3/6) are below or well below. 2 of the 3 students are younger than Year 3, 1 student is working well below expected reading level, this student is transient and this is the 3rd enrolment with us in 2 years. This student continues to receive tier 2-3 support.
- **Asian achievement**: We have 8 identified Asian students at school, 62.5% (5/8) of these are reading at or above expected curriculum levels. Of the 3 children working below 2 students arrived at the end of term 2. 1 child is working below and staff expects she will continue to achieve at level 1 throughout her time with us at school.
- **Girls' achievement**: 42/83 of our students are girls. Of these 42 students 90% (38/42) are reading within or above expected curriculum levels. Of the 4 students reading below standard, 1 is an ESOL student, 2 have had less than 3 years at school. 1 student reading at well below is ORR's funded.
- **Boys' achievement**: 41/83 of our students are boys. Of these 41 students 59% (24/41) are reading within or above expected curriculum levels, 24% (10/41) are reading below (5 boys are well below) All 5 of these boys did not begin their schooling at WD with 3 of them starting in the last 6 months. 1 of these boys have demonstrated accelerated progress during 2019.

Analysis of Variance.

- 76% (62/82) of students are working **at or above** expected curriculum expectations. Of the 9 students that have been identified as working **above** curriculum expectations 3 boys and 6 girls. 1 of the 9 is Asian.

  24% (20/82) of students are below. The makeup of the below groups are as follows; 14 students **below** (5 girls/ 9 boys of which one is Asian) and 6 **well below** (1 girls, ORR's student, 5 boys- 1 Maori boy, 4 NZ -European boys)

Suggested Next Steps into 2020

Staff have analysed the 2019 data and decided that we need to focus on the following areas in Reading

- Continue to focus on raising the comprehension level of children transitioning from 'learning to read' to 'reading to learn' by using the PM Comprehension Assessment tools and PACT Assessment to inform next step teaching and learning.
- Professional Development across the school in the Liz Kane Phonological Awareness programme.
- Raise the reading achievement of our boys yr 3-8.

Student Achievement Targets for 2020

- **Raise the comprehension level of children transitioning from 'learning to read' to 'reading to learn' (level 21-30 /RA 8.5-11yrs)(yr 3-8)**
- **Raise the reading achievement of our boys yr 3-8**

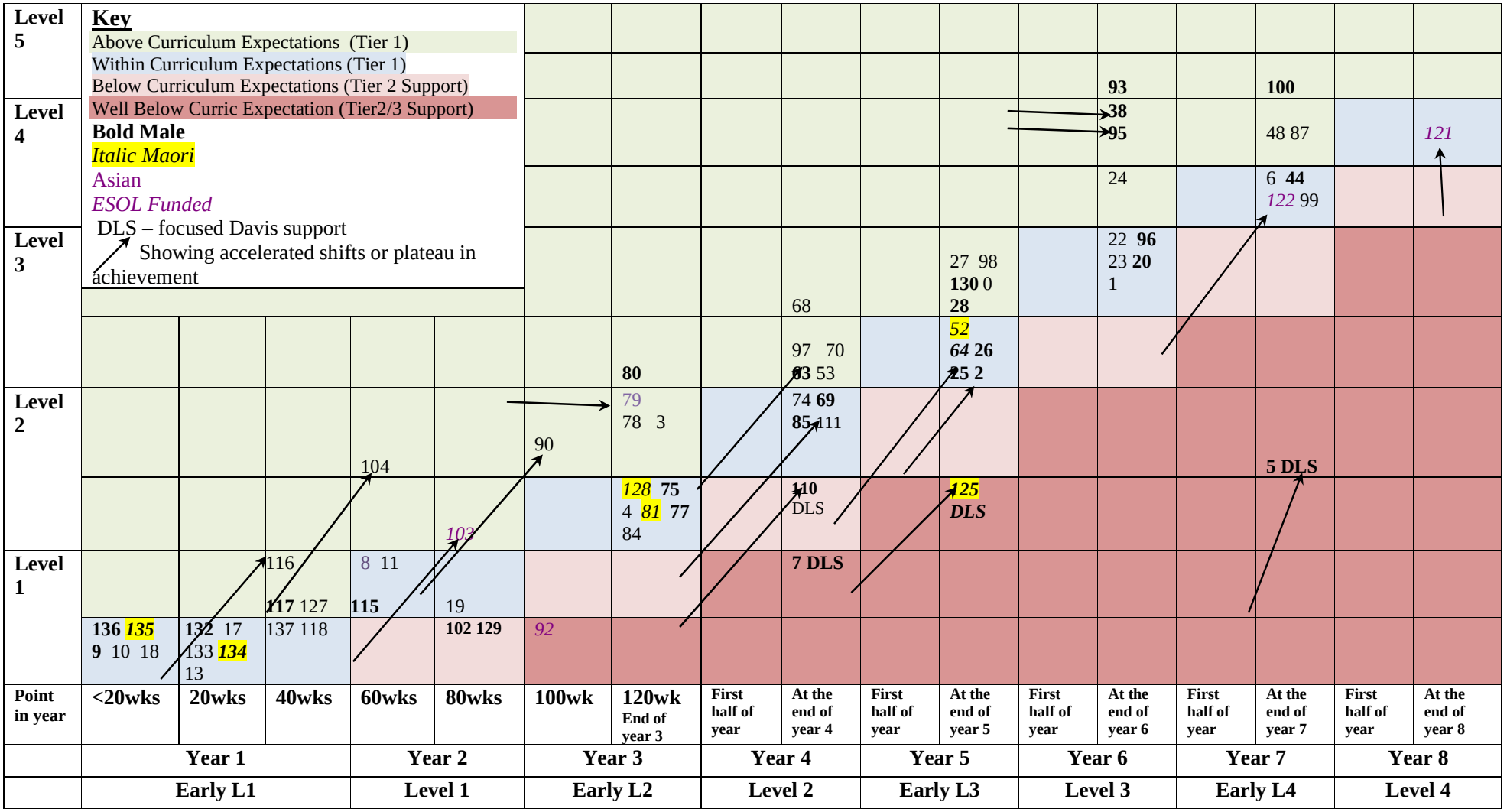
Reading Progress Against Expected Curriculum Levels at Waihao Downs School - Mid Year 2019 BOT Report – July 4 2019

