

# WHANGAREI INTERMEDIATE

## ANNUAL FINANCIAL STATEMENTS

### FOR THE YEAR ENDED 31 DECEMBER 2023

#### School Directory

**Ministry Number:** 1129

**Principal:** Hayley Read

**School Address:** 32 Rust Ave, Whangarei

**School Postal Address:** 32 Rust Ave, Whangarei

**School Phone:** 09 438 8659

**School Email:** admin@wis.ac.nz

#### Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Piripi Burt	Presiding Member	Elected 2022	May-25
Hayley Read	Principal ex Officio		
Johnny Kumitau	Parent Representative	Re-elected May 2022	May-25
Hiku Mackey	Parent Representative	Re-elected May 2022	May-25
Loraine Witana	Parent Representative	Elected May 2022	May-25
Rachel Wansbone	Parent Representative	Elected May 2022	Resigned 2022
Kelly Stephens	Parent Representative	Selected May 2023	May-25
Eden Rogers	Staff Representative	Re-elected 2022	May-25

**Accountant / Service Provider:** Ask Accounting Ltd

# WHANGAREI INTERMEDIATE

Annual Financial Statements - For the year ended 31 December 2023

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## Whangarei Intermediate

### Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Piripi Burt

Full Name of Presiding Member




Signature of Presiding Member

21/05/2024

Date:

Hayley Read

Full Name of Principal



Signature of Principal

21/05/2024

Date:

# Whangarei Intermediate

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>				
Government Grants	2	7,161,263	6,518,899	7,280,430
Locally Raised Funds	3	103,517	132,600	227,360
Interest		51,685	50,000	7,076
Gain on Sale of Property, Plant and Equipment		2,700	-	-
<b>Total Revenue</b>		<b>7,319,165</b>	<b>6,701,499</b>	<b>7,514,866</b>
<b>Expense</b>				
Locally Raised Funds	3	71,259	123,700	46,314
Learning Resources	4	4,529,767	4,376,029	4,598,382
Administration	5	1,024,495	834,800	1,082,776
Interest		2,837	2,915	4,181
Property	6	1,462,741	1,283,655	1,290,915
Loss on Disposal of Property, Plant and Equipment		2,428	-	1,543
<b>Total Expense</b>		<b>7,093,527</b>	<b>6,621,099</b>	<b>7,024,111</b>
<b>Net Surplus / (Deficit) for the year</b>		<b>225,638</b>	<b>80,400</b>	<b>490,755</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>225,638</b>	<b>80,400</b>	<b>490,755</b>

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



# Whangarei Intermediate

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Equity at 1 January</b>		1,957,121	1,957,121	1,466,366
Total comprehensive revenue and expense for the year		225,638	80,400	490,755
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		32,301	-	-
<b>Equity at 31 December</b>		2,215,060	2,037,521	1,957,121
Accumulated comprehensive revenue and expense		2,215,060	2,037,521	1,957,121
<b>Equity at 31 December</b>		2,215,060	2,037,521	1,957,121

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.



# Whangarei Intermediate

## Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	1,005,136	856,699	1,170,551
Accounts Receivable	8	364,990	330,000	397,417
GST Receivable		157,834	30,000	37,981
Prepayments		28,387	50,000	23,170
Investments	9	500,000	-	-
Funds Receivable for Capital Works Projects	15	116,864	-	45,245
		2,173,211	1,266,699	1,674,364
<b>Current Liabilities</b>				
Accounts Payable	11	615,939	403,600	519,823
Revenue Received in Advance	12	9,172	2,000	2,217
Provision for Cyclical Maintenance	13	34,843	14,502	12,563
Finance Lease Liability	14	20,877	20,405	18,655
Funds held for Capital Works Projects	15	161,985	30,000	28,460
		842,816	470,507	581,718
<b>Working Capital Surplus/(Deficit)</b>		1,330,395	796,192	1,092,646
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	1,023,845	1,419,679	1,020,819
Work In Progress		31,850	-	5,248
		1,055,695	1,419,679	1,026,067
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	168,848	158,760	141,613
Finance Lease Liability	14	2,182	19,590	19,979
		171,030	178,350	161,592
<b>Net Assets</b>		2,215,060	2,037,521	1,957,121
<b>Equity</b>		2,215,060	2,037,521	1,957,121

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



# Whangarei Intermediate

## Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,652,872	2,204,742	2,558,590
Locally Raised Funds		53,265	119,688	175,435
International Students		1,391	-	-
Goods and Services Tax (net)		(119,853)	7,981	(14,223)
Payments to Employees		(930,362)	(713,461)	(741,400)
Payments to Suppliers		(1,270,372)	(1,431,038)	(1,290,757)
Interest Paid		(2,837)	(2,915)	(4,181)
Interest Received		50,123	50,000	7,076
Net cash from/(to) Operating Activities		434,227	234,997	690,540
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		2,700	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(180,259)	(583,501)	(395,938)
Purchase of Investments		(500,000)	-	-
Net cash from/(to) Investing Activities		(677,559)	(583,501)	(395,938)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		32,301	-	-
Finance Lease Payments		(16,294)	(12,136)	(18,027)
Funds Administered on Behalf of Other Parties		61,910	46,788	(349,677)
Net cash from/(to) Financing Activities		77,917	34,652	(367,704)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(165,415)</b>	<b>(313,852)</b>	<b>(73,102)</b>
Cash and cash equivalents at the beginning of the year	7	1,170,551	1,170,551	1,243,653
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>1,005,136</b>	<b>856,699</b>	<b>1,170,551</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.



# Whangarei Intermediate

## Notes to the Financial Statements

### For the year ended 31 December 2023



#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense 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 best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

###### *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 10.

###### *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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.



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. Finance lease liability disclosures are contained in note 14.

#### *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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **Other Grants where conditions exist**

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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

#### **Interest Revenue**

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

### **d) 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.

### **e) 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.

### **f) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for expected 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.

### **g) 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 material.



#### **h) 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 (funded by the Board) to buildings owned by the Crown or directly by the board 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	40 years
Board Owned Buildings	10-75 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Motor vehicles	4 years
Textbooks	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

#### **i) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

#### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available 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 surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

#### **j) 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.



**k) Employee Entitlements***Short-term employee entitlements*

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

*Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**l) Revenue Received in Advance**

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

**m) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

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

**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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**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 initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	2,545,677	2,189,742	2,638,845
Teachers' Salaries Grants	3,576,789	3,475,689	3,793,009
Use of Land and Buildings Grants	1,021,965	838,468	838,468
Other Government Grants	16,832	15,000	10,108
	<u>7,161,263</u>	<u>6,518,899</u>	<u>7,280,430</u>

The school has opted in to the donations scheme for this year. Total amount received was \$101,411.

## 3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
<b>Revenue</b>			
Donations & Bequests	10,375	25,000	112,387
Fees for Extra Curricular Activities	85,115	99,600	108,247
Trading	6,636	8,000	6,726
International Student Fees	1,391	-	-
	<u>103,517</u>	<u>132,600</u>	<u>227,360</u>
<b>Expense</b>			
Extra Curricular Activities Costs	71,259	123,700	46,314
	<u>71,259</u>	<u>123,700</u>	<u>46,314</u>
<b>Surplus/ (Deficit) for the year Locally Raised Funds</b>	<u>32,258</u>	<u>8,900</u>	<u>181,046</u>

During the year, the School hosted 1 International students (2022: Nil)

## 4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	186,212	223,700	162,742
Equipment Repairs	2,205	3,500	2,690
Information and Communication Technology	59,505	62,000	62,229
Library Resources	12,939	9,000	7,441
Employee Benefits - Salaries	4,032,914	3,804,689	4,120,856
Staff Development	60,469	107,000	83,999
Depreciation	175,523	166,140	158,425
	<u>4,529,767</u>	<u>4,376,029</u>	<u>4,598,382</u>

During the year ended December 2023 a Deputy Principal travelled to Samoa at a cost of \$850 for the purpose of reviewing facilities/excursions and planning proposed student tour in 2024. This was funded through Board funds.



## 5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,600	6,500	6,400
Board Fees	3,040	4,000	3,440
Board Expenses	25,085	20,700	22,325
Communication	14,981	15,100	17,390
Consumables	3,463	5,000	4,208
Other	52,341	63,500	43,270
Healthy School Lunches	625,703	420,000	704,192
Employee Benefits - Salaries	284,662	284,000	267,578
Insurance	2,809	10,000	8,213
Service Providers, Contractors and Consultancy	5,811	6,000	5,760
	<u>1,024,495</u>	<u>834,800</u>	<u>1,082,776</u>

## 6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	30,641	28,600	31,145
Cyclical Maintenance	49,515	32,487	79,284
Grounds	10,138	12,100	15,433
Heat, Light and Water	45,054	51,000	49,643
Rates	15,595	18,000	16,931
Repairs and Maintenance	94,792	111,000	94,451
Use of Land and Buildings	1,021,965	838,468	838,468
Security	13,189	12,000	10,881
Employee Benefits - Salaries	181,852	180,000	154,679
	<u>1,462,741</u>	<u>1,283,655</u>	<u>1,290,915</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.



## 7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Bank Accounts	1,005,136	856,699	1,170,551
Cash and cash equivalents for Statement of Cash Flows	<u>1,005,136</u>	<u>856,699</u>	<u>1,170,551</u>

Of the \$1,005,136 Cash and Cash Equivalents, \$161,985 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2024 on Crown owned school buildings.

## 8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Receivables	11,940	40,000	27,305
Interest Receivable	1,562	-	-
Banking Staffing Underuse	71,181	-	90,363
Teacher Salaries Grant Receivable	280,307	290,000	279,749
	<u>364,990</u>	<u>330,000</u>	<u>397,417</u>
Receivables from Exchange Transactions	13,502	40,000	27,305
Receivables from Non-Exchange Transactions	351,488	290,000	370,112
	<u>364,990</u>	<u>330,000</u>	<u>397,417</u>

## 9. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	500,000	-	-
Total Investments	<u>500,000</u>	<u>-</u>	<u>-</u>



## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2023	\$	\$	\$	\$	\$	\$
Buildings	221,440	9,820	-	-	(15,251)	216,009
Furniture and Equipment	573,454	130,104	(20,187)	-	(97,710)	585,661
Information and Communication	123,404	3,811	-	-	(31,305)	95,910
Technology						
Motor Vehicles	28,423	42,687	-	-	(6,457)	64,653
Leased Assets	37,248	3,627	(162)	-	(19,088)	21,625
Library Resources	36,850	9,837	(988)	-	(5,712)	39,987
<b>Balance at 31 December 2023</b>	<b>1,020,819</b>	<b>199,886</b>	<b>(21,337)</b>	<b>-</b>	<b>(175,523)</b>	<b>1,023,845</b>

The net carrying value of furniture and equipment held under a finance lease is \$21,625 (2022: \$37,248)

### Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation	2023 Accumulated Depreciation	2023 Net Book Value	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	637,433	(421,424)	216,009	666,106	(444,666)	221,440
Furniture and Equipment	1,566,133	(980,472)	585,661	1,733,004	(1,159,550)	573,454
Information and Communication	318,924	(223,014)	95,910	648,489	(525,085)	123,404
Technology						
Motor Vehicles	103,816	(39,163)	64,653	63,829	(35,406)	28,423
Textbooks	863	(863)	-	863	(863)	-
Leased Assets	58,202	(36,577)	21,625	57,483	(20,235)	37,248
Library Resources	129,970	(89,983)	39,987	123,442	(86,592)	36,850
<b>Balance at 31 December 2023</b>	<b>2,815,341</b>	<b>(1,791,496)</b>	<b>1,023,845</b>	<b>3,293,216</b>	<b>(2,272,397)</b>	<b>1,020,819</b>

## 11. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	318,931	100,000	215,850
Accruals	6,600	6,600	6,400
Employee Entitlements - Salaries	290,408	297,000	297,573
	<b>615,939</b>	<b>403,600</b>	<b>519,823</b>
Payables for Exchange Transactions	593,076	403,600	501,965
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	22,863	-	17,858
	<b>615,939</b>	<b>403,600</b>	<b>519,823</b>

The carrying value of payables approximates their fair value.



