Waihao Downs School Board of Trustees

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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

Position	Name/How Position Gained	Term Expired/ Expires
Chair Person	Jamie Davis (via election)	1/06/2022
Principal	Kere-Pania Adams	1/06/2022
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	Dan Studholme (co-opted)	1/06/2022
Parent Rep	Lucy Cameron (co-opted)	1/06/2022
Staff Rep	Maggie Robertson	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 2020

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Waihao Downs School Board of Trustees

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

DANIEL PAUL STUDHOLME	Kere-Tania Adams
Full Name of Board Chairperson	Full Name of Principal
Signature of Board Chairperson	Signature of Principal
21/10/2021	21/10/2021
Date:	Date:

Waihao Downs School Board of Trustees
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue				
Government Grants	2	676,046	129,918	659,542
Locally Raised Funds	3	50,872	38,655	89,805
Interest income		823	800	1,141
Other Revenue		9,067	3,360	-
		736,808	172,733	750,488
Expenses				
Locally Raised Funds	3	26,497	14,819	35,926
Learning Resources	4	506,610	49,582	482,354
Administration	5	65,381	63,599	63,920
Finance		287	3,000	323
Property	6	149,696	38,955	138,521
Depreciation	7	17,382	-	24,882
		765,853	169,955	745,926
Net Surplus / (Deficit) for the year		(29,045)	2,778	4,562
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(29,045)	2,778	4,562

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 2020

	Notes	Actual 2020 $	Budget (Unaudited) 2020 $	Actual 2019 $
Balance at 1 January		164,296	109,931	163,789
Total comprehensive revenue and expense for the year		(29,045)	2,778	4,562
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	(4,055)
Equity at 31 December	22	135,251	112,709	164,296
Retained Earnings		135,251	112,709	164,296
Equity at 31 December		135,251	112,709	164,296

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 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Assets				
Cash and Cash Equivalents	8	62,655	60,871	19,900
Accounts Receivable	9	35,197	27,000	29,755
Prepayments		2,406	2,000	2,265
Inventories	10	3,493	4,000	6,152
Investments	11	-	-	57,500
		103,751	93,871	115,572
Current Liabilities				
GST Payable		5,408	51	4,307
Accounts Payable	13	44,979	40,000	40,919
Finance Lease Liability - Current Portion	15	5,750	6,000	5,678
		56,137	46,051	50,904
Working Capital Surplus/(Deficit)		47,614	47,820	64,668
Non-current Assets				
Property, Plant and Equipment	12	124,902	75,889	118,747
		124,902	75,889	118,747
Non-current Liabilities				
Provision for Cyclical Maintenance	14	20,000	5,000	15,000
Finance Lease Liability	15	17,265	6,000	4,119
		37,265	11,000	19,119
Net Assets		135,251	112,709	164,296
Equity	22	135,251	112,709	164,296

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 2020

	Note	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash flows from Operating Activities				
Government Grants		201,382	129,918	176,160
Locally Raised Funds		60,487	40,015	87,137
Goods and Services Tax (net)		1,101	(4,407)	(12,842)
Payments to Employees		(185,822)	(91,928)	(118,280)
Payments to Suppliers		(82,235)	(77,527)	(163,658)
Interest Paid		(287)	(3,000)	(323)
Interest Received		948	800	1,706
Net cash from/(to) Operating Activities		(4,426)	(6,129)	(30,100)
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(23,537)	-	(6,713)
Purchase of Investments		57,500	37,000	(19,516)
Net cash from/(to) Investing Activities		33,963	37,000	(26,229)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	(4,055)
Finance Lease Payments		13,218	-	(5,518)
Funds Held for Capital Works Projects		-	-	(60,975)
Net cash from/(to) Financing Activities		13,218	-	(70,548)
Net increase/(decrease) in cash and cash equivalents		42,755	30,871	(126,877)
Cash and cash equivalents at the beginning of the year	8	19,900	30,000	146,777
Cash and cash equivalents at the end of the year	8	62,655	60,871	19,900

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

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

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Waihao Downs School Board of Trustees
Notes to the Financial Statements
For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity
Waihao Downs School Board of Trustees (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

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

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

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

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

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

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

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

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

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

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

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

c) Revenue Recognition

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

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

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

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

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

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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

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

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

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

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

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

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

j) 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.

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.

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 schoolwill 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
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

l) 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.

m) 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.

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

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.

n) Revenue Received in Advance
Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) where

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

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

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

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

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2. Government Grants

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operational Grants	152,870	120,773	147,185
Teachers' Salaries Grants	370,981	-	394,438
Use of Land and Buildings Grants	98,913	-	89,304
Other MoE Grants	48,170	4,231	7,428
Other Government Grants	5,112	4,914	21,187
	676,046	129,918	659,542

The school has opted in to the donations scheme for this year. Total amount received was $11,550.

Other MOE Grants total includes additional COVID-19 funding totalling $16,632 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
Donations	20,973	16,720	29,413
Bequests & Grants	1,632	-	-
Activities	6,924	-	22,306
Trading	5,489	4,150	6,749
Other Revenue	15,854	17,785	31,337
	50,872	38,655	89,805
Expenses			
Activities	11,857	2,919	16,806
Trading	8,752	2,600	12,158
Transport (Local)	5,888	9,300	6,962
	26,497	14,819	35,926
Surplus/ (Deficit) for the year Locally raised funds	24,375	23,836	53,879

4. Learning Resources

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Curricular	7,388	6,240	19,134
Equipment Repairs	-	-	3,943
Information and Communication Technology	-	-	1,013
Employee Benefits - Salaries	495,203	36,102	455,677
Staff Development	4,019	7,240	2,587
	506,610	49,582	482,354

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5. Administration

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Audit Fee	2,679	3,279	3,277
Board of Trustees Fees	2,835	4,050	3,205
Board of Trustees Expenses	-	-	1,253
Communication	1,464	1,500	1,343
Consumables	6,739	6,300	658
Operating Lease	-	1,000	2,226
Legal Fees	2,174	-	-
Other	5,411	7,290	10,438
Employee Benefits - Salaries	33,455	30,380	30,944
Insurance	6,337	5,480	5,603
Service Providers, Contractors and Consultancy	4,287	4,320	4,973
	65,381	63,599	63,920

6. Property

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Caretaking and Cleaning Consumables	3,199	2,000	2,227
Cyclical Maintenance Provision	5,000	-	5,000
Grounds	1,418	1,600	3,773
Heat, Light and Water	8,216	7,150	8,094
Rates	1,197	1,159	1,156
Repairs and Maintenance	3,608	1,600	4,936
Use of Land and Buildings	98,913	-	89,304
Employee Benefits - Salaries	28,145	25,446	24,031
	149,696	38,955	138,521

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

7. Depreciation

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Buildings - School	1,215	-	1,215
Building Improvements - Crown	-	-	-
Furniture and Equipment	6,068	-	7,366
Information and Communication Technology	4,510	-	7,284
Motor Vehicles	1	-	401
Leased Assets	3,112	-	5,196
Library Resources	2,476	-	3,420
	17,382	-	24,882

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8. Cash and Cash Equivalents

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash on Hand	-	-	-
Bank Current Account	62,655	60,871	19,900
Cash and cash equivalents for Statement of Cash Flows	62,655	60,871	19,900

