

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF SILVERDALE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Silverdale School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, 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 22, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 8 June 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Wayne Monteith
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand

SILVERDALE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

| | |
|-------------------------------|--|
| Ministry Number: | 1482 |
| Principal: | Cameron Lockie |
| School Address: | 4 Longmore Lane, Silverdale 0932 |
| School Postal Address: | 4 Longmore Lane, Silverdale 0932 |
| School Phone: | (09) 426-5510 |
| School Email: | office@silverdaleprimary.school.nz |

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expired/ Expires |
|------------------|----------------------|---------------------|--------------------------|
| Alison Gilchrist | Chair Person | Elected | June 2022 |
| Cameron Lockie | Principal ex Officio | | |
| Nicola Kayes | Secretary | Elected | June 2022 |
| Hayley Thow | Treasurer | Elected | June 2022 |
| Steven McCleery | Parent Rep | Elected | June 2022 |
| Megan Catterall | Parent Rep | Elected | June 2022 |
| Mark Ralston | Staff Rep | Elected | June 2022 |

Accountant / Service Provider: Top Class Financial Management Services

SILVERDALE SCHOOL

Annual Report - For the year ended 31 December 2020

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Silverdale School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Alison Jane Gilchrist

Full Name of Board Chairperson

Alison Gilchrist

Signature of Board Chairperson

31.5.2021

Date:

Cameron Lockie

Full Name of Principal

Cameron Lockie

Signature of Principal

31 May 2021

Date:

Silverdale School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|-------|------------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 6,422,656 | 5,809,573 | 5,730,791 |
| Locally Raised Funds | 3 | 295,874 | 370,400 | 385,194 |
| Interest income | | 21,825 | 46,000 | 45,636 |
| International Students | 4 | - | 36,000 | 19,043 |
| | | <u>6,740,355</u> | <u>6,261,973</u> | <u>6,180,664</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 58,451 | 110,300 | 132,906 |
| International Students | 4 | 335 | 4,500 | 2,040 |
| Learning Resources | 5 | 4,321,606 | 3,755,295 | 3,605,589 |
| Administration | 6 | 265,302 | 281,810 | 292,224 |
| Finance | | 3,195 | 2,392 | 3,339 |
| Property | 7 | 1,925,938 | 1,946,782 | 1,878,073 |
| Depreciation | 8 | 204,131 | 160,000 | 176,953 |
| Loss on Disposal of Property, Plant and Equipment | | 2,887 | - | 7,607 |
| | | <u>6,781,845</u> | <u>6,261,079</u> | <u>6,098,731</u> |
| Net Surplus / (Deficit) for the year | | (41,490) | 894 | 81,933 |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(41,490)</u> | <u>894</u> | <u>81,933</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.

Silverdale School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

| | Notes | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 2,382,454 | 2,382,454 | 2,300,521 |
| Total comprehensive revenue and expense for the year | | (41,490) | 894 | 81,933 |
| Equity at 31 December | 23 | 2,340,964 | 2,383,348 | 2,382,454 |
| Retained Earnings | | 2,340,964 | 2,383,348 | 2,382,454 |
| Reserves | | - | - | - |
| Equity at 31 December | | 2,340,964 | 2,383,348 | 2,382,454 |

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.

Silverdale School

Statement of Financial Position

As at 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|------------------|-----------------------------|------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 9 | 1,334,355 | 109,721 | 302,739 |
| Accounts Receivable | 10 | 823,422 | 188,526 | 188,526 |
| GST Receivable | | - | 33,530 | 33,530 |
| Prepayments | | 9,749 | 89,710 | 89,710 |
| Investments | 11 | - | 1,300,000 | 1,300,000 |
| | | <u>2,167,526</u> | <u>1,721,487</u> | <u>1,914,505</u> |
| Current Liabilities | | | | |
| GST Payable | | 57,372 | - | - |
| Accounts Payable | 13 | 323,456 | 236,615 | 236,615 |
| Revenue Received in Advance | 14 | - | (2,689) | (2,689) |
| Provision for Cyclical Maintenance | 15 | 14,040 | 31,591 | 31,591 |
| Finance Lease Liability - Current Portion | 16 | 18,636 | 13,034 | 14,894 |
| Funds held for Capital Works Projects | 17 | 458,888 | 48,456 | 48,456 |
| Funds held on behalf of Cluster | | 31,197 | - | - |
| | | <u>903,589</u> | <u>327,007</u> | <u>328,867</u> |
| Working Capital Surplus/(Deficit) | | <u>1,263,937</u> | <u>1,394,480</u> | <u>1,585,638</u> |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | <u>1,201,127</u> | <u>1,117,643</u> | <u>906,143</u> |
| | | 1,201,127 | 1,117,643 | 906,143 |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 100,227 | 122,759 | 90,277 |
| Finance Lease Liability | 16 | 23,873 | 6,016 | 19,050 |
| | | <u>124,100</u> | <u>128,775</u> | <u>109,327</u> |
| Net Assets | | <u>2,340,964</u> | <u>2,383,348</u> | <u>2,382,454</u> |
| Equity | 23 | <u>2,340,964</u> | <u>2,383,348</u> | <u>2,382,454</u> |

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

Silverdale School

Statement of Cash Flows

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|--|------|------------------|------------------|------------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 751,554 | 1,109,573 | 1,079,340 |
| Locally Raised Funds | | 297,775 | 370,400 | 383,637 |
| International Students | | - | 36,000 | 19,043 |
| Goods and Services Tax (net) | | 90,902 | - | (19,909) |
| Funds Administered on Behalf of Third Parties | | 31,197 | - | |
| Payments to Employees | | (848,790) | (598,500) | (472,510) |
| Payments to Suppliers | | (511,614) | (767,705) | (841,211) |
| Cyclical Maintenance Payments in the year | | (17,596) | - | |
| Interest Paid | | (3,195) | (2,392) | (3,339) |
| Interest Received | | 24,388 | 46,000 | 45,552 |
| Net cash from/(to) Operating Activities | | (185,379) | 193,376 | 190,603 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | (2,887) | - | (7,607) |
| Purchase of Property Plant & Equipment (and Intangibles) | | (530,560) | (371,500) | (142,207) |
| Purchase of Investments | | 1,300,000 | - | (300,000) |
| Net cash from/(to) Investing Activities | | 766,553 | (371,500) | (449,814) |
| Cash flows from Financing Activities | | | | |
| Finance Lease Payments | | 40,010 | (14,894) | (74) |
| Funds Held for Capital Works Projects | | 410,432 | - | 48,456 |
| Net cash from/(to) Financing Activities | | 450,442 | (14,894) | 48,382 |
| Net increase/(decrease) in cash and cash equivalents | | 1,031,616 | (193,018) | (210,829) |
| Cash and cash equivalents at the beginning of the year | 9 | 302,739 | 302,739 | 513,568 |
| Cash and cash equivalents at the end of the year | 9 | 1,334,355 | 109,721 | 302,739 |

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.

Silverdale School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

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

The estimated useful lives of the assets are:

| | |
|---|-------------------------|
| Building improvements to Crown Owned Assets | 20 years |
| Furniture and equipment | 5–18 years |
| Information and communication technology | 4 years |
| Leased assets held under a Finance Lease | Term of Lease |
| Library resources | 12.5% Diminishing value |

k) Impairment of property, plant, and equipment

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 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

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

n) Provision for Cyclical Maintenance

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

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

o) 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.

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

p) 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.

q) Budget Figures

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

r) 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

| | 2020 | 2020 Budget | 2019 |
|---|------------------|------------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational Grants | 1,094,660 | 966,646 | 918,205 |
| Teachers' Salaries Grants | 3,427,937 | 3,000,000 | 3,026,807 |
| Use of Land and Buildings Grants | 1,690,834 | 1,700,000 | 1,624,644 |
| Resource Teachers Learning and Behaviour Grants | 199,321 | 132,827 | 151,859 |
| Other MoE Grants | 9,904 | 10,100 | 9,276 |
| | <u>6,422,656</u> | <u>5,809,573</u> | <u>5,730,791</u> |

Other MOE Grants total includes additional COVID-19 funding totalling \$9,791 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 | 2020 Budget | 2019 |
|--|-----------------------|-----------------------|-----------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 178,065 | 200,000 | 190,969 |
| Activities | 92,826 | 139,900 | 160,980 |
| Trading | 635 | 1,000 | 1,046 |
| Fundraising | 6,308 | 20,500 | 26,820 |
| Other Revenue | 18,040 | 9,000 | 5,379 |
| | <u>295,874</u> | <u>370,400</u> | <u>385,194</u> |
| Expenses | | | |
| Activities | 55,454 | 106,400 | 125,690 |
| Trading | 668 | 900 | 729 |
| Fundraising (Costs of Raising Funds) | 2,329 | 3,000 | 6,487 |
| | <u>58,451</u> | <u>110,300</u> | <u>132,906</u> |
| Surplus for the year Locally raised funds | <u><u>237,423</u></u> | <u><u>260,100</u></u> | <u><u>252,288</u></u> |

4. International Student Revenue and Expenses

| | 2020 Actual Number | 2020 Budget (Unaudited) Number | 2019 Actual Number |
|---|--------------------------|---|--------------------------|
| International Student Roll | - | 4 | 2 |
| Revenue | | | |
| International Student Fees | - | 36,000 | 19,043 |
| Expenses | | | |
| Commissions | 335 | 4,000 | 1,565 |
| International Student Levy | - | 500 | 475 |
| | 335 | 4,500 | 2,040 |
| <i>Surplus/ (Deficit) for the year International Students</i> | (335) | 31,500 | 17,003 |

5. Learning Resources

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 122,186 | 176,900 | 144,381 |
| Equipment Repairs | 521 | 4,000 | 2,269 |
| Information and Communication Technology | 65,385 | 67,045 | 66,005 |
| General | 4,878 | 7,000 | 5,901 |
| Library Resources | 2,157 | 3,000 | 1,675 |
| Employee Benefits - Salaries | 4,057,156 | 3,397,100 | 3,275,271 |
| Staff Development | 69,323 | 100,250 | 110,087 |
| | 4,321,606 | 3,755,295 | 3,605,589 |

6. Administration

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 7,593 | 8,500 | 7,363 |
| Board of Trustees Fees | 3,145 | 4,560 | 3,515 |
| Board of Trustees Expenses | 10,155 | 15,000 | 20,642 |
| Communication | 4,834 | 5,950 | 11,266 |
| Consumables | 26,601 | 46,000 | 44,859 |
| Operating Lease | 1,576 | 1,500 | 1,262 |
| Other | 13,833 | 19,700 | 16,787 |
| Employee Benefits - Salaries | 175,934 | 156,400 | 167,478 |
| Insurance | 11,116 | 12,000 | 8,364 |
| Service Providers, Contractors and Consultancy | 10,515 | 12,200 | 10,688 |
| | <u>265,302</u> | <u>281,810</u> | <u>292,224</u> |

7. Property

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 25,495 | 20,300 | 16,638 |
| Consultancy and Contract Services | 57,170 | 57,000 | 57,581 |
| Cyclical Maintenance Provision | 9,995 | 32,482 | 15,962 |
| Grounds | 13,480 | 6,300 | 6,057 |
| Heat, Light and Water | 44,388 | 48,000 | 45,581 |
| Rates | 341 | 300 | 289 |
| Repairs and Maintenance | 17,642 | 22,400 | 44,821 |
| Use of Land and Buildings | 1,690,834 | 1,700,000 | 1,624,644 |
| Security | 16,758 | 15,000 | 16,296 |
| Employee Benefits - Salaries | 49,835 | 45,000 | 50,204 |
| | <u>1,925,938</u> | <u>1,946,782</u> | <u>1,878,073</u> |

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

8. Depreciation

| | 2020 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Grounds & Environment | 64,883 | 44,800 | 49,829 |
| Building Improvements - Crown | 1,518 | 1,600 | 1,518 |
| Furniture and Equipment | 62,872 | 49,600 | 54,833 |
| Information and Communication Technology | 54,292 | 36,800 | 40,596 |
| Leased Assets | 17,114 | 25,600 | 27,494 |
| Library Resources | 3,452 | 1,600 | 2,683 |
| | <u>204,131</u> | <u>160,000</u> | <u>176,953</u> |

9. Cash and Cash Equivalents

| | 2020 | 2020 | 2019 |
|---|------------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash on Hand | 300 | 300 | 300 |
| Bank Current Account | 333,986 | 109,352 | 302,370 |
| Bank Call Account | 69 | 69 | 69 |
| Short-term Bank Deposits | 1,000,000 | - | - |
| Cash and cash equivalents for Statement of Cash Flows | <u>1,334,355</u> | <u>109,721</u> | <u>302,739</u> |

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

10. Accounts Receivable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 788 | - | - |
| Receivables from the Ministry of Education | 552,331 | - | - |
| Interest Receivable | 278 | 2,841 | 2,841 |
| Teacher Salaries Grant Receivable | 270,025 | 185,685 | 185,685 |
| | <u>823,422</u> | <u>188,526</u> | <u>188,526</u> |
| Receivables from Exchange Transactions | 1,066 | 2,841 | 2,841 |
| Receivables from Non-Exchange Transactions | 822,356 | 185,685 | 185,685 |
| | <u>823,422</u> | <u>188,526</u> | <u>188,526</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | - | 1,300,000 | 1,300,000 |
| Total Investments | <u>-</u> | <u>1,300,000</u> | <u>1,300,000</u> |

12. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|-----------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2020 | | | | | | |
| Land | - | | | | - | - |
| Grounds & Environment | 460,241 | 241,386 | - | - | (64,883) | 636,744 |
| Building Improvements | 3,202 | - | - | - | (1,518) | 1,684 |
| Furniture and Equipment | 301,692 | 93,176 | (381) | - | (62,872) | 331,615 |
| Information and Communication Technology | 89,613 | 133,185 | (173) | - | (54,292) | 168,333 |
| Leased Assets | 32,611 | 25,844 | (2,758) | - | (17,114) | 38,583 |
| Library Resources | 18,784 | 10,182 | (1,346) | - | (3,452) | 24,168 |
| Balance at 31 December 2020 | <u>906,143</u> | <u>503,773</u> | <u>(4,658)</u> | <u>-</u> | <u>(204,131)</u> | <u>1,201,127</u> |

The net carrying value of equipment held under a finance lease is \$38,583

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2020 | | | |
| Land | - | - | - |
| Grounds & Environment | 857,754 | (221,010) | 636,744 |
| Building Improvements | 15,504 | (13,820) | 1,684 |
| Furniture and Equipment | 727,015 | (395,400) | 331,615 |
| Information and Communication Technology | 405,457 | (237,124) | 168,333 |
| Leased Assets | 67,767 | (29,184) | 38,583 |
| Library Resources | 60,764 | (36,596) | 24,168 |
| Balance at 31 December 2020 | 2,134,261 | (933,134) | 1,201,127 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|---|-----------------------------|----------------|----------------|------------|------------------|----------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2019 | | | | | | |
| Grounds & Environment | 505,860 | 4,210 | - | - | (49,829) | 460,241 |
| Building Improvements | 4,720 | - | - | - | (1,518) | 3,202 |
| Furniture and Equipment | 303,146 | 55,705 | (2,326) | - | (54,833) | 301,692 |
| Information and Communication Technology | 74,754 | 56,989 | (1,534) | - | (40,596) | 89,613 |
| Leased Assets | 40,852 | 20,915 | (1,662) | - | (27,494) | 32,611 |
| Library Resources | 18,783 | 5,130 | (2,446) | - | (2,683) | 18,784 |
| Balance at 31 December 2019 | 948,115 | 142,949 | (7,968) | - | (176,953) | 906,143 |

The net carrying value of equipment held under a finance lease is \$32,611

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| | \$ | \$ | \$ |
| 2019 | | | |
| Grounds & Environment | 616,368 | (156,127) | 460,241 |
| Building Improvements | 15,504 | (12,302) | 3,202 |
| Furniture and Equipment | 636,474 | (334,782) | 301,692 |
| Information and Communication Technology | 283,548 | (193,935) | 89,613 |
| Leased Assets | 99,212 | (66,601) | 32,611 |
| Library Resources | 54,488 | (35,704) | 18,784 |
| Balance at 31 December 2019 | 1,705,594 | (799,451) | 906,143 |

13. Accounts Payable

| | 2020 | 2020 | 2019 |
|---------------------------------------|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operating Creditors | 27,498 | 35,824 | 35,824 |
| Accruals | 10,193 | 5,564 | 5,564 |
| Employee Entitlements - Salaries | 270,025 | 185,685 | 185,685 |
| Employee Entitlements - Leave Accrual | 15,740 | 9,542 | 9,542 |
| | <u>323,456</u> | <u>236,615</u> | <u>236,615</u> |

| | | | |
|------------------------------------|----------------|----------------|----------------|
| Payables for Exchange Transactions | 323,456 | 236,615 | 236,615 |
| | <u>323,456</u> | <u>236,615</u> | <u>236,615</u> |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2020 | 2020 | 2019 |
|-------------------------------|----------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Funds held on behalf of staff | - | (2,689) | (2,689) |
| | <u>-</u> | <u>(2,689)</u> | <u>(2,689)</u> |

15. Provision for Cyclical Maintenance

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 121,868 | 121,868 | 105,906 |
| Increase/ (decrease) to the Provision During the Year | 9,995 | 32,482 | 15,962 |
| Use of the Provision During the Year | (17,596) | - | - |
| Provision at the End of the Year | <u>114,267</u> | <u>154,350</u> | <u>121,868</u> |
| Cyclical Maintenance - Current | 14,040 | 31,591 | 31,591 |
| Cyclical Maintenance - Term | 100,227 | 122,759 | 90,277 |
| | <u>114,267</u> | <u>154,350</u> | <u>121,868</u> |

16. Finance Lease Liability

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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 18,636 | 13,034 | 17,284 |
| Later than One Year and no Later than Five Years | 23,872 | 6,016 | 20,514 |
| Later than Five Years | | | |
| | <u>42,508</u> | <u>19,050</u> | <u>37,798</u> |

17. Funds Held for Capital Works Projects

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

| | 2020 | Opening Balances \$ | Receipts/ Receivables from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|-----------------------|--------------------|---------------------------|--|----------------|----------------------------|---------------------------|
| 5ya Electrical | <i>completed</i> | 567 | - | - | 567 | - |
| 5ya Roofing Project | <i>completed</i> | 5,320 | - | 5,320 | - | - |
| AMS/ILE Modernisation | <i>completed</i> | 42,569 | 23,943 | 66,512 | - | - |
| Canopy Project | <i>in progress</i> | - | 540,635 | 81,747 | - | 458,888 |
| Totals | | 48,456 | 564,578 | 153,579 | 567 | 458,888 |

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
458,888

(458,888)

| | 2019 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contributions \$ | Closing Balances \$ |
|----------------------------|--------------------|---------------------------|----------------------------|----------------|----------------------------|---------------------------|
| 5ya Electrical | <i>in progress</i> | - | 26,397 | 25,830 | - | 567 |
| 5ya Roofing Project | <i>in progress</i> | - | 72,220 | 66,900 | - | 5,320 |
| AMS/ILE Modernisation | <i>in progress</i> | - | 276,901 | 234,332 | - | 42,569 |
| Rekey & Replace Master Key | <i>completed</i> | - | 18,979 | 18,979 | - | - |
| Totals | | - | 394,497 | 346,041 | - | 48,456 |

18. 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.

19. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,145 | 3,515 |
| Full-time equivalent members | 0.10 | 0.17 |
| <i>Leadership Team</i> | | |
| Remuneration | 1,040,732 | 707,405 |
| Full-time equivalent members | 10 | 7 |
| Total key management personnel remuneration | 1,043,877 | 710,920 |
| Total full-time equivalent personnel | 10.10 | 7.17 |

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

Principal 1

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

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | | |
| Benefits and Other Emoluments | 160 - 170 | 150 - 160 |
| Termination Benefits | 0 - 5 | 4 - 5 |

Other Employees

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

| Remuneration \$000 | 2020 FTE Number | 2019 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 108 | 3 | 2 |
| 108 - 116 | 1 | - |
| | <u>4</u> | <u>2</u> |

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

20.Compensation and Other Benefits Upon Leaving

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

| | 2020 Actual | 2019 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

a) \$540,635 contract for the Canopy over existing courts as agent for the Ministry of Education. The project is fully funded by the Ministry and \$540,635 is due from the MOE of which \$81,746 has been spent on the project to balance date. The project has been approved by the Ministry.

Capital Commitments at 31 December 2019:

(a) \$29,300 contract for Electrical RCD protection, which will be fully funded by the Ministry of Education. \$26,397 has been received of which \$25,830 has been spent on the project to date; and

(b) \$80,245 contract to have the Roof Replacements as agent for the Ministry of Education. This project is fully funded by the Ministry and \$72,220 has been received of which \$66,900 has been spent on the project to balance date. This project has been approved by the Ministry; and

c) \$298,651 contract to build a AMS combined as agent for the Ministry of Education. The project is fully funded by the Ministry and \$276,901 has been received of which \$234,332 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease for photocopier

| | 2020 Actual \$ | 2019 Actual \$ |
|------------------------|----------------------|----------------------|
| No later than One Year | - | 12,472 |
| | <u>-</u> | <u>12,472</u> |

23. Managing Capital

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

24. Financial Instruments

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

Financial assets measured at amortised cost

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 1,334,355 | 109,721 | 302,739 |
| Receivables | 823,422 | 188,526 | 188,526 |
| Investments - Term Deposits | - | 1,300,000 | 1,300,000 |
| Total Financial assets measured at amortised cost | <u>2,157,777</u> | <u>1,598,247</u> | <u>1,791,265</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|----------------|----------------|----------------|
| Payables | 323,456 | 236,615 | 236,615 |
| Finance Leases | 42,509 | 19,050 | 33,944 |
| Total Financial Liabilities Measured at Amortised Cost | <u>365,965</u> | <u>255,665</u> | <u>270,559</u> |

25. Events After Balance Date

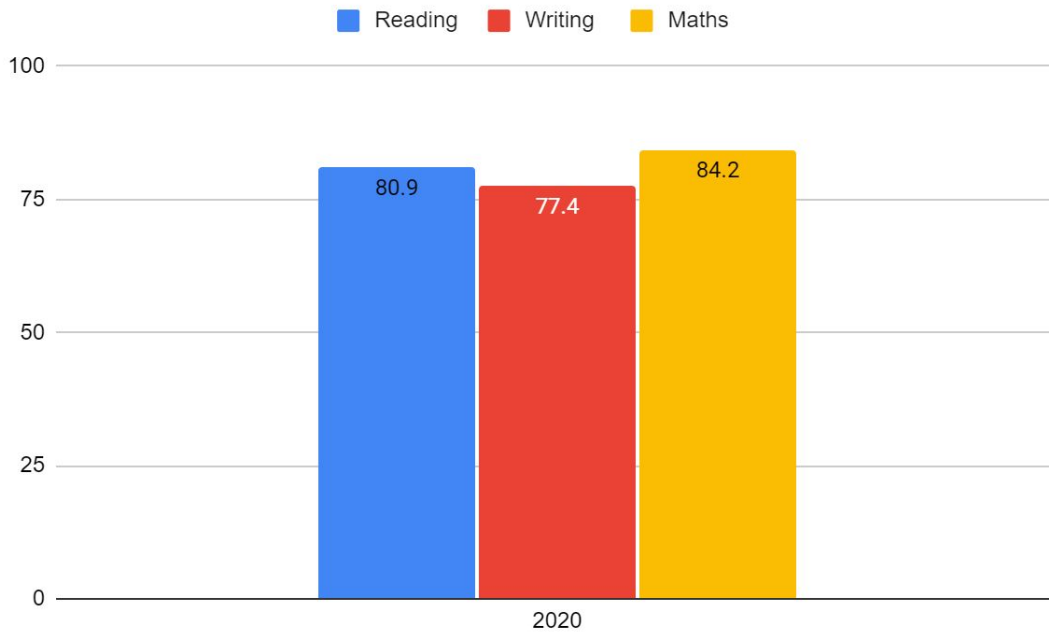
There were no significant events after the balance date that impact these financial statements.