## 12. Revenue Received in Advance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Other revenue in Advance	9,172	2,000	2,217
	<u>9,172</u>	<u>2,000</u>	<u>2,217</u>

## 13. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	154,176	141,613	128,232
Increase to the Provision During the Year	31,699	31,649	95,764
Use of the Provision During the Year	-	-	(69,820)
Other Adjustments	17,816	-	-
Provision at the End of the Year	<u>203,691</u>	<u>173,262</u>	<u>154,176</u>
Cyclical Maintenance - Current	34,843	14,502	12,563
Cyclical Maintenance - Non current	168,848	158,760	141,613
	<u>203,691</u>	<u>173,262</u>	<u>154,176</u>

Per the cyclical maintenance schedule, the school is next expected to undertake painting works during 2024. This plan is based on the schools 10 Year Property plan.

## 14. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	22,184	20,405	21,346
Later than One Year and no Later than Five Years	2,336	19,590	21,065
Future Finance Charges	(1,461)	-	(3,777)
	<u>23,059</u>	<u>39,995</u>	<u>38,634</u>
<b>Represented by</b>			
Finance lease liability - Current	20,877	20,405	18,655
Finance lease liability - Non current	2,182	19,590	19,979
	<u>23,059</u>	<u>39,995</u>	<u>38,634</u>





## 15. 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. The amount of cash held on behalf of the Ministry for capital works projects is included under cash and cash equivalents in note 7.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE SIP 2020 Canopies	(1,363)	-	1,363	-	-
MOE 5YA - 2021 Plumbing & Drainage	(13,060)	13,060	-	-	-
MOE 5YA - 2021 Internal Roofing	(6,678)	6,678	-	-	-
MOE 5YA - 2021 ILE Breakout & Refurbishment	13,099	5,644	(58,724)	-	(39,981)
MOE 5YA - 2021 Heating & Electrical	(24,144)	18,014	6,130	-	-
MOE 2022 Playground	9,038	-	(9,038)	-	-
2022 Canopy replacement classrooms	6,323	-	(6,323)	-	-
MOE Portacom Lease Project	-	303,577	(141,592)	-	161,985
MOE 5YA - 2-23 AMS ILE 228517	-	847,873	(924,756)	-	(76,883)
Totals	(16,785)	1,194,846	(1,132,940)	-	45,121

### Represented by:

Funds Held on Behalf of the Ministry of Education	161,985
Funds Receivable from the Ministry of Education	(116,864)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP 2020 Canopies	(15,143)	27,000	(13,220)	-	(1,363)
2020 Driveway remediation	(21,453)	26,500	(5,047)	-	-
2021 Plumbing & Drainage	51,143	-	(64,203)	-	(13,060)
2021 Internal Roofing	40,414	29,225	(76,317)	-	(6,678)
2021 ILE Breakout & Refurbishment	123,926	47,451	(158,278)	-	13,099
2021 Heating & Electrical	126,963	57,662	(208,769)	-	(24,144)
2022 Canopy Replacement	-	61,778	(55,455)	-	6,323
2022 Playground	-	82,798	(73,760)	-	9,038
Totals	305,850	332,414	(655,049)	-	(16,785)

### Represented by:

Funds Held on Behalf of the Ministry of Education	28,460
Funds Receivable from the Ministry of Education	(45,245)

## 16. 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 conditions 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.



## 17. Remuneration

### Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,040	3,440
<i>Leadership Team</i>		
Remuneration	562,931	507,220
Full-time equivalent members	4	4
Total key management personnel remuneration	565,971	510,660

There are 7 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members may also have been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	4-5

### Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	5	4
110-120	2	3
120-130	3	-
130-140	1	-
	11	7

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



## 18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

### Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

## 19. Commitments

### (a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$45,117 (2022: \$Nil) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
MOE 5YA - 2021 ILE Breakout & Refurbishment	309,958	(71,362)	238,596
MOE Portacom Lease Project	303,577	(141,592)	161,985
MOE 5YA - 2-23 AMS ILE 228517	847,873	(924,756)	(76,883)
<b>Total</b>	<b>1,461,408</b>	<b>(1,137,710)</b>	<b>323,698</b>

## 20. 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

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	1,005,136	856,699	1,170,551
Receivables	364,990	330,000	397,417
Investments - Term Deposits	500,000	-	-
<b>Total financial assets measured at amortised cost</b>	<b>1,870,126</b>	<b>1,186,699</b>	<b>1,567,968</b>

### Financial liabilities measured at amortised cost


Payables	615,939	403,600	519,823
Finance Leases	23,059	39,995	38,634
<b>Total financial liabilities measured at amortised cost</b>	<b>638,998</b>	<b>443,595</b>	<b>558,457</b>

## 21. Events After Balance Date


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



## TARGETS 2023: MATHEMATICS (Auraki)

	<b>Target Goal</b> <ul style="list-style-type: none"><li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li><li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li></ul> <b>Target Reached</b> <ul style="list-style-type: none"><li>53 % (117/222) of students achieved NZC Level 4 in Numeracy for Year 8</li><li>59% (130/222) of students achieved NZC Level 4 in basic facts at Year 8</li></ul>				
<b>ACTION PLAN:</b>					
<b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b>					
<b>BASE DATA</b> Gather numeracy levels term 1 and again term 4 to show the actual progress made. 22% of our Year 7 students (50/226) at the end of 2022 were achieving at/above NZC Level 4 in Numeracy 36% of our Year 7 students (50/226) at the end of 2022 were working at/above NZC Level 4 in basic facts.					
<b>Assessment Tools:</b>					
Base Data: Year 7 Basic Facts and Number WIS report, GloSS, Basic Facts Test, IKAN, Class exemplars and assessments, eAsTtle					
<b>ACTION</b>	<b>Who</b>	<b>Costs</b>	<b>When</b>	<b>Expected Outcome</b>	
To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.	Teachers	Nil	All year	Teachers confident in teaching multi level classes	
To provide in-service support to PRT and new kaiako in the school. David Kelly funded to support this role.	Lead teacher Identified Staff	0.2	All year	Teachers are inducted into the process of teaching multi level numeracy and strand	
To purchase/make resources to support learning	Identified Staff	\$1000	All year	Resources bought to support programmes	
Use online tools in Mathematics TBC-funding dependent	Available to all classes	\$10 000	All year	Students enjoy learning at their own pace and time	
Provide more learning opportunities for extension students therefore allowing class teachers to spend more time with those below and at their level.	Schoolwide identified students	0.2 staffing	All year	More students getting small group support	
Provide acceleration for groups of students with teacher	Identified students	.6 staffing	All year	Students will be at their cohort level in Maths	
Review and adjust assessments including e-asTtle and pre and post assessments including e AsTtle GLoSS and exemplars	Schoolwide	Nil	Term 1	More consistency in judgements for achievement	
Use set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki.	Schoolwide	Time	Year	Teachers have clear focus on core learning	
Look at the curriculum refresh for Mathematics and Stats also Numeracy progressions.	Schoolwide	Time	Year	Teachers have clear focus on core learning	

## TARGETS 2023: LITERACY (Auraki)

	<b>Target Goal</b> <ul style="list-style-type: none"><li>80% of students will have achieved Level 4 in Reading NZC at end of Year 8</li></ul>	<b>Target Reached</b> <ul style="list-style-type: none"><li>65% (144/222) of students have achieved Level 4 NZC at end of Year 8 for Reading</li><li>59% (23/39) of Māori boys are at Level 4 for Reading</li></ul> <b>Target Goal</b> <ul style="list-style-type: none"><li>70% of students will have achieved level 4 in Writing at end of Year 8</li><li>60% of Maori Boys will have achieved level 4 in Writing at end of Year 8</li></ul> <b>Target Reached</b> <ul style="list-style-type: none"><li>59% (130/222) of students have achieved Level 4 in Writing at end of Year 8</li><li>52% (20/39) of Māori boys have achieved Level 4 in Writing at end of Year 8</li></ul>		
<b>ACTION PLAN: Literacy Levels</b>				
<b>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</b>				
<b>BASE DATA</b> Gather literacy levels term 1 and again term 4 to show the actual progress made: 14% of our <b>Year 7 students</b> (33/226) at the end of 2022 were achieving level 4 in Reading 7% of our <b>Year 7 Maori Boys</b> (3/42) at the end of 2022 were achieving level 4 in Reading 6% of our <b>Year 7 students</b> (14/226) at the end of 2022 were achieving level 4 in Writing 2% of our <b>Year 7 Maori boys</b> (1/42) at the end of 2022 achieved level 4 in Writing				
<b>Assessment Tools:</b> Base Data: Probe, eAsTtle writing matrix. Target Data: Snap Shots, Regular, Moderated Planned Sample, TAR, BURT (reading) (Term 1)				
<b>ACTION</b>	<b>Who</b>	<b>Costs</b>	<b>When</b>	<b>Expected Outcome</b>
To provide in-service support to new teachers in the school on how to teach writing through modelling process and WTE ideas.	Lead Teacher Identified Staff	Internal	All year	New teachers are inducted into the process of teaching literacy
Use e-asTtle writing assessment tool to streamline assessment and formative practice (eLearning).	eLearning teachers	Nil	Term 1	eLearning teachers discuss issues and results surrounding literacy
To provide explicit writing support for teachers who want it.	Identified Staff	Nil	All year	Resources bought to support programmes or shared
Staff PLD on New Literacy Progressions and moderating for OTJs ToDs.	Identified Students	Inclusive	All year	Consistency around students expectations with writing
Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Exemplars for students to refer to.	Lead Teacher Identified Staff	Inclusive	All year	Students are engage purposefully in writing
To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.	Team Leaders	Inclusive	All year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.
Introduce student writing self-assessment and resource tool across school to be used.	English Lead	Free	All year	Teachers will have a shared understanding of assessment criteria
Purchase new copies of the latest Reading Book and Oracy from Sheena Cameron	English Lead	\$500	Term 1	Teachers will have up to date practices
Reorganisation of Target Reading Tracking system English Medium	LSC	Free	All year	Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.
Eke Tarewa and LSA reading support for students well below expectation in Reading. Using structured Literacy.	LSC	50k	All year	Improved Reading achievement for weaker readers.
Continuation of structured literacy in Eke Tarewa for LSA's	LSC	Nil	All year	Ongoing data is available for monitoring and analyse
Continue with oracy events throughout the year across the school.		500	All year	Students are confident speakers
Continue with support for eLibrary 2023	Librarian	1 FTE	All year	Students reading recreationally

## AURAKI WRITING ACHIEVEMENT EoY 2023

The following results are gathered from the school reports from the end-of-year reports. The data was entered by the start of week 7.

Kaiako made their best fit judgements from examples of writing which the akonga had done in class. Desired levels are set for the achievement in relation to the NZC and Learning Progressions at the end of the year.

Classes in Te Whānau o Waimirangi have been excluded from the data at the end of the year as they are now using other criteria to make their judgements.

	Beginning			Mid %			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
<b>Year 7 (195)</b>	NA	NA	NA	53	32	20	36%	24%	42%
<b>Year 8 (225)</b>	NA	NA	NA	39	41	20	16%	25%	59%
<b>Yr 7 NZM (71)</b>	NA	NA	NA	63	27	10	43%	28%	28%
<b>Yr 8 NZM (76)</b>	NA	NA	NA	47	38	12	24%	25%	51%
<b>Yr 7 NZM Boys (36)</b>	NA	NA	NA	61	29	10	44%	24%	22%
<b>Yr 8 NZM Boys (39)</b>	NA	NA	NA	53	33	14	28%	21%	52%

### Target Goal 2023

- 70% of students will have achieved level 4 in Writing at end of Year 8
- 60% of Maori Boys will have achieved level 4 in Writing at end of Year 8

### Comment

- We did not achieve our Year 8 Target and missed by 11% and 8% for our Māori Boys.
- Compared to previous years the best fit marks are lower than previous years, especially in the well below category.
- There was a significant decrease in the low levels of writing especially in year 8
- Our year 8 students have made very good progress from the mid-year.
- Our Māori Taura, especially the year 8 tane have made significant improvements since the mid-year.
- Our year 7 group has a lot of ground to make up to get close to our desired target.
- Our year 7 Māori taura have a lot of ground to make up over the next year.
- There is a significant difference for our Māori students compared to our entire group. This is especially so for our Māori Tane who are more than double in the well-below areas.

