

WEST END TE KURA O MOREERE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 2265

Principal: Hamish Hislop

School Address: Bonithon Avenue, New Plymouth

School Postal Address: Bonithon Avenue, Moturoa, New Plymouth, 4310

School Phone: 06 758 9331

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Accountant / Service Provider:

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WEST END TE KURA O MORERE

Annual Report - For the year ended 31 December 2021

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West End Te Kura o Morere

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Boyd Trevor Benton
Full Name of Presiding Member


Signature of Presiding Member

Date: 31/05/2022

Hamish John Hislop
Full Name of Principal


Signature of Principal

Date: 31/05/2022

West End Te Kura o Morere
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	2,595,793	2,547,418	2,625,020
Locally Raised Funds	3	88,726	9,000	54,655
Interest Income		2,277	5,750	5,479
Gain on Sale of Property, Plant and Equipment		388	-	807
		<u>2,687,184</u>	<u>2,562,168</u>	<u>2,685,961</u>
Expenses				
Locally Raised Funds	3	15,724	-	14,535
Learning Resources	4	2,026,391	1,919,529	1,943,954
Administration	5	174,206	181,040	172,948
Finance		2,217	1,198	1,643
Property	6	291,789	438,269	426,928
Depreciation	11	57,505	46,798	74,836
		<u>2,567,832</u>	<u>2,586,834</u>	<u>2,634,844</u>
Net Surplus / (Deficit) for the year		119,352	(24,666)	51,117
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>119,352</u></u>	<u><u>(24,666)</u></u>	<u><u>51,117</u></u>

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

West End Te Kura o Morere
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2021

	2021	2021	2020
Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Equity at 1 January	590,409	534,834	539,292
Total comprehensive revenue and expense for the year	119,352	(24,666)	51,117
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	9,253	-	-
Capital Equipment Grants	21,348	-	-
Equity at 31 December	740,362	510,168	590,409
Retained Earnings	740,362	510,168	590,409
Equity at 31 December	740,362	510,168	590,409

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.

West End Te Kura o Morere Statement of Financial Position As at 31 December 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	7	343,921	137,400	336,563
Accounts Receivable	8	142,525	130,043	142,574
GST Receivable		18,442	-	15,379
Prepayments		7,435	7,967	7,507
Inventories	9	1,773	1,353	1,126
Investments	10	185,000	185,000	185,000
Funds owed for Capital Works Projects	16	69,211	-	20,137
		<u>768,307</u>	<u>461,763</u>	<u>708,286</u>
Current Liabilities				
GST Payable		-	2,490	-
Accounts Payable	12	187,238	151,497	171,092
Revenue Received in Advance	13	-	39	39
Provision for Cyclical Maintenance	14	65,042	67,216	163,311
Finance Lease Liability	15	26,855	9,735	9,403
		<u>279,135</u>	<u>230,977</u>	<u>343,845</u>
Working Capital Surplus/(Deficit)		489,172	230,786	364,441
Non-current Assets				
Property, Plant and Equipment	11	364,809	286,190	280,059
		<u>364,809</u>	<u>286,190</u>	<u>280,059</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	68,533	-	47,200
Finance Lease Liability	15	45,086	6,808	6,891
		<u>113,619</u>	<u>6,808</u>	<u>54,091</u>
Net Assets		<u><u>740,362</u></u>	<u><u>510,168</u></u>	<u><u>590,409</u></u>
Equity		<u><u>740,362</u></u>	<u><u>510,168</u></u>	<u><u>590,409</u></u>

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

West End Te Kura o Morere Statement of Cash Flows For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		672,919	574,845	672,630
Locally Raised Funds		87,997	9,000	54,584
Goods and Services Tax (net)		(3,063)	-	(17,869)
Payments to Employees		(403,034)	(301,600)	(383,155)
Payments to Suppliers		(257,709)	(423,600)	(220,430)
Interest Paid		(2,217)	(1,198)	(1,643)
Interest Received		2,843	5,750	6,617
Net cash from/(to) Operating Activities		97,736	(136,803)	110,734
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	807
Purchase of Property Plant & Equipment (and Intangibles)		(54,297)	(64,200)	(45,300)
Net cash from/(to) Investing Activities		(54,297)	(64,200)	(44,493)
Cash flows from Financing Activities				
Furniture and Equipment Grant		9,253	-	-
Finance Lease Payments		(10,727)	(10,052)	(6,946)
Funds Administered on Behalf of Third Parties		(34,607)	-	(71,187)
Net cash from/(to) Financing Activities		(36,081)	(10,052)	(78,133)
Net increase/(decrease) in cash and cash equivalents		7,358	(211,055)	(11,892)
Cash and cash equivalents at the beginning of the year	7	336,563	348,455	348,455
Cash and cash equivalents at the end of the year	7	343,921	137,400	336,563

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.

West End Te Kura o Morere

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

West End Te Kura o Morere (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 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) 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.

g) 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.

h) 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Buildings	40 years
Furniture and Equipment	5-10 years
Information and Communication Technology	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease



k) Intangible Assets

Software costs

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

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

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.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expenses.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) 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.

t) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

u) 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.

v) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

w) Services received in-kind

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



2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	585,093	558,986	579,977
Teachers' Salaries Grants	1,627,479	1,645,729	1,616,660
Use of Land and Buildings Grants	284,086	326,844	333,327
Other MoE Grants	99,135	15,859	95,056
	2,595,793	2,547,418	2,625,020

The school has opted in to the donations scheme for this year. Total amount received was \$52,050.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	26,484	9,000	7,948
Fees for Extra Curricular Activities	14,435	-	16,529
Trading	910	-	1,055
Fundraising & Community Grants	46,897	-	29,123
	88,726	9,000	54,655
Expenses			
Extra Curricular Activities Costs	8,543	-	10,691
Trading	443	-	1,157
Fundraising & Community Grant Costs	6,738	-	2,687
	15,724	-	14,535
<i>Surplus for the year Locally raised funds</i>	73,002	9,000	40,120

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	72,889	67,100	43,087
Library Resources	1,801	2,500	1,646
Employee Benefits - Salaries	1,947,655	1,841,129	1,895,882
Staff Development	4,046	8,800	3,339
	2,026,391	1,919,529	1,943,954

