

Prebbleton School

*Te Kura o
Taumata Kuri*



ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	3478
Principal:	Kim Alexander
School Address:	Blakes Road, Prebbleton
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Accountant / Service Provider:

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Christchurch
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PREBBLETON SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Prebbleton School

Members of the Board

For the year ended 31 December 2023

Name	Position	How Position Gained	Term Expired/ Expires
Simon Thompson	Presiding Member	Re-Elected Sep 2022	Sep 2025
Bron Hunter	Parent Rep	Elected Sep 2022	Sep 2025
Naomi Crawford	Parent Rep	Elected Sep 2022	Sep 2025
Owen Flattery	Parent Rep	Elected Sep 2022	Sep 2025
Mandy Liu	Parent Rep	Selected Dec 2022	Sep 2025
Richie Cawthorn	Staff Rep	Elected Sep 2022	Sep 2025
Kim Alexander	Principal (Ex Officio)		

Prebbleton School

Statement of Responsibility

For the year ended 31 December 2023

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

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

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

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

Simon Thompson

Full Name of Presiding Member

Signed by:

8B58512AFE15BFD3

Signature of Presiding Member

28/05/2024

Date:

Alli Williams

Full Name of Acting Principal

Signed by:

2F32A1D3D981846A

Signature of Acting Principal

24/05/2024

Date:

Prebbleton School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	4,972,742	4,823,213	4,276,389
Locally Raised Funds	3	264,645	120,800	258,888
Interest		50,345	25,000	23,868
Total Revenue		5,287,732	4,969,013	4,559,145
Expense				
Locally Raised Funds	3	35,133	1,300	27,778
Learning Resources	4	3,614,293	3,426,875	3,288,314
Administration	5	199,697	212,539	185,693
Interest		1,925	1,500	1,697
Property	6	1,406,779	1,390,963	1,018,119
Loss on Disposal of Property, Plant and Equipment		43,753	-	14,131
Total Expense		5,301,580	5,033,177	4,535,732
Net Surplus / (Deficit) for the year		(13,848)	(64,164)	23,413
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(13,848)	(64,164)	23,413

Prebbleton School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		1,444,032	1,444,032	1,420,619
Total comprehensive revenue and expense for the year		(13,848)	(64,164)	23,413
Contributions from / (Distributions to) the Ministry of Education		-	-	-
Contribution - Furniture and Equipment Grant		35,701	-	-
Equity at 31 December		1,465,885	1,379,868	1,444,032
Accumulated comprehensive revenue and expense		1,465,885	1,379,868	1,444,032
Reserves		-	-	-
Equity at 31 December		1,465,885	1,379,868	1,444,032



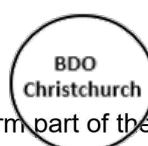
The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Prebbleton School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	9,194	136,317	125,858
Accounts Receivable	8	261,548	271,624	289,398
GST Receivable		25,255	20,582	20,583
Prepayments		12,430	1,611	1,611
Inventories	9	1,991	3,090	3,090
Investments		847,682	715,941	715,941
Funds Receivable for Capital Works Projects	16	205,472	-	57,240
		1,363,572	1,149,165	1,213,721
Current Liabilities				
Accounts Payable	12	327,324	345,474	335,451
Revenue Received in Advance	13	32,984	5,257	5,257
Provision for Cyclical Maintenance	14	34,957	13,125	34,273
Finance Lease Liability	15	16,051	16,051	30,798
Funds held on behalf of School Cluster	17	4,774	-	-
		416,090	379,907	405,779
Working Capital Surplus/(Deficit)		947,482	769,258	807,942
Non-current Assets				
Property, Plant and Equipment	11	587,964	660,271	690,271
		587,964	660,271	690,271
Non-current Liabilities				
Provision for Cyclical Maintenance	14	53,900	34,000	41,500
Finance Lease Liability	15	15,661	15,661	12,681
		69,561	49,661	54,181
Net Assets		1,465,885	1,379,868	1,444,032
Equity		1,465,885	1,379,868	1,444,032



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

Prebbleton School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash flows from Operating Activities				
Government Grants		959,849	827,488	962,547
Locally Raised Funds		286,051	123,057	260,748
Goods and Services Tax (net)		(4,673)	(5,582)	(6,913)
Payments to Employees		(583,668)	(513,447)	(585,086)
Payments to Suppliers		(480,192)	(388,915)	(397,692)
Interest Paid		(1,925)	(1,500)	(1,697)
Interest Received		39,624	25,000	17,847
Net cash from/(to) Operating Activities		215,066	66,101	249,754
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(76,919)	(127,909)	(164,218)
Purchase of Investments		(131,741)	84,059	-
Proceeds from Sale of Investments		-	-	85,917
Net cash from/(to) Investing Activities		(208,660)	(43,850)	(78,301)
Cash flows from Financing Activities				
Furniture and Equipment Grant		35,701	-	-
Finance Lease Payments		(15,312)	(11,792)	(32,544)
Funds Administered on Behalf of Other Parties		(143,458)	-	(56,682)
Net cash from/(to) Financing Activities		(123,069)	(11,792)	(89,226)
Net increase/(decrease) in cash and cash equivalents		(116,663)	10,459	82,227
Cash and cash equivalents at the beginning of the year	7	125,858	125,858	43,631
Cash and cash equivalents at the end of the year	7	9,195	136,317	125,858

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

Prebbleton School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Finance Lease Payments

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

e) Cash and Cash Equivalents

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

f) Accounts Receivable

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

g) Inventories

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

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment

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

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–50 years
Board Owned Buildings	10–50 years
Furniture and equipment	7-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a

service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

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

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

m) Revenue Received in Advance

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

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

n) Funds held for Capital works

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

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

o) Shared Funds

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

p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

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

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

Government Grants - Ministry of Education
Teachers' Salaries Grants
Use of Land and Buildings Grants

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
953,604	804,075	919,091
2,863,275	2,863,275	2,552,673
1,155,863	1,155,863	804,625
4,972,742	4,823,213	4,276,389

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

Revenue

Donations & Bequests
Fees for Extra Curricular Activities
Trading
Fundraising & Community Grants
Other Revenue

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
160,798	103,500	158,919
61,406	-	44,857
25,619	17,300	28,636
1,137	-	3,630
15,685	-	22,846
264,645	120,800	258,888

Expense

Extra Curricular Activities Costs
Trading
Fundraising and Community Grant Costs

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
24,350	800	16,213
10,783	500	9,030
-	-	2,535
35,133	1,300	27,778

Surplus/ (Deficit) for the year Locally Raised Funds

229,512	119,500	231,110
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4. Learning Resources

Curricular
Equipment Repairs
Information and Communication Technology
Library Resources
Employee Benefits - Salaries
Staff Development
Depreciation

2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
179,769	101,000	164,594
18,168	2,500	17,913
8,152	8,500	6,684
2,407	2,700	2,351
3,227,602	3,143,375	2,932,752
37,175	48,800	28,516
141,020	120,000	135,504
3,614,293	3,426,875	3,288,314

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	6,339	6,339	6,038
Board Fees	3,350	4,000	2,445
Board Expenses	8,130	8,300	10,064
Communication	9,563	10,000	6,160
Consumables	13,421	13,000	12,773
Other	21,481	23,900	19,552
Employee Benefits - Salaries	114,031	125,000	108,555
Insurance	14,793	14,000	12,484
Service Providers, Contractors and Consultancy	8,589	8,000	7,622
	199,697	212,539	185,693

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	8,184	8,500	6,393
Cyclical Maintenance	50,494	24,000	20,273
Grounds	10,302	15,300	10,396
Heat, Light and Water	25,919	31,000	25,423
Rates	6,062	6,000	5,539
Repairs and Maintenance	13,372	17,800	22,697
Use of Land and Buildings	1,155,863	1,155,863	804,625
Security	2,710	2,500	2,704
Employee Benefits - Salaries	133,873	130,000	120,069
	1,406,779	1,390,963	1,018,119

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

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	9,194	136,317	125,858
Cash and cash equivalents for Statement of Cash Flows	9,194	136,317	125,858

Of the \$9,194 Cash and Cash Equivalents, \$4,774 is held by the School on behalf of the Zones sports. See note 17.

Of the \$9,194 Cash and Cash Equivalents, \$32,984 include funds held in trust and in advance as disclosed in note 13.

The School also holds short term bank deposits of \$847,682 per Note 10.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	150	-	1,893
Receivables from the Ministry of Education	3,844	-	23,542
Interest Receivable	19,328	8,607	8,607
Teacher Salaries Grant Receivable	238,226	263,017	255,356
	<u>261,548</u>	<u>271,624</u>	<u>289,398</u>
Receivables from Exchange Transactions	19,478	8,607	10,500
Receivables from Non-Exchange Transactions	242,070	263,017	278,898
	<u>261,548</u>	<u>271,624</u>	<u>289,398</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	523	665	665
School Uniforms	1,468	2,425	2,425
	<u>1,991</u>	<u>3,090</u>	<u>3,090</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	847,682	715,941	715,941
	<u>847,682</u>	<u>715,941</u>	<u>715,941</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2023						
Buildings	109,148		(43,136)		(2,869)	63,143
Building Improvements	65,037				(13,226)	51,811
Furniture and Equipment	374,441	32,963			(56,543)	350,861
Information and Communication Technology	87,361	25,721	(611)		(33,737)	78,734
Leased Assets	42,688	21,083			(32,859)	30,912
Library Resources	11,596	2,700	(7)		(1,786)	12,503
Balance at 31 December 2023	<u>690,271</u>	<u>82,467</u>	<u>(43,754)</u>	<u>-</u>	<u>(141,020)</u>	<u>587,964</u>

Restrictions

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

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Buildings	114,766	(51,623)	63,143	184,300	(75,152)	109,148
Building Improvements	235,554	(183,743)	51,811	235,554	(170,517)	65,037
Furniture and Equipment	750,860	(399,999)	350,861	717,947	(343,506)	374,441
Information and Communication Technology	259,626	(180,892)	78,734	235,077	(147,716)	87,361
Leased Assets	140,039	(109,127)	30,912	136,494	(93,806)	42,688
Library Resources	47,463	(34,960)	12,503	44,790	(33,194)	11,596
Balance at 31 December 2023	1,548,308	(960,344)	587,964	1,554,162	(863,891)	690,271

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Creditors	49,008	47,427	47,427
Accruals	6,989	8,839	6,613
Banking Staffing Overuse	26,848	21,517	21,517
Employee Entitlements - Salaries	238,226	263,017	255,356
Employee Entitlements - Leave Accrual	6,253	4,674	4,538
	327,324	345,474	335,451
Payables for Exchange Transactions	327,324	345,474	335,451
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	327,324	345,474	335,451

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	8,064	-	-
Other revenue in Advance	24,920	5,257	5,257
	32,984	5,257	5,257

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	75,773	41,500	55,500
Increase to the Provision During the Year	50,494	24,000	20,273
Use of the Provision During the Year	(37,410)	-	
Provision at the End of the Year	88,857	65,500	75,773
Cyclical Maintenance - Current	34,957	13,125	34,273
Cyclical Maintenance - Non current	53,900	34,000	41,500
	88,857	47,125	75,773

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. This plan is based on the school's 10 Year Property Plan is prepared by a Ministry of Education appointed consultant.

15. Finance Lease Liability

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	18,041	18,041	32,157
Later than One Year and no Later than Five Years	16,839	16,839	13,391
Future Finance Charges	(3,168)	(3,168)	(2,069)
	31,712	31,712	43,479
Represented by:			
Finance lease liability - Current	16,051	16,051	30,798
Finance lease liability - Non current	15,661	15,661	12,681
	31,712	31,712	43,479

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 9.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Sheds - Project number 242298	(36,749)	-	(120,449)		(157,198)
5YA Grounds - Project number 218300 / 241964	(20,491)	89,824	(117,607)		(48,274)
Totals	(57,240)	89,824	(238,056)	-	(205,472)

Represented by:

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

-
205,472

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
Sheds - Project number 242298			(36,749)		(36,749)
5YA Grounds - Project number 218300 / 241964			(20,491)		(20,491)
5YA Admin & Library Blocks - Project number 222586	(574)			574	-
Totals	(574)	-	(57,240)	574	(57,240)

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Receivable from the Ministry of Education

57,240

17. Funds Held on Behalf of Zones Cluster

Prebbleton School is the lead school funded by the Ministry of Education to provide x services to its cluster of schools.

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Funds Received from Cluster Members	7,687	-	-
Total funds received	7,687	-	-
Funds Spent on Behalf of the Cluster	2,913		
Funds remaining	4,774	-	-
Funds Held at Year End	4,774	-	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	3,350	2,445

Leadership Team

Remuneration	406,620	382,983
Full-time equivalent members	3	3
Total key management personnel remuneration	409,970	385,428

There are 6 members of the Board excluding the Principal. The Board had held 8 full meetings of the Board in the year. The Board also has Finance Committee (2 members) that meet eight meetings per annum and Property Committee (2 members) that meet ten meetings per annum. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	160-170
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100-110	8.00	4.00
110-120	3.00	1.00
120-130	1.00	0.00
	12.00	5.00

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of \$304,946.0 (2022:\$57,240) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	\$	\$	\$
Sheds	164,946	157,199	7,747
5YA Grounds	140,000	138,098	1,902
Total	304,946	295,297	9,649

(b) Operating Commitments

As at 31 December 2023, the Board has entered into no contracts.