Curric Level	The Overall Teacher Judgments used in this report were gathered using the following assessment indicators; 6 year nets, PM Benchmarks, e-asTTle Reading, PAT, STAR and Prose/Probe running records then aligned using the Assessment Resource map – Reading–English Medium

Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support) Well Below Curric Expectation (Tier2/3 Support) **Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis support Showing accelerated shifts or plateau in achievement																**100**	
Level 4															**93** 1 **95**		48 99 87 **44**	
													27 **28**			**20**	*122* 6	
Level 3													**130** 98 ***64*** *52* **26 25 2** **201**					
								80 3		70 97 53 **63** **69** 202								
Level 2					104	103	90	78 *128* 79 *81* **75 77** 4 84		**85** 111 **110**		**200** DLS					**5 DLS** **IEP**	
					8					**7 DLS**		***125*** ***DLS***						
Level1				127 137	116 **115**	19 **129**	*92*			**203 IEP**								
	205 204 206 **208** **209**	***135*** **21** **136** 18 10 15 **9** 14 **12**	17 133 ***134*** 13	118 **132**		**102**												
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120wk** End of year 3	**First half of year**	**At the end of year 4**	**First half of year**	**At the end of year 5**	**First half of year**	**At the end of year 6**	**First half of year**	**At the end of year 7**	**First half of year**	**At the end of year 8**
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**	
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**	

Reading Progress Against Expected Curriculum Levels at Waihao Downs School - EOY 2018 BOT Report – December 2018

Curr Level	The Overall Teacher Judgments used in this report were gathered using the following assessment indicators; 6 year nets, PM Benchmarks, e-asTTle Reading, PAT, STAR and Prose/Probe running records then aligned using the Assessment Resource map – Reading–English Medium



Reading Progress Against Expected Curriculum Levels at Waihao Downs School - End of Year 2019 BOT Report – 5th December 2019	
Curric Level	The Overall Teacher Judgments used in this report were gathered using the following assessment indicators; 6 year nets, PM Benchmarks, e-asTTle Reading, PAT, STAR and Prose/Probe running records then aligned using the Assessment Resource map – Reading–English Medium

Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support) Well Below Curric Expectation (Tier2/3 Support) **Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis support ↗ Showing accelerated shifts or plateau in achievement																	
																		100
Level 4																	**93**	48 87 **44** *122* 6
													27		**20** 1 **95**			
Level 3													**28** 98 **201** *52* **2** ***64*** **25** **26** 213 212 24		214			
									80 3		97 **69** **63** 53 70							
Level 2					104		90 103		**75** 84 4 *81* **77** 78 *79* *128*		202 **85** 111 **110** **7**		**200**					**5 DLS IEP**
					23	**115** 127	*8* 19				**22**		***125***					
Level1				17 133	116 **215** 137	**102**	*92*				**211**							
	210	204 **205** 206 **208**	**21** **9** 18 15 14 **12** **216**	***134*** 13 ***135*** **136**	118 **132**						16							
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120wk End of year 3**	**First half of year**	**At the end of year 4**	**First half of year**	**At the end of year 5**	**First half of year**	**At the end of year 6**	**First half of Yr**	**At the end of year 7**	**First half of year**	**At the end of year 8**	
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**		
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**		

Waihao Downs School Annual Plan
Math Improvement Journey 2020 – Spiral of Inquiry



Strategic Goal: To provide learning opportunities that enables all children to achieve success.

2019 Student Achievement Goal: Math

- **By the end of 2019 All yr 8 students will be within or above math's curriculum expectation**
- **By the end of 2019 All yr 5-6 students will be within or above math's curriculum expectation**
- **Increase basic fact knowledge in yrs 3-8**

Scanning – *What is going on for our learners (get underneath the data to find out what is really going on – from previous years data)*

Teacher observations, last years data, parent voice, student voice, student health and wellbeing, learning/teaching experiences across the school (refer to the 7 principles of learning)

Analysis of 2018 math data.

- **In December 2018 –** 81.1% (60/74) of all children were working within or above expected curriculum levels for mathematics 20.2% (15/74) are maths above expected curriculum level.
- **In December 2018** – 18.9% (14/74) of children were working below expected curriculum level in mathematics. (8 girls and 6 boys) 3 of these students are less than 3 years at school.
  Of the 4 students identified in December 2018, who are presently well below expectations in math have entered Waihao Downs in the last 18 months (1 of these students have demonstrated accelerated progress within the last 6 months).
  Please note that of the 8 students identified as below in December 2017; 5 have shown accelerated progress and are now working within expected curriculum levels for maths, two have progressed and one has made minimal improvement (staff consider this student should be ORS assessed and do not anticipate any great improvement from L1 in the near future)
- **Māori achievement:** We have 6 identified Māori students at school in 2018, 83% (5/6) of these children are within or above expected curriculum levels for mathematics, 1 is working well below expected maths levels, this student is transient and this is his 2nd enrolment with us in less than a year. He is receiving tier 2-3 support.
- **Asian achievement**: We have 6 identified Asian students at school, 83% (5/6) of these are working within or above expected curriculum levels in mathematics. 1 child is working below and staff expects she will continue to achieve at level 1 throughout her time with us at school. (see above comment)
- **Girls' achievement**: 42/74 of our students are girls. Of these 42 students 88.1% (37/42) are working within or above expected curriculum level in mathematics. 4 of the 5 girls currently working below are in year 7. **This cohort needs to focused on in 2019**
- **Boys' achievement**: 32/74 of our students are boys. Of these 32 students 90.6% (29/32) are working within or above expected curriculum levels. The 3 boys have previously been identified and received maths support in 2018. One boy has demonstrated accelerated progress within the last 6 months and we anticipate him meeting curriculum expectations before the end of 2019

Analysis of Variance.