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	5,099	5,000	4,721
Board Fees	3,590	3,500	3,820
Board Expenses	2,370	700	664
Communication	3,727	4,550	4,092
Consumables	14,441	14,400	13,037
Other	24,408	22,730	23,509
Employee Benefits - Salaries	100,157	106,200	102,445
Insurance	7,604	7,800	8,305
Service Providers, Contractors and Consultancy	12,810	16,160	12,355
	174,206	181,040	172,948

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	42,866	44,100	44,053
Cyclical Maintenance Provision	(76,936)	18,675	5,066
Grounds	8,800	8,500	11,463
Heat, Light and Water	18,611	16,800	18,854
Rates	3,875	3,600	3,757
Repairs and Maintenance	9,946	19,000	9,836
Use of Land and Buildings	284,086	326,844	333,327
Security	541	750	572
	291,789	438,269	426,928

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	283,921	77,400	276,563
Short-term Bank Deposits	60,000	60,000	60,000
Cash and cash equivalents for Statement of Cash Flows	343,921	137,400	336,563

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

Of the \$343,921 Cash and Cash Equivalents \$2,863 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.



8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	500	-	71
Receivables from the Ministry of Education	1,438	-	-
Banking Staffing Underuse	-	3,906	10,076
Interest Receivable	855	2,559	1,421
Teacher Salaries Grant Receivable	139,732	123,578	131,006
	<u>142,525</u>	<u>130,043</u>	<u>142,574</u>
Receivables from Exchange Transactions	2,793	2,559	1,492
Receivables from Non-Exchange Transactions	139,732	127,484	141,082
	<u>142,525</u>	<u>130,043</u>	<u>142,574</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	1,773	1,353	1,126
	<u>1,773</u>	<u>1,353</u>	<u>1,126</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	185,000	185,000	185,000
Total Investments	<u>185,000</u>	<u>185,000</u>	<u>185,000</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Buildings	55,504	-	-	-	(2,838)	52,666
Building Improvements	80,961	-	-	-	(4,989)	75,972
Furniture and Equipment	99,033	12,162	-	-	(27,937)	83,258
Information and Communication Technolog	19,453	55,386	-	-	(5,661)	69,178
Leased Assets	14,578	71,522	(150)	-	(12,750)	73,200
Library Resources	10,530	3,335	-	-	(3,330)	10,535
Balance at 31 December 2021	<u>280,059</u>	<u>142,405</u>	<u>(150)</u>	<u>-</u>	<u>(57,505)</u>	<u>364,809</u>

The net carrying value of equipment held under a finance lease is \$73,200 (2020: \$14,578)



	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	113,534	(60,868)	52,666	113,534	(58,030)	55,504
Building Improvements	156,495	(80,523)	75,972	156,495	(75,534)	80,961
Furniture and Equipment	399,007	(315,749)	83,258	388,629	(289,596)	99,033
Information and Communication Technolog	265,279	(196,101)	69,178	215,139	(195,686)	19,453
Leased Assets	86,659	(13,459)	73,200	34,269	(19,691)	14,578
Library Resources	137,702	(127,167)	10,535	134,367	(123,837)	10,530
Balance at 31 December	1,158,676	(793,867)	364,809	1,042,433	(762,374)	280,059

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	21,471	13,176	16,644
Accruals	3,400	3,896	4,012
Banking Staffing Overuse	4,056	-	-
Employee Entitlements - Salaries	139,732	123,578	131,006
Employee Entitlements - Leave Accrual	18,579	10,847	19,430
	187,238	151,497	171,092
Payables for Exchange Transactions	187,238	151,497	171,092
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	187,238	151,497	171,092

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other Income In Advance	-	39	39
	-	39	39

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	210,511	48,541	205,445
Increase to the Provision During the Year	16,124	18,675	17,541
Adjustment to the Provision	(93,060)	-	(12,475)
Provision at the End of the Year	<u>133,575</u>	<u>67,216</u>	<u>210,511</u>
Cyclical Maintenance - Current	65,042	67,216	163,311
Cyclical Maintenance - Term	68,533	-	47,200
	<u>133,575</u>	<u>67,216</u>	<u>210,511</u>

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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	30,132	9,735	10,445
Later than One Year and no Later than Five Years	47,549	6,808	7,366
Future finance charges	(5,740)	-	(1,517)
	<u>71,941</u>	<u>16,543</u>	<u>16,294</u>
Represented by			
Finance lease liability - Current	26,855	9,735	9,403
Finance lease liability - Term	45,086	6,808	6,891
	<u>71,941</u>	<u>16,543</u>	<u>16,294</u>

16. Funds Held (Owed) for Capital Works Projects

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

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library/Learning Hub	204601	(41,434)	36,660	(67,300)	-	(72,074)
Wetland Reclam/Pool	226952	21,297	-	(21,297)	-	-
Shade Struct/Hard Land	231068	-	15,443	(12,580)	-	2,863
Totals		<u>(20,137)</u>	<u>52,103</u>	<u>(101,177)</u>	<u>-</u>	<u>(69,211)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	2,863
Funds Due from the Ministry of Education	(72,074)
	<u>(69,211)</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Library/Learning Hub	204601	51,050	209,760	(302,244)	-	(41,434)
Wetland Reclam/Pool	226952	-	21,297	-	-	21,297
Totals		51,050	231,057	(302,244)	-	(20,137)

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.

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	3,590	3,820
<i>Leadership Team</i>		
Remuneration	388,851	373,015
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	392,441	376,835

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (0 members) and Property (0 members) that met 0 and 0 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021	2020
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	23 - 24	22 - 23
Termination Benefits	-	-

Other Employees

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

Remuneration	2021	2020
\$000	FTE Number	FTE Number
100 - 110	2.00	2.00
	<u>2.00</u>	<u>2.00</u>

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 board members, committee members, 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:

	2021	2020
	Actual	Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. 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 2021, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$403,116 contract for the Library/Learning Hub as agent for the Ministry of Education. This project is fully funded by the Ministry and \$334,067 has been received of which \$406,141 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$154,431 contract for the Shade Struct/Hard Land as agent for the Ministry of Education. This project is fully funded by the Ministry and \$15,443 has been received of which \$12,580 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$330,452 contract for the Library/Learning Hub as agent for the Ministry of Education. This project is fully funded by the Ministry and \$297,407 has been received of which \$338,841 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$23,663 contract for the Wetland Reclam/Pool as agent for the Ministry of Education. This project is fully funded by the Ministry and \$21,297 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.)

