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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIHI EAST SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Waihi East School (the School). The Auditor-General has appointed me, Fraser Lellman, using the staff and resources of BDO Tauranga, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

PARTNERS: Fraser Lellman CA Kenneth Brown CA Janine Hellyer CA Jenny Lee CA
Donna Kemp CA Paul Manning CA

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Fraser Lellman
BDO Tauranga
On behalf of the Auditor-General
Tauranga, New Zealand

WAIHI EAST SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 2049
Principal: Isaac Taylor
School Address: Donnelly Street, Waihi
School Postal Address: Donnelly Street, P O Box 129, Waihi, 3641
School Phone: 07 863 8693
School Email: ssamson@east.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Tineke Douglas	Chair Person	Elected	2019
Isaac Taylor	Principal	ex Officio	
Michelle Burr	Parent Rep	Elected	2019
Tara Parker	Parent Rep	Elected	2019
Shane Rush	Parent Rep	Appointed	2019
Vanessa Twidle	Parent Rep	Appointed	2019
Briar Frew	Staff Rep	Elected	2019

Accountant / Service Provider: Education Services Ltd

WAIHI EAST SCHOOL

Annual Report - For the year ended 31 December 2018

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Waihi East School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Tineke Aleosha Douglas
Full Name of Board Chairperson

ISAAC TAYLOR
Full Name of Principal

T Douglas
Signature of Board Chairperson

[Signature]
Signature of Principal

23 May 2019
Date:

23 MAY 2019
Date:

Waihi East School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,481,829	1,272,001	1,417,787
Locally Raised Funds	3	75,298	82,130	148,938
Interest Earned		293	1,000	369
		<u>1,557,420</u>	<u>1,355,131</u>	<u>1,567,094</u>
Expenses				
Locally Raised Funds	3	42,125	25,000	55,955
Learning Resources	4	1,072,899	879,847	1,028,485
Administration	5	110,328	107,470	110,753
Finance Costs		1,579	690	1,784
Property	6	315,490	301,149	294,954
Depreciation	7	43,478	44,000	44,124
Loss on Disposal of Property, Plant and Equipment		1	-	362
		<u>1,585,900</u>	<u>1,358,156</u>	<u>1,536,417</u>
Net Surplus / (Deficit)		(28,480)	(3,025)	30,677
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(28,480)</u>	<u>(3,025)</u>	<u>30,677</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



Waihi East School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>584,347</u>	<u>550,985</u>	<u>553,670</u>
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	(28,480)	(3,025)	30,677
Equity at 31 December	<u>555,867</u>	<u>547,960</u>	<u>584,347</u>
Retained Earnings	555,867	547,960	584,347
Equity at 31 December	<u>555,867</u>	<u>547,960</u>	<u>584,347</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Waihi East School
Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	306,217	142,093	286,875
Accounts Receivable	9	58,469	38,643	46,885
GST Receivable		-	5,293	-
Prepayments		6,817	3,852	7,538
Inventories	10	7,893	4,820	4,259
		<u>379,396</u>	<u>194,701</u>	<u>345,557</u>
Current Liabilities				
GST Payable		2,552	-	1,264
Accounts Payable	12	107,747	52,357	71,170
Revenue Received In Advance	13	3,468	2,581	2,695
Provision for Cyclical Maintenance	14	-	13,838	51,825
Finance Lease Liability - Current Portion	15	8,192	7,170	7,442
Funds held for Capital Works Projects	16	40,877	-	-
		<u>162,836</u>	<u>75,946</u>	<u>134,386</u>
Working Capital Surplus/(Deficit)		216,760	118,755	211,171
Non-current Assets				
Property, Plant and Equipment	11	371,136	439,547	391,955
		<u>371,136</u>	<u>439,547</u>	<u>391,955</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	23,263	-	6,929
Finance Lease Liability	15	8,766	10,342	11,850
		<u>32,029</u>	<u>10,342</u>	<u>18,779</u>
Net Assets		<u><u>555,867</u></u>	<u><u>547,960</u></u>	<u><u>584,347</u></u>
Equity		<u><u>555,867</u></u>	<u><u>547,960</u></u>	<u><u>584,347</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