### Recommendations (These remain the same as mid-year)

- Writing must remain a high priority for our school.
- Daily writing is imperative.
- Maori, especially boys in both year groups must remain an urgent high priority for teachers. They need regular feedback, conferencing and checking in to ensure they continue to progress.
- Moderating and sharing inspiring ideas amongst teachers regularly over the year
- The moderating process may have to include teachers running their own at/above and below numbers and identifying students who are just below as the target group to ensure higher levels of achievement rather than the least able students.
- Regular writing including generating ideas, planning, drafting, crafting, editing, publishing and feedback is a vital component of writing effectively.  
(Quick writes can be effective here in focusing on specific goals and building up the ability to write extended pieces.
- Teachers being aware of who the just below students are and what learning needs will get them to the desired level of writing by the end of the year.
- Students need to be writing a range of material across the curriculum and have the opportunity to bring their voice, interests and ideas to the writing.
- Students need to be taught how to plan out and think about their writing before commencing, teachers can help with modelling using the Think Aloud Approach. ALL findings suggest developing ideas and structuring writing is absolutely vital to get students into level 4.
- For Year 8s deliberate acts of teaching in punctuation is important, especially leading into high school.
- All students are expected to have a writing portfolio over their two years at WIS. The e-learning students should have an electronic version and there would be a minimum of 16 pieces of writing that have been given feedback according to the criteria set for writing. Examples would include letters, reports, explanations, narratives, personal experience writing, exposition, book reports, and research.

- Teachers have been introduced to aspects of Write That Essay, which has a focus on sentence types and construction of text using a sentence type approach.
- A Literacy focus group will continue for 2024.

## **PEDAGOGICAL PRACTICE AS DESCRIBED BY MURRAY GADD**

### **Using Learning Goals Effectively During The Lesson**

This means:

- being **very specific** with students about what they have to **do** during the lesson (task) and **achieve** from the lesson (learning goal);
- placing a focus on the learning task at the beginning of lessons and letting the **learning goal emerge** from the task: what do we have to do as writers to be successful at this task;
- referring back to the learning goal/s **at the end** of modelling sessions: have we achieved what we set out to achieve?
- encouraging students to be **metacognitive** at the end of lessons: What did we have to do to achieve our goal

Murray Gadd has suggested these headings and subheadings for workshops to improve the efficacy of young writers, especially to achieve at Level 4.

### **Content Ideas**

- Coming up with ideas for writing
- Planning for writing
- Adding sufficient detail
- Making changes to writing

### **Sentence Formation**

- Demonstrating grammatical fluency, tense, and verb-subject agreement.
- Including a variety of sentence types
- Include a variety of sentence starts

### **Structure**

- Demonstrate evidence of structure according to purpose
- Demonstrating evidence of logical sequence/flow
- Including a satisfying conclusion
- Paragraphing satisfactorily

### **Vocab/ Language Features**

- Using rich precise vocab
- Using vocab according to purpose
- Using language features according to purpose

### **Spelling**

- Spelling accurately
- Sounding out chunks
- Demonstrating reasonable knowledge of spelling patterns
- Recording with accuracy medial sounds in words
- Recording with accuracy the final sound in words
- Using spelling aids in the room incl ICT

### **Punctuation**

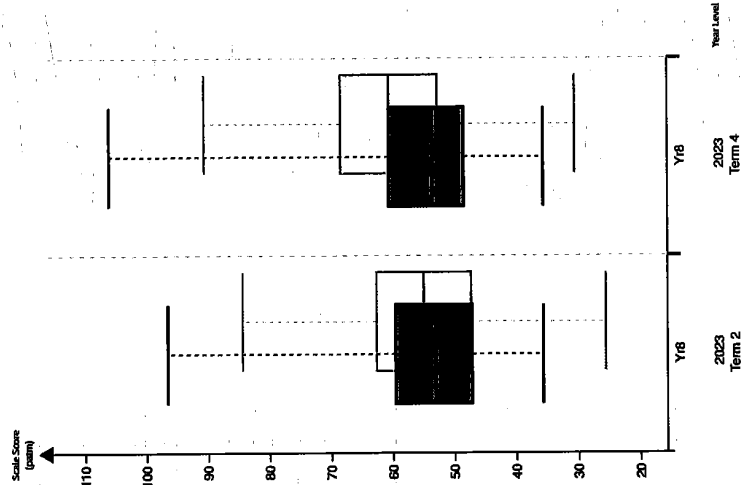
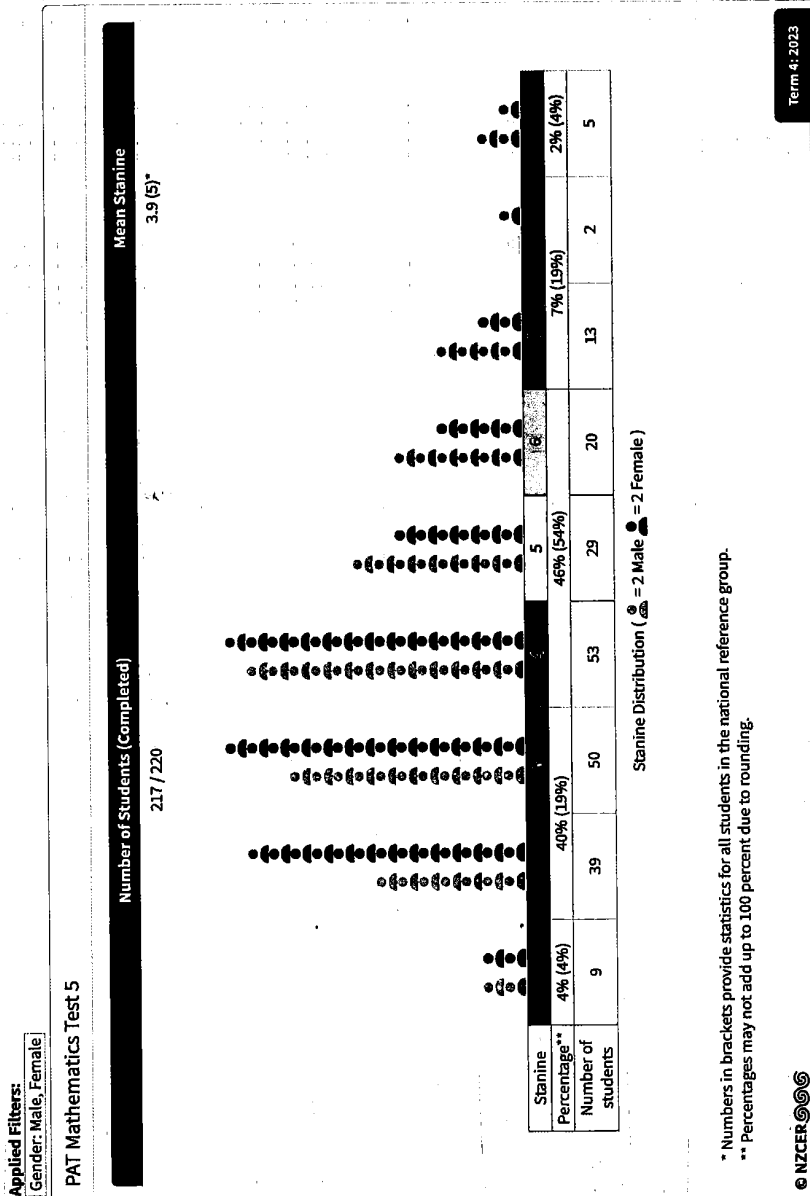
- Uses basic indicators accurately
- Using more complex punctuation accurately
- Using dialogue indicators accurately

Paul Botica  
24/11/2023

## PAT MATHEMATICS STUDENT ACHIEVEMENT 2023 Term 4

The following results are for students in English medium classes. There are 8 Year 7 classes and 9 Year 8 Classes in the data set. There was a total of 21 weeks between the 2 tests due to the later initial testing this year. Usually, we have 40 weeks of learning 217/229 students sat the test.

### PAT MATHEMATICS 2023 Year 8



- For our Year 8 students there was fractionally less than average growth than the NZ group scale score average 5.2 vs 5.6 from T4 2022 to T 4 2023.
- Boys (4.2) are achieving noticeably higher than girls (3.6) on average. However, on average girls improved on average scale scores more than boys.
- There are significantly higher numbers of students in the lower stanines, especially stanine 2-3. But similar at stanine 1.
- We have some increase in the highest and lowest scoring students. Usually the lowest scoring students do not sit the test at the start of the year.
- On average WIS progress was slightly less than the National average progress which we would like to do better with as the students were already noticeably below when they arrived here.



# PAT MATHEMATICS 2023 Year 8 Māori Students

## Applied Filters:

Gender: Male, Female Ethnicity: Māori

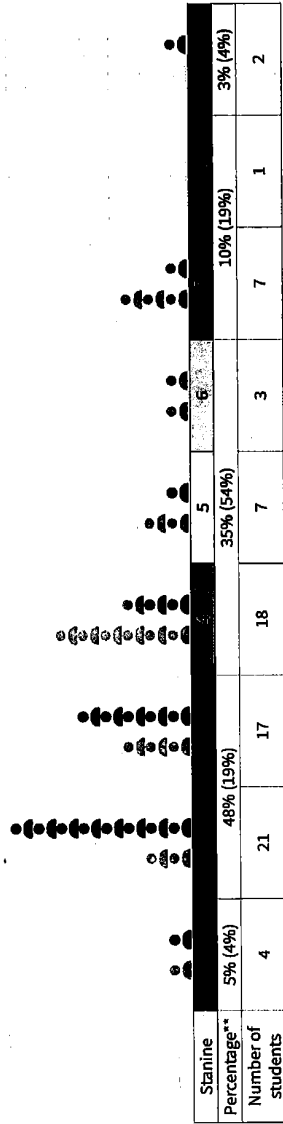
## PAT Mathematics Test 5

Number of Students (Completed)

79 / 80

Mean Stanine

3.7 (5)\*



Stanine Distribution (♂ = 2 Male ♀ = 2 Female)

\* Numbers in brackets provide statistics for all students in the national reference group.

\*\* Percentages may not add up to 100 percent due to rounding.

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Term 4: 2023

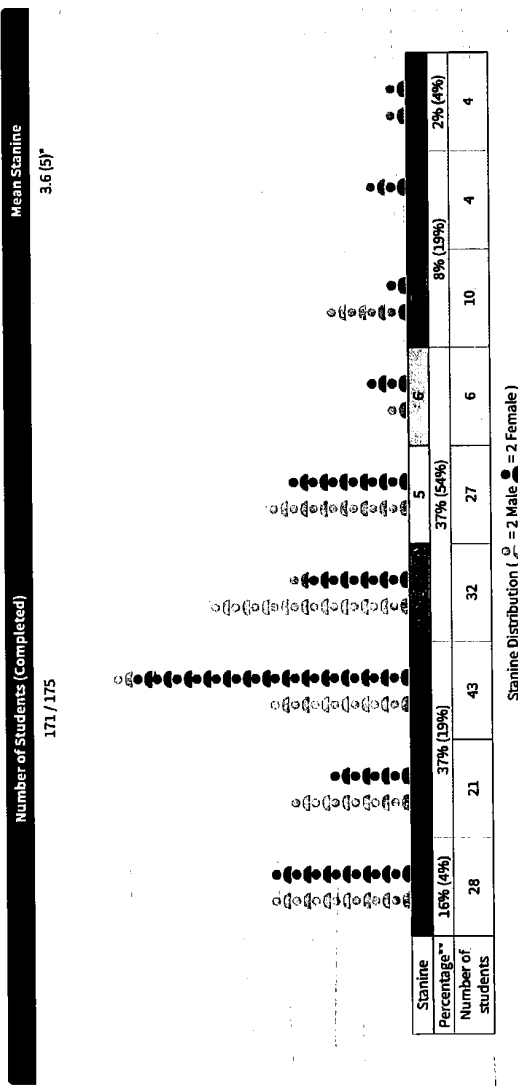
Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 2	7	68/74	41.8 (49.6)	6.7 (11.5)	63.4 (79.3)	46.2 (57.4)	41.3 (49.6)	37.1 (41.8)	30.1 (19.9)
2023	Term 4	7	72/74	42.2 (55.0)	10.0 (11.4)	72.2 (84.4)	48.7 (62.7)	40.6 (55.0)	35.0 (47.3)	24.9 (25.7)

- Our progress for Tauria Māori was fractionally more than the overall school group with an average scale score increase of 5.4 v 5.2.
- The group that required particular attention was the kotiro as they were lower than all other groups and very pleasingly improved more than the NZ average 6.2. The boys however were higher than any other group but did not progress as much.
- Overall growth for this group was a little less compared to the NZ group. From May - to November the rate of increase was very small. This middle stanza of learning might be a key area to crank up.