(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	343,921	137,400	336,563
Receivables	142,525	130,043	142,574
Investments - Term Deposits	185,000	185,000	185,000
Total Financial assets measured at amortised cost	671,446	452,443	664,137

Financial liabilities measured at amortised cost

Payables	187,238	151,497	171,092
Finance Leases	71,941	16,543	16,294
Total Financial Liabilities Measured at Amortised Cost	259,179	168,040	187,386

23. Events After Balance Date

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

24. Comparatives

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



25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

25. New Plymouth Group Mowing Scheme

West End Te Kura O Morere is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing Scheme is a partnership agreement between 21 schools in Taranaki. Each members share in the scheme is only realisable on winding up of the scheme. If any member withdraws from the scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the scheme is 31 March. The partnership is audited by Silks Audit Chartered Accountants Limited.

Total Equity as at 31/12/21	\$	49,935
West End Te Kura O Morere Share	\$	2,378
Total Equity as at 31/12/20	\$	54,243
West End Te Kura O Morere Share	\$	2,496

West End Te Kura o Morere

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Boyd Benton	Presiding Member	Elected	Sep 2022
Mike Clarke	Principal		Dec 2021
Dianne Roberts	Parent Representative	Elected	Dec 2021
Mark Dickie	Parent Representative	Elected	Sep 2022
Chris Pye	Parent Representative	Elected	Sep 2022
Hilary Takarangi	Parent Representative	Elected	Sep 2022
Michael Ellem	Parent Representative	Elected	Sep 2022
Peter Horne	Staff Representative	Elected	Sep 2022

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST END TE KURA O MORERE SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of West End Te Kura O Morere (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Limited, 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 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2022. 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.

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 school 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 Statement of Financial Responsibility, Board of Trustees schedule included under the School Directory page and the Analysis of Variance, but does not include the financial statements, Kiwisport statement included as appendices, and our auditor's report thereon.

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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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Analysis of Variance Reporting



School Name:	Te Kura Ō Mōrere	School Number:	2265
Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Yr 2-6 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.		
Annual Aim:	To move targeted Year 2-6 students to the expected Curriculum level in Writing.		
Target:	Identified x 74 Year 2-6 students Below the Expected Curriculum level in Writing 41 Boys (55.4%) – 20 Maori Boys (48.7%) 33 Girls (44%) – 14 Maori Girls (42.4%).		
Baseline Data:	<p>After analyzing our EOY 2020 data and taking into account students who have left, x 74/285 (25.9%) of our current Yr. 2-6 students are achieving below the Expected Curriculum level in Writing. Within this targeted group Maori x 34 (32.0%) of total school cohort of 106 Maori students.</p> <p>Students were assessed using Moderation (using the Exemplars) OTJs & the e-AsTTle Rubric was used for our Year 2-6 students with staff feeling this gave a more accurate measure of achievement in their Writing.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																														
<ul style="list-style-type: none"> For 2021, we will have a school wide focus on Yrs. 2-6 Target students who are Below the expected curriculum level in writing. Identify at risk students and discuss data with classroom teachers. Cross school – team moderation comparisons of Target children’s writing. Continued use of e-AsTTle for Yrs. 2-5 in writing to help support teachers in making OTJ’s. Implementation of any new strategies resulting from teacher attendance at PLD opportunities (local & national) Sharing of any new writing strategies/ best practice as a result of deferred (T3 2020) AP Sabbatical topic – Boys Writing in Term 2 2021. Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils. Use of school wide termly target reflection documentation detailing progress made and next steps. Combined team meeting discussions around Target 	<p>Beginning 2021 priority group based on EOY 2020 below expected curriculum level data as follows: Identified: 74 Yr. 2-6 Below Expected Curriculum level in Writing Term 1 74 students Term 4 72 students All 74/74 Below-41 Boys (56%) 33 Girls (44%) Maori 34/74 Below-20 Boys (48%) 14 Girls (42%)</p> <p><u>Results for Priority Students based on beginning of year 2021.</u> All Students – Priority Students <u>After 2 years</u></p> <table border="1" data-bbox="645 810 1104 981"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>90% (18)</td> <td>15% (3)</td> </tr> <tr> <td>Below</td> <td>10% (2)</td> <td>65% (13)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>20% (4)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><u>After 3 years</u></p> <table border="1" data-bbox="645 1082 1104 1252"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>100% (17)</td> <td>0%</td> </tr> <tr> <td>Below</td> <td>0%</td> <td>100% (16)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	90% (18)	15% (3)	Below	10% (2)	65% (13)	At	0%	20% (4)	Above	0%	0%		Term 1	Term 4	Well Below	100% (17)	0%	Below	0%	100% (16)	At	0%	0%	Above	0%	0%	<ul style="list-style-type: none"> Regular Term 1/2/3/4 monitoring of Target students. Cross-team (Junior/ Senior) moderation of student writing to further improve our writing judgements. “Play-based” education –Yrs 1-3 Junior Syndicate. Use of Teacher Aide to support in-class literacy learning Continued strengthening & engaging whanau in children’s learning through Targeted Parent interviews (March)/Parent Teacher interviews (T2) and Whanau Hui regularly over 2021. Class Dojo/Seesaw to share children’s learning to elicit parent response to children’s writing. Further refining of See Saw use across school for the show-casing of children’s learning. Continued exploration of culturally responsive practices, pedagogy and competence through Te Reo / Tikanga. AP Sabbatical Boys Writing 2021 good practice shared and report shared with teams. 	<ul style="list-style-type: none"> Identification of students who are Below/Well Below expected Curriculum level to form Targets for 2022. To continue Teacher monitoring of Target students through school eTap SMS system. To look for new ways to involve whanau in their children’s learning through whanau hui etc To take advantage of any PD that arises from our membership of the Taranaki Literacy Association. Continued “cross-team” moderation of children’s work to ensure accurate/consistent teacher judgments. To continue to develop our use and analysis of children’s writing through e-AsTTle. Feedback from Associate Principal Term 2 2021 Sabbatical on Boys Writing. Continued purchasing of resources to support 2021 target pupils in writing. Revise use of e-AsTTle writing rubric for senior team to ensure consistency across classes/levels. Trial of WTE (Write that Essay) for Senior class to evaluate effectiveness in increasing writing skills and knowledge.
	Term 1	Term 4																															
Well Below	90% (18)	15% (3)																															
Below	10% (2)	65% (13)																															
At	0%	20% (4)																															
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Well Below	100% (17)	0%																															
Below	0%	100% (16)																															
At	0%	0%																															
Above	0%	0%																															

student to share best practice strategies being used by other staff.

