

Whangarei Intermediate School

Annual Report for the year ended 31 December 2019

Ministry Number:	1129
Principal:	Hayley Read
School Address:	32 Rust Avenue, Whangarei
School Postal Address:	32 Rust Avenue, Whangarei 0112
School Phone:	09 438 8659
School Email:	admin@wis.ac.nz
Service Provider:	Edtech Financial Services Ltd

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Derek Slatter	Chairperson	Re-elected May 2019	Consultant	May-22
Angela Tautoko	Deputy Chairperson	Re-elected May 2019	Home Executive	May-22
Hayley Read	Principal			
Eden Rogers	Staff rep	Elected May 2019	Teacher	May-22
Johnny Kumitau	Parent rep	Re-elected May 2019	Facilitator/Counsellor	May-22
Hiku Mackey	Parent rep	Elected May 2019	Salesperson	May-22
Piripi Burt	Parent rep	Elected May 2019	Trustee	May-22

Whangarei Intermediate School

Annual Report

For the year ended 31 December 2019

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Kiwisport

Whangarei Intermediate School
Statement of Responsibility
For the year ended 31 December 2019

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

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

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

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

Derek John Slatter
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

31-7-2020
Date:

Carol Hayley Read
Full Name of Principal

[Signature]
Signature of Principal

31/07/2020
Date:

Whangarei Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	5,360,655	4,832,452	4,774,052
Locally Raised Funds	3	237,631	251,600	235,882
Interest Income		4,795	9,000	8,465
Gain on Sale of Property, Plant and Equipment		30	-	-
International Students	4	25,506	13,000	1,350
		<hr/> 5,628,617	<hr/> 5,106,052	<hr/> 5,019,749
Expenses				
Locally Raised Funds	3	101,206	138,700	152,090
Learning Resources	5	3,951,907	3,466,260	3,252,210
Administration	6	293,554	279,200	278,523
Property	7	1,196,197	1,080,272	1,159,119
Depreciation	8	145,175	127,000	165,382
Loss on Disposal of Property, Plant and Equipment		1,811	-	5,101
		<hr/> 5,689,850	<hr/> 5,091,432	<hr/> 5,012,425
Net Surplus / (Deficit) for the year		(61,233)	14,620	7,324
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> (61,233) <hr/>	<hr/> 14,620 <hr/>	<hr/> 7,324 <hr/>

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 School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Balance at 1 January		846,752	846,752	826,873
Total comprehensive revenue and expense for the year		(61,233)	14,620	7,324
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	12,555
Equity at 31 December	23	785,519	861,372	846,752
Retained Earnings		785,519	861,372	846,752
Equity at 31 December		785,519	861,372	846,752

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 School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	180,665	443,235	475,051
Accounts Receivable	10	267,874	222,000	222,684
GST Receivable		31,122	31,000	30,962
Prepayments		14,515	43,000	42,733
		<u>494,176</u>	<u>739,235</u>	<u>771,430</u>
Current Liabilities				
Accounts Payable	12	293,496	439,700	446,080
Revenue Received in Advance	13	4,191	28,000	28,033
Provision for Cyclical Maintenance	14	9,231	34,000	33,938
Painting Contract Liability - Current Portion	15	187	8,100	375
Finance Lease Liability - Current Portion	16	17,610	14,500	14,569
Funds Held for Capital Works Projects	17	(19,797)	(14,583)	(14,583)
		<u>304,918</u>	<u>509,717</u>	<u>508,412</u>
Working Capital Surplus/(Deficit)		189,258	229,518	263,018
Non-current Assets				
Property, Plant and Equipment	11	644,507	683,854	635,854
		<u>644,507</u>	<u>683,854</u>	<u>635,854</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	29,043	20,000	19,875
Finance Lease Liability	16	19,203	32,000	32,245
		<u>48,246</u>	<u>52,000</u>	<u>52,120</u>
Net Assets		<u>785,519</u>	<u>861,372</u>	<u>846,752</u>
Equity	23	<u>785,519</u>	<u>861,372</u>	<u>846,752</u>

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



Whangarei Intermediate School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,280,423	1,281,280	1,233,783
Locally Raised Funds		204,869	251,896	230,749
International Students		25,506	13,000	1,350
Goods and Services Tax (net)		(160)	(38)	(9,467)
Payments to Employees		(667,507)	(579,428)	(554,365)
Payments to Suppliers		(958,822)	(839,937)	(719,096)
Cyclical Maintenance Payments in the year		(12,478)	-	-
Interest Paid		-	-	8,989
Interest Received		4,795	9,000	-
Net cash from Operating Activities		(123,374)	135,773	191,943
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(1,781)	(17,974)	(5,101)
Purchase of PPE (and Intangibles)		(147,920)	(271,390)	(59,187)
Purchase of Investments		-	-	175,325
Net cash from Investing Activities		(149,701)	(289,364)	111,037
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,555
Finance Lease Payments		(15,909)	114,050	(528)
Painting Contract Payments		(188)	7,725	375
Funds Held for Capital Works Projects		(5,214)	-	(15,854)
Net cash from Financing Activities		(21,311)	121,775	(3,452)
Net increase/(decrease) in cash and cash equivalents		(294,386)	(31,816)	299,528
Cash and cash equivalents at the beginning of the year	9	475,051	475,051	175,523
Cash and cash equivalents at the end of the year	9	180,665	443,235	475,051

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

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



Whangarei Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

Reporting Entity

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

Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard Early Adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

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

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.

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.



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Accounts Receivable

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

Prior Year Policy

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

Inventories

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

Investments

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

Prior Year Policy

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

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

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

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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 - Crown	40 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Textbooks	4 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

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.

Employee Entitlements

Short-term employee entitlements

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



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

Revenue Received in Advance

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

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

Provision for Cyclical Maintenance

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

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

Financial Assets and Liabilities

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,140,286	1,138,780	1,042,942
Teachers' Salaries Grants	3,170,860	2,770,000	2,688,643
Use of Land and Buildings Grants	909,372	781,172	884,455
Other MoE Grants	126,218	136,000	151,544
Other Government Grants	13,919	6,500	6,468
	<u>5,360,655</u>	<u>4,832,452</u>	<u>4,774,052</u>

3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	72,380	62,500	53,115
Activities	88,104	124,700	124,209
Trading	77,147	64,400	58,558
	<u>237,631</u>	<u>251,600</u>	<u>235,882</u>
Expenses			
Activities	54,970	91,700	101,416
Trading	46,236	47,000	50,674
	<u>101,206</u>	<u>138,700</u>	<u>152,090</u>
	<u>136,425</u>	<u>112,900</u>	<u>83,792</u>

Surplus/ (Deficit) for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	0	0	0
Revenue			
International Student Fees	25,506	13,000	1,350
	<u>25,506</u>	<u>13,000</u>	<u>1,350</u>

Surplus/ (Deficit) for the year International Students



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

5 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	317,421	276,860	196,904
Equipment Repairs	7,703	7,500	7,133
Information and Communication Technology	41,699	64,800	51,610
Extra-Curricular Activities	2,403	2,500	2,273
Library Resources	7,273	8,100	3,575
Employee Benefits - Salaries	3,530,751	3,039,000	2,935,733
Staff Development	44,657	67,500	54,982
	<u>3,951,907</u>	<u>3,466,260</u>	<u>3,252,210</u>

6 Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,640	5,700	5,803
Board of Trustees Fees	3,335	4,000	4,640
Board of Trustees Expenses	18,972	13,400	13,711
Communication	14,222	12,500	14,260
Consumables	7,170	5,000	5,679
Other	22,555	24,600	18,472
Employee Benefits - Salaries	204,047	197,000	198,274
Insurance	10,985	11,500	11,752
Service Providers, Contractors and Consultancy	5,628	5,500	5,932
	<u>293,554</u>	<u>279,200</u>	<u>278,523</u>

7 Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	20,621	17,800	19,014
Consultancy and Contract Services	-	-	-
Cyclical Maintenance Expense	(3,061)	37,000	49,526
Grounds	11,397	8,600	8,635
Heat, Light and Water	50,056	48,000	43,037
Rates	14,348	15,500	11,529
Repairs and Maintenance	62,217	61,200	25,811
Use of Land and Buildings	909,372	781,172	884,455
Security	14,174	4,000	16,555
Employee Benefits - Salaries	117,073	107,000	100,557
	<u>1,196,197</u>	<u>1,080,272</u>	<u>1,159,119</u>

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



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

8 Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	13,839	127,000	17,235
Furniture and Equipment	63,830	-	67,024
Information and Communication Technology	47,157	-	69,263
Motor Vehicles	3,683	-	4,604
Leased Assets	11,274	-	1,552
Library Resources	5,392	-	5,704
	<u>145,175</u>	<u>127,000</u>	<u>165,382</u>

9 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	180,665	443,235	475,051
Cash and cash equivalents for Cash Flow Statement	<u>180,665</u>	<u>443,235</u>	<u>475,051</u>

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

10 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	53,249	44,000	44,329
Teacher Salaries Grant Receivable	<u>214,625</u>	<u>178,000</u>	<u>178,355</u>
	<u>267,874</u>	<u>222,000</u>	<u>222,684</u>
Receivables from Exchange Transactions	53,249	44,000	44,329
Receivables from Non-Exchange Transactions	<u>214,625</u>	<u>178,000</u>	<u>178,355</u>
	<u>267,874</u>	<u>222,000</u>	<u>222,684</u>



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	190,014	-	-	-	(13,839)	176,175
Furniture and Equipment	280,973	118,769	-	-	(63,415)	335,911
Information and Communication Technology	60,293	10,341	-	-	(38,238)	39,080
Motor Vehicles	18,855	-	-	-	(3,683)	15,172
Leased Assets	45,790	5,908	-	-	(11,274)	40,424
Library Resources	39,929	5,019	(1,811)	-	(5,392)	37,745
Balance at 31 December 2019	635,854	140,037	(1,811)	-	(135,841)	644,507

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	576,491	(400,316)	176,175
Furniture and Equipment	1,698,582	(1,362,671)	335,911
Information and Communication Technology	530,705	(491,625)	39,080
Motor Vehicles	36,829	(21,657)	15,172
Textbooks	11,904	(11,904)	-
Leased Assets	120,272	(79,848)	40,424
Library Resources	115,599	(77,854)	37,745
Balance at 31 December 2019	3,090,382	(2,445,875)	644,507

The net carrying value of equipment held under a finance lease is \$40,424 (2018: \$45,790).

The net carrying value of motor vehicles held under a finance lease is \$15,172 (2018: \$18,855).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	202,722	4,527	-	-	(17,235)	190,014
Furniture and Equipment	296,698	51,299	-	-	(67,024)	280,973
Information and Communication Technology	128,331	1,225	-	-	(69,263)	60,293
Motor Vehicles	23,459	-	-	-	(4,604)	18,855
Leased Assets	-	47,341	-	-	(1,551)	45,790
Library Resources	43,497	6,876	(4,740)	-	(5,704)	39,929
Balance at 31 December 2018	694,707	111,268	(4,740)	-	(165,381)	635,854

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	576,491	(386,477)	190,014
Furniture and Equipment	1,579,813	(1,298,840)	280,973
Information and Communication Technology	504,761	(444,468)	60,293
Motor Vehicles	36,829	(17,974)	18,855
Textbooks	11,904	(11,904)	-
Leased Assets	114,364	(68,574)	45,790
Library Resources	115,835	(75,906)	39,929
Balance at 31 December 2018	2,939,997	(2,304,143)	635,854



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

12 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	53,099	256,000	255,597
Accruals	5,840	5,700	5,700
Employee Entitlements - Salaries	234,557	178,000	184,783
	<u>293,496</u>	<u>439,700</u>	<u>446,080</u>
Payables for Exchange Transactions	293,496	439,700	446,080
	<u>293,496</u>	<u>439,700</u>	<u>446,080</u>

The carrying value of payables approximates their fair value.

13 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	4,191	28,000	28,033
	<u>4,191</u>	<u>28,000</u>	<u>28,033</u>

14 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	53,813	53,813	175,132
Increase/(decrease) to the Provision During the Year	(15,539)	37,000	49,526
Use of the Provision During the Year	-	(36,813)	(170,845)
Provision at the End of the Year	<u>38,274</u>	<u>54,000</u>	<u>53,813</u>
Cyclical Maintenance - Current	9,231	34,000	33,938
Cyclical Maintenance - Term	<u>29,043</u>	<u>20,000</u>	<u>19,875</u>
	<u>38,274</u>	<u>54,000</u>	<u>53,813</u>

15 Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	187	8,100	375
	<u>187</u>	<u>8,100</u>	<u>375</u>

In 2018 the Board signed an agreement with Programmed Maintenance Services (N.Z.) Limited (the contractor) for an agreed programme of work covering an three year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has a commitment of \$156,125. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.



Whangarei Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for computer equipment.
Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	20,233	14,500	18,092
Later than One Year and no Later than Five Years	20,263	32,000	35,378
	<u>40,496</u>	<u>46,500</u>	<u>53,470</u>

17 Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Disabled 2016 Student Operations	<i>Completed</i>	1,271	-	-	-	1,271
5Y - Rms 5-8 Hall & Kitchen	<i>In progress</i>	5,250	76,138	102,153	-	(20,765)
Design and Current Project (5yr)	<i>In progress</i>	(49,034)	40,203	-	(8,831)	-
5Y Security Project	<i>Completed</i>	27,930	-	27,930	-	-
5Y 2019 Heat Pumps	<i>In progress</i>	-	17,595	16,490	-	1,105
Boiler	<i>In progress</i>	-	-	1,408	-	(1,408)
Totals		<u>(14,583)</u>	<u>133,936</u>	<u>147,981</u>	<u>(8,831)</u>	<u>(19,797)</u>

Represented by:

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

2,376
<u>(22,173)</u>
<u>(19,797)</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Disabled 2016 Student Operations	<i>In progress</i>	1,271	-	-	-	1,271
5Y - Rms 5-8 Hall & Kitchen	<i>In progress</i>	-	30,000	24,750	-	5,250
Design and Current Project (5yr)	<i>In progress</i>	-	2,325	51,359	-	(49,034)
5Y Security Project	<i>In progress</i>	-	45,000	17,070	-	27,930
Totals		<u>1,271</u>	<u>77,325</u>	<u>93,179</u>	<u>-</u>	<u>(14,583)</u>

18 Related Party Transactions

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

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



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

19 Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,335	4,640
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	375,693	348,828
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	379,028	353,468
Total full-time equivalent personnel	3.10	3.10

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	4-5	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110-120	1	-
100-110	2	1
	3	1

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

20 Compensation and Other Benefits Upon Leaving

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

	2019 Actual \$3,500	2018 Actual
Total	1	-
Number of People		



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

21 Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019.