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

9. Accounts Receivable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Receivables	2,120	2,000	2,668
Banking Staff - Underuse	4,770	-	-
Interest Receivable	-	-	125
Teacher Salaries Grant Receivable	28,307	25,000	26,962
	35,197	27,000	29,755
Receivables from Exchange Transactions	2,120	2,000	2,793
Receivables from Non-Exchange Transactions	33,077	25,000	26,962
	35,197	27,000	29,755

10. Inventories

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Stationery	1,618	2,000	3,108
School Uniforms	1,875	2,000	3,044
	3,493	4,000	6,152

11. Investments

The School's investment activities are classified as follows:

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Asset			
Short-term Bank Deposits	-	-	57,500
Total Investments	-	-	57,500

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12. Property, Plant and Equipment

2020	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Land	5,000				-	**5,000**
Buildings	61,864				(1,215)	**60,649**
Furniture and Equipment	25,277				(6,068)	**19,209**
Information and Communication Technology	8,937				(4,510)	**4,427**
Motor Vehicles	1				(1)	**-**
Leased Assets	2,122	23,537			(3,112)	**22,547**
Library Resources	15,546				(2,476)	**13,070**
Balance at 31 December 2020	118,747	23,537	-	-	(17,382)	**124,902**

2020	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Land	5,000	-	**5,000**
Buildings	60,649	-	**60,649**
Furniture and Equipment	90,905	(71,696)	**19,209**
Information and Communication Technology	83,207	(78,780)	**4,427**
Motor Vehicles	4,012	(4,012)	**-**
Textbooks	-	-	**-**
Leased Assets	30,079	(7,532)	**22,547**
Library Resources	45,195	(32,125)	**13,070**
Balance at 31 December 2020	319,047	(194,145)	**124,902**

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Land	5,000				-	**5,000**
Buildings	63,079				(1,215)	**61,864**
Furniture and Equipment	32,643				(7,366)	**25,277**
Information and Communication Technology	16,221				(7,284)	**8,937**
Motor Vehicles	402				(401)	**1**
Leased Assets	7,318				(5,196)	**2,122**
Library Resources	18,966				(3,420)	**15,546**
Balance at 31 December 2019	143,629	-	-	-	(24,882)	**118,747**

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2019	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Land	5,000	-	**5,000**
Buildings	-	61,864	**61,864**
Furniture and Equipment	90,905	(65,628)	**25,277**
Information and Communication Technology	83,207	(74,270)	**8,937**
Motor Vehicles	4,012	(4,011)	**1**
Textbooks	-	-	**-**
Leased Assets	31,468	(29,346)	**2,122**
Library Resources	45,195	(29,649)	**15,546**
Balance at 31 December 2019	259,787	(141,040)	**118,747**

13. Accounts Payable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operating Creditors	9,888	9,000	7,173
Accruals	6,784	6,000	6,784
Employee Entitlements - Salaries	28,307	25,000	26,962
	44,979	40,000	40,919
Payables for Exchange Transactions	44,979	40,000	40,919
	44,979	40,000	40,919

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Provision at the Start of the Year	15,000	15,000	10,000
Increase/ (decrease) to the Provision During the Year	5,000	-	5,000
Provision at the End of the Year	20,000	15,000	15,000
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	20,000	5,000	15,000
	20,000	5,000	15,000

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15. Finance Lease Liability

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
No Later than One Year	5,750		5,678
Later than One Year and no Later than Five Years	17,265		4,119
	23,015	-	9,797

16. Funds Held for Capital Works Projects

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

2020		Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
Outdoor Learning Area	*completed*	-	-	-	-	-
5 Year Property Plan	*in progress*	-	10,763	10,763	-	-
Totals		-	10,763	10,763	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	-
	-

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	-

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.

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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.

	2020 Actual $	2019 Actual $
Board Members		
Remuneration	2,835	3,205
Full-time equivalent members	0.10	0.14
Leadership Team		
Remuneration	106,978	86,464
Full-time equivalent members	1	1
Total key management personnel remuneration	109,813	89,669
Total full-time equivalent personnel	1.10	1.14

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 1
The total value of remuneration paid or payable to the Principal was in the following bands:

Salaries and Other Short-term Employee Benefits:	2020 Actual $000	2019 Actual $000
Salary and Other Payments - Principal 1	0	20-30
Salary and Other Payments - Principal 2	100-110	70-80
Benefits and Other Emoluments - Principal 1	-	0-10
Benefits and Other Emoluments - Principal 2	0-10	0-10
Termination Benefits	-	-

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

Remuneration $000	2020 FTE Number	2019 FTE Number
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total		-
Number of People		-

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20. Contingencies

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

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

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2020
(Capital commitments at 31 December 2019: $Nil)

22. Managing Capital

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

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash and Cash Equivalents	62,655	60,871	19,900
Receivables	35,197	27,000	29,755
Investments - Term Deposits	-	-	57,500
Total Financial assets measured at amortised cost	97,852	87,871	107,155

Financial liabilities measured at amortised cost

Payables	44,979	40,000	40,919
Finance Leases	23,015	12,000	9,797
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	67,994	52,000	50,716

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24. Events After Balance Date

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

25. Comparatives

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

	2019 Restated	2019
	$	$
Depreciation	24,882	23,667
Property, Plant and Equipment	118,747	51,883
Equity	164,296	97,432
	283,043	149,315

The Property, Plant & Equipment figure has changed due to the School Rental House being transferred to the Board of Trustees dated 5th April 2005, this was never included in the accounts. No funds has changed hands as the transfer to the Board of Trustees was through a Notional Lease Grant. The initial cost of the building was $81,000 and land cost was $5,000. Adjustments have been made to include them in the books since the purchase date. This asset has now been included into the 2019 comparative figures and been treated as if it was in the books since the purchase date. Deprecation of $1,215 has been accounted for each year.

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MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

2020

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

Strategic Aim:	All our Strategic Aims are included in the **Strategic Plan** of the School Charter as attached.
Annual Aim:	All our Annual Aims are written in the **Strategic Plan** 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** **2021 GOALS**
Planning for next year:			
Is outlined in the ***Next Steps & Outcomes for learners*** section of the attached School Improvement Journeys			

Waihao Downs School
Reading Improvement Journey 2020 – Spiral of Inquiry



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

2020 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 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 old 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 an ORR's funded student.
- **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)

Next steps 2020

- 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 2019 Reading Improvement Journey the staff identified and agreed that we need to continue to focus on the two areas that were a priority in 2018. These two areas form the basis of our 2020 improvement journey goals.

2020 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. Students are reluctant to read and we need to ensure we are providing at least two independent reading times each day for students to read. Providing lots of opportunities for big books and story time daily.