## PAT MATHEMATICS 2023 Year 7

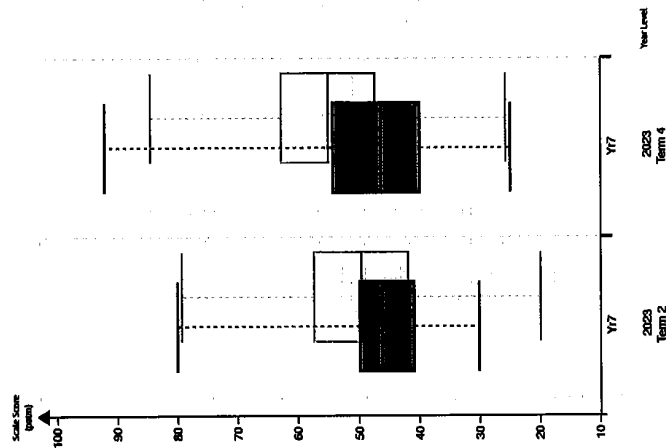
The following results are for students in English medium classes and there was a total of 20 weeks between the 2 tests due to the later initial testing this year. 171/198 students sat the test.

### PAT Mathematics Test 4



\* Numbers in brackets provide statistics for all students in the national reference group.  
 \*\* Percentages may not add up to 100 percent due to rounding.

### Progress Over Time



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 2	7	128/138	46.4 (49.6)	8.3 (11.5)	80.0 (79.3)	49.9 (57.4)	46.2 (49.6)	40.9 (41.8)	30.1 (19.9)
2023	Term 4	7	136/138	47.9 (55.0)	11.9 (11.4)	92.1 (84.4)	54.3 (62.7)	46.4 (55.0)	39.9 (47.3)	24.9 (25.7)

• The graphs show that progress for Year 7 overall was less than the NZ group.

• The overall achievement was noticeably less than the NZ group over the year. For WIS to have higher achievement in Maths we would have to accelerate our achievement this did not occur, our progress was much less than the average.

• We have large numbers of students in the stanine 1-3 area. We must remember the interval was 21 weeks.

# Applied Filters:

Gender: Male, Female Ethnicity: Māori

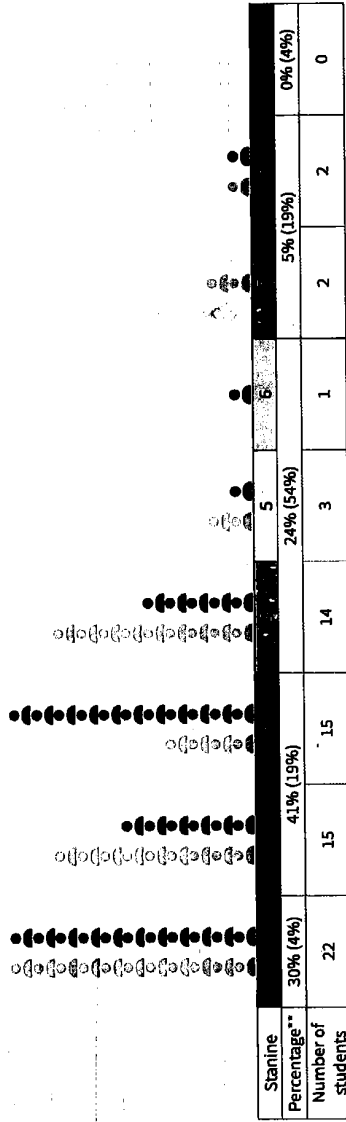
## PAT Mathematics Test 4

Number of Students (Completed)

72 / 74

Mean Stanine

2.8 (5)\*



Stanine Distribution (♂ = 1 Male ♀ = 1 Female)

\* Numbers in brackets provide statistics for all students in the national reference group.

\*\* Percentages may not add up to 100 percent due to rounding.



Year	Term	Year Level	Students (Completed)	Mean Scale Score	Standard Deviation	Highest Score	Upper Quartile	Median	Lower Quartile	Lowest Score
2023	Term 2	7	68/74	41.8 (49.6)	6.7 (11.5)	63.4 (79.3)	46.2 (57.4)	41.3 (49.6)	37.1 (41.8)	30.1 (19.9)
	Term 4	7	72/74	42.2 (55.0)	10.0 (11.4)	72.2 (84.4)	48.7 (62.7)	40.6 (55.0)	35.0 (47.3)	24.9 (25.7)

- The graphs show that average progress for our Māori students was very low from May to November.
- It is important to also note that on average Māori achievement is lower than the school average, however, the Māori boys are performing higher than the girls.
- The group that requires particular attention is the girls, they are on average .3 of a stanine lower than the boys.
- There are large numbers of students in the stanine 1 area. This is of major concern. However, we must be mindful of the Year 8 result and it could be the Year 7 result mirrors the Year 8 progress pattern of the Term 3 plateau.

## Recommendations:

1. Do the testing at the correct time of year as these tests are standardised and follow a very consistent kaupapa.
2. Kaiako need specific PLD in the teaching of Mathematics and Statistics, especially at Phase 3 and pedagogy
3. Daily mathematics is a requirement of the curriculum refresh and by the sounds of it will be the new government initiative too
4. Be aware of the progress over the middle of the year, May- November it seems an anomaly and may help with accelerating student progress.

Paul Botica  
11/12/23

# ENGLISH MEDIUM MATHEMATICS ACHIEVEMENT DATA: EoY Analysis 2023

## WhangareiInt

skill id used: 10017 Basic Facts WI Level T4

- Paul Botica - DP Whole School

Percentage of Pupils - for 2023 Printed: 23 Nov 2023

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7	1% (1)	3% (6)	12% (23)	23% (44)	20% (39)	15% (28)	6% (11)	7% (13)	9% (18)	4% (8)	20% (39)	20% (39)	14% (27)	46% (192)
Y8	1% (2)	1% (3)	2% (4)	6% (14)	11% (25)	20% (45)	17% (39)	20% (44)	14% (31)	14% (31)	20% (45)	37% (83)	24% (54)	54% (224)

## WhangareiInt

skill id used: 10017 Basic Facts WI Level T4

- Paul Botica - DP Whole School

Percentage of Pupils ( NZ Maori only ) - for 2023 Printed: 23 Nov 2023

[Click here to edit the Below, At, and Above points](#) This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7		6% (4)	15% (11)	32% (23)	21% (15)	15% (11)	4% (3)	0% (0)	3% (2)	1% (1)	21% (15)	20% (14)	14% (10)	48% (71)
Y8	3% (2)	3% (2)	1% (1)	12% (9)	13% (10)	18% (14)	18% (14)	12% (9)	14% (11)	16% (12)	18% (14)	30% (23)	17% (13)	52% (76)

## Mid-Year Basic Facts Achievement

	Mid Year			End of Year		
Year Level	Well Below	Below	At/Above	Well Below	Below	At/Above
Year 7	51%	20%	29%	39%	20%	41%
Year 8	42%	21%	37%	21%	20%	59%

## School Targets

- 75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8
- 75% of students will have achieved NZC Level 4 in basic facts at Year 8

## Comment

There has been significant movement from the critical levels to at and just below for both year levels. Year 7 basic facts recall and understanding is still well below par which means more work will need to be done with this group to raise their overall mathematics level.

For our māori taurira the situation is even lower and our response needs to be urgent for our year 7 taurira Māori as there are 24% of the students on track with basic facts at present.

## Basic Facts Key Points

- To perform at L4 for basic facts students need to know
  - Multiplication and division facts to 100
  - Find squares of 1-10 and the reverse square root
  - Convert basic fractions to % and decimals and vice versa
  - Know division tests for 2 3 5 9 and 10
  - Find factors of numbers under 100

# WhangareiInt

skill id used: 10505 Number Strategy (3)End

- Paul Botica - DP Whole School

Percentage of Pupils - for 2023 Printed: 23 Nov 2023

Click here to edit the Below, At, and Above points This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7		1% (1)	10% (20)	21% (41)	30% (58)	16% (30)	11% (21)	10% (19)	1% (2)		30% (58)	27% (51)	11% (21)	49% (192)
Y8	0% (1)	1% (2)	1% (2)	4% (8)	14% (29)	26% (52)	32% (65)	12% (25)	1% (2)		26% (52)	45% (90)	14% (29)	51% (202)
Total pupils	0 % (1)	1 % (3)	6 % (22)	12 % (49)	22 % (87)	21 % (82)	22 % (86)	11 % (44)	5 % (20)		28% (110)	36% (141)	14% (54)	(394)

# WhangareiInt

skill id used: 10505 Number Strategy (3)End

- Paul Botica - DP Whole School

Percentage of Pupils ( NZ Maori only ) - for 2023 Printed: 23 Nov 2023

Click here to edit the Below, At, and Above points This will close this window

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7		1% (1)	14% (10)	35% (25)	27% (19)	15% (11)	4% (3)	1% (1)			27% (19)	20% (14)	14% (10)	51% (71)
Y8	1% (1)	3% (2)	1% (1)	7% (5)	20% (14)	25% (17)	23% (16)	4% (3)	1% (1)		25% (17)	28% (19)	14% (10)	49% (69)

Number Achievement to Mid-Year									
	Start of Year			Mid Year			End of Year		
Year Level	Well Below	Just below	At/ Above	Well Below	Just below	At/ Above	Well Below	Just below	At/ Above
Year 7				45%	24%	31%	32%	30%	38%
Year 8				46%	32%	22%	20%	27%	53%

## School Targets

75% of our students will be at Curriculum Level 4 by the end of Year 8

70% of our Yr 8 Maori Students will be at Curriculum Level 4 by the end of Year 8

## Key Points

- We did not meet our targets and for year we were out by 22% for year 8 and 37% for year 7
- There have been big reductions in the low levels from 46% to 20%
- Nearly all the students who were just below in year 8 at mid year and are now at.
- There were very small improvements in the year 7 group in the second half of the year. 31% at to 38% at EoY
- Our Māori Tauria cohort is significantly less than the overall year group in year 7 22% v 38% school

## Recommendations

- 1) Daily Mathematics and Statistics taught.
- 2) Regular PLD for Kaiako for Understanding, Progression, Pedagogy, especially discourse
- 3) Learning Mathematics in contexts

## MATH AND STATISTICS IMPLEMENTATION POLICY

### Examples of Best Practice for Mathematics Learning and teaching

Best Classroom Practice	Why?/How?
Whole class/small group teaching/independent	Whole class discussions Partner and small groups Opportunities to think and work independently
Use equipment or materials - (concrete op)	to introduce and reinforce concepts
Wait	allow for 'thinking time'
Questioning	leading on to next step explanation e.g. math language leading to higher order thinking
Posing and solving problems	real life situations purposeful learning making connections between known and unknown teach skills and knowledge
Recording	use of appropriate equations and symbols
Using strategies/ materials and mental	variety applied by students working from appropriate resources (Numeracy Booklets, Figure it Out, Dragon Math, AWS, online resources etc.)
Deliberate acts of teaching	identified needs for groups/individuals/whole class modeling reflecting reinforcing (a consistent and structured maintenance programme) Scaffold Link to current knowledge Diagram Think Alouds
Explaining/verbalising strategies	working collaboratively and co-operatively think/pair/share Math Talk Moves, turn and talk, revoice, add-on, rephrase, reasoning
Shared learning intention	oral/written self assessment goal setting empowered learners
Reflection	next step learning debriefing - lesson plenary.
Clear/flexible planning	deliberate acts of teaching teachable moments high expectations
Thorough knowledge of curriculum area	upskilling/professional development collegial support

See Effective Pedagogy in Mathematics Anthony and Walshaw, International Academy of Education.

Paul Botica  
21/11/23

## AURAKI READING ACHIEVEMENT DATA: End of Year Analysis 2023

The desired levels stated are the end of year expectations for Yr 7 and Yr 8 students. The data was collected from the end of year reports.