(Contingent liabilities and assets as at 31 December 2018: nil)

Holidays Act Compliance – schools payroll

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

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

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

22 Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

Property Maintenance Contract

No later than One Year

Later than One Year and No Later than Five Years

2019 Actual \$	2018 Actual \$
8,259	8,259
-	8,259
<u>8,259</u>	<u>16,518</u>

23 Managing Capital

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



Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

24 Financial Instruments

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Financial assets measured at amortised cost (2018: Loans and receivables)			
Cash and Cash Equivalents	180,665	443,235	475,051
Receivables	267,874	222,000	222,684
Total Financial assets measured at amortised cost	448,539	665,235	697,735
Financial liabilities measured at amortised cost			
Payables	293,496	439,700	446,080
Finance Leases	36,813	46,500	46,814
Painting Contract Liability	187	8,100	375
Total Financial Liabilities Measured at Amortised Cost	330,496	494,300	493,269

25 Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26 Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

27 Failure to comply with section 87C of the Education Act 1989

The Board of Trustees has failed to comply with Section 87C of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the COVID-19 restrictions, including the closure of the School, meant that the audit could not progress as planned. This resulted in the School missing the statutory deadline.



**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
WHANGAREI INTERMEDIATE SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

57 Clyde Street
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www.bennettca.co.nz

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 19, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 14 August 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 of Trustees for the financial statements

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees 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 of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *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



19.11.19

Kiwi Sports Report

The total income for the year 2019 is \$9352.43

The budgeted figure for 2019 (HPE) was calculated historically and was set at \$5000.00

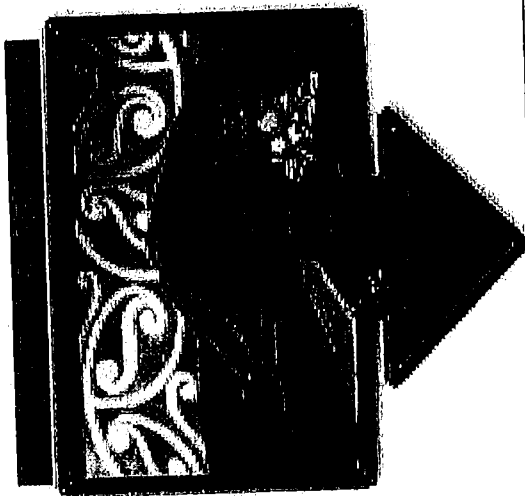
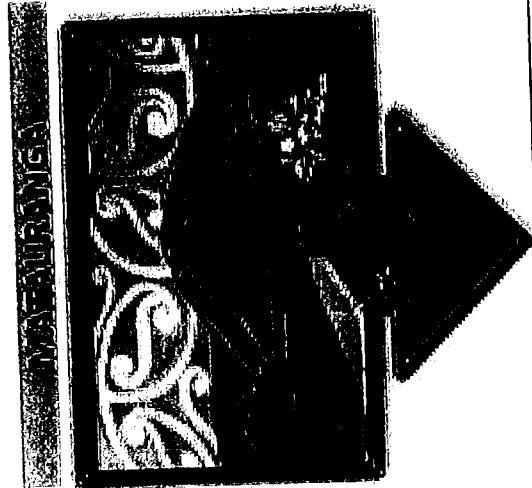
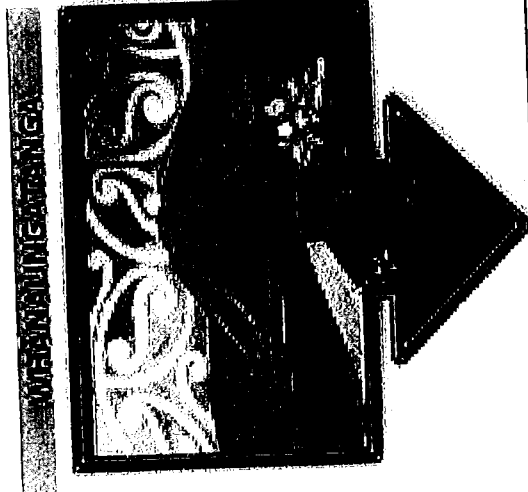
Money was also allocated to the Aims Games of \$4352.43

Money was used for its designated purpose that 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)

Wiremu Rankin
DEPUTY PRINCIPAL

TE KURA TAKAWAENGA O Whangarei



<p>Ma te Whānau Tangata Through developing and maintaining strong relationships</p>	<p>Ka Whai Matauranga te Akonga Knowledge can be found</p>	<p>Ka Tū Rangatira Which will allow the learner to stand with confidence</p>
<p>Our tamariki are Embracing Language, Culture and Identity</p>	<p>Our tamariki are Embracing Technology</p>	<p>Our tamariki are Embracing Teamwork</p>
<p>We measure success by...</p>		
<ul style="list-style-type: none"> • Parental/Whānau involvement • Students walking the school values • Greater awareness of our community and other cultures 	<ul style="list-style-type: none"> • Student Engagement • Skills for the 21st century learner • Student managing their own learning 	<ul style="list-style-type: none"> • A climate of goal achievement • A climate of leadership • A climate of positive and caring, learning environments

VALUES: Manaaki i ahau. Manaaki tangata. Manaaki Taiao.
Respect for self. Respect for others. Respect for the environment

CONTEXT

Whangārei Intermediate School is a multicultural inner city school. It was built in 1955 and opened in 1957 with only Year 8s to begin with, from various school communities: Maunu, Hora Hora, Whangārei Primary, Whau Valley, Onerahi, Otangarei, Morningside, Tikipunga and Raurimu Ave. Our association with these communities continues but now includes the outlying communities as well: Glenbervie, Portland, Otaika, Parua Bay, Whangārei Heads, Ruakaka, St Francis Xavier. W.I.S is predominantly 48% Pakeha and 48% Maori. We have a strong bicultural focus celebrating the uniqueness of Whangārei. We have 6 specialist teachers: Hard Materials, Coding and Robotics, Food and Nutrition, Art, Music and Performance Art, and operate 5 teams: Te Whānau o Waiarohia, Te Whānau o Waimirangi, Te Whānau o Tawatawhiti, Te Whānau o Parihaka. We are decile 4 and a roll of 690+ students.

Mission Statement

'To create a positive, caring learning community that enables students and teachers to realise their individual potential'

Kia hangaia e te whakaaro tika, e te atawhai pono, te kohanga maraama hei tau i ngā ākonga, i nga māhira ki ō rātou ake pūkenga.

We are a learning community where self-development, intellectual empowerment, and lifelong learning are esteemed core values of the school. As set out in our mission statement, our school encourages students and teachers to 'dedicate their minds to inquiry and lifelong learning'. We nurture each student to achieve his/her full potential, with a focus on the development of the whole child. Student achievement and growth is paramount and is our core business. At W.I.S we want to break through any limitations that may hinder our students from excelling in their learning and developing as people. We promote a problem-solving culture in our school that works and promotes a 'can-do' attitude. We tell our students that having high expectations means being certain that all of us can learn and improve - no exceptions.

This document presents a long term and strategic vision for the school's development in the period 2020 - 2024. It was developed after consultation involving the Board of Trustees, staff members and parents, and provides:

1. An overview of the schools major aims and current strengths
2. An outline of the schools strategic priorities
3. Ongoing direction for the school in terms of:
 - ✓ Curriculum requirements
 - ✓ Documentation and self-review
 - ✓ Employer responsibilities
 - ✓ Financial and property management
 - ✓ Health and safety
 - ✓ Legislation

It must be understood, of course, that the board may need to revise this strategic plan so as to take account of changing circumstances that may arise from time to time, e.g. introduction of new legislative requirements, new health and safety concerns. It must also be understood that many goals in this plan need to be focussed further into specific, measurable and time framed objectives, so as to make them manageable and achievable. Such objectives will form the basis of the school's annual plan.

Charter Undertakings

- The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:
 - s.75 Board to control management of schools – except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it sees fit
 - s.76 Principals
 - 1. A school's Principal is the Board's Chief Executive in relation to the school's control and management
 - 2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal
 - a) shall comply with the Board's general policy directions, and
 - b) subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school's day to day administration
 - s.65 A Board may from time to time, in accordance with the State Sector Act 1988 appoint, suspend or dismiss staff
- Each school is required to have a Charter.
 - 1. The Mission Statement and The Vision and Values – this is a statement about the school's vision, values and its values and sets out what is unique and special about the school.
 - 2. The Strategic Plan – this outlines the school's direction, priorities and goals for the next five years, based on the school's stated vision.
 - 3. The Annual Plan – this shows how the Strategic Plan will be actioned, and sets strategic goals and actions for the year, including student achievement targets.
- The school will determine its priorities based on national priorities and those identified as pertaining specifically to Whangārei Intermediate and its community. In meeting both the national and local priorities the school relates its targets to those of the National Administration Guidelines, – and once released – the NELPs.
- The Government's strategy for Māori and Pasifika achievement will remain a focus for the school. We want these students to enjoy educational success as who they are – without shedding their cultural identity at the school gate.
- International Mindedness will be an important aspect of the culture of the school. We understand International Mindedness to include a growing inclination towards:
 - An understanding and celebration of the value of diversity
 - Empathy for those who are different, while retaining pride in one's own identity
 - Open-minded inquiry accompanied by critical thinking about what is discovered in the inquiry
 - Adaptability and the capacity to deal with change
 - An understanding of the need for balancing interdependence and independence
 - An understanding that individuals can improve the state of the world, and an acceptance of the responsibility to take action:
- Being an inclusive school is important to all at W.I.S welcomes all learners into the school. We are committed to providing an inclusive environment where all students, including those with special learning and behavioural needs, can be fully involved in all school activities, and can experience success as learners.

Procedural Information

- Whangārei Intermediate School will lodge with the Ministry of Education a copy of its annually updated charter and a copy of its Annual Report in March of each year and publish this on the schools website.
- Whangārei Intermediate School consults with its community, including its Maori and Pasifika community, regularly as part of its three year cycle of self-review. Regular opportunities for community consultation take place through open invitations to BOT meetings and regular events hosted at the school. Consultation is undertaken with regard to all aspects of school life.
- Targets for student achievement will be identified by the teaching team and curriculum leaders with the assistance of the senior leadership team and then will be presented to the Board of Trustees for discussion.
- In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.
- A copy of the school's charter is available to parents on the school website.

Strategic Section One

The following section outlines the strategic objectives and associated tasks that relate to the specific direction of Whangārei Intermediate as identified by the Board, staff and the wider community. This provides the context for all decision making going forward with regard to all other NAGS as outlined in Section Two.

W.I.S Charter Objectives

	Objectives	
1	Understand what it means to work with young adolescents in our community	<ul style="list-style-type: none"> ❖ Develop an awareness of what engages and inspires young adolescents ❖ Cultivate the bicultural and bilingual strengths of the school and the community ❖ Identify ways to foster cultural awareness and appreciation as articulated in our local curriculum based on principles of the MAC Marautanga (Takanga o te Wā) and Kia Māori Mai ❖ Incorporate values into the ethos of the school ❖ Review te reo Māori programme to help further development in our teacher's capability
2	Develop a rigorous, enriching and balanced curriculum underpinned by KAR pedagogy in a collaborative learning environment	<ul style="list-style-type: none"> ❖ Develop shared understanding of KAR pedagogy ❖ Further develop systems to monitor and communicate student achievement ❖ Identify the essential elements of an integrated curriculum ❖ Develop planning and assessment systems to support integrated and explicit teaching and learning ❖ Review reporting practices to reflect our curriculum ❖ Further develop the enrichment programme to provide a breadth of experience including learning of Manadrin ❖ Develop further our international exchange programme
3	Foster and promote an environment of professional growth, development and understanding based on the RBL principles	<ul style="list-style-type: none"> ❖ Develop a teacher led mentoring system (impact coaches) focusing on professional growth and development ❖ Build professional networks with PLD providers, tertiary institutions, national and international educational networks ❖ Promote opportunities for teachers to share new learning and to promote the school through national and international presence ❖ Full implementation of revised new MOE's Appraisal programme according to the Accord
4	Enhance engagement at all levels of the school community	<ul style="list-style-type: none"> ❖ Create an annual communication plan ❖ Review in house documentation and outgoing communication to ensure branding is consistent ❖ Expand online presence to promote and communicate the WIS experience ❖ Strengthen relationships with local schools to provide greater exposure for students and families joining WIS ❖ Identify opportunities to understand and address public perceptions of WIS
5	Continue to enhance teaching and learning and streamline administration through digital immersion solutions	<ul style="list-style-type: none"> ❖ Develop and maintain robust, secure and efficient infrastructure ❖ Provide timely ongoing training and support with administrative tasks ❖ Continue to support PLD to enhance teaching and learning through the use of digital immersion ❖ Develop systems, programmes and tools to enable tech safe, savvy and smart students
6	Enhance the learning environment to support a diverse programme and to improve overall safety and wellbeing	<ul style="list-style-type: none"> ❖ Develop property plan to incorporate long term goals around facilities, including being a community hub and allowing appropriately for growth as forecasted. ❖ Continue to develop robust HSE/PB4L systems and practices that ensure experiences are challenging and safe ❖ Further develop a schoolwide culture of health and wellbeing beyond just physical risks ❖ Explore ways to build resilience and address anxiety among young people ❖ Cultivate a positive and safe school culture where all are mindful of other perspectives