22. Financial Instruments

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

Financial assets measured at amortised cost

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash and Cash Equivalents	9,194	136,317	125,858
Receivables	261,548	271,624	289,398
Investments - Term Deposits	847,682	715,941	715,941
Total financial assets measured at amortised cost	<u>1,118,424</u>	<u>1,123,882</u>	<u>1,131,197</u>

Financial liabilities measured at amortised cost

Payables	327,324	345,474	335,451
Finance Leases	31,712	31,712	43,479
Total financial liabilities measured at amortised cost	<u>359,036</u>	<u>377,186</u>	<u>378,930</u>

23. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PREBBLETON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Prebbleton School (the School). The Auditor-General has appointed me, Amy Goodman, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the statement of financial position as at 31 December 2023, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2023; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 28 May 2024. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board Listing and the information contained in 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 International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand) (PES 1) issued by the New Zealand Auditing and Assurance Standards Board.

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



Amy Goodman,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

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**Prebbleton
School**
*Te Kura o
Taumata Kuri*



Annual Report

2023




CREATE THINK GROW

A) Introduction from the Principal and Board Presiding Member:

2023 was a successful year for Te Kura o Taumata Kuri Prebbleton School. We completed our existing Strategic Plan goals. Most of the objectives and desired outcomes were well-achieved over the 4-year period of plan. In 2023 we worked on developing a new Strategic Plan for 2024 onwards. The Board and Senior Leadership Team undertook stakeholder consultation in the process of developing a new plan. Students, staff, parents, whānau and community members and groups were all invited to participate in the consultation and development of the plan, through surveys, focus groups, email feedback, whānau hui and newsletters. A new Strategic Plan is now in place for a two-year period as required. This has been written in accordance with Education and Training Act 2020 and the Education (School Planning and Reporting) Regulations 2023.

2023 was a settled year, without the interruptions experienced in 2020-2022 due to COVID management. In 2023 the Years 6 and 8 camps and the Years 5 and 7 EOTC activity weeks proceeded as planned. Many sports, class trips, extra-curricular activities, whole-school event days, cultural celebrations, competitions, quizzes and events etc took place successfully. We participated fully in the Lincoln Zone sports calendar and took part in Christchurch-wide sports leagues, such as basketball and water-polo. We experienced success in Robotics, Current Events, Science Fair, Kapa Haka, Jump Jam and more.

The foci for teaching staff professional learning and development were Mathematics, Te Reo & Mana Ōrite, Aotearoa NZ History and the NZ curriculum refresh. We are the lead school for a Maths PLD cluster of 10 schools working with Rob Proffitt-White from Learner First. We adopted and started teaching the wellbeing programme The Resilience Project. We remain a member of the Ngā Matapuna O Ngā Pākihi Kāhui Ako. Two of our teachers are Across School Leads for the Kāhui Ako.

We started each term with a Mihi Whakatau, to welcome all new students, staff and whanau. Our Māori students participated in a termly Whānau Group day. All Year 4 and 8 students and our Māori students (and many staff) had a day visit to the Ngati Moki Marae. Three Whānau Hui were held in the evenings and were well-attended. Our senior and junior kapa haka groups continued to grow and thrive. Our kapa haka tutor, Matua Steve Reid, wrote and composed a haka for our school and taught it to our senior kapa haka group who performed it at the Tūhono festival and our school prize-giving. All Board members attended a board dinner at Ngati Moki Marae at the end of the year.

The school roll continued to grow in 2023, finishing the year on 571 students. A new 4-space classroom block named Roto was completed and we moved in during February. It is another well-designed flexible learning environment. It is located in the central part of the school, along the northern fence boundary, adjacent to the blue artificial turf sports courts. This location necessitated the removal of the older sheds, which have been rebuilt in an unused corner on the north-east boundary. The new shed is in 3 sections; caretaker, sports and storage. They are a much improved design and size.

Further work has been completed to enhance the school grounds and play areas. Two accessible basket swings were installed in the redeveloped junior playground next to Roto, the PTA provided the funds for the swings. A native play garden was designed and developed by the EnviroSchool student group, with help from staff. A wooden Gaga/Dodgeball pit has been built in the space between the staffroom and Awa block. The grass area surrounding the pit has been replaced with artificial grass, to enable all-weather use. This was a joint effort between the school and the PTA. The exterior of Moana block has been repainted. An additional basketball half-court has been created in an asphalt space between Manu block and the sheds.



B) List of Board members – 2023:

Simon Thompson	Parent, Presiding Member	Elected
Kim Alexander	Principal	
Richie Cawthorn	Staff	Elected
Naomi Crawford	Parent	Elected
Owen Flattery	Parent	Elected
Bronwyn Hunter	Parent	Elected
Mandy Liu	Parent	Elected

C) Statement of Variance - progress against targets:

STUDENT ACHIEVEMENT TARGETS 2023 - ANALYSIS OF VARIANCE

Years 1-2

Strategic Goal: To raise the quality of Mathematics and levels of achievement throughout the school. Give priority to improving learning progress for all students.	Target Area: Mathematics	
Target: Students will make progress in their number knowledge as well as using addition and subtraction strategies, appropriate to their needs and abilities in order to meet their expected level of achievement.	Team: Year 1-2	Year level: 2
Target group: 15 students, referred to as nos 1-15	Ethnicity: 2 Māori 1 Chinese 1 South East Asian 11 NZ Euro	Gender: 7 Female 8 Male

Action Plan

Steps to be taken to meet the target:	Who is responsible:	When:	Resource:
Teachers will regularly assess the target group students.	Teachers	Ongoing	JAM, Prebbleton Mathematics Hero Goals, OTJs
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in maths, both school-wide and personal, to improve their teaching practice.	Teachers DP ASL WSL	Ongoing	PLD for staff: Rob P-W
Professional discussion on teaching of maths (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader ASL WSL	Ongoing	Team meeting time
Interviews with target group students to determine student's views and attitudes towards maths.	Teachers, Team Leaders	Mid Term 1 and T4	
Review and refine school-wide maths teaching techniques, resources and assessment methods.	Teachers WSL	2022	Assessment resources Teaching resources
Explicit teaching and modelling of maths in classes.	Teachers WSL, working group	Ongoing	

Use of collaborative teaching opportunities; ability grouping, peer support grouping, small group maths support group, TA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSL DP	Ongoing	Ipads and other DT hardware, software and Apps
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, TKI and other support material.	Teachers, Team Leaders DP WSL ASL Rob P-W	Ongoing	School resources Maths PLD Cluster membership
Find opportunities to share students' maths goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Results:

Initial Data:

Name:	Beg. Year Level:	Mid. Year Level: (July)	End Year Level:
1.	Mid. 1.1	Beg 1.3	Mid 1.3
2.	Beg. 1.2	Beg 1.3	Beg 1.3
3.	Beg. 1.2	End 1.2	Beg 1.4
4.	Beg. 1.2	End 1.2	Mid 1.4
5.	Mid. 1.2	End 1.3	Beg 1.4
6.	Mid. 1.2	Mid 1.3	End 1.4
7.	Mid. 1.2	End 1.2	Mid 1.4
8.	Mid. 1.2	Mid 1.3	End 1.4
9.	Mid. 1.2	Mid 1.3	End 1.4
10.	Mid. 1.2	1.3 beg	End 1.4
11.	Mid. 1.2	Beg 1.3	Mid 1.4
12.	Mid. 1.2	End 1.3	Beg 2.1
13.	Mid. 1.2	Beg 1.3	Mid 1.4
14.	Mid. 1.2	Beg 1.3	Mid 1.4
15.	Mid. 1.2	End 1.3	Mid 1.4

Māori.

ESoL

Meeting or exceeding the target

Meeting target but 'at risk' (on the cusp)

One sublevel below

Commentary: See action plan above

Final Data:

See right-hand column in table above

Analysis:

- 15 children were in the target group
- On intake the students ranged from 1-2 sub-levels below the expected level for their time at school
- The students received 3-4 mathematics targeted group lessons each week for approximately 30 min, daily, on top of whole class learning sessions (maths timetabled 4x1 hour sessions per week)
- Groups ranged in size between 3-4 students depending on need and current mathematics stage
- Buddy problem solving sessions
- Tuakana teina, students working alongside other students

Data/Results:

- 13 students are working at the expected level for their time at school
- 2 students out of the 15 working 1 sub-stage below the expected level
- These 2 students are male
- 2 students out of 13 working at the expected level at identified as 'at risk' as they are on the cusp of the expected level for their time at school
- 100% of target students are working within the NZ Curriculum expected level (L1.3-1.4), however, as a Teaching Team we aim for our students to be working at L1.4 or above by the end of their Year 2 year
- 86% of target students are achieving at or above expectation according to Prebbleton School Team 1-2 expectations at the end of Year 2

Points to consider:

- Two students working 1 sub level below expectation are 2 of the youngest Year 2 students, having less time at school to meet expectations compared to others in their cohort
- The two students have been identified to have interventions for other learning areas as well
- Two students working at beg./mid. 1.3 and considered 'below' the expected level have still made a full years progress
- Two of target group are only just meeting the target (L1.4), but it needs to be noted that they have all made sufficient personal progress for their individual abilities
- Students responded well to hands-on activities to consolidate their learning
- Problem solving continues to be a focus to develop number knowledge

Commentary:

In Moana 1&2, target students have been receiving extra support with the class teachers, particularly with their number knowledge. Small group sessions have been supplementing whole-class lessons. Target students have been in flexible small groups to have the opportunity to learn from, and work with their peers. This has been working well and we have seen some pleasing progress, albeit slower than expected.

In Moana 3&4, target students have been identified and have been receiving extra support from the teacher. The tuakana-teina model has worked well with students working alongside students. We have been working on mathematical fluency of basic facts and number knowledge. All children have made steady progress and have gained confidence with numbers and mathematical language. All children can record numbers and write their own number stories to match equipment and are now joining in mathematical conversations about knowledge and understanding.

Recommendations/Next Steps:

- Ensure that transfer data is detailed and complete for next year's teacher, indicating who has received additional support this year, especially for the Year 2 students moving to Team 3-4
- Students need to receive targeted instruction, specifically in number knowledge in order to support their strategies at Level 1, heading into Level 2
- Teachers to continue professional development in maths in 2024, with a specific focus on increasing number knowledge
- Continue to work on basic knowledge of the number system (e.g. number bonds to ten)
- Continue to monitor progress closely and work towards specific goals
- Numicon equipment purchased for each learning space - available for explicit teaching tool
- Numeracy support comments to be explicit to caregivers
- Next steps goals communicated clearly to caregivers

Years 3-4

Strategic Goal: To raise the quality of Mathematics and levels of achievement throughout the school. Give priority to improving learning progress for all students.	Target Area: Mathematics	
Target: Students will make progress in their learning and retention of number knowledge as well as using addition and subtraction strategies, appropriate to their needs and abilities in order to meet their expected level of achievement.	Team: Year 3-4	Year level: 4
Target group: Year 4, mixed gender group	Ethnicity: 7 Pākehā/New Zealand European 1 Māori 2 Other (1 African, 1 Middle Eastern)	Gender: 13 Girls 3 Boys

Action Plan

Steps to be taken to meet the target:	Who is responsible:	When:	Resource:
Teachers will regularly assess the target group students.	Teachers	Ongoing	Prebbleton Mathematics Hero Goals
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in maths, both school-wide and personal, to improve their teaching practice.	Teachers DP ASL WSL	Ongoing	PLD for staff: Rob P-W ASL Sarah WSL Chris
Professional discussion on teaching of maths (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader ASL WSL	Ongoing	Team meeting time
Interviews with target group students to determine student's views and attitudes towards maths.	Teachers, Team Leaders	Mid Term 1, end Term 2 and T4	
Review and refine school-wide maths teaching techniques, resources and assessment methods.	Teachers WSL	2023	Assessment resources Teaching resources
Explicit teaching and modelling of maths in classes.	Teachers WSL, working group	Ongoing	
Explicit frontloading of mathematical vocabulary. Teach strategies using a variety of vocabulary.	Teachers TA	Ongoing	
Provide opportunities for peers to learn from peers - general maths and problem solving exercises	Teachers	Ongoing	
Explore different formats of lessons that contain number knowledge, strategy teaching and problem solving reinforcement.	Teachers	Ongoing	
Use of number story context and problem solving to support teaching of strategies.	Teachers	Ongoing	
Provide opportunities for tamariki to record/show problem solving to help organise thinking.	Teachers	Ongoing	
Use of collaborative teaching opportunities; ability grouping, peer support grouping, small group maths support group, TA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSL DP	Ongoing	Ipads and other DT hardware, software and Apps

Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Learning support to be provided at strategic times that support focus and are extra to schedules curriculum teaching times	Teachers TA	Ongoing as appropriate	
Use of COSMDBRIC programme to increase learning and retention of number knowledge	Teachers TA	Ongoing as appropriate	COSMDBRIC programme
Use of PLD advisor, specialist teachers, school resources, TKI and other support material.	Teachers, Team Leaders DP WSL ASL Rob P-W	Ongoing	School resources Maths PLD Cluster membership
Find opportunities to share students' maths goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Results:

Initial Data:

Initial data has been collected using HERO curriculum levels and end of year judgements. This data was used in conjunction with current teacher assessments and anecdotal records.