2020 Analysis of Variance



Whole School Data Analysis 2020

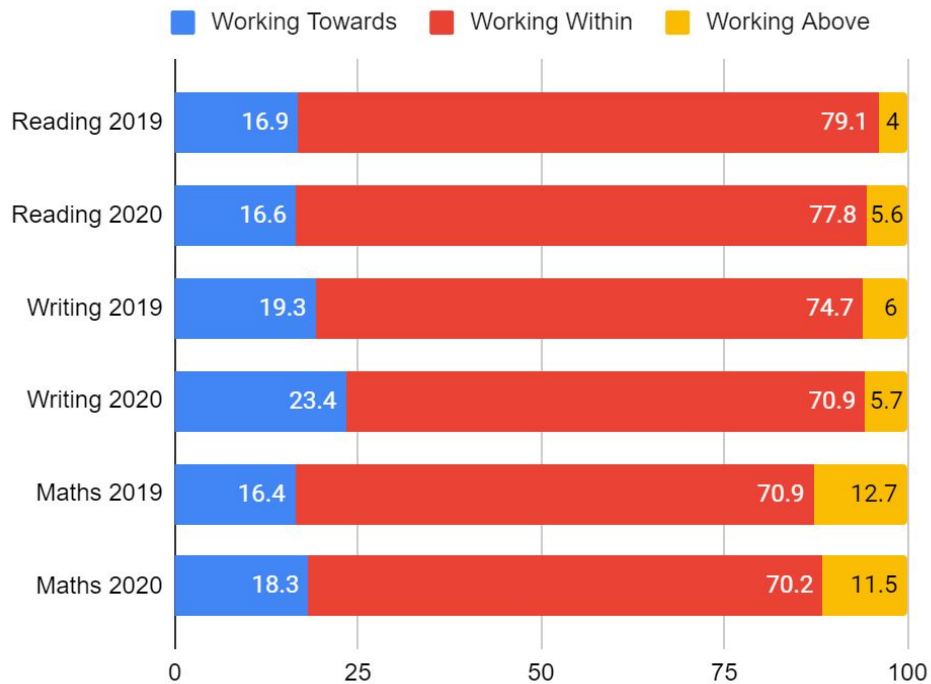
2020 Whole School: Achieving Within and Above in Reading, Writing and Maths



2020 Whole School: Achieving Towards, Within and Above in Reading, Writing and Maths

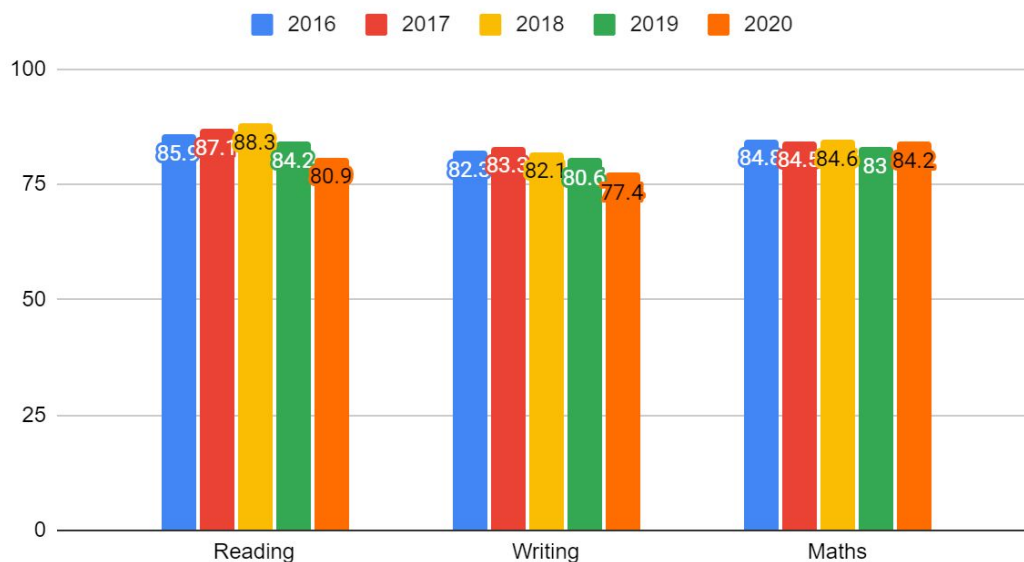


2019/2020 Clean Whole School Data (exact same cohort of children compared between the two years - 646 children)



Year on Year Tracking 2016 - 2020:

Reading, Writing, Mathematics, Percentage of Children Working Within or Above the Expected NZ Curriculum Level



New Children Enrolled in 2020 (year 0 - 6): Achieving Towards, Within and Above in Reading, Writing and Maths

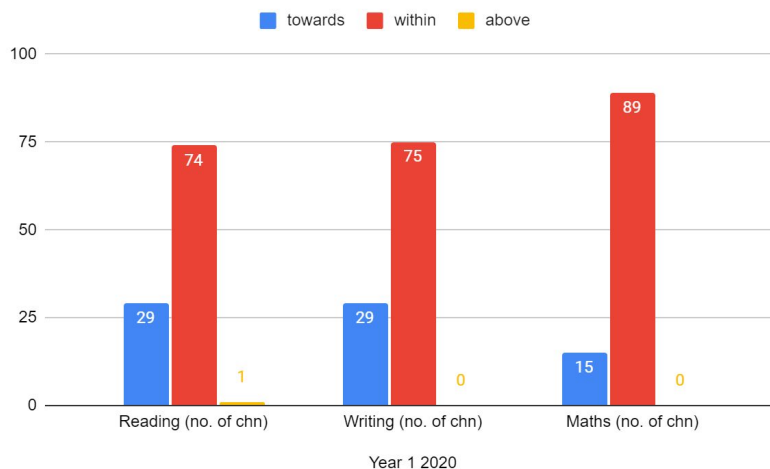


2020 Achievement Data (Whole school) Without and With New 2020 Enrolments

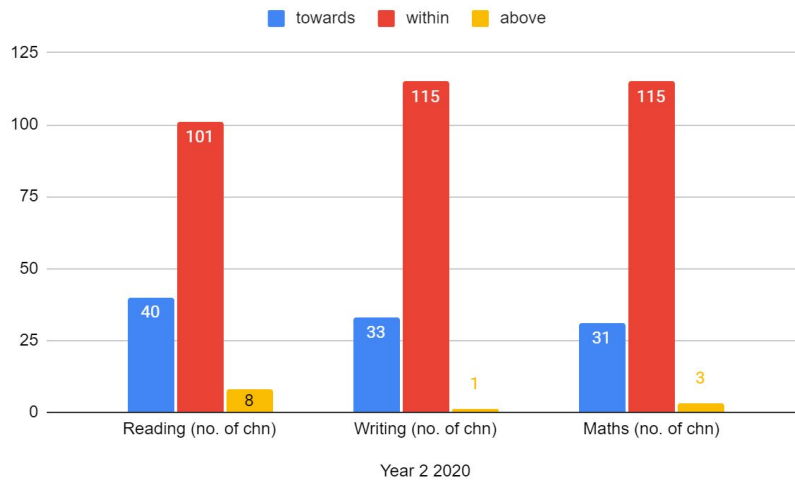


2020 Year by Year, Number of Children Achieving Towards, Within and Above

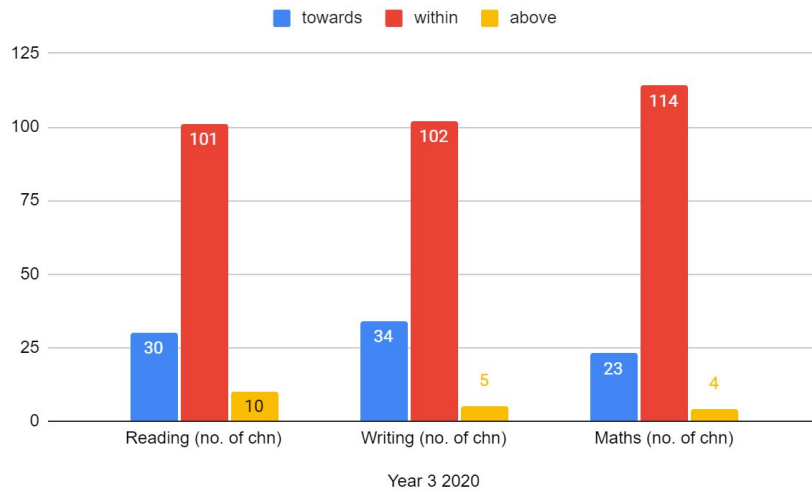
Year 1



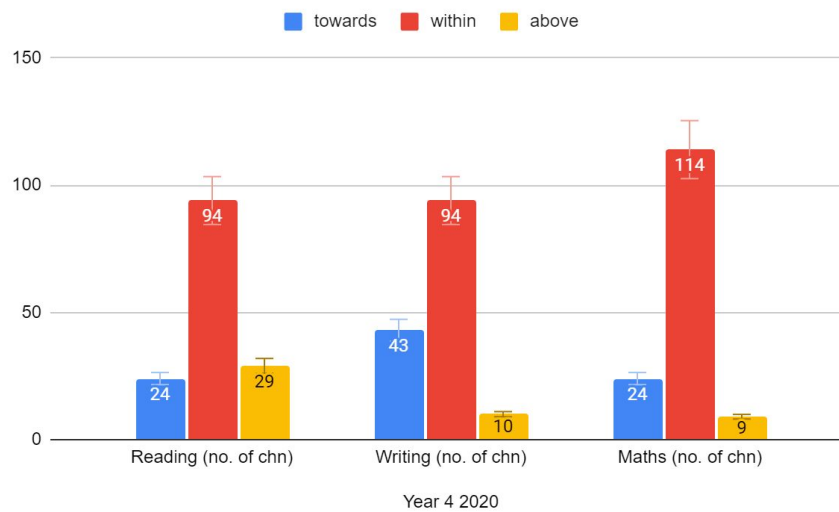
Year 2



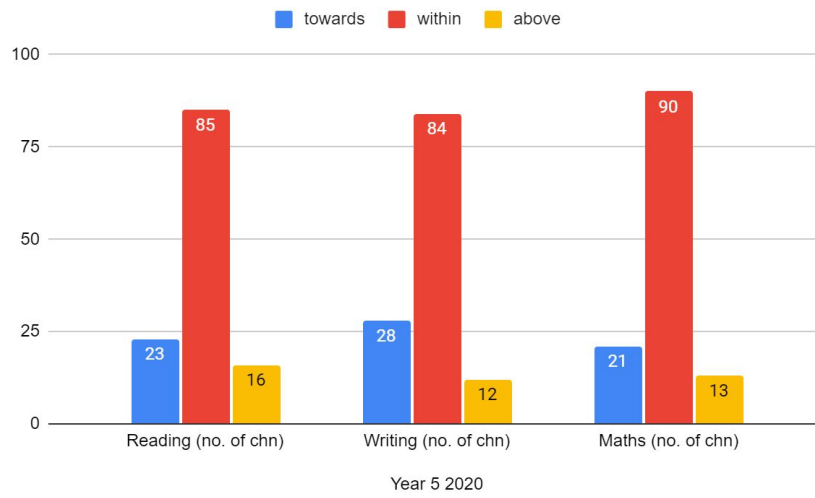
Year 3



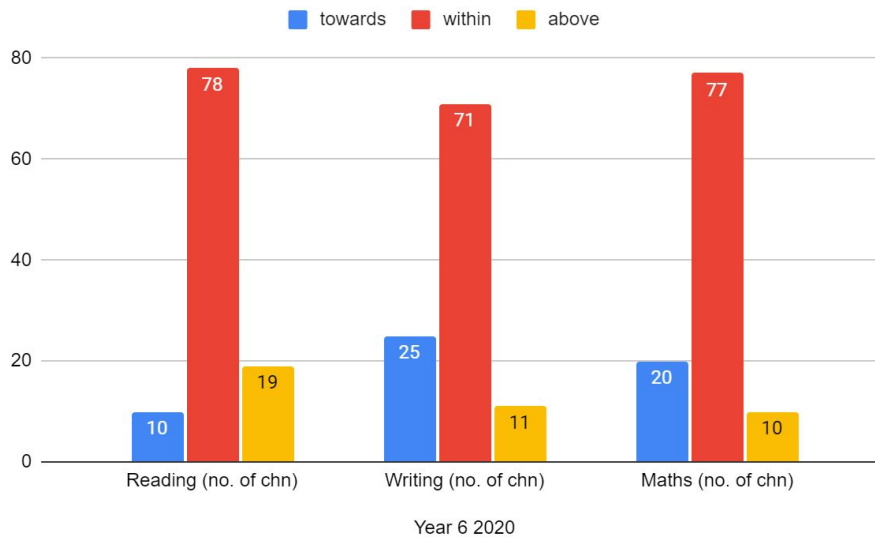
Year 4



Year 5



Year 6



WHOLE SCHOOL READING DATA

2020 Reading Data

1.1 Reading Curriculum Area - working within or above the expected NZ Curriculum Level

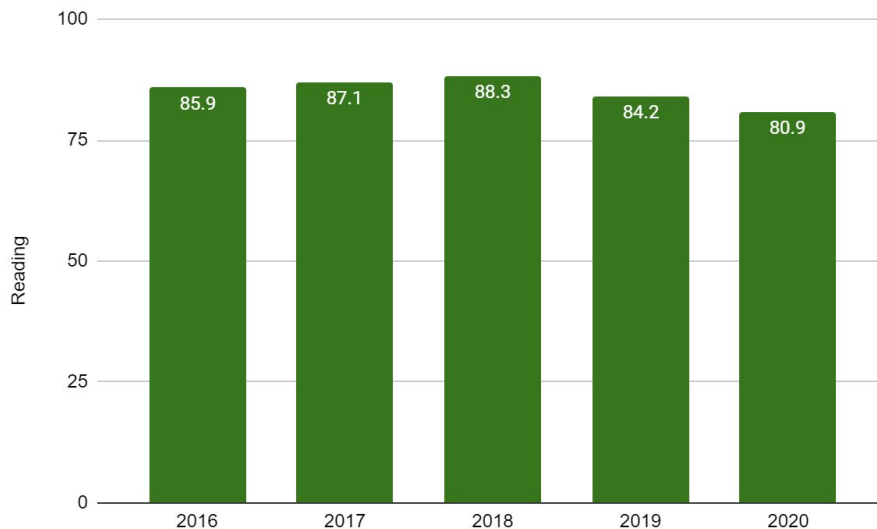
2016 Achievement Levels - 85.9%, 53 Maori (10 below NS, 18.9%) 5 Pasifika (2 below NS, 40%)

2017 Achievement Levels - 87.1%, 53 Maori (7 below NS, 13.2%) 3 Pasifika (1 below NS, 33.3%)

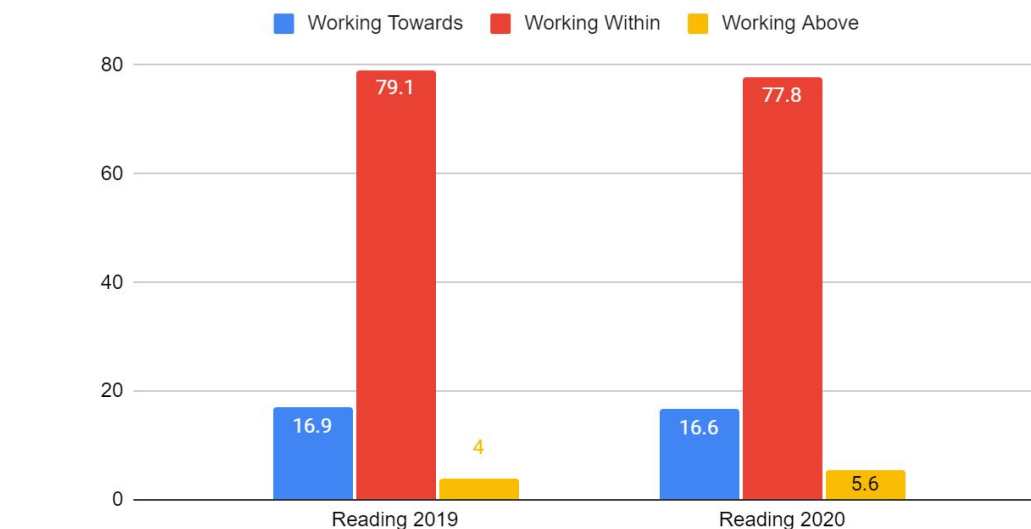
2018 Achievement Levels - 88.3%, 48 Maori (6 working towards, 12.5%), 14 Pasifika (4 working towards, 28.6%)

2019 Achievement Levels - 84.2%, 54 Maori (8 working towards, 14.8%), 24 Pasifika (5 working towards, 20.8%)

2020 Achievement Levels - 80.9%, 58 Maori (16 working towards, 27.6%), 28 Pasifika (10 working towards 35.7%)



1.2 2019/2020 Clean Whole School Data for Reading (exact same cohort of children compared between the two years - 646 children)



Analysis:

The year 2020 was fraught with many disruptions and more than nine weeks of no school. This equates to a full term's worth of missed learning. Some students had more than the mandatory nine and a half weeks off school due to medical reasons and genuine fear. As such, Covid-19 has been rightfully described as a traumatic event for many of our students

and their whānau. It is expected that this will have a significant impact on many students' achievement and progress for the following 18 months, presuming that 2021 does not repeat this same pattern. If we are to experience more lockdowns, this will continue to have the same negative impact on learning for the unforeseeable future.

Please Note: a shift of less than 5% in any data set is not considered concerning and is within the acceptable variance to the Ministry of Education.

As seen in the above graphs, our current **whole school** data for reading shows that 80.9% students in the 2020 cohort are working within their expected curriculum level.

Clean Data across 2019-2020:

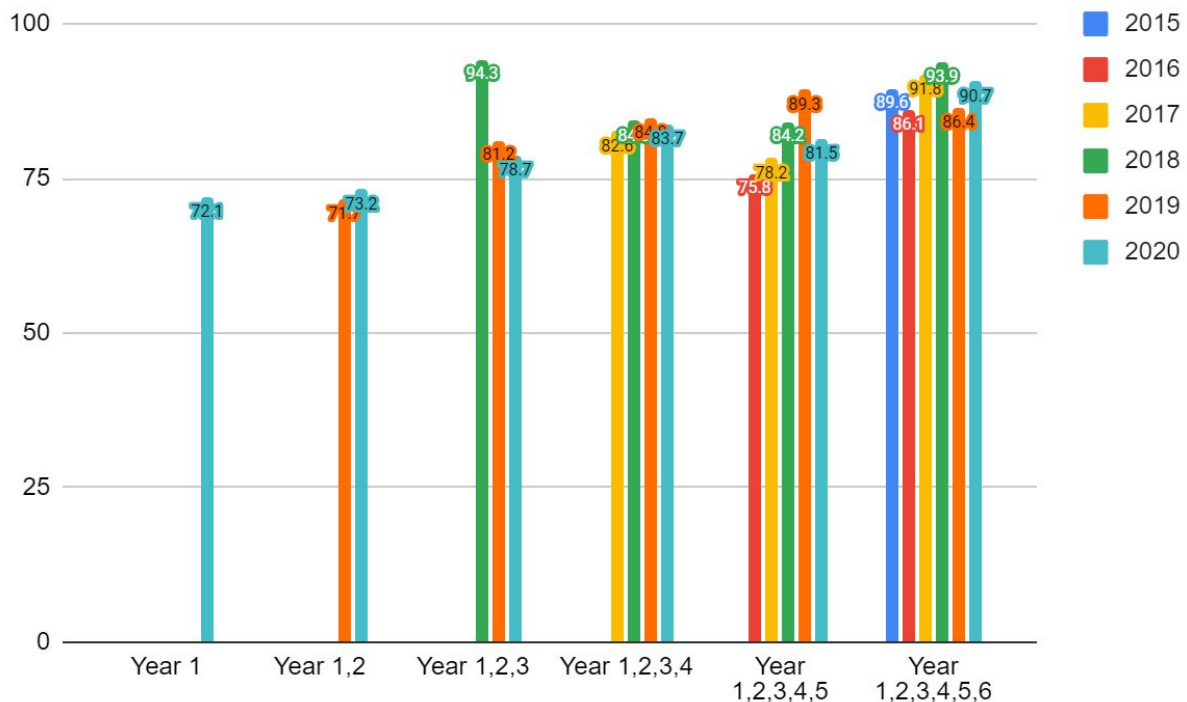
Our roll increased by 209 (new students) now attending Silverdale School in the year 2020. These students, and any that have left throughout the course of 2019-2020 have been removed from this data set.

When comparing those students who were present **across two data sets** (2019-2020) you can see that our reading data has made no significant change.

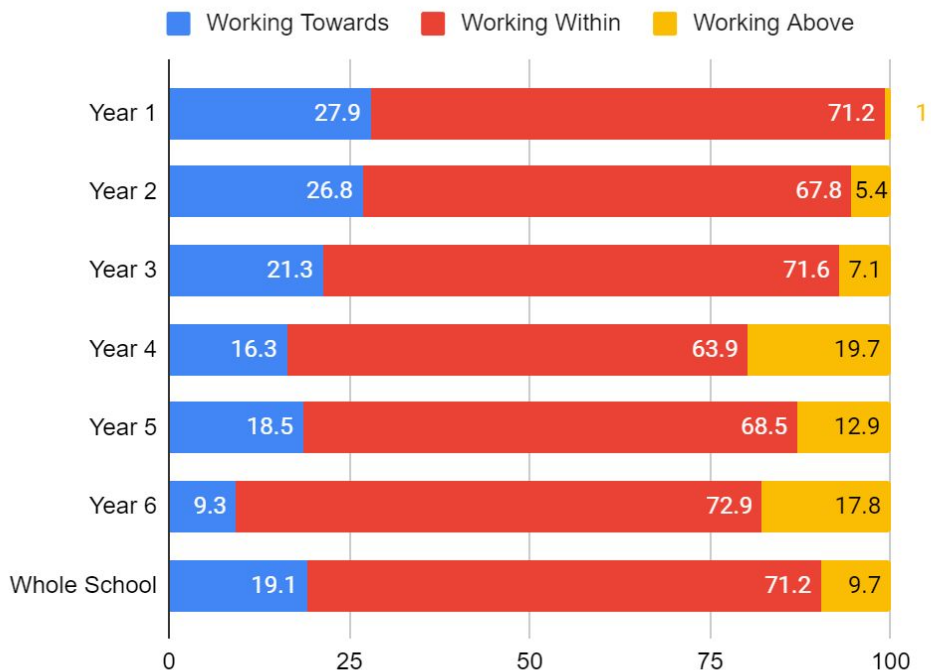
YEAR LEVEL DATA

2.1 Data Summary - Cohort Tracking

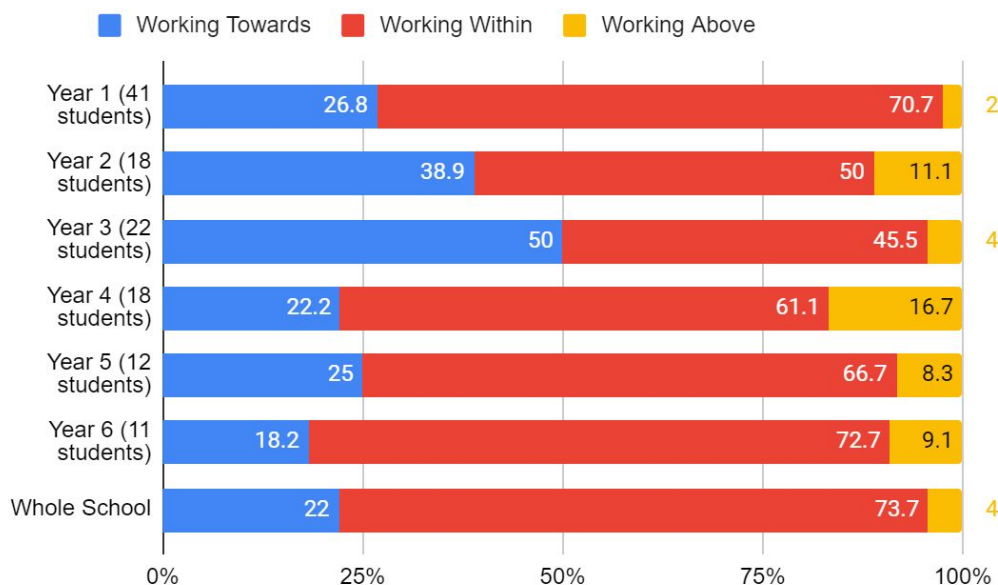
Reading 2015 - 2020, Working Within or Above the Expected NZ Curriculum Level



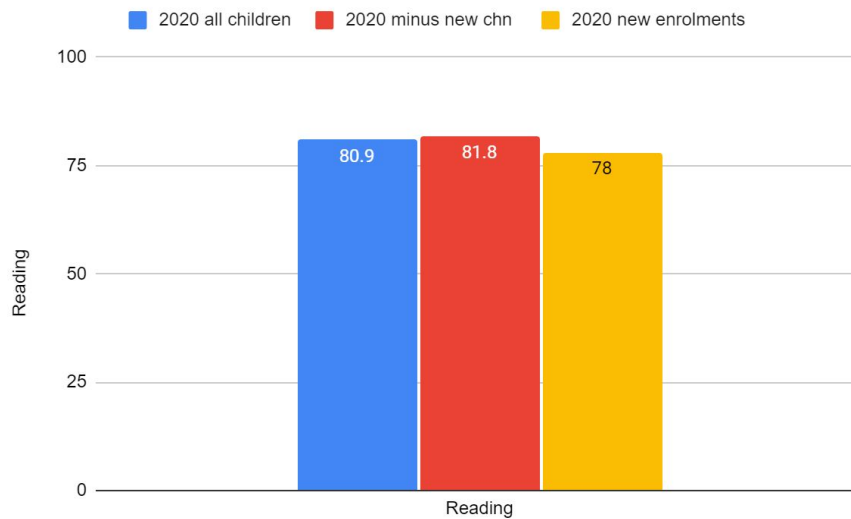
2.2 2020 Reading: Whole School, Working Towards, Within and Above



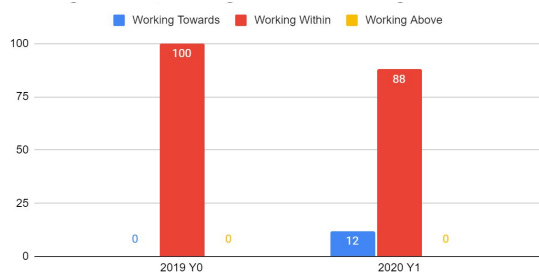
2.3 2020 Reading: New Children Only (2020 enrolments) Working Towards, Within and Above



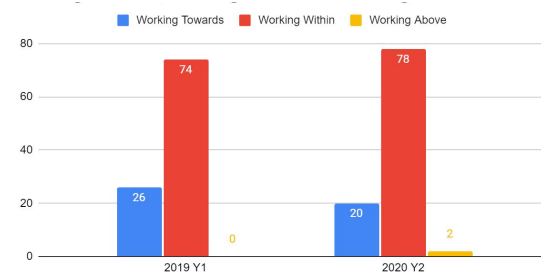
2.4 2020 Achievement Data (Whole school) Without and With New 2020 Enrolments



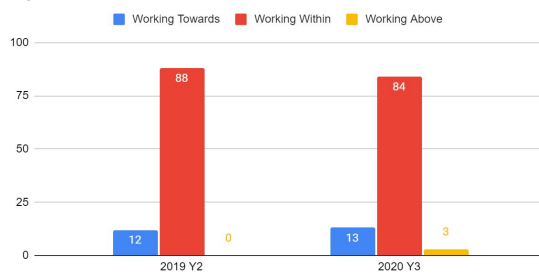
Clean Data - 59x Y1 Students Across Two years < **SIGNIFICANT REGRESSION**



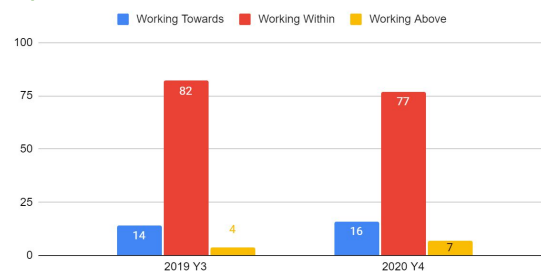
Clean Data - 134x Y2 Students Across Two Years < **SLIGHT IMPROVEMENT**



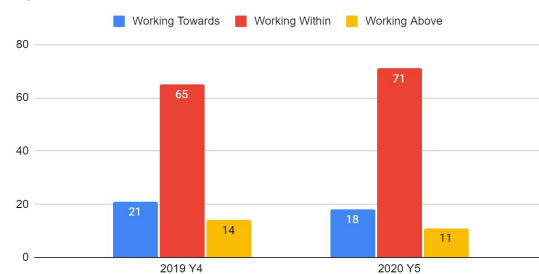
Clean Data - 119x Y3 Students Across Two Years < **LITTLE OR NO CHANGE (less than 5%)**



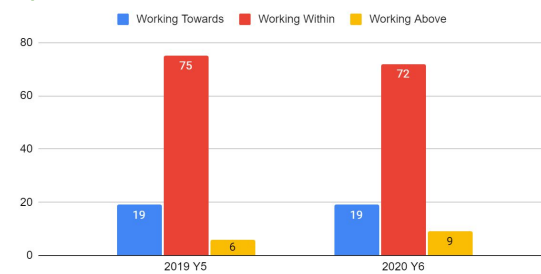
Clean Data - 127x Y4 Students Across Two Years < **LITTLE OR NO CHANGE (less than 5%)**



Clean Data - 113x Y5 Students Across Two Years < **LITTLE OR NO CHANGE (less than 5%)**



Clean Data - 96x Y6 Students Across Two Years < **LITTLE OR NO CHANGE (less than 5%)**



Analysis:

The top graph (2.1) is a snapshot in time. Although you can see some dip and raises in each year level, it needs to be noted that this is not clean data. It does however provide some observable patterns with certain year groups, for example the 2020 Year Four cohort have shown a similar achievement trend despite new students entering this data set. Whereas the 2020 Year Six cohort have shown a lot of variance year to year.