WIS STRATEGIC PLAN

2013

2013

1. Understand what it means to work with young adolescents in our community	<ul style="list-style-type: none"> ❖ Cultivate a positive and safe school culture where all are mindful of other perspectives ❖ Cultivate the bicultural and bilingual strengths of the school and the community ❖ Identify ways to foster cultural awareness and appreciation as articulated in our local curriculum based on principles of the MAC ❖ Marautanga (Takanga o te Uā) and Kia Māori Mai ❖ Promote bilingual/immersion opportunities to our community 		
	❖ Incorporate values into the ethos of the school		
		Review specialist programme as it relates to the vision and belief statements and the local curriculum	
		Develop an awareness of what engages and inspires young adolescents	
2. Develop a rigorous, enriching and balanced curriculum underpinned by KAR pedagogy in a collaborative learning environment	<ul style="list-style-type: none"> ❖ Develop shared understanding of KAR pedagogy ❖ Develop systems to monitor and communicate student achievement ❖ Develop further our international exchange programme ❖ Further develop the enrichment programme to provide a breadth of experience including learning of Manadrin 		
	Identify the essential elements of an integrated curriculum		
		Develop planning and assessment systems to support integrated and explicit teaching and learning	
		Review reporting practices to reflect revised curriculum	

DIGITAL IMMERSION PLAN

DIGITAL IMMERSION PLAN				
	2020	2021	2022	2023
Develop and maintain robust, secure and efficient infrastructure	Continue to develop and organise teacher shared architecture (classroom drives, google classroom.) Continue to develop and revise systems and protocols for pro-active management of student access to accounts and internet including teacher access to accounts Continue developing online reporting through the eTAP parent portal for teachers (Spotlight) Work with eTAP to enable teachers to record, store and access and analyse data			
Provide timely and ongoing training and support with digital immersion pedagogy and administrative tasks	<ul style="list-style-type: none">❖ Continue to work towards a state where akonga will experience and participate in a digitally normalized environment.❖ Continue to implement annual training programme for digital immersion pedagogy / flipped learning and systems admin eg. G Suite, eTAP, Zero, IRD, Novopay etc. PLD for the total school community – the staff, students and parents and the wider community . To ensure a skill base to enable naturally, almost invisibly, use of their personal choice of digital technology in every facet of the school's operations, educational and administrative.			
Continue to develop support networks to enhance teaching and learning through the use of IT	Develop a strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum) https://kiatakatu.ac.nz	Implement the strategic programme to achieve meaningful and purposeful integration of IT (Including the Digital Technologies Curriculum)		
Continue to develop systems, programmes and tools to enable tech safe, savvy and smart students	Develop skills to support confident digital immersion integration: <ul style="list-style-type: none">❖ Critical thinking and analysis of information❖ Self management of time and resources and learning through flipped approach❖ Core technical skill competencies. i.e. G-Suite, File management and organisation❖ Digital citizenship and fluency <p>The skills will support students to be able to:</p> <ul style="list-style-type: none">❖ Generate and communicate new knowledge ideas and understandings❖ Facilitate effective research and inquiry❖ Utilise Google classroom to support collaborative and independent learning❖ Communicate, collaborate and create in a digital world			

STRATEGIC PLAN CONTINUED

3. Foster and promote an environment of professional growth and development	❖ Develop a teacher led mentoring system (impact coaches) focusing on professional growth and development			
	❖ Build professional networks with PLD providers, tertiary institutions, national and international educational networks			
		Promote opportunities for teachers to share new learning and to promote the school through national and international presence		
			Full implementation of revised MOE Appraisal programme	
4. Enhance engagement at all levels of the school community	❖ Review in house documentation and outgoing communication to ensure branding is consistent			
	❖ Strengthen relationships with local schools to provide greater exposure for students and families joining WIS including Kahui Ako schools			
		Expand online presence to promote and communicate the WIS experience		
			Create an annual communication plan	
5. Continue to enhance teaching and learning and streamline administration through digital immersion solutions			Identify opportunities to understand and address public perceptions of WIS	
	❖ Develop and maintain robust, secure and efficient infrastructure			
	❖ Provide timely ongoing training and support with administrative tasks			
	❖ Continue to support PLD to enhance teaching and learning through the use of digital immersion			
6. Enhance the learning environment to support a diverse programme and to improve overall safety and wellbeing	❖ Develop systems, programmes and tools to enable tech safe, savvy and smart students			
	❖ Develop property plan to incorporate long term goals around facilities			
	❖ Explore ways to build resilience and address anxiety among young people			
	❖ Continue to develop robust HSE/PB4L systems and practices that ensure experiences are challenging and safe			
		Further develop a schoolwide culture of health and wellbeing beyond just physical risks Cultivate a positive and safe school culture where all are mindful of other perspectives		

<https://www.netsafe.org.nz/the-kit/netsafe-schools/review-tool/>

Strategic Section Two

This section addresses the National Administration Guidelines (NAG). All operational functions and requirements are covered in this section. Although not derived directly from the vision the following plan supports the vision by providing an environment that enables the school to achieve it. Through careful planning and monitoring it is possible for the school to create an ideal learning and teaching environment that caters directly to the needs of the children.

Curriculum Review Process

Stage	Key Questions	
<u>Evaluation</u> Checking that the curriculum provides appropriate direction	<ul style="list-style-type: none"> ❖ Are students achieving the desired learning outcomes? ❖ Does the curriculum accurately reflect the school's mission and vision? ❖ Is the curriculum based on current research and understanding about teaching and learning as well as our students' needs? ❖ To what degree is the existing curriculum resourced and implemented? 	<ul style="list-style-type: none"> • Analyse the effectiveness of the curriculum (student achievement; student and teacher feedback) • Identify key issues and needs across year levels • Compare to other curricula (Kia Māori Mai) and current research • Establish short and long term goals, including recommendations for curriculum revision
<u>Revision</u> Using the findings of the evaluation process to systematically refine or revise the curriculum	<ul style="list-style-type: none"> ❖ What features will be included in the curriculum? ❖ How might it be organised or restructured? ❖ How might these changes impact teaching and learning? ❖ How will it align across programmes? ❖ What impact might these changes have on resourcing and professional development? 	<ul style="list-style-type: none"> • Curriculum development team (teachers and leadership) meet throughout the year to review evaluation data and conclusions and revise the curriculum: <ul style="list-style-type: none"> ◦ Essence statements ◦ Policies ◦ Overview ◦ Assessment programme • Plan to support implementation the following year
<u>Implementation</u> Starting to use the new curriculum	<ul style="list-style-type: none"> ❖ What's working well? ❖ What are the challenges? ❖ What additional support and/or resources might be needed? ❖ How are these changes being communicated to the school community? 	<ul style="list-style-type: none"> • Incorporate curriculum changes into 'Rich Learning Tasks' • Staff development • Feedback from teachers • Parent sessions
<u>Monitoring</u> Checking that the curriculum is being implemented	<ul style="list-style-type: none"> ❖ How is the curriculum being implemented? ❖ How is student learning being impacted? ❖ What evidence do we see of agreed upon teaching methodologies? ❖ How are new staff being supported? 	<ul style="list-style-type: none"> • Gather feedback from teachers • Gather feedback from parents/caregivers • Moderate student work • Collect data • Minor changes made as necessary • Offer PD related to approaches to teaching as needed

NAG 2: Documentation And Self-Review

Strategic Goals	
2.1	To develop and monitor annually the school's strategic and operational plans in all areas of school operations within the schools operational funding.
2.2	To establish an ongoing programme of self review/policy review as per annual calendar and annual plan
2.3	To report to the BOT on the achievement of students, and of Maori and Pasifika students
2.4	To communicate and consult effectively and appropriately with the community through a variety of means
2.5	To undertake BOT training and development as required.

NAG 2: Documentation & Self-Review Annual Plan 2020

	Action Required	Who	When	Expected Outcome	Variance
2.1.1	To complete, amend and adjust the annual plan	Principal BOT	Term 4	Review completed in line with MOE requirements	
2.2.1	To establish self review cycle as per strategic and annual plan.	Principal SLT	Ongoing	Review cycle is implemented and school will have direction for further planning	
2.4.1	Continue with annual reporting cycle to BOT	Principal SLT	Ongoing	Board will be informed on student achievement Refer target action plan	
2.5.1	Communicate with the community through a variety of means	BOT Principal Staff	Ongoing	The community will be consulted on student achievement and school celebration	
2.6.1	To plan and provide BOT training as required	BOT	When required	Competent BOT members who are able to make an informed decision on school governance	
2a.1.1	Reporting cycle completed on an annual basis	SLT All staff	Ongoing	Parents/Caregivers will be informed on student achievement	

NAG 3: Personnel

Strategic Goals	
3.1	Develop and further refine procedural frameworks which promote high levels of staff performance (appraisal) External consultant for leadership appraisal
3.2	Staff the school to reflect the priorities stated in the school's curriculum
3.3	Ensure a professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning. This will be a combination of (a) whole-staff focus (b) individual as identified through the appraisal process
3.4	Establish systems to ensure the BOT fulfils its role as a 'good employer' and to continue policy & procedure development

NAG 3: Personnel Annual Plan 2020

	Action Required	Who	When	Expected Outcome	Variance
3.1.1	Continue with appraisal systems and develop Leadership Development Plans	SLT	Ongoing	Appraisal completed as per PMS	
3.1.2	External consultant completes Principal's appraisal	External	Ongoing	Appraisal completed and BOT notified	
3.2.1	BOT to release Senior Staff to monitor & support classroom programmes	Team Leaders	Ongoing	Classroom programmes will be enhanced which will improve student learning	
3.2.2	Implement Professional Development plan as identified in NAG 1 of the strategic plan	Principal SLT	Ongoing	Staff development will provide teachers with the knowledge and skills to implement high quality learning programmes	

NAG 4: Finance & Property

Strategic Goals	
4.1	Allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.
4.2	Implement an efficient programme for maintenance for school buildings and facilities through the 5 year property plan
4.3	Develop school facilities to reflect priorities as stated in the schools charter and strategic plan

NAG 4: Finance & Property Plan For 2020

	Action Required	Who	When	Expected Outcome	Variance
4.1.1	To review and prepare Annual Budget	Principal Chairperson	Final-Feb' Revised-June Draft-Nov'	Workable budget established within operation grant limit and locally raised funds	
4.2.1	Finalise next 10YPP and commence next 5YPP	Property Committee	Ongoing	Implementation of 5YPP	
4.3.1	To carry out identified projects in 4.3	Property Committee	Ongoing	Projects	

NAG 5: Health & Safety

Strategic Goals	
5.1	To provide a safe physical environment for students and staff through regular policy updating and SYPP
5.2	Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current first aid qualifications
5.3	Consult community regarding Health and PE curriculum

NAG 5: Health & Safety Action Plan For 2020

	Action Required	Who	When	Expected Outcome	Variance
5.1.1	Review existing policies as required	BOT Policy rep and SLT	Ongoing	Policies up to date – a safer learning environment established	
5.2.1	To train identified staff in First Aid	St Johns	Ongoing	Identified staff will be trained and gain a recognised qualification	
5.2.2	Accident register incident requiring medical attention will be reported to BOT	Office Staff	Ongoing	BOT will be informed and aware of accidents within the school	

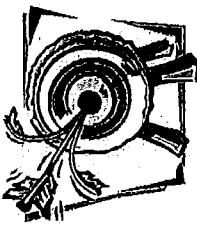
NAG 6: Legislation Goals

Strategic Goals	
6.1	Develop systems to comply with all current legislation through policy and procedure
6.2	Board will take note of any legislation requirements and ensure that management have the opportunity to enhance their legal literacy
6.3	Ensure all legislative requirements are met regarding the care and protection of International Students

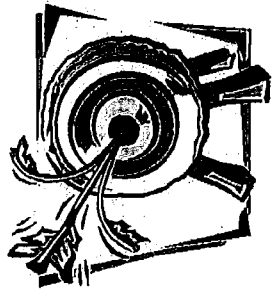
NAG 6: Legislation Action Plan For 2020

	Action Required	Who	When	Expected Outcome	Variance
6.1.1	Maintain legislation file	Principal	Ongoing	Policies up to date – a safer learning environment established	
6.2.1	Attend relevant PD to understand current requirements	Principal	Ongoing	Legalwise seminars Relevant BOT Training	

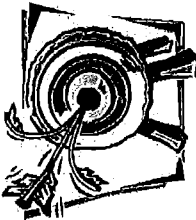
TARGETS 2020: MATHEMATICS (English Medium Only)

	Target Goal <ul style="list-style-type: none">75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 875% of students will have achieved NZC Level 4 in basic facts at Year 8 Target Reached <ul style="list-style-type: none">___% of students achieved NZC Level 4 in Numeracy for Year 8___% of students achieved NZC Level 4 in basic facts at Year 8				
ACTION PLAN:					
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. 37% of our Year 7 students (64/226) at the end of 2019 were achieving at/above NZC Level 4 in Numeracy . 40% of our Year 7 students (79/200) at the end of 2019 were working at/above NZC Level 4 in basic facts.					
Assessment Tools: Base Data: Year 7 BF WIS report Gloss BF Test IKAN Class exemplars and assessments, E Astlle,					
ACTION	Who	Costs	When	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	Nil	All Year	Teachers confident in teaching Multi level classes.	
To provide in-service support to teachers in the school	Lead Teacher Identified Staff	Internal	All Year	Teachers are inducted into the process of teaching multi level numeracy and strand.	
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	\$1000	All Year	Resources bought to support programmes	
Trial ICT applications in Mathematics TBC-funding dependent	Trial Classes	\$10 000	All Year	Students enjoy learning at their own pace and time	
Provide more learning opportunities for extension and students who require tier 3 interventions.	Schoolwide			More students getting small group support.	
Review and adjust assessments including e-asTTle and pre and post assessments including e Astlle GLOSS and exemplars	Schoolwide			More consistency in judgements for achievement.	
Develop 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.	