Data/Results:

Student	Hero Curriculum Level - beg year
1	1.4
2	1.4
3	1.3
4	1.4
5	1.4
6	1.4
7	1.4
8	1.4
9	1.4
10	1.4

Commentary:

See action plan above

Final Data:

Student	Hero Curriculum Level - beg year	Hero Curriculum Level - end year	Target Achieved
1	1.4	2.2	Yes
2	1.4	2.2	Yes

3	1.3	2.1	Yes
4	1.4	2.3	Yes
5	1.4	2.2	Yes
6	1.4	2.3	Yes
7	1.4	2.3	Yes
8	1.4	2.3	Yes
9	1.4	2.3	Yes
10	1.4	2.2	Yes

Analysis:

Data/Results:

100% of target students made progress retaining mathematical knowledge and using addition and subtraction number strategies, appropriate to their needs and abilities in order to meet their expected level of achievement. 50% of students (5 students) have achieved accelerated progress of 3 sub levels. These students are now achieving at the expected curriculum level. The remaining 50% of ākonga achieved 2 sub levels of progress, the expected level of progress. 40% (4 students) are working at one sub level below the expected curriculum level and 10% (1 student) is currently working at 2 sub levels below expectation.

Commentary:

The following interventions and methods have led to the above results:

Having targeted TA support at the beginning of the year was beneficial - The time slot of 9-9.30am was also important as it ensured students received extra support in addition to their timetabled maths time. The tamariki were much fresher at this time which resulted in sessions where ākonga were engaged and prepared for learning.

A revision to TA support at the end of Term 1 meant that the maths sessions were unable to continue. As a team we discussed how we could compensate for this and it was decided that, in each studio, two kaiako would lead the start of the day and fitness sessions to release the third kaiako to lead maths support sessions. We implemented these teacher-led sessions on Monday, Tuesday and Wednesday, 9-9.25am.

To ensure consistency for all target students the kaiako followed the ALiM programme. The use of the programme included quick, short, sharp reinforcement tasks which helped with retention of knowledge as it allowed for constant repetition and revisitation of knowledge which had been taught in previous timetabled sessions. As the tamariki began to achieve success they gained in confidence which in turn had a positive impact upon their view of themselves as mathematicians leading to a greater willingness to participate therefore greater success.

The explicit use of materials, during both the ALiM and teaching sessions, to scaffold learning enabled tamariki to better understand concepts as they had concrete examples to relate to.

The introduction of whole class maths teaching had a positive impact on the progress achieved by ākonga. One benefit was that ākonga benefited from being exposed to knowledge and strategy that they may not have been exposed to if working in more specifically targeted groups. A second benefit was that they were able to work alongside other ākonga benefitting from the explanations and scaffolding by their peers, especially during buddy/pair sharing. Kaiako observed a noticeable improvement in the understanding and use of increased addition and subtraction strategies.

In the latter half of the year we focused upon patterns in number during whole class teaching sessions. This helped to reinforce number knowledge as the tamariki were able to see the correlations between numbers, e.g double 4 is the same as 2 lots of 4 which is the same as $2 \times 4 =$.

During team meetings the enter team would discuss the progress of the target students and then identify areas that needed to be addressed or revisited using the goals on Hero. This ensured all kaiako were aware of the needs of our target ākonga, therefore eble to reinforce appropriately.

The introduction of Move n Proves at the beginning of new āko ensured that kaiako were aware of what knowledge and strategy their ākonga already had and identified learning needs.

Kaiako were very active in creating effective resources and activities to teach the learning needs. This included a lot of interactive games that taught both knowledge and strategy to motivate and engage ākonga and ensure progress.

The use of digital technology within our teaching, such as through Studdyladder/maths playground, allowed us to set tasks that matched the learners needs. It also proved hugely motivational to our target students. This meant that they were more willing and motivated to complete maths tasks thus they participated in more practice which had a positive impact upon their progress. Many of these activities also included tutorials (oral and written explanations) to remind the children of different strategies if they had forgotten them. If they entered the wrong answer the programs identified this and provided the correct answer, allowing our ākonga to work out where they had gone wrong.

Points to consider:

- The positive impact of whole class teaching
- The use of buddy/pair sharing
- The use of materials in teaching
- Effective identifying of learning needs leads to more targeted learning and maths exposure

Recommendations/Next Steps:

- Inform future teachers of the specific needs of targeted students to ensure continuation of progress
- Continue explicit and daily teaching of whole class maths for target students
- Continue to use TA support in a strategic way, if this is available
- Continue to investigate ways to release kaiako so that they can provide additional support for targeted ākonga
- Continue the use of the COSMIDIBRIC or ALiM programmes
- Continue to use Hero goals and Move n Prove to assess and identify learning needs
- Ensure TA support timeslots are allocated in the most beneficial way, e.g. outside of planned classroom learning time
- Maintain a balance between strategy and number focus within specific group teaching in order to ensure fluent number knowledge therefore enabling students to concentrate more on strategy
- Continue to use digital technology, especially the use of Studyladder, for motivation and consolidation of learning
- Investigate more apps that can be used to support the teaching of maths
- Ensure problems are related to tamariki's own life so they have a known context allowing them to concentrate on the maths
- Continue to use correct and appropriate mathematical language

Years 5-6

Strategic Goal: To raise the quality of Writing and levels of achievement throughout the school. Give priority to improving learning progress for all students.	Target Area: Writing	
Target: Students will make progress in their spelling, punctuation and sentence structure, appropriate to their needs and abilities, to meet their expected level of achievement.	Team: Year 5-6	Year level: 6
Target group: 16 Students	Ethnicity: NZ Pakeha: 12 Chinese: 2 Other European: 1 Other: 1	Gender: Boys: 10 Girls: 6

Action Plan

Steps to be taken to meet the target:	Who is responsible:	When:	Resource:
Teachers will regularly assess the target group students.	Teachers	Ongoing	eastTtle writing, The Code Spelling, writing samples
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Professional discussion on teaching of writing (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader SLT Literacy Lead	Ongoing	Team meeting time
Interviews with target group students to determine student's views and attitudes towards writing.	Teachers, Team Leaders	Mid Term 1 and T4	
Review and refine school-wide writing teaching techniques, resources and assessment methods.	Teachers SLT Literacy Lead	2022	Assessment resources Teaching resources
Explicit teaching and modelling of writing in classes.	Teachers SLT, working group	Ongoing	
Use of collaborative teaching opportunities; ability grouping, peer support grouping, small group writing support group, TA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers DP	Ongoing	Ipads and other DT hardware, software and Apps
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, TKI and other support material.	Teachers, Team Leaders DP	Ongoing	School resources
Find opportunities to share students' writing goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Results:

Initial Data:

Data taken from students' Term 1 Writing Sample (holiday recount) marked with the easTTle Marking Rubric and The Code Spelling Tests Year 3 & 4.

Scale Score:

This is the asTTle scale that measures students' performance. Scores range between 100-3000 points, with the national mean of Year 5-7 students set at around 1,500. A weighted score for each item, which takes into account the varying degrees of difficulty of items, is converted to the asTTle subject scale. This allows for more dependable variations between students' scores, and comparison of a student's past and present performance.

	Overall Scale Score	Sentence Structure Scale Score	Punctuation Scale Score	Spelling Scale Score	The Code Yr 3 /44	The Code Yr 4 /40
1	1473	1690	1375	1349	25/44	13/40
2	1453	1453	1375	1349	31/44	17/40
3	1453	1453	1375	1349	40/44	31/40
4	1453	1453	1251	1027	31/44	13/40
5	1409	1453	1375	1349	39/44	30/40
6	1409	1453	1375	1349	37/44	24/40
7	1409	1453	1375	1349	37/44	25/40
8	1362	1453	1251	1027	21/44	12/40
9	1409	1453	1375	1349	31/44	14/40
10	1362	1453	1251	1349	38/44	13/40
11	1431	1453	1375	1349	37/44	25/40
12	1362	1453	1251	1505	41/44	34/40
13	1431	1264	1375	1349	24/44	13/40
14	1453	1453	1375	1027	27/44	10/40
15	1362	1453	1251	1349	32/44	21/40
16	1431	1453	1375	1349	35/44	24/40

Commentary:

See action plan above

Final Data:

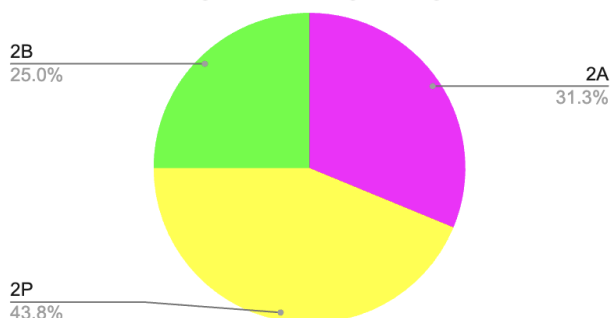
	Overall Scale Score	Sentence Structure Scale Score	Punctuation Scale Score	Spelling Scale Score	The Code Year 3 out of 44	The Code Year 4 out of 40
1	1473	1690	1375	1349	25/44	13/40

	1580	1685	1522	1500		
2	1453	1453	1375	1349	31/44	17/40
Absent on extended holiday						
3	1453	1453	1375	1349	40/44	31/40
	1544	1569	1522	1500	40/44	34/40
4	1453	1453	1251	1027	31/44	13/40
	1580	1685	1522	1500	37/44	21/40
5	1409	1453	1375	1349	39/44	30/40
	1488	1448	1369	1500	43/44	34/40
6	1409	1453	1375	1349	37/44	24/40
	1580	1685	1522	1500	42/44	32/40
7	1409	1453	1375	1349	37/44	25/40
	1488	1448	1369	1500	44/44	36/40
8	1362	1453	1251	1027	21/44	12/40
	1580	1685	1522	1500	40/44	30/40
9	1409	1453	1375	1349	31/44	14/40
	1507	1569	1369	1344	40/44	24/40
10	1362	1453	1251	1349	38/44	13/40
	1580	1569	1522	1500	39/44	28/40
11	1431	1453	1375	1349	37/44	25/40
	1507	1569	1369	1500	44/44	35/40
12	1362	1453	1251	1505	41/44	34/40
	1544	1569	1522	1500	43/44	38/40
13	1431	1264	1375	1349	24/44	13/40
	1488	1569	1369	1344	39/44	31/40
14	1453	1453	1375	1027	27/44	10/40
	1544	1569	1522	1500	35/44	20/40
15	1362	1453	1251	1349	32/44	21/40

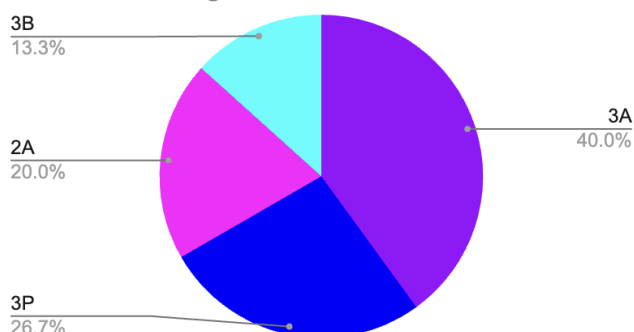
	1580	1685	1522	1500	39/44	31/40
16	1431	1453	1375	1349	35/44	24/40
	1544	1569	1522	1500	39/44	29/40

Overall Level Score Comparison

Overall Writing Level Beginning of Year



Overall Writing Level End of Year



Analysis:

The Team 5-6 Achievement Target; of raising the quality of writing and levels of achievement, specifically with students making progress in their spelling, punctuation and sentence structure, appropriate to their needs and abilities to meet their expected level of achievement; has been met.

This is evident with 80% of our students scoring 1500 or above scale score for their overall writing score which equates to the national mean for Year 5-7 students. All students were working at Level 2B, 2P, or 2A at the beginning of 2023 and now 80% of these students are working at Level 3B, 3P, or 3A.

The raw data from the easTTle writing samples shows significant improvements in all areas. Sentence structure and spelling have the biggest increases with 80% of students improving their scale scores.

These students were part of smaller streamed literacy classes where a direct focus was placed on writing and teaching around sentence structure, punctuation and spelling along with MSL skills and reading.

Please note: 16 students were in the target group - 1 student left for an extended holiday before the end of year testing so they are not recorded at the end of year data

Data/Results:

- In Term 4 80% of these students had moved into curriculum level 3 from level 2.
- 100% of students made progress in their overall writing scale score with an average increase of 128 scale score
- 80% of students made progress in their scale score for sentence structure with an average increase of 170 scale score
- 66.6% of students made progress in their scale score for punctuation with an average increase of 209 scale score
- 80% of students made progress in their scale score for spelling with an average increase of 231 scale score
- 93.3% of students made progress in the Year 3 Spelling Test (The Code) the improvements ranged from 1 to 19 with an average improvement of 8
- 100% of students made progress in the Year 4 Spelling Test (The Code) the improvements ranged from 3-18 with an average improvement of 10
- According to teachers OTJ:
 - 6.6% of students are working at 3.3. on Hero at the expected level
 - 53.3% of students are working at 3.2 on Hero - 1 sublevel below the expected level
 - 33.3% of students are working at 3.1 on Hero - 2 sublevels below the expected level
 - Although all students have continued to make progress and move up sublevels throughout the year, these students will need to continue to be monitored

Commentary:

- The data indicates a commendable overall improvement in writing skills from Term 1 to Term 4. This positive trend demonstrates the students' dedication and progress over the academic year.
- Notable improvements are observed in all three key areas: Sentence Structure, Punctuation, and Spelling. The highest percentage improvement is seen in the Punctuation score, showing a commendable 10.67% increase. This suggests effective teaching strategies and student engagement refining these fundamental writing skills.
- The Code Spelling scores, especially in Year 4, have significantly improved. Year 4 students demonstrated a 20.83% increase in Code scores, indicating a positive response to participating in word study activities. This aligns with the growing importance of Structured Literacy in our teaching programmes.