WhangareiInt

skill id used: 10466 Reading Level (3)End

- Paul Botica - DP Whole School

Percentage of Pupils - for 2023 Printed: 22 Nov 2023

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>		2% (3)	5% (10)	11% (22)	35% (68)	31% (61)	15% (30)	10% (20)			35% (68)	47% (91)	18% (36)	46% (195)
<b>Y8</b>		0% (1)	1% (3)	4% (8)	9% (20)	20% (46)	49% (110)	13% (30)	4% (9)		20% (46)	62% (140)	18% (36)	54% (225)
<b>Total pupils</b>		1 % (4)	3 % (13)	7 % (30)	21 % (88)	25 % (107)	33 % (140)	7 % (31)	2 % (7)		27% (114)	55% (231)	18% (75)	(420)

WhangareiInt

skill id used: 10466 Reading Level (3)End

- Paul Botica - DP Whole School

Percentage of Pupils ( NZ Maori only ) - for 2023 Printed: 22 Nov 2023

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>			10% (7)	17% (12)	42% (30)	25% (18)	6% (4)				42% (30)	31% (22)	27% (20)	48% (71)
<b>Y8</b>		1% (1)	3% (2)	3% (2)	13% (10)	25% (19)	43% (33)	9% (7)	4% (3)		25% (19)	53% (40)	22% (17)	52% (76)
<b>Total pupils</b>		1 % (1)	6 % (9)	10 % (14)	27 % (40)	25 % (37)	25 % (37)	5 % (7)	1 % (2)		33% (49)	42% (62)	25% (35)	(147)

WhangareiInt

skill id used: 10466 Reading Level (3)End

- Paul Botica - DP Whole School

Percentage of Pupils ( males only ) ( NZ Maori only ) - for 2023 Printed: 22 Nov 2023

Click here to edit the **Below, At, and Above** points *This will close this window*

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
<b>Y7</b>			11% (4)	17% (6)	33% (12)	33% (12)	6% (2)				33% (12)	39% (14)	28% (10)	48% (36)
<b>Y8</b>		3% (1)	5% (2)	5% (2)	13% (5)	15% (6)	44% (17)	15% (6)			15% (6)	59% (23)	26% (10)	52% (39)
<b>Total pupils</b>		1 % (1)	8 % (6)	11 % (8)	23 % (17)	24 % (18)	25 % (19)	8 % (6)			24% (18)	49% (37)	27% (20)	(75)

### Reading Achievement to End of Year

	Start of Year (Rough Best fit)			Mid Year Best Fit			End of Year Best Fit		
	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above
<b>Year 7</b>	NA	NA	NA	41%	27%	33%	18%	35%	47%
<b>Year 8</b>	NA	NA	NA	42%	39%	20%	14%	21%	65%
<b>Yr 7 NZM</b>	NA	NA	NA	53%	27%	20%	26%	42%	31%
<b>Yr 8 NZM</b>	NA	NA	NA	49%	38%	13%	20%	25%	55%

## Target Goal

80% of our Yr 8 students will achieve at the Level 4 area for Reading.

## Comment

- We have fallen short of our target by 15% for the whole school.
- We currently have a much lower level of achievement in year 7 with 47% at the expected level for year 7.
- There has been a large shift in the Year 8 tauira from the middle of the year 45% moved to at the level.
- In Year 7 we will have accelerated a large number of students from Well below. 41%-18%
- Our year 7 tauira Māori, especially the girls need more acceleration compared to the Māori Tane and the main school group.
- 18% of Year 7 students are in a critical level for reading.
- 14% of Year 8s are at a critical level for Yr 8.
- Our Year 8 Māori students are more in line with the school group compared to Year 7s
- There seems to be no significant difference between Māori tamatane and Māori tamawahine in achievement in Year 8.

## Recommendations

- Earlier screening and operation of the Eke Tarewa groups would be really useful to ensure students do not miss out and they all get boosters over the year. Unfortunately, the programmes started much later end of T1 for year 8 and T2 for year 7, due to no LSAs and new LSAs requiring training.
- PLD for kaiako to get up to speed with the Structured Literacy approach so their class programmes complement the Eke Tarewa program for the acceleration groups.
- PLD for kaiako on how to teach comprehension and processes using; Guided Silent Reading, Reciprocal Reading or possibly Sharp Reading approach.

The 3 Key areas to focus on developing readers are **Decoding**, **Understanding** the text and **Thinking** about the text.

## Word recognition Strategies

English is composed of several other languages (Saxon, Latin and French) so patterns in decoding are broad, vary and don't follow one general rule, however, 80% of words do follow common patterns.

- Exploring syllables
- Chunking words into smaller parts
- Blends and rimes.
- Word Families root words, suffixes, prefixes
- Key sight words 100 of these words are in 50% of all texts. Learning them by sight allows more cognitive functioning for understanding and thinking about the text.
- Weirdo words by sight- These 25 words don't follow common patterns
- Common combinations e.g kle crackle tackle ankle
- Sound/letter relationships at the start, middle and end, battlers often hit the start right then it all falls to bits.
- Consonant blends
- Long and short vowels
- Clusters of word phrases.
- Recognising contractions

## Key Comprehension Strategies

According to Davis, Cameron and TKI;

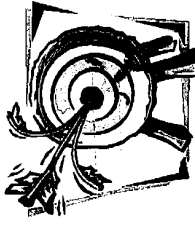
- Prior Knowledge/ Prediction, known also making connections.
- Visualising
- Inferring
- Self-questioning
- Sequencing
- Summarising
- Synthesis
- Identifying writers' purpose/point of view

Paul Botica

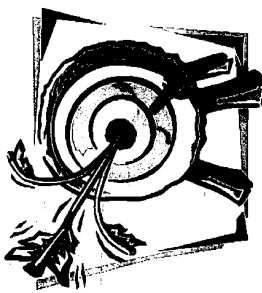
24/11/2023



## TARGETS 2023: MATHEMATICS (Auraki)

	<p><b>Target Goal</b></p> <ul style="list-style-type: none"> <li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li> <li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li> </ul> <p><b>Target Reached</b></p> <ul style="list-style-type: none"> <li>53 % (117/222) of students achieved NZC Level 4 in Numeracy for Year 8</li> <li>59% (130/222) of students achieved NZC Level 4 in basic facts at Year 8</li> </ul>
	<p><b>ACTION PLAN:</b></p>
<p><b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b></p> <p><b>BASE DATA</b> Gather numeracy levels term 1 and again term 4 to show the actual progress made.</p> <p>22% of our Year 7 students (50/226) at the end of 2022 were achieving at/above NZC Level 4 in Numeracy</p> <p>36% of our Year 7 students (50/226) at the end of 2022 were working at/above NZC Level 4 in basic facts.</p>	
<p><b>Assessment Tools:</b></p>	
<p>Base Data: Year 7 Basic Facts and Number WIS report, GLoSS, Basic Facts Test, IKAN, Class exemplars and assessments, eAsTTle</p>	
ACTION	Expected Outcome
To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.	Teachers confident in teaching multi level classes
To provide in-service support to PRT and new kaiako in the school. David Kelly funded to support this role.	Teachers are inducted into the process of teaching multi level numeracy and strand
To purchase/make resources to support learning	Resources bought to support programmes
Use online tools in Mathematics TBC-funding dependent	Students enjoy learning at their own pace and time
Provide more learning opportunities for extension students therefore allowing class teachers to spend more time with those below and at their level.	More students getting small group support
Provide acceleration for groups of students with teacher	Students will be at their cohort level in Maths
Review and adjust assessments including e-asTTle and pre and post assessments including e-AsTTle GLoSS and exemplars	More consistency in judgements for achievement
Use set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki.	Teachers have clear focus on core learning
Look at the curriculum refresh for Mathematics and Stats also Numeracy progressions.	Teachers have clear focus on core learning

## TARGETS 2023: LITERACY (Auraki)

	<p><b>Target Goal</b></p> <ul style="list-style-type: none"><li>80% of students will have achieved Level 4 in Reading NZC at end of Year 8</li></ul> <p><b>Target Reached</b></p> <ul style="list-style-type: none"><li>65% (144/222) of students have achieved Level 4 NZC at end of Year 8 for Reading</li><li>59% (23/39) of Māori boys are at Level 4 for Reading</li></ul> <p><b>Target Goal</b></p> <ul style="list-style-type: none"><li>70% of students will have achieved level 4 in Writing at end of Year 8</li><li>60% of Maori Boys will have achieved level 4 in Writing at end of Year 8</li></ul> <p><b>Target Reached</b></p> <ul style="list-style-type: none"><li>59% (130/222) of students have achieved Level 4 in Writing at end of Year 8</li><li>52% (20/39) of Māori boys have achieved Level 4 in Writing at end of Year 8</li></ul>																																																								
<p><b>ACTION PLAN: Literacy Levels</b></p> <p><b>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</b></p> <p><b>BASE DATA</b> Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>14% of our <b>Year 7 students</b> (33/226) at the end of 2022 were achieving level 4 in Reading</p> <p>7% of our <b>Year 7 Maori Boys</b> (3/42) at the end of 2022 were achieving level 4 in Reading</p> <p>6% of our <b>Year 7 students</b> (14/226).at the end of 2022 were achieving level 4 in Writing</p> <p>2% of our <b>Year 7 Maori boys</b> (1/42) at the end of 2022 achieved level 4 in Writing</p> <p><b>Assessment Tools:</b></p> <p>Base Data: Probe, eAsTtle writing matrix.</p> <p>Target Data: Snap Shots, Regular, Moderated Planned Sample, TAR, BURT (reading) (Term 1)</p>																																																									
<p><b>ACTION</b></p> <p>To provide in-service support to new teachers in the school on how to teach writing through modelling process and WTE ideas.</p> <p>Use e-asTtle writing assessment tool to streamline assessment and formative practice (eLearning).</p> <p>To provide explicit writing support for teachers who want it.</p> <p>Staff PLD on New Literacy Progressions and moderating for OTJs ToDs.</p> <p>Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Exemplars for students to refer to.</p> <p>To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.</p> <p>Introduce student writing self-assessment and resource tool across school to be used.</p> <p>Purchase new copies of the latest Reading Book and Oracy from Sheena Cameron</p> <p>Reorganisation of Target Reading Tracking system English Medium</p> <p>Eke Tarewa and LSA reading support for students well below expectation in Reading. Using structured Literacy.</p> <p>Continuation of structured literacy in Eke Tarewa for LSA's</p> <p>Continue with oracy events throughout the year across the school.</p> <p>Continue with support for elibrary 2023</p>	<table><tr><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>Lead Teacher Identified Staff</td><td>Internal</td><td>All year</td><td>New teachers are inducted into the process of teaching literacy</td></tr><tr><td>eLearning teachers</td><td>Nil</td><td>Term 1</td><td>eLearning teachers discuss issues and results surrounding literacy</td></tr><tr><td>Identified Staff</td><td>Nil</td><td>All year</td><td>Resources bought to support programmes or shared</td></tr><tr><td>Identified Students</td><td>Inclusive</td><td>All year</td><td>Consistency around students expectations with writing</td></tr><tr><td>Lead Teacher Identified Staff</td><td>Inclusive</td><td>All year</td><td>Students are engage purposefully in writing</td></tr><tr><td>Team Leaders</td><td>Inclusive</td><td>All year</td><td>Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.</td></tr><tr><td>English Lead</td><td>Free</td><td>All year</td><td>Teachers will have a shared understanding of assessment criteria</td></tr><tr><td>English Lead</td><td>\$500</td><td>Term 1</td><td>Teachers will have up to date practices</td></tr><tr><td>LSC</td><td>Free</td><td>All year</td><td>Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.</td></tr><tr><td>LSC</td><td>50k</td><td>All year</td><td>Improved Reading achievement for weaker readers.</td></tr><tr><td>LSC</td><td>Nil</td><td>All year</td><td>Ongoing data is available for monitoring and analyse</td></tr><tr><td>LSC</td><td>500</td><td>All year</td><td>Students are confident speakers</td></tr><tr><td>Librarian</td><td>1 FTEE</td><td>All year</td><td>Students reading recreation</td></tr></table>	Who	Costs	When	Expected Outcome	Lead Teacher Identified Staff	Internal	All year	New teachers are inducted into the process of teaching literacy	eLearning teachers	Nil	Term 1	eLearning teachers discuss issues and results surrounding literacy	Identified Staff	Nil	All year	Resources bought to support programmes or shared	Identified Students	Inclusive	All year	Consistency around students expectations with writing	Lead Teacher Identified Staff	Inclusive	All year	Students are engage purposefully in writing	Team Leaders	Inclusive	All year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.	English Lead	Free	All year	Teachers will have a shared understanding of assessment criteria	English Lead	\$500	Term 1	Teachers will have up to date practices	LSC	Free	All year	Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.	LSC	50k	All year	Improved Reading achievement for weaker readers.	LSC	Nil	All year	Ongoing data is available for monitoring and analyse	LSC	500	All year	Students are confident speakers	Librarian	1 FTEE	All year	Students reading recreation
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## AURAKI WRITING ACHIEVEMENT EoY 2023

The following results are gathered from the school reports from the end-of-year reports. The data was entered by the start of week 7.