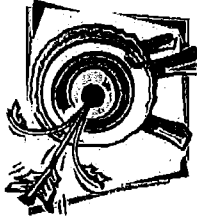
TARGETS 2020: LITERACY (English Medium Only)

	<p>Target Goal</p> <ul style="list-style-type: none">80% of students will have achieved Level 4 NZC at end of Year 8 <p>Target Reached</p> <ul style="list-style-type: none">___% of students have achieved Level 4 NZC at end of Year 8 <p>Target Goal</p> <ul style="list-style-type: none">70% of students will have achieved level 4 in Writing at end of Year 860% of Maori Boys will have achieved level 4 in Writing at end of Year 8 <p>Target Reached</p> <ul style="list-style-type: none">___% of students have achieved Level 4 in Writing at end of Year 8___% of Maori boys have achieved Level 4 in Writing at end of Year 8																																																		
<p>ACTION PLAN: Literacy Levels</p> <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>31% of our Year 7 students (70/230) at the end of 2019 were achieving level 4 in Reading</p> <p>19% of our Year 7 Maori Boys (5/26) at the end of 2019 were achieving level 4 in Reading</p> <p>16% of our Year 7 students (36/227) at the end of 2019 were achieving level 4 in Writing</p> <p>4% of our Year 7 Maori boys (1/26) at the end of 2019 achieved level 4 in Writing</p> <p>Assessment Tools:</p> <p>Base Data: Probe, STAR, BURT (reading), eAsTtle writing matrix</p> <p>Target Data: Snap Shots, Regular, Moderated Planned Sample (Term 1)</p>																																																			
<table><tr><th>ACTION</th><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>To provide in-service support to new teachers in the school on how to teach writing through modelling process.</td><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>Use e-asTtle writing assessment tool to streamline assessment and formative practice (eLearning).</td><td>eLearning teachers</td><td>Nil</td><td>Term 1</td><td>eLearning teachers discuss issues and results surrounding literacy</td></tr><tr><td>To provide explicit writing support for teachers who want it.</td><td>Identified Staff</td><td>Nil</td><td>All Year</td><td>Resources bought to support programmes or shared</td></tr><tr><td>Staff PLD on Writing progressions and moderating for OTJs</td><td>Identified Students</td><td>Inclusive</td><td>All Year</td><td>Consistency around students expectations with writing</td></tr><tr><td>Classroom programmes to focus on writing using purposeful and engaging material Sharing National Standards Writing Examples for students to refer to.</td><td>Lead Teacher Identified Staff</td><td>Inclusive</td><td>All Year</td><td>Students are engage purposefully in writing</td></tr><tr><td>To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.</td><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>Introduce student self assessment and resource tool across school to be used.</td><td>English Lead</td><td>Free</td><td></td><td></td></tr><tr><td>Purchase new copies of latest Reading Book from Sheena Cameron</td><td>English Lead</td><td>\$350</td><td></td><td></td></tr><tr><td>Reorganisation of Target Reading Tracking system English Medium</td><td>Team</td><td>Free</td><td></td><td>Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.</td></tr></table>		ACTION	Who	Costs	When	Expected Outcome	To provide in-service support to new teachers in the school on how to teach writing through modelling process.	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 Writing progressions and moderating for OTJs	Identified Students	Inclusive	All Year	Consistency around students expectations with writing	Classroom programmes to focus on writing using purposeful and engaging material Sharing National Standards Writing Examples 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 self assessment and resource tool across school to be used.	English Lead	Free			Purchase new copies of latest Reading Book from Sheena Cameron	English Lead	\$350			Reorganisation of Target Reading Tracking system English Medium	Team	Free		Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.
ACTION	Who	Costs	When	Expected Outcome																																															
To provide in-service support to new teachers in the school on how to teach writing through modelling process.	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 Writing progressions and moderating for OTJs	Identified Students	Inclusive	All Year	Consistency around students expectations with writing																																															
Classroom programmes to focus on writing using purposeful and engaging material Sharing National Standards Writing Examples 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.																																															
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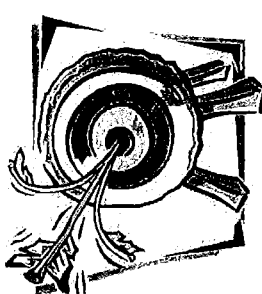
TARGETS 2020: TE REO MATATINI (Māori Medium Only)

	<u>Target Goal</u>	40% of students will have achieved Pīngao 1 (Pānui Haere) in Pānui at Tau 8			
	<u>Target Reached</u>	___ of students have achieved Pīngao 1 (Pānui Haere) in Pānui at Tau 8			
	<u>Target Goal</u>	50% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8			
	<u>Target Reached</u>	___ of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8			
	ACTION PLAN: Taumata Reo Matatini				
These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.					
BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made: 32% of students have achieved Pīngao 1 (Pānui Haere) in Pānui at Tau 8 10% students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8					
Assessment Tools: Base Data: Pānui Haere, Kia Ata Mai Rubric Target Data: Snap Shots, Regular, Cold Samples					
ACTION	Who	Costs	When	Expected Outcome	
To continue to improve teacher practice in modelling and differentiating writing in class programmes.	Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric	
To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini	
To provide explicit writing support for teachers who want it.	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared	
Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading	
To provide more team wide discussions 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.	

TARGETS 2020: PĀNGARAU (Māori Medium Only)

	Target Goal <ul style="list-style-type: none">50% of students will have achieved NWRM Manawa ora Te Tau at Tau 8 Target Reached <ul style="list-style-type: none">____% of students will have achieved NWRM Manawa ora Te Tau at Tau 8			
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. 42% of students achieved TMOA Kaupae 7 in Te Tau for 2018				
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 Pāngarau.	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 2020: LITERACY (English Medium Only)

	<p>Target Goal</p> <ul style="list-style-type: none">80% of students will have achieved Level 4 NZC at end of Year 8 <p>Target Reached</p> <ul style="list-style-type: none">___% of students have achieved Level 4 NZC at end of Year 8 <p>Target Goal</p> <ul style="list-style-type: none">70% of students will have achieved level 4 in Writing at end of Year 860% of Maori Boys will have achieved level 4 in Writing at end of Year 8 <p>Target Reached</p> <ul style="list-style-type: none">___% of students have achieved Level 4 in Writing at end of Year 8___% of Maori boys have achieved Level 4 in Writing at end of Year 8.				
<p>ACTION PLAN: Literacy Levels</p> <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>31% of our Year 7 students (70/230) at the end of 2019 were achieving level 4 in Reading</p> <p>19% of our Year 7 Maori Boys (5/26) at the end of 2019 were achieving level 4 in Reading</p> <p>16% of our Year 7 students (36/227) at the end of 2019 were achieving level 4 in Writing</p> <p>4% of our Year 7 Maori boys (1/26) at the end of 2019 achieved level 4 in Writing</p>					
<p>Assessment Tools:</p> <p>Base Data: Probe, STAR, BURT (reading), eAsTtle writing matrix</p> <p>Target Data: Snap Shots, Regular, Moderated Planned Sample (Term 1)</p>					
ACTION	Who	Costs	When	Expected Outcome	
To provide in-service support to new teachers in the school on how to teach writing through modelling process.	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 Writing progressions and moderating for OTJs	Identified Students	Inclusive	All Year	Consistency around students expectations with writing	
Classroom programmes to focus on writing using purposeful and engaging material Sharing National Standards Writing Examples 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 self assessment and resource tool across school to be used.	English Lead	Free			
Purchase new copies of latest Reading Book from Sheena Cameron	English Lead	\$350			
Reorganisation of Target Reading Tracking system English Medium	Team	Free		Ongoing goals shared between Teachers LSA and LSC. Work on common goals easily accessible.	

English Medium Literacy Analysis of Variance Report

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 Writing, Mathematics, eLearning and Te Reo Maori focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. A manadarin 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:	Target Goal • 85% of students will have achieved level 4 in Literacy (reading) NZC at Year 8 Target Goal • 80% (170/227) of students will have achieved level 4 at Year 8 for Writing . School report OTJ • 70% (15/26) of Maori Boys will have achieved level 4 at the end of Year for Writing OTJ.		
Baseline Data:	78% (178/230) of our Year 7 students at the end of 2019 were achieving level 3.5 or above in Reading 72% (162/227) of our Year 7 students at the end of 2019 were achieving level 3p or above in Writing 50% (13/26) of our Year 7 Maori boys at the end of 2019 achieved level 3p or above in Writing		
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
To provide in-service support to new teachers in the school on how to teach writing. Use e-asTtle writing assessment tool to streamline assessment and formative practice Staff in team PLD on Writing progressions and moderating for OTJs To provide more team wide korero around effective pedagogy and monitoring progress of targeted learners on a regular basis.	76% of students have achieved Level 4 for Reading. School report OTJ 74% (218/294) of students have achieved level 4 in Writing School report OTJ. Year 8 56% (38/69) of Maori boys have achieved level 4 School report in Writing OTJ Year 8	The Reading target was not achieved with a 6% difference between the school outcome and initial benchmark. The school switched to best fit levels which has a correlation but not total alignment with e asttle levels.. The writing target was almost achieved with a 1% shortfall. The sub group target for Maori Boys was not achieved by a 6% shortfall. There was an acceleration of 31% of the sub group accelerating progress in Writing which fell short by 3% of that of the school increase.	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. First Step is to review the progress and trends with the Team Leaders. Second step is to ensure a literacy programme that is targeted at supporting Maori Boys to achieve in literacy. It has been agreed that the tracking and coaching system for the priority readers will continue and be reviewed 2020
Planning for next year:			
Design and plan units of study that are founded in Language, Culture and identity, acknowledging the importance of positive relationships by teachers to engage students in this core area of the curriculum.			

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Below	Total At	Total Above	Total Pupils
Y7			4% (2)	11% (5)	28% (13)	45% (21)	6% (3)				28% (13)	58% (27)		32% (47)
Y8				8% (8)	13% (13)	27% (26)	33% (31)	8% (8)			27% (26)	53% (50)		68% (98)
Total pupils			1 % (2)	9 % (13)	18 % (26)	32 % (42)	26 % (32)	8 % (11)	6 % (9)		27% (32)	53% (64)		(145)

Number Achievement to Mid-Year						
	Mid Year			End of Year		
Year Level	Well Below	Below	At/Above	Well Below	Below	At/Above
Year 7	21%	48%	31%	9%	21%	70%
Year 8	21%	32%	48%	15%	23%	62%

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

2019 Key Points

- Although we have not met our targets for Number, we have made considerable progress in terms of progressing student achievement in Maths this year.
- We did not achieve our desired 52% of Maori year 8 cohort achieving at or above in Number. However the number of Maori achieving at the target grew by 16% from 36% to 53% in two terms.
- In the Mid Year Report 31% of our Year 7 students were at the desired level for the end of the year, We have been able to shift 39% of our year 7 cohort to at or above. We reported the need to move 35% of our Year 7s to keep them on track for the end of the year target and this has been achieved.
- In the Mid Year Report we found 48% of our Year 8 students were already at the desired target. We needed to move a further 36% of our Year 8s to reach our desired level by only managed to move 11% by the end of the year.
- We need to focus on the 21% + of belows early on in term 1 2020 to ensure they meet the target for 2020.

Te Ringakaha Tia-Ward
26/11/19

Introduction

All English medium classes at Whangarei Intermediate completed both e asttle reading and maths online. The tests are adaptive tests that adjust the questions according to the students responses to the questions in the tests. The school is doing these assessments as it is a requirement of the TTET. We have decided that the students should not do two lots of standardised testing.

We have not cleaned the data so students who are new to WIS and students who left since the start of the year are still included.