Points to consider:

- Individualised Support: We need to examine student's scores to identify specific areas of strength and weakness and tailor support and interventions based on individual needs to ensure personalised learning experiences. More specifically targeted teaching of punctuation as this was the area where the least progress was made.
- Celebrating Achievements: We need to acknowledge and celebrate individual and collective achievements as there have been some wonderful results and this positive reinforcement can motivate students to continue their efforts and take pride in their progress.

Recommendations/Next Steps:

- Continue to review and refine teaching strategies by evaluating effectiveness, and consider feedback from the students and teachers to identify areas for improvement
- Continue targeted teaching SL with Teacher Aide groups and word study groups within the classroom
- Continue to use digital tools to enhance our writing programme for example G-Suite, speech to text, Grammarly, etc.
- Incorporate parts of *The Writing Revolution* into our writing programme especially about constructing sentences
- Although all students have continued to make progress and move up sub-levels throughout the year, these students will need to continue to be monitored and to receive target teaching in identified areas.
- The school-wide review of Writing in 2024 will develop a consistent approach to how Writing is taught across the school and should support better outcomes for all learners

Years 7-8

Strategic Goal: To raise the quality of Mathematics and levels of achievement throughout the school. Give priority to improving learning progress for all students.	Target Area: Mathematics	
Target: Students will make progress in their number knowledge as well as in solving problems involving scales and negative numbers. Using number knowledge to add and subtract negative numbers.	Team: Year 7-8	Year level: 8
Target group: 1 2 3 4 5 6 7 8 9 10	Ethnicity: Pakeha Pakeha Pakeha Pakeha Pakeha Pakeha Pakeha Māori Pakeha Pakeha	Gender: Male Male Male Male Female Male Female Female Male Female

Action Plan

Steps to be taken to meet the target:	Who is responsible:	When:	Resource:
Teachers will regularly assess the target group students.	Teachers	Ongoing	PAT Test, Prebbleton Mathematics Hero Goals
Team Leader will complete a Target mid-point review document, to review the progress being made, including gathering student voice.	Team Leader Teachers	End of Term 2	Target mid-point review document
Teachers will undertake professional learning in maths, both school-wide and personal, to improve their teaching practice.	Teachers DP ASL WSL	Ongoing	PLD for staff: Rob P-W Chris McDermott Sarah Walls
Professional discussion on teaching of maths (to meet the needs of target students) will be a regular agenda item at Team meetings. Include sharing of teaching ideas.	Team Leader ASL WSL	Ongoing	Team meeting time
Interviews with target group students to determine student's views and attitudes towards maths.	Teachers, Team Leaders	Mid Term 1 and T4	
Review and refine school-wide maths teaching techniques, resources and assessment methods.	Teachers WSL	2022	Assessment resources Teaching resources
Explicit teaching and modelling of maths in classes.	Teachers WSL, working group	Ongoing	
Use of collaborative teaching opportunities; ability grouping, peer support grouping, small group maths support group, TA groups etc – variety and range to suit.	Teachers Team Leaders SENCO	Ongoing	
Explore use of digital technologies such as apps, Chromebooks, ipads to support the target groups.	Teachers WSL DP	Ongoing	Ipads and other DT hardware, software and Apps
Extra support for target group students with learning support teaching time.	SENCO	Ongoing as appropriate	Learning support teaching hours
Use of PLD advisor, specialist teachers, school resources, TKI and other support material.	Teachers, Team Leaders DP WSL ASL Rob P-W	Ongoing	School resources Maths PLD Cluster membership
Find opportunities to share students' maths goals and progress with their parents.	Teachers, students	Ongoing	HERO reporting, teacher meetings, learning conferences etc

Results:

Initial Data

All Year 7/8 students sat a PAT test at the beginning of 2023. From this it was identified that there was a gap with integers and negative numbers. From this information and from the advice from ASL and WSL maths leaders, we decided to target Year 8 students as this is an area they need to know as they move to secondary school. A group of ten Year 8 students was then chosen who showed a concern in this area and needed an extra boost to help them gain the knowledge needed.

Name:	Integer Question on PAT	PAT TEST Beg year stanine level:
1	Incorrect	4
2	Incorrect	5
3	Correct	3
4	Incorrect	6

5	Correct	4
6	Omitted	5
7	Correct	6
8	Incorrect	2
9	Correct	2
10	Incorrect	7

Highlighted = Maori Student

Although four students answered the assessment question correctly, we knew from OTJ and previous teaching that being in a group which would help them in this area would benefit them as it would help them gain more of an understanding and retain the information. From teacher aide advice and observations this statement was to prove correct. We also took into account their PAT stanine score.

Data/Results:

Commentary: Student 8 still has a lot to work on in terms of maths. This has been an area of concern for her. She finds it difficult to retain her number knowledge which makes it difficult to solve problems when applying number strategies. She is still developing her skills to use a number line. Especially when describing values less than 0. This information has been passed on to Lincoln High School, and she needs support when she attends there in 2024.

See action plan above

Final Data: We used the Easttle as the assessment tool to find the final results. In hindsight we would also use the Easttle tool at the beginning of the year (instead of PAT) when we have gained the knowledge on what the target group would look like. This would mean we could break the information we collate from this to really target key areas of learning when focussing on integers.

Easttle - 3P	1
Easttle - 4B	2
Easttle - 2A	3
Easttle - 4A	4
Easttle - 4B	5
Easttle -	6
Easttle - 3A	7
Easttle - 2B	8
Easttle - 2A	9
Easttle - 4B	10

Analysis:

Ten students were identified at the beginning of 2023 as needing support and a boost to understand integers and negative numbers. Year 8 students were decided to be the targeted students as this was a gap that needed to be filled as they continued their education at secondary school.

Over the course of the year the students worked in a small group once a week with a teacher aide. This was to fill gaps in their knowledge of integers and negative numbers across curriculum levels 2, 3 and 4. This included adding and subtracting negative numbers from negative numbers and adding and subtracting negative numbers from positive numbers. It also included reading graphs and grids correctly which would descend into negative numbers. The students would read, understand and solve word problems involving negative numbers and integers. With repetitive activities that included an element of fun and competition, most students were able to show understanding and progress.

A big focus at Prebbleton School this year was maths. Through our ASL and WSL leaders in maths, they gained valuable knowledge from PLD courses from Rob Profitt White. Through his vision and teaching PLD, they implemented fun games and teaching.

Two students showed strengths in explaining negative numbers on their Easttle test.

Three students showed a weakness and unfortunately, they did not make the expected progress this year. The rest of the students showed a sound knowledge of negative numbers and are at the level we expect them to be.

One of the three students that didn't make much progress was suspected to have processing issues. Parents were informed about this concern, with ongoing discussion. The learning space was located in the central part of the four classrooms. At times, this could become very disruptive for the students, which caused them to be off task. Eventually, a new space was identified in the library, which was a much quieter space. This did mean the students lost some of their learning time due to transitions from their classrooms.

A big focus was negative numbers and reading these on scales. The ASL maths leader provided the teacher aide with a number of resources and maths activities. At the beginning of lessons, the students would begin with a Move 'n' Prove. This was a great pre-assessment to show the teacher aide their initial understanding of what should be taught. During this, the students had to discuss and defend why they chose the answer they did. This is a great way for the students to share what they are thinking.

Some of the activities were reading positive and negative numbers of temperatures on thermometers, sorting and collecting negative numbers on weather charts and reading bank accounts and budgets. The students then how to solve and explore equations from these resources. A popular game the students liked to play was ROWCO which is a strategy card game based on negative numbers. The students enjoyed the challenge of this game and the competitive nature.

Points to consider:

Unfortunately, due to timetabling and Year 7/8 events, the number of sessions with the Teacher Aide was missed.

Recommendations/Next Steps:

Include a lot more number activities in maths warm up.

Remain consistent with the assessment throughout the year.

Have more frequent check-in's from a teacher and not so much responsibility be put on the Learning Assistant

More variations to tasks, more practical and hands-on activities.

More assessment to gain a clearer picture on where the students are at.

D) Evaluation and analysis of the school's students' progress and achievement:

Schoolwide Reading: Student Achievement 2023

Background:

Reading is one of the priority learning areas of the New Zealand Curriculum. All teachers use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is then entered into the school's student management system HERO.

In 2021 Reading was a staff professional learning focus with particular emphasis on a Structured Literacy approach. In 2023 we have continued to embed Structured Literacy across whole-school Reading programmes, and have used our in-school staff leaders in this area to provide professional development.

Children who have been identified as having specific needs in Reading are well known to class teachers and are catered for specifically in class programmes (both remedial and extension). The learning support team has programmes in place to assist those students who have significant learning needs and a learning needs register is maintained to keep track of students with identified needs. In Term 4 of 2022, one of our Learning Assistants worked closely with students requiring learning support in Reading using a Structured Literacy approach. This fantastic support programme has continued in 2023 with a significant number of students benefiting.

Teachers at Prebbleton School are committed to making a difference for all children in the school and use a wide range of activities and strategies to engage students and accelerate progress as much as possible.

The 2019 ERO report made a specific comment that the school is achieving **equitable** and **excellent** outcomes for almost all students in the core learning areas of Reading, writing and mathematics.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement.

The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow Bar Badge* will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:

The four teams all collect Reading achievement data from a range of sources including running records, observation, student conferencing and student voice, conversations and formal assessments as appropriate (AsTTLe, STAR, Probes etc). The teachers use this information to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated via Hero and analysed to formulate this report. Cumulative data for 2020, 2021, 2022 and 2023 is presented as 'graduate tracking' graphs to show the progress of cohorts over that period.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be <u>predominantly</u> be working at Level 1 of the NZ curriculum
Year 3 and 4	Children will be <u>predominantly</u> be working at Level 2 of the NZ curriculum
Year 5 and 6	Children will be <u>predominantly</u> be working at Level 3 of the NZ curriculum
Year 7 and 8	Children will be <u>predominantly</u> be working at Level 4 of the NZ curriculum

Year Level	Commentary
0/1	<p>In 2023 achievement information has been analysed for 106 students. All of these students are working within Level 1 of the NZ Curriculum, which is the expected level for students at this stage in their schooling. Within this group there are 7 Māori students who are all working without the need for additional support. There are no students who are funded for ESOL support . The regular class programme supports students to address any individual needs. The Year 1 and 2 team has continued to invest in the purchase of ‘decodable texts’ to support structured literacy practice and it is envisioned that this investment will continue in 2024.</p>
2	<p>Student achievement information has been analysed for 60 students. Most of the students in this cohort (95%) are working in the range of mid-Level 1 of the NZ curriculum through to early level 2 which is entirely as expected. Three of the students from the Year 2 cohort are Māori; all of which are working at or above the level expected. The Structured Literacy support programme is available to students who need to boost or consolidate their learning in this area. There are no students who are funded as ESOL in this cohort.</p>
3	<p>Student achievement information has been analysed for 55 students. 78% of this cohort are working at or beyond the level expected. There are 12 students working towards the expected level. Of these 12 students nine of them are girls. These nine girls represent over 35% of the female Year 3 cohort and will require close monitoring and support in 2024 to ensure progress is made. The remainder of this cohort is working comfortably at Level 2 of the NZ Curriculum. There are five Māori students in this cohort; three of these students are working towards the expected level and all three are girls.</p> <p>The students working towards the expected level may be ‘at risk’ in the future. This group of students are clearly identified and receive appropriate monitoring and support as needed.</p>
4	<p>Student achievement information has been analysed for 84 students. 87% of this cohort are working at or beyond the level expected. There are 10 students working towards the expected level. The remainder of this cohort is working comfortably at Level 2 of the NZ Curriculum. There are nine ESOL funded students and eight Māori students in this cohort.</p> <p>Of the students working towards the expected level there are some that may be at risk of not maintaining their level of achievement moving forward. This group of students are well known to teachers and receive appropriate in-class monitoring and support through the learning support team or the Structured Literacy support group. There is one student who is well below the expected level and receives a range of different supports to help across all areas of the curriculum.</p> <p>There are no Māori students in the group of potentially at risk students.</p>
5	<p>In this group there are 56 students with 91% of them working at or beyond the level expected. There are four Māori students and four ESOL funded students.</p> <p>There are four students who are working towards the expected level of achievement. These students will need monitoring as they make the transition to Year 6 to ensure that they are maintaining the expected level of academic progress. There is one student working well below the level expected. There are identified reasons for this level of progress and there are supports in place across the curriculum.</p> <p>In addition to the children needing additional support there are students who are having their Reading extended through differentiation of the class programme (e.g. research and novel study activities).</p> <p>The Māori students in this cohort are all achieving without the need of additional specific support.</p>
6	<p>The Year 6 group in 2023 has 71 students with 90% of them achieving at or beyond the level expected. There are 7 students who are working towards the level expected. Some of these students are ‘at risk’ and require specific interventions and monitoring to support their learning (e.g. through Structured Literacy groups or ‘Steps’). These students that are ‘at risk’ are well known to teachers. There are two Māori students in this cohort. There are four students who are from non-english speaking backgrounds. The teachers use a range of interventions as appropriate to attempt to accelerate progress, including Steps, decodable texts, differentiated tasks and groups, and aspects of the SL programme.</p>
7	<p>In 2023 there are 71 students. There are 15 students working towards the level expected and of these 15, there are two who are well below the level expected. These two students are boys and both have had support and interventions in place since they arrived at Prebbleton. As mentioned in previous student achievement reports this particular cohort needs careful monitoring and management to ensure that progress is made. The 15 students who</p>

	are below the level represents over 20% of the total Year 7 group. The learning support team plays a part in making sure that these students are well supported in class. There are 12 Māori students in the Year 7 cohort with five of them in the group of students working towards the level expected. Alongside the students already mentioned there are 15 children who are working above the level expected and are supported through in-class activities and the GaTE group. The Year 7 cohort in 2023 is a complex one in terms of the very broad range of needs and abilities that are present and this will again be a consideration in 2024.
8	<p>In 2023 achievement information has been analysed for 49 students. There are seven students working towards the level expected (four boys and three girls). A number of these students are 'at risk' and may require specific interventions in place to support learning. The remainder of the students in this cohort are working at or above the level expected (86%).</p> <p>In this Year 8 group there are four Māori students. Three of these students are working above the expected level and one working at the expected level. There is one student in this cohort who is ESOL funded. Interventions to support the students in Year 8 include use of the SL Reading programme and programme differentiation where needed. This addresses students who need additional support as well as those who need extension.</p>

Overall 89% of Prebbleton School students are working at the expected level.