Kaiko made their best fit judgements from examples of writing which the akonga had done in class. Desired levels are set for the achievement in relation to the NZC and Learning Progressions at the end of the year.

Classes in Te Whānau o Waimirangi have been excluded from the data at the end of the year as they are now using other criteria to make their judgements.

	Beginning			Mid %			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
<b>Year 7 (195)</b>	NA	NA	NA	53	32	20	36%	24%	42%
<b>Year 8 (225)</b>	NA	NA	NA	39	41	20	16%	25%	59%
<b>Yr 7 NZM (71)</b>	NA	NA	NA	63	27	10	43%	28%	28%
<b>Yr 8 NZM (76)</b>	NA	NA	NA	47	38	12	24%	25%	51%
<b>Yr 7 NZM Boys (36)</b>	NA	NA	NA	61	29	10	44%	24%	22%
<b>Yr 8 NZM Boys (39)</b>	NA	NA	NA	53	33	14	28%	21%	52%

### Target Goal 2023

- 70% of students will have achieved level 4 in Writing at end of Year 8
- 60% of Maori Boys will have achieved level 4 in Writing at end of Year 8

### Comment

- We did not achieve our Year 8 Target and missed by 11% and 8% for our Māori Boys.
- Compared to previous years the best fit marks are lower than previous years, especially in the well below category.
- There was a significant decrease in the low levels of writing especially in year 8
- Our year 8 students have made very good progress from the mid-year.
- Our Māori Taura, especially the year 8 tane have made significant improvements since the mid-year.
- Our year 7 group has a lot of ground to make up to get close to our desired target.
- Our year 7 Māori taura have a lot of ground to make up over the next year.
- There is a significant difference for our Māori students compared to our entire group. This is especially so for our Māori Tane who are more than double in the well-below areas.

### Recommendations (These remain the same as mid-year)

- Writing must remain a high priority for our school.
- Daily writing is imperative.
- Maori, especially boys in both year groups must remain an urgent high priority for teachers. They need regular feedback, conferencing and checking in to ensure they continue to progress.
- Moderating and sharing inspiring ideas amongst teachers regularly over the year
- The moderating process may have to include teachers running their own at/above and below numbers and identifying students who are just below as the target group to ensure higher levels of achievement rather than the least able students.
- Regular writing including generating ideas, planning, drafting, crafting, editing, publishing and feedback is a vital component of writing effectively.  
(Quick writes can be effective here in focusing on specific goals and building up the ability to write extended pieces.
- Teachers being aware of who the just below students are and what learning needs will get them to the desired level of writing by the end of the year.
- Students need to be writing a range of material across the curriculum and have the opportunity to bring their voice, interests and ideas to the writing.
- Students need to be taught how to plan out and think about their writing before commencing, teachers can help with modelling using the Think Aloud Approach. ALL findings suggest developing ideas and structuring writing is absolutely vital to get students into level 4.
- For Year 8s deliberate acts of teaching in punctuation is important, especially leading into high school.
- All students are expected to have a writing portfolio over their two years at WIS. The e-learning students should have an electronic version and there would be a minimum of 16 pieces of writing that have been given feedback according to the criteria set for writing. Examples would include letters, reports, explanations, narratives, personal experience writing, exposition, book reports, and research.

- Teachers have been introduced to aspects of Write That Essay, which has a focus on sentence types and construction of text using a sentence type approach.
- A Literacy focus group will continue for 2024.

## PEDAGOGICAL PRACTICE AS DESCRIBED BY MURRAY GADD

### Using Learning Goals Effectively During The Lesson

This means:

- being **very specific** with students about what they have to **do** during the lesson (task) and **achieve** from the lesson (learning goal);
- placing a focus on the learning task at the beginning of lessons and letting the **learning goal emerge** from the task: what do we have to do as writers to be successful at this task;
- referring back to the learning goal/s **at the end** of modelling sessions: have we achieved what we set out to achieve?
- encouraging students to be **metacognitive** at the end of lessons: What did we have to do to achieve our goal

Murray Gadd has suggested these headings and subheadings for workshops to improve the efficacy of young writers, especially to achieve at Level 4.

### Content Ideas

- Coming up with ideas for writing
- Planning for writing
- Adding sufficient detail
- Making changes to writing

### Sentence Formation

- Demonstrating grammatical fluency, tense, and verb-subject agreement.
- Including a variety of sentence types
- Include a variety of sentence starts

### Structure

- Demonstrate evidence of structure according to purpose
- Demonstrating evidence of logical sequence/flow
- Including a satisfying conclusion
- Paragraphing satisfactorily

### Vocab/ Language Features

- Using rich precise vocab
- Using vocab according to purpose
- Using language features according to purpose

### Spelling

- Spelling accurately
- Sounding out chunks
- Demonstrating reasonable knowledge of spelling patterns
- Recording with accuracy medial sounds in words
- Recording with accuracy the final sound in words
- Using spelling aids in the room incl ICT

### Punctuation

- Uses basic indicators accurately
- Using more complex punctuation accurately
- Using dialogue indicators accurately

Paul Botica  
24/11/2023


# ENGLISH MEDIUM MATHS ANALYSIS OF VARIANCE 2023

School Name:	Whangārei Intermediate School	School Number	1129
Strategic Aim: Annual Aim:	To develop and improve schoolwide Numeracy and Literacy programmes (National Priority) Further consolidation of the teaching of Te Reo Maori and eLearning have been the focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. To identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes.		
Target:	<b>Target Goal</b> <ul style="list-style-type: none"> <li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li> <li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li> </ul>		
Baseline Data:	<b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b> <b>BASE DATA</b> Gather numeracy levels term 1 and again term 4 to show the actual progress made. 22% of our Year 7 students (50/226) at the end of 2022 were achieving at/above NZC Level 4 in Numeracy. 36% of our Year 7 students (50/226) at the end of 2022 were working at/above NZC Level 4 in basic facts.		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> <li>To embed 'best practice' in teaching of numeracy in the school by developing teachers practice to work in a multi-level Environment.</li> <li>To provide opportunities for staff to discuss targets and appropriate teaching programs to support student progression.</li> <li>To provide more extension and far more enrichment opportunities for students by employing a teacher specifically for this role.</li> <li>Funded ICT resources. Ed Perfect To provide in-service support to staff who need it by funding Maths experts to model and mentor newer teachers. Adjusted AOs by year to have a clearer Yr 7-8 progression at our kura.</li> </ul>	<b>Target Reached</b> <ul style="list-style-type: none"> <li>53 % 117/222 of students achieved NZC Level 4 in Numeracy for Year 8</li> <li>59% 130/222 of students achieved NZC Level 4 in basic facts at Year 8</li> <li>41% 29/69 of our Maōri taurua achieved level 4 for Numeracy year 8</li> </ul>	Schoolwide attendance could be having an impact on accelerating progress with current groups with 68% of the cohort attending more than 80% and 32% having irregular attendance >80% 24/11/23  There are a number of new kaiako to this level over the past 18 months. 8/15 kaiako There seems to be quite a varied view on Maths teaching and how to accelerate students' achievement in Maths.  It's quite obvious kaiako are leaving the teaching of basic facts to later in the year rather than prior to key number introductions and are missing opportunities to explicitly link basic facts with key knowledge and understandings E.g factors and divisibility rules could be taught prior to fraction concepts (such as equivalent fractions) so students can apply this knowledge to new learning and make connections to prior learning.  The teaching of basic facts also needs to be contextualised, e.g. square numbers and square roots need to be covered when teaching the area of squares, in this way students can discover the links for themselves through discussion with peers and solving problems.	A more in depth review needs to be done in this area involving teachers and their knowledge of key learning and how to use progressions to advance learning.  More time needs to be made available for teachers to collaborate, plan and moderate around student outcomes and learning.  Teaching needs to be ambitious, drawing on progress outcomes for an appropriate level of challenge while also providing opportunities for students to demonstrate understanding beyond this (Rich tasks with low floor-high ceiling contexts).  With new staff coming in more induction and support needs to be provided for teachers especially around the teaching of level 4 AOs.
<b>Planning for next year:</b> Review curriculum refresh against programme, perform a GAP analysis for Maths to develop knowledge of refresh and implementation			

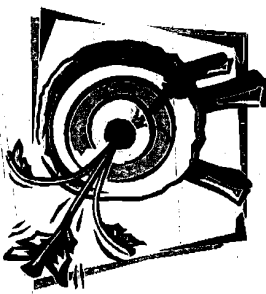
# ENGLISH MEDIUM LITERACY ANALYSIS OF VARIANCE REPORT 2023

School Name:	Whangārei Intermediate School	School Number:	1129
Strategic Aim:	To develop and improve schoolwide Numeracy and Literacy programmes (National Priority)		
Annual Aim:	Further consolidation of the teaching of Te Reo Māori, eLearning and Writing, Mathematics, focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. A manatari immersion class has been established and as a school we identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes		
Target:	<b>Target Goal</b> <ul style="list-style-type: none"> <li>80% of students will have achieved Level 4 in Reading NZC at end of Year 8</li> </ul> <b>Target Goal</b> <ul style="list-style-type: none"> <li>70% of students will have achieved level 4 in Writing at end of Year 8</li> <li>60% of Maori Boys will have achieved level 4 in Writing at end of Year 8</li> </ul>		
Baseline Data:	Gather literacy levels term 2 and again term 4 to show the actual progress made: 14% of our <b>Year 7 students</b> (33/226) at the end of 2022 were achieving level 4 in Reading 7% of our <b>Year 7 Maori Boys</b> (3/42) at the end of 2022 were achieving level 4 in Reading 6% of our <b>Year 7 students</b> (14/226) at the end of 2022 were achieving level 4 in Writing 2% of our <b>Year 7 Maori boys</b> (1/42) at the end of 2022 achieved level 4 in Writing		
Actions	Outcomes	Reasons for the variance	Evaluation
Moved all standardised testing and summative testing to Term 2 and beyond so Kaiako could focus on whanaungatanga and take pressure off students in term 1.  Move enrichment programme to afternoons over a cycle.  Use structured Literacy Approach to accelerate less able readers in small group programme.  Resource a fulltime teacher Librarian  Purchase user agreement for Education Perfect.  Establish English focus group to develop English focus.	<b>Target Reached</b> <ul style="list-style-type: none"> <li>65% of students have achieved Level 4 NZC at end of Year 8 for Reading</li> <li>59% of Māori boys are at Level 4 for Reading</li> </ul> <b>Target Reached</b> <ul style="list-style-type: none"> <li>59% of students have achieved Level 4 in Writing at end of Year 8</li> <li>52% of Māori boys have achieved Level 4 in Writing at end of Year 8</li> </ul>	<ul style="list-style-type: none"> <li>We were 15% off our target for reading.</li> <li>We were 11% off our target for writing..</li> <li>Student average attendance is not optimal and too many students are not attending school regularly enough to get consistent progress.</li> <li>The acceleration programme did not start until the end of T1 due to new staff and untrained staff.</li> <li>Schoolwide attendance could be having an impact on accelerating progress with current groups with 68% of the cohort attending more than 80% and 32% having irregular attendance &gt;80% 24/11/23</li> <li>There are a number of new kaiako to this level over the past 18 months. 8/15 kaiako There seems to be quite a varied view on English teaching and how to accelerate students' achievement in English.</li> <li>Synthesis is a big part of L4 so students less inclined to present learning and do the research do not meet the L4 standard. The students can read but their enthusiasm to present is not so high affecting the overall best fit.</li> </ul>	<ul style="list-style-type: none"> <li>This group has now left Whangarei Intermediate so we can only focus on the new cohort coming in as Year 7s and the current Year 7 Cohort who will transition to Year 8 next year.</li> <li>Ensuring kaiako are applying best practice and providing timely and appropriate acceleration strategies will be the kura's focus next year in Literacy.</li> <li>The support programmes informing kaiako of key learning so the interventions and class kaiako compliment each other is also a key focus.</li> <li>Review of current online learning support and looking at the best way to develop readers and writers using ICT tools will also be a focus.</li> <li>Increasing ALT so that students do daily writing and reading needs to be established.</li> <li>Raising student attendance will need to be a priority.</li> </ul>
<b>Planning for next year:</b>			
Introduce L2L initiative via 3m education. PLD focus in staff hui for Literacy and Curriculum refresh. Establish a Literacy plan for actions across the school: see L2L to raise student achievement.			