The current 2020 achievement for each year group is as follows

Year 1 - 72.1%

Year 2 - 73.2%

Year 3 - 78.7%

Year 4 - 83.7%

Year 5 - 81.5%

Year 6 - 90.7%

One noticeable trend as seen in the third graph (2.3), is that our new students on entry are performing at a lower level than our existing students. This is very evident in the Year Three cohort, where 50% of new enrolments are working towards the expected level, when compared to only 21.3% across the rest of this cohort.

Clean Data across 2019-2020:

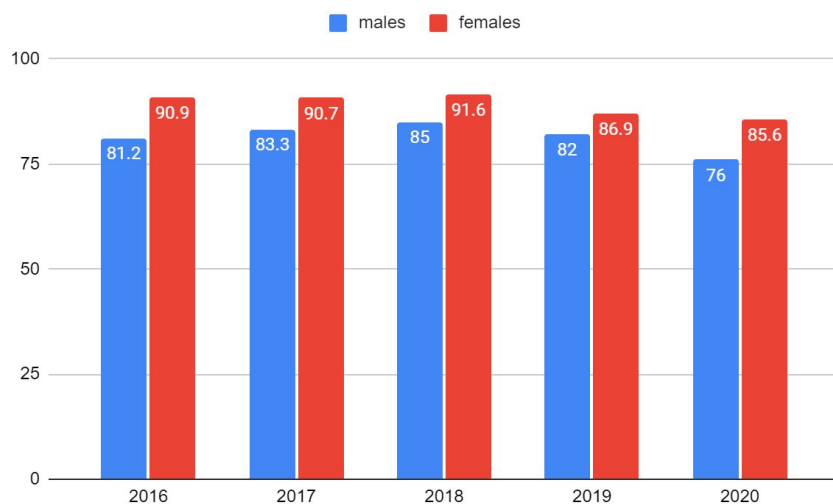
Despite the disruptive year that was, when comparing students who were here in 2019 and again in 2020, Years 3-6 showed little or no shift in their data. That means they maintained near identical achievement gains (1 years achievement in 1 year). This is very pleasing to see.

The Year Two cohort however has shown a slight improvement, gaining a further 6% of students now achieving within or above expected levels.

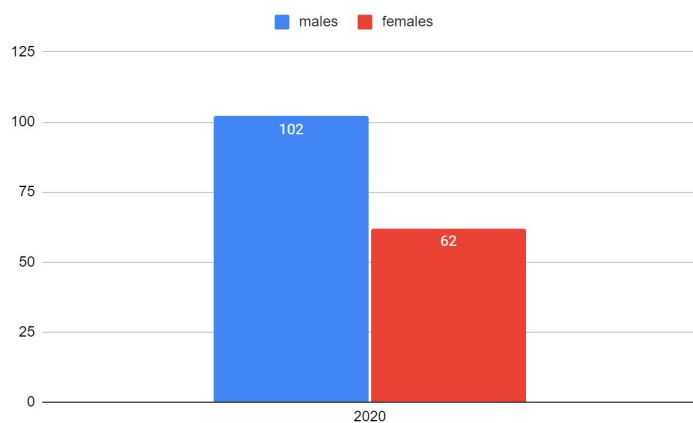
The only cohort to show signs of regression were the Year 1's, dropping from 100% to 88% of all students working within their expected level. There is now a further 12% of this cohort no longer at their expected level who are now considered 'working towards'.

GENDER DATA

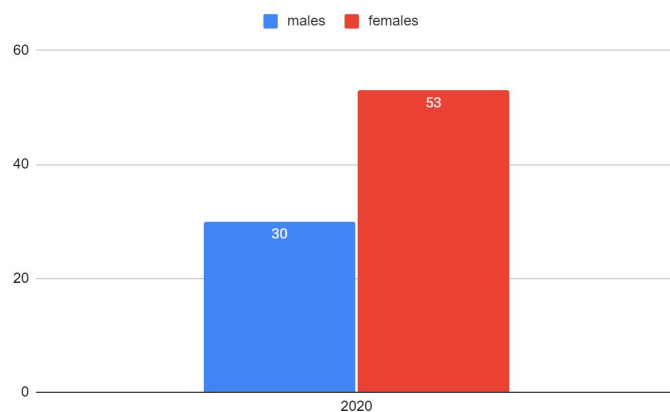
3.1 Reading Male vs Female 2016 - 2020, Working Within or Above the Expected NZ Curriculum Level



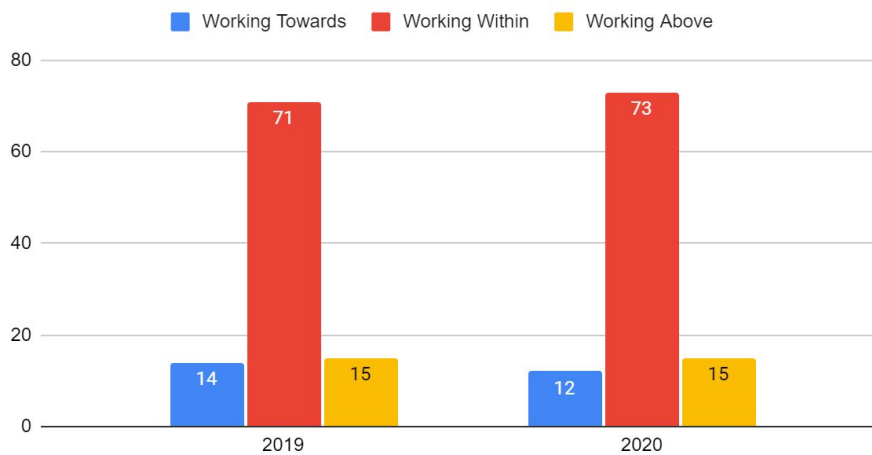
3.2 2020 Reading Male vs Female, Number of Children Working Towards the Expected NZ Curriculum Level



3.3 2020 Reading Male vs Female, Number of Children Working Above the Expected NZ Curriculum Level

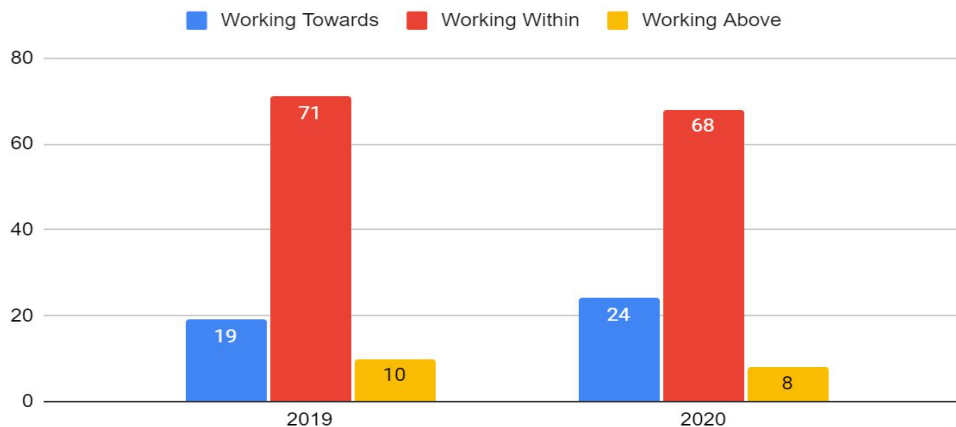


3.4 Clean Data - 318x Female Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

3.5 Clean Data - 328x Male Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

Analysis:

Across the whole school, it is evident that our females are out performing our males when it comes to reading achievement. There is a difference of 9.6% between the two genders

Males - 76% working within or above (of the 426 male students)

Females - 85.6% working within or above (of the 433 female students)

There is only a difference of seven children in each gender group. Not significant enough to warrant a difference between the genders achievement.

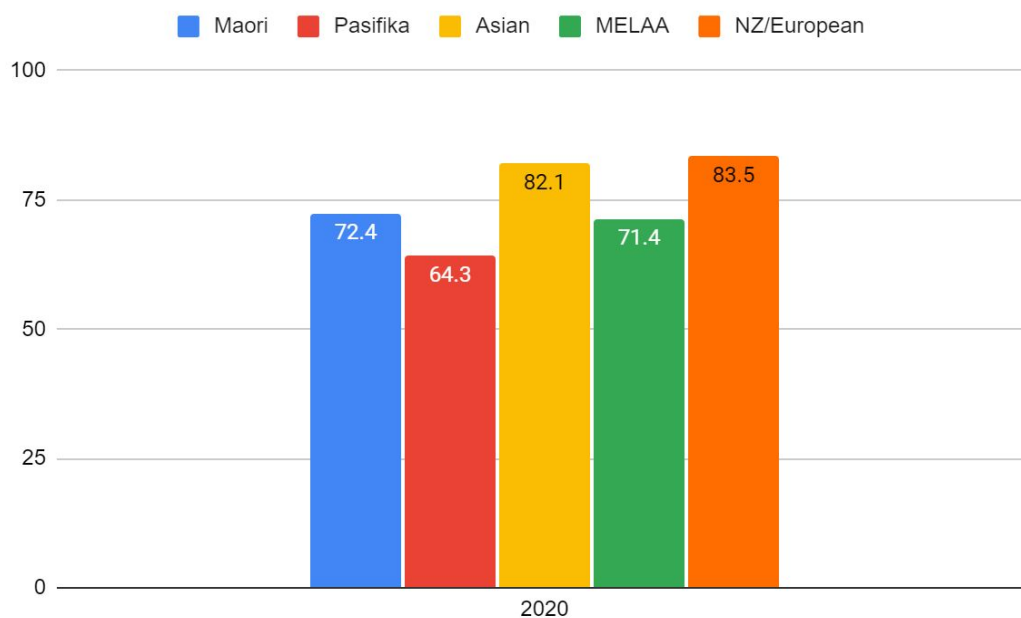
Clean Data across 2019-2020:

When comparing the achievement over time (*students present in both 2019-2020*), it is pleasing to see that neither males nor females have regressed to any significant level despite the turbulent year. This means that teachers and whānau have been able to maintain the achievement trend seen in 2019 again in 2020 despite the disruptions and term away from school in lockdowns.

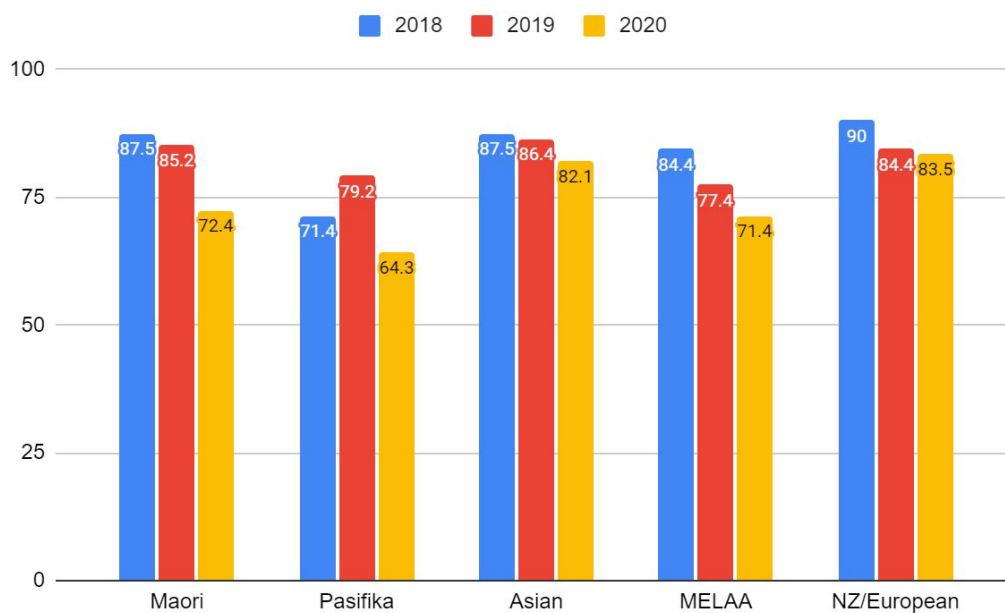
Females have increased by 2% now working within expected curriculum levels, and *males* have seen a drop of 4% now considered working towards the expected curriculum levels. This is pleasing to see that for the most part, we have been able to hold current achievement standards.

ETHNICITY DATA

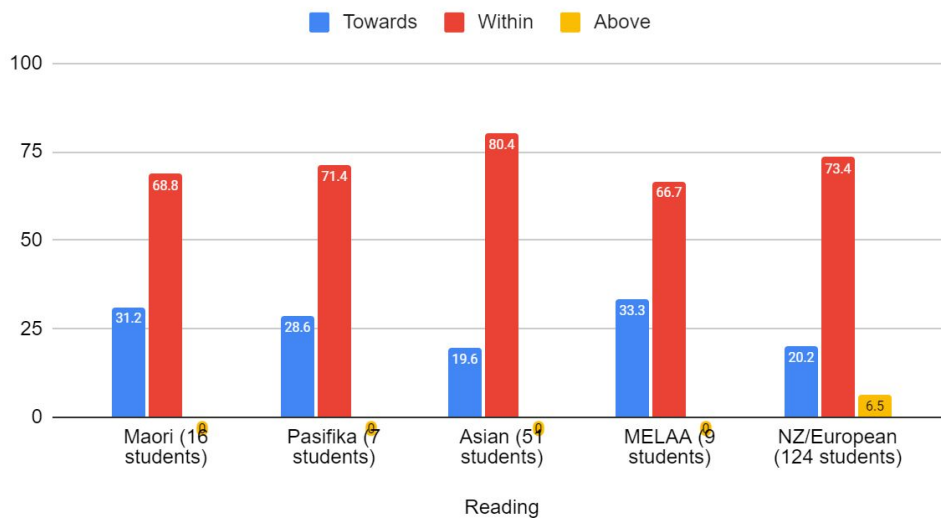
4.1 2020 Comparison of Ethnicity: All Reading working Within or Above the Expected NZ Curriculum Level



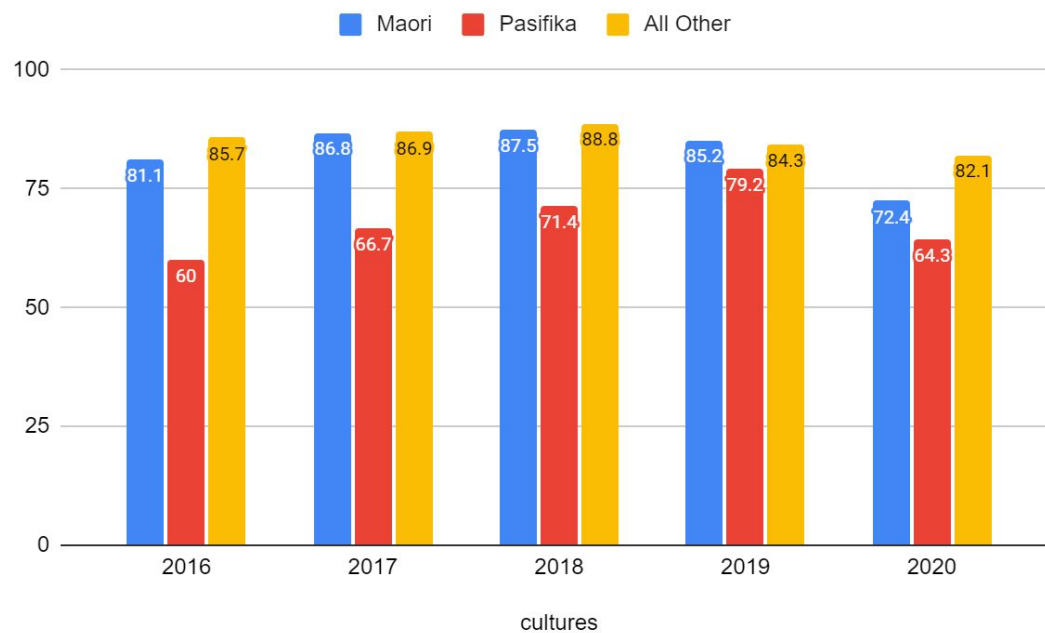
4.2 2018-2020 Comparison of Ethnicity: All Reading Working Within or Above the Expected NZ Curriculum Level



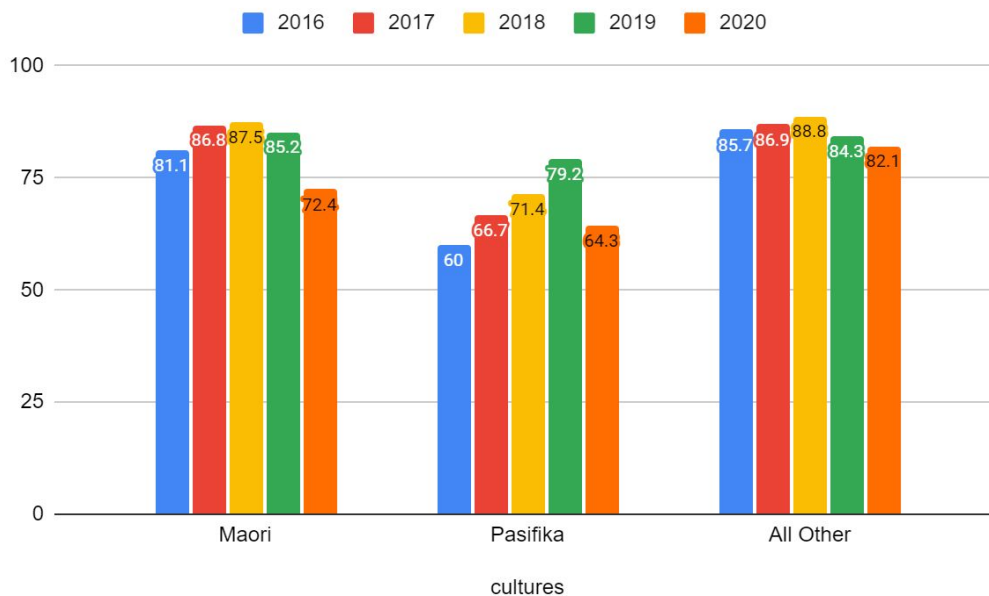
4.3 2020 Reading Data: New Children (2020 enrolments) Comparison of Ethnicity, Children Working Towards, Within and Above the Expected Curriculum Level



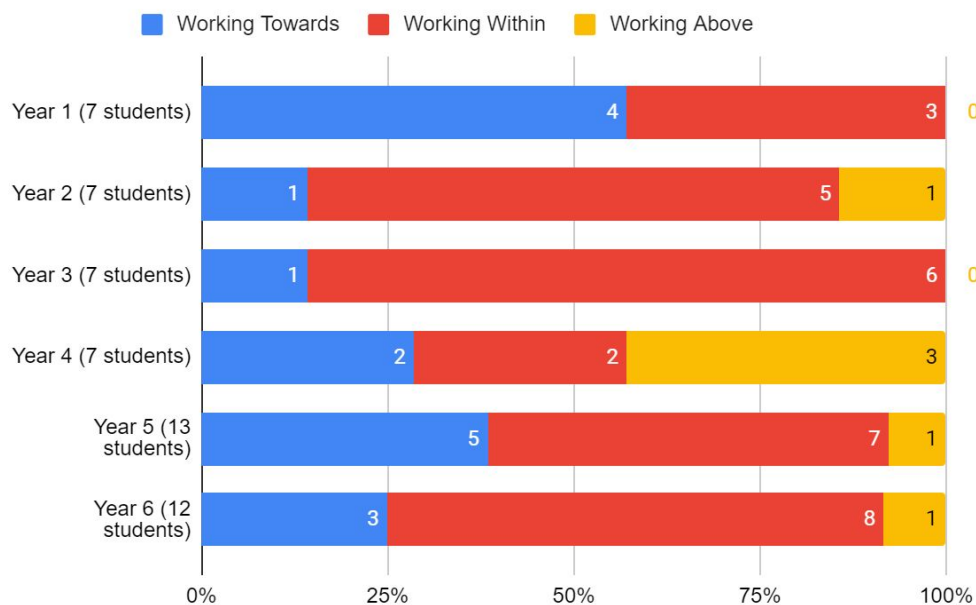
4.4 Comparison of Ethnicity: Maori, Pasifika, Other Reading 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



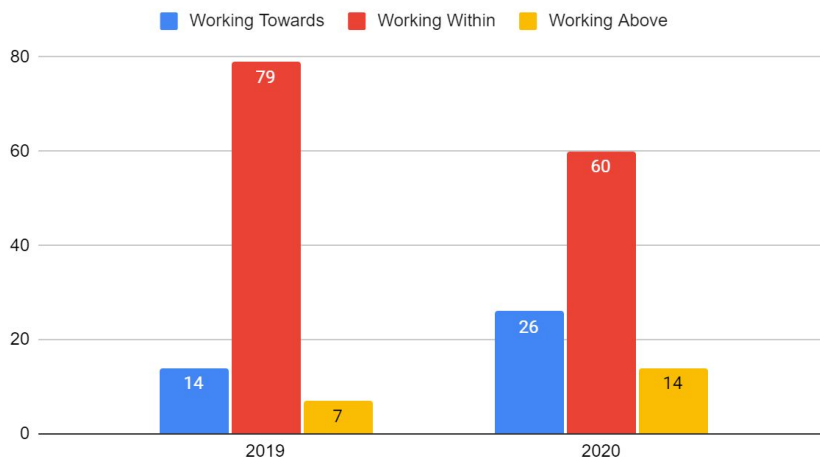
4.5 Comparison Between Ethnicity Year on Year, Reading 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



4.6 2020 Number of Maori Children Working Towards, Within and Above



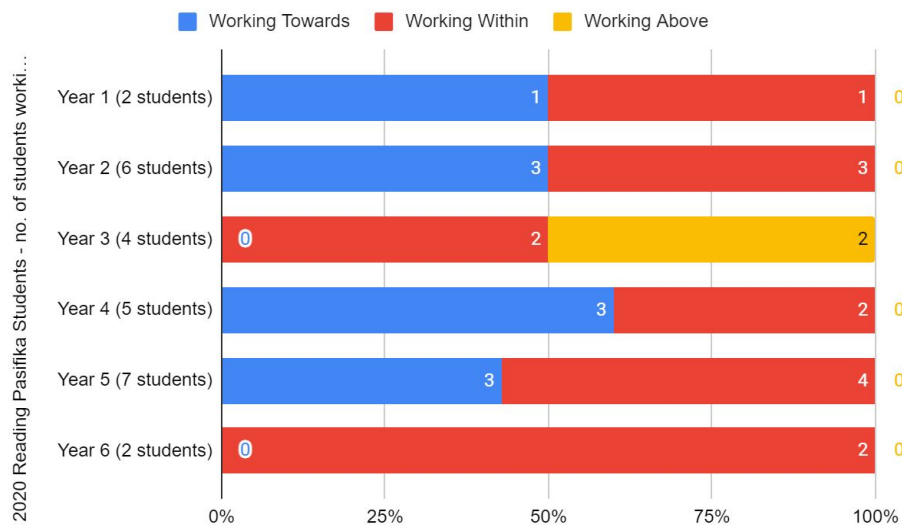
4.7 Clean Data - 43x Māori Students Across Two Years