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

2020 Mid-Year Curriculum Level Data Report
Reading
Waihao Downs School (20 July 2020)

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	
All students	10	14	17	24	38%	29	42	14	20	62%	70
Girls	2	5	4	10	15%	22	57	11	28	85%	39
Boys	8	25	13	41	66%	8	25	3	9	34%	31
Maori	1	25	3	75	100%	-	-	-	-	-	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	2	50	-	-	50%	1	25	1	25	50%	4
European Pakeha	7	11	14	23	34%	28	45	13	21	66%	62

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
Year 1	0	-	0	-	-	11	92	1	8	100%	12
Year 2	0	-	7	58	58%	4	34	1	8	42%	12
Year 3	0	-	2	29	29%	2	29	3	42	71%	7
Year 4	2	29	0	-	29%	2	29	3	42	71%	7
Year 5	0	-	3	30	30%	6	60	1	10	70%	10
Year 6	5	50	4	40	90%	1	10	0	-	10%	10
Year 7	2	29	0	-	29%	1	14	4	57	71%	7
Year 8	1	20	1	20	40%	2	40	1	20	60%	5

Analysis of Mid-year data

Reading	Well Belov		Below			At		Above			Total
	Number		Number			Number		Number			Number
Year 1	-		1			16		1			18
Year 2	2		3			4		3			12
Year 3	-		2			4		2			8
Year 4	1		1			2		3			7
Year 5	-		-			3		7			10
Year 6	3		1			6		-			10
Year 7	2		-			-		5			7
Year 8	-	-	1	20	20%	2	40%	2	40%	80&	5

Reflection on the End of Year Data results
Whole School Achievement

End of year 2020

- **In December 2020 –** 78% (60/77) of all children were working within or above expected curriculum levels for reading, 30% (23/77) are reading above expected curriculum level.
- **In December 2020** – 22% (17/77) of all children were working below or well below expected curriculum level in Reading. (4 girls and 13 boys) 8 of these students have less than 3 years at school. In Years 4**-** 8 there are 39 children and 7% are below. 1 of these students is ESOL. Of the 8 students identified now in December 2020, who are presently well below expectations in Reading, 1 is ORR's funded, 1is ESOL, 4 of the 8 students (All boys) have not participated in the DLS programme. 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 2 new students have started
- **Māori achievement**: We have 4 identified Maori students at school in 2020, 75% of these children are reading below or well below expected curriculum levels. 2 of the 3 students are younger than Year 4.
- **Asian achievement**: We have 6 identified Asian students at school, 67% (4/6) of these are reading at or above expected curriculum levels. 1 ESOL student is working below and staff expects she will continue to achieve at level 1 throughout her time with us at school.
- **Girls' achievement**: 43/77 of our students are girls. Of these 43 students 90% (39/43) are reading within or above expected curriculum levels. Of the 2 students reading below standard, 1 student did not begin their schooling at WDS, 1 student has had less than 2 years at school. 1 student reading at well below is an ORR's funded student.
- **Boys' achievement**: 34/77 of our students are boys. Of these 34 students 62% (21/34) are reading within or above expected curriculum levels, 20% (7/34) are reading below (6 boys are well below) 3 of these boys did not begin their schooling at WD. 3 students have made accelerated progress moving from well below to below, each boy moving up 1 curriculum level. 1 student has moved from Well below to At .

Analysis of Variance.

- 78% (60/77) of students are working **at or above** expected curriculum expectations. Of the 23 students that have been identified as working **above** curriculum expectations there are 6 boys and 17 girls. 2 of the 23 are Asian.

  12% (9/77) of students are below. The makeup of the below groups are as follows; 9 students **below** (2 girls/ 7 boys of which one is Asian) and 8 **well below** (2 girls, 1 is an ORR's student and 1 ESOL, 6 boys**-** 2 Maori boy, 5 NZ **-**European boys)

What contributed to these results?

On going timely assessment to inform learning.

Introducing structured literacy**-** i.e the use of the Magic Belt Phonic series in the senior room. This series is engaging and of high interest for struggling senior readers. Teacher Aide and Specialist teacher employed in a TA role to support classroom teachers with a phonics programme and clay club. Students re **-** reading with a teacher aide to support fluency.

Staff have analysed the 2020 data and decided that we need to focus on the following areas in maths:

Moving forward into 2021

- Make realistic goals for priority learners.

- PLD in PACT to align with other curriculum areas for assessment.
- Student speak goals so students know what they are learning.
- Continue to embed the Structured Literacy programme in all classes.
- Increase opportunities to read throughout the day to encourage confidence.
- Provide teacher aide time in all classes for 1:1 and small group work.
- Provide resources that support the phonics programme.

Next Step Goals for 2021

- To ensure all students make progress and achieve success in Reading.
- Continue to 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 and years 7 boys for 2021.
- Provide an engaging and relevant reading programme for all Maori students.

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	**Key**												

5	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**		

Reading Progress Against Expected Curriculum Levels at Waihao Downs School - Mid Year BOT Report – July 2020

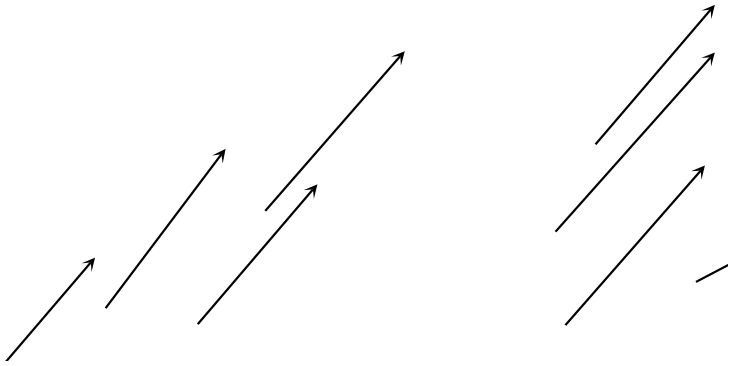
Curric Level	The Overall Teacher Judgments used in this report were gathered using the following assessment indicators; 6 year nets, PM Benchmarks, e-asTTle Reading, PAT, STAR and Prose/Probe running records then aligned using the Assessment Resource map – Reading–English Medium																	
Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1)															**93**		

	Below Curriculum Expectations (Tier 2 Support)																	
Level 4	Well Below Curric Expectation (Tier 2/3 Support) **Bold Male** *Italic Maori* Asian ESOL Funded DLS – focused Davis support Showing accelerated shifts or plateau in achievement												212 213 24 **201**		1 **95**	
													98		**20**	
Level 3									3		70				**214**	
								90 103 104		78 76 79 4 **75 80**		**63 53** **85** 111					
Level 2						137 116 23		**2** 8		**77** 84 81		**7** **110** **22**		**125** **200**			
					133	**215** **115**											
Level 1			**208**	14 13 18 **9**		**132** 118		**102** 92				**211**					
	26 25 28 10 **11**	29 6 **5**	206 204 210	**21 12** **216** 15	**135 134** **136**							16					
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wk**	**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 2020 BOT Report – December 2020

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																
Level 5	**Key** Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support)																**93** **95** ↗
Level	Well Below Curric Expectation (Tier2/3 Support)														212 24		**20** ↗ 1

4	**Bold Male** *Italic Maori* Asian *ESOL Funded* DLS – focused Davis supportC Showing accelerated shifts or plateau in achievement													213 98 **201**			
																	214 ↗
Level 3									90 104		**80** 76 3 78 79 **75** 4		70 **63** ↗111 ↗53 **85** ↗22				
									103		84 **77** 81		↗**110**				
Level 2						↗133	137 23		**2** 8				**7**		**200**		
					18 ↗**9** ↗		116 **115** **215 32**		**102** ↗				↗**211**		**125**		
Level 1			29 ↗	**208** 210 204	13 14 15 **12** ↗↗	**134** ↗	**132** 118		92								
	33 **35** 30 31 34 27	**11** 25 26 10 28	**5** 6	206	**21** **216**	**136** **135**							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 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**	