Waihi East School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018 Budget	2017
	Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		382,153	365,904	392,212
Locally Raised Funds		71,444	77,130	150,002
Goods and Services Tax (net)		1,298	-	6,547
Payments to Employees		(229,680)	(221,500)	(256,799)
Payments to Suppliers		(200,433)	(278,866)	(203,564)
Cyclical Maintenance Payments in the year		(59,658)	-	-
Interest Paid		(1,579)	(690)	(1,784)
Interest Received		293	1,000	370
Net cash from / (to) the Operating Activities		<u>(36,162)</u>	<u>(57,022)</u>	<u>86,984</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(17,481)	(55,500)	(58,412)
Net cash from / (to) the Investing Activities		<u>(17,481)</u>	<u>(55,500)</u>	<u>(58,412)</u>
Cash flows from Financing Activities				
Finance Lease Payments		(4,609)	(7,500)	(3,812)
Funds Held for Capital Works Projects		77,594	-	-
Net cash from Financing Activities		<u>72,985</u>	<u>(7,500)</u>	<u>(3,812)</u>
Net Increase/(decrease) In cash and cash equivalents		<u>19,342</u>	<u>(120,022)</u>	<u>24,760</u>
Cash and cash equivalents at the beginning of the year	8	286,875	262,115	262,115
Cash and cash equivalents at the end of the year	8	<u>306,217</u>	<u>142,093</u>	<u>286,875</u>

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



**Waihi East School
Notes to the Financial Statements
For the year ended 31 December 2018**



1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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



g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.



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	18-40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Library Resources	8 years DV

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

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

n) 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.



o) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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.

w) Budget Figures

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

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	342,448	333,613	333,119
Teachers' salaries grants	886,960	699,472	814,966
Use of Land and Buildings grants	207,574	204,025	205,107
Resource teachers learning and behaviour grants	1,668	1,000	2,569
Other MoE Grants	43,179	33,891	62,026
	<u>1,481,829</u>	<u>1,272,001</u>	<u>1,417,787</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	5,323	5,000	4,933
Bequests & Grants	30,100	50,000	100,100
Activities	19,437	11,130	25,103
Trading	11,068	9,000	8,844
Fundraising	9,370	7,000	9,958
	<u>75,298</u>	<u>82,130</u>	<u>148,938</u>
Expenses			
Activities	30,718	16,000	37,695
Trading	9,178	9,000	9,149
Fundraising costs	2,229	-	9,111
	<u>42,125</u>	<u>25,000</u>	<u>55,955</u>
<i>Surplus for the year Locally raised funds</i>	<u>33,173</u>	<u>57,130</u>	<u>92,983</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	31,793	33,140	30,602
Library resources	978	935	641
Employee benefits - salaries	1,017,475	813,972	970,558
Staff development	22,653	31,800	26,684
	<u>1,072,899</u>	<u>879,847</u>	<u>1,028,485</u>



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,744	3,300	3,300
Board of Trustees Fees	3,969	3,500	3,555
Board of Trustees Expenses	9,591	8,350	7,223
Communication	5,037	4,970	5,325
Consumables	10,433	9,200	9,337
Operating Lease	-	-	3,592
Other	9,057	10,450	12,494
Employee Benefits - Salaries	52,615	54,000	51,932
Insurance	6,420	4,200	6,145
Service Providers, Contractors and Consultancy	9,462	9,500	7,850
	<u>110,328</u>	<u>107,470</u>	<u>110,753</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	4,458	4,500	4,429
Cyclical Maintenance Expense	24,167	6,874	1,864
Grounds	11,268	10,500	10,737
Heat, Light and Water	11,421	11,100	11,115
Rates	4,508	3,500	2,743
Repairs and Maintenance	6,973	7,650	6,448
Use of Land and Buildings	207,574	204,025	205,107
Employee Benefits - Salaries	45,121	53,000	52,511
	<u>315,490</u>	<u>301,149</u>	<u>294,954</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	8,967	8,911	8,936
Furniture and Equipment	17,145	15,834	16,879
Information and Communication Technology	7,870	10,408	10,437
Motor Vehicles	-	794	796
Leased Assets	7,821	6,609	6,628
Library Resources	1,675	1,444	1,448
	<u>43,478</u>	<u>44,000</u>	<u>44,124</u>



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	-	200
Westpac Support Committee A/c - 004	-	-	876
Westpac MAD Account	-	-	3,454
Westpac Cheque A/c - 001	82,598	142,093	34,188
Westpac Imprest A/c - 002	147,601	-	117,430
Westpac Online Saver A/c - 003	75,818	-	130,727
Cash equivalents for Cash Flow Statement	<u>306,217</u>	<u>142,093</u>	<u>286,875</u>