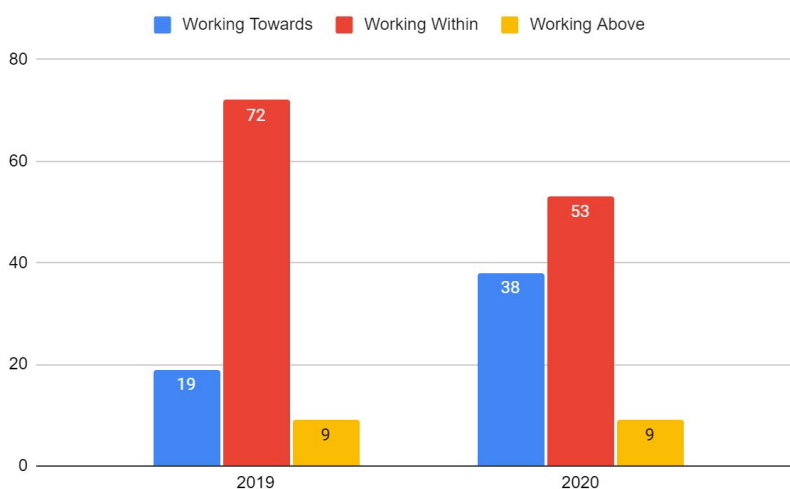
< REGRESSION - some now below

< IMPROVEMENT - some now above

4.8 2020 Number of Pasifika Children Working Towards, Within and Above

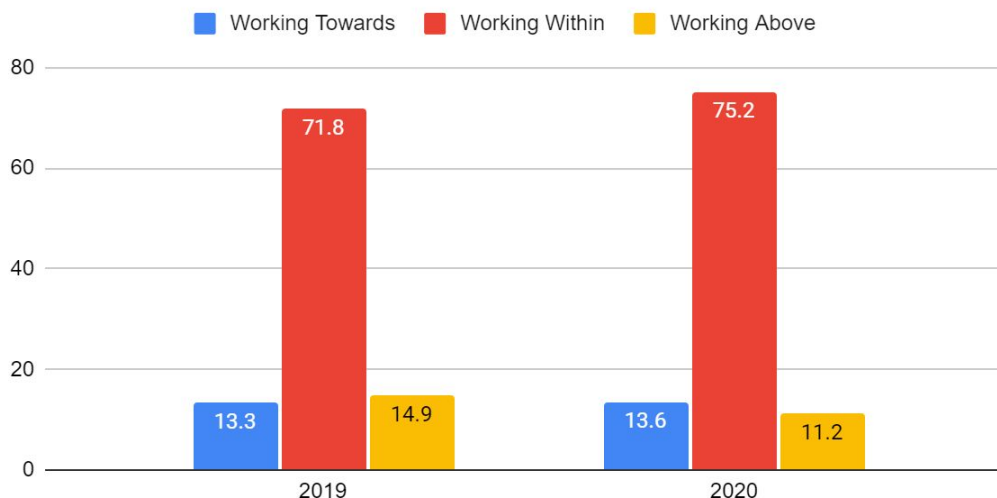


4.9 Clean Data - 21x Pasifika Students Across Two Years



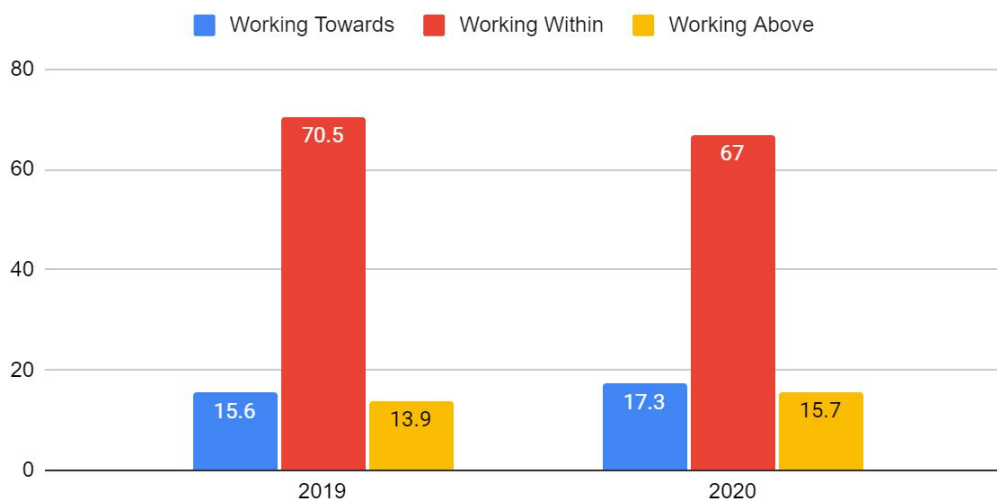
< SIGNIFICANT REGRESSION

4.10 Clean Data - 294x NZ European Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

4.11 Clean Data - 173x Asian Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

Analysis:

| | |
|--------------------|---|
| Māori | 72.4% of the 58 students are achieving within or above expected level |
| Pasifika | 64.3% of the 28 students are achieving within or above expected level |
| Asian | 82.1% of the 229 students are achieving within or above expected level |
| MELAA | 71.4% of the 56 students are achieving within or above expected level |
| NZ/European | 83.5% of the 485 students are achieving within or above expected level |
| Other | There are less than 3 students in this sub group, so will not be reported on. |

Clean Data across 2019-2020:

- **Māori students**

When comparing the achievement over time (*Māori students present in both 2019-2020*), we can see that there **has been a drop in achievement** for this group of children. Of those 43x Māori students, **12% of them have regressed** and are now considered 'working towards' their expected levels. Noticeable too is the **drop of 7%** of those previously considered 'above' expected level back to 'working within' expected level.

We found this sub group to be one that was hard to engage both during and on either side of the lockdowns. Attendance data also shows they were slower to return after lockdowns, and also some were the first to stay home a week or two prior to the first lockdown. This gap in education has impacted this group of children.

- **Pasifika students**

When comparing the achievement over time (*Pasifika students present in both 2019-2020*), we can see that there has been **a significant drop in achievement** for this group of children. Of those 21x Pasifika students, **19% of them have regressed** and are now considered 'working towards' their expected levels. Those who were 'above' expected levels **have remained there**.

We found this sub group to be one that was hard to engage both during and on either side of the lockdowns. Attendance data also shows they were slower to return after lockdowns, and also some were the first to stay home a week or two prior to the first lockdown. This gap in education has impacted this group of children. It was also noticed that not many of them took up the offer to use chromebooks during the first lockdown, and only a few did in the second lockdown.

- **NZ European students**

When comparing the achievement over time (*NZ European students present in both 2019-2020*), we can see that achievement **has remained relatively the same for this group** of children. Of those 294x NZ European students, **only 3.7%** of those previously considered 'above' expected level dropped back to 'working within' expected level. **All others have remained the same** and have held their current achievement trends (1years achievement in 1year).

We attribute these sustained levels of achievement to the high level of engagement with these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already. Data shows that their attendance, more so than other ethnic groups, was just limited to time away from school only during the lockdowns. They were fast to return and very few remained away for longer extended periods of time outside of those mandatory nine and a half weeks away.

- **Asian students**

When comparing the achievement over time (*Asian students present in both 2019-2020*), we can see that achievement **has remained relatively the same for this group** of children as well. Of those 173x Asian students, **only 1.7%** of those previously considered 'working within' expected level have regressed to 'working towards' expected level. Likewise, **only 1.8%** of those previously considered 'working above' expected level have regressed to 'working within' expected level. This is not a significant shift in achievement.

We attribute these sustained levels of achievement to the high level of engagement with

these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already.

However, it is interesting to note that data shows that attendance, particularly for our Chinese students, was impacted more so than other ethnic groups. These extra weeks away from school however do not seem to have impacted their achievement levels to the same extent as it has for other ethnic groups. It was evident for our Chinese community in particular that the devastating impact in Wuhan, and having these live reports from their home country, meant there was a legitimate fear for the safety and health of their children. As such, many stayed home for longer periods of time pre and post both lockdowns.

3. Reading Curriculum Structure - (How was it taught?)

Team Te Ohanga

Reading is integrated throughout the day in all curriculum areas. Having an overarching concept which has spanned the year has meant connecting the curriculum and revisiting and further developing new areas has been easier. The UbD concept of this term allows for this integration, particularly with writing and The Arts.

Wa Rapu lends itself to those students who are wanting to investigate further based on their interests, for example a range of fiction and non-fiction books are displayed in each area focusing on the interests. Provocations / invitations to play are offered based on student interest, these are changed on a regular basis, for example making a book with a front cover / title / author etc and creating something seen in a book or drawing a picture based on something they saw in a book. There is a literacy and reading area in each classroom to promote and encourage the interest in reading and using a range of different materials to ignite this passion.

Guided reading is taught every week Monday -Thursday where each student is seen daily that week and is grouped and taught based on their individual needs (this is taken from SchoolTalk.) LI's are chosen based on need from ST. Each class also has a shared weekly poem which is read daily with a different focus eg. punctuation, rhyme etc. A big book is also read each week with different focuses each day eg. print conventions, language features and comprehension. The school library is used once a week.

Yolanda Soryl phonics is taught daily. Tracking books are used to track alphabet and high frequency words progress.

Team Kiwi

Reading is taught at different times of the day Monday - Thursday depending on classroom timetable. Friday focus is a poem looking at different punctuation, rhyming and word vocab. Each reading session begins with a big book focusing on various language features, comprehension, retelling and punctuation. Guided reading is taught everyday looking at vocabulary, fluency and comprehension. Teacher aides are used to take various groups. The school library is used once a week. We have a wonderful group of ladies come and run a reading mileage group every Tuesday.

Phonics is taught everyday throughout the team.

Team Pukeko

Reading is linked into oral and written language. Children are read to (class novel) with (Shared, buddy and guided reading) and read books independently based on needs. Our reading programme includes opportunities for scaffolded learning through shared books, explicit teaching of strategies during guided reading and the implementation of the Yolanda Soryl phonics programme.

Reading is also linked into our inquiry topic. For example exploring both fiction and nonfiction texts with a communication message and technology focus. What children explore through reading they then put into practice through writing.

Team Pukeko teachers listen to their focus children read daily. These children are on an individualised programme with specific learning progressions to focus on. Incorporated into these programmes are also phonics and a high frequency word focus.

Students take a book home Monday to Thursday and their Poem Books go home every Friday to read to whānau / families. (Poetry books are optional)

Throughout the day students are encouraged to complete a range of reading activities from: reading to a buddy or reading independently during Sustained Silent Reading. Students also hear and read to younger students at Early Morning Reading.

Students are grouped in a variety of ways, both mixed and ability. Children who are not yet fluent are grouped by ability for guided reading groups. This is done using Probe, PM Running Records and overall teacher judgement. Within these groups there can still be mixed ability as some groups span over 1 yr ability. More independent readers are grouped in mixed ability through literacy circles, reading books that they may opt into or guided through, depending on the class.

SchoolTalk planning templates and Silverdale School progressions are used to decide learning intentions for each group. Individual / group progress is regularly entered onto SchoolTalk. As with all teams, strategies relevant to group needs are taught during guided reading. Students not working with the teacher complete / choose from a variety of literacy tasks including Sunshine Online and Sunshine Classics.

Team Tui

Students are grouped in both mixed and fixed ability groups for various tasks. Shared reading is being done in class and is based around the UbD context. Vocabulary is unpacked and new concepts are introduced through the shared text.

Students are read to as a class novel, sometimes linked to Ubd, followed up with discussions.

SchoolTalk progressions are used to inform teaching and next steps. Workshops are needs based on SchoolTalk gaps. Reading strategies and fluency are both

covered in workshops. Reading responses are used to gauge comprehension and understanding.

Students have the opportunity to support younger readers through the EMR programme.

In some classes, TA's are used to support reading groups, workshops and to build fluency and confidence in reading.

Reading text choices are mindful of high interest particularly for boys as a focus group.

Home learning during Lockdown

During both lockdowns students were encouraged to complete levelled books on Sunshine Classics, Sunshine Online and Epic Books (Pukeko and Tui). This was taken up by the majority of parents. Sunshine Classics proved very effective, as it also allowed teachers to select and set tasks at the appropriate level for students in their class, essentially providing a digital book basket. Children were able to complete comprehension activities, and to record themselves reading. Teachers were able to listen to their students reading, providing an excellent connection between home and school. This digital based reading program proved vital during the two lockdowns and allowed some students to maintain their reading level or even progress their level without the support of teacher instruction and access to school reading materials. Videos of the teachers reading stories were sent home by the majority of junior teachers and many middle and senior teachers read to their students over zoom.

4. School reading programmes / Tracking and Coverage - (What was taught?)

Next steps are determined by SchoolTalk progressions/gap analysis.

Team Tui - Small groups and individual - some teachers use the reading plans or have adapted them which have the school progressions recorded. Students have individual agency and independence in responses to texts and use SchoolTalk progressions.

Team Kiwi and Pukeko create and share Shared reading plans. Teachers use planning formats for guided reading sessions to suit. Some teachers use the reading plans or have adapted them which have the school progressions recorded.

Te Ohanga - TA's are used to take small groups / individual students to focus on alphabet knowledge, high frequency word recognition and work on reading mileage. Early words programme is also taken for those students who need it by a TA. Planning takes place in a standardised format based on the SchoolTalk progressions.

Reading is linked into our overarching concepts and long term plans for other curricular areas. This enables students to learn different genres in a real life context, applying their skills in a practical way.

The use of Eduplanet 21 and the addition of SchoolTalk progressions into this platform

allows teachers to easily link literacy progressions into other curriculum areas. This enables us to analyse and track which SchoolTalk progressions and Achievement objectives from the NZ curriculum have been covered. This was newly introduced in 2020 and will be a major focus in 2021. 2020 saw the beginning of teacher's experimenting with this.

5. Professional Development - (What professional development did the team/school have?)

6. School Resources - (What resources were purchased in 2020?)

- Junior top ups of titles that had else than 6 books in each group
- Variety of big books spanning Years 1-3
- Books were purchased for Turquoise to Gold, group readers, particularly non-fiction books
- Digital Probe kits
- PM kits
- Adrienne Gear Reading Power books
- Alphabet books for Year 0
- Literacy games for Year 2 team

7. 2021 Reading Budget Considerations - (Does the budget need to change in 2021? If yes, why?) Yes, an increase in relation to the amount of new classrooms.

Due to the year we have had with Covid19 placing limitations on classroom programmes and delivery the budget spent is not indicative of a typical year, for this reason we believe the budget amount should remain similar as the amount in 2020 with a slight increase to reflect the amount of new classrooms. On returning from both lockdowns the focus has not been on core curriculum areas, instead it has been on wellbeing and re-establishing relationships. Purchasing resources has taken a back seat.

8. Next Steps for 2021 - (How can we improve our teaching and learning programmes?)

- As mentioned above in budget considerations professional development has not been a focus this year as it has been stalled by Covid19. Therefore the next steps remain the same as 2020. Please see below.
- Possible PD about Reading book by Sheena Cameron and Louise Dempsey
- Possible PD about decoding text with Junior students and using decodable texts.
- Continue to develop teacher capacity and confidence as designers of curriculum to link literacy with our UbD focus, making reading authentic and purposeful. This would be beneficial to all students and a continued focus on non - fiction may help to raise boy's achievement levels.
- Develop a bank of reading long term plans with overarching understandings that span across the curriculum year levels.

- For the Connected Curriculum to create instructional videos to be used as resources on SchoolTalk.
- Professional learning on the use of SchoolTalk in a formative manner. Teachers upskilling in how to use SchoolTalk progressions to inform next teaching steps. Students learning how to access resources for flipped learning.

- **Next Steps to Raise the achievement of different cultures:**

Continue to share texts from a wide range of cultural backgrounds. Support students with ESOL by offering opportunities to learn new vocabulary and to make connections prior to reading. ESOL students will continue to be supported through Silverdale's ESOL programme. Provide multiple opportunities for authentic oral language use. Use think alouds to show students the strategy used. Include ESOL students in plenty of group work, with opportunities to practice. Differentiate text levels with the same learning outcomes.

- PLD for developing our local curriculum so that it is accessible and engaging for our Pasifika students. This should see an increase in Pasifika achievement.
- Explore reasons for decline in Pasifika achievement during 2020. Dig deeper into Pasifika student's experiences over lockdowns. Talk to students to hear their experiences of home learning. Use this to inform our programmes should another lockdown occur. We have a hunch that the lack of collaborative learning and access to technology could have had a negative impact. We know that some Pasifika students were slow to return to school which may also have made an impact on learning.
- Explore reasons for decline in Maori achievement during 2020. Dig deeper into Maori student's experiences over lockdowns. Talk to students to hear their experiences of home learning. We have a hunch that the lack of collaborative learning could have had a negative impact. What was attendance like after lockdown? Worth exploring to see if this was a determining factor in achievement.

WHOLE SCHOOL WRITING DATA

2020 Writing Data

1.1 Writing Curriculum Area - working within or above the expected NZ Curriculum Level

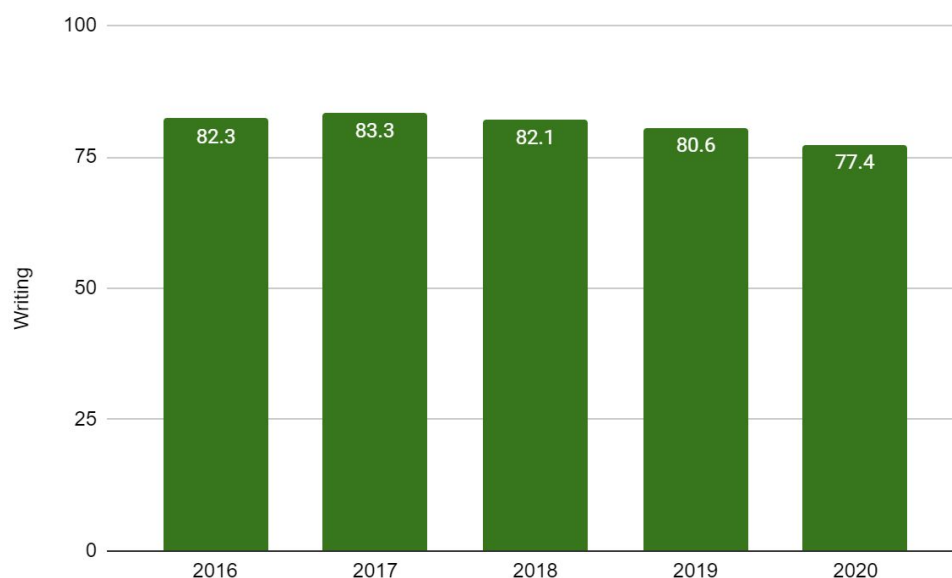
2016 Achievement Levels - 82.3%, 53 Maori (11 below NS, 20.7%) 5 Pasifika (2 below NS, 40%)

2017 Achievement Levels - 83.3%, 53 Maori (11 below NS, 20.8%) 3 Pasifika (1 below NS, 33.3%)

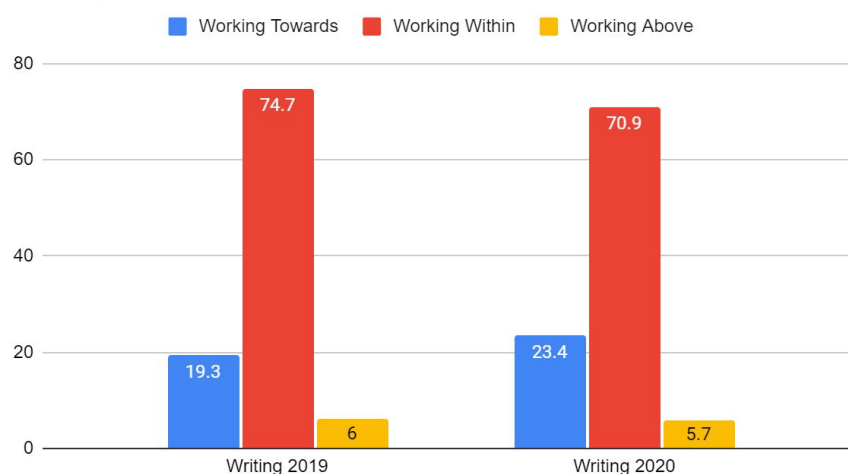
2018 Achievement Levels - 82.1%, 48 Maori (8 working towards, 16.7%), 14 Pasifika (2 working towards, 14.3%)

2019 Achievement Levels - 80.6%, 54 Maori (8 working towards, 14.8%), 24 Pasifika (4 working towards, 16.7%)

2020 Achievement Levels - 77.4%. 58 Maori (16 working towards, 27.6%), 28 Pasifika (14 working towards, 50%)



1.2 2019/2020 Clean Whole School Data for Writing (exact same cohort of children compared between the two years - 646 children)



Analysis:

The year 2020 was fraught with many disruptions and more than nine weeks of no school. This equates to a full term's worth of missed learning. Some students had more than the mandatory nine and a half weeks off school due to medical reasons and genuine fear. As such, Covid-19 has been rightfully described as a traumatic event for many of our students

and their whānau. It is expected that this will have a significant impact on many students' achievement and progress for the following 18 months, presuming that 2021 does not repeat this same pattern. If we are to experience more lockdowns, this will continue to have the same negative impact on learning for the unforeseeable future.

Please Note: a shift of less than 5% in any data set is not considered concerning and is within the acceptable variance to the Ministry of Education.

As seen in the above graphs, our current **whole school** data for writing shows that 77.4% students in the 2020 cohort are working within their expected curriculum level.

Clean Data across 2019-2020:

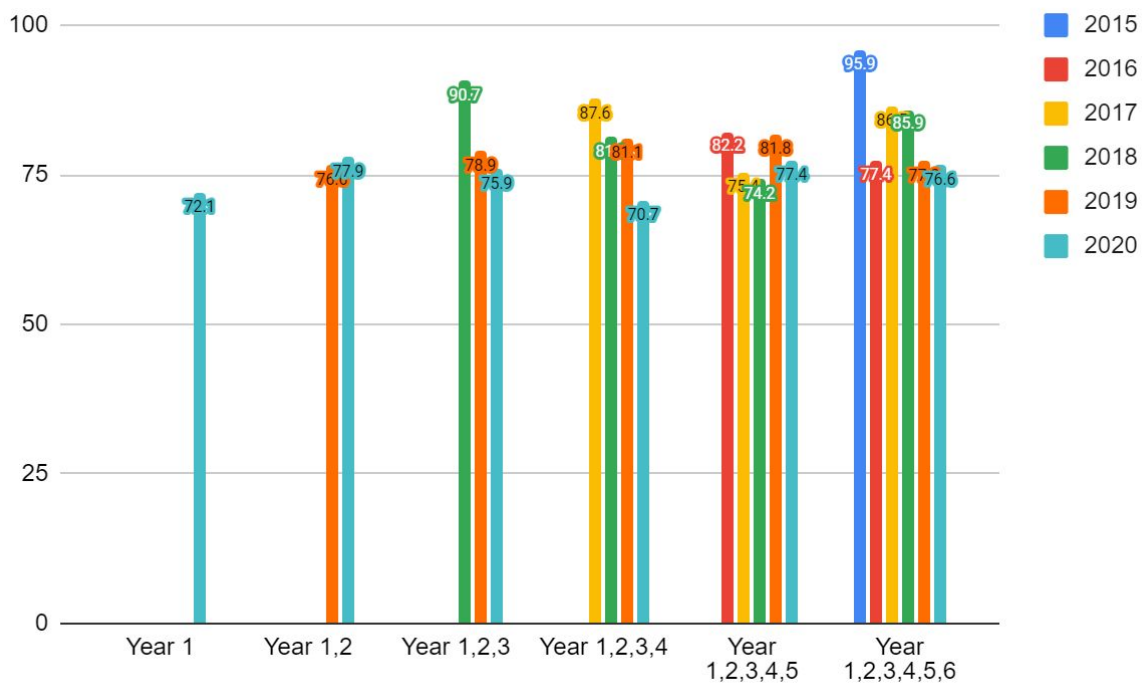
Our roll increased by 209 (new students) now attending Silverdale School in the year 2020. These students, and any that have left throughout the course of 2019-2020 have been removed from this data set.

When comparing those students who were present **across two data sets** (2019-2020) you can see that our Reading data has made a small regression, where 4.1% of students previously considered 'working within' expected levels are now 'working towards' their expected levels.