EOY 2020 Connected Communities Improvement Journey

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

2020 Connected Communities Goals:

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**

NOTICING	**Noticing from Outcomes for learners 2020** ● The BOT funded 4th teacher is still using the school library and this impacts on the Mobile Kindy having no space available at school in which to run their Friday morning sessions. Important in 2020 to continue to foster the Mobile Kindy visiting our school regularly. Revisiting the process began 5 years ago to allow the Mobile Kindy to bring a building on site or investigate other options. This is on-going. ● Ongoing- Staff, BOT and PTA noticed that the dramatic drop in 2018 continued in 2019. Continue to encourage parental involvement in fundraisers and school events. The feeling that the school is a social base in the community is still very much an area that the BOT and staff need to work on. BOT and staff wish to build and strengthen the community ownership of our school. Discussion with the BOT as part of the 2020 charter development resulted in the decision to make "Encourage and support good levels of community engagement" as one of the 2020 Learning journey goals. ● Lack of numbers have again impacted the running of the ESOL classes in 2019. The Waimate community in conjunction with English Language Partners New Zealand have offered classes in the Waimate township. We will continue to monitor and review term by term. ● Clear lines of open communication continued to be a problem in 2019. The introduction of the Skool Loop Ap 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 year an Absence messenger page has been set up purely for recording students absences and bus notices. This page will assist with updating our roll and bus roll in a timely manner. ● In 2019 parents were using the class pages and Waihao Downs school page to chit chat and we found some sensitive issues appearing. Information has been added to the new pages set up for

	2020 to remind parents.whanau what the pages are used for. We will also put information into our newsletter to parents/whanau so they are aware of this. ● The BOT discussed the need to provide an induction programme for new parents. Ongoing this year with PTA and staff involvement. ● The School Website is very dated and will be upgraded starting in Term1. Teaching staff and the principal will be responsible to keep this updated. ● Update the school website so that it becomes a link between the school and the wider community.
INVESTIGATING	**Next steps for 2020** 1. Use the above outcomes for learners alongside the findings of the parent survey to develop 2019-22 Charter goals 2. Continue to liaise with the mobile kindy to help them stay connected with the school while the Library is being used as the 4th classroom. 3. Continue to 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 if there is a need throughout the year.(Monitor) 5. Communication between home and school to be robust.
COLLABORATIVE SENSE MAKING	<u>Actively participate in the Kahui Ako (Waimate Community of Learning)</u> ● The principal and board will continue to be actively involved in the stewardship board for the Waimate Community of Learning. Our staff will participate in the Maths and Digital Technology professional development. <u>Support Community Partnerships with focus on clear communication and induction of new parents</u> ● Need to review and enhance the way we induct new parents into the school. Encourage and support good levels of community engagement. ● Community get togethers - Family Fun night, School sport events with shared lunches
PRIORTISTING TO TAKE ACTION	● **School events** ● **Action plan to welcome and include new parents in the school** ● **Social events** ● **Web site to be updated**

IMPROVEMENT ACTIONS	**Planned Actions** 1. Continue our involvement in the Waimate Kahui Ako 2. Ensure that all staff have access to focused Waimate Kahui Ako professional development. All staff to be involved in Math PLD and Digital Technology Curriculum development. 3. BOT training with other Waimate Kahui Ako when available. 4. Continue to run school events that allow parents, children and wider community to celebrate children's learning. 5. 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. 6. BOT will run a social evening throughout the year to encourage our parents and wider community to network. 7. Ongoing positive reinforcement and publishing of our schools thankfulness for our wider community involvement. 8. Support the mobile kindergarten in their endeavor to establish a kindergarten room on site. 9. Advise and support the ESOL sessions if needed. 10. PTA- involvement to liaison with new parents e.g. Meet and greet at school during school hours 11. School- Host a Maths evening to demonstrate to parents our PLD Maths activities. 12. Canvas parents to establish if there is any interest in participating in school governance and Management. Co-opt members to the Board if the opportunity arises. 13. Consultation with the school community. Review School Policies and Procedures/Strategic Plan 14. Transition to school programme.
	Action Updates 1. Our involvement is ongoing. 2. PLD for Maths has been effective and this will be carried over to 2021 along with PLD for integrating the Local Curriculum. 3. Due to COVID-19 the only training offered this year for BOT year is in November. All BOT members invited to attend. 4. COVID-19 had halted on site events with the exception of the cross country. - The school production, attending the TED sculpture unveiling, our Christmas Celebration Inquiry unit and school prize giving will involve parents and the local community. 5. Enrolment packs given to prospective parents. These will be updated once the Transition to school discussion has taken place. 6. COVID-19 has impacted on our ability to do this. 7. Newsletters, Messenger, Facebook and personal thanks have been used. 8. Ongoing communication with mobile kindergarten- in view to have them back on site next year. I am corresponding with the representative to finalise the use of our fourth classroom.

	9. This wasn't needed this year due to a stable ESOL community. 10. PTA numbers have grown this year. I would still like to see a liaison between PTA and new parents. 11. This is planned for Term 1, 2021 at the finish of our PLD for Maths. 12. We have two new members co-opted onto the Board. 13. Policies are on the website. Parents/community informed via newsletter. This needs to be more robust. There was no feedback given. 14. Transition to school programme will be put in place for 2021 after meeting as a Kahui Ako to establish a pathway.
OUTCOMES FOR LEARNERS	**End of year 2020 Connective Communities Goal Outcomes:** **Goal 1 Outcomes:** ***Liaise with the mobile kindy to keep them reconnected with the school.*** COVID-19 restrictions and a lack of a classroom for the mobile kindy has resulted in only a handful of visits in Term 1. We have continued to liaison with the mobile kindy and are getting ready to welcome them back to our school in 2021. **Goal 2 Outcomes:** ***Promote increased community spirit and parent involvement in the district. - The school to be the hub of the community.*** This has been an unprecedented year with COVID-19 impacting not only our teaching and learning but it has had a major impact on our school community events and the restrictions on the number of people that were allowed on our school site. It is fair to say that the school community has been very supportive of the restrictions placed on our school and have adhered to all requests by management to follow the procedures. This goal needs to be carried over to 2021. **Goal 3 Outcomes:** ***Communication between home and school to be more effective.*** Communication between home and school is robust and teachers use messenger for class and whole school notices. Teachers will contact parents via phone if they have any concerns. With the return to level 1, parents are welcome into classes before school and have the opportunity to touch base with teachers at the end of the school day. **Goal 4 Outcomes:** ***Provide an induction programme for new parents.*** Transition to school programme- The Kahui Ako applied for funding through the URF to provide schools and Early Childhood Centres with the opportunity to work together to form a robust transition programme form ECE to school. From this we will develop our own transition to school plan and include the induction programme for new parents. Our PTA has provided support for a 4th teacher and teacher aides. This has a very positive impact on our learners especially with the interruption to our school year. Securing funding for teacher aides to support

	our target students with specific programmes to meet their learning needs has resulted in the Davis and Phonics programme being cemented with our target students. These programmes are an important foundation for Literacy learning in our school. Our involvement with the Kahui Ako has given us PLD opportunities in Maths and Digital Technology. Maths PLD has been practical and staff have gained valuable knowledge that they can implement in their classes. There has been a focus on practical hands on and problem solving maths. DT has not progressed to plan due to COVID restrictions at the time of the scheduled PLD with teachers. . The implementation of DT into our curriculum is ongoing.. Transition to school programme- The Kahui Ako applied for funding through the URF to provide schools and Early Childhood Centres with the opportunity to work together to form a robust transition programme form ECE to school. From this we will develop our own transition to school plan and include the induction programme for new parents. **Next Steps for 2021 (Proposed)** 1. **Liaise with the mobile kindy to help them reconnect with the school for 2021 while providing an alternative work space for our students.** 2. **Promote increased community spirit and parent involvement in the district. Focus on the Goal *"The school to be the hub of the community."*** 3. **Continue to promote effective communication between home and school.** 4. **Provide an induction programme for new parents to the school.** 5. **Promoting our school to the wider community.**