- To continue to build on our staff cultural responsiveness. Pedagogy and competence through Te Teo and Tikanga opportunities.

Year 4

	Term 1	Term 4
Well Below	83% (10)	8% (1)
Below	8% (8)	50% (6)
At	8% (1)	25% (3)
Above	0%	17% (2)

Year 5

	Term 1	Term 4
Well Below	100% (8)	57% (4)
Below	0%	14% (1)
At	0%	29% (2)
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	89% (11)	41% (7)
Below	11% (2)	35% (6)
At	0%	24% (4)
Above	0%	0%

Maori Achievement – Priority Students

After 2 years

	Term 1	Term 4
Well Below	100% (10)	20% (2)
Below	0%	70% (7)
At	0%	10% (1)
Above	0%	0%

- Introduction of new phonics programme (Heggerty) into Year 3/4 Senior Syndicate to support phonemic and phonological awareness.
- Responsive Writing in Terms 2/3.
- Junior Phonemic awareness programme using Oakura School model into Yr. 2/3 classes.
- Dedicated Teacher Aide Support Term 1 & 4 to support children's writing in targeted groups within priority students.
- Teacher Aide hours increase supported by BOT to enable extra classroom support in the area of writing.

After 3 years

	Term 1	Term 4
Well Below	100% (8)	0%
Below	0%	100% (8)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	80% (4)	0%
Below	20% (1)	80% (4)
At	0%	20% (2)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (5)	75% (3)
Below	0%	0%
At	0%	25% (1)
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	67% (4)	33% (2)
Below	33% (2)	50% (3)
At	0%	17% (1)
Above	0%	0%

Maori Achievement – BoysAfter 2 years

	Term 1	Term 4
Well Below	100% (6)	17% (1)
Below	0%	67% (4)
At	0%	17% (1)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (2)	0%
Below	0%	100% (2)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100% (4)	0%
Below	0%	100% (4)
At	0%	0%
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (3)	100% (3)
Below	0%	0%
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	60% (3)	40% (2)
Below	40% (2)	40% (2)
At	0%	20% (1)
Above	0%	0%

Maori Achievement – Girls

After 2 years

	Term 1	Term 4
Well Below	100% (4)	25% (1)
Below	0%	75% (3)
At	0%	0%
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (6)	0%
Below	0%	100% (6)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	0%	0%
Below	100% (1)	0%
At	0%	100% (1)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (2)	0%
Below	0%	0%
At	0%	100% (1)
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (1)	0%
Below	0%	100% (1)
At	0%	0%
Above	0%	0%

Planning for next year:

- For 2022, we will have a school wide focus on priority students who are Below the expected curriculum level in writing.
- Identify at risk students and discuss data with classroom teachers.
- Cross school – team moderation comparisons of Target children’s writing.
- Continued use of e-AsTTle in writing to help support teachers in making OTJ’s.
- Implementation of any new strategies resulting from teacher attendance at PLD.
- Sharing of any new writing strategies/ best practice as a result of AP Sabbatical topic – Boys Writing in Term 2 2021.
- Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils.
- Use of school wide termly target reflection documentation detailing progress made and next steps.
- Combined team meeting discussions around priority student to share best practice strategies being used by other staff.
- To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Teo and Tikanga opportunities.
- As per Evaluation (Where to next)