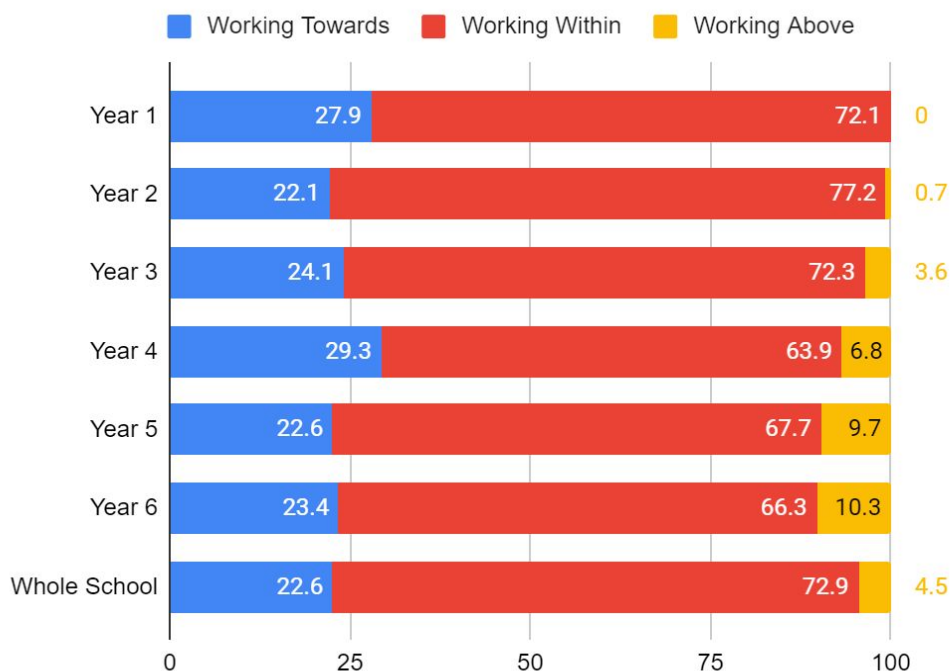
YEAR LEVEL DATA

2.1 Data Summary - Cohort Tracking

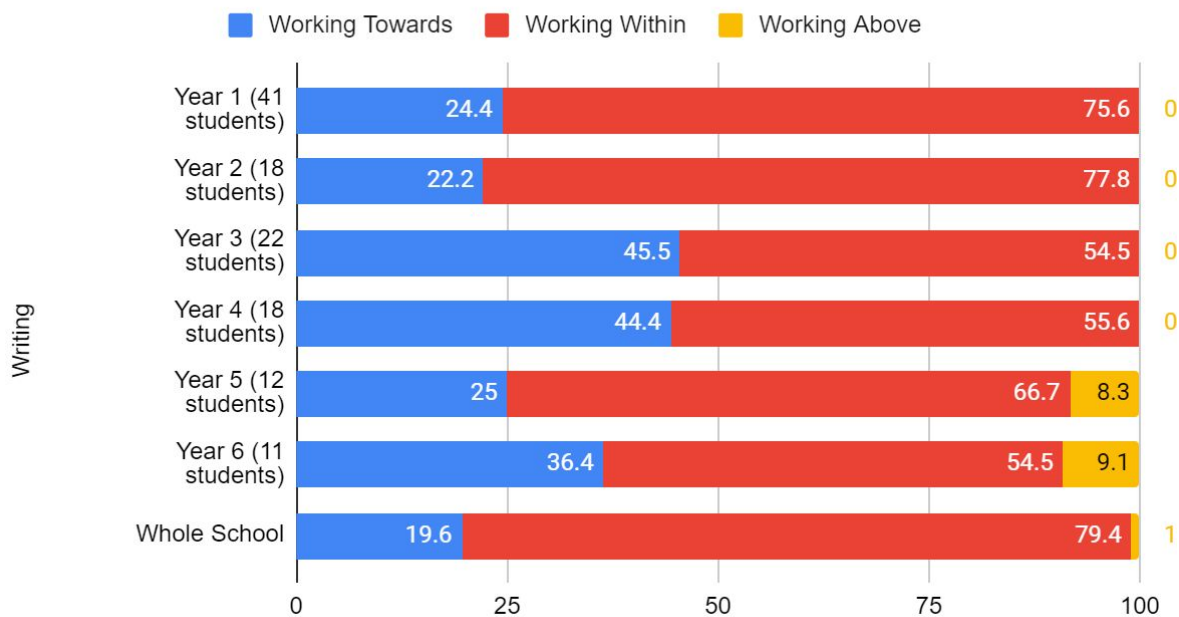
Writing 2015 - 2020, Working Within or Above the Expected NZ Curriculum Level



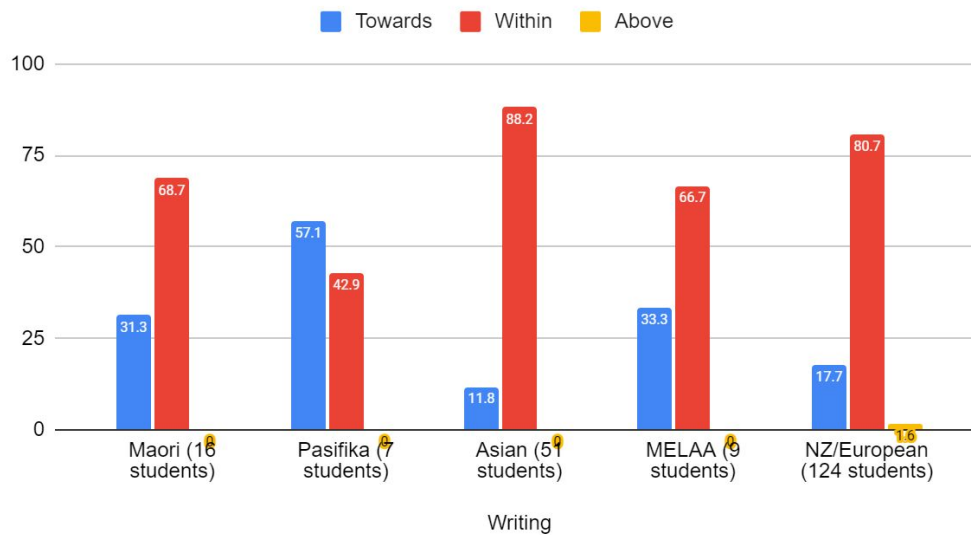
2.2 2020 Writing: Whole School, Working Towards, Within and Above



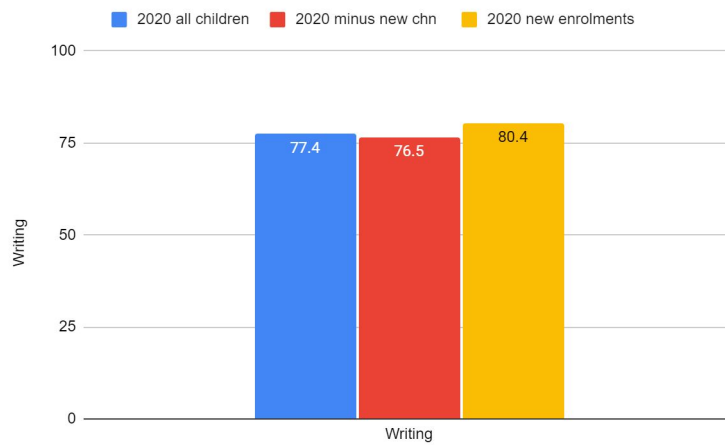
2.3 2020 Writing: New Children Only (2020 enrolments) Working Towards, Within and Above



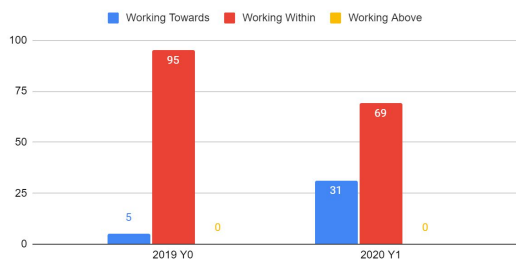
2.4 2020 Writing: New Children Only (2020 enrolments) Working Towards, Within and Above



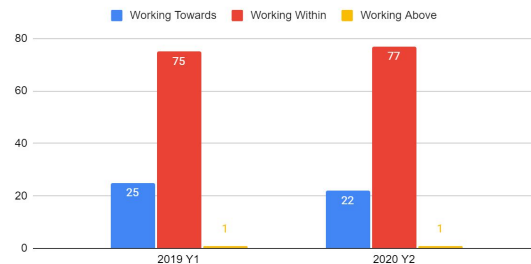
2.5 2020 Achievement Data (Whole school) Without and With New 2020 Enrolments



Clean Data - 59x Y1 Students Across Two Years < **SIGNIFICANT REGRESSION**

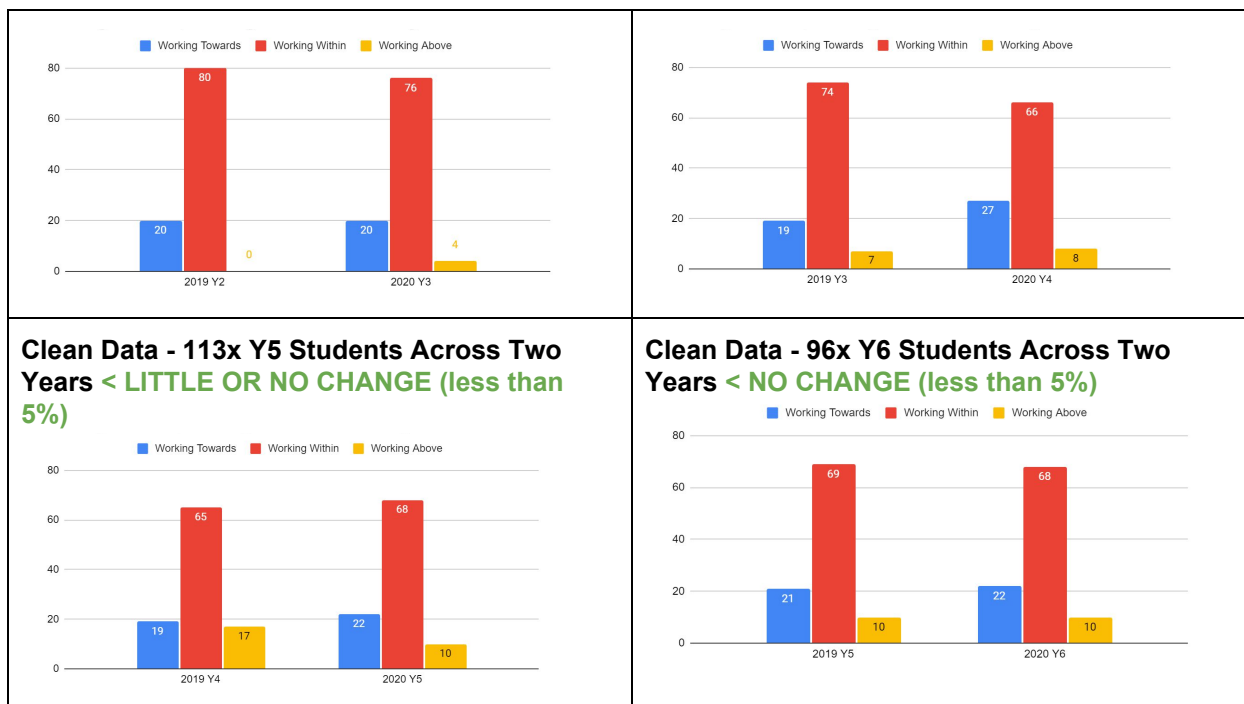


Clean Data - 134x Y2 Students Across Two Years < **IMPROVEMENT**



Clean Data - 119x Y3 Students Across Two Years < **IMPROVEMENT**

Clean Data - 127x Y4 Students Across Two Years < **REGRESSION**



Analysis:

The top graph (2.1) is a snapshot in time. Although you can see some dip and raises in each year level, it needs to be noted that this is not clean data. It does however provide some observable patterns with certain year groups, for example both the 2020 Year Two and Five cohort have shown a similar achievement trend despite new students entering these data sets. Whereas the 2020 Year Three cohort have shown a lot of variance last year to the previous.

The current 2020 achievement for each year group is as follows

Year 1 - 72.1%
 Year 2 - 77.9%
 Year 3 - 75.9%
 Year 4 - 70.7%
 Year 5 - 77.4%
 Year 6 - 76.6%

Interestingly, when you compare both literacy sets (reading to writing data), the Year Four and Six cohorts show a significant difference between these two sets, whereas the other four year levels have near on identical achievement for both. It shows that our writing data is not on par with that of our reading data despite both being literacy.

Year 4 - 83.7% for Reading 'vs' 70.7% for Writing

Year 6 - 90.7% for Reading 'vs' 76.6% for Writing

One noticeable trend as seen in the third graph is that on entry, our new students in the Year 3, 4 & 6 cohorts are performing at a lower level than our existing students.

Clean Data across 2019-2020:

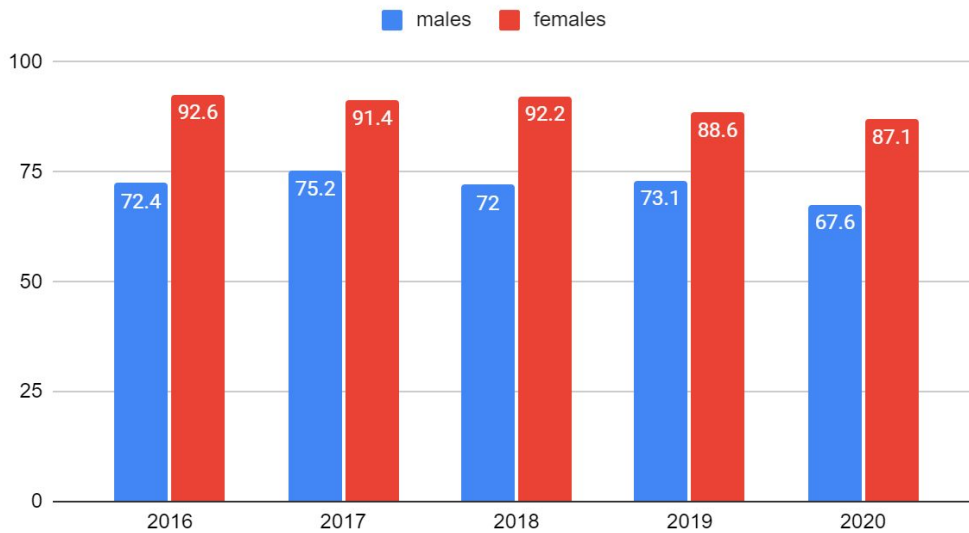
Despite the disruptive year that was, when comparing students who were here in 2019 and again in 2020, years two, three, five and six showed little or no shift in their data. That means they maintained near identical achievement gains (1 years achievement in 1 year). This is very pleasing to see.

Two cohorts showed a regression in their data;
The year ones dropped from 95% to 69% of all students working within their expected level.
There is now a further 26% of this cohort no longer at expected level who are now considered 'working towards'. This same trend exists in the reading data as well.

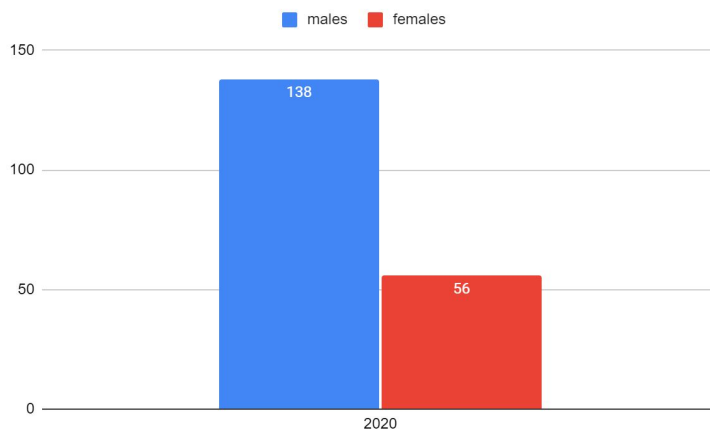
The year four students also dropped from 81% to 74% of all students working within/above their expected level. There is now a further 8% of this cohort no longer at expected level who are now considered 'working towards'.

GENDER DATA

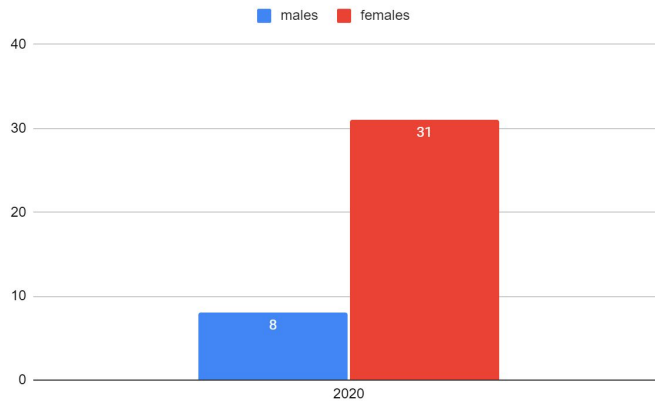
3.1 Writing Male vs Female 2016 - 2020, Working Within or Above the Expected NZ Curriculum Level



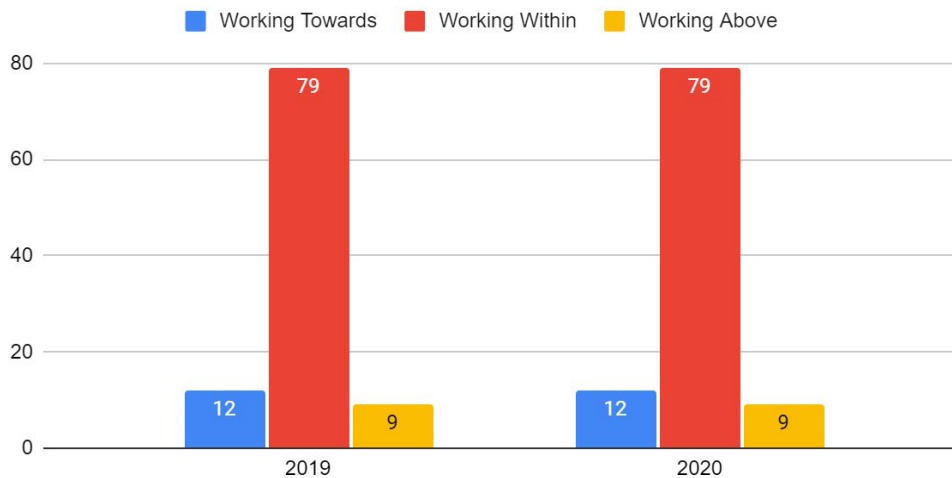
3.2 2020 Writing Male vs Female, Number of Children Working Towards the Expected NZ Curriculum Level



3.3 2020 Writing Male vs Female, **Number** of Children **Working Above** the Expected NZ Curriculum Level

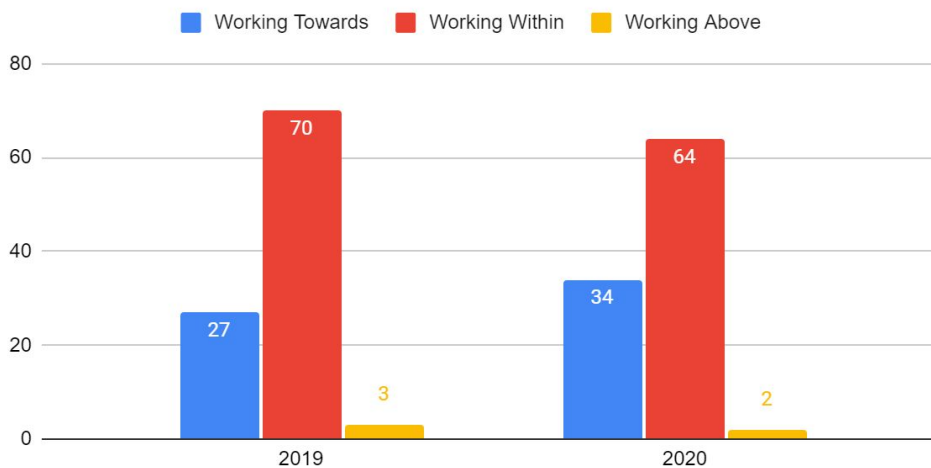


3.4 Clean Data - 318x Female Students Across Two Years



< NO CHANGE

3.5 Clean Data - 328x Male Students Across Two Years



< REGRESSION

Analysis:

Across the whole school, it is evident that our females are out performing our males when it comes to Writing achievement. There is a difference of 19.5% between the two genders.

This is double that of the gap evident in the reading data set.

Males - 67.6% (of the 426 male students)

Females - 87.1% (of the 433 female students)

There is only a difference of seven children in each gender group. Not significant enough to warrant a difference between the genders achievement.

Clean Data across 2019-2020:

When comparing the achievement over time (*students present in both 2019-2020*), it is pleasing to see that there has been **no regression for our female students**. They have the exact same data as in 2019 despite the turbulent year. This means that teachers and whānau have been able to maintain the achievement trend seen in 2019 again in 2020 despite the disruptions and term away from school in lockdowns.

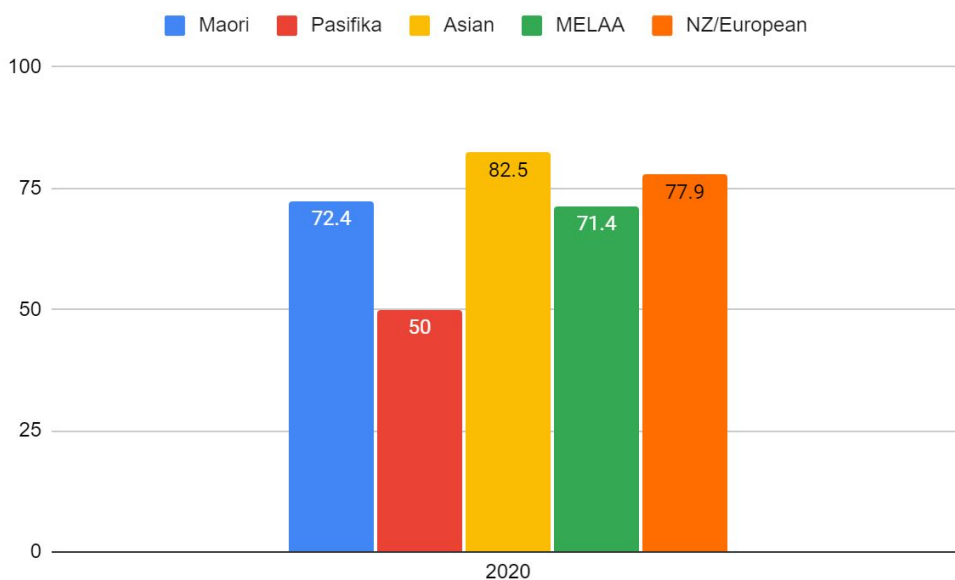
Males however have shown regression with a drop of 7% who are now considered 'working towards' expected levels.

As mentioned further below, this curriculum area in particular was a lot harder to hook students into doing during lockdowns as it required offline commitments (no self leveling software like for reading and maths) and more parent lead support to do so.

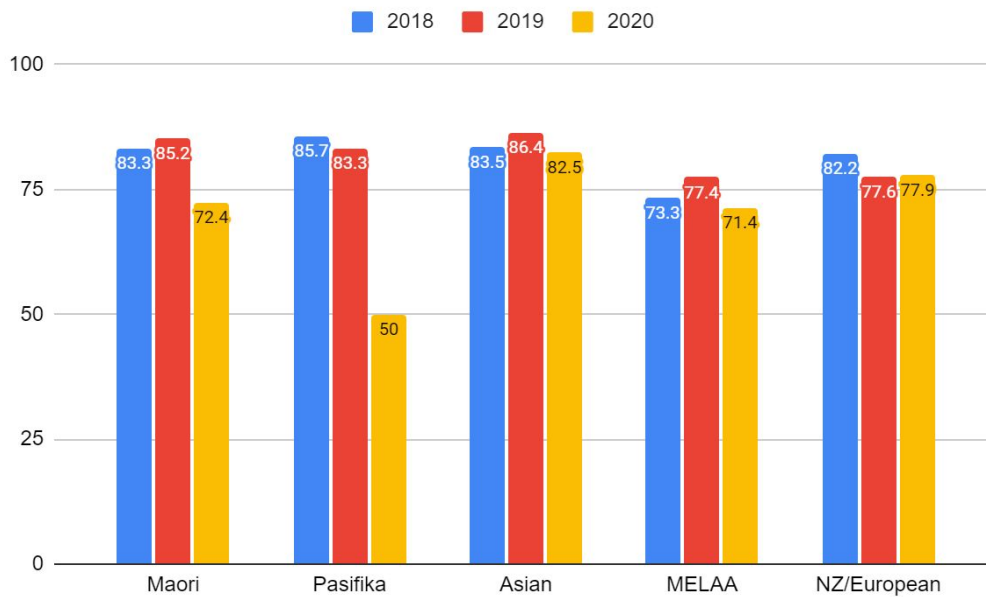
ETHNICITY DATA

4. 1 2020 Comparison of Ethnicity: All

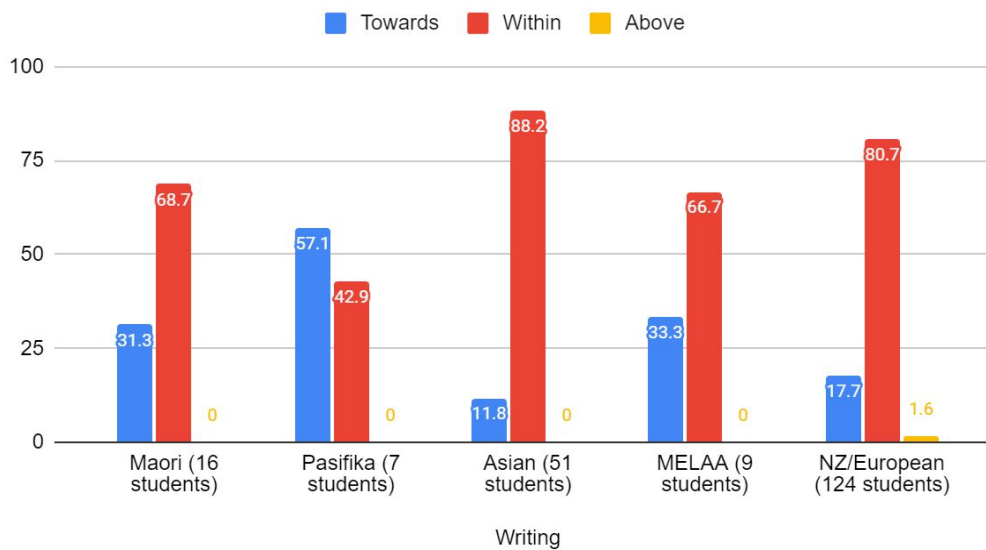
Writing Working Within or Above the Expected NZ Curriculum Level



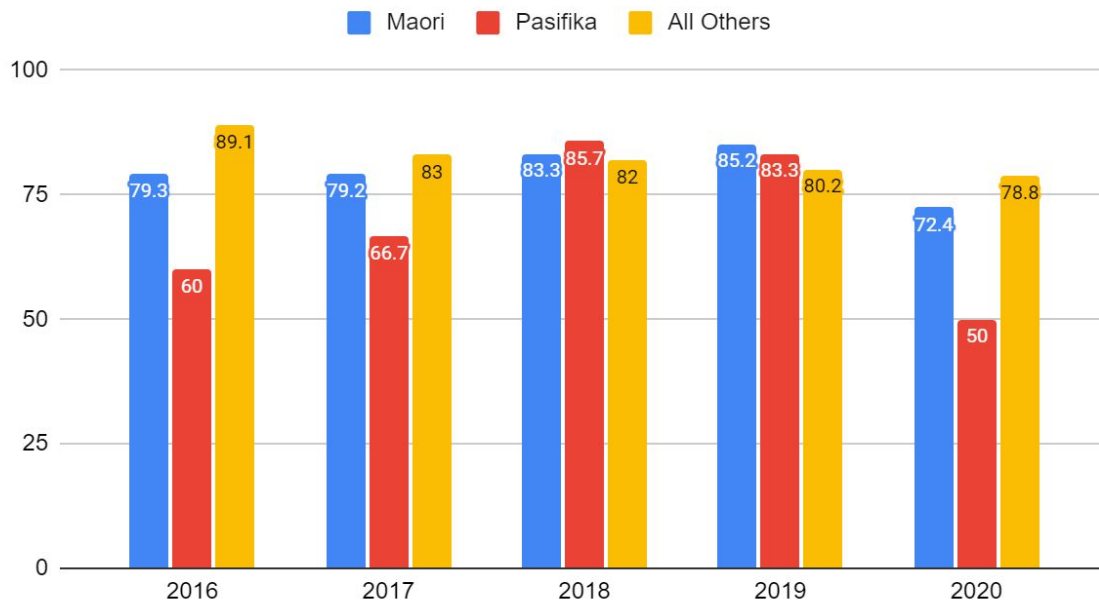
4.2 2018-2020 Comparison of Ethnicity: All Writing Working Within or Above the Expected NZ Curriculum Level