- 84.3% (59/70) students are working **at or above** expected curriculum expectations. Of the 12 students that have been identified as working **above** curriculum expectations 8 of the 12 are boys, 1 Maori and 1 Asian in the mix.
- 15.7% (11/70) of students are below. The makeup of the below groups are as follows; 8 students **below** (4 girls/4 boys all European) and 3 **well below** (1 Asian girl, 2 boys – 1 Maori, 1 European, both boys entered school in the last 12 months and both have been given tier 2 support and specific Davis programme support)

Focusing – *Where will we concentrate our energies to make the most difference in 2019?*

Use the information from the 'scanning' to identify an area of concentrated team learning and action. May require collection of further information. Build on strengths and gain clarity on challenges. Team decision on area of focus. (refer to the 7 principles of learning)

Staff have analysed the 2018 data and decided that we need to focus on the following areas in maths:

- Yr 7 cohort focus group (4 girls and 1 boy) to lift their maths achievement. (Basic fact knowledge) – these children will be yr8's in 2019
- Yr 4-5 cohort focus group (1 girl and 5 boys) to lift their maths achievement. (Building number strategy and basic fact knowledge) – these children will be yr5 and 6's in 2019
- Explore PaCT as an assessment to learn tool in mathematics in conjunction with the Kāhua Ako. Further use of IKan and strand assessment. This would give another piece of assessment data to help support teachers to make rigorous OTJ
- Maths becomes a staff professional development focus for 2019 both within the school but also within the Kahui Ako
- Focus on strengthening basic fact knowledge across the school.

Student Achievement Targets for 2019

- By the end of 2019 All yr 8 students will be within or above math's curriculum expectation
- By the end of 2019 All yr 5-6 students will be within or above math's curriculum expectation
- Increase basic fact knowledge in yrs 3-8

Developing a hunch – *How are WE contributing to the situation?*

Reflecting on deeply held beliefs and the effectiveness of our own practices, checking our assumptions for accuracy before moving ahead

Our focus students are often put into a holding pattern. As a staff we have discussed this and plan to move forward by putting these children up a strategy stage and then plugging gaps that we discover on the journey. This is encouraged by the math facilitators.
Providing more rich tasks and hands on activities for children to problem solve and learn mathematical thinking. Also more discussion around the process and problem solving, making mistakes and trying again.

New Learning – *How and where will we learn more about what to do?*

Deciding on the support needed and action to be taken eg PD, resources, modifying practices, sustainable

Kahui Ako Maths focus. - PLD in class support from University facilitators. Sessions and resources led by both University and COL leaders. PACT as a supporting maths assessment tool. We are to receive PD in this area for us to choose around 6 students to begin entering data. This should help us narrow our focus and learn more about the gaps that need attending too and where the students are excelling or not.

Taking Action – *What can we do differently to make enough of a difference?*

Implementing new strategies – take all stakeholders on the journey, reflect and evaluate impact on learner as we go

Analysis of Mid-year data

- 74% (57/77) of our students currently working within or above curriculum expectations in maths
- 26% (20/77) of our students currently working below or well below curriculum expectations in maths
- 3 below students in December now tracking at
- 5 who were at in Dec 18 are now tracking below
- 8 students demonstrated accelerated progress (More than a year in 6 months)
- Only 3/20 students currently below or well below curriculum expectation worked through the yr 0-3 DLS programme.
- 6/9 tier 3 students entered WD within the last year.
-

2019 Mid-Year Curriculum Level Data Report: Waihao Downs School (20th June 2019)

Maths	Well Below		Below		At		Above At+Ab= 74%		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
All students	9	11.7%	11	14.3%	42	54.5%	15	19.5%	77
Girls	1	2.5	9	22.5	24	60.0	6	15.0	40
Boys	8	21.6	2	5.4	11	29.7	9	24.3	37
Maori	1	16.7	0	0	4	66.7	1	16.7	6
Pasifika									
Asian	2	33.3	0	0	2	33.3	2	33.3	6
European/Pakeha	6	9.2	11	16.9	36	55.4	12	18.5	65

Maths	Well Below		Below		At		Above		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
Year 1	0		0		11	64.7	6	35.3	17

Year 2	0		1	12.5	5	62.5	2	25	8
Year 3	1	14.3	3	42.9	2	28.6	1	14.3	7
Year 4	0		2	20.0	6	60.0	2	20.0	10
Year 5	5	45.5	2	18.2	4	36.4	0	0	11
Year 6	2	16.7	0		8	66.7	2	16.7	12
Year 7					3	75.0	1	25.0	4
Year 8	1	12.5	3	37.5	2	25.0	2	25.0	8

End of Year update:

Analysis of 2019 maths data.

- **In December 2019 –** 77% (63/82) of all children were working within or above expected curriculum levels for mathematics 19% (16/82) are above expected curriculum level.
- **In December 2019** – 26% (22/82) of children were working below expected curriculum level in mathematics. (10 girls and 12 boys) 5 of these students are less than 3 years at school.

  Of the 17 students identified in December 2019, who are presently below or well below expectations in math 1 student has started Waihao Downs as a NE, all other students have entered from year 2 and above. 6 of these students have entered our school in the last 6-8months.

  4 students have moved from below to at from 2018 data. 1 student has made accelerated progress and 7 students have moved from at to above since the end of 2018.
- **Māori achievement:** We have 6 identified Māori students at school in 2019, 66% (4/6) of these children are within or above expected curriculum levels for mathematics, 1 is working well below expected maths levels, this student is transient and this is his 3rd enrolment with us. 1 student is below but is in the Year 0-3 year group.
- **Asian achievement**: We have 8 identified Asian students at school, 75% (6/8) of these are working within or above expected curriculum levels in mathematics. 1 child is working below and staff expect she will continue to achieve at level 1/2 throughout her time with us at school. We expect that the other students will move to at once their understanding of english language improves.
- **Girls' achievement**: 42/82 of our students are girls. Of these 42 students 79% (33/42) are working within or above expected curriculum level in mathematics.
- **Boys' achievement**: 40/82 of our students are boys. Of these 40 students 68% (27/40) are working within or above expected curriculum levels.