***There are large areas of overlap between any interventions that are in place for Reading and those in place for Writing. This is especially true of junior classes.**

Notes on Interventions:

- Steps programme (Steps to Literacy): This is a computer based programme that supports students in Reading and Writing and is used predominantly with students in Years 5 - 8. The Learning Assistants run this programme under the supervision of our SENCO, Cherie Harris.
- ESOL Support: Students who speak languages other than English receive Learning Assistant support. This programme is overseen by Cherie Harris in her SENCO role.
- Structured Literacy: 2023 has seen the continuation of our big push in the area of Structured Literacy. This programme emphasises students decoding Reading by learning the sounds that are common to all words. Staff have been part of professional learning and will continue this moving into 2023. We will continue to focus on structured literacy in our Reading programmes in 2024. In 2023 a Structured Literacy support programme has been developed and is run by a Board funded Learning Assistant. This has been a very successful addition to the learning support programme and will continue in 2024.

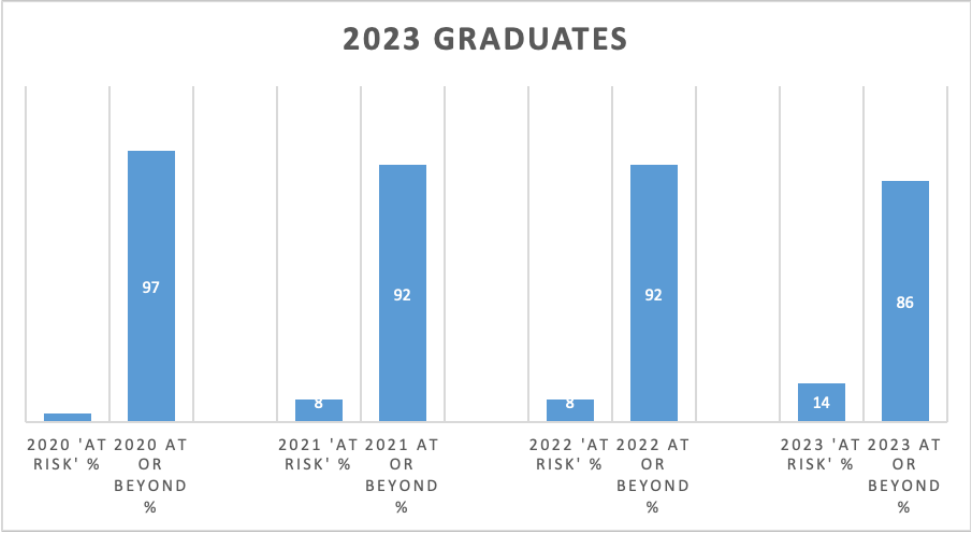
'Graduate' Tracking:

The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level over recent years. This data is presented as 'Graduate' cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.

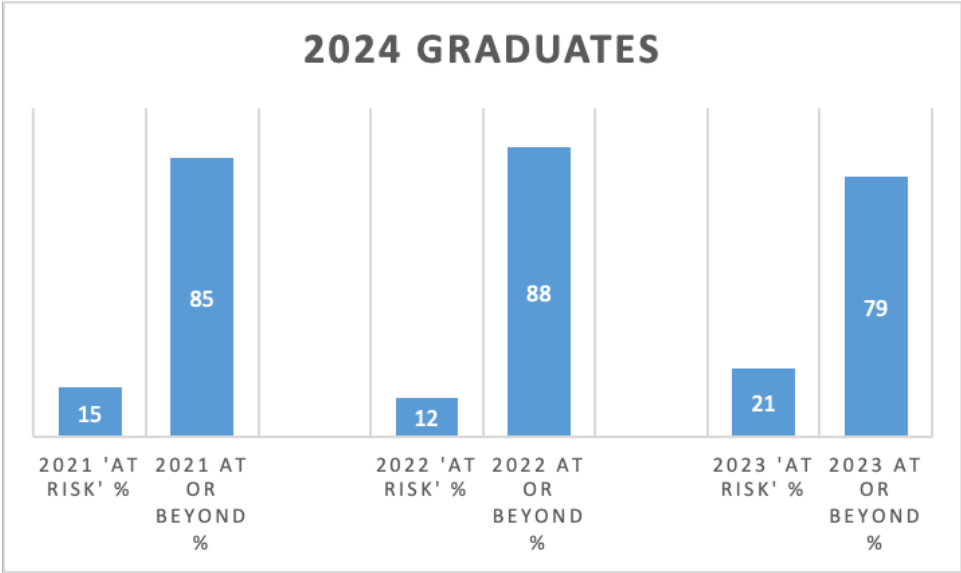
G 2023 = current Year 8
G 2024 = current year 7
G 2025 = current Year 6
G 2026 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.

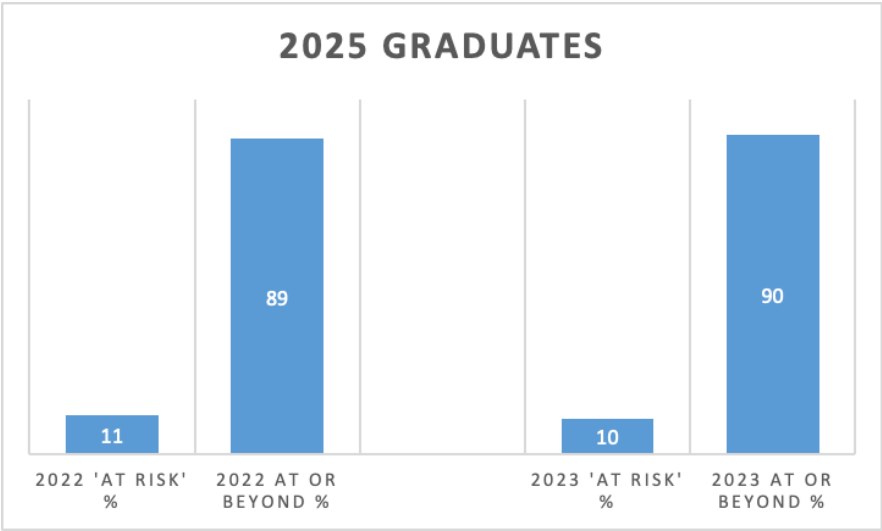
Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support, and secondly, the general consistency of the results between the years shown.



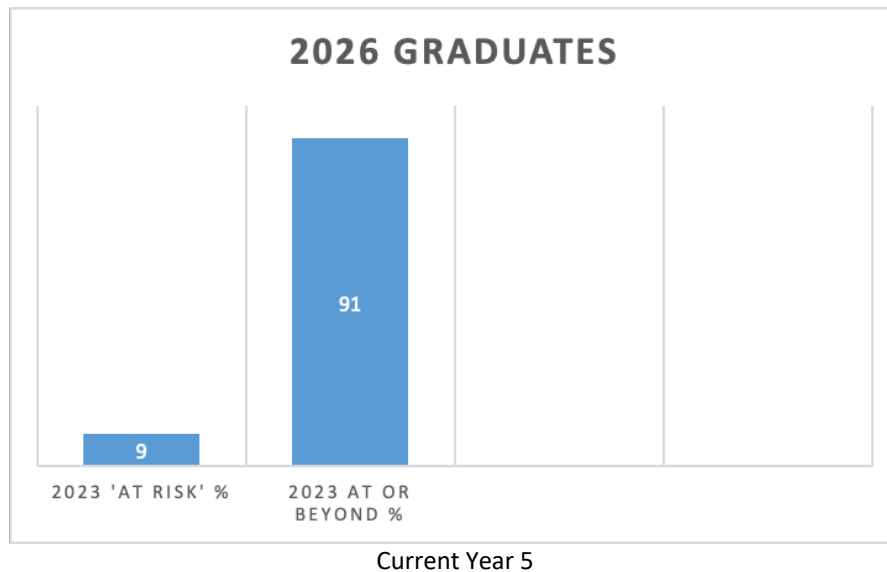
Current Year 8



Current Year 7



Current Year 6



Gender Differences:

In **2023** results show that 90% of boys and 89% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2022** results show that 90% of boys and 93% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2021** results show that 81% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

In **2020** results show that 92% of boys and 98% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 92% of boys and 98% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 89.5% of boys and 96.9% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2017** National Standard results showed that 82.7% of boys, and 91.7% of girls were working at or above the National Standard.

It has been noted in previous student achievement reports that there have been particular year levels where the achievement of boys has been lower than that of girls. In 2021, this was particularly true for the Year 5 cohort where 10 of the 12 'at risk' students were boys and in the Year 6 cohort where five of the six 'at risk' students were boys. In 2023 this group of boys is again prominent in the number who require support as Year 7 students (and it is expected that this trend will continue into 2024 as Year 8s).

In 2023 there is a group of Year 3 girls who are working towards the expected level of achievement. This group represents over 35% of the entire cohort of Year 3 girls. This group will need to be followed up in 2024 to ensure that appropriate interventions are in place to support their learning.

Māori student achievement:

The achievement of Māori students is specifically tracked individually through the Māori and Pasifika Tracking document. This is reviewed several times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, the achievement of this group has compared well to the achievement across all student ethnicities. In 2021 the number of Māori students working towards the expected level or 'at risk' was higher than in previous years (10 out of 36 students which is 28%). In 2022 eight out of the 43 Māori students were working towards the level expected (18% of the cohort). In 2023 there are nine Māori students who are working towards the expected level. This represents 20% of all of Māori students although it needs to be noted that not all of the students that are working towards the expected level are specifically 'at risk'.

Further data:

The needs of our students remain the fundamental consideration i.e. using quality data from a range of sources to allow teachers to support the learning of all their students. The data collected by the teams also feeds into the next learning steps for students and for learning support programmes and allows students with specific areas requiring a 'boost' to access timely help.

Next steps:

- Revisit Māori achievement data from 2023 to ensure that students working towards the expected level are making progress.
- Regularly review the progress of the identified group of girls at Year 3 (Year 4 in 2024), who are working towards the level expected.
- Continue to track individual students and cohorts using a variety of tools to ensure that the specific needs of those students are being met e.g. Learning Needs register and the Māori and Pasifika Tracking document (and refining these documents as necessary).
- Continue to support Reading Professional Development for staff as necessary (opportunities for staff to continue their learning in Structured Literacy).
- Continue to support the Structured Literacy programme across the school through the Board funded specialist Learning Assistant time (currently 22 hours per week), and professional development.
- Continue to purchase 'decodable texts' for use across the school to support structured literacy instruction.
- Maintain and build upon the high-quality learning support programme.
- Ensure that students are well supported and challenged within appropriate ability groups in class so that they continue to make progress.
- Provide further Learning Assistant support for students where required, and as funding allows.
- Provide PLD for learning Assistants as necessary.
- Continue to embed digital literacies within the Reading programme using BYOD, Google Drive, Epic, e.t.c.
- Ensure that there are regular opportunities across, and within teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Schoolwide Writing: Student Achievement 2023

Background:

Writing is one of the priority learning areas of the New Zealand Curriculum. All teachers use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is then entered into the school's student management system HERO.

Children who have been identified as having specific needs in writing are well known to class teachers and are catered for specifically in class programmes (both remedial and extension). The learning support team is able to put programmes in place to assist those students who have significant learning needs and a learning support register is maintained to keep track of students with identified needs.

Teachers at Prebbleton School are committed to making a difference for all children in the school and use a wide range of activities and strategies to engage students and accelerate progress wherever possible.

In November 2019 the Education Review Office visited the school and in their written report stated that; *"The school is achieving equitable and excellent outcomes for almost all students in the core learning areas of reading, writing and mathematics"*.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement.