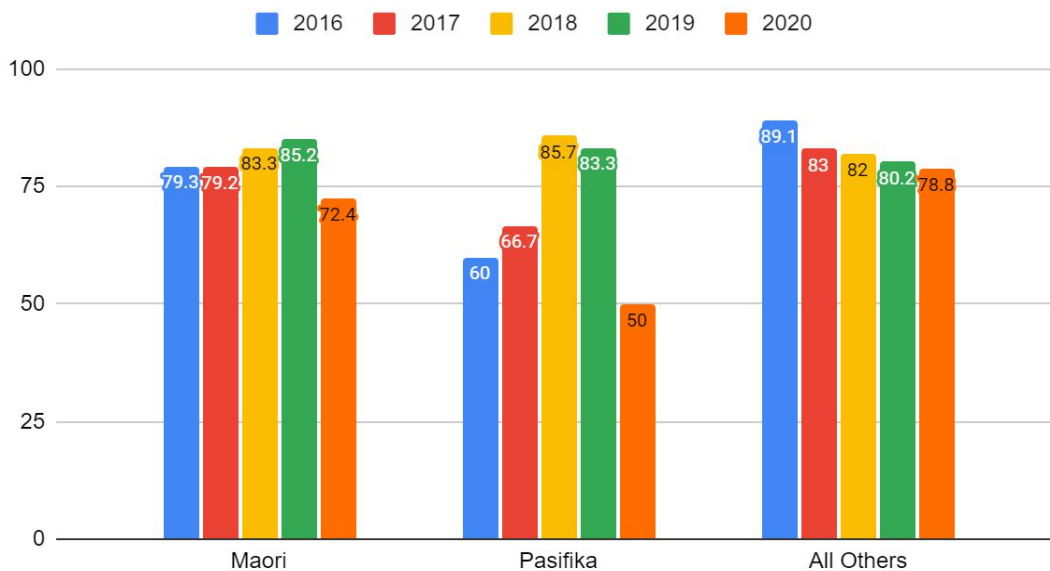
4.3 2020 Writing Data: New Children (2020 enrolments) Comparison of Ethnicity, Working Towards, Within and Above the Expected NZ Curriculum Level



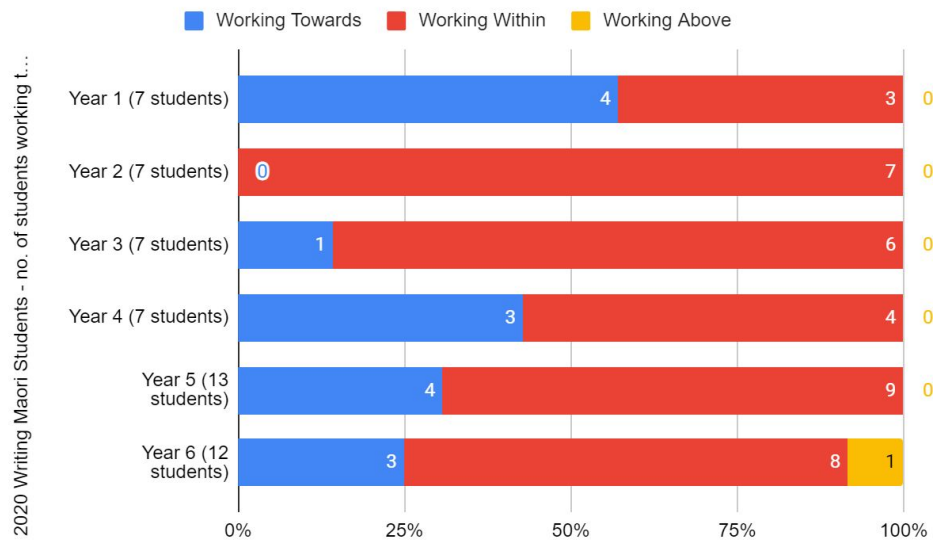
4.4 Comparison of Ethnicity: Maori, Pasifika, Other Writing 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



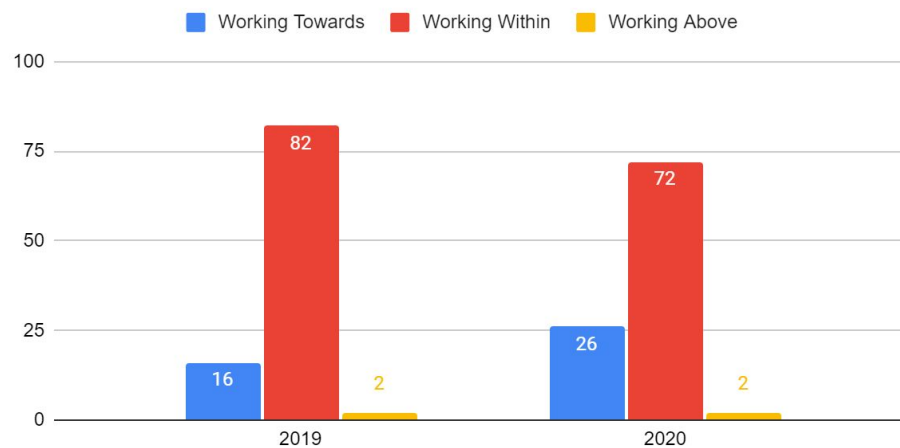
4.5 Comparison between Ethnicity Year on Year, Writing 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



4.6 2020 Number of Maori Children Working Towards, Within and Above

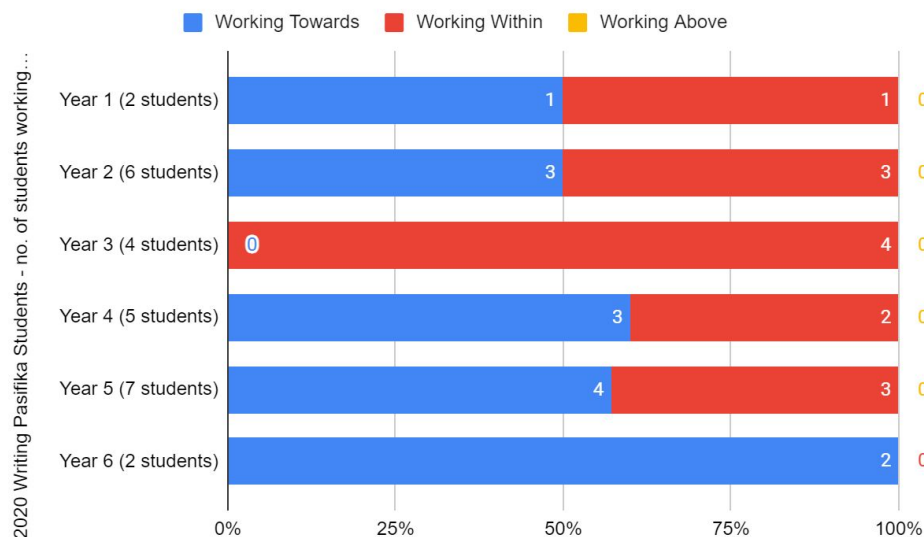


4.7 Clean Data - 43x Māori Students Across Two Years

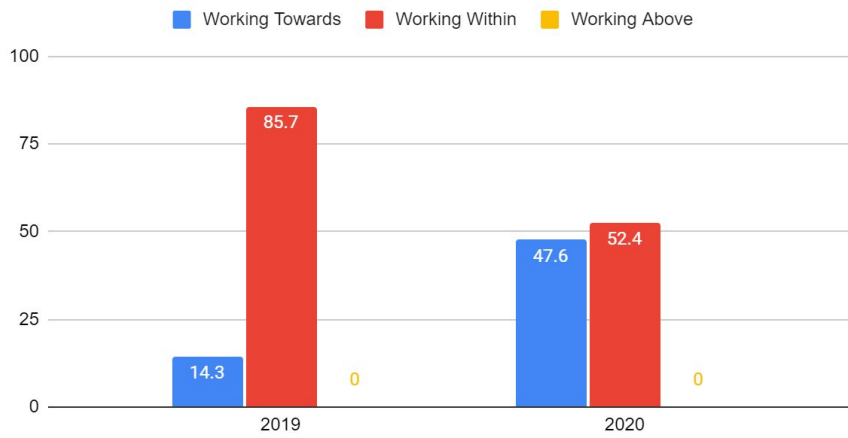


< REGRESSION

4.8 2020 Number of Pasifika Children Working Towards, Within and Above

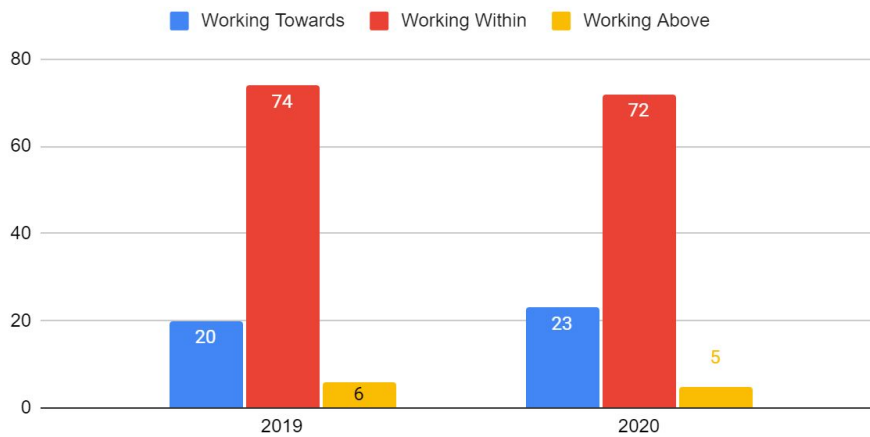


4.9 Clean Data - 21x Pasifika Students Across Two Years



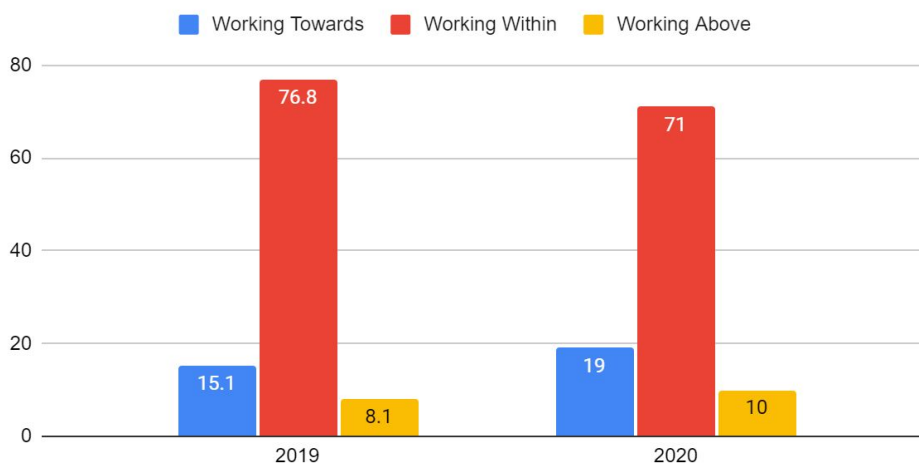
< SIGNIFICANT REGRESSION

4.10 Clean Data - 294x NZ European Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

4.11 Clean Data - 173x Asian Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

Analysis:

| | |
|--------------------|--|
| Māori | 72.4% of the 58 students are achieving within or above expected level |
| Pasifika | 50% of the 28 students are achieving within or above expected level |
| Asian | 82.5% of the 229 students are achieving within or above expected level |
| MELAA | 71.4% of the 56 students are achieving within or above expected level |
| NZ/European | 77.9% of the 485 students are achieving within or above expected level |
| Other | There are less than 3 students in this sub group, so will not be reported on. |

Clean Data across 2019-2020:

- **Māori students**

When comparing the achievement over time (*Māori students present in both 2019-2020*), we can see that there **has been a drop in achievement** for this group of children. Of those 43x Māori students, **10% of them have regressed** and are now considered 'working towards' their expected levels.

We found this sub group to be one that was hard to engage both during and on either side of the lockdowns. Attendance data also shows they were slower to return after lockdowns, and also some were the first to stay home a week or two prior to the first lockdown. This gap in education has impacted this group of children.

- **Pasifika students**

When comparing the achievement over time (*Pasifika students present in both 2019-2020*), we can see that there has been a **significant drop in achievement** for this group of children. Of those 21x Pasifika students, **33.3% of them have regressed** and are now considered 'working towards' their expected levels.

We found this sub group to be one that was hard to engage both during and on either side of the lockdowns. Attendance data also shows they were slower to return after lockdowns, and also some were the first to stay home a week or two prior to the first lockdown. This gap in education has impacted this group of children. It was also noticed that not many of them took up the offer to use chromebooks during the first lockdown, and only a few did in the second lockdown.

- **NZ European students**

When comparing the achievement over time (*NZ European students present in both 2019-2020*), we can see that achievement **has remained relatively the same for this group** of children. Of those 294x NZ European students, **only 3%** of those previously considered 'working within' expected level have dropped to 'working towards' expected level.

We attribute these sustained levels of achievement to the high level of engagement with these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already. Data shows that their attendance, more so than other ethnic groups, was just limited to time away from school only during the lockdowns.

They were fast to return and very few remained away for longer extended periods of time outside of those mandatory nine and a half weeks away.

- **Asian students**

When comparing the achievement over time (*Asian students present in both 2019-2020*), we can see that achievement **has remained relatively the same for this group** of children as well. Of those 173x Asian students, **3.9%** of those previously considered 'working within' expected level have regressed to 'working towards' expected level. However, **an increase of 1.9%** of those previously considered 'working within' expected level are now 'working above' expected level.

We attribute these sustained levels of achievement to the high level of engagement with these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already.

However, it is interesting to note that data shows that attendance, particularly for our Chinese students, was impacted more so than other ethnic groups. These extra weeks away from school however do not seem to have impacted their achievement levels to the same extent as it has for other ethnic groups. It was evident for our Chinese community in particular that the devastating impact in Wuhan, and having these live reports from their home country, meant there was a legitimate fear for the safety and health of their children. As such, many stayed home for longer periods of time pre and post both lockdowns

1. Writing Curriculum Structure - (How was it taught?)

Team Te Ohanga

Writing is integrated throughout the day in all curriculum areas. Having an overarching concept which has spanned the year has meant connecting the curriculum and revisiting and further developing new areas has been easier. The UbD concept of this term allows for this integration, particularly with writing and The Arts. Wa Rapu lends itself to those students who are wanting to write / show pre-writing skills based on their interests, for example. Writing a story / sentence about their pictures drawn or making a book, using a variety of different coloured pens. Provocations / invitations to play are offered based on student interest. There is a literacy / writing area in each classroom to promote and encourage the interest in writing and using a range of different materials to ignite this passion.

Guided writing is taught on a fortnightly basis where each student is seen daily that week and is taught based on their individual needs (this is taken from School Talk.) Shared writing and modelling starts these sessions. LI's are chosen based on need from ST. On the alternate week students have the opportunity to have a quick write session on whiteboards.

Phonics and Casey caterpillar is taught daily in each class.

Team Kiwi

Monday is a quick write focusing on writing quickly and editing work.

Tuesday is topic/SB4L focus.

Wednesday/Thursday/Friday is a moment in time. Focusing on punctuation, sentence structure, interesting vocabulary and proofreading.

During rangahau there are opportunities to write a plan or explain what they have built, made. There is a literacy/writing area that allows children to write books, word finds, postcards, letters and lists.

Children are beginning to use dictionaries to edit work.

Phonics is taught everyday throughout the team.

Writing Power By Adrienne Gear aspects have been used.

Team Pukeko

Writing is linked into reading and our overarching theme and inquiry. For example, picture books with communication and technology messages for inferring and explanation texts for science.

There is a focus on using formative assessment in writing across the team as our professional learning group. Evidence gathered is used to inform next steps on SchoolTalk/goal setting for students. Both fiction and non-fiction progressions are taught throughout the year.

Writing is modelled to children during shared writing sessions, with children in guided writing sessions and by children during independent writing sessions. Feedback is given both orally and recorded following Sheena Cameron's two stars and a wish, with two things the children have achieved well from the success criteria and a next step.

Specific genres are taught over a series of linked lessons and these pieces are worked on through the writing process of generating ideas/planning/draft/edit and revise and sometimes publishing. Specific skill lessons are taught in a shorter format where one piece is completed in a session. We follow the curriculum overview for Writing at Silverdale.

Phonics is taught to children who need it, using Yolanda Sorryl phonics

The Sheena Cameron and Louise Dempsey resources have proved useful in the teaching of writing. Books written by Adrienne Gear were purchased, though PD relating to this resource was pushed back due to the many interruptions throughout this year.

Home Learning During Lockdown

Literacy online and Pobble were valuable resources to provide inspiration for writing. These were launched through the Home Learning Platform - each day presented a different picture or a different purpose for writing. Children were encouraged to share their writing with their teachers for feedback, comment and celebration. Writing was a difficult curriculum area to teach during lockdown. Improvement of writing relies heavily on timely feedback. Whereas we had digital platforms to support maths and reading at home we did not have any for writing.

Team Tui

Covering both fiction and nonfiction writing. Focus on both deeper and surface features. Integrating UbD concepts into writing, ie. persuasive, report, explanation. Editing and recrafting practices are becoming more aligned through use of Sheena Cameron and Adrienne Gear strategies such as 3,2,1 edit and self-check process. In some classes, spelling programmes are being used. Feedback and feed-forward are being done in all classes, some using a peer check system.

Specific genres are taught over a series of interlinked writing sessions, building on skills and knowledge learnt in previous years. All using a writing process that involves planning, drafting, editing, revising and publishing some pieces.

Rhian and Rebecca have been using a writing system by Adrienne Gear that looks at structures for fiction and non-fiction writing.

2. School writing programmes / Tracking and Coverage - (What was taught?)

Different genres are taught throughout the year. They are linked into our overarching concepts and long term plans for other curricular areas. This enables students to learn different genres in a real life context, applying their skills in a practical way that highlights the purpose of writing.

The use of Eduplanet 21 and the addition of Schooltalk progressions into this platform allows teachers to easily link literacy progressions into other curriculum areas. An example of this is in Team Tui's Technology plan which also included progressions for persuasive writing as student's needed this skill to display their technological understandings.

This enables us to analyse and track which Schooltalk progressions and Achievement objectives from the NZ curriculum have been covered. This was newly introduced and will be a major focus in 2021. 2020 saw the beginning of teacher's experimenting with this.

Next steps for deeper and surface features are determined by Schooltalk progressions/gap analysis. Teachers teach specific workshops to groups of students with similar needs and highlight next steps during individual conferences.

3. Professional Development - (What professional development did the team/school have?)

4. School Resources - (What resources were purchased in 2020?)

Casey caterpillar resources for Year 0, big books and wall freezes.

Sheena Cameron stamps and games.

Dictionaries and thesauruses were purchased for Team Pukeko and Kiwi. These are specific to their level and used for proofreading/editing as well as extending vocabulary/word games.

Adrienne Gear books were purchased for teachers. (Powerful writing structures, set of 10 books and digital bundles)

Tom Nicholson Writing for impact books volume 1 and 2 (set of 8)

Magnetic writing boards to model writing have been purchased.

5. 2021 Writing Budget Considerations - (Does the budget need to change in 2021? If yes, why?) Yes, an increase in relation to the amount of new classrooms.

Due to the year we have had with Covid19 placing limitations on classroom

programmes and delivery the budget spent is not indicative of a typical year, for this reason we believe the budget amount should remain similar as the amount in 2020 with a slight increase in relation to the amount of new classrooms. On returning from both lockdowns the focus has not been on core curriculum areas, instead it has been on wellbeing and re-establishing relationships. Purchasing resources has taken a back seat.

Future purchases for next year:

Purchases for next year: Spelling games for Team Pukeko

Murray Gadd professional development January 28 on improving teacher effectiveness in writing.

6. Next Steps for 2021 - (How can we improve our teaching and learning programmes?)

- Continue to work on a bank of writing long term plans with overarching understandings that span across the genres (this has been started by WSL Kahui Ako teachers and Laura).
- Continue to create a module on Eduplanet21 about how writing looks at Silverdale School.
- A goal for this year has been to develop a consistent approach to teaching writing across the school. There has been an improvement this year in consistency. The whole school inquiry into formative assessment and the purchasing of editing resources has supported this consistency as has the opt in PLG. An overview of Writing at Silverdale has been created which details the key elements of a successful programme. A next step is to make workshops based on this available for teachers to opt into to boost teacher effectiveness.
- A standardised editing programme has been developed and implementation needs to ensure it is followed school wide.
- We also need to develop a way of ensuring that a range of writing genres are taught to ensure coverage by the end of Year 6. In 2020 we will use the Schooltalk progressions which are being added to Eduplanet to help track the genre. This will enable us to link literacy into our other curriculum areas, with writing being used in authentic contexts.
- Continue to develop teacher capacity and confidence as designers of curriculum to link literacy with our UbD focus, making writing authentic and purposeful. This would be beneficial to all students and a continued focus on non - fiction genre may help to raise boy's achievement levels.
- For the Connected Curriculum to create instructional videos to be used as resources on Schooltalk.
- Considerations for supporting home learning in writing should another lockdown occur. Possibly the use of Murray Gadd instructional videos should the school purchase them.

- **Next Steps to Raise the achievement of different cultures:**

- Continue to share texts from a wide range of cultural backgrounds. Support students with ESOL by offering opportunities to learn new vocabulary and to make connections prior to reading. ESOL students will continue to be supported through Silverdale's ESOL programme. Provide multiple opportunities for authentic oral language use. Use think alouds to show students the strategy used. Include ESOL students in plenty of group work, with opportunities to practice. Include writing prompts and tasks that are relevant to a student's culture and life experiences.
- PLD for developing our local curriculum so that it is accessible and engaging for our Pasifika students. This should see an increase in Pasifika achievement.
- Explore reasons for decline in Pasifika achievement during 2020. Dig deeper into Pasifika student's experiences over lockdowns. Talk to students to hear their experiences of home learning. Use this to inform our programmes should another lockdown occur. We have a hunch that the lack of collaborative learning and access to technology could have had a negative impact. We know that some Pasifika students were slow to return to school which may also have made an impact on learning.
- Explore reasons for decline in Maori achievement during 2020. Dig deeper into Maori student's experiences over lockdowns. Talk to students to hear their experiences of home learning. We have a hunch that the lack of collaborative learning could have had a negative impact. What was attendance like after lockdown? Worth exploring to see if this was a determining factor in achievement.

WHOLE SCHOOL DATA

1.1 Mathematics Curriculum Area - Working Within or Above the Expected NZ

Curriculum Level

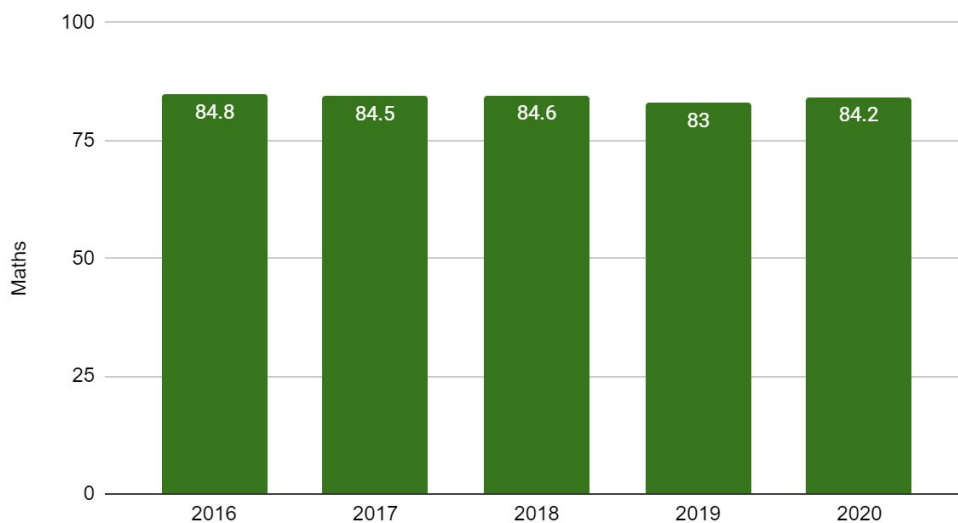
2016 Achievement Levels - 84.7%, 53 Maori (10 below NS, 18.8%) 5 Pasifika (2 below NS, 40%)

2017 Achievement Levels - 84.5%, 53 Maori (9 below NS, 17%) 3 Pasifika (2 below NS, 66.7%)

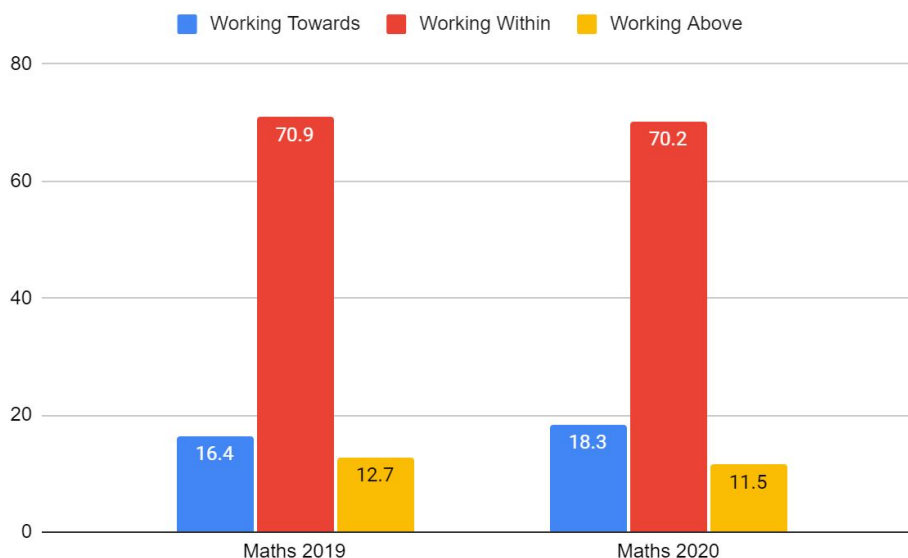
2018 Achievement Levels - 84.6%, 48 Maori (9 working towards, 18.8%), 14 Pasifika (3 working towards, 21.4%)

2019 Achievement Levels - 83%, 54 Maori (8 working towards, 18.8%), 24 Pasifika (9 working towards, 37.5%),

2020 Achievement Levels 84.2%. 58 Maori (13 working towards, 22.4%), 28 Pasifika (11 working towards 39.3%)



1.2 2019/2020 Clean Whole School Data for Mathematics (exact same cohort of children compared between the two years - 646 children)



Analysis:

The year 2020 was fraught with many disruptions and more than nine weeks of no school. This equates to a full term's worth of missed learning. Some students had more than the mandatory nine and a half weeks off school due to medical reasons and genuine fear. As

such, Covid-19 has been rightfully described as a traumatic event for many of our students and their whānau. It is expected that this will have a significant impact on many students' achievement and progress for the following 18 months, presuming that 2021 does not repeat this same pattern. If we are to experience more lockdowns, this will continue to have the same negative impact on learning for the unforeseeable future.