Analysis of Variance.

- 77% (63/82) students are working **at or above** expected curriculum expectations. Of the 16 students that have been identified as working **above** curriculum expectations we have an even split of girls and boys.

  26% (22/82) of students are below. The make-up of the below groups are as follows; 11 students **below** (7 girls/4 boys) and 11 **well below** (1 Asian girl, 1 NZ-European girl, 9 boys – 1 Maori, 8 NZ -European)

Checking – *Have we made enough of a difference?*

Gather data and evidence to check we have made a difference, begin to look at what comes next.

Of the 4 girls, 1 left the school, the other 3 have continued on the same trajectory neither accelerating or declining.
The 1 boy is still well below but has made significant progress.

Of the year 5/6 cohort, 3 students have made significant progress and 1 student has made accelerated progress. The remaining 4 students have continued on the same trajectory neither accelerating or declining.

Suggested Next Steps into 2020

Staff have analysed the 2019 data and decided that we need to focus on the following areas in maths:

- Yr 5-6 cohort focus group (8 boys, 2 girls) to lift their maths achievement. – (Building number strategy, basic fact knowledge, real world problem solving)
- Now that we have started with PaCT, we will continue to explore PaCT as an assessment to learn tool, to inform teaching and planning. Consolidate the teaching of Strand Maths within day to day maths problem solving.
- Maths will continue to be a focus for ALL staff professional development for 2020 both within the school but also within the Kahua Ako
- Continue to strengthen basic fact knowledge across the school using a school wide approach

Student Achievement Targets for 2020

- By the end of 2020 All yr 5/6 students will show an upward shift in sublevels in the maths curriculum
- Increase basic facts knowledge in yrs 1-8

Mathematics Progress Against Expected Curriculum Levels at Waihao Downs School - EOY 2018 BOT Report – December 5th 2018

Curric Level

The Overall Teacher Judgment used in this report were gathered using the following assessment indicators; teacher, self and peer assessment, interviews, observations and results from assessment tools, such as, Numpa, GloSS, IKan, e-asTTle and PAT and curriculum exemplars. Assessments then aligned using the Assessment Resource map – Writing –English Medium

Key

Above Curriculum Expectations (Tier 1)

Within Curriculum Expectations (Tier 1)

Below Curriculum Expectations (Tier 2 Support)

Well Below Curric Expectation (Tier2/3 Support)

Bold Male

Italic Maori

Asian

ESOL Funded

DLS – focused Davis support

Showing accelerated shifts or plateau in achievement

	<20wks	20wks	40wks	60wks	80wks	100wk	120wk End of year 3	First half of year	At the end of year 4	First half of year	At the end of year 5	First half of year	At the end of year 6	First half of year	At the end of year 7	First half of year	At the end of year 8
Level 5													**38**				
Level 4													**93**		**100 44**		*121*
													23		*122*		
Level 3											**130 28**		22 **95** **96 20** 1 24		87 99 6		
									69 97		27 ***64*** 98 **26** 0 **25** *52*				48 **5**		
Level 2							78 3 79 **80**		74 68 53 **63** 70		**2**						
							77 75 4 *81* 84 *128*		111 **85 7**		***125***						
Level 1			116 104	*8* **115** 11	19 *103* **129**	90			**110**								
	136 ***135*** **9** 10 18	**132** 17 133 ***134*** 13	137 118 **117** 127		**102**	*92*											
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**	
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**	

Mathematics Progress Against Expected Curriculum Levels at Waihao Downs School - Mid Year 2019 BOT Report – June 20 2019	
Curric Level	The Overall Teacher Judgment used in this report were gathered using the following assessment indicators; teacher, self and peer assessment, interviews, observations and results from assessment tools, such as, Numpa, GloSS, IKan, e-asTTle and PAT and curriculum exemplars. Assessments then aligned using the Assessment Resource map – Mathematics

Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support) Well Below Curric Expectation (Tier2/3 Support) **Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis support Showing accelerated shifts or plateau in achievement * Enrolled in school in last 12 months																**44** **100**	
Level 4															**93**		6 *122*	
															95 1 **20**		99 87 48	
Level 3												98 **201**					**5***	
												27 *52* **28 130** ***64*** **26** **200** **25**						
								79 **80**		70 **69** 97 **63**								
Level 2								**75 77** 78 3 *81* *128*		53 111		**2***						
					104 *8*	*103*	90	4 84		**85 7*** **110**		***125*** *						
Level 1		**12** **9** 18	***134*** 13	127 **132** 137 17	116 **115**	**129** 19 **102**				202*								
	205 204 206 **208** 209	***135*** 10 **136** **21** 15 14	133	118*			*92*			**203***								
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120wk End of year 3**	**First half of year**	**At the end of year 4**	**First half of year**	**At the end of year 5**	**First half of year**	**At the end of year 6**	**First half of year**	**At the end of year 7**	**First half of year**	**At the end of year 8**
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**	
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**	

Mathematics Progress Against Expected Curriculum Levels at Waihao Downs School - End of Year 2019 BOT Report – December 2019														
Curric Level	The Overall Teacher Judgment used in this report were gathered using the following assessment indicators; teacher, self and peer assessment, interviews, observations and results from assessment tools, such as, Numpa, GloSS, IKan, e-asTTle and PAT and curriculum exemplars. Assessments then aligned using the Assessment Resource map – Mathematics													
Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support)													**100**