The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow Bar Badge* will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:

The four teams all collect writing achievement data from a range of sources including observation, student conferencing and student voice, conversations and formal assessments as appropriate (e.g. AsTTLe). Teachers also use the writing progressions that we have developed as a school, to support making curriculum level judgements for students and in setting individual writing goals on Hero (the school SMS). Team-based discussion and moderation of writing is an important aspect. Teachers use all of the information available to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated and analysed to formulate this report.

In the 2022 Writing student achievement report we noted a decline (in 2021 and 2022) of the percentage of students at or beyond the level expected in writing. This is again evident to a certain degree (82% of students at or above the expected level) in the 2023 data. We see several reasons for this, including a change in the way teachers assess students against the writing goals we have developed, and the alignment of writing to match our Structured Literacy Reading programme (there are now increased levels of expectation of students in proving they have met goals). Our writing goals are now much more 'concrete' which has removed the level of subjectivity around whether students have met them or not. In the 2022 report the negative effect of the Covid pandemic on student achievement in writing was commented on. This was because writing tasks set as part of home learning tasks were harder to tailor to individual needs and required more immediate feedback than similar tasks set for reading or maths. This was particularly true for students in the junior area of the school and it is possible we are seeing the lingering effects of this.

In 2024 Writing is a major focus area for staff professional development and will provide us the opportunity to analyse our schoolwide practices and that what we do at Prebbleton reflects current best practice and fairly assesses our students.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be <u>predominantly</u> be working at Level 1 of the NZ curriculum
Year 3 and 4	Children will be <u>predominantly</u> be working at Level 2 of the NZ curriculum

Year 5 and 6	Children will be <u>predominantly</u> be working at Level 3 of the NZ curriculum
Year 7 and 8	Children will be <u>predominantly</u> be working at Level 4 of the NZ curriculum

Year Level	Commentary
0/1	In 2023 there are 106 students. They are all working within Level 1 of the NZ Curriculum. Seven Māori students within this cohort are all working at or beyond the expected level without the need for any additional intervention other than the regular classroom programme. Several children will be closely monitored as they move up the school as they may well need extra support to maintain the gains they have made. There are no funded ESOL students. The class programmes include phonics as part of the development of the structured literacy programme. Any specific needs that arise are able to be catered for through additional classroom support and differentiation of the programme.
2	In 2023 there are 60 Year 2 children. 55 of these children are working at the level expected, while the remaining five students are working towards this level. Of these five students, there are a range of needs evident and teachers are aware of these and taking steps to provide the support that is needed as the students move up the school. There are three Māori students in this group who are all working without the need for specific intervention. There are several students in this group that ESOL support may be needed for and the learning support team will take steps on this as needed.
3	In 2023 there are 55 students in Year 3. Of these, 39 are working well at the level expected. This means that 16 students are working towards the level expected and of these, 10 are girls. This group will have a target group focus on them as they move into Year 4 as this represents nearly 30% of the cohort (and over 40% in the case of the girls). Appropriate additional support is provided to all children who need it within the classroom programme. Teachers are aware of student needs and plan for these specifically. There are five Māori students within this cohort. Three of these students are in the group of 16 discussed above. The class programmes include phonemic awareness (structured literacy). Any specific needs that arise will be catered for through additional classroom support and differentiation of the programme.
4	Student achievement information for this group has been analysed for 84 students. Comment has been made in previous reports that there was a larger-than-expected percentage of students in this cohort who were working below the expected level and may need some extra support. In 2023 there are 23 students working towards the level expected and although not all of them are specifically 'at risk', they may again need some extra support as they move into Year 5 in 2024. There are eight Māori students (all but one of these students are working at the expected level). Eight students are receiving funded ESOL support. The classroom programmes focus on providing a wide range of writing opportunities, the use of digital technologies where appropriate, and group-supported writing.
5	Student achievement information has been analysed for 56 students. 89% of the Year 5 students are working at or above the level expected. The four Māori students in this cohort are working without the need for additional specific support. There are six students working towards the level expected with some of this group requiring careful monitoring and support as they move up into Year 6 in 2024. There are four funded ESOL students in this cohort.
6	In 2023 student achievement information has been analysed for 71 students. There are two Māori students in this cohort along with four ESOL students. There are 16 students who are working towards the level expected with a number of them considered at risk. Of these 16, 11 are boys (which equates to over 30% of all of the boys in total). Teachers are well aware of this group of students and make programme modifications to support their learning and this will continue in 2024. The classroom programme includes differentiated activities to cater for student needs at all levels of achievement.
7	There are 71 students for which achievement information has been analysed with 68% of them achieving at or beyond the level expected. 23 students are working towards the level expected (two of these are 'well below'). Of these 23 students, a number of them are considered 'at risk'. The majority of these 23 students who are working towards the level expected are boys (16). The 'at risk' group of students has been carefully monitored and some modifications made to the programme to meet their learning needs. There are 12 Māori students in this group with

	five working at or beyond the level expected. The collaborative nature of the Rākau team environment allows for purposeful grouping and interventions to support the wide range of achievement. This cohort will need to be carefully monitored in 2024 to ensure that students are progressing. This is something that the Year 7 and 8 Team Leader is aware of.
8	Achievement information has been analysed for 49 Year 8 students. 11 students are working towards the level expected. The remaining students in this cohort (78%) are all working well at or beyond the level expected. There are four Māori students in Year 8, with all of them working at or beyond the expected level in writing. Interventions to support writing include in-class support through differentiated programmes (for extension as well as support), the use of digital technologies where appropriate, and targeted 1-1 for those most in need.

Overall, 82% of Prebbleton School students are working at or beyond the level expected.

***There tends to be significant areas of overlap between any class based interventions that may be in place for Reading and those in place for Writing. This is especially true of junior classes.**

Specific Interventions:

- Steps programme (Steps to Literacy): This is a computer-based programme that supports students in Reading and Writing and is used predominantly with students in Years 5 - 8. The Learning Assistants run this programme under the supervision of the SENCO.
- ESOL Support: Students who speak languages other than English receive Learning Assistant support. This programme is overseen by the SENCO.
- Structured Literacy: 2023 has seen the continuation of our big push in the area of Structured Literacy. This programme emphasises students decoding Reading by learning the sounds that are common to all words. Staff have been part of professional learning and will continue this moving into 2023. We will continue to focus on structured literacy in our Reading programmes in 2024. In 2023 a Structured Literacy support programme has been developed and run by a Learning Assistant through Board funding. This has been a very successful addition to the learning support programme and will continue in 2024.

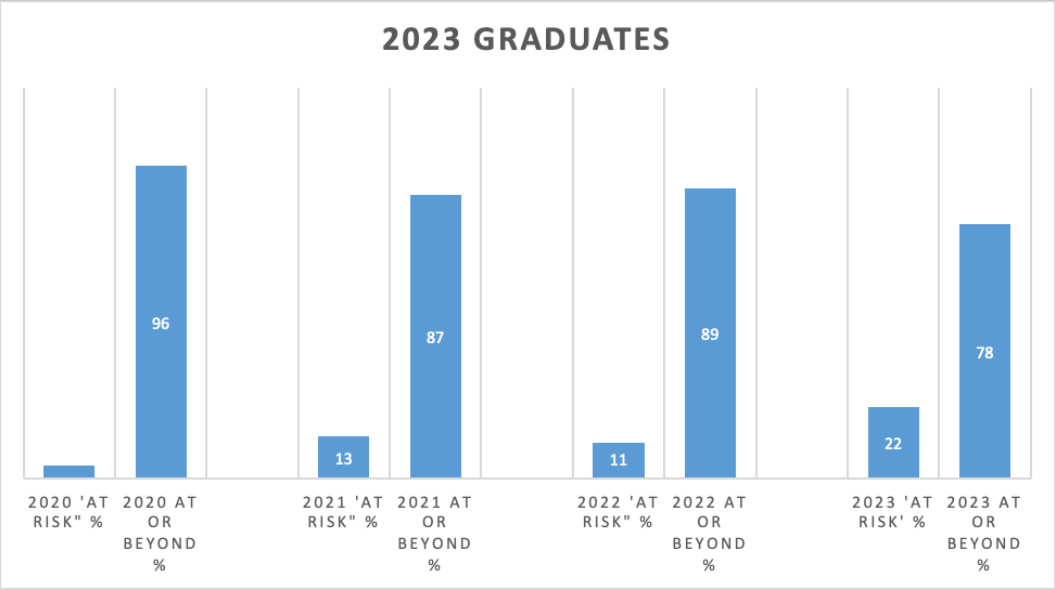
‘Graduate’ Tracking:

The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level over recent years. This data is presented as ‘Graduate’ cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.

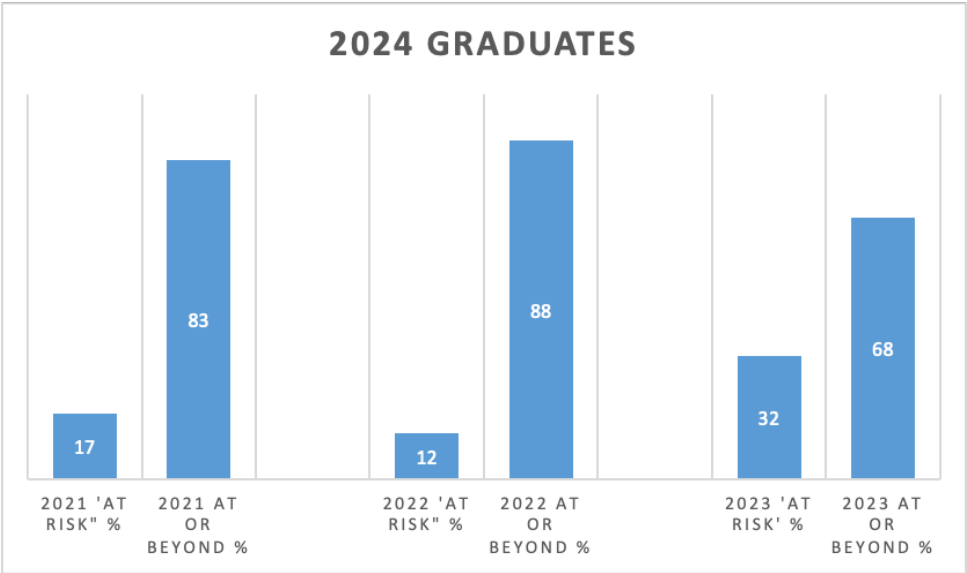
G 2023 = current Year 8
G 2024 = current year 7
G 2025 = current Year 6
G 2026 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.

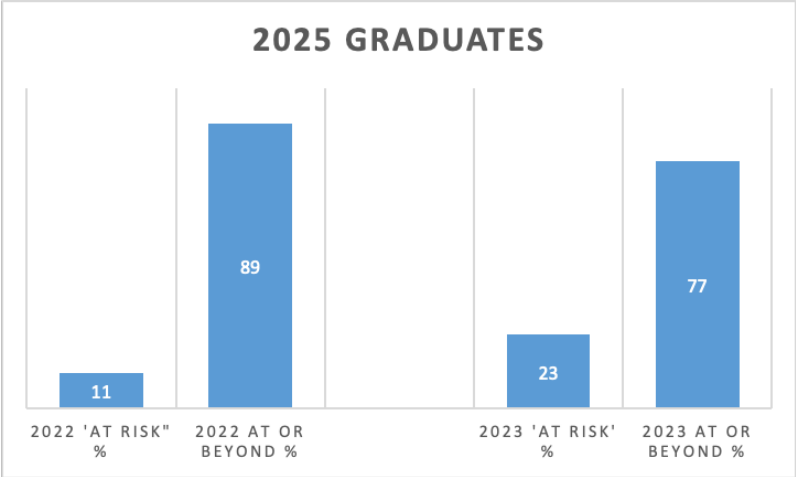
Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support, and secondly, the general consistency of the results between the years shown.



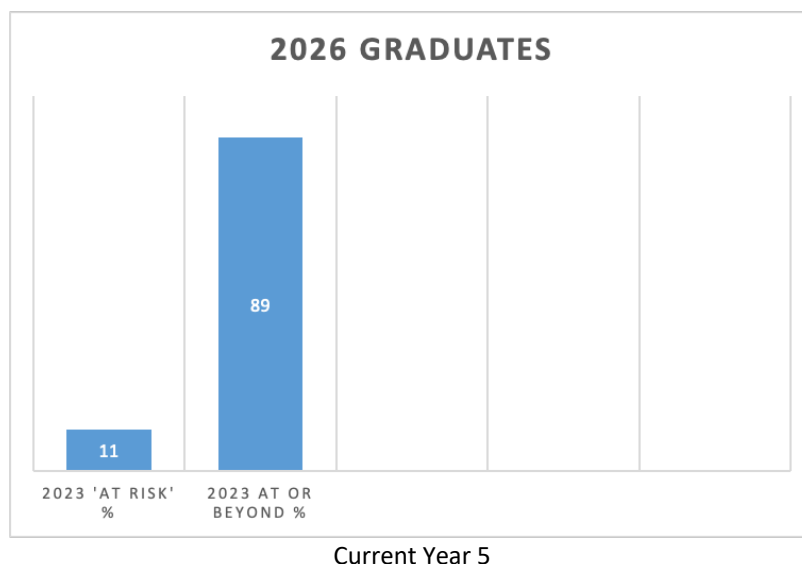
Current Year 8



Current Year 7



Current Year 6



Gender Differences:

The **2023** results show that 81% of boys and 83% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2022** results show that 82% of boys and 87% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2021** results show that 79% of boys and 88% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2020** results show that 94% of boys and 97% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 88% of boys and 97% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 91% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

It has been noted in previous student achievement reports that there have been particular year levels where the achievement of boys has been lower than that of girls. In 2021, this was true for the Year 5 and Year 6 cohorts. These groups remained a focus as Years 6 and 7 in 2022.