## TARGETS 2024: MATHEMATICS (Auraki)

	<b>Target Goal</b> <ul style="list-style-type: none"><li>75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8</li><li>75% of students will have achieved NZC Level 4 in basic facts at Year 8</li></ul> <b>Target Reached</b> <ul style="list-style-type: none"><li>% of students achieved NZC Level 4 in Numeracy for Year 8</li><li>% of students achieved NZC Level 4 in basic facts at Year 8</li></ul>			
<b>ACTION PLAN:</b>				
<b>This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.</b>				
<b>BASE DATA</b> Gather numeracy levels term 1 and again term 4 to show the actual progress made. 22% of our Year 7 students (42/192 ) were achieving at/above NZC Level 4 in Numeracy at the end of 2023 26% of our Year 7 students (51/192 ) were working at/above NZC Level 4 in basic facts at the end of 2023				
<b>Assessment Tools:</b>				
Base Data: Year 7 Basic Facts and Number WIS report, GloSS, Basic Facts Test, IKAN, Class exemplars and assessments, eAsTtle				
<b>ACTION</b>	<b>Who</b>	<b>Costs</b>	<b>When</b>	<b>Expected Outcome</b>
To embed 'best practice' in the teaching of numeracy in the school by developing teachers practice to work in a multi level environment.	Teachers	Nil	All year	Teachers confident in teaching multi level classes
Introduce L2L pedagogy to assist with differentiation and maths pedagogy.	Facilitator	\$12000	All Year	Improved group management and dialogic teaching practice and feedback.
Review support and student resources for M&S	Lead	unknown	term 1	Suitable resources forKaiako
To purchase/make resources to support learning	Identified Staff	\$1000-\$3000TBC	All year	Resources bought to support programmes
Use set of AOs for Year 7 and Year 8 teachers to focus on and create a progression for Tamariki using Te Mātaiao	Done	Time	Year	Teachers have clear focus on core learning
Look at curric refresh for Mathematics and Stats also Numeracy progressions.	Lead with staff.		Year	School curriculum in alignment with refreshed curriculum
Establish a Maths Focus group for support and consistency and to grow expertise in Mathematics and Statistics teaching.	Lead with certain staff		Year	Clearer understanding of Maths and Stats refresh and PLD required.
Review and adjust assessments through focus group.	Lead	Nil	Term 1	More consistency in judgements for achievement
Establish a School Maths site for quick reference for staff.	Lead		Year	Readily available support and resourcing.

## TARGETS 2024: LITERACY (Auraki)

	<b>Target Goal</b> <ul style="list-style-type: none"><li>75% of students will have achieved Level 4 in Reading NZC at end of Year 8</li></ul>			
	<b>Target Reached</b> <ul style="list-style-type: none"><li>___% of students have achieved Level 4 NZC at end of Year 8 for Reading</li><li>___% of Māori boys are at Level 4 for Reading</li></ul>			
	<b>Target Goal</b> <ul style="list-style-type: none"><li>70 % of students will have achieved level 4 in Writing at end of Year 8</li><li>65 % of Maori Boys will have achieved level 4 in Writing at end of Year 8</li></ul>			
	<b>Target Reached</b> <ul style="list-style-type: none"><li>___% of students have achieved Level 4 in Writing at end of Year 8</li><li>___% of Māori boys have achieved Level 4 in Writing at end of Year 8</li></ul>			
<b>ACTION PLAN: Literacy Levels</b> <b>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below</b>				
<b>BASE DATA</b> Gather literacy levels term 1 and again term 4 to show the actual progress made: 16% of our <b>Year 7 students</b> (31/195) at the end of 2023 were achieving level 4 in Reading 5% of our <b>Year 7 Maori Boys</b> (2/36 ) at the end of 2023 were achieving level 4 in Reading 8% of our <b>Year 7 students</b> (16/194) at the end of 2023 were achieving level 4 in Writing 0% of our <b>Year 7 Maori boys</b> (0/36) at the end of 2023 achieved level 4 in Writing				
<b>Assessment Tools:</b> Base Data: Probe, eAsTtle writing matrix. Target Data: Snap Shots, Regular, Moderated Planned Sample, TAR, BURT (reading) (Term 1)				
<b>ACTION</b>	<b>Who</b>	<b>Costs</b>	<b>When</b>	<b>Expected Outcome</b>
Introduce L2L pedagogy to assist with differentiation and maths pedagogy.	Facilitator	\$12000	All year	Teachers confident in teaching multi level classes
To provide in-service support to new teachers in the school on how to teach writing through mentoring process and WTE ideas.	Lead Teacher Identified Staff	Internal	All year	New teachers are inducted into the process of teaching literacy and WTE
Continue with Focus Literacy group to push out pedagogy and writing ideas.	Focus group			Clearer understanding of English refresh and intent.
To provide explicit writing support for teachers who want it.	Identified Staff	Nil	All year	Resources bought to support programmes or shared
Staff PLD on New Literacy Phases and moderating for OTJs ToDs.	Focus Group	Inclusive	All year	Consistency around students expectations with writing
Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Exemplars for students to refer to.	Lead Teacher Identified Staff	Inclusive	All year	Students are engage purposefully in writing
To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.	Team Leaders	Inclusive	All year	Teachers knowledgeable in writing techniques, identifying needs for students and providing key learning.
Introduce L2L pedagogy and systems through 3M for Writing and Reading	3M Mentor	\$12000	All year	Teachers will be develop small group, feedback, scaffold with instructional practices.
Update copies of the latest Reading Book and Oracy from Sheena Cameron	English Lead	\$500	Term 1	Teachers will have up to date practices
Reorganisation of Target Reading Tracking system English Medium Goals for high need tamariki.	LSC	Free	All year	Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.
Eke Tarewa and LSA reading support for students well below expectation in Reading. Using structured Literacy.	LSC	50k	All year	Improved Reading achievement for weaker readers.
Continue with opracy events throughout the year across the school.	Lead	500	All year	Oracy events school wide to model great speaking.
Continue to fund Teacher Librarian	Librarian	1FTE	All year	Many students reading for enjoyment. Access to books for wide range of taurira.



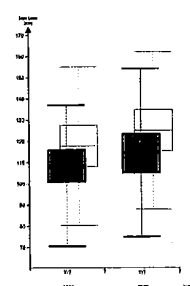
## AURAKI READING ACHIEVEMENT: End of Year Data Analysis 2023

Students were tested in reading with the STAR (Supplementary Test of Achievement in Reading) test. This is a standardised test that compares student achievement to nationally normed results. Auraki students were tested in term 2 and at the start of November. The purpose for using this test is to identify at-risk students, examine general reading progress over the year and identify class and school-wide needs in reading.

The end of year results include students who have enrolled throughout the year, some as recently in the last fortnight. Most students have done the test a small number have been away or students whose reading is very low will not be subjected to the test experience.

### YEAR 7s

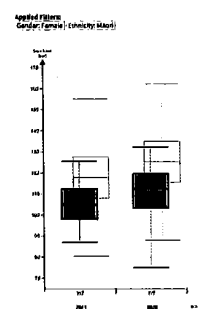
Year 7 Boys and Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T1:78A Av Stanine 3.7</b> <i>Rounded to the nearest whole percent</i>	47%	51%	2%
<b>2023 T4:78B 158 Av Stanine 3.6</b> <i>Rounded to the nearest whole percent</i>	50%	46%	4%



#### Analysis

We still have very large numbers of students in the lower stanines, it appears that we did not progress many students into the higher stanines, the box and whisker graphs show that our students stayed the same in relation to the NZ group which means no acceleration took place but they did progress. At the start of the year weaker readers were not put through this test so some of the increase could be a bit more marked in the lower stanines. This is one of the first times I can recall no acceleration in the overall Year 7 school results.

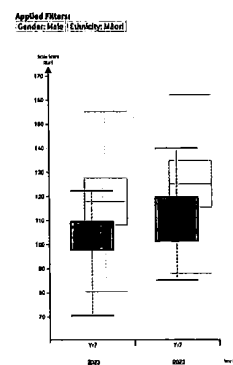
Year 7 Maori Girls As percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T1:78A Av Stanine 3.2</b> <i>Rounded to the nearest whole percent</i>	62%	38%	
<b>2022 T4:78B Av Stanine 3.1</b> <i>Rounded to the nearest whole percent</i>	59%	41%	



#### Analysis

There has been a small reduction in the number of students in the lowest stanines however we 2.5 x the number of students in this group than the N.Z reference group. Students have progressed but we would like to show greater progress for our Māori Girls.

Year 7 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T1:78A Av Stanine 3.2</b> <i>Rounded to the nearest whole percent</i>	54%	46%	0%
<b>2024 T4:78B Av Stanine 2.9</b> <i>Rounded to the nearest whole percent</i>	63%	35%	



## Analysis

This is a disappointing result compared to past years with no average increase and no reductions in the lowest groups. The median has remained the same. Some positives are the increase of achievement in the upper quartiles and the reduction of the spread.

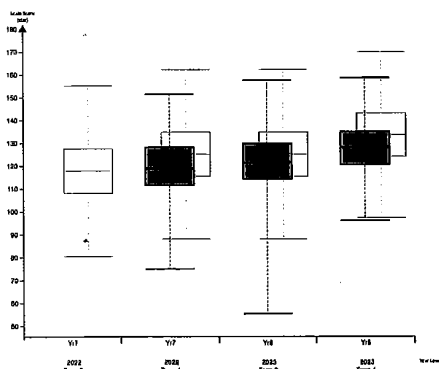
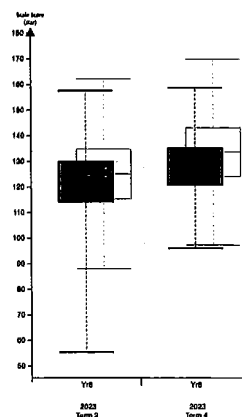
Sub Test	Critical Numbers	Relative Weakness by Average Correct Questions.
Word Recognition	39%	-1.5
Sentence Comp	40%	-1.5
Paragraph Comp	49%	-4
Vocab	41%	-1.3
Language	57%	-4
Writing Style	44%	-3.2

## Recommendations

- Looking at the critical areas in each sub test demonstrates we have higher than expected numbers of students in all of the Critical Ranges.
- Students seem to have a very limited understanding of the nuances of language and global comprehension. In the language of advertising, 53 students only got 1 answer correct. This is a very concerning trend as these students are being subjected to many streams of advertising and have no sense of the use of persuasive words.

## YEAR 8s

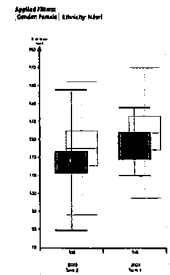
Year 8 as a percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T2:78B Av Stanine 4.5</b> <i>Rounded to the nearest whole percent</i>	26%	60%	13%
<b>2023 T4:78C 4.2</b> <i>Rounded to the nearest whole percent</i>	32%	64%	4%



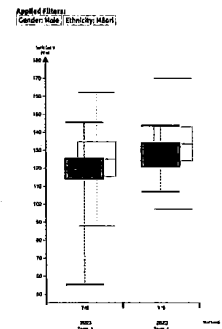
## Analysis

This is an interesting result. There was a drop in average stanine and increases in the lower stanines. The box and whisker graphs show general progress and a lessening of the tail. We still have high numbers of students in the lower stanines which is of concern. Progress from T4 2022 to T2 2023 seemed limited but picked up for the second half of the year. This is quite the opposite to Maths. Our students are tracking at about the same as the NZ group but are behind the 8 ball.

Year 8 Maori Boys as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T2:78B Av Stanine 4.3</b> <i>Rounded to the nearest whole percent</i>	31%	60%	9%
<b>2023 T4:78C Av Stanine 4.1</b> <i>Rounded to the nearest whole percent</i>	34%	67%	



Year 8 Maori Girls as percentage within each test			
Test	Below 4	At 4,5,6	Above 6
<b>2023 T2:78B Av Stanine 4.1</b> <i>Rounded to the nearest whole percent</i>	36%	56%	8%
<b>2023 T4:78C Av Stanine 3.9</b> <i>Rounded to the nearest whole percent</i>	41%	54%	5%



### Analysis

- Both Māori boys and girls have followed the same school trend and there has been much less than desirable improvement along with increases of students in the lower stanines. The box and whisker graphs show students have progressed but it is less than the NZ reference group.
- The tail of this group has also diminished which is a good sign.
- It is unusual to see the boys outperform the girls in these tests.