Level 4	Well Below Curric Expectation (Tier2/3 Support) **Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis support Showing accelerated shifts or plateau in achievement * Enrolled in school in last 12 months															**93** **95**		**44** *122*
													212 **201** **200**		1 **20** 214		48 87 6	
Level 3													***64*** 98 **25 26** 27 **28** *52*				**5***	
								79 **80** 3		**63** 70 **69** 97 111 53		213						
Level 2								**75 77** 78 *81* *128*		202*		**2** 24 ***125***						
				104 116		*103* 90 19 *8*		4 84		**85 7** **110**								
Level1	210	**208** 204	**9** 133	***134*** 13	**115** 137 17 **132** **215** 118 127	**102**				**211** **22**								
		205 206	**216** **21** 15 14 **12** 18	***135*** **136**	23	*92*				16								
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100 wk**	**120wk** End of year 3	**First half of year**	**At the end of year 4**	**First half of year**	**At the end of year 5**	**First half of year**	**At the end of year 6**	**First half of year**	**At the end of year 7**	**First half of year**	**At the end of year 8**	
	Year 1			**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**		**Year 7**		**Year 8**		
	Early L1			**Level 1**		**Early L2**		**Level 2**		**Early L3**		**Level 3**		**Early L4**		**Level 4**		

Annual Plan
EOY Connected Communities Improvement Journey 2019

Strategic Goal: To build a strong community spirit that doesn't stop at our front gate

2019 Connected Communities Goals:

1. **Actively participate in the Kahui Aho (Waimate Community of Learning)**
2. **Support Community Partnerships with focus on clear communication and induction of new parents**
3. **Encourage and support good levels of community engagement**

NOTICING	**Noticing from Outcomes for learners 2019** ● With the establishment of the BOT funded 4th teacher using the school library the Mobile Kindy has no space available at school in which to run their Friday morning sessions. Important in 2019 to help reestablish the Mobile Kindy on site if at all possible. Revisiting the process began 4 years ago to allow the Mobile Kindy to bring a building on site. ● Staff, BOT and PTA noticed a dramatic drop in the desire for parents to want to be involved in school events and fundraising in 2018. The feeling that the school is a social base in the community is beginning to change. BOT and staff wish to build and strengthen the community ownership of our school. Discussion with the BOT as part of the 2019 charter development resulted in the decision to make "Encourage and support good levels of community engagement as one of the 2019 Learning journey goals. ● ESOL was stopped in term 3 due to work pressures during this busy time of the year. In term 4 when the language classes usually are reestablished, there was a lack of participants. Lack of numbers have again impacted the running of the ESOL classes in Term 1 2019 ● Clear lines of open communication continued to be a problem in 2019. The introduction of the Skool Loop Ap has had a positive effect. The BOT discussed the need to provide an induction programme for new parents.
INVESTIGATING	**Next Steps for 2019** 1. Use the above outcomes for learners alongside the findings of the parent survey to develop 2019-22 Charter goals 2. Liaise with the mobile kindy to help them reconnect with the school while the Library is being used as the 4th classroom. 3. Promote increased community spirit and parent involvement in the district. Goal: the school to be the hub of the community. 4. Re-establish the adult ESOL classes 5. Communication between home and school to be robust.
COLLABORATIVE SENSE MAKING	**Actively participate in the Kahui Ako (Waimate Community of Learning)** ● The principal and board will continue to be actively involved in the stewardship board for the newly formed Waimate Community of Learning. Our staff will participate in the Maths professional development **Support Community Partnerships with focus on clear communication and induction of new parents** ● Need to review and enhance the way we induct new parents into the school **Encourage and support good levels of community engagement** ● Community get together (maybe technology challenge evening.)

PRIORITISING	● Ensure the school involvement in the Waimate Kahui Ako is relevant to our learners and staff needs. In 2018 staff felt that the Kahui Ako syndicate meetings were not a good use of time on many occasions. Principal is to ensure that staff are not overloaded and that the PD and meetings for staff is focussed and relevant. ● Explore ways to support the Mobile Kindy to ensure we maintain the transition links between early childhood education and school. ● Facilitate positive BOT elections, celebrate departing and and the induction of new ● Explore ways to continually encourage and support good levels of community engagement. Example model all BOT members meet and greet/interact families in social situations.

IMPROVEMENT **ACTIONS**	**Planned Actions**	**Action Updates**
	● Celebration of the new outdoor learning space, followed by a whanau house challenge and a community afternoon tea. ● Continued involvement in the Waimate Kahui Ako ● Ensure that all staff have access to focused Waimate Kahui Ako professional development. All staff to be involved in the Wellbeing development but need to choose to be involved in either Math PD or in the Digital Technology Curriculum development. (Not Both) ● BOT training with other Waimate Kahui Ako. ● Continue to run school events that allow parents, children and wider community to celebrate children's learning. ● Review how the school informs new parents about Waihao Downs School eg Information in enrolment pack around PTA fundraising, school lunches, etc – Look at possibility of BoT touching base with all new families to welcome and support. ● BoT will run a social evening throughout the year to encourage our parents and wider community to network. ● Ongoing positive reinforcement and publishing of our schools thankfulness for our wider community involvement. ● Expanded use of the skool Loop Ap ● Support the mobile kindergarten in their endeavor to establish a kindergarten room on site. ● Advertise and support the ESOL sessions	**Term 1** ● Opening of the Outdoor learning space 22 Feb. Gave the opportunity to celebrate the new building, survey the parents on the school end of year date and inform parents of the Davis focusing Strategies and the results of the parent Caregiver survey Nov 2018 ● Week 2 term 1 Māhuri Class /parent meeting which covered, meeting Mr Oliver, teacher expectations and curriculum level expectations was well received and suggested it be extended across the school in 2020 ● Met with Lara and Terrina from Waimate/ Waihao Downs Mobile Kindergarten too look for ways to move forward **Term 2** Bot training 26 June with Kahui Ako It was noticed a large number of parents came to cross country to support children. First turn out to organise firewood had low numbers but after some continuous advertising and using messenger for kakano room and the town bus group we had a higher turn out for the second attempt. Maths PD with the Kahui Ako is proving helpful and successful with immediate impacts on classroom teaching. **Term 3-** Discussions with Terina, Christine, Jamie and Carmen about the potential placement of a building onsite for Waihao Downs Mobile kindergarten. We are beginning to make a plan to work in conjunction with Waimate Kindergartens to make this possible and develop a new memorandum of understanding. A meeting is to be held in Week 7 of term to begin proposals and funding options. Waihao Mobile kindergarten has been attending 2 sessions a term at Waihao Downs school in the Kakano room to maintain strong relationships and connections to the school. Along with Skool loop Mrs Robertson has now established classroom messenger groups as some parents had requested this after using messenger in the kakano room. Currently there are only 3 families to locate and add to the group. Mrs Robertson has offered technology help to one family to set up the app on their phone and 2 other families need to be contacted. On messenger it is easy to see who has seen the messages and for parents to ask clarification on events quickly from other parents or staff. Because