E Asttle Maths Year 7

Multi-Test Console Report for Subject: Mathematics
Group: All Test Candidates

Number of Tests: 1
Period Tested: February 2019 to March 2019

Comparison Information

Ethnicity: All

Year: 7

Gender: All

Language: All

Cluster: All Clusters

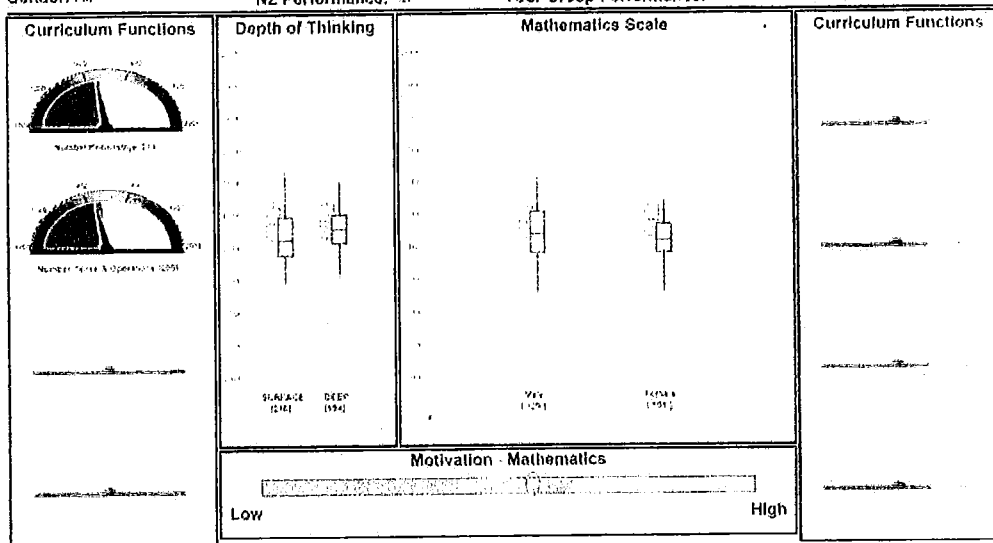
NZ Performance: ☐

Location: All Schools

No. of Students: 224

Your Group Performance: ☐

No. of Results: [n]



Multi-Test Console Report for Subject: Mathematics
Group: Y7

Number of Tests: 3
Period Tested: October 2019 to November 2019

Comparison Information

Ethnicity: All

Year: 7

Gender: All

Language: All

Cluster: All Clusters

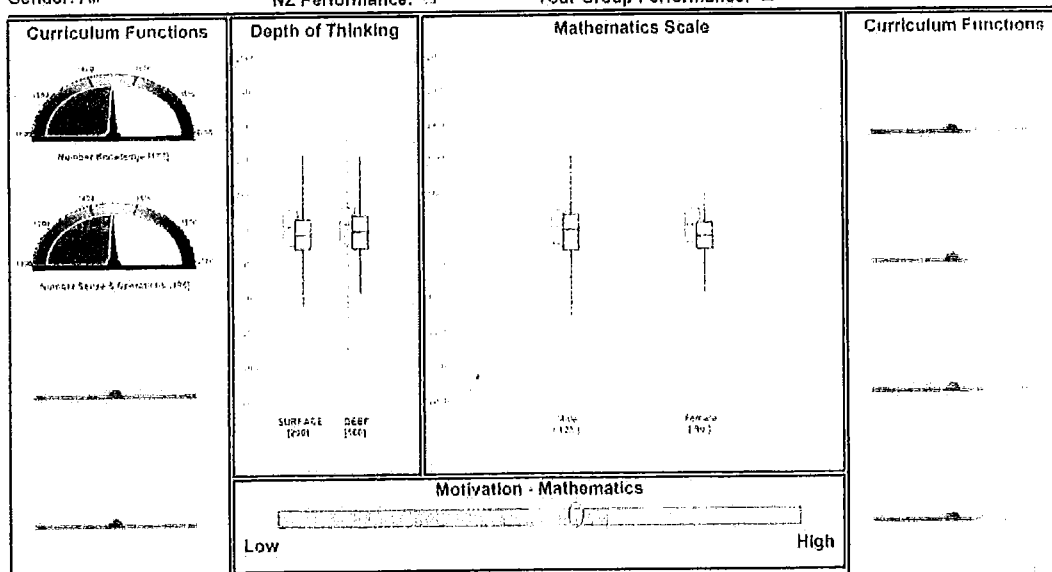
NZ Performance: ☐

Location: All Schools

No. of Students: 212

Your Group Performance: ☐

No. of Results: [n]



Multi-Test Console Report for Subject: Mathematics

Group: All Test Candidates

Number of Tests: 4

Comparison Information

Period Tested: February 2019 to March 2019

Ethnicity: All

Language: All

Location: All Schools

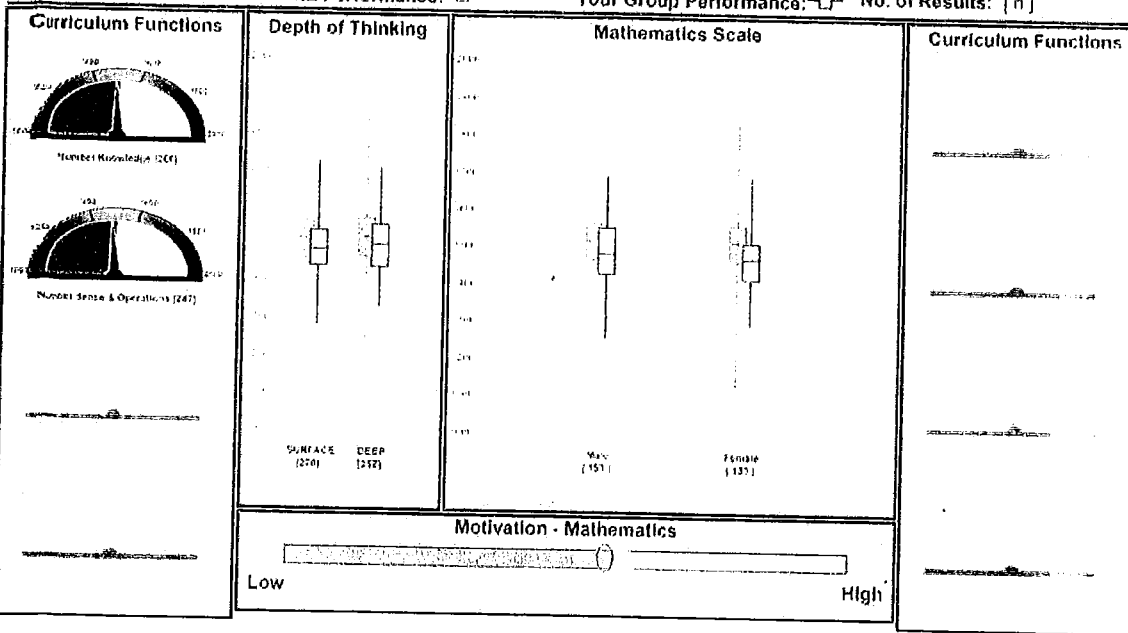
No. of Students: 285

Year: 8

Cluster: All Clusters

NZ Performance: ☐

Your Group Performance: ☐ No. of Results: [n]



Multi-Test Console Report for Subject: Mathematics

Group: Y8

Number of Tests: 4

Comparison Information

Period Tested: October 2019 to November 2019

Ethnicity: All

Language: All

Location: All Schools

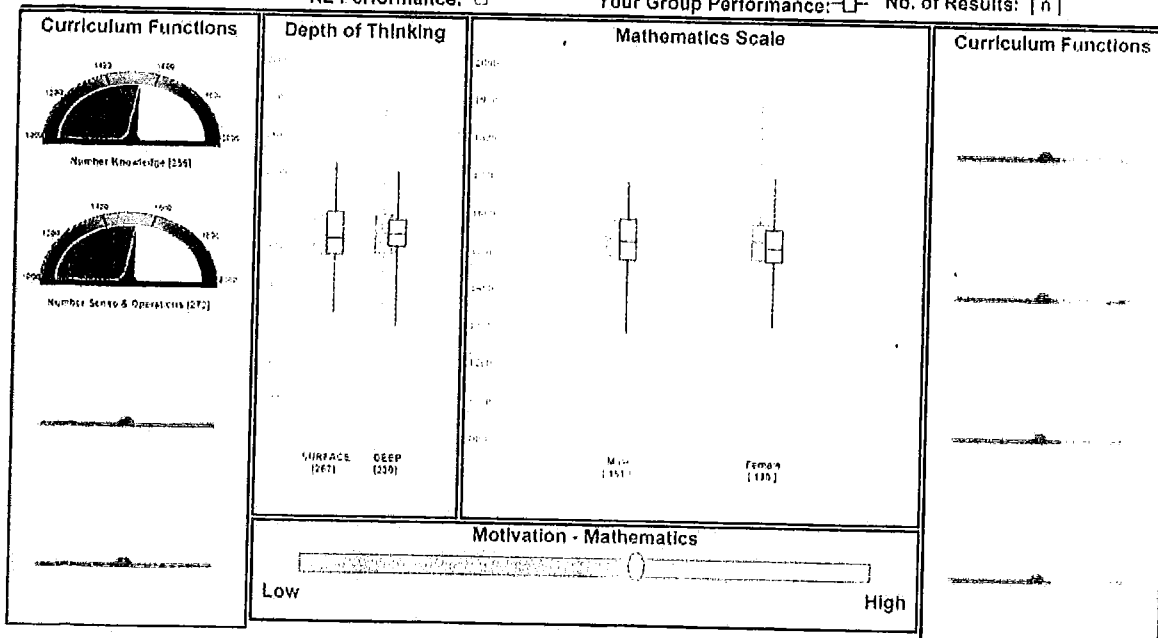
No. of Students: 272

Year: 8

Cluster: All Clusters

NZ Performance: ☐

Your Group Performance: ☐ No. of Results: [n]



Year 7 Commentary

Students sat the test and 224 registered a result, 11 students did not get a score so they will need to be followed up with other testing.

- The Year 7s median have improved from 2 sub levels to 1 sub level below expected median.
- The attitude scale is still below the normed group
- Overall there has been a small improvement in relation to NZ Norms from the start of the year.
- Girls have increased against NZ group with more in the middle now.
- There is a difference between boys and girls achievement in Maths. The girls are noticeably lower than the normed group. The boys are nearly at the same level as the normed group.
- Our Maori students have made the biggest improvement in Maths this year. Wahoo.
- Pacific and Others are also doing well.
- Surface and complex tasks are now the same.
- The group has improved from 27% at or above desired level to 62% at or above desired level
- There has been a massive reduction of the group below 3b 42% to 16%

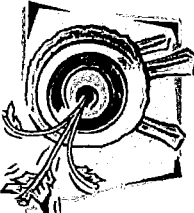
Under 3b	3b-3p	3a-4b	4p-5b
42%	27%	17%	10%
16%	33%	28%	34%
	LQ	M	UQ
Median 3b 3p	Nil-2p 3b	2a-3b 3b-3p	3a-5p 4b-6b

Year 8 Commentary

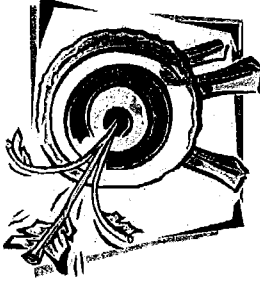
- 272 students registered for the tests
- There is a noticeable difference between boys and girls achievement within maths. nationally. Our school reflects this. Our students are in line with their NZ equivalent.
- The year 8 group appears on average to be 1 sub levels below the desired level but achieving the same as the NZ group..
- The distribution appears nearly the same as NZ distribution.
- The All our sub groups groups are doing well compared to the normed group.
- Maori, Pacific and Other are above their NZ equivalents.
- Achievement has improved on last years e-learning classes (results see last graph).
- The attitude scale is above the normed group.
- The quartiles have moved up by 2 sub levels in the lower 3.
- There has been an improvement from 34% above level 4b to 61% above level 4b
- There has been a huge reduction of the number of students in the critical level.
- There is a really pleasing number of students in the 4a and above area 39% of all Year 8 students.

3b and under	3p-3a	4b - 4p	4a-5b
33%	31%	14%	20%
9%	29%	22%	39%
Median	LQ	M	UQ
1476 3p 4b	3b 3a	3p 4b	4p 4a

TARGETS 2019: PĀNGARAU (Māori Medium Only)

	<p>Target Goal</p> <ul style="list-style-type: none">20% of students will have achieved NWRM Manawa ora Te Tau at Tau 8 <p>Target Reached</p> <ul style="list-style-type: none">42% of students will have achieved NWRM Manawa ora Te Tau at Tau 8				
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. 10% of students achieved TMOA Kaupae 7 in Te Tau for 2018					
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 Waimirirangi 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 Waimirirangi while re-aligning our Marau with Pāngarau.	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 2019: TE REO MATATINI (Māori Medium Only)

	<p>Target Goal</p> <ul style="list-style-type: none">24% of students will have achieved Pmgao 1 (Pānui Haere) in Pānui at Tau 8 <p>Target Reached</p> <ul style="list-style-type: none">35% of students have achieved Pmgao 1 (Pānui Haere) in Pānui at Tau 8 <p>Target Goal</p> <ul style="list-style-type: none">48% of students will have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8 <p>Target Reached</p> <ul style="list-style-type: none">10% of students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8																																		
<p>ACTION PLAN: Taumata Reo Matatini</p> <p>These targets have been chosen on the basis that we only follow the Year 7s through to Year 8s using the baseline data below.</p> <p>BASE DATA Gather literacy levels term 1 and again term 4 to show the actual progress made:</p> <p>students have achieved Pmgao 1 (Pānui Haere) in Pānui at Tau 8</p> <p>students have achieved Ka Rere, Taumata 4 (Kia Ata Mai rubric) Tuhituhi at Tau 8</p>																																			
<p>Assessment Tools:</p> <p>Base Data: Pānui Haere, Kia Ata Mai Rubric</p> <p>Target Data: Snap Shots, Regular, Cold Samples</p>																																			
<table><tr><th>ACTION</th><th>Who</th><th>Costs</th><th>When</th><th>Expected Outcome</th></tr><tr><td>To continue to improve teacher practice in modelling and differentiating writing in class programmes.</td><td>Teachers</td><td>Nil</td><td>All Year</td><td>Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric</td></tr><tr><td>To provide in-service support to new teachers in the school on how to teach writing</td><td>Lead Teacher Identified Staff</td><td>Nil</td><td>All Year</td><td>New teachers are inducted into the process of teaching Te Reo Matatini</td></tr><tr><td>To provide explicit writing support for teachers who want it.</td><td>Lead Teacher</td><td>\$500</td><td>All Year</td><td>Resources bought to support programmes or shared</td></tr><tr><td>Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.</td><td>Lead Teacher Identified Staff</td><td>Inclusive</td><td>All Year</td><td>Students are engaged purposefully in writing and reading</td></tr><tr><td>To provide more team wide discussions around effective pedagogy and monitoring progress of targeted learners on a regular basis.</td><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></table>						ACTION	Who	Costs	When	Expected Outcome	To continue to improve teacher practice in modelling and differentiating writing in class programmes.	Teachers	Nil	All Year	Teachers confident in teaching Reo Matatini strategies and making OTJs against Kia Ata Mai, Rubric	To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini	To provide explicit writing support for teachers who want it.	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared	Classroom programmes to focus on writing using purposeful and engaging material Sharing Writing Examples for students to refer to.	Lead Teacher Identified Staff	Inclusive	All Year	Students are engaged purposefully in writing and reading	To provide more team wide discussions 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.
ACTION	Who	Costs	When	Expected Outcome																															
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To provide in-service support to new teachers in the school on how to teach writing	Lead Teacher Identified Staff	Nil	All Year	New teachers are inducted into the process of teaching Te Reo Matatini																															
To provide explicit writing support for teachers who want it.	Lead Teacher	\$500	All Year	Resources bought to support programmes or shared																															
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To provide more team wide discussions 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.																															