School Name:	Te Kura Ō Mōrere	School Number:	2265
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Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Yr. 2-4 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.
Annual Aim:	To move targeted Year 2-4 students to the expected Curriculum level in Reading.
Target:	Identified x 40 Year 2-4 students Below the Expected Curriculum level in Reading 18 Boys (45%) – 10 Maori Boys (55.5%) / 22 Girls (55%) – 12 Maori Girls (54.5%).
Baseline Data:	<p>After analyzing our EOY 2020 data and taking into account students who have left, x 40/177 (22.5%) of our current Yr. 2-4 students are achieving below the Expected Curriculum level in Reading. Within this targeted group Maori x22 (20.7%) of total school cohort of 106 Maori students across all levels.</p> <p>Students were assessed using the following assessment tools: Running Records, Star, AsTTle , Observation Survey & Probe to form an OTJ of their achievement .</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																														
<ul style="list-style-type: none"> For 2021, we will have a school wide focus on targeted students who are below the expected achievement level in Years 2-4 across the school. Identify at risk students and discuss data with classroom teachers. Putting target lists on SMS to be accessible for all staff with dates for regular data input on target students in preparation for team discussions and/or sharing with parents and whanau. Use of school wide termly Target Reflection documentation, detailing progress made and next steps. Continue to encourage and support teachers to attend relevant professional development course and share effective practice. A continuation of teacher monitoring and feedback at team and staff meetings by using spreadsheet analysis and team discussions centred on targeted students through our SMS. To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Reo and Tikanga opportunities. To take advantage of relating PLD to upskill our teaching staff. Continued use of e-AsTTle and STAR to help form next steps in students' reading. 	<p>Beginning 2021 Priority group based on EOY 2020 Below Expected Curriculum level data as follows: Identified: 40 Yr. 2-4 Below Expected Curriculum level in Reading – 44 Students in original cohort but 4 students left at start of 2021 meaning as follows: All 40/40 Below-18 Boys (45%) 22 Girls (55%) Maori 22/40 Below-10 Boys (45%) 12 Girls (55%)</p> <p>Results for Priority Students based on beginning of year 2021. All Students – Priority Students <u>After 2 years</u></p> <table border="1" data-bbox="645 810 1104 981"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>17% (3)</td> <td>17% (3)</td> </tr> <tr> <td>Below</td> <td>83% (15)</td> <td>56% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>22% (4)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>6% (1)</td> </tr> </tbody> </table> <p><u>After 3 years</u></p> <table border="1" data-bbox="645 1082 1104 1252"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>14% (2)</td> <td>0%</td> </tr> <tr> <td>Below</td> <td>86% (12)</td> <td>77% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>23% (3)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	17% (3)	17% (3)	Below	83% (15)	56% (10)	At	0%	22% (4)	Above	0%	6% (1)		Term 1	Term 4	Well Below	14% (2)	0%	Below	86% (12)	77% (10)	At	0%	23% (3)	Above	0%	0%	<ul style="list-style-type: none"> West End Te Kura Ō Mōrere has continue to maintain strong classroom instructional Reading programmes with explicit, effective intervention programmes across all areas of the school. Sharp Reading (Years 2-4) has continued to be beneficial for targeted pupils. Term 1-4 monitoring of targeted students with specific assessment entered onto SMS. Teacher reflective document entered termly on Target pupils, tracking progress and next steps in learning. Use of current school wide interventions to support children, e.g. Rainbow Reading, Buddy Reading, Tuakana Teina model, Sharp Reading. We continued to explore ways to extend our culturally responsive practices and had lead teachers supporting staff. <u>Due to Covid 19 the following needs to be noted:</u> No Literacy Association National Conference. No local Literacy Association teacher professional development. 	<ul style="list-style-type: none"> Identification of students who are below/well below expected Reading level to form cohort of Target Reading groups for 2022. Continued implementation across Years 3-4 of Sharp Reading to support targeted students. Continued use of e-AsTTle Reading to support teachers in Reading judgements across target groups. Continue to strengthen whanau engagement through West End Te Kura Ō Mōrere whanau hui group. Tumuaki continuing to be involved in MAC cluster 2022 with the central focus being lifting Maori student achievement. Continued purchasing of resources to support 2022 target pupils in Reading Continue to use school wide interventions such as Rainbow Reading, Sharp Reading, Tuakana/Teina model to support target pupils Access to relevant professional development to support the teaching of reading. Introduction of Ako Mai reading programme through RTL B
	Term 1	Term 4																															
Well Below	17% (3)	17% (3)																															
Below	83% (15)	56% (10)																															
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At	0%	23% (3)																															
Above	0%	0%																															

Year 4

	Term 1	Term 4
Well Below	89% (8)	11% (1)
Below	0%	22% (2)
At	11% (1)	33% (3)
Above	0%	33% (3)

Maori Achievement – Priority Students

After 2 years

	Term 1	Term 4
Well Below	11% (1)	22% (2)
Below	89% (8)	56% (5)
At	0%	22% (2)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	17% (1)	0%
Below	83% (5)	83% (5)
At	0%	17% (1)
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	86% (6)	0%
Below	0%	29% (2)
At	14% (1)	43% (3)
Above	0%	29% (2)

- Introduction of new phonics programme in Year 3/4 Senior Syndicate to support phonemic and phonological awareness
- Reading Recovery beginning in 2022 with individual / group work across Yr.2/3 area of school.
- Junior phonemic awareness programme using Oakura School model in Yr. 2 classes.
- A review of shared practices to ensure a consistent approach in Reading.

Maori Achievement – Boys

After 2 years

	Term 1	Term 4
Well Below	0%	20% (1)
Below	100% (5)	40% (2)
At	0%	40% (2)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (1)	0%
At	0%	100% (1)
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100% (4)	0%
Below	0%	50% (2)
At	0%	25% (1)
Above	0%	25% (1)

Maori Achievement – Girls

After 2 years

	Term 1	Term 4
Well Below	25% (1)	25% (1)
Below	75% (3)	75% (3)
At	0%	0%
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	20% (1)	0%
Below	80% (4)	100% (5)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	67% (2)	0%
Below	0%	0%
At	33% (1)	67% (2)
Above	0%	33% (1)

Planning for next year:

- For 2022, we will have a school wide focus on targeted students who are below the expected achievement level in Years 2-4 across the school.
- Identify at risk students and discuss data with classroom teachers.
- Putting target lists on SMS to be accessible for all staff with dates for regular data input on target students in preparation for team discussions and/or sharing with parents and whanau.
- Use of school wide termly Target Reflection documentation, detailing progress made and next steps.
- Continue to encourage and support teachers to attend relevant professional development course and share effective practice.
- A continuation of teacher monitoring and feedback at team and staff meetings by using spreadsheet analysis and team discussions centred around targeted students through our SMS.
- To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Reo and Tikanga opportunities.
- To take advantage of relating PLD to upskill our teaching staff.
- Continued use of e-AsTTle and STAR to help form next steps in students' reading.
- As per Evaluation (Where to next).

WEST END TE KURA O MORERE (New Plymouth) - 2021
READING - Annually updated target goal to improve student achievement