In 2023 there are some significant gender differences in the number of girls who are working towards the expected level at Years 3 and 4, and for the Year 7 Boys (again, comment has been made regarding this particular group in previous years and in all three of the student achievement reports presented each year).

Māori student achievement:

Achievement of Māori students is specifically tracked individually through the Māori and Pasifika Register. This is reviewed several times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, in the past, the achievement of this group has compared well to the achievement across all student ethnicities. In 2022 ten of the 43 Māori students were working towards the level expected (this was 23% of this group). Moving forward into 2023, 11 of the 45 children in this cohort were working towards the level expected (24%).

It should be noted that as with the other key learning areas, the smaller number of students in this group has a bigger impact on the percentage of students in each group.

Further data:

The needs of children remains the fundamental consideration - using quality data from a range of sources to allow teachers to support the learning of all their students. The data collected by the teams also feeds into planning for the next learning steps and the learning support programmes and allows students with specific areas requiring a 'boost' to access timely help.

Next steps:

- Revisit Māori achievement data from 2023 to ensure that students working towards the expected level are making progress

- Look closely at the 2024 Year 8 male cohort and the Year 4 and 5 female cohort to ensure that students in these groups who need extra support are getting it in the most effective way possible.
- Continue to track individual students and cohorts using a variety of tools to ensure that the needs of those students are met e.g. Learning Support register and the Māori and Pasifika Tracking document (and refining these documents as necessary). This is particularly true for the identified areas where boys are prominent and for the 24% of Māori students who are working towards the level expected.
- The PLD focus for 2024 is writing. This will enable us to look at what we are currently doing in the area of writing and look to build our team practice to support our students. (This is especially true as we continue to fully embed a structured literacy approach).
- Linked with the PLD focus will be an opportunity to review our assessment practices related to writing. The question has been raised about whether we have set our Prebbleton expectations too high.
- Maintain and build upon the high-quality learning support programme.
- Ensure that students are well supported and challenged within appropriate groupings in class so that they continue to make progress.
- Provide further Learning Assistant support where required, and as funding allows.
- Provide PLD for Learning Assistants as necessary and available.
- Continue to embed digital literacies within the writing programme using BYOD, Google Drive, and Hero.
- Ensure that there are regular opportunities across, and within teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Schoolwide Mathematics: Student Achievement 2023

Background:

Maths is one of the priority learning areas of the New Zealand Curriculum. All teachers use a range of assessments and observations to collect data to track student achievement. This is done through overall teacher judgements (OTJ) curriculum level-based reporting, which is then entered into the school's student management system HERO.

Children who have been identified as having specific learning needs in Maths are well known to class teachers and are catered for specifically in class programmes (both support and extension). The learning support team has been involved in some cases to assist those students who have significant learning needs and a learning support register is maintained to keep track of students with identified needs.

In 2023 Maths was a focus for staff professional learning. Maths leaders across the school have worked with facilitator Rob Proffitt-White during 2023. In 2023 we also had a staff member in a WSL role in our school and another staff member in an ASL role with our Kāhui Ako.

In November 2019 the Education Review Office visited the school and in their written report stated that; *"The school is achieving equitable and excellent outcomes for almost all students in the core learning areas of reading, writing and mathematics"*.

All teachers at Prebbleton School are committed to making a difference for all children in the school and use a wide range of activities and strategies to engage students and accelerate progress as much as possible.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement.

The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow Bar Badge* will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8.

Achievement Data:

The four teams all collect Maths achievement data from a range of sources including observation, student conferencing and student voice, as well as formal assessments as appropriate (e.g. AsTTle, GLOSS, Ikan). Team-based discussion and professional conversations are also very important. Teachers use all of the information available to make an overall teacher judgement of a student's progress against the New Zealand Curriculum levels. This data is collated and analysed to formulate this report. Cumulative data for 2020, 2021, 2022 and 2023 is presented as 'graduate tracking' graphs and show the progress of selected cohorts over those four years.

The table below shows a basic overview of the progression through the New Zealand Curriculum.

Progression through the New Zealand Curriculum Levels	
Year 1 and 2	Children will be <u>predominantly</u> be working at Level 1 of the NZ curriculum
Year 3 and 4	Children will be <u>predominantly</u> be working at Level 2 of the NZ curriculum
Year 5 and 6	Children will be <u>predominantly</u> be working at Level 3 of the NZ curriculum
Year 7 and 8	Children will be <u>predominantly</u> be working at Level 4 of the NZ curriculum

Year Level	Commentary
1 and 2	<p>Student achievement information has been analysed for 166 students. All of these students are working within Level 1 of the NZ Curriculum (which is the expected level). There are two students in Year 2 who are working towards the level expected but are not specifically at risk. These students both have other learning needs and may well need to have interventions put in place as they move forward. Students with learning needs in Maths at these levels are catered for successfully within the class and collaborative environment (including ESOL students).</p> <p>Māori students at these levels are achieving at the expected level without the need for additional support. Teachers are using a range of strategies and learning resources to support their students.</p>
3 and 4	<p>Data has been analysed for 138 students. 114 students are working at or beyond the level expected. There are 16 students in Year 4 who are working towards the level expected (6 boys and 10 girls). Most of this group of Year 4 students were identified as working towards the level expected as Year 3s in 2022. Additionally there are eight Year 3 students working towards the expected level of which six are girls. Teachers have been working closely with these groups, and even though they are still working towards the level expected, progress has still been made from 2022. All of the students who are working towards the level expected are well known to the teachers who are using a range of different strategies to support them in class.</p> <p>Māori students in these levels are working without the need for specific intervention. ESOL students in Year 3 and 4 are all working without the need for extra assistance (apart from language support provided through the ESOL programme).</p>
5	<p>There are 56 students in this cohort. Five students are working towards the level expected but are not considered specifically 'at risk'. Māori students in this cohort are working successfully at the level expected. Funded ESOL students at this level are all working without the need for specific support (apart from ESOL language support). Teachers use a range of teaching strategies to meet the needs of all learners including workshops, 1-1, differentiated programmes etc.</p>
6	<p>Student achievement information has been analysed for 71 students. 15 of these students are working towards the level expected. These 15 students are split 8 boys and 7 girls. Some of these 15 are 'at risk' of not reaching the expected level, requiring close monitoring due to their learning needs. All of the other students (including ESOL) are working at the level expected without the need for any further intervention. Teachers use a range of teaching strategies to meet the needs of all learners including workshops, 1-1, differentiated programmes etc.</p>
7	<p>Of the 71 students in this cohort, 12 are working towards the level expected (seven boys and five girls). Three of these students are Māori. This particular group of students was commented on as Year 6 students and a number of them remain 'at risk' of not meeting the expected level. Class teachers are well aware of the learning needs of these 'at risk' students and will continue to closely monitor their progress in all learning areas. The remaining students are all working at or beyond the level expected without the need for additional intervention.</p> <p>Teachers use a range of teaching strategies to meet the needs of all learners including workshops, 1-1, differentiated programmes etc.</p>
8	<p>There are 50 students in this group. Nine of these students are working towards the level expected and a significant number are working above the level expected. Where possible, information regarding students who require additional support has been passed on to high schools for 2024. There are also four Māori students in this group with one working towards the expected level. Teaching methods and interventions put in place are the same as for the Year 5, 6, and 7 students.</p>

Overall in Mathematics, 88% of Prebbleton School students are working at the level expected.

'Graduate' Tracking:

The graphs below show the percentage of students at risk vs the percentage of children at or beyond the expected level for 2019, 2020, 2021 and 2022. This data is presented as 'Graduate' cohorts i.e. the year that students will exit from Prebbleton School and move on to high school.

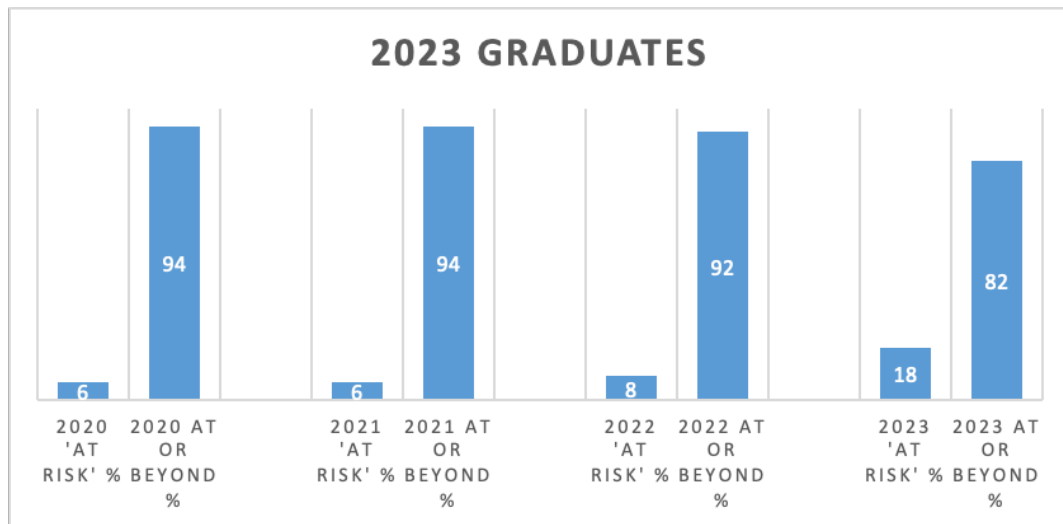
G 2023 = current Year 8
G 2024 = current Year 7

G 2025 = current Year 6

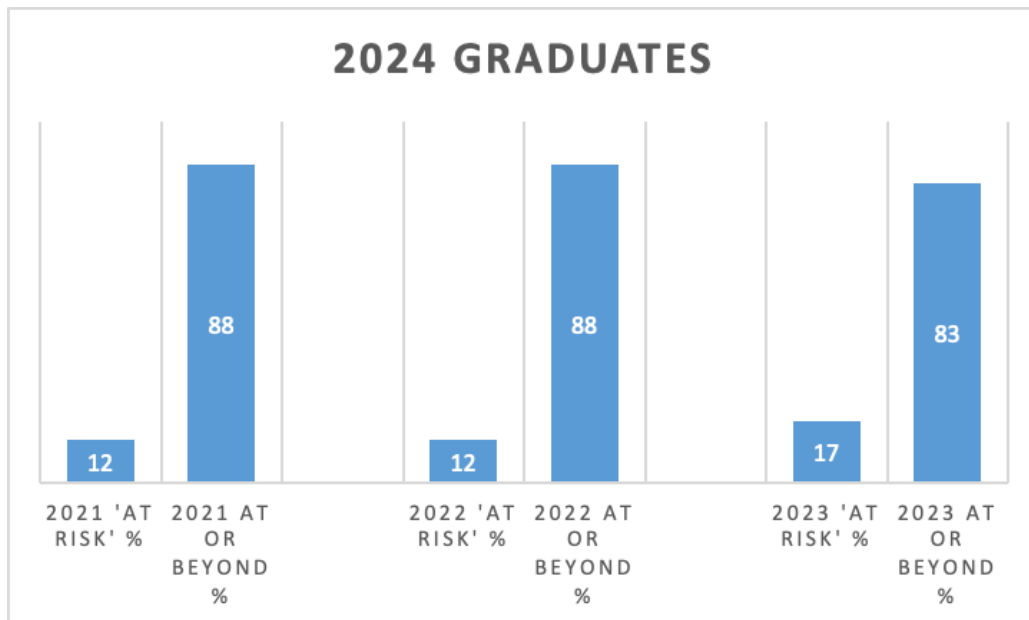
G 2026 = current Year 5

Each year will add to the cumulative nature of the information shown in the graphs and may allow broader judgements to be made regarding each cohort.