MĀORI MEDIUM ANALYSIS OF VARIANCE TE REO 2019

Ingoa o te Kura:		Te Kura Takawaenga o Whangarei	Tau o te Kura: 7/8
Whāinga Rautaki:			
Kia tupu fika te reo Māori hei reo ako i roto i nga ruma o Te Whānau o Waimirirangi.			
Te whāinga ā-tau:			
Kia eke nga ākonga i nga taumata o te Marau kia tae ki te taumata fika mō wā ratou Reanga.			
Keo:			
Pāngarau: Kaupae 6 – T7 Kaupae 7 – T8 Pānui: Miro – T8 Pingao I – T7 Tuhituhi: Ka Rere – T8 Ka Mārewa T7			
Te Papa Raraunga:			
42% e anga ana ki te Kaupae 7 35% e anga ana i te Pingao I 10% i te Ka Rere Taumata 4 engari 3% i te Ka Mārewa, Taumata 3.			
Ngā Mahi I aha mātou?		Ngā Whakataunga I aha?	Ngā take mō te rerekētanga He aha i pērā ai?
<ul style="list-style-type: none"> I whakamahi i te Marau Māori me nga aromatawai Reo Māori. PLD tahi me Ana Pāpī Whakaako ana mā te reo Māori. 		I ngoikore te ako Tuhituhi Ahakoa i eke ki te whāinga me whaia tonutia te ikeketanga	Arotakenga Me ahu pēhea ināianei? Ka kaha tonu te reo ā waha. Ka whai tikanga tō ngā ākonga katoa ki te kōrero Māori.
Te Whakamāhere mō tērā tau:			
Ka tīmata ki te hanga kopaki motuhake nō ngā ākonga katoa hei arahi, whakawhanake i te akonga. Mā te aromatawai i te pāngarau me te Reo ā waha ia wāhanga me te whakawhanake ake i te reo ā waha o nga kaiako			

MĀORI MEDIUM PĀNGARAU TE TAU ACHIEVEMENT END YEAR 2019

The following results are gathered from the Te Whānau o Waimirirangi teachers over Term 1, 2 and 4. Data shown has been used to report to whānau through reports. Mid and end of year OTJ's and Tairongo are collated and compared to the initial Term 1 baseline data.

Uiui Aromatawai were used to collect data at the beginning of the year and continued through term 2. Desired levels are set for achievement in relation to the Kia Māori Mai and Learning Progressions at the end of the year.

	Beginning			Mid			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
Year 7 Reo Rua	66%(58)	22%(19)	12%(11)	28%(25)	34%(30)	38%(33)	9% (1)	55% (45)	36% (29)
Year 8 Reo Rua	63%(17)	30%(8)	7%(2)	41%(11)	33%(9)	25%(7)	77% (23)	10% (3)	13% (4)
Yr 7 Rāmaki	20%(2)	40% (4)	40%(4)	10% (1)	20% (2)	70% (7)	9% (1)	0%	91% (10)
Yr 8 Rāmaki	75%(18)	21% (5)	4%(1)	50% (12)	46%(11)	4%(1)	8% (2)	17% (4)	75% (18)

Target Goal 2019

- 20% of our Year 8 Students will have achieved Level 4/Manawa Ora of the Kia Māori Mai for Pangarau by the end of 2019.

Comment

- 42% (23) of our year 8 students have achieved the 2019 target for Pangarau.
- 29% (26) of our current year 7 cohort are just below the year 8 target level 4 for 2020. We will need to focus on moving these students late term 1 2020 to ensure our new target goal of 60% is met at the conclusion of 2020.
- Professional Development on integrating Pangarau is need while teaching students the diverse language specific to Pangarau and its strands.
- Deliberate acts now need to be made to ensure our current year 7 cohort will achieve our 2020 targets next year.

Recommendations

- Pangarau Professional development with Ana Pīpī is required and will be a focus for Te Whānau o Waimirirangi in 2020.

Te Ringakaha Tia-Ward

26/11/19

MĀORI MEDIUM PĀNUI ACHIEVEMENT END YEAR 2019

The following results are gathered from the Te Whānau o Waimirangi teachers over Term 1, 2 and 4. Data shown has been used to report to whānau through reports. Mid and end of year OTJ's and Tairongo are collated and compared to the initial Term 1 baseline data.

Pānuī Haere were used to collect data at the beginning of the year and continued through term 2. Desired levels are set for achievement in relation to the Kia Māori Mai and Learning Progressions at the end of the year.

	Beginning			Mid			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
Year 7 Reo Rua	77%(68)	19%(17)	4%(3)	19%(17)	35%(31)	46%(40)	25% (22)	60% (49)	15% (11)
Year 8 Reo Rua	88%(22)	7%(3)	5%(2)	43%(12)	43%(12)	14%(4)	73%	15%	12 (6)
Yr 7 Rāmaki	50%(5)	20% (3)	10%(2)	30% (3)	30% (3)	40% (4)	9% (1)	9% (1)	82% (9)
Yr 8 Rāmaki	76%(19)	4% (1)	17%(4)	29% (7)	29%(7)	42%(10)	17% (4)	25% (6)	58% (14)

Target Goal 2019

- 24% of our Year 8 Students will have achieved Level 4/Pingao I of the Kia Māori Mai for Pānuī

Comment

- 35% (20) of our year 8 students have achieved the 2019 target for Pānuī..
- A target teaching approach aimed at the significantly below year 8 students early next year to ensure a minimal number at significantly below remains at the conclusion of 2019
- Deliberate acts now need to be made to ensure our current year 7 cohort will achieve our 2020 targets next year.
- 2020 needs to begin with a strong oral literacy component. The more Te Reo Māori students hear the more they will learn.

Recommendations

- Reading must be ongoing in Te Reo Māori only for students to progress.
- Oral literacy needs to be a focus for term 1 of the school year to support the progress of written language.

Moderating Pānuī Haere as a means to develop teacher skill base in interpreting data. Ongoing internal professional development within the team will continue to support the classroom programme.

SPECIAL EDUCATION AT WHANGĀREI INTERMEDIATE SCHOOL 2020

Introduction

Whangārei Intermediate School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.

Whangārei Intermediate School's Special Education expectation

At Whangārei Intermediate, we expect to have learners with special education needs supported to come to school, engage in all school activities and achieve against our Tirohanga, which is our overarching Vision Statement. ("Mā te whanaungatanga, ka whai mātauranga te akonga, ka tā rangatira.") Under this can be found the key competencies and learning areas of our school-based curriculum 'Whangārei Intermediate School's House of Learning' which has been derived from The New Zealand Curriculum and Te Marautanga o Aotearoa.

Whangārei Intermediate School's Special Education annual pledge

This year, all teachers will complete a Special Needs Register. This is to be completed by the end of Week 5. Special Needs Registers from each class are to be constructed from historical data and notes from previous schools, observations from the teacher, summative and formative assessment tasks at the start of the year. The SENcom team, consisting of the Learning Support Coordinator, Principal, 2 Deputies, Tumuaiki Awhina, RTLB and the Student Support Worker meet consistently on a week by week basis to discuss referrals from teachers and any cases arising from the study of the Special Needs Registers. At least twice a year, each class' Special Needs Register is reviewed.

Currently, the following categories are used for identification:

- Academic
- English as a Second Language
- Behavioural
- Speech/Language delay
- Family/Social Difficulties
- Physical or Medical Disability
- Gifted/Talented.

The MOE have suggested the identification of individual students and or groups of students:

- who are not achieving
- who are at risk of not achieving;
- who have special needs (including gifted and talented students)
- aspects of the curriculum which require particular attention

Learners with special education needs are a key priority group at Whangārei Intermediate School. Special Education needs vary from child to child. They can be short term or severe and long lasting. Some students may have high and complex needs. To this end, the current special needs register will not be modified, but at our SENcom meetings, we will align current practice to MOE suggested practice.

Barriers to learning will also need to be considered which may impact on presence, participation, engagement and achievement.

WHANGĀREI INTERMEDIATE SCHOOL'S STRATEGIC GOALS

1. To become a fully inclusive school through digital immersion, where learners with special education needs are supported to come to school, engage in all school activities and achieve against the key competencies and learning areas of the New Zealand Curriculum and Te Marautanga o Aotearoa.
2. Parents, families and whanau are clear about the school's position regarding inclusive practice.
3. Teachers are clear about the partnership between home and school to gain a better understanding about learners with special education needs and confidently use this knowledge to personalize their teaching programmes.

WHANGĀREI INTERMEDIATE SCHOOL'S ANNUAL GOALS 2020

1. Achievement

At Whangārei Intermediate School, after the Special Needs Registers have been filled out by teachers, we provide literacy and numeracy support...

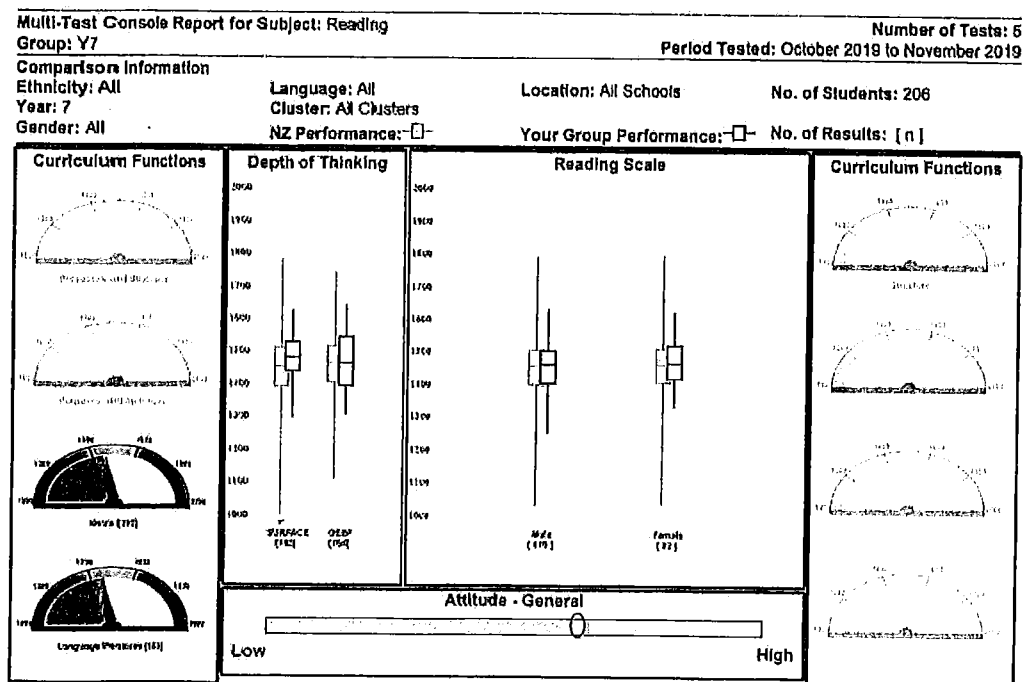
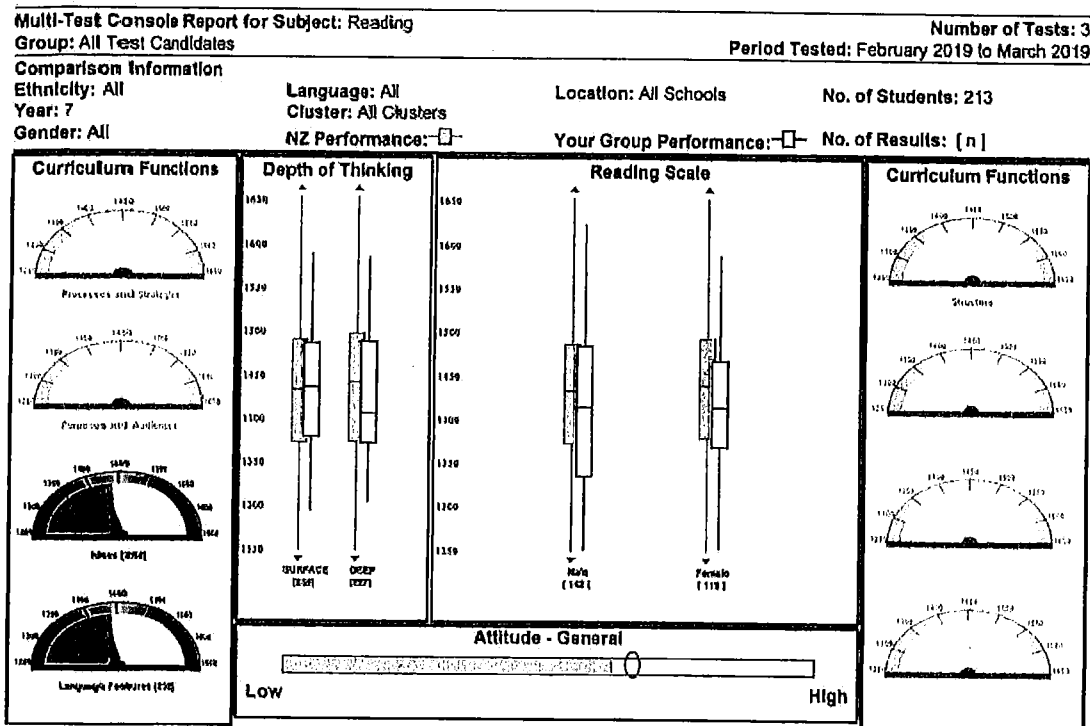
- so that learners struggling to work at the curriculum level for their age can access the curriculum.
- provide support for learners working at level one of the curriculum.