		messenger is the way people communicate with family and friends the app usually has notifications turned on and people are checking the app more regularly. This term we have had our skating day to Tekapo which was a family day out to encourage whanau to join in on their children's learning. The majority of families joined in with a large number of families bringing both parents and/or grandparent. The feedback from the day was very positive and had a great community feel. Week 8 of this term there is also going to be a shared lunch and games afternoon where families are invited to join the children to participate in a variety of games. ESOL classes have still not resumed as there currently does not seem to be a need for this resource. **Term 4-** School Pet Day was a wider community event. Students whanau including wider family members enjoyed listening to students presentations about their pets, pet parades and activities and a shared lunch. This was a good opportunity for staff to mingle with parents and for students to showcase their pets and projects. The Firewood day was attended by some families and continues to be a PTA initiative that assists with the school heating requirements and fundraising which benefits the school. A number of parents attended class EOTC trip and senior school camp. Both events were very positive for all stakeholders. Parents/ Whanau have attended fortnightly assemblies throughout the school year. All students have had the opportunity to showcase their learning. The major fundraiser for the year "Sports" had lower numbers than previous years. The PTA struggled to get parents to commit to the only fundraiser of the year. In saying this the day was a success and enjoyed by all who participated in the sports events including teachers and parent helpers.

OUTCOMES FOR LEARNERS	**December 2019** **Positives** ● **S**tudents engaged in their learning knowing that they get to share their work and knowledge gained with their whanau. An example being the pet day projects. ● Parents/whanau are more aware of their child's/children's learning journey therefore they are able to support them with confidence. **Negative** ● The increase in workload and meetings with the maths inquiry through the Kahui Ako has put pressure on teachers' time. Lot at streamlining the Inquiry so teachers can focus on one that covers both Appraisal and the Kahui Ako PD **On going** ● The understanding of English language is still a barrier for parents of ESOL students. Often misunderstandings of school activities and requirements. Some ESOL students are the interpreter for their parents. ● Clear lines of open communication continued to be a problem in 2019. The introduction of the Skool Loop App had a positive effect originally. Some parents were having trouble accessing the app and staff were not able to access it at times and they were never sure who had received the information. With this in mind it was decided to set up 4 class messenger pages. Teaching staff are able to add information via their phones very quickly and also see who has read the messages. This enables them to follow up with parents who have not read the information. A Waihao Downs messenger page has been set up to inform the school community of school information and events. This system has reached all parents and teachers are pleased with the response they are receiving. Guidelines around the use of the page have been made clear to all parents/whanau and staff. ● School website is outdated and is not effective. This will need to be addressed in 2020. ● The Mobile Kindy has worked alongside the NE, Yr 1 and 2 class to reestablish the link between Kindergarten and School. With the fourth classroom using the Library again in 2020 we need to continue with the present set up but continue to explore how we can provide a base for the Mobile Kindy. ● There still needs to be an effective induction programme for new parents to the school. **Connective Communities goals 2020** 1. Liaise with the mobile kindy to keep them reconnected with the school. 2. Promote increased community spirit and parent involvement in the district. - The school to be the hub of the community. 3. Communication between home and school to be more effective. 4. Provide an induction programme for new parents.

EOY Annual Plan Environment Improvement Journey 2019

Strategic Goal: To provide a physically and emotionally safe, challenging and enjoyable learning environment

2019 Environment Goals:

1. **To complete renovation on the junior and middle rooms to create a Modern Learning Environment.**
2. **To support the PTA and Waihao Downs Tennis Club to upgrade the tennis courts.**

NOTICING	The care and motivation our parents and community have for the learning of our children is reflected in the continually improving school environment. However, some aspects of the building compliance, fundraising and organizing contractors is a long drawn out process. Therefore to ensure we complete the set projects form 2017 - two of the goals have been carried over to this year.
INVESTIGATING	<u>Successes:</u> In 2017 Waihao Downs undertook the following projects to meet our strategic goal. 1. The building process for the MLE has been successfully completed. In 2018 Waihao Down supported the community 1. to complete the courts to be used by both the school and the community. <u>Challenges: 2018</u> Continue to work on upgrading the main block to create a Modern Learning Environment Maintain our school grounds to a high standard – with very minimal funds to pay a grounds person Administration Block New building for Kindergarten Upgrade of Mahuri/toilet block
COLLABORATIVE SENSE MAKING	● Work with yet another new School Support project manager this year to complete the outdoor learning space. ● Our school signage continues to be a long drawn out process. HMI the manufacturer is next to address the issue of the non working limited speed signs. ● We need to continue to work on sourcing funds/ grants and donations for the completion of the mural running along the back of the courts. This is the school contribution to the resurfaced tennis courts.