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

Of the \$306,217 Cash and Cash Equivalents, \$40,677 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	4,627	953	-
Interest Receivable	-	1	-
Teacher Salaries Grant Receivable	53,842	37,689	46,885
	<u>58,469</u>	<u>38,643</u>	<u>46,885</u>
Receivables from Exchange Transactions	4,627	954	-
Receivables from Non-Exchange Transactions	53,842	37,689	46,885
	<u>58,469</u>	<u>38,643</u>	<u>46,885</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Uniforms	7,893	4,820	4,259
	<u>7,893</u>	<u>4,820</u>	<u>4,259</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	247,672	1,456	-	-	(8,967)	240,160
Furniture and Equipment	101,117	7,343	-	-	(17,145)	91,316
Information and Communication Tech	15,557	7,018	-	-	(7,870)	14,705
Leased Assets	16,166	4,855	-	-	(7,821)	13,200
Library Resources	11,443	1,988	(1)	-	(1,675)	11,755
Balance at 31 December 2018	391,955	22,660	(1)	-	(43,478)	371,136

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	317,787	(77,627)	240,160
Furniture and Equipment	271,526	(180,210)	91,316
Information and Communication	83,681	(68,976)	14,705
Motor Vehicles	5,651	(5,651)	-
Leased Assets	31,396	(18,196)	13,200
Library Resources	46,051	(34,296)	11,755
Balance at 31 December 2018	756,092	(384,956)	371,136

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	255,904	704	-	-	(8,936)	247,672
Furniture and Equipment	59,975	57,382	(362)	-	(15,879)	101,117
Information and Communication Tech	25,995	-	-	-	(10,437)	15,557
Motor Vehicles	796	-	-	-	(796)	-
Leased Assets	22,794	-	-	-	(6,628)	16,166
Library Resources	10,323	2,568	-	-	(1,448)	11,443
Balance at 31 December 2017	375,787	60,654	(362)	-	(44,124)	391,955

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	316,332	(68,660)	247,672
Furniture and Equipment	286,008	(184,891)	101,117
Information and Communication	79,514	(63,957)	15,557
Motor Vehicles	5,651	(5,651)	-
Leased Assets	26,541	(10,375)	16,166
Library Resources	44,071	(32,628)	11,443
Balance at 31 December 2017	758,117	(366,162)	391,955



12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	42,484	6,941	11,122
Accruals	2,994	3,680	3,300
Capital accruals for PPE Items	2,565	-	2,577
Employee Entitlements - salaries	53,842	37,689	46,885
Employee Entitlements - leave accrual	5,862	4,047	7,286
	<u>107,747</u>	<u>52,357</u>	<u>71,170</u>
Payables for Exchange Transactions	107,747	52,357	71,170
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>107,747</u>	<u>52,357</u>	<u>71,170</u>

The carrying value of payables approximates their fair value.

13. Revenue Received In Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income In Advance	3,468	2,581	2,695
	<u>3,468</u>	<u>2,581</u>	<u>2,695</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	58,754	6,964	56,890
Increase to the Provision During the Year	24,167	6,874	1,864
Use of the Provision During the Year	(59,658)	-	-
Provision at the End of the Year	<u>23,263</u>	<u>13,838</u>	<u>58,754</u>
Cyclical Maintenance - Current	-	13,838	51,825
Cyclical Maintenance - Term	23,263	-	6,929
	<u>23,263</u>	<u>13,838</u>	<u>58,754</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	8,192	7,170	7,442
Later than One Year and no Later than Five Years	10,038	10,342	14,102
Future finance charges	-	-	(2,252)
	<u>18,230</u>	<u>17,512</u>	<u>19,292</u>



16. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Block D Upgrade - Clinic	<i>in progress</i>	-	51,174	14,057	-	37,117
Replacement Doors & Lockdown	<i>in progress</i>	-	35,662	32,102	-	3,560
Totals		-	86,836	46,159	-	40,677

Represented by:

Funds Held on Behalf of the Ministry of Education	40,677
Funds Due from the Ministry of Education	-
Totals	40,677

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Totals		-	-	-	-	-

17. Related Party Transactions

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

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



18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,969	3,555
Full-time equivalent members	0.11	0.07
<i>Leadership Team</i>		
Remuneration	247,512	303,769
Full-time equivalent members	2.59	3.04
Total key management personnel remuneration	251,481	307,324
Total full-time equivalent personnel	2.70	3.11

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-



20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2018 (Operating commitments at 31 December 2017: nil).

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	306,217	142,093	286,875
Receivables	58,469	38,643	46,885
Investments - Term Deposits	-	-	-
Total Loans and Receivables	364,686	180,736	333,760

Financial liabilities measured at amortised cost

Payables	107,747	52,357	71,170
Borrowings - Loans	-	-	-
Finance Leases	16,958	17,512	19,292
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	124,705	69,869	90,462



24. Events After Balance Date

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

25. Comparatives

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



Waihi East 2018 End Year Data Report and Analysis of Variance

Annual Plan Aim 1a - Year 0-3 Learning Dispositions and Key Competencies Rubric.