10/20

<p align="center"><u>STRATEGIC AIM</u></p>	<p align="center"><u>FOCUS AREA</u></p>	<p align="center"><u>FOCUS LEVEL</u></p>																														
<p>To gain equitable outcomes for all students by improving the achievement levels for targeted Yr 2-4 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.</p>	<p align="center">READING</p>	<p align="center">Year 2-4</p>																														
<p align="center"><u>TARGET GROUP</u></p> <p>Identified x 40 Year 2-4 students Below the Expected Curriculum level in Reading 18 Boys(45%) – 10 Maori Boys(55.5%) / 22 Girls(55%) – 12 Maori Girls(54.5%).</p>	<p align="center"><u>EXPECTED TARGET OUTCOME</u></p> <p>To move targeted Year 2-4 students to the expected Curriculum level in Reading.</p>	<p align="center"><u>ACHIEVED OUTCOME (actual result)</u></p> <p>Beginning 2021 Priority group based on EOY 2020 Below Expected Curriculum level data as follows: Identified: 40 Yr. 2-4 Below Expected Curriculum level in Reading – 44 Students in original cohort but 4 students left at start of 2021 meaning as follows: <u>All</u> 40/40 Below-18 Boys (45%) 22 Girls (55%) <u>Maori</u> 22/40 Below-10 Boys (45%) 12 Girls (55%)</p> <p><u>Results for Priority Students based on beginning of year 2021.</u> <u>All Students – Priority Students</u> <u>After 2 years</u></p> <table border="1" data-bbox="1525 967 1980 1137"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>17% (3)</td> <td>17% (3)</td> </tr> <tr> <td>Below</td> <td>83% (15)</td> <td>56% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>22% (4)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>6% (1)</td> </tr> </tbody> </table> <p><u>After 3 years</u></p> <table border="1" data-bbox="1525 1238 1980 1409"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>14% (2)</td> <td>0%</td> </tr> <tr> <td>Below</td> <td>86% (12)</td> <td>77% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>23% (3)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	17% (3)	17% (3)	Below	83% (15)	56% (10)	At	0%	22% (4)	Above	0%	6% (1)		Term 1	Term 4	Well Below	14% (2)	0%	Below	86% (12)	77% (10)	At	0%	23% (3)	Above	0%	0%
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Year 4

	Term 1	Term 4
Well Below	89% (8)	11% (1)
Below	0%	22% (2)
At	11% (1)	33% (3)
Above	0%	33% (3)

Maori Achievement – Priority Students

After 2 years

	Term 1	Term 4
Well Below	11% (1)	22% (2)
Below	89% (8)	56% (5)
At	0%	22% (2)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	17% (1)	0%
Below	83% (5)	83% (5)
At	0%	17% (1)
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	86% (6)	0%
Below	0%	29% (2)
At	14% (1)	43% (3)
Above	0%	29% (2)

Maori Achievement – Boys

After 2 years

	Term 1	Term 4
Well Below	0%	20% (1)
Below	100% (5)	40% (2)
At	0%	40% (2)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (1)	0%
At	0%	100% (1)
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100% (4)	0%
Below	0%	50% (2)
At	0%	25% (1)
Above	0%	25% (1)

Maori Achievement – Girls

After 2 years

	Term 1	Term 4
Well Below	25% (1)	25% (1)
Below	75% (3)	75% (3)
At	0%	0%
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	20% (1)	0%
Below	80% (4)	100% (5)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	67% (2)	0%
Below	0%	0%
At	33% (1)	67% (2)
Above	0%	33% (1)

BASELINE DATA

After analyzing our EOY 2020 data and taking into account students who have left, x 40/177 (22.5%) of our current Yr. 2-4 students are achieving below the Expected Curriculum level in Reading. Within this targeted group Maori x22 (20.7%) of total school cohort of 106 Maori students across all levels.

Students were assessed using the following assessment tools: Running Records, Star, AsTTle , Observation Survey & Probe to form an OTJ of their achievement .

ACTIONS

- For 2021, we will have a school wide focus on targeted students who are below the expected achievement level in Years 2-4 across the school.
- Identify at risk students and discuss data with classroom teachers.
- Putting target lists on SMS to be accessible for all staff with dates for regular data input on target students in preparation for team discussions and/or sharing with parents and whanau.
- Use of school wide termly Target Reflection documentation, detailing progress made and next steps.
- Continue to encourage and support teachers to attend relevant professional development course and share effective practice.
- A continuation of teacher monitoring and feedback at team and staff meetings by using spreadsheet analysis and team discussions centred on targeted students through our SMS.
- To continue to build on our staff cultural responsiveness, pedagogy and competence through Te Reo and Tikanga opportunities.
- To take advantage of relating PLD to upskill our teaching staff.
- Continued use of e-AsTTle and STAR to help form next steps in students' reading.

ANALYSIS/REFLECTION (so what next?)

- Identification of students who are below/well below expected Reading level to form cohort of Target Reading groups for 2022.
- Continued implementation across Years 3-4 of Sharp Reading to support targeted students.
- Continued use of e-AsTTle Reading to support teachers in Reading judgements across target groups.
- Continue to strengthen whanau engagement through West End Te Kura Ō Mōrere whanau hui group.
- Tumuaki continuing to be involved in MAC cluster 2022 with the central focus being lifting Maori student achievement.
- Continued purchasing of resources to support 2022 target pupils in Reading
- Continue to use school wide interventions such as Rainbow Reading, Sharp Reading, Tuakana/Teina model to support target pupils
- Access to relevant professional development to support the teaching of reading.
- Introduction of Ako Mai reading programme through RTLB
- Introduction of new phonics programme in Year 3/4 Senior Syndicate to support phonemic and phonological awareness
- Reading Recovery beginning in 2022 with individual / group work across Yr.2/3 area of school.
- Junior phonemic awareness programme using Oakura School model in Yr. 2 classes.
- A review of shared practices to ensure a consistent approach in Reading.