EYO Annual Plan Environment Improvement Journey 2020

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

2020 Environment Goals:

Installation of Wood burner in Block B
Replace fires in Block A and upgrade all windows in Block A, B and Administration area to double glazing
Upgrade of Court Area , playground, entrance and signage
New administration building/Library to be built by the MOE

NOTICING	*The following environment improvements are important in upgrading our school building and grounds.* Replacement of fire places in Block A and installation of fire place in Block B Our administration building is not up to standard and the facilities do not comply with the health and safety standards of our school. We lack space, storage and a stand alone library. The toilet block/cloak room is outdated and needs to be upgraded into unisex toilets, a wet area for art for all classes to use. The outdoor court area and playground needs upgrading, new soft fall in the playground area and a sensory, motor skills area developed. Signage for our school gate area. A welcoming entrance way and signage to promote our values. Upgrade window to double glazed windows in Block A, Block B and Administration building due to the loss of heat.
INVESTIGATING	The MOE will be building a new administration block /library and upgrading the toilet block area. We are still liasoning with the MOE. We are hoping the building will begin this year. We have the opportunity to apply for SIP for the upgrading of the play area, entrance and signage. ($53,000) Our fires (only form of heating in Block A) need replacing from coal burning to wood, for efficient heating. A fire needs to be installed in Block B for heating due to the lack of efficient heating. Upgrading of the windows will ensure heat will remain in the rooms. This will result in heat efficient rooms.
COLLABORATIVE SENSE MAKING	**SIP**:We have applied for SIP to upgrade the school court and paved areas, replacing the stones in the play area with soft fall material for safety and upgrading the play area with functional surrounds and play equipment . Provide a sensory and motor skills area for students motor skills development. Our school needs a welcoming gateway, including signage. We are a 5 C's values school and this needs to be displayed around our school grounds to promote this. **Sustainability fund-** Use this fund to install new fires in Block A and upgrading of all windows in Block A, B and Administration areas.

	5YA- Apply for funding for installation of fire in Block B.	
PRIORITISING ACTION	**SIP-**Outdoor upgrade (funding through SIP) will take place after the Administration building is completed. This will need to be completed by December 2021. **Sustainability Fund** due by the 22nd June **5YA-** Application in process- Property manager reviewing. Have been advised to secure a project manager. Work with the MOE to build a new Administration block and Library.	
IMPROVEMENT **ACTIONS**	**Planned Actions**	**Action Updates**
	SIP - An indication of using the fund has been submitted to the MOE	The SIP is now included in the new Administration build.
	5YA - with the property manager at present- Advised to secure a project manager	5YA was used to install log burners in Block B and Kakano.
	Sustainability fund- Application started. Quotes for fires obtained and waiting for the windows.	Sustainability fund - There has been no outcome for the fund to date.
	Administration Build- Continue to work with MOE to secure a new administration building.	The process for the administration build has begun. This is due to start in February 2021.
OUTCOMES FOR LEARNERS	To date there has not been any progress with the Sustainability fund project and the SIP fund initiative. The MOE have included the SIP $53,000 in the new Administration build. We are still seeking clarification around this. The new log burners in Block A & B have enhanced the learning environment. Students and teachers are able to work in a warm and safe learning environment.	
	Environmental Goals for 2021 (Proposed) **1.Replace the log burner in Block A (Pihinga and upgrade all windows in Block A, B and Administration area to double glazing.** **2.Upgrade of Court Area , playground, entrance and signage.** **3.New administration building to be built by the MOE.** **4. Continue the upgrade of Block A to provide a modern learning environment- This will include an upgrade to the outdated toilet block** **5. Utilize the present admin block effectively - providing breakout spaces for students and teachers, an office for LSC and office/work area for teachers to assess students and storage area for resources.**	

EOY Annual Plan
Growing Learners Improvement Journey 2020

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

2020 Growing Learners Goals:

Engage all staff, students and parents in the KiVa programme
To reinforce the Waihao Downs School "Ready to Learn" tools (based from the Davis Learning Strategies)
To reinforce the schools values of the "5 Cs" – Equipping children with the skill set needed to have positive social interactions
Formalize a leadership programme for our senior yr 6-8 children
Streamline the schools Long Term plan across all learning areas

NOTICING –Maintain a learner focus

- In 2018/2019 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" enables 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 supporting the 5C school values needs to be a focus.
- In 2019 the Leadership programme was not followed through. Need now to formalize a progressively leveled leadership programme / recognition system for yr 6-8 children. School Leaders- Expectations and criteria needs to be set
- Teach critical / scientific thinking through DeBono (the 6 hats) -use the inquiry model.
- Long term plan needs be succinct and include all planned learning objectives.

Investigating –Maintain a learner focus

- Students voice= Students need the opportunity to have an input into their learning. This needs to be scheduled before the long term plan is written at the end of the school year
- We have had unplanned interruption to our school year due to COVID - 19. This is an opportunity to develop our Long Term Plan to
- Use thinking hats to encourage deeper thinking and investigation. This needs to be developed and all staff need to take some time to come on board with this.
- Students are very keen to be involved in leadership - To have buy-in students need to assist in developing the leadership expectations and criteria.
- KiVa was used in 2018 but not used in 2019.
- DLS- The strategies need to be used daily. We are a Davis school and need to continue to practise this in all classes

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

- **We need to revise our LTP for the remainder of 2020 and update. This will be done in a staff meeting. Gather all information to make informed decisions.**
- **KiVa PLD in Term 2 via ZOOM- All teachers have manuals.**
- **Teachers are trained in the DLS and need to continue to use them daily.**
- **Students leaders to have input into leadership criteria**
- **Inquiry is established but need to have some PLD around the Thinking hats.**

The basis for all the above are established at school- They need to be included in our Long Term Plan, and in all teachers planning. Resources and planning to be shared across the learning areas.

PRIORITISING TO TAKE ACTION - How will the change happen?

- Students are to be surveyed to establish what it is they are wanting to learn. These findings are the basis to establish 2021.
- Revise the Long term plan to include KiVa. and 5C's during Term 2.
- Establish what our Inquiry is for each term at the end of 2020 making sure that we are incorporating all activities that we know will happen throughout the year and timetable them in as well.
- Staff meeting- Time to reflect on our programmes- Working collaboratively to ensure we are all on track with our programmes.

IMPROVEMENT ACTIONS - How will we know actions are working?

Planned Actions	Action Updates
• Teachers meet to timetable the above into our long term plan so as it is proactively taught and embedded within the learning ethos of the student, backed up by the 'assess, plan, teach' triangle. • Zoom meeting for PLD- KiVa • Principal to meet with student leaders to establish a criteria • Staff meetings -time to reflect on what we have implemented and to discuss	• Meetings have been regular and teaching staff are working collaboratively to ensure robust assessment to inform teaching and learning. • Our planned PLD for KiVa was implemented and is being taught in three of our classrooms. • We have established leadership roles for the senior students- House and Sports leaders. Bus monitors were also appointed. • Staff meetings are well established. These are used for PLD, discussion on school wide achievement, issues and learning.