Update LSA Job Descriptions	Kim		As needed	Job Descriptions updated	
Develop forms and procedures for Appraisals	Kim		Term 1	Forms and procedures for appraisals developed	
Ensure appropriate resources are available	Kim		All year	Appropriate resources are available	
Conduct observations of TAs as part of appraisal process	Kim		Term 1 and 3	Observations of TAs conducted	
Provide appropriate Professional Development for TAs	Wiremu		All year as needed	Appropriate professional development for TAs provided	
Community Partnership, Liaison and communication					
Hold regular SENCO meetings	Wiremu, Paul, Kim, Len Hayley, and Christine		As needed	Regular SECO meetings held	
Liaise with Staff	Kim, all staff		As needed	Staff liaised with	
Provide guidance and pastoral care of LSA	Kim		All year	Guidance and pastoral care of Learning Support Assistants provided	
Meet with RTLB regularly	Kim		As needed	RTLB meetings held regularly	
Maintain communication channels with outside agencies	Kim		All year as needed	Communication channels with outside agencies maintained	
Contact parents where appropriate – IEP/IBP meetings, establishing new programmes, outcomes of interventions, etc.	Kim and Classroom teachers		As needed	Parents contacted where appropriate	
Keep BOT informed of Special Needs programmes and developments	Kim and Hayley		As needed	BOT kept informed of Special Needs programmes and developments	
Follow Transition plans for children from/to other schools	Kim and Classroom teachers		As needed	Transition plans for children from/to other schools followed	
Co-ordinate referrals to other agencies	Kim		As needed	Referrals to other agencies co-ordinated	
Co-ordinate children G & T, Enrichment Triad Model.	Kim		All year as needed	Children attending GKP programmes co-ordinated	

Introduction

All English medium classes at Whangarei Intermediate completed both e-castle reading and maths online. The tests are adaptive tests that adjust the questions according to the students response to the questions in the tests. The school is doing these assessments as it is a requirement of the TTET. We have decided that the students should not do two lots of standardised testing.

We need to consider that this is the first time many of the Year 7 students have done on line testing rather than pen and paper and this maybe their first experience at such testing. We also have had a number of issues with the administration of testing with a number of new staff and learning about the bugs and glitches that can occur with new chromebooks and admin issues. These factors may have made the tests a bit rushed and not smoothly administered which probably had an effect on the students results.



Multi-Test Console Report for Subject: Reading

Group: All Test Candidates

Number of Tests: 5

Period Tested: February 2019 to March 2019

Comparison Information

Ethnicity: All

Year: 8

Gender: All

Language: All

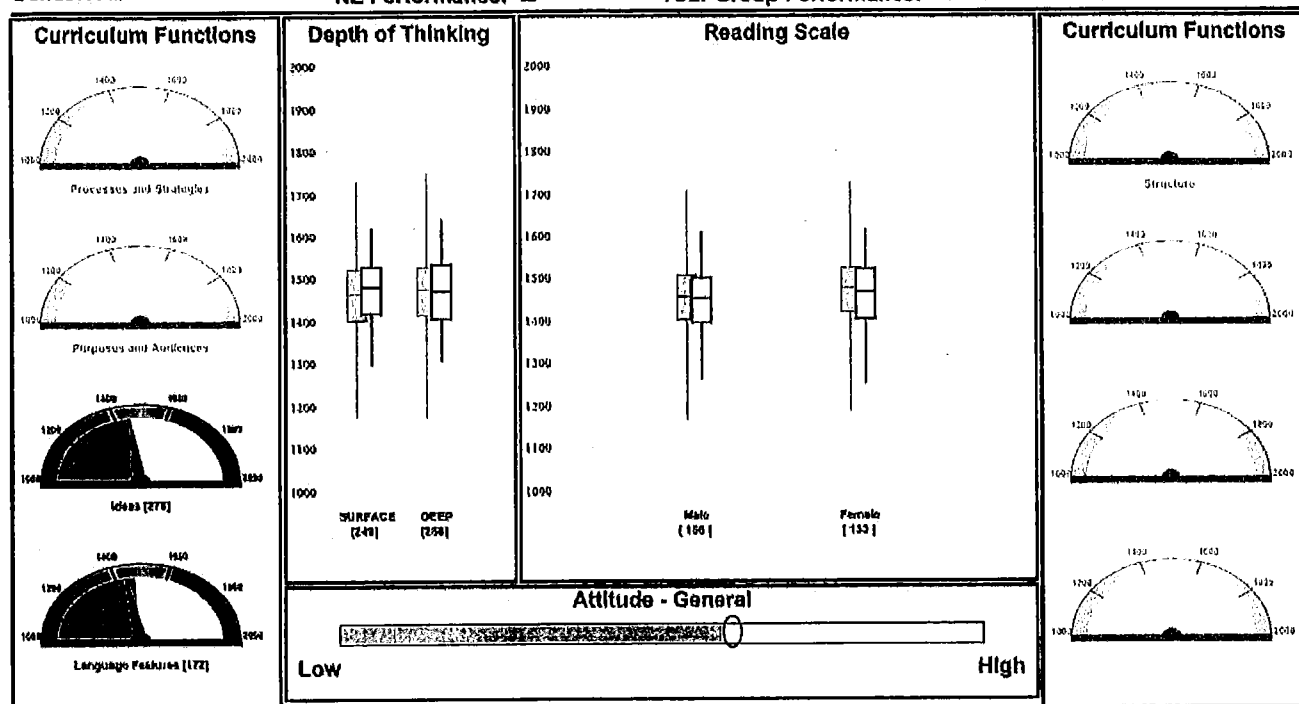
Cluster: All Clusters

NZ Performance: ☐ ☐

Location: All Schools

No. of Students: 274

Your Group Performance: ☐ ☐ No. of Results: [n]



Multi-Test Console Report for Subject: Reading

Group: Y8

Number of Tests: 5

Period Tested: October 2019 to November 2019

Comparison Information

Ethnicity: All

Year: 8

Gender: All

Language: All

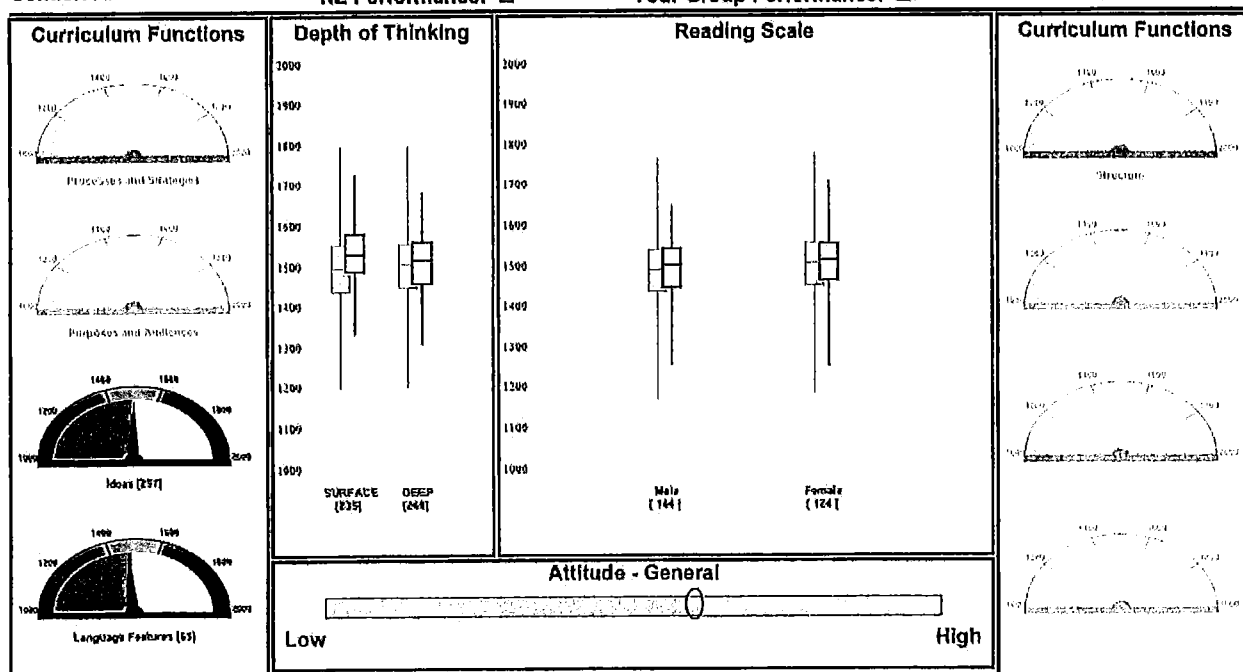
Cluster: All Clusters

NZ Performance: ☐ ☐

Location: All Schools

No. of Students: 260

Your Group Performance: ☐ ☐ No. of Results: [n]



Year 7 Commentary

206 students sat the test. Overall

- Yr 7 distribution has shrunk which is good
- Increase in average score and now in line with normed group
- Very similar to NZ group distribution
- Boys doing slightly better than their equivalent which is an improvement.
- Maori group made noticeable increase from start of year biggest moving group, and equivalent to NZ counterparts.
- Much lower spread of bottom quartile in school group.
- Attitude to reading is same as NZ group but slipped from start of year.

Under 3b	3b-3p	3a-4b	4p-5b
80/224	52/224	45/224	45/224
36%	23%	20%	20%
Average	LQ	M	UQ
3p	Nil - 2a	3p-4b	4b-5a

Year 8 Commentary

- 260 students registered for the tests
- There has been an increase on average student achievement in relation to the normed group
- Overall similar to normed group with much smaller tail spread.
- Surface functions higher than NZ norms.
- Maori group achieving well as NZ equivalent and has made further improvement.

3b and under	3p-3a	4b - 4p	4a-5b
23%	22%	35%	22%
Average	LQ	M	UQ
4b	3b	4b	4p

READING ACHIEVEMENT DATA: End Year Report 2019

WhangareiInt

skill id used: 10309 Reading Level (2)Mid

- All Pupils

Percentage of Pupils - for 2019 Printed: 26 Jul 2019

[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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7	0%	0%	14%	44%	29%	9%					4%	58%	81%		44%
	(1)		(9)	(32)	(103)	(67)	(7)				(2)	(136)	(81)		(234)
Y8	0%	0%	15%	25%	49%	10%					1%	40%	56%		56%
	(1)		(2)	(12)	(44)	(25)	(13)	(12)			(32)	(119)	(56)		(300)

WhangareiInt

Reading Level (3)End

- Te Ringakaha Tia-Ward Rm16

Percentage of Pupils - for 2019 Printed: 25 Nov 2019

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y7			0%	4%	17%	47%	26%			1%	17%	78%			44%
			(1)	(9)	(40)	(103)	(67)			(2)	(40)	(136)			(230)
Y8			3%	4%	17%	34%	26%			2%	17%	60%			56%
			(10)	(12)	(51)	(100)	(67)			(6)	(51)	(136)			(294)
Total pupils		0 %	4 %	10 %	30 %	30 %	17 %	7 %	2 %	17%	(91)	(344)			(524)
		(1)	(19)	(52)	(159)	(159)	(88)	(38)	(8)						

WhangareiInt

skill id used: 10309 Reading Level (2)Mid

- All Pupils

Percentage of Pupils (NZ Maori only) - for 2019 Printed: 26 Jul 2019

[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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7			4%	20%	57%	12%	8%				9%	76%	20%		28%
			(2)	(10)	(29)	(5)	(7)				(2)	(39)	(10)		(51)
Y8			2%	15%	23%	27%	31%	11%			7%	50%	62%		72%
			(2)	(6)	(30)	(35)	(42)	(13)			(6)	(65)	(45)		(131)

WhangareiInt

Reading Level (3)End

- Te Ringakaha Tia-Ward Rm16

Percentage of Pupils (NZ Maori only) - for 2019 Printed: 25 Nov 2019

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y7			4%	26%	47%	21%	2%				26%	68%			27%
			(2)	(12)	(24)	(10)	(1)				(12)	(39)			(47)
Y8			4%	6%	23%	36%	21%			1%	23%	57%			73%
			(8)	(8)	(28)	(55)	(24)			(1)	(29)	(60)			(128)
Total pupils			4 %	11 %	29 %	32 %	16 %	7 %	1 %	23%	(41)	(105)			(175)
			(2)	(20)	(51)	(56)	(28)	(12)	(1)						

WhangareiInt

skill id used: 10309 Reading Level (2)Mid

- All Pupils

Percentage of Pupils (males only) (NZ Maori only) - for 2019 Printed: 26 Jul 2019

[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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7			7%	30%	47%	16%	7%				7%	77%	27%		30%
			(2)	(9)	(14)	(5)	(3)				(3)	(23)	(5)		(30)
Y8			3%	6%	21%	27%	36%	9%			9%	49%	45%		70%
			(2)	(4)	(15)	(19)	(22)	(12)			(6)	(34)	(30)		(70)

WhangareiInt

Reading Level (3)End

- Te Ringakaha Tia-Ward Rm16

Percentage of Pupils (males only) (NZ Maori only) - for 2019 Printed: 25 Nov 2019

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y7			8%	27%	46%	15%					27%	63%			27%
			(2)	(7)	(22)	(10)					(2)	(23)			(26)
Y8			3%	9%	26%	30%	25%			1%	26%	55%			73%
			(2)	(6)	(18)	(24)	(22)			(1)	(18)	(33)			(69)
Total pupils			4 %	14 %	32 %	26 %	19 %	4 %	1 %	26%	(25)	(59)			(95)
			(4)	(13)	(30)	(25)	(18)	(4)	(1)						

Reading Achievement a Year Overview									
	BOY 2019 (E-Asttle)			Mid Year 2019-(2018)			End Year 2019		
	Well Below	Below	At or Above	Well Below	Below	At or Above	Well Below	Below	At or Above
Year 7	36%	23%	40%	18%	44%	38%	5%	17%	78%
Year 8	23%	22%	57%	20% (17%)	25% (31%)	55% (50%)	7%	17%	76%
Yr 7 NZM	NA			24%	57%	20%	4%	26%	70%
Yr 8 NZM				30% (19%)	35% (27%)	43% (43%)	10%	23%	67%

Target Goal

85% of our Yr 8 students will fall in the Level 4 area for Reading.