PRIORITISING ACTION	1. Work with the school support project manager and parent community to support the MLE building project 2. Work with HMI to get the limited speed zone signage outside the school gate working. 3. Liaise and support the upgrading of the tennis courts where appropriate. Eg complete the school mural.	
IMPROVEMENT **ACTIONS**	**Planned Actions** ● Work with our property consultant and School support project manager to complete our MLE project. ● Keep chasing up appropriate agencies to get the road signage installed. ● Support the PTA and the Waihao Downs Tennis Club to upgrade the courts – Completion of the mural ● A working bee to keep the school grounds tidy ● Pay the garden fairy to spray around the school regularly ● Follow the new Health and Safety procedures and checklists.	**Action Updates** ● MLE - Kohanga completed. ● Road Signage installed and now being used effectively. ● Health and Safety Checklists completed. ● Grounds are in acceptable condition. Need to keep on top of the upkeep. ● Mural completed and looking fantastic. ● The Community courts are complete and being used by the school and the community.
OUTCOMES FOR LEARNERS	● The Kohanga has been used as an extension for Kakano and Phinga classrooms, hosting the Mobile Kindy, Cold weather lunch venue, School assemblies, break up, school events, and a general play area for all. ● Students are participating in a variety of sports and fitness activities, using the courts. The courts are used for after school sporting activities. ● The mural enhances the school visual environment. ● The school gardens and some areas of the grounds need to be kept tidy. ● School Working Bee with the parent community. ● Engage students in a project linked to the Growing Learners Improvement Journey that will enhance the school. **Environmental Goals for 2020**	

	Continue to work on upgrading the main block to enhance our Modern Learning Environment including an upgrade of the toilet block Maintain our school grounds to a high standard – with very minimal funds to pay a grounds person Administration Block Upgrade of Mahuri

Annual Plan
Growing Learners Improvement Journey October 2018 Report

Strategic Goal: Provide children with the tools to become active, adaptable lifelong learners.

2018 Growing Learners Goals:

1. To reinforce the Waihao Downs School "Ready to Learn" tools (based from the Davis Learning Strategies)
2. To reinforce the schools values of the "5 Cs" – Equipping children with the skill set needed to have positive social interactions
3. Formalize a leadership programme for our senior yr 6-8 children (extension leadership and careers opportunities for yr7&8)

NOTICING –Maintain a learner focus

- In 2017 the use of the DLS continues to have a major impact on our children's achievement in literacy. The use of the Davis Focusing Strategies, which we call, our "Ready to Learn Tools" enable our children to access learning in a very effective manner. The "Ready to Learn" tools allow: children to focus on specific teaching (Focus), manage their own internal energy levels (Dial), release tension and anxiety associated with learning new things, (Release) and maintain their focus for longer period by using a koosh balls in a "brain gym" type exercise.
- Our children still need to embed their knowledge and understanding of the schools 5 C's values (considerate, curious, communicator, conscientious and confident). The use of the KiVa anti-bullying programme supported the 5C school values.
- In 2017 provided both yr 7&8 education. Need now to formalize a progressively leveled leadership programme / recognition system for yr 6-8 children

NOTICING –Maintain a learner focus

The following investigations were undertaken in 2017:

1. Ongoing analysis of our student data to identify the difference the DLS are making in our school (especially data involving the accelerated learning of the children who are receiving specialist DLS support – this is tracked in the 2016 learning improvement journeys).
2. The positive impact of the DLS focusing "Ready to learn tools" on individual self management for children to access learning across the curriculum. (as reflected in our school achievement results and our children's success at competitions eg, EPro8 Technology Challenge, school proportional representation at interschool/ regional sports events
3. The KiVa anti-bullying campaign provided the students, teachers and parents with a clear, shared understanding of what bullying is, concise procedure of dealing with bullying, education to eliminate bullying. Results showed a dramatic drop in the bullying of children at our school.
4. The yr7&8 small school leadership group was trialled; this is a positive initiative and will be continued.

COLLABORATIVE SENSE MAKING – Do we have the capability and capacity needed?

Past Successes:

In 2017 Waihao Downs undertook and completed the following projects to meet our Growing learners - strategic goal.

1. Our NAG 2a data showed the following academic successes for the children at Waihao Downs
- In Dec 2017 – 87.2% (61/70) of our Waihao Downs students are working At or Above National Standards in **writing**.
- In Dec 2017 – 85.7% (60/70) of all children were reading At or Above National Standard for **reading**.
- In Dec 2017 – 88.6% (62/70) of all students were working at or above National Standards in **mathematics**.

2. The introduction of the Whanau House competition. Ikawai, Waihaorunga, Douglas
3. Establishment of good working relationships with other small schools in the Waimate Area to provide extra yr7&8 leadership opportunities.

Past Challenges: 2017

1. To make sure our yr 6 students were scaffolded in leadership opportunities according to each individual's level of maturity.
2. Need for teachers to update and review the 5C resources to ensure they still meet the needs of our students (incomplete)
3. To continue using the DLS to meet the individual needs of our children to become active, adaptable lifelong learners – Keep investigating/trialing the use of the Davis concepts'

PRIORITISING TO TAKE ACTION - How will the change happen?

2018

- Review and revise how we teach the 5C's to the children and review the resources we use.

- Introduce the digital technology curriculum and STEM /STEAM to extend our children's ability to be successful to be lifelong learners
- Continue to explore how the Davis Concept Mastery programme further equip our children with resilience and manage change. (American based research show that these mastery concepts have a positive impact for children who struggle with maths concepts)
- Continue to educate our parents on the DLS and the Davis Focusing Strategies (*Ready to Learn Tools*)
- Parent /student survey to ensure that the 5Cs are still relevant
- Formally set up a gifted and talented programme for all children who require extension, not the piecemeal approach that we are presently using.

IMPROVEMENT ACTIONS - How will we know actions are working?