School Name:	Te Kura Ō Mōrerere	School Number:	2265
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Strategic Aim:	To gain equitable outcomes for all students by improving the achievement levels for targeted Year 2-6 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.
Annual Aim:	To move targeted Yr 2-6 students to the expected Curriculum level in Maths.
Target:	Identified x 60 Year 2-6 students below the Expected Curriculum level in Maths 27 Boys (45%) – 10 Maori Boys (37%) / 33 Girls (55%) – 16 Maori Girls (48.4%).
Baseline Data:	<p>After analyzing our 2020 data, and taking account of students who have left, x60/285 (21%) of our Year 2-6 students are achieving below the Expected Curriculum level in Maths. Within this targeted group, Maori x 26 (24.5) % of total school cohort of 106 Maori students.</p> <p>Students were assessed using Numpa/GLOSS, JAM (Junior Assessment of Maths) AsTTle Maths & OTJs.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																													
<ul style="list-style-type: none"> For 2021, we will have a school wide focus on Yrs 2-6 Target students who are Below the expected curriculum level in mathematics. Identify at risk students and discuss data with classroom teachers. Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils. Use of school wide termly Target reflection documentation detailing progress made and next steps. Combined team meeting discussions around Target student to share best practice strategies being used by other staff. To continue to build on our staff cultural responsiveness. Pedagogy and competence through Te Reo and Tikanga opportunities. Continued use of Number strategies to inform student achievement. Share moderation of OTJ across teams. 	<p>Beginning 2021 priority group based on EOY 2020 below expected curriculum level data as follows: Identified x 60 Year 2-6 students below the Expected Curriculum level in Maths 27 Boys (45%) – 10 Maori Boys (37%) / 33 Girls (55%) – 16 Maori Girls (48.4%).</p> <p><u>Results for Priority Students based on beginning of year 2021.</u> All Students – Priority Students <u>After 2 years</u></p> <table border="1" data-bbox="651 671 1104 842"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Below</td> <td>100% (6)</td> <td>83% (5)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>17% (1)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><u>After 3 years</u></p> <table border="1" data-bbox="651 943 1104 1114"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>92% (12)</td> <td>8% (1)</td> </tr> <tr> <td>Below</td> <td>7% (1)</td> <td>83% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>8% (1)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><u>Year 4</u></p> <table border="1" data-bbox="651 1214 1104 1385"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>93% (13)</td> <td>14% (2)</td> </tr> <tr> <td>Below</td> <td>7% (1)</td> <td>36% (5)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>50% (5)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	0%	0%	Below	100% (6)	83% (5)	At	0%	17% (1)	Above	0%	0%		Term 1	Term 4	Well Below	92% (12)	8% (1)	Below	7% (1)	83% (10)	At	0%	8% (1)	Above	0%	0%		Term 1	Term 4	Well Below	93% (13)	14% (2)	Below	7% (1)	36% (5)	At	0%	50% (5)	Above	0%	0%	<ul style="list-style-type: none"> 2 lead teachers attended afternoon PD on maths curriculum development and leadership. Term 1-4 monitoring of target student with achievement data added onto school SMS. Staff/team meeting focusing on best practice teaching, moderation and analysing school wide / class results. Termly Target student reflection documentation focussing on best practice, progress made and next steps learning. This process sharpened teacher focus with deliberate acts of teaching to support target students. Continued revisiting and implementation of the school Curriculum Action Plan finalised and shared with the staff for implementation over 2021. Maths Leaders supporting teachers in planning and assessment of mathematics. 	<ul style="list-style-type: none"> Identification of students who are Below expected Curriculum level to form Targets for 2022. To continue Teacher monitoring of Target students through school eTap SMS system. To look for new ways to involve whanau in their children’s learning through whanau hui etc To take advantage of any PD from Maths leaders. Staff meetings team meeting run by maths leaders to ensure consistency of practice. Reflective Reading in PLC component of team meeting to discuss current mathematical practice. Continued implementation of the Curriculum Action Plan in Numeracy especially for any new staff. Staff meetings / parent meetings as required. Use of specific apps to support priority students Use of Maths Leader, in Terms 2/3 2022 to implement an “ALiM” type programme to support priority learners in maths Moderation tasks as required to ensure consistency of levels etc.
	Term 1	Term 4																																														
Well Below	0%	0%																																														
Below	100% (6)	83% (5)																																														
At	0%	17% (1)																																														
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Below	7% (1)	36% (5)																																														
At	0%	50% (5)																																														
Above	0%	0%																																														

Year 5

	Term 1	Term 4
Well Below	100% (13)	64% (7)
Below	0%	36% (5)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	87% (13)	13% (2)
Below	13% (2)	60% (9)
At	0%	27% (4)
Above	0%	0%

Maori Achievement – Priority Students

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (4)	75% (3)
At	0%	25% (1)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	80% (4)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	60% (3)
At	0%	20% (1)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (6)	60% (3)
Below	0%	40% (2)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	60% (3)
At	0%	20% (1)
Above	0%	0%

Maori Achievement – Boys

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (1)	100% (1)
At	0%	0%
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	N/A	N/A
Below	N/A	N/A
At	N/A	N/A
Above	N/A	N/A

Year 4

	Term 1	Term 4
Well Below	100% (4)	25% (1)
Below	0%	75% (3)
At	0%	0%
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (3)	67% (2)
Below	0%	33% (1)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (2)	0%
Below	0%	50% (1)
At	0%	50% (1)
Above	0%	0%

Maori Achievement – Girls

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (3)	67% (2)
At	0%	33% (1)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	80% (4)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100%	0%
Below	0%	0%
At	0%	100% (1)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (3)	50% (1)
Below	0%	50% (1)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (3)	33% (1)
Below	0%	66% (2)
At	0%	0%
Above	0%	0%

Planning for next year:

- Identification of students who are Below expected Curriculum level to form Targets for 2022.
- To continue Teacher monitoring of Target students through school eTap SMS system.
- To look for new ways to involve whanau in their children's learning through whanau hui etc
- To take advantage of any PD from Maths leaders.
- Staff meetings team meeting run by maths leaders to ensure consistency of practice.
- Reflective Reading in PLC component of team meeting to discuss current mathematical practice.
- Continued implementation of the Curriculum Action Plan in Numeracy especially for any new staff.
- Staff meetings / parent meetings as required.
- Use of specific apps to support priority students
- Use of Maths Leader in Terms 2/3 2022 to implement an "ALiM" type programme to support priority learners in maths
- Moderation tasks as required to ensure consistency of levels etc.

WEST END TE KURA O MORERE (New Plymouth) - 2021
MATHS - Annually updated target goal to improve student achievement