Comment

- Although the target for 2019 has not been met by 4%. There has been considerable movement in reading this year. Acknowledging the large percentage of below and well below students we reported mid year 2019 compared to the same time 2018.
- Beginning of year E-Asttle showed 59% of our year 7 cohort were below or well below the expected curriculum level for year 7 students, compared to the same year level cohort in Term 4, 37% have shifted to at or above.
- The year 8 cohort at the beginning of the year showed 45% below to well below with a shown movement in Term 4 to only 24% remaining below or well below. 21% of the 45% from the start of year baseline data have moved to at or above.
- Māori have shown a vast improvement in both year level cohorts.

To ensure targets are met Teachers will need to provide lots of regular instructional and reading opportunities along with the targeted Te Puawai interventions and an Oral language component to their teaching of literacy.

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

Word recognition Strategies

- Exploring syllables
- Chunking into smaller parts
- Word Families suffixes prefixes root words
- Key sight words 100 of these words are in 50% of all texts. Learning them at rote
- Weirdo words by sight
- Common combinations e.g kle crackle tackle ankle
- Sound/letter relationships at the start middle and end often student hit the start right then it all falls to bits.
- Consonant blends
- Long and short vowels
- Clusters of words

Key Comprehension Strategies

that readers use according to Davis, Cameron and TKI;

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

ENGLISH MEDIUM WRITING ACHIEVEMENT END-YEAR 2019

The following results are gathered from the school reports. Best Fit Levels from the writing section of the reports are collated and compared to the initial Term 1 baseline data.

E-AsTTle was used to collect data at the beginning of the year. Desired levels are set for achievement in relation to the NZC and Learning Progressions at the end of the year.

Classes in Te Whanau o Waimirangi have been excluded from the data as they are now use other criteria to make their OTJs.

	Beginning			Mid			End		
	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above	Significantly Below	Just Below	At or Above
Year 7	38%	26%	33%	24% (57)	54% (126)	22% (52)	6% (14)	22% (51)	72% (162)
Year 8	32%	27%	41%	23% (69)	37% (110)	40% (121)	11% (31)	15% (45)	74% (218)
Yr 7 NZM				37% (19)	48% (25)	15% (8)	15% (7)	21% (10)	64% (30)
Yr 8 NZM				30% (40)	38% (50)	31% (41)	14% (18)	23% (6)	50% (13)
Yr 7 NZM Boys (30)				50% (15)	38% (11)	10% (3)	27% (7)	23% (6)	50% (13)
Yr 8 NZM Boys (70)				34% (24)	40% (28)	25% (18)	15% (11)	29% (20)	56% (38)

Target Goal 2019

- 75% of our Year 8 Students will have achieved Level 4 of the NZC for Writing
- 70 % of our Year 8 Maori Boys will have achieved Level 4 of the NZC for Writing

2019 Comment

- We have not quite achieved our 2019 targets but are still very happy.
- We are 1% (3) away from our target for the year 8 cohort this year.
- We are 14% (10) behind the year 8 Maori Boys target set for 2019.
- The significantly below for Maori Boys in the year 7 cohort has decreased by 50% (7). This is a concern due the fact that only Aori Boys are significantly below. This may be factored by transient or other factors such as an absence of appropriate context to engage Maori writers. From face value the data for our year 7 Maori cohort moving into year 8 in 2020 is a concern.
- However acknowledgment of the .50% progression to at or above of Maori year 7 boys is important.

Once again we see fewer students at the at or above level at the end of the year as at the mid year. The theory is that teachers are conservative in their grading so students do not ease up on their work or students work is not always at the level required. This is especially noticeable for our Year 7 students it might be that more PLD around moderation and writing needs to be taken with the Year 7 teaching staff.

Recommendations

- Writing must remain a high priority for our school.
- Maori, especially boys in both year groups, must remain an urgent high priority for teachers.
- Writing must be contextualised and relevant to the reluctant writer.
- Writing programs need to be tailored and designed to target Maori boys and their interests to progress Maori boys to achieve as Maori writers.
- Moderating amongst teachers regularly over the year as it appears there has been little movement between the start of the year for those at the desired level and those above (results not shown but noted).
- The moderating process will need to include teachers running their own at/above and below numbers and identify students who are just below as the target group to ensure higher levels of achievement.
- Regular writing including generating ideas, planning, drafting, crafting editing, publishing and teacher feedback are a vital component in the learning of writing. (Quick writes can be effective here in focusing on specific goals and building up mileage.)
- Students need to be writing a range of material across the curriculum and have the opportunity to bring their voice 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 work suggests developing ideas and structuring writing are absolutely vital to get students into level 4.
- For Year 8's 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 has been feedback according to criteria set for writing. Examples would include letters, reports, explanations, narratives, personal experience writing, exposition, book report, research.
- Teachers are expected to work with target groups of writers regularly on the specific workshops suggested by Murray Gadd.

Content Ideas

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

Sentence Formation

- Demonstrating grammatical fluency, tense, verb-subject agreement.
- Including some variety of sentence types
- Include 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 final sound in words
- Using spelling aides in room incl ICT

Punctuation

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

Pedagogical Practice as described by Murray Gadd

USING LEARNING GOALS EFFECTIVELY DURING THE LESSON

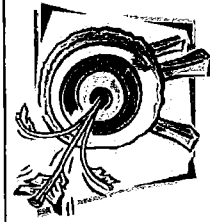
This means:

- 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

Teachers will be encouraged to discuss how they are working on these goals and what support they might need in achieving them with their Team Leaders

Te Ringakaha Tia-Ward
27/11/19

TARGETS 2020: MATHEMATICS (English Medium Only)



Target Goal

- 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

Target Reached

- ____% of students achieved NZC Level 4 in Numeracy for Year 8
- ____% of students achieved NZC Level 4 in basic facts at Year 8

ACTION PLAN:

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.

37% of our Year 7 students (64/226) at the end of 2019 were achieving at/above NZC Level 4 in Numeracy.

40% of our Year 7 students (79/200) at the end of 2019 were working at/above NZC Level 4 in basic facts.

Assessment Tools:

Base Data: Year 7 BF WIS report

Gloss BF Test IKAN Class exemplars and assessments, E Astle.

ACTION	Who	Costs	When	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	Nil	All Year	Teachers confident in teaching Multi level classes.
To provide in-service support to teachers in the school	Lead Teacher Identified Staff	Internal	All Year	Teachers are inducted into the process of teaching multi level numeracy and strand.
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	\$1000	All Year	Resources bought to support programmes
Trial ICT applications in Mathematics TBC-funding dependent	Trial Classes	\$10 000	All Year	Students enjoy learning at their own pace and time
Provide more learning opportunities for extension and students who require tier 3 interventions.	Schoolwide			More students getting small group support.
Review and adjust assessments including e-astle and pre and post assessments including e Astle GLOSS and exemplars	Schoolwide			More consistency in judgements for achievement.
Develop 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.

ENGLISH MEDIUM MATHS ANALYSIS OF VARIANCE 2019

School Name:	Whangarei 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 Writing, Mathematics, eLearning and Te Reo Maori focus throughout the school and provide in class support for teachers. PB4L action plan developed to foster learning behaviour across the curriculum. Mandarin is taught and to identify students at risk (National Priority) and put in place special programmes to improve children's learning outcomes.		
Target:	75% of students will have achieved NZC Level 4 (strategies) in Numeracy at Year 8		
Baseline Data:	75% of students will have achieved NZC Level 4 in basic facts at Year 8 27% of our Year 7 students (64/226) at the end of 2019 were achieving at/above NZC Level 4 in Numeracy 40% of our Year 7 students (79/200) at the end of 2019 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?
<p>To embed 'best practice' in teaching of numeracy in the school by developing teachers practice to work in a multi-level environment.</p> <ul style="list-style-type: none"> To provide opportunities for staff to discuss targets and appropriate teaching programs to support student progression. To provide more learning opportunities for Tier 3 students To provide more extension opportunities for students Review and adjust assessments including GLoSS Trial ICT resources if funds permit. To provide in service support to staff who need it. 	<p>Results</p> <ul style="list-style-type: none"> 62% of students achieved NZC Level 4 in numeracy for Year 8 72% of students achieved NZC Level 4 in basic facts at Year 8 <p>The target required an 13% increase in Numeracy and 3% increase for basic facts.</p>	<p>Several of the key steps were unable to be implemented.</p> <ul style="list-style-type: none"> Meeting times in 2019 were reduced as a way of decluttering and destressing teachers. More extension opportunities were provided and several students achieved top honours in National competitions. Assessments were switched to eAsTTle for learning classes. No support programme was implemented for teachers in Mathematics, it was informal support provided by Team leaders when available 	<p>A more in depth review needs to be done in this area involving teachers.</p> <p>More time needs to be made available for teachers to collaborate and moderate around student outcomes and learning.</p> <p>With new staff coming in more induction and support needs to be provided for teachers.</p>
Planning for next year:			
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.			

ENGLISH MEDIUM MATHEMATICS ACHIEVEMENT DATA: T4 Report 2019

WhangareiInt

skill id used: 10018 Basic Facts WI Level T1

- Paul Botica - DP Whole School

Percentage of Pupils - for 2019 Printed: 25 Jul 2019

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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7	0%	7%	17%	27%	23%	13%	9%				50%	50%	25%		43%
	(5)	(11)	(33)	(60)	(52)	(33)	(27)				(77)	(112)	(85)		(224)
Y8	0%	1%	19%	22%	22%	16%	9%				44%	44%	25%		57%
	(5)	(6)	(32)	(52)	(65)	(64)	(33)				(10)	(129)	(77)		(294)
Total pupils	1 %	4 %	12 %	18 %	23 %	18 %	13 %	6 %	3 %	2 %		47%	47%		(518)
	(5)	(20)	(63)	(94)	(117)	(92)	(69)	(31)	(15)	(12)		(241)	(241)		

WhangareiInt

skill id used: 10016 Basic Facts WI Level T2

- Paul Botica - DP Whole School

Percentage of Pupils - for 2019 Printed: 23 Jul 2019

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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7	0%	5%	6%	23%	20%	30%	15%				43%	43%	25%		44%
	(2)	(3)	(4)	(54)	(48)	(88)	(42)				(22)	(102)	(85)		(236)
Y8	0%	1%	7%	14%	13%	20%	21%	16%			20%	20%	21%		56%
	(2)	(5)	(27)	(28)	(23)	(61)	(44)	(42)			(10)	(61)	(61)		(299)
Total pupils	0 %	2 %	4 %	15 %	18 %	20 %	17 %	13 %	7 %	4 %		30%	30%		(535)
	(2)	(10)	(21)	(78)	(94)	(109)	(89)	(72)	(36)	(24)		(163)	(163)		

WhangareiInt

Basic Facts WI Level T4

- Te Ringakaha Tia-Ward Rm16

Percentage of Pupils - for 2019 Printed: 26 Nov 2019

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y7	1%	2%	10%	17%	32%	14%			6%	3%	17%	17%	46%		41%
	(1)	(2)	(20)	(34)	(61)	(28)			(12)	(6)	(34)	(34)	(80)		(200)
Y8	0%	2%	4%	10%	11%	18%	17%		19%	11%	19%	11%	36%		59%
	(1)	(5)	(12)	(30)	(33)	(35)	(34)		(34)	(23)	(34)	(33)	(80)		(290)
Total pupils	0 %	2 %	7 %	13 %	20 %	17 %	17 %		13 %	12 %	14%	14%	40%		(490)
	(2)	(8)	(32)	(64)	(95)	(83)	(83)		(62)	(68)	(62)	(62)	(163)		

WhangareiInt

skill id used: 10016 Basic Facts WI Level T2

- Paul Botica - DP Whole School

Percentage of Pupils (NZ Maori only) - for 2019 Printed: 25 Jul 2019

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 Well Below	Total Below	Total At	Total Above	Total Pupils
Y7	2%	2%	10%	24%	29%	22%	4%				14%	53%	25%		28%
	(5)	(5)	(17)	(12)	(15)	(50)	(7)				(27)	(22)	(63)		(51)
Y8		2%	3%	8%	20%	23%	18%	14%			24%	23%	34%		72%
		(6)	(6)	(18)	(26)	(30)	(24)	(19)			(65)	(30)	(61)		(131)

WhangareiInt

Basic Facts WI Level T4

- Te Ringakaha Tia-Ward Rm16

Percentage of Pupils (NZ Maori only) - for 2019 Printed: 26 Nov 2019

	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	Total Well Below	Total Below	Total At	Total Above	Total Pupils
Y7		5%	19%	19%	35%	14%			7%		19%	19%	49%		25%
		(2)	(8)	(8)	(15)	(9)			(3)		(8)	(8)	(21)		(43)
Y8		2%	6%	14%	13%	20%	15%			14%	13%	13%	39%		75%
		(2)	(7)	(18)	(17)	(21)	(21)			(18)	(12)	(12)	(21)		(127)
Total pupils		2 %	9 %	15 %	19 %	20 %	12 %		12 %	11 %	15%	15%	49%		(170)
		(4)	(15)	(26)	(22)	(24)	(21)		(20)	(18)	(25)	(25)	(62)		