OUTCOMES FOR LEARNERS

End Year - 2020 Growing Learners Goals:

1. **Engage all staff, students and parents in the KiVa programme**

Staff completed the PLD for the KiVa programme via ZOOM in Alert Level 3, term 2. The students will do a survey at the end of Term 4. This will give us data on whether the programme has been effective. Following on from the KiVa programme very clear boundaries and guidelines have been set with all staff this includes support staff being made aware and to follow through with specific actions/consequences if students demonstrate unacceptable behaviour including bullying. Depending on the type of behaviour students are given a detention and parents are notified. This has sent a very clear message to students and in general there has been improvement in behaviour and less incidents of bullying.

Realistically there will always be behavioural issues at school but if teachers, parents and students all have clear guidelines and expectations we will as a school be able to manage this in a positive and effective way.

2. **To reinforce the Waihao Downs School "Ready to Learn" tools (based from the Davis Learning Strategies)**

Ensuring that all classes are on board and using the "Ready to Learn" tools this year has been a focus. All classes are to use this daily. Establishing robust routines especially after our disruptive year has been the key to ensuring students are well focused and ready for learning. This needs to continue to be a priority focus moving forward to 2021.

3. **To reinforce the schools values of the "5 Cs" – Equipping children with the skill set needed to have positive social interactions**

We started 2020 with students working together in their house groups to review and learn about our school values. Students worked alongside each other to design and produce posters that reflected the 5 C's. Our values need to be imbedded in our teaching and learning and teachers are responsible for focusing on these throughout the day in general discussion. A focus at our school assemblies on students demonstrating our values have continued throughout the year. Our values need to be seen and heard every day by the students.

This means our school values need to be displayed not only in our classrooms but in our school grounds to reinforce the importance of them for our school and community.

4. **Formalise a leadership programme for our senior yr 6-8 children**

Our Year 6 - 8 students in Rakau have taken on the responsibility of Whanau and Sports leaders. They have to apply for leadership positions

at the beginning of the year. There is a set criteria which is discussed with the students. They then have to apply in writing to the principal to

be a Whanau leader and present a speech at a school assembly outlining why they think that they would be a positive role model and an effective leader for the school.

School leaders are encouraged to lead by example both in class and in the playground, assist teachers with playground activities, sports and

Whanau activities. Opportunities to attend leadership days and courses are made available.

5. **Streamline the schools Long Term plan across all learning areas**

We have made good progress especially in Terms 3 and 4. Our Inquiry is focused on Sustainability and teachers have planned the learning across the curriculum focusing on the theme of our school production. It is important that all teachers are involved in the reviewing, planning and writing of our school curriculum so that there is ownership. With ownership comes effective teaching practise. Teaching effectively requires a deep knowledge of the curriculum, prepared strong content knowledge in key learning areas and ensuring our school curriculum has a powerful and positive impact on our students' learning.

Next step Growing Learners Goals for 2021(Proposed)

- **All teachers to be actively involved in reviewing and planning the school curriculum.**
- **Continue to build on the student leadership programme.**
- **Work with the Waihao Walkway Project to establish a programme that supports our local curriculum.**
- **PLD for Digital Technology and our Localised Curriculum.**

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.
2020 Student Achievement Goal: Math

- **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**

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 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 4 identified Māori students at school in 2019,
  g% (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.
- **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)

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 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

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 having continued PD in Maths so we are planning and teaching Rich maths tasks for our students.
This PD ensures that all teachers are implementing Rich Math Tasks and these can be built on as the students move through the school. The PaCT PD will also assist with teachers identifying the gaps of our target students and meeting their needs.

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

Maths	Well Belo		Below			At		Above			Total
	Number		Number			Number		Number			
Year 1	-		-			1		11			12
Year 2	-		2			9		1			12
Year 3	-		-			7		1			8
Year 4	1		4			1		-			6
Year 5	1		6			3		-			10
Year 6	6		-			4		-			10
Year 7	-		3			-		4			7
Year 8	-	-	-	-	-	4	80	1	20	100%	5

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.

End of Year

2020 End of Year Curriculum Level Data Report
Maths
Waihao Downs School (20 November 2020)

Reading	Well Below		Below		%	At		Above		%	Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
All students	5	7	10	13	20%	44	57	18	23	80%	77
Girls	2	5	6	14	19%	26	60	9	21	81%	43
Boys	3	9	4	12	21%	18	53	9	26	79%	34
Maori	-	-	1	25%	25%	3	75	-	-	75%	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	1	16.5	-	-	16.5%	4	67	1	16.5	83.5%	6
European/ Pakeha	4	6	9	13.5	19.5%	37	55	17	25.5	80.5%	67

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
Year 1	-	-	-	-	-	11	61	7	39	100%	18
Year 2	-	-	-	-	-	11	91	1	9	100%	12
Year 3	-	-	4	50	50%	4	50	-	-	50%	8
Year 4	1	14	1	14	28%	4	58	1	14	72%	7
Year 5	-	-	2	20	20%	5	50	3	30	80%	10
Year 6	4	40	-	-	40%	6	60	-	-	60%	10
Year 7	-	-	3	43	43%	1	14	3	43	57%	7
Year 8	-	-	-	-	-	2	40	3	60	100%	5

Reflection on the End of Year Data results
Whole School Achievement
Analysis of 2020 maths data.

- **In December 2020 –** 80% (62/77) of all children are working within or above expected curriculum levels for mathematics. 23% (18/77) are working above expected curriculum level.
- **In December 2020** – 13% (10/77) of children were working below expected curriculum level in mathematics. (6 girls and 4 boys) 4 of these students are less than 3 years at school.
  Of the 15 students identified in December 2020, who are presently below or well below expectations in maths, 1 student is an ORR's

student, 1 an ESOL student, 4 of these students have entered our school in the last 14 months.
1 student has moved from well below to below, 2 students working at well below have made progress within the level..
6 students have made accelerated progress moving from below to at since the end of 2019 and 6 students have moved from at to above since the end of 2019.

- **Māori achievement:** We have 4 identified Māori students at school in 2020, 75% (3/ 4) of these students are within the expected curriculum levels for mathematics, 1 student is working below expected maths levels, this student is transient and this is his 3rd enrolment with us.
- **Asian achievement**: We have 6 identified Asian students at school, 83.5% (5/6) 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.
- **Girls' achievement**: 43/77 of our students are girls. Of these 35 students 81% (35/43) are working within or above expected curriculum level in mathematics.
- **Boys' achievement**: 34/77 of our students are boys. Of these 34 students 79% (25/34) are working within or above expected curriculum level in mathematics.

Analysis of Variance.

- 80% (62/77) students are working **at or above** expected curriculum expectations. Of the 10 students that have been identified as working **above** curriculum expectations there are 6 girls and 4 boys.
  20% (15/77) of students are below. or well below The make-up of the below/well below groups are as follows; 10 students **below** (6 girls/4 boys) and 5 **well below** (1 Asian girl, 1 ORR's student , 4 NZ-European – 1)

What contributed to these results?

Focus on building number strategy, basic facts knowledge and real world maths.
Maths PLD - which included in class observations and modelling from the Maths tutor.
Student engagement in real world, hands on maths .
Year 6- 7 cohort progress plateaued

Staff have analysed the 2020 data and decided that we need to focus on the following areas in maths:

- Year 4 and years 7-8 cohorts focus groups (7 boys, 8 girls) to lift their maths achievement. – (Building number strategy, basic fact knowledge, real world problem solving)
- Continue to cement the PaCT, assessment tool in our assessment programme to inform teaching and learning- effective planning.
- Consolidate the teaching of Strand Maths within day to day maths problem solving.
- Continue to strengthen basic facts knowledge across the school using a school wide approach.