<u>STRATEGIC AIM</u>	<u>FOCUS AREA</u>	<u>FOCUS LEVEL</u>																																													
<p>To gain equitable outcomes for all students by improving the achievement levels for targeted Year 2-6 students so they are able to meet the appropriate Expected Curriculum level and participate fully in the New Zealand education system.</p>	<p align="center">MATHS</p>	<p align="center">YEAR 2-6</p>																																													
<u>TARGET GROUP</u>	<u>EXPECTED TARGET OUTCOME</u>	<u>ACHIEVED OUTCOME (actual result)</u>																																													
<p>Identified x 60 Year 2-6 students below the Expected Curriculum level in Maths 27 Boys (45%) – 10 Maori Boys (37%) / 33 Girls (55%) – 16 Maori Girls (48.4%).</p>	<p>To move targeted Yr. 2-6 students to the expected Curriculum level in Maths.</p>	<p>Beginning 2021 priority group based on EOY 2020 below expected curriculum level data as follows: Identified x 60 Year 2-6 students below the Expected Curriculum level in Maths 27 Boys (45%) – 10 Maori Boys (37%) / 33 Girls (55%) – 16 Maori Girls (48.4%). <u>Results for Priority Students based on beginning of year 2021.</u> All Students – Priority Students <u>After 2 years</u></p> <table border="1" data-bbox="1525 798 1980 970"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Below</td> <td>100% (6)</td> <td>83% (5)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>17% (1)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><u>After 3 years</u></p> <table border="1" data-bbox="1525 1066 1980 1238"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>92% (12)</td> <td>8% (1)</td> </tr> <tr> <td>Below</td> <td>7% (1)</td> <td>83% (10)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>8% (1)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><u>Year 4</u></p> <table border="1" data-bbox="1525 1337 1980 1509"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>Well Below</td> <td>93% (13)</td> <td>14% (2)</td> </tr> <tr> <td>Below</td> <td>7% (1)</td> <td>36% (5)</td> </tr> <tr> <td>At</td> <td>0%</td> <td>50% (5)</td> </tr> <tr> <td>Above</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>		Term 1	Term 4	Well Below	0%	0%	Below	100% (6)	83% (5)	At	0%	17% (1)	Above	0%	0%		Term 1	Term 4	Well Below	92% (12)	8% (1)	Below	7% (1)	83% (10)	At	0%	8% (1)	Above	0%	0%		Term 1	Term 4	Well Below	93% (13)	14% (2)	Below	7% (1)	36% (5)	At	0%	50% (5)	Above	0%	0%
	Term 1	Term 4																																													
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Well Below	93% (13)	14% (2)																																													
Below	7% (1)	36% (5)																																													
At	0%	50% (5)																																													
Above	0%	0%																																													

Year 5

	Term 1	Term 4
Well Below	100% (13)	64% (7)
Below	0%	36% (5)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	87% (13)	13% (2)
Below	13% (2)	60% (9)
At	0%	27% (4)
Above	0%	0%

Maori Achievement – Priority Students

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (4)	75% (3)
At	0%	25% (1)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	80% (4)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	60% (3)
At	0%	20% (1)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (6)	60% (3)
Below	0%	40% (2)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	60% (3)
At	0%	20% (1)
Above	0%	0%

Maori Achievement – Boys

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (1)	100% (1)
At	0%	0%
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	N/A	N/A
Below	N/A	N/A
At	N/A	N/A
Above	N/A	N/A

Year 4

	Term 1	Term 4
Well Below	100% (4)	25% (1)
Below	0%	75% (3)
At	0%	0%
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (3)	67% (2)
Below	0%	33% (1)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (2)	0%
Below	0%	50% (1)
At	0%	50% (1)
Above	0%	0%

Maori Achievement – Girls

After 2 years

	Term 1	Term 4
Well Below	0%	0%
Below	100% (3)	67% (2)
At	0%	33% (1)
Above	0%	0%

After 3 years

	Term 1	Term 4
Well Below	100% (5)	20% (1)
Below	0%	80% (4)
At	0%	0%
Above	0%	0%

Year 4

	Term 1	Term 4
Well Below	100%	0%
Below	0%	0%
At	0%	100% (1)
Above	0%	0%

Year 5

	Term 1	Term 4
Well Below	100% (3)	50% (1)
Below	0%	50% (1)
At	0%	0%
Above	0%	0%

Year 6

	Term 1	Term 4
Well Below	100% (3)	33% (1)
Below	0%	66% (2)
At	0%	0%
Above	0%	0%

BASELINE DATA

After analyzing our 2020 data, and taking account of students who have left, x60/285 (21%) of our Year 2-6 students are achieving below the Expected Curriculum level in Maths. Within this targeted group, Maori x 26 (24.5) % of total school cohort of 106 Maori students.

Students were assessed using Numpa/GLOSS, JAM (Junior Assessment of Maths) AsTTle Maths & OTJs.

ACTIONS:

- For 2021, we will have a school wide focus on Yrs. 2-6 Target students who are Below the expected curriculum level in mathematics.
- Identify at risk students and discuss data with classroom teachers.
- Putting target lists on SMS to be accessible for all staff with dates on Assessment schedule for regular data input on Target pupils.
- Use of school wide termly Target reflection documentation detailing progress made and next steps.
- Combined team meeting discussions around Target student to share best practice strategies being used by other staff.
- To continue to build on our staff cultural responsiveness. Pedagogy and competence through Te Reo and Tikanga opportunities.
- Continued use of Number strategies to inform student achievement.
- Share moderation of OTJ across teams.

ANALYSIS/REFLECTION (so what next?)

- Identification of students who are Below expected Curriculum level to form Targets for 2022.
- To continue Teacher monitoring of Target students through school eTap SMS system.
- To look for new ways to involve whanau in their children's learning through whanau hui etc
- To take advantage of any PD from Maths leaders.
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- Continued implementation of the Curriculum Action Plan in Numeracy especially for any new staff.
- Staff meetings / parent meetings as required.
- Use of specific apps to support priority students
- Use of Maths Leader, in Terms 2/3 2022 to

		<p>implement an “ALiM” type programme to support priority learners in maths</p> <ul style="list-style-type: none">• Moderation tasks as required to ensure consistency of levels etc.
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West End Te Kura Ō Mōrere

Bonithon Avenue, New Plymouth
Principal : HAMISH HISLOP

Phone No. (06) 7589 331 : Fax No. (06) 7589 329
Email : office@westendnp.school.nz

Statement on use of 2021 West End Te Kura Ō Mōrere

KIWI SPORT FUNDING

The total 2021 Kiwi Sport Year 1-8 Funding payment was \$5066.56

This money was unable to be targeted for supporting projects because of 2020/21 COVID status and Alert Level restrictions.

Date: 23.03.2022

Hamish Hislop

Principal

West End Te Kura Ō Mōrere

NEW PLYMOUTH

West End Te Kura o Morere

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$4,940 (excluding GST). The funding was spent on sporting endeavours.