Sub Test results show that paragraph comprehension for both year groups, language and writing style for Year 7s are a small relative weakness for our taurua.

Sub Test	Critical Numbers	Relative Weakness by Average correct questions.
Word Recognition	31%	-1
Sentence Comp	18%	Similar
Paragraph Comp	29%	-3
Vocab	25%	Similar
Language	44%	-2.5
Writing Style	27%	-2

### Recommendations

- Return to the T1 testing time to keep consistent with standardised systems
- PLD for kaiako on how to teach reading processes and strategies
- Go through Curriculum Refresh with kaiako so they are familiar with expectations at Phase 3
- Regular teaching of reading strategies and comprehension
- Daily reading

# Tuku Pūrongo Tā - TWoW 2023

Ingoa o te Kura:	Te Kura Takawaenga o Whāngarei	Tau o te Kura:	7/8
Whāinga Rautaki:	Kia tupu tika te reo Māori hei reo ako i roto i nga ruma o Te Whānau o Waimirirangi.		
Te whāinga ā-tau:	Kia eke ngā ākonga i nga taumata o te Marau kia tae ki te taumata tika mō wā rātou Reanga.		
Keo:	Pāngarau: Kaupae 6 – Y7 Kaupae 7 – Y8 Pānuji: Miro – Y8 Pingao I – Y7 Tuhituhi: Ka Rere – Y8 Ka Mārewa Y7		
Te Papa Raraunga	36% e anga ana ki te Kaupae 7 36% e anga ana i te Pingao I 4% e anga ana ki te Ka Rere Taumata 4 engari 32% i te Ka Mārewa, Taumata 3.		
EOY Raraunga Tau Waru	34% e anga ana ki te Kaupae 7 mō te tau waru (Pāngarau) 25% e anga ana i te Miro mō te tau waru (Panui) 29% e anga ana ki te Ka Rere mō te tau waru (Tuhituhi)		
EOY Raraunga Tau Whitu	19% e anga ana ki te Kaupae 6 mō te tau whitu (Pāngarau) 24% e anga ana i te Pingao mō te tau whitu (Panui) 3% e anga ana ki te ka Mārewa mō te tau whitu (Tuhituhi)		
Ngā Mahi i aha mātou?	Ngā Whakataunga i ahaia?	Ngā take mō te rerekētanga He aha i pērā ai?	Arotakenga Me ahu pēhea ināianei?
<ul style="list-style-type: none"> <li>I whakamahi i te Marau Māori me ngā aromatawai Reo Māori.</li> <li>PLD tahi me Te Ahu o te reo. Whakaako ana mā te reo Māori.</li> </ul>	Ahakoa te torutoru o ngā ākonga i eke ki te taumata tika hei tā te Tāhūhū Mātauranga. I āta neke rātou i nga ekenga i te reo rua.	E pēnei ana nō te papaku o te puna marama ki te reo o nga akonga. He patanga nake te ruku ki te reo me tōna atahuatanga	Ka kaha tonu te reo ā waha. Ka whai tikanga tō ngā ākonga katoa ki te kōrero Māori.
Te Whakamahere mō tērā tau:			
He wānanga ake hei whānau kōtahi mo te arotake o te marautanga, kia maori mai. Hanga he pipoata hou, Me whakamahi taua i roto i te ETAP			

## TE WHĀNAU O WAIMIRIRANGI END OF YEAR ASSESSMENT DATA: OTJs Analysis: Tuhituhi, Pānui, Pāngarau, 2023. (Nov)

The tables below show comparative data in reading, writing and mathematics in Te Whānau o Waimirirangi. The data was harvested from Etap and represents overall teacher judgements that were given for end of year progress reports. The end of year data sits alongside the mid year data that was generated at that time and shows numbers at the two time stamps.

### Assessing reading in Te Reo Māori and understanding Te Reo Māori.

Āhea	Tau Waenga Pānui					Tau Mutunga Pānui
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	
Tau Whitu	76%	9%	15%			
Tau Waru	4%	32%	56%	7%		

The Y7 reading data shows an upward trend as does the Y8 data for Reading which is pleasing.

### Assessing writing in Te Reo Māori (Tuhinga whakamamahara/recount writing)

Āhea	Tau Waenga Tuhituhi					Tau Mutunga Tuhituhi
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	
Tau Whitu	76%	9%	15%			
Tau Waru	4%	32%	56%	7%		

The Y7 reading data shows an upward trend as does the Y8 data for Reading which is pleasing.

### Pāngarau (Mātauranga Tau, Meka Matua).

Āhea	Tau Waenga Pāngarau					Tau Mutunga Pāngarau
Taumata	Te Pū	Te More	Te Aka	Te Rea	Te Waonui	
Tau Whitu	76%	9%	15%			
Tau Waru	4%	32%	56%	7%		

The Y7- data demonstrates progress over time. Generally, the numbers show a greater number of students progressing to the next level.

The Y8 data demonstrates progress over time. Generally, the numbers show a greater number of students progressing to the next level.

### Pāngarau Recommendations

- An analysis of how much time is devoted to pangarau needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- OTJ Rubric development
- Even though there is a positive movement across levels for the Y8 cohort, what practices have the greatest effect on achievement?

### **Pānui Recommendations**

- An analysis of how much time is devoted to writing needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- OTJ Rubric development
- Even though there is a positive movement across the immediate levels, what practices have the greatest effect on achievement?

### **Tuhituhi Recommendation**

- An analysis of how much time is devoted to writing needs to be undertaken across the whānau.
- These results will be shared with TWoW Kaiako to get their thoughts about improving practice to help increase achievement levels.
- OTJ Rubric development
- This learning area is the one area of concern as the data shows the least progress. PLD focus to be targeted in 2024.

### **Tuhituhi 2024 Goals**

**Y8s=70% to be at L3 or L4 (2023 70%)**

**Y7= 20% to be at L3 or L4 (2023 16%)**

### **Pānui 2024 Goals**

**Y8s=75% to be at L3 or 4 (2023 75%)**

**Y7= 25% to be at L3 or L4 (2023 24%)**

### **Pangarau 2024 Goals**

**Y8s=75% to be at L3 or 4 (2023 79%)**

**Y7= 40% to be at L3 or L4 (2023 39%)**

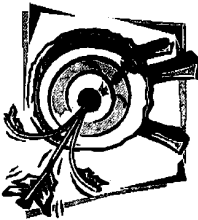
### **He Whakatauki o te Wā**

Ahakoā he iti, he pounamu

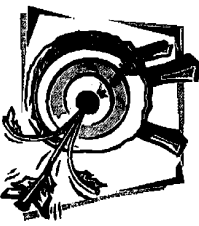
### **Nā Wiremu Rankin.**

26/11/23

## TARGETS 2023: PĀNGARAU (Māori Medium Only)

	Target Goal <ul style="list-style-type: none"><li>44% of students will have achieved NWRM Manawa ora Te Tau at Tau 8</li></ul> Target Reached <ul style="list-style-type: none"><li>34% of students will have achieved NWRM Manawa ora Te Tau at Tau 8</li></ul>			
ACTION PLAN: Kaupae Pāngarau				
This target has been chosen on the basis that we follow the Year 7s through to Year 8s using the baseline data below.				
BASE DATA Gather numeracy levels term 1 and again term 4 to show the actual progress made. 22% of students will have achieved NWRM Manawa ora Te Tau at Tau 8 for 2022.				
Assessment Tools:				
Base Data: Year 7 Uiui Aromatawai, Aromatawai Meka Matua, Rautaki Aromatawai, in-Class exemplars and assessments.				
ACTION	Who	Costs	When	Expected Outcome
To embed 'best practice' in teaching of Poutama Tau in Te Whānau o Waimirangi by developing teachers practice to work in Te Reo Māori.	Teachers	Nil	All Year	Teachers confident in teaching Poutama Tau.
To provide in-service support to teachers in the Te Whānau o Waimirangi while re-aligning our Marau with Pangarau.	Lead Teacher	Internal	All Year	Teachers are supported in teaching Poutama Tau, Te Tau and Whenu.
To provide more time to discuss priority learners and learning in Team Hui	Teams	Nil	Monthly	Team discuss learning, achievement and actions regularly at team hui.
To purchase/make resources to support learning	Identified Staff	\$3000	All Year	Resources bought to support programmes.
Review and adjust Te Uiui Aromatawai assessment.	Whānau Wide			More consistency in judgements for achievement.

## TARGETS 2023: TE REO MATATINI (Maori Medium Only)

	<p><u>Target Goal</u></p> <ul style="list-style-type: none"> <li>40% of students will have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li> </ul> <p><u>Target Reached</u></p> <ul style="list-style-type: none"> <li><b>25%</b> of students have achieved Pīngao O (Pānui Haere) in Pānui at Tau 8</li> </ul> <p><u>Target Goal</u></p> <ul style="list-style-type: none"> <li>25% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhihi at Tau 8</li> </ul> <p><u>Target Reached</u></p> <ul style="list-style-type: none"> <li><b>29%</b> of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhihi at Tau 8</li> </ul>
<p><b>ACTION PLAN: Taumata Reo Matatini</b></p>	
<p><b>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</b></p>	
<p><b>BASE DATA</b> Gather literacy levels term 1 and again term 4 to show the actual progress made:</p>	
<p>30% of students achieved Pīngao O (Pānui Haere) in Pānui at Tau 8 in 2022</p>	
<p>12% of students achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhihi at Tau 8 in 2022</p>	
<p><b>Assessment Tools:</b></p>	
<p>Base Data: Pānui Haere, Kia Ata Mai Rubric</p>	
<p>Target Data: Snap Shots, Regular, Cold Samples</p>	
<p><b>ACTION</b></p>	<p>Who</p>
<p>To continue to improve teacher practice in modelling and differentiating writing in class programmes.</p>	<p>Teachers</p>
<p>To provide in-service support to new teachers in the school on how to teach writing</p>	<p>Lead Teacher Identified Staff</p>
<p>To provide explicit writing support for teachers who want it.</p>	<p>Lead Teacher</p>
<p>Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.</p>	<p>Lead Teacher Identified Staff</p>
<p>To provide more team wide discussions around effective pedagogy and monitoring progress of targeted learners on a regular basis.</p>	<p>Team Leaders</p>





# **WHANGĀREI INTERMEDIATE SCHOOL**

32 Rust Avenue  
Whangārei 0110

Phone 09 4388659  
email admin@wis.ac.nz

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## **STATEMENT OF COMPLIANCE WITH EMPLOYMENT POLICY**

**For the year ended 31<sup>st</sup> December 2023**

The Whangārei Intermediate School Board:

- Has Developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identifies best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to the skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Piripi Burt

Presiding Member

Date:

18/03/24

22.11.23

### **Kiwi Sports Report**

The total income for the year 2023 is \$8,086.80

The budgeted figure for 2023 (HPE) was calculated historically and was set at \$5000.00

Money was also allocated to the AIMS Games of \$3,086.80

Money was used for its designated purpose of getting students active. Expenditure included

1. Rewards for being active
2. Maintenance of equipment to allow kids to be active
3. Renewal/Replacement of small and large balls to allow kids to be active
4. Training visits and professional development to introduce new/modified games to allow kids to be active
5. Help with outside tournaments and community events which allow kids to be active
6. Transporting kids to take part in outside school events to allow kids to be active
7. Purchasing of school playing uniforms to be worn at events allowing students to be active.
8. Entry fees to National tournaments to allow kids to be active. (Aims Games)
9. Purchase of trophies and engraving.

Wiremu Rankin  
DEPUTY PRINCIPAL



# **WHANGĀREI INTERMEDIATE SCHOOL**

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22.11.23

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Wiremu Rankin  
DEPUTY PRINCIPAL

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF WHANGAREI INTERMEDIATE SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2023**

57 Clyde Street  
PO Box 627  
WHANGAREI 0140  
Phone: (09) 438 2312  
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info@bennettca.co.nz  
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The Auditor-General is the auditor of Whangarei Intermediate School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 17, that comprise the statement of financial position as at 31 December 2023, 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 2023; 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 21 May 2024. 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, the Kiwisport Statement, the List of Trustees and Statement of Responsibility 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.



**Steve Bennett**  
**BENNETT & ASSOCIATES**  
On behalf of the Auditor-General  
Whangarei, New Zealand