Next Step Goals - 2021

- **By the end of 2021 All yr 4-8 students will show an upward shift in sublevels in the maths curriculum**
- **Increase basic facts knowledge in yrs 1-8**
- **Accelerate all Maori students to At or Above**

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 was 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

Key

Above Curriculum Expectations (Tier 1)

Within Curriculum Expectations (Tier 1)

Below Curriculum Expectations (Tier 2 Support)

Well Below Curric Expectation (Tier 2/3 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

Level 5																		
																		100
Level 4																**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**		

Mathematics Progress Against Expected Curriculum Levels at Waihao Downs School - Mid Year 2020 BOT Report – (July 2020)	
Curric Level	The Overall Teacher Judgment used in this report was 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

Key

Above Curriculum Expectations (Tier 1)

Within Curriculum Expectations (Tier 1)

Below Curriculum Expectations (Tier 2 Support)

Well Below Curric Expectation (Tier 2/3 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

Level 5																	93	
Level 4															212		**214** **95** **20** 1	
															201 **200** 98			
Level 3											**63** 70 53 111							
									3 **80** 79				213 24 ***125***					
Level 2						104		103		**75** *76 **77** 4 81 78								
				13		116		**2** 90 8 **102**		84		**85** **7** **211** **110**						
Level1	25 26 10 **11**	29 6 **5**	**208** 204 206 210	**9** 18 14 15 **21** **12** **216**	133 **134**	**132** **115** **215** 118 137 23						**22**						
	28				**135** **136**			92				16						
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120 wk** 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 2020 BOT Report – December 2020													
Curric Level	The Overall Teacher Judgment used in this report was 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	**Key**												

5	Above Curriculum Expectations (Tier 1) Within Curriculum Expectations (Tier 1) Below Curriculum Expectations (Tier 2 Support) Well Below Curric Expectation (Tier 2/3 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																	**95** **20** **93**
Level 4																212 **201** **200**		1 214
																98		
Level 3												**80** 79 3		70 **63** 111 53 **85** **110**		213 24 ***125***		
								104			**75** 76 78 **77** 81						
Level 2								103 8 90 **2**			4 84		**7**					
					9		11 **32** 137 **132**		**102**				**211** **22**					
Level1		25 26 10 **11**	29 6 **5**	**208** 210 206 204	**21 12** 14 15 13 **216** 18	**134** **136** 133 **135**	118 **115** 23 **215**		92									
	30 31 27 34 **35** **33**	28											16					
Point in year	**<20wks**	**20wks**	**40wks**	**60wks**	**80wks**	**100wk**	**120 wk** 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**		

Mid Year

2020 Mid-Year Curriculum Level Data Report
Maths _
Waihao Downs School (20 July 2020)

Maths	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	

All students	7	10	15	-		29	-	18	-		70
Girls	2	6	8	21		16	41	12	32		39
Boys	5	16	7	23		13	42	6	19		31
Maori	-	-	3	75		1	25	-	-		4
Pasifika	-	-	-	-		-	-	-	-		-
Asian	1	20	1	20		3	60	-	-		5
European/ Pakeha	6	10	11	18		25	42	18	30		61

Maths	**Well Below**		**Below**			**At**		**Above**			**Total**
	Number	**%**	**Number**	**%**	**WB/B**	**Number**	**%**	**Number**	**%**	**At/Above**	
Year 1	-	-	-	-	-	1	8	11	92	100%	18
Year 2	-	-	2	17	17%	9	75	1	8	83%	12
Year 3	-	-	-	-	-	7	87	1	13	100%	8
Year 4	1	17	4	66	83%	1	17	-	-	17%	7
Year 5	1	10	6	60	70%	3	30	-	-	30%	10
Year 6	6	60	-	-	60%	4	40	-	-	40%	10
Year 7	-	-	3	43	43%	-	-	4	57	57%	7
Year 8	-	-	-	-	-	4	80	1	20	100%	5

End of Year

2020 End of Year Curriculum Level Data Report
Maths _
Waihao Downs School (November 2020)

Maths	**Well Below**		**Below**			**At**		**Above**			**Total**
	Number		**Number**	**%**	**WB/B**	**Number**	**%**	**Number**	**%**	**At/Above**	**Number**
All students	5	6.5	10	13	19.5%	44	57	18	23.5	80.5%	77

Girls	2	5	6	14	19%	26	60	9	21	81%	43
Boys	3	9	4	12	21	18	53	9	26	79%	34
Maori	-	-	1	25	25%	3	75	-	-	75	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	1	16.5	-	-	16.5%	4	67	1	16.5	83.5%	6
European Pakeha	4	6.5	9	13.5	20	37	55	17	25	80%	67

Maths	**Well Below**		**Below**			**At**		**Above**			**Total**
	Number	**%**	**Number**	**%**	**WB/B**	**Number**		**Number**	**%**	**At/Above**	**Number**
Year 1	-	-	-	-	-	11	61	7	39	100%	18
Year 2	-	-	-	-	-	11	92	1	8	100%	12
Year 3	-	-	4	50	50%	4	50	-	-	50%	8
Year 4	1	14	1	14	28%	4	58	1	14	72%	7
Year 5	-	-	2	20	20%	5	50	3	30	80%	10
Year 6	4	40%	-	-	40%	6	60	-	-	60%	10
Year 7	-	-	3	43	43%	1	14	3	43	57%	7
Year 8	-	-	-	-	-	2	40	3	60	100%	5

Mid Year Data

2020 Mid-Year Curriculum Level Data Report
Writing
Waihao Downs School (20 July 2020)

Writing	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
All students	10	14	13	19	33%	39	56	8	11	67%	70
Girls	1	2	8	21	23%	23	59	7	18	77%	39
Boys	9	29	5	16	45%	16	52	1	3	55%	31
Maori	1	25	1	25	50%	2	50	-	-	50%	4
Pasifika	-		-		-	-	-	-	-	-	-
Asian	1	20	1	20	40%	2	40	1	20	60%	5
European Pakeha	8	13	11	19	32%	35	57	7	11	68%	61

Writing	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
Year 1	-	-	-	-	-	7	58	5	42	100%	12
Year 2	-	-	-	-	-	11	92	1	8	100%	12
Year 3	-	-	2	25	25%	5	63	1	12	75%	8
Year 4	1	17	2	33	50%	3	50	-	-	50%	6
Year 5	-	-	2	20	20%	7	70	1	10	80%	10
Year 6	5	50	4	40	90%	1	10	-	-	10%	10
Year 7	2	28	3	43	71%	2	28	-	-	28%	7
Year 8	2	40	-	-	40%	3	60	-	-	60%	5

End of Year Data

2020 End of Year Curriculum Level Data Report
Writing
Waihao Downs School (23 November 2020)

Writing	Well Below		Below		Total	At		Above		Total	Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
All students	8	11	12	15	26%	46	60	11	14	74%	77
Girls	2	4	4	10	14%	27	63	10	23	86%	43
Boys	6	18	8	23	41%	19	56	1	3	59%	34
Maori	1	25	2	50	75%	1	25	-	-	25%	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	1	16.5	-	-	16.5%	4	67	1	16.5	83.5%	6
European Pakeha	6	9	10	15	24%	41	61	10	15	76%	67