Please Note: a shift of less than 5% in any data set is not considered concerning and is within the acceptable variance to the Ministry of Education.

As seen in the above graphs, our current **whole school** data for maths shows that 84.2% students in the 2020 cohort are working within their expected curriculum level.

Clean Data across 2019-2020:

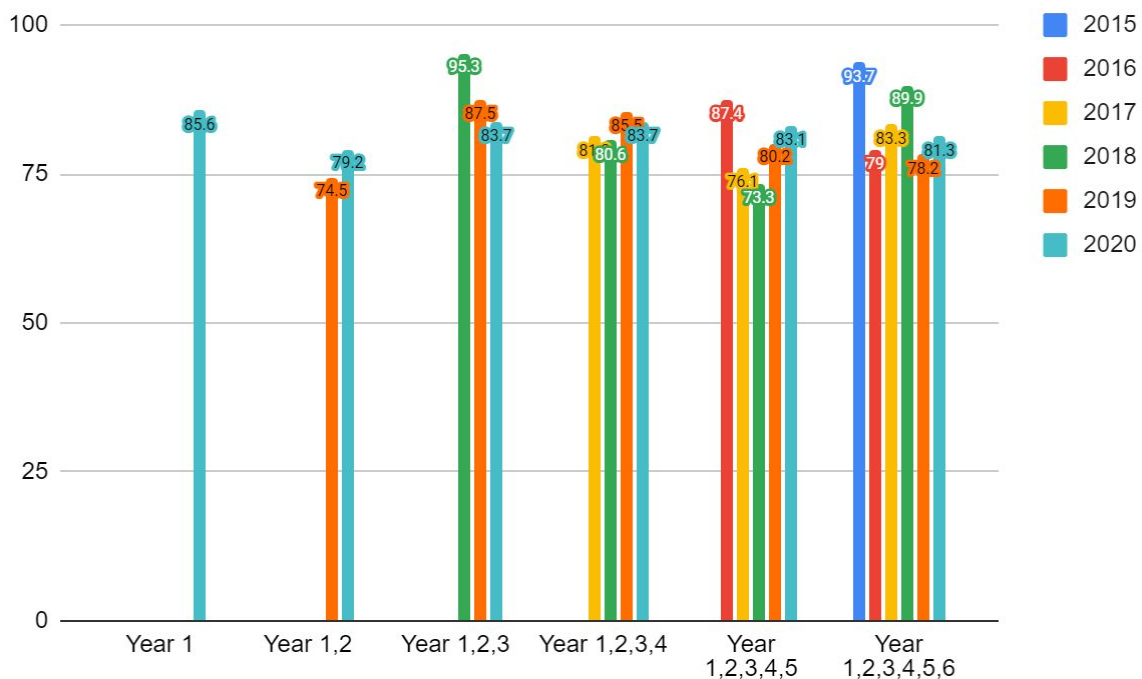
Our roll increased by 209 (new students) now attending Silverdale School in the year 2020. These students, and any that have left throughout the course of 2019-2020 have been removed from this data set.

When comparing those students who were present **across two data sets** (2019-2020) you can see that our maths data shows a small regression in achievement, where 1.9% of students previously considered 'working within' expected levels are now 'working towards' their expected levels.

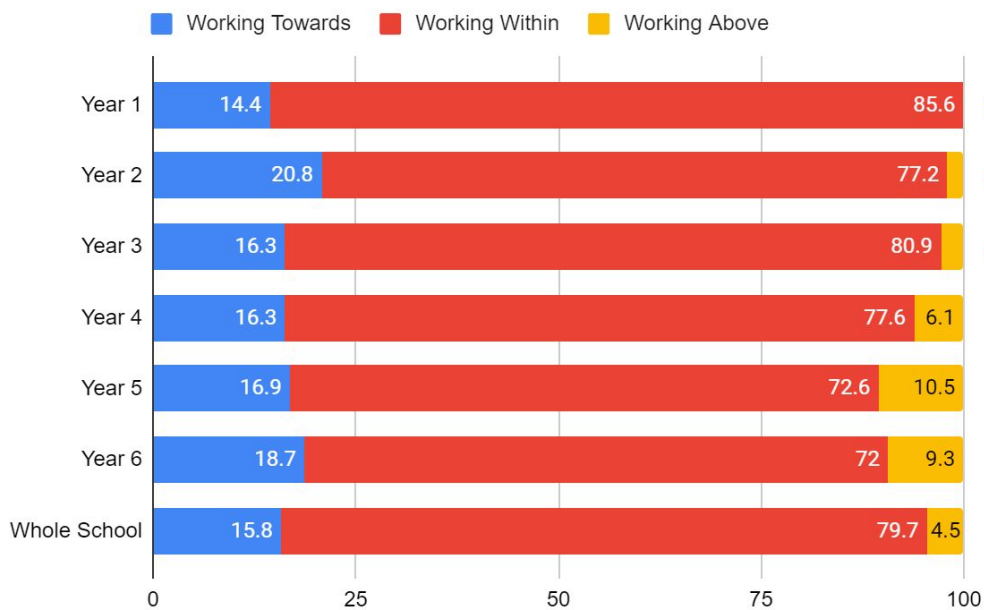
YEAR LEVEL DATA

2.2 Data Summary - Cohort Tracking

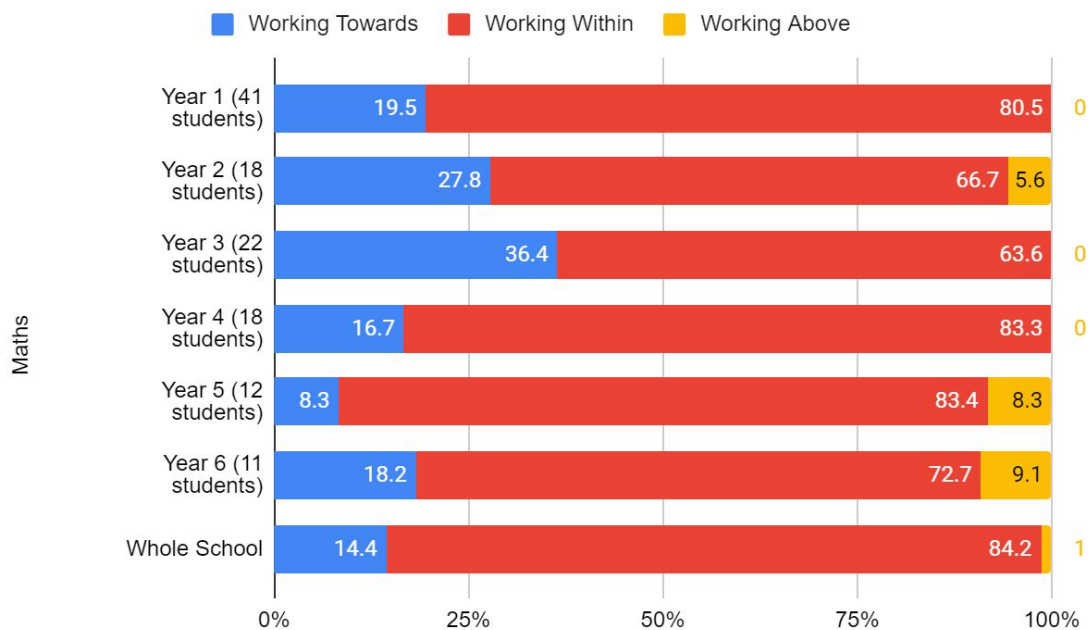
Maths 2015 - 2020, Working Within or Above the Expected NZ Curriculum Level



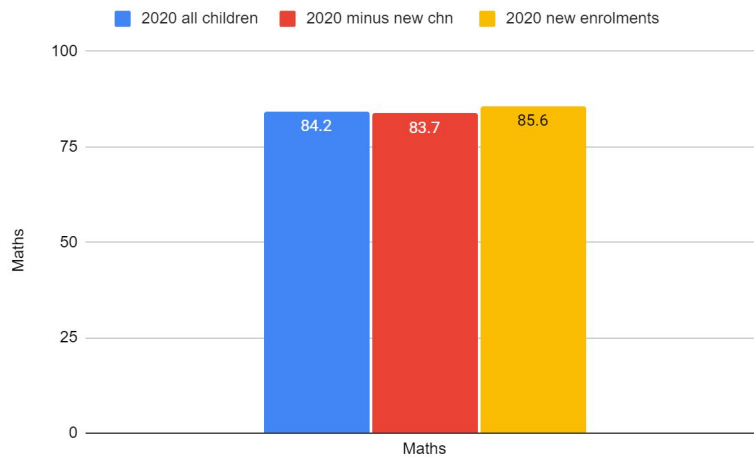
2.3 2020 Maths: Whole School, Working Towards, Within and Above



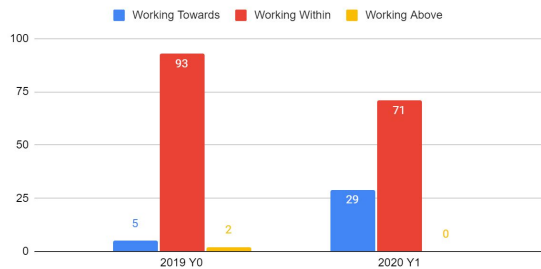
2.4 2020 Maths: New Children Only (2020 Enrolments) Working Towards, Within and Above



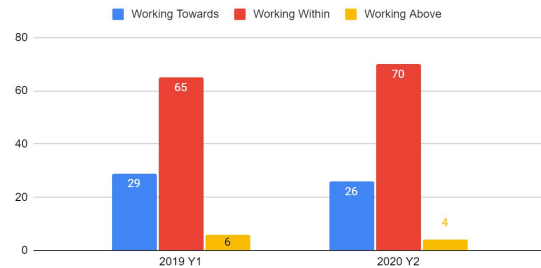
2.5 2020 Achievement Data (Whole school) Without and With New 2020 Enrolments



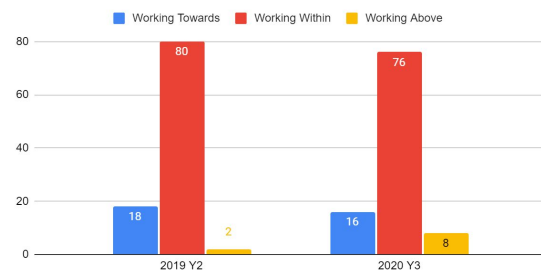
Clean Data - 59x Y1 Students Across Two Years < **SIGNIFICANT REGRESSION**



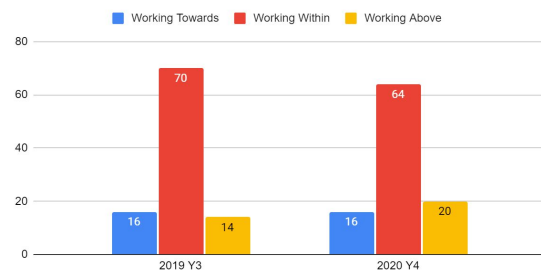
Clean Data - 134x Y2 Students Across Two Years < **LITTLE OR NO CHANGE (less than 5%)**



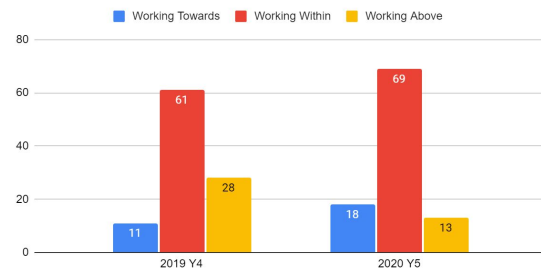
Clean Data - 119x Y3 Students Across Two Years < **IMPROVEMENT TO ABOVE**



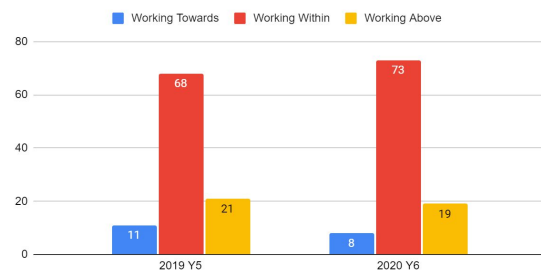
Clean Data - 127x Y4 Students Across Two Years < **IMPROVEMENT TO ABOVE**



Clean Data - 113x Y5 Students Across Two Years < **SIGNIFICANT REGRESSION**



Clean Data - 96x Y6 Students Across Two Years < **NO CHANGE (less than 5%)**



The top graph (1.1) is a snapshot in time. Although you can see some dip and raises in each year level, it needs to be noted that this is not clean data. It does however provide some observable patterns with certain year groups.

The current 2020 achievement for each year group working within or above expected curriculum level in maths is as follows;

Year 1 - 85.6%

Year 2 - 77.9%

Year 3 - 82.9%

Year 4 - 83.7%

Year 5 - 83.1%

Year 6 - 81.3%

New Enrolments for 2020 (graph 2.4)

On entry, our new students in the Year 1, 2 and 3 cohorts are performing at a lower level than our existing students. The new students into Year 3 are achieving at a significantly lower rate with only 63.6% working within their expected curriculum level. Our new children into Year 5 have a higher rate of achievement than the existing cohort, with 91.7% working at or above their expected curriculum level. The new children into Year 4 and 6 are working at a similar level of achievement as our existing students (83.3% of new Year 4 students are working within their expected curriculum level and 81.8 % of new Year 6 students are working within their expected curriculum level)

Clean Data across 2019-2020:

Despite the disruptive year that was, when comparing students who were here in 2019 and again in 2020, Years 2, 3, 4 and 6 showed little or no shift in their data. That means they maintained near identical achievement gains (1 years achievement in 1 year). This is very pleasing to see.

Years 3 and 4 show an increase in students working above their expected curriculum level, with 6% of students in both Year levels shifting from working within to working above expected curriculum level.

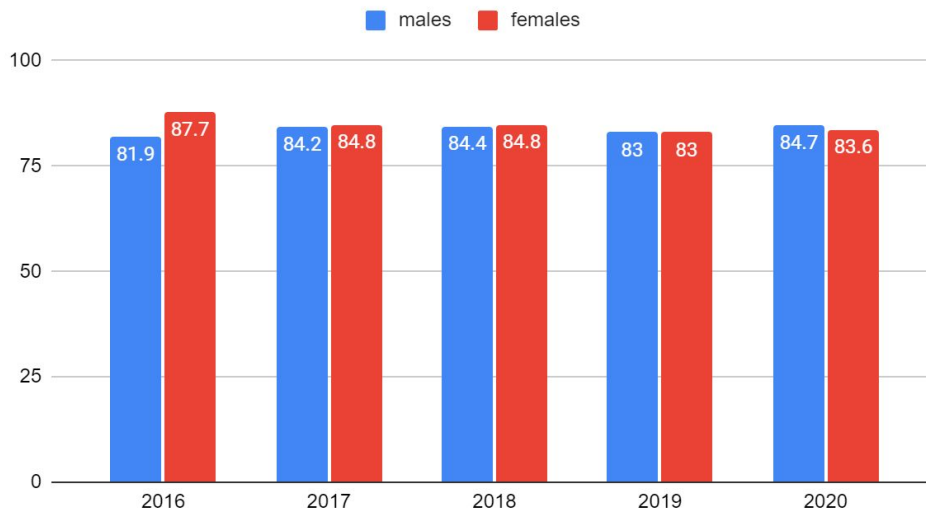
Two cohorts showed a regression in their data;

The Year one cohort dropped from 93% to 71% of all students working within their expected level. There is now a further 24% of this cohort no longer at expected level who are now considered 'working towards'. This same trend exists in the reading and writing data for this Year group as well.

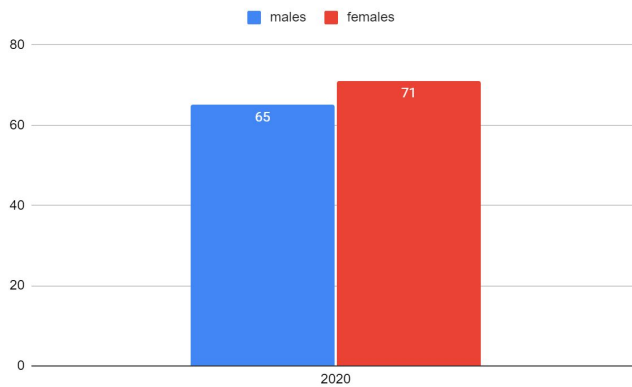
The Year 5 cohort also dropped from 89% to 82% of all students working within/above their expected level. There is now a further 7% of this cohort no longer at expected level who are now considered 'working towards'. There was also a drop in children working above their expected level in this Year group, from 28% in 2019 to 13% in 2020.

GENDER DATA

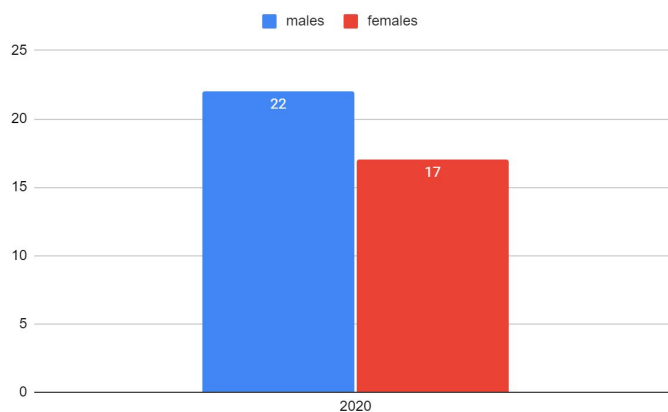
3.1 Maths Male vs Female 2016 - 2020, Working Within or Above the Expected NZ Curriculum Level



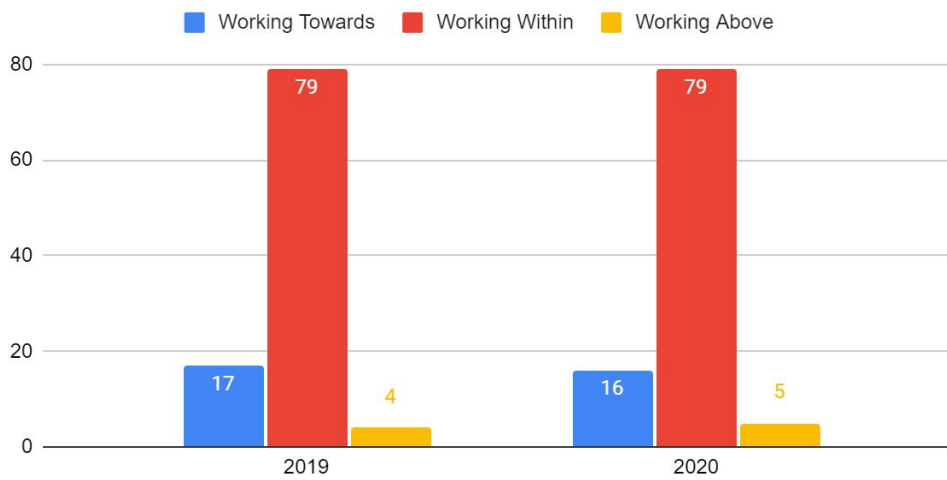
3.2 2020 Maths Male vs Female, **Number** of Children **Working Towards** the Expected NZ Curriculum Level



3.3 2020 Maths Male vs Female, **Number** of Children **Working Above** the Expected NZ Curriculum Level

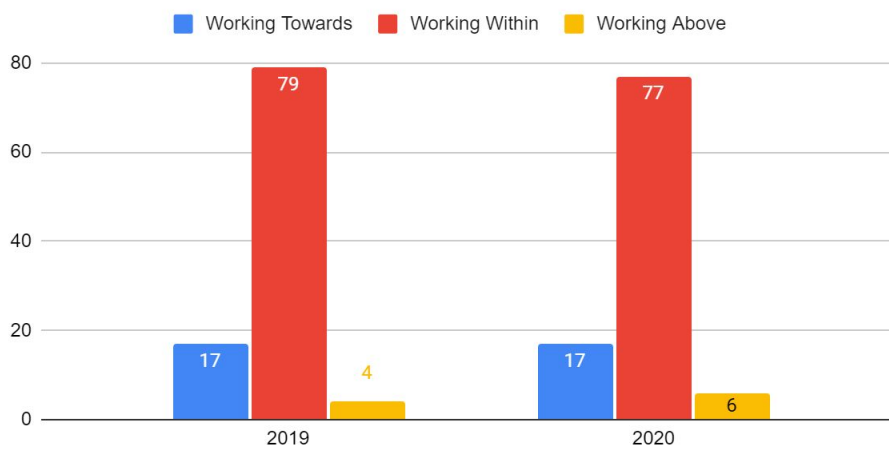


3.4 Clean Data - 318x Female Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

3.5 Clean Data - 328x Male Students Across Two Years



< LITTLE OR NO CHANGE (less than 5%)

Analysis:

Across the whole school, it is evident that our males and females are performing at a similar level when it comes to maths achievement levels. This has stayed consistent from 2017 on.

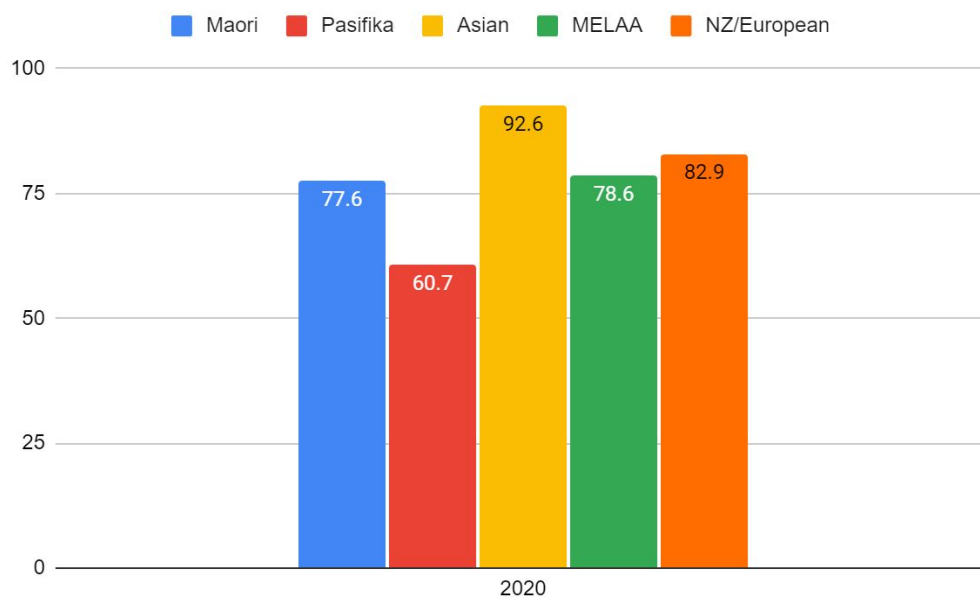
Clean Data across 2019-2020:

When comparing the achievement over time (*students present in both 2019-2020*), it is pleasing to see that there has been **no regression for both our female and male students**. This means that teachers and whānau have been able to maintain the achievement trend seen in 2019 again in 2020 despite the disruptions and term away from school in lockdowns.