All learners will be measured against a Key Competency and Learner Disposition Rubric, showing logical / realistic progress through the rubric as outlined for their age and time at school.

**Typical students are those not identified with severe learning difficulties. Non typical include students that are ORS funded, have high health needs, ESOL etc*
NB: All targets are based on the beginning of 2018 school year cohort.

All typical* learners will be measured against a Key Competency and Learner Disposition Rubric, showing logical / realistic progress through the rubric as outlined for their age and time at school.

See Attached example of Rubric, and assessment / reporting to year 1's.

We are currently measuring or assessing about 75% of the junior school on this rubric. We are early in the process, but hope with a few tweaks we will be able to use it to show growth in our learners against the key competencies. This is still a work in progress.

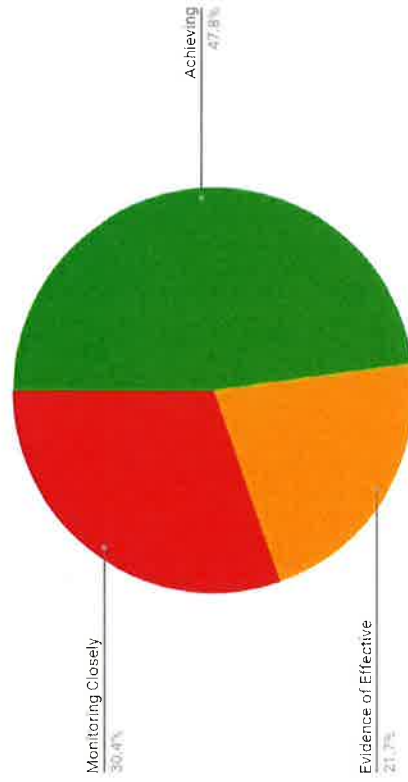
By the end of 80 weeks 80% of typical learners will be evidencing a positive disposition towards Reading, Writing and Maths.

Note:

This data reflects the current end of schooling years results and the current levels of students that are only half way through their academic year at school. Junior school data is continually changing as students achieve their mid year and end of year anniversaries at different times of the year. This data is just an indication of where things are with the data we have available. Data comparison between mid and end of year is NOT chld for child, some students who were reported on as 80 weeks in mid year will not be included in the 100 week data and not represented in the end of year data for this section.

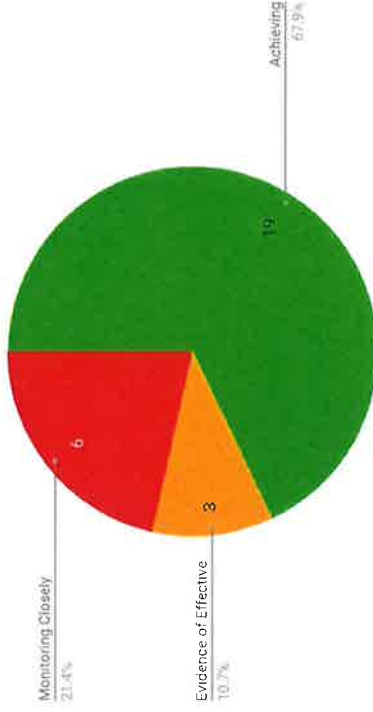
READING 60 and 80 Week Summary - MID YEAR

Reading - Combined 60 and 80 week data

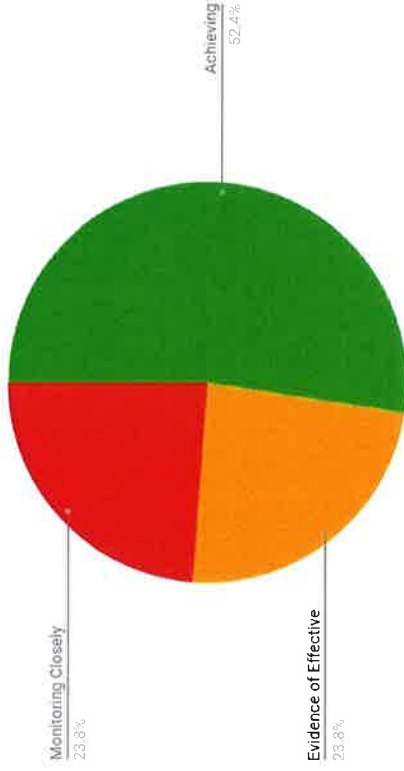


READING 60 and 80 Week Summary - END of YEAR

Reading - Combined 60 and 80 week data



Reading - Combined 60+80 week data - Less Atypical