Planned Actions

- DLS professional development for junior teachers
- Davis correctional programmes for transient children with needs.
- Provide 2hrs of DLA support per week in the junior room
- Publishing of a parent information page around DLS and Ready to learn tools – Run a parent information evening
- Ongoing analysis of our student data
- Whole school KiVa integration/teaching/ end of year surveys
- Review the delivery and resources of the 5'C values
- Parent survey
- Formal School leadership (bronze – silver – Gold)
- 2018 embed Waituna Creek, Makikihi, St Pats and Waihao Downs Schools yr 7&8 leadership group

Action Updates

October 2018 Update

5C Investigations

- Staff were not actively teaching the 5 Cs primarily because of time constraints, discussion around not explicitly teaching the language and linking to children's learning. As a staff we still think that they are our values and we still think they are important. Do students link the 5Cs to their learning? Staff then formulated a plan on how to effectively integrate the 5Cs more powerfully into our classroom programme.
- Brainstorm sustainable ways to highlight and value our 5Cs. Trial the following: Assembly class focuses on a C value (eg. description, artwork, example, play, display, song, shared book etc) During the following week teachers will endeavour to include and make links from the C into classroom learning. Linking C into the newsletter and into house points within classes and at the end of lunchtime.
- Staff are currently reviewing and pulling together the 5C resources eg. Looks like, feels like, sounds like and link it to the revamped changing school based curriculum and reflects the current changes in digital technologies.. This combined with feedback from the parents in the November parent survey will guide the revised 5C's

Davis Concept/ acceleration of transient children

- Junior and Middle classes have been teaching the concepts of: self, others, another and change. They will continue working through the concept of before/after, cause/effect/ sequence and consequence. The trial of these concepts has been impacted by the crowded curriculum. It is becoming apparent that the new to school children often require the Davis concepts.
- Principal Jane Severinsen has presented her sabbatical report looking at how the DLS impacts the acceleration of Targeted children in a range of NZ contexts.
- Ongoing use of the surplus 2017 EDI DLS funding used in term 3 2018 to go towards a BOT funded 4th teacher.

Davis TA support

- Working well need to make ongoing (sustainable) in future years

KiVa

- Middle and Senior rooms are currently covering KiVa again in term 3 and into term 4.

	Yr 6-8 Leadership Awards ● The Yr 6-8 leadership awards have been developed and being trialled. **Yr7&8 Leadership with other rural schools** ● Term 1 Leadership day at St Pats ● Term 2 Leadership day (Dunedin) and the Careers expo (Christchurch) ● Term 3 EPro8 challenge, Interschool yr7&8 Tech challenge day ● Planned yr 7&8 leadership camp in conjunction with the Police looking at Keeping ourselves safe and DARE (Drug Awareness Resistance Education) With Waituna Creek, Makikihi and St Pats at local Gunns Bush.

OUTCOMES FOR LEARNERS

End Year - 2018 Growing Learners Goals:

1. ***To reinforce the Waihao Downs School "Ready to Learn" tools (based from the Davis Learning Strategies)***
   The introduction of the Davis concepts, to support student self management (growing student agency) and support mathematic concept understanding, continues to be worked trialled. The smaller class numbers in the NE - Y3 years have given space in the curriculum for the programme to be continued.

   The findings from the principal's sabbatical inquiry report which investigated the impact the Davis Learning Strategies has on NZ schools; focusing on what impact DLS intervention had on the reading achievement of targeted yr2-4 Children who are/were working below curriculum expectations; and what impact DLS had on the achievement of students identified as MOE priority learners. (Maori, low socio-economic learners and those that teachers have indicated are displaying dyslexic learning traits).
   The inquiry process revealed:
   - All targeted students who participated in the Davis Learning Strategies made gains with their reading.
   - Individual school percentages ranged from between 45% - 91% of students whom demonstrated accelerated progress in reading after Davis Reading Strategies over a 6 month period.
   - 65% (53/81) of the targeted students tracked in my sabbatical research, attained the expected curriculum reading benchmark (National Standard) after participating in the Davis Learning Strategies programme.
   - All priority learners within the study demonstrated improvement in reading levels, many demonstrating marked accelerated progress.
   - The positive impacts of the Davis Focussing Strategies on students to self regulate not only their learning but also anxiety; frustration and anger came strongly through the student voice.
   - Teachers noticed a positive impact on their own professional teaching practices in the classroom.
   - That the Davis Learning Strategies can stand alone to accelerate student progress but can also be used effectively to reinforce existing school programmes to enhance student learning.

   The sabbatical findings reinforce the Waihao Downs School Staff and BOT decision to continue to use the Davis Learning Strategies to allow all students the opportunity to succeed in their learning journey. The collated data from not only Waihao Downs but also from other schools can reassure the WD BOT that the use of the DLS within the school is researched based and meets the need of our NZ students.

2. ***To reinforce the schools values of the "5 Cs" – Equipping children with the skill set needed to have positive social interactions***
   The 5 C's are currently under review and will be amended and trialled in 2019. The yr 6-8 leadership awards have been developed to reflect the school's 5'Cs. The newsletters and assemblies regularly spotlight our 5'Cs.

3. ***Formalize a leadership programme for our senior yr 6-8 children (extension leadership and careers opportunities for yr7&8)***
   The small rural schools leadership group continues to develop with Makikihi, St Pats and Waituna Creek Schools involved.

The school yr 6-8 leadership award programme is currently established and will continue to grow into 2019. Time restraints have been tight this year and the career opportunities have not evolved as well as they could (all yr 7&8 students attended a careers expo in Chch). This will become a focus in 2019

Our growing school roll has made it possible to apply for a 4th MOE funded teacher. The board employed a 4th teacher on a fixed term contract until the end of the 2018 school year. If our school roll holds this position will carry on into 2019.

Next step Growing Learners Goals for 2019

1. To reinforce the Waihao Downs School "Ready to Learn" tools (based from the Davis Learning Strategies)
2. To reinforce the schools values of the "5 Cs" – Equipping children with the skill set needed to have positive social interactions
3. Trial the leadership programme for our senior yr 6-8 children

There is no record of the 2019 Growing Learners Improvement Journey. (The goals for 2019 be set for 2020)

Use of Kiwi-sport Funding 2019

The Waihao Downs School has the amount allocated in the Operational Funding, $1099.48(excl GST) for Kiwi-sport to a local sport initiative called Active in Sport.

This is a project involving a cluster of local schools, set up to provide sporting opportunities and coaching in a range of sports for primary school-aged children from these schools, which are mostly small rural schools.

The Active in Sport organisation submit a tender to provide this service, which they, in turn bill the schools involved for.

Our budget amount for Kiwi-sport is directed to this.

Kere Adams
Principal

19 February 2020