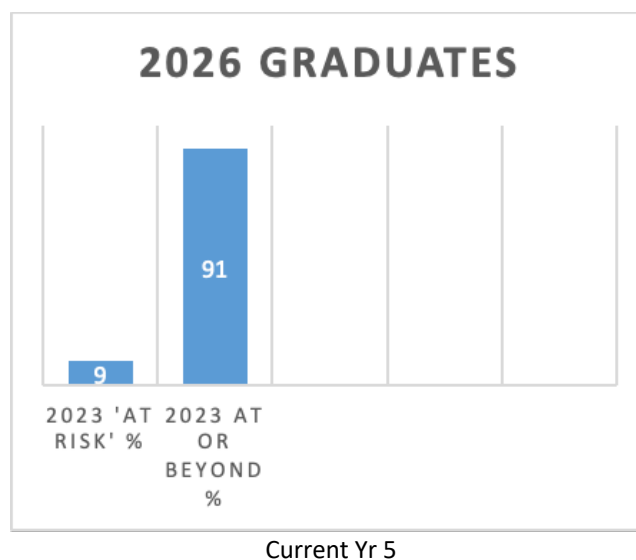
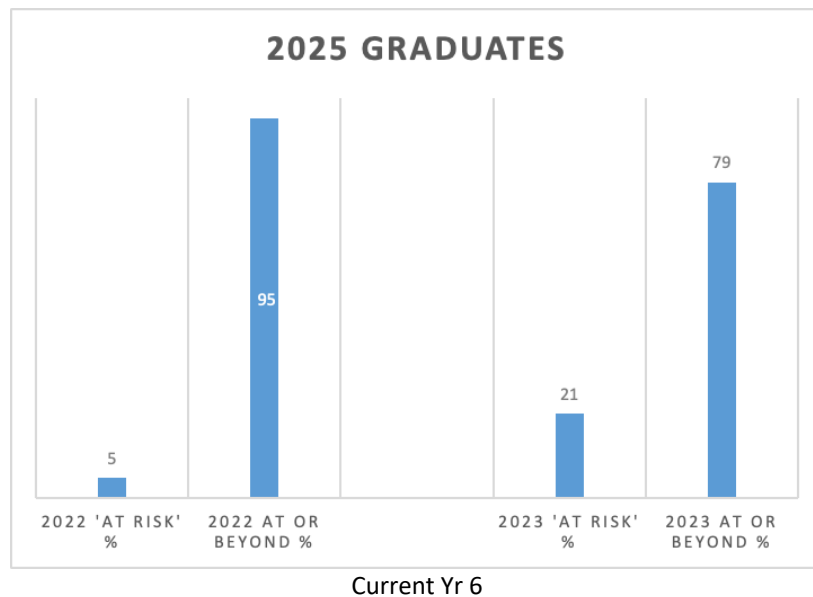
Key points to note in the data shown are, firstly, the pronounced difference between the percentage of students achieving at the level expected vs the percentage of those who require additional support for each cohort, and secondly, the general consistency of the results between the three years shown.



Current Yr 8



Current Yr 7



Gender Differences:

The **2023** results show that 90% of boys and 86% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2022** results show that 93% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2021** results show that 89% of boys and 90% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2020** results show that 94% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2019** results show that 94% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2018** results show that 95% of boys and 96% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

The **2017** results show that 92% of boys and 95% of girls are working at or beyond the expected level according to the NZ Curriculum levels.

It has already been noted in past Board Curriculum Achievement reports that in some year levels, boys feature more prominently in the 'at risk' groups. In 2021 there was a definite imbalance in the Maths results in terms of gender for the Year 5 cohort (six boys out of the nine students working towards the level expected or 'at risk'). In 2022 these students were again

carefully monitored and extra support was provided as required. Again, in 2023 this cohort of boys (now Year 7 students), stood out in the students analysed as being 'at risk'. In 2024 they will again be a focus for teachers. An interesting point to note in the 2023 data is a drop in the percentage of girls achieving at or above the expected level. This can be attributed to the three groups of female students working towards the expected level at Year 3, 4 and 6. These 3 groups of girls represent over 60% of the female students working towards the level expected.

Māori student achievement:

The achievement of Māori students is specifically tracked individually through the Māori and Pasifika Register. This is reviewed several times during the year and provides an overview of the student's current level and the next steps for learning as well as noting any specific interventions that are in place or learning needs that are emerging.

In general, in the past, the achievement of this group has compared well to the achievement levels across all student ethnicities. In 2021, however, it was noted that nine of the 36 Māori students were working towards the level expected (this was 25% of this group). In 2022 there were again nine students who were working towards the level expected (out of 43 students in total, which was 21%).

In 2023 this has reduced further and there are five Māori students working towards the level expected (this is 11% of the 44 students in the group). As in previous years, it is important to note that not all of these students are 'at risk'.

It must be noted that the smaller number of students in this group in total has a bigger impact on the percentage of students in each sub-group.

Further data:

The needs of children remain the fundamental consideration - using quality data from a range of sources to allow teachers to support the learning of all their students. The data collected by the teams allows for teachers to plan next steps for students and also feeds into the learning support programmes. This allows students with specific areas requiring a 'boost' to access timely help.

Next steps:

- Revisit Māori achievement data from previous years to ensure that students working towards the expected level are making progress and classroom programmes are having a positive effect.
- Use 2023 data to investigate further the groups of students (e.g. boys in Year 8 and girls in Years 4, 5, and 7 in 2024) who will require close monitoring.
- Continue to track individual students and cohorts using a variety of tools to ensure that the needs of those students are met e.g. Learning Support register and the Māori and Pasifika Register (and refining these documents as necessary).
- Continue investment in Maths Professional Development for staff as needed. Having an Kahui Ako ASL teacher on our Prebbleton staff, will again be a benefit to the school in 2024, as will the continued PD with Rob Proffitt-White from The Learner First.
- Maintain and build upon the high-quality learning support programme.
- Ensure that students are well supported and challenged within appropriate groupings in class so that they continue to make progress.
- Provide further Learning Assistant support where required, and as funding allows.
- Provide Learning Assistants with/include them in Maths PLD as necessary.
- Ensure that there are regular opportunities across, and within teams to discuss data which is gathered and used for OTJs, and include regular moderation to ensure the reliability of OTJs made.

Schoolwide Māori Akonga: Student Achievement 2023

Background:

The progress of Māori students is a key consideration for the Ministry of Education and as such, this group of students is considered 'Priority Learners':

'Priority learners are groups of students who have been identified as historically not experiencing success in the New Zealand schooling system. These include many Māori and Pacific learners, those from low socio-economic backgrounds, and students with special education needs.' (Ministry of Education 2012)

At Prebbleton School in 2023, 45 students identify as Māori. These students are carefully monitored, and data related to their progress is reported as part of regular reporting to the Board on key learning areas (Reading, Writing and Mathematics).

All teachers are required to undertake additional study to develop their skills and confidence in the use of Te Reo as part of their registration process. Teachers in 2023 have done this in a range of ways including through Te Kura (Correspondence School), or the Te Ahu o Te Reo courses.

Tracking:

Māori (and Pasifika) students are specifically tracked in Reading, Writing and Maths. This tracking focuses on students' levels of achievement as well as interventions and personalisations to the programme that teachers have made. The tracking register is updated several times during the year as part of ongoing monitoring.

Values and Prebbleton Pathway:

The Prebbleton Pathway is our school's version of a graduate profile. Important skills, attitudes, and competencies have been identified alongside our school values, and these have been written as progressive goals for children to achieve as they work through the Prebbleton Pathway. A values badge is presented at the end of each level to recognise and celebrate this achievement.

The Prebbleton Pathway sits alongside the goals and authentic curriculum posts on Hero, giving parents and caregivers insight into how their child is progressing across the curriculum.

The *Create Think Grow Bar Badge* will focus on leadership roles and responsibilities and service within the school community; it is only available to students in Years 7&8

Achievement Data:

Data around the achievement of our Māori students is included as part of the student achievement reports for Reading, Writing and Maths.

The 2019 ERO review acknowledged an increase in Māori student achievement since 2017 and the efforts that have been made to accelerate student achievement.

2023 Data Summary:

Number of students on Māori Register	45
Girls	24
Boys	21
% achieving at or beyond the expected level in Reading	80% (36 students)
% achieving at or beyond the expected level in Writing	76% (34 students)
% achieving at or beyond the expected level in Maths	87% (39 students)

The results gathered show that while the majority of our Māori students are achieving at or beyond the expected level; these levels of achievement have dipped below those of their cohort as a whole. With the schoolwide focus on writing in 2024 it will be an opportunity to look at ways to lift the achievement level for our Māori students (along with continuing to lift achievement in Reading, Maths and through our authentic curriculum). It again needs to be acknowledged that the smaller number of students in the Māori cohort means that percentage differences are accentuated.

It is predominantly the same students who are at risk of not achieving across Reading, Writing and Maths. Several of our Māori students have in recent years accelerated their learning in the key learning areas and this fact needs to be celebrated. Teachers are well aware of students who need acceleration and our current tracking and monitoring practices allow us to put supports in place and review these as needed.

As a school, we are committed to ensuring that all of our students have the best opportunities and support available.

Connections with Whānau and Runanga:

A key part of ensuring that Māori students experience success is the links we build and maintain with whānau (families), and the local Runanga (Kei Raro I te Korowai o Te Ruahikihiki).

To enable the continued development of these connections, as a school we attend the education hui organised through Taumutu Marae (when offered). These meetings have been an opportunity to strengthen ties between schools and the Runanga to better support Māori students.

At the end of 2022, we were able to restart our face-to-face relationship with Taumutu (Ngati Moki) Marae with visits for all of our Year 4 and Year 8 students and the Whanau group. We will continue to get students to visit the Marae whenever possible going forward.

As a school, we make use of these links to support us with planning and preparing learning experiences and in the implementation of our 'Cultural Narrative'. The Cultural Narrative is an important document in our work towards a Prebbleton-specific, authentic localised curriculum.

Prebbleton School undertakes regular Whānau Hui. These hui provide an opportunity for our Māori families to discuss and help plan for ways that we can work to support our Māori students.

The school has had a very successful senior Kapa Haka group which draws its members from Year 5 and up. This group was joined in 2021 by a junior Kapa Haka group. Membership of the Kapa Haka group is not restricted to only those students who identify as Māori; it is open to all. The addition to our school of Matua Steve Reid as Kapa Haka instructor has been hugely valuable. In 2023 the Senior Kapahaka group competed at the Tūhono festival and performed our personalised school Haka.

Over the last six years, the school has run a Whānau Group initiative. This is for all of our identified Māori students and is led by the teachers responsible for Mana Orite. The Whānau Group has a hui each term where they engage in a range of activities together, where all students can support each other. Parents are welcome to attend as well. Feedback and student voice is strongly positive of this initiative and we will look to continue its development in 2024 and beyond.

Ka Hikitia - Ka Hāpaitia:

[The Māori Education Strategy is:](#)

Ka Hāpaitia is a cross-agency strategy for the education sector. The agencies include the Ministry of Education, Te Aho o Te Kura Pounamu, Education New Zealand, Education Review Office, New Zealand Qualifications Authority, The Teaching Council Aotearoa New Zealand, Tertiary Education Commission, New Zealand School Trustees Association.

The education sector includes all early learning, schooling, and tertiary education provision. It sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

Guiding principles:

- **Excellent outcomes:** We will support Māori learners and their whānau to achieve excellent education outcomes
- **Belonging:** We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- **Strengths-based:** We will recognise and build on the strengths of Māori learners and their whānau

- **Productive partnerships:** We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes
- **Te Tiriti o Waitangi:** We will give practical effect to Te Tiriti o Waitangi in the education system

Next steps:

For Prebbleton School, next steps include:

- Continue to put programmes in place to lift Māori student achievement (with particular emphasis on the students identified in the subject area reports).
- Using the 2024 PLD focus areas to investigate ways to further support Akonga.
- Ensuring that classroom/school programmes continue to be responsive to the needs of Māori students.
- Working to strengthen links made with the local Runanga and Kāhui Ako.
- Exploring ways to ensure that Whānau have a 'voice' in steps to raise student achievement.
- Further develop the Whānau Group initiative for students.
- Continue to develop cultural opportunities for all students – Kapa haka, Marae visits etc (including Te Reo learning opportunities).
- Encouraging and supporting all staff to take ongoing steps to build their Te Reo skills

E) How we have given effect to Te Tiriti o Waitangi:

Section 127(1)(d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti o Waitangi.

See Student Achievement Targets – Analysis of Variance

See Evaluation and Analysis of the school's students' progress and achievement

In 2023 we started each term with a Mihi Whakatau, to welcome all new students, staff and whanau. Our Māori students participated in a termly Whānau Group day. All Year 4 and 8 students and our Māori students (and many staff) had a day visit to the Ngāti Moki Marae. Three Whānau Hui were held in the evenings and were well-attended. Our senior and junior kapa haka groups continued to grow and thrive. Our kapa haka tutor, Matua Steve Reid, wrote and composed a haka for our school and taught it to our senior kapa haka group who performed it at the Tūhono festival and our school prize-giving. All Board members attended a board dinner at Ngāti Moki Marae at the end of the year.

We strive to ensure that our school's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We have a Cultural Narrative that is reflected in our school history, logo, website, localised curriculum, planting, learning programmes, story-telling and art. Our school name and cultural narrative were gifted to us by our iwi Ngai Tahu and Taumutu runanga. We have two cultural student leaders each year. We have a lead teacher position for Mana Ōrite.

We take steps to provide appropriate instruction in tikanga Māori and te reo Māori to all students. It is a daily part of class programmes. We start and end the day, and meetings, hui, assemblies etc with opening and closing karakia. All children and teaching staff learn and can give their mihi. All staff undertake professional development in te reo. We maintain a Māori student achievement register.

F) Statement of compliance with employment policy:

The board operates an employment policy that complies with the principle of being a good employer. Prebbleton School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The Board has an Equal Employment Opportunities (EEO) policy. This policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members. Prebbleton School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion). This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

We conduct an annual EEO survey and respond to any staff needs or requests as appropriate.

G) Financial statements 2023 – CESSL:

See attached, from our accountant Canterbury Education Services Ltd.

H) Report on other special and contestable funding:

In 2023 we have not been the recipient of additional government funding for specific purposes.

I) Kiwisport funding 2023:

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2023, the school received total Kiwisport funding of \$8495.20 (excluding GST). The funding was spent on sports equipment, lessons, registrations, fees and buses to various sporting events. The number of students participating in organised sport increased from approx. 90% to 92% of the school roll.

Prebbleton School

*Te Kura o
Taumata Kuri*