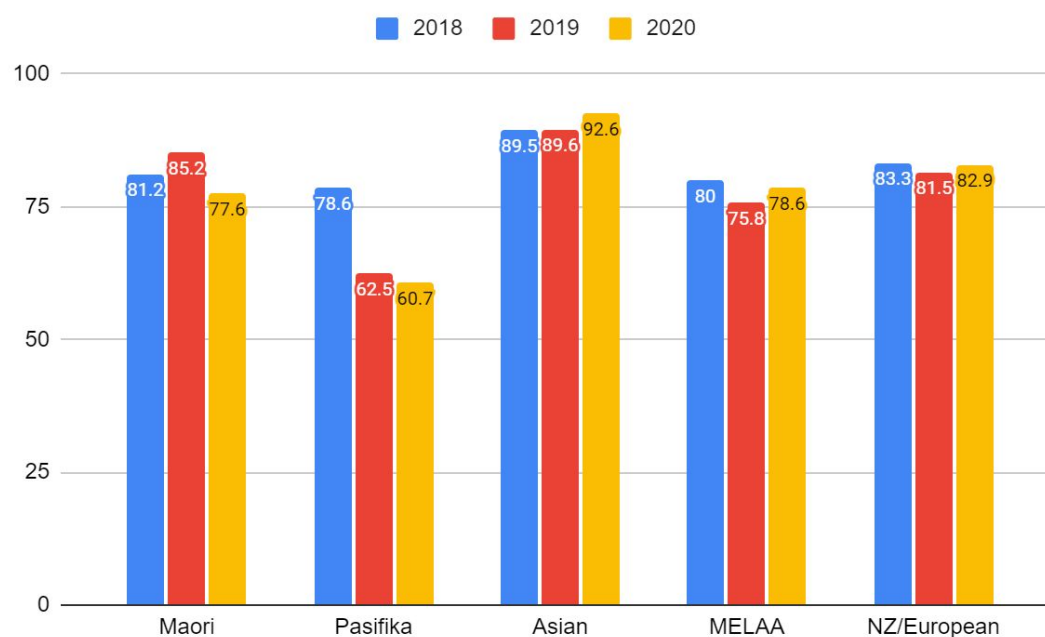
ETHNICITY DATA

4.1 2020 Comparison of Ethnicity: All

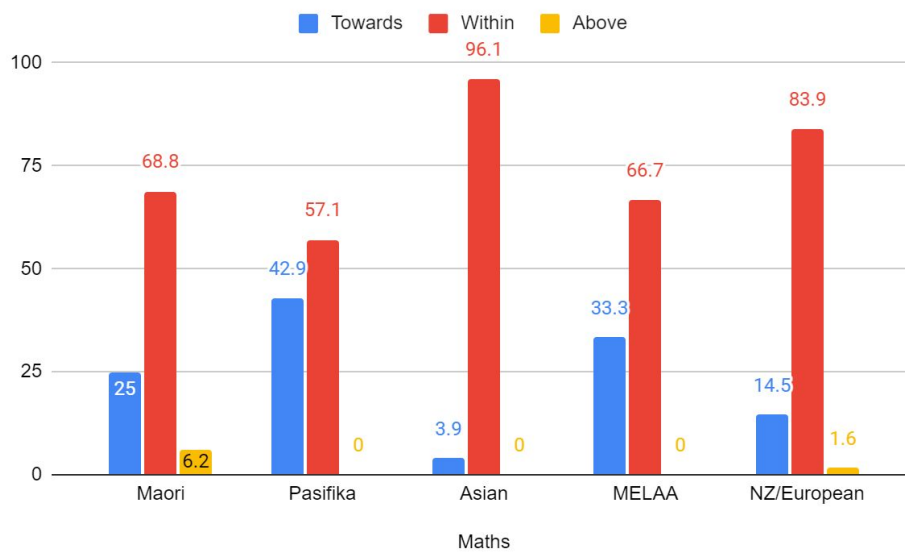
Maths Working Within or Above the Expected NZ Curriculum Level



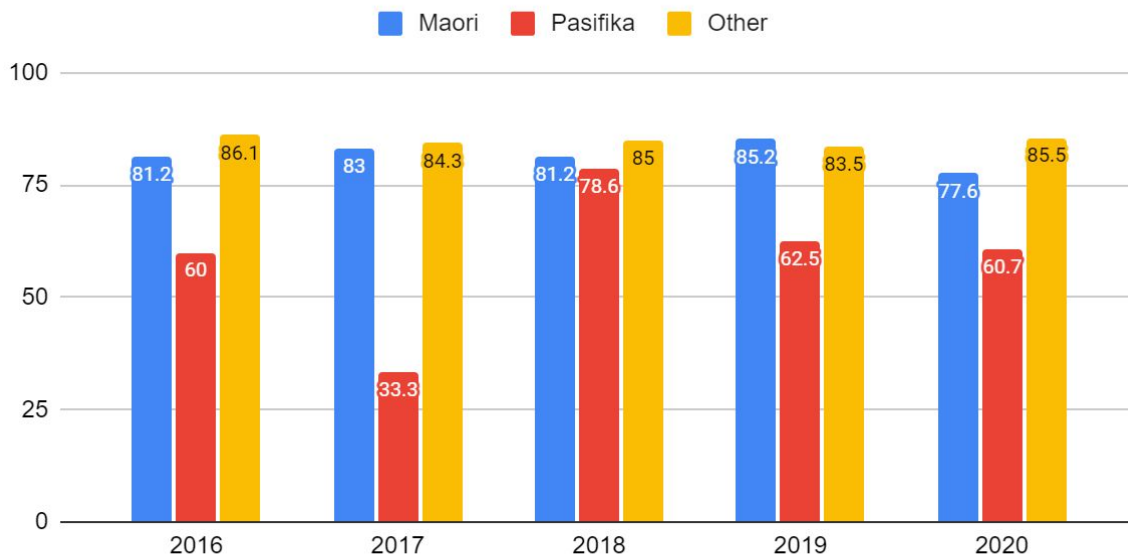
4.2 2018-2020 Comparison of Ethnicity: All Maths Working Within or Above the Expected NZ Curriculum Level



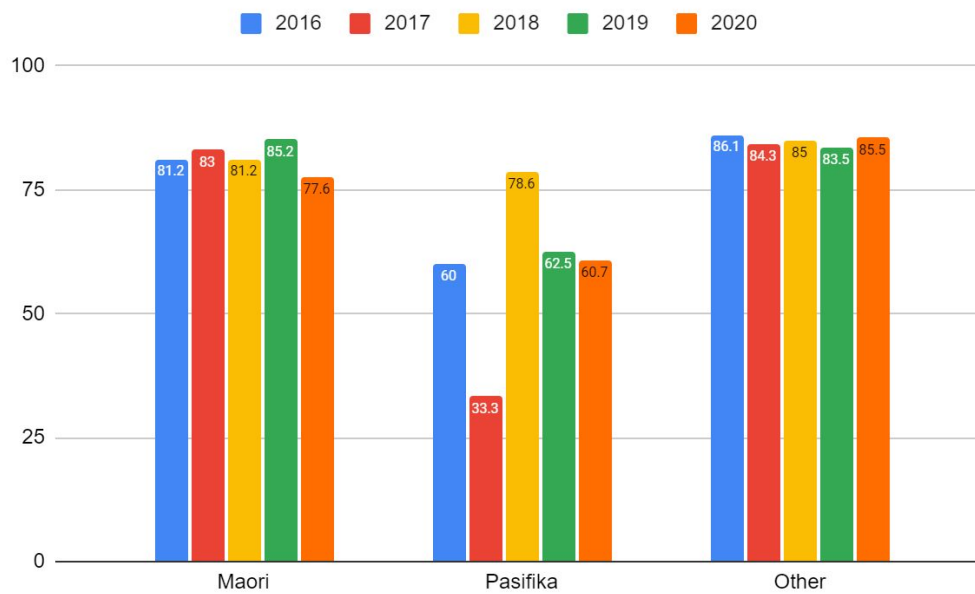
4.3 2020 Maths Data: New Children (2020 Enrolments) Comparison of Ethnicity, Working Towards, Within and Above the Expected NZ Curriculum Level



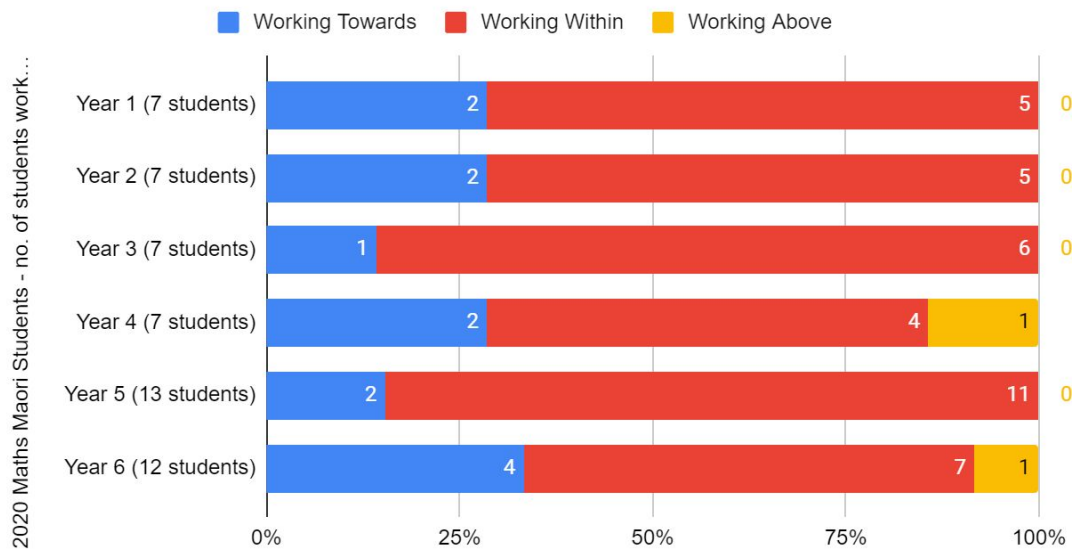
4.4 Comparison of Ethnicity: Maori, Pasifika, Other Maths 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



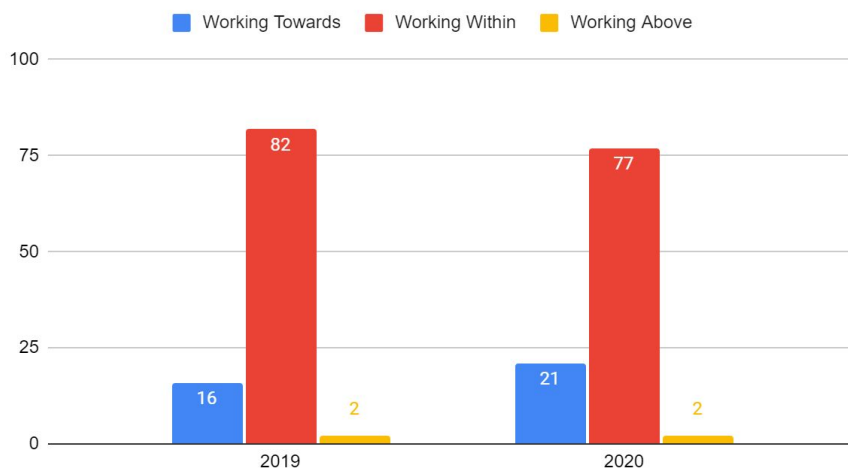
4.5 Comparison Between Ethnicity Year on Year Maths 2016 -2020, Working Within or Above the Expected NZ Curriculum Level



4.6 2020 Number of Maori Children Working Towards, Within and Above

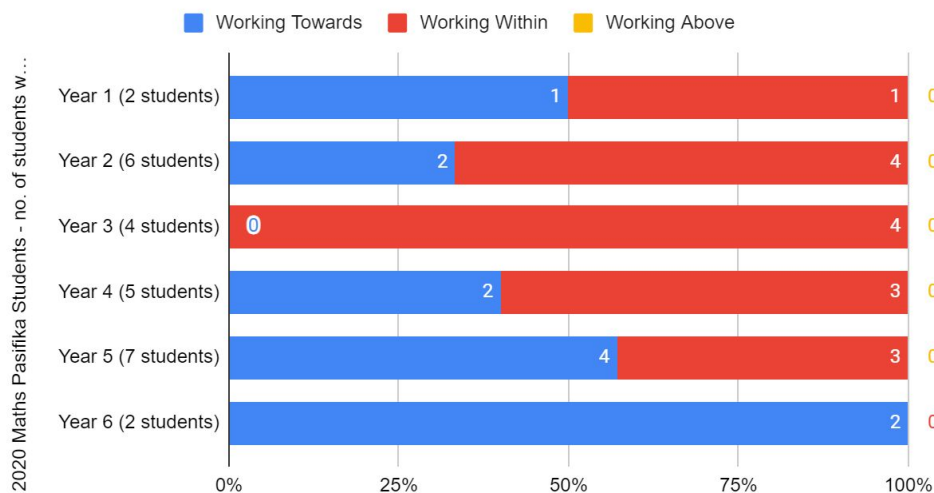


4.7 Clean Data - 43x Māori Students Across Two Years

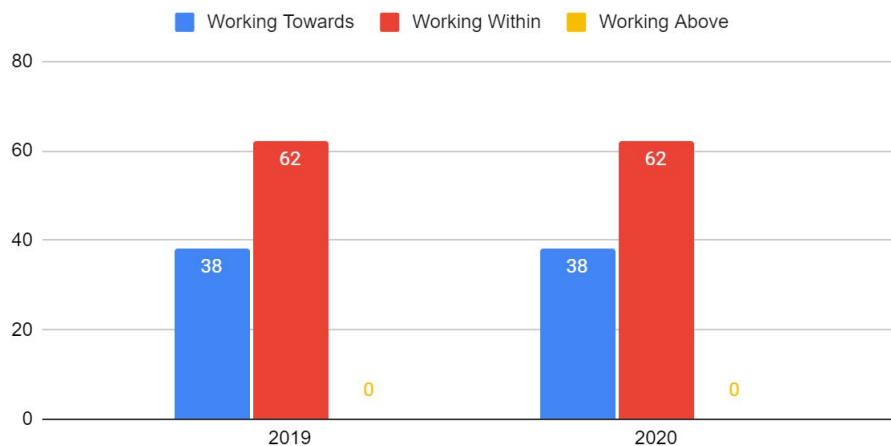


< LITTLE OR NO CHANGE (less than 5%)

4.8 Number of Pasifika Children Working Towards, Within and above

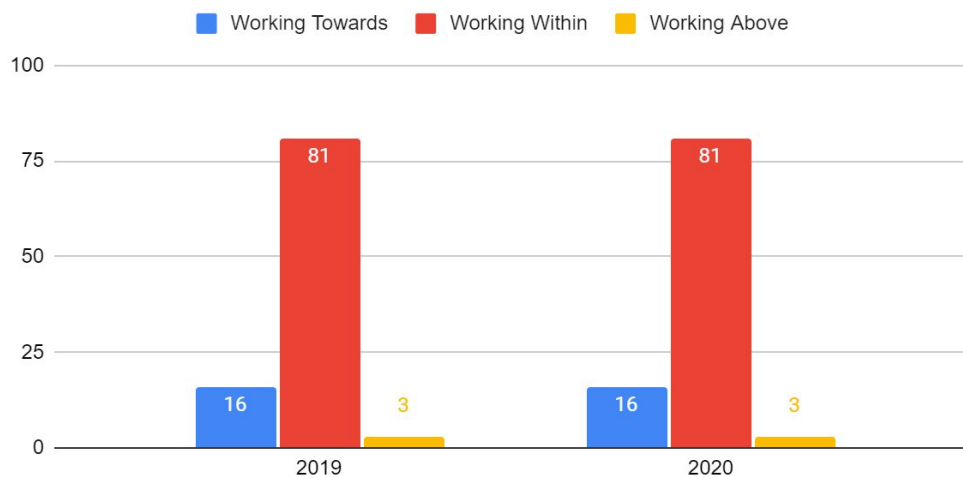


4.9 Clean Data - 21x Pasifika Students Across Two Years



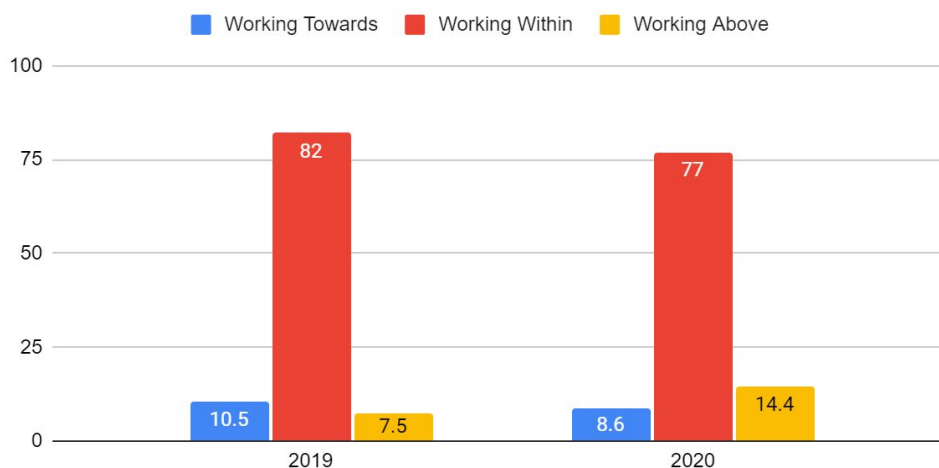
< NO CHANGE

4.10 Clean Data - 294x NZ European Students Across Two Years



< NO CHANGE

4.11 Clean Data - 173x Asian Students across two years



< IMPROVEMENT

Analysis:

| | |
|-------------|---|
| Māori | 77.6% of the 58 students are achieving within or above expected level |
| Pasifika | 60.7% of the 28 students are achieving within or above expected level |
| Asian | 92.6% of the 229 students are achieving within or above expected level |
| MELAA | 78.6% of the 56 students are achieving within or above expected level |
| NZ/European | 82.9% of the 485 students are achieving within or above expected level |
| Other | There are less than 3 students in this sub group, so will not be reported on. |

Clean Data across 2019-2020:

- Māori students

When comparing the achievement over time (*Māori students present in both 2019-2020*), we can see that there **has been a drop in achievement** for this group of children. Of those 43x

Māori students, **5% of them have regressed** and are now considered 'working towards' their expected levels.

We found this sub group to be one that was hard to engage both during and on either side of the lockdowns. Attendance data also shows they were slower to return after lockdowns, and also some were the first to stay home a week or two prior to the first lockdown. This gap in education has impacted this group of children.

- **Pasifika students**

When comparing the achievement over time (*Pasifika students present in both 2019-2020*), we can see that achievement levels **have remained the same** for this group of children. This is pleasing to see as this group have shown drops in achievement levels in both reading and writing.

- **NZ European students**

When comparing the achievement over time (*NZ European students present in both 2019-2020*), we can see that achievement **has remained the same for this group** of children.

We attribute these sustained levels of achievement to the high level of engagement with these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already. Data shows that their attendance, more so than other ethnic groups, was just limited to time away from school only during the lockdowns. They were fast to return and very few remained away for longer extended periods of time outside of those mandatory nine and a half weeks away.

- **Asian students**

When comparing the achievement over time (*Asian students present in both 2019-2020*), we can see that achievement **has stayed relatively the same with a slight increase for this group** of children. Of those 173x Asian students, **1.9%** of those previously considered 'working toward' expected level have progressed to 'working towards' expected level. Of note is **an increase of 6.9%** of those previously considered 'working within' expected level to 'working above' expected level.

We attribute these sustained levels of achievement to the high level of engagement with these students and their whānau over the two lockdowns and thereafter. This sub group was very engaged in online learning, and most took up the offer of loan devices (chromebooks) if they did not have ones to use at home already.

However, it is interesting to note that data shows that attendance, particularly for our Chinese students, was impacted more so than other ethnic groups. These extra weeks away from school however do not seem to have impacted their achievement levels to the same extent as it has for other ethnic groups. It was evident for our Chinese community in particular that the devastating impact in Wuhan, and having these live reports from their home country, meant there was a legitimate fear for the safety and health of their children. As such, many stayed home for longer periods of time pre and post both lockdowns.

1. Maths Curriculum Structure - How was it taught?

Team Te Ohanga

Numeracy and mathematics is integrated throughout the day in all curriculum areas. Having an overarching concept which has spanned the year has meant connecting the curriculum and revisiting and further developing new areas has been easier. The UbD concept of this term allows for this integration, particularly with writing and The Arts.

Wa Rapu lends itself to those students who are wanting to investigate further based on their interests, for example metre rulers to measure, loose parts and counters to sort and make patterns, jugs to pour and explore capacity. Provocations / invitations to play are offered based on student interest, these are changed on a regular basis. There is a maths / numeracy area in each classroom to promote and encourage the interest in maths and using a range of different materials to ignite this passion.

Guided maths is taught on a fortnightly basis where each student is seen daily that week and is taught based on their individual needs (this is taken from SchoolTalk.) Learning intentions are chosen based on need from SchoolTalk. A maths warm up starts these sessions, rich task problem solving integrated to the concept is often used here. On the alternate week students have the opportunity to have a quick focus on one aspect of numeracy or mathematics strand, depending on class interest. This is often songs and action songs found on YouTube.

During both lockdowns Youtube videos on number songs were utilised as an optional extra for parents. Hands on experiences were given priority during home learning as a means to revisit and consolidate previously taught in class concepts. Fun engaging experiences were prioritised.

Team Kiwi

Mathematics is taught at different times of the day depending on classroom timetable. Some classes start the day with calendar maths. Many have mixed ability activities relevant to what we have been learning. These tend to be topic based. The same strand or strands are taught throughout the team. Using SchoolTalk progressions for our planning this helps determine the focus for the day and groupings. Resources through SchoolTalk are used to help deepen mathematical understanding.

During rangahau children have the opportunity to investigate mathematical ideas and the teacher helps extend children's ideas through questioning. STEAM activities have been introduced to develop collaboration, discussion and problem solving skills.

Team Pukeko

Strand is integrated into our inquiry wherever possible, for example learning about statistics when looking at and comparing topics of inquiry at the beginning of the year.

Team Pukeko is using different approaches to teaching Maths. Some teachers are teaching whole class problem solving and then breaking off into workshop groups to focus on specific needs in a mixed ability setting. Teachers are promoting student agency by having a range of tasks that need to be completed by the week (e.g. number of the week, basic facts, Maths Whizz, maths workshops etc).

Open ended, low entry, high ceiling problem solving tasks are used in mixed ability settings, eg If I had \$20 in my wallet what might that look like? Some students are recording their thinking in their book or on whiteboards.

Week by week teachers plan specific lessons to cater for their students' needs. Some teachers are trying to integrate number and strands together. Some teachers are using modelling books to gather evidence.

Maths Whizz (compulsory) is being used well in Team Pukeko and the majority of classes are utilising this programme into their teaching and learning programmes. In some classes students are showing signs of progress within their Maths through using Maths Whizz. Each time they use Maths Whizz it is assessing their maths level and giving them material that is targeted to meet their needs. Maths Whizz provides another form of evidence for teachers to use for assessment purposes. Many children also used Prodigy to help support their math learning.

SchoolTalk is being used by teachers to inform teaching, planning and assessment. The feedback from using SchoolTalk has been very positive. Some teachers have been working on moving away from using SchoolTalk as a checklist to tick off learning areas in isolation. Our next steps are for children to become more involved in the use of SchoolTalk so that they can see their next steps and use the resources to make progress on these.

Team Tui

A variety of mixed ability and needs based focused workshops are being used in every class. This encourages tuakana-teina as well as builds confidence. Rich tasks and maths investigations are incorporated into numeracy programmes. We are beginning to introduce maths through games.

Strand based independent projects are being used in various forms across the team. There is a bigger focus on Strand this year as there has been some glaring gaps in SchoolTalk.

Team Tui are using SchoolTalk progressions to inform teaching and learning and decide on next steps. Students are able to submit evidence against progressions as they achieve these. There is a balance of independent, self directed learning with teacher supported learning.

Maths Whizz is compulsory and used as an independent task each week. Students are encouraged to work towards achieving 3-5 progressions on maths week each week. Reports from Maths Whizz are used to inform teaching and learning along with SchoolTalk.

In some classes, TA's are used to support learners in small workshops filling gaps in learning.

2. School maths programmes / Tracking and Coverage - (What was taught?)

School Talk progressions are used to inform next steps. Teams Kiwi, Pukeko and Tui work from long term plans, ensuring that all strands are covered. Team Te Ohanga integrate all strands throughout Wa Rapu.

3. Professional Development - (What professional development did the team/school have?)

We did not have any specific Professional Development in this curriculum area, and the ones we did have scheduled were cancelled due to covid lockdowns.

4. School Resources - (What resources were purchased in 2020?)

- Numeracy kits across the school to cater for increase in class numbers.
- Maths games

- Hundreds boards
- Strand related equipment: clocks, 3D fractions, geometric shapes, money.

5. **2021 Maths Budget Considerations** - (Does the budget need to change in 2021? If yes, why?) Yes, an increase in relation to the amount of new classrooms.

Due to the year we have had with Covid19 placing limitations on classroom programmes and delivery the budget spent is not indicative of a typical year, for this reason we believe the budget amount should remain similar as in 2020 with a slight increase in relation to the amount of new classrooms. On returning from both lockdowns the focus has not been on core curriculum areas, instead it has been on wellbeing and re-establishing relationships. Purchasing resources has taken a back seat.

- PD for more staff - Jo Knox?
- Picture books
- Maths Games for team Pukeko
- Maths Whizz programme to continue for Years 3 / 4
- Maths buddy for Years 5 / 6

6. **Next Steps for 2021** - (How can we improve our teaching and learning programmes?)

- A consideration for next year is how to use Schooltalk effectively without breaking learning tasks down too much. We need to ensure that rich tasks and mixed ability groups (sound pedagogy) continue to be a key element of maths programmes at our school. A continued focus on how to group progressions together for rich tasks would be good. This goal from 2020 remains a necessary goal for 2021 due to a shift on focus after Covid.
- As mentioned above in budget considerations professional development has not been a focus this year as it has been stalled by Covid19. Therefore the next steps remain the same as 2020. Please see below.
- Develop a bank of mathematics long term plans with overarching understandings that span across the curriculum year levels and cover all the curriculum strands. This will also assist in the grouping of progressions.
- For the Connected Curriculum to create instructional videos to be used as resources on Schooltalk.
- To boost teacher pedagogy and best practice by having opt in workshops run by teachers with passion and expertise in mathematics.
- Digital modules created as opt in or targeted PLD opportunities.
- Explicit focus on integration across curriculum areas when planning term overviews and designing curriculum so that connections are made obvious to both teachers and students.
- **Next Steps to Raise the achievement of different cultures:**

- ESOL students will continue to be supported through Silverdale's ESOL programme. Provide multiple opportunities for authentic oral language use. Use think alouds to show students the strategy used. Include ESOL students in plenty of group work, with opportunities to practice. Include writing prompts and tasks that are relevant to a student's culture and life experiences.
- PLD for developing our local curriculum so that it is accessible and engaging for our Pasifika students. This should see an increase in Pasifika achievement.
- Explore reasons for decline in Maori achievement during 2020. Dig deeper into Maori student's experiences over lockdowns. Talk to students to hear their experiences of home learning. We have a hunch that the lack of collaborative learning could have had a negative impact. What was attendance like after lockdown? Worth exploring to see if this was a determining factor in achievement.



19 November 2020

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$11,261.00 (excluding GST). The funding was spent on participating in Swimming Lessons.

Cameron Lockie
Principal