Writing	Well Below		Below		Total	At		Above		Total	Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	
Year 1	-	-	-	-	-	16	89	2	11	100%	18
Year 2	-	-	4	33	33%	7	59	1	8	67%	12
Year 3	-	-	4	50	50%	4	50	-	-	50%	8
Year 4	1	14	2	28	42%	3	43	1	14	57%	7
Year 5	-	-	2	20	20%	4	40	4	40	80%	10
Year 6	4	40	1	10	50%	5	50	-	-	50%	10
Year 7	-	-	3	43	43%	1	14	3	43	57%	7
Year 8	-	-	-	-	-	2	40	3	60	100%	5

Mid Year

2020 Mid-Year Curriculum Level Data Report
Reading
Waihao Downs School (20 July 2020)

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	
All students	10	14	17	24	38%	29	42	14	20	62%	70
Girls	2	5	4	10	15%	22	57	11	28	85%	39
Boys	8	25	13	41	66%	8	25	3	9	34%	31
Maori	1	25	3	75	100%	-	-	-	-	-	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	2	50	-	-	50%	1	25	1	25	50%	4
European Pakeha	7	11	14	23	34%	28	45	13	21	66%	62

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
Year 1	0	-	0	-	-	11	92	1	8	100%	12
Year 2	0	-	7	58	58%	4	34	1	8	42%	12
Year 3	0	-	2	29	29%	2	29	3	42	71%	7
Year 4	2	29	0	-	29%	2	29	3	42	71%	7
Year 5	0	-	3	30	30%	6	60	1	10	70%	10
Year 6	5	50	4	40	90%	1	10	0	-	10%	10
Year 7	2	29	0	-	29%	1	14	4	57	71%	7
Year 8	1	20	1	20	40%	2	40	1	20	60%	5

End of Year

2020 End of Year Curriculum Level Data Report
Reading
Waihao Downs School (20 November 2020)

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
All students	8	10	16	21	31%	37	48	16	21	69%	77
Girls	2	5	5	11	16%	24	56	12	28	74%	43
Boys	6	18	11	32	50%	13	38	4	12	50%	34
Maori	2	50	2	50	100%	-		-	-	-	4
Pasifika	-	-	-	-		-	-	-	-	-	-
Asian	1	17	1	17	34%	3	49	1	17	66%	6
European/ Pakeha	5	8	13	19	27%	34	51	15	22	73%	67

Reading	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	Number
Year 1	-	-	1	5.5	5.5%	16	89%	1	5.5	94.5%	18
Year 2	2	16	3	25	41%	4	34	3	25	59%	12
Year 3	-	-	2	25	25%	4	50	2	25	75%	8
Year 4	1	14	1	14	28%	2	29	3	43	72%	7
Year 5	-	-	3	30	30%	7	70	-	-	70%	10
Year 6	3	30	4	40	70%	3	30	-	-	30%	10
Year 7	2	29	-	-	29%	-	-	5	71	76%	7
Year 8	-	-	1	20	20%	2	40	2	40	80%	5

Mid Year

2020 Mid-Year Curriculum Level Data Report
Maths
Waihao Downs School (20 July 2020)

Maths	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	
All students	7	10	15	-		29	-	18	-		70
Girls	2	6	8	21		16	41	12	32		39
Boys	5	16	7	23		13	42	6	19		31
Maori	-	-	3	75		1	25	-	-		4
Pasifika	-	-	-	-		-	-	-	-		-
Asian	1	20	1	20		3	60	-	-		5
European/ Pakeha	6	10	11	18		25	42	18	30		61

Maths	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number	%	Number	%	At/Above	
Year 1	-	-	-	-	-	1	8	11	92	100%	18
Year 2	-	-	2	17	17%	9	75	1	8	83%	12
Year 3	-	-	-	-	-	7	87	1	13	100%	8
Year 4	1	17	4	66	83%	1	17	-	-	17%	7
Year 5	1	10	6	60	70%	3	30	-	-	30%	10
Year 6	6	60	-	-	60%	4	40	-	-	40%	10
Year 7	-	-	3	43	43%	-	-	4	57	57%	7
Year 8	-	-	-	-	-	4	80	1	20	100%	5

End of Year

2020 End of Year Curriculum Level Data Report
Maths
Waihao Downs School (November 2020)

Maths	Well Below		Below			At		Above			Total
	Number		Number	%	WB/B	Number	%	Number	%	At/Above	Number
All students	5	6.5	10	13	19.5%	44	57	18	23.5	80.5%	77
Girls	2	5	6	14	19%	26	60	9	21	81%	43
Boys	3	9	4	12	21	18	53	9	26	79%	34
Maori	-	-	1	25	25%	3	75	-	-	75	4
Pasifika	-	-	-	-	-	-	-	-	-	-	-
Asian	1	16.5	-	-	16.5%	4	67	1	16.5	83.5%	6
European Pakeha	4	6.5	9	13.5	20	37	55	17	25	80%	67

Maths	Well Below		Below			At		Above			Total
	Number	%	Number	%	WB/B	Number		Number	%	At/Above	Number
Year 1	-	-	-	-	-	11	61	7	39	100%	18
Year 2	-	-	-	-	-	11	92	1	8	100%	12
Year 3	-	-	4	50	50%	4	50	-	-	50%	8
Year 4	1	14	1	14	28%	4	58	1	14	72%	7
Year 5	-	-	2	20	20%	5	50	3	30	80%	10
Year 6	4	40%	-	-	40%	6	60	-	-	60%	10
Year 7	-	-	3	43	43%	1	14	3	43	57%	7
Year 8	-	-	-	-	-	2	40	3	60	100%	5

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



Strategic Goal: To provide learning opportunities that enables all children to achieve success.
2020 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)

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 allows 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?

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 2019 data and the term 1 2020 data and decided that we need to have 3 focus goals around writing. Two of these are built on from 2019. The third reflects the fact that assessment

1. Accelerate Tier 2 targeted students requiring remedial writing support
2. Raise the achievement levels of boys writing (focusing on the priority learners)
3. PaCT Writing Assessment focus

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:
August Update:

Goal 2. Raise the achievement levels of boys writing (focusing on the priority learners)
April Update: .
August Update:

Goal 3. PaCT Writing Assessment Focus
April Update:
August Update:

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

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.
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Analysis of variance:

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- 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.
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- 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																
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																
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***														
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**	

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														**95**		87 48 *122* 99 **44 100** 6
												27		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			**9** 18 13	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**	

Use of Kiwi-sport Funding 2020

The Waihao Downs School has the amount allocated in the Operational Funding, $1008.68(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

02 February 2021

Nexia Audit Christchurch

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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIHAO DOWN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Waihao Downs School (the School). The Auditor-General has appointed me, Nathan Breckell, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion
We have audited the financial statements of the School on pages 2 to 18, that comprise statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 21 October 2021. This is the date at which our opinion is expressed.

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

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

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

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

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

Nexia Audit Christchurch Partnership is affiliated with, but independent from Nexia (NZ) Limited. Nexia (NZ) Limited is a member of Nexia International, a leading, global network of independent accounting and consulting firms. For more information please see www.nexia.co.nz/legal
Neither Nexia International nor Nexia (NZ) Limited provide services to clients.

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

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

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information
The Board is responsible for the other information. The other information comprises the information included on pages 19 to 72, but does not include the financial statements, and our auditor's report thereon.

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

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

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

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



Nathan Breckell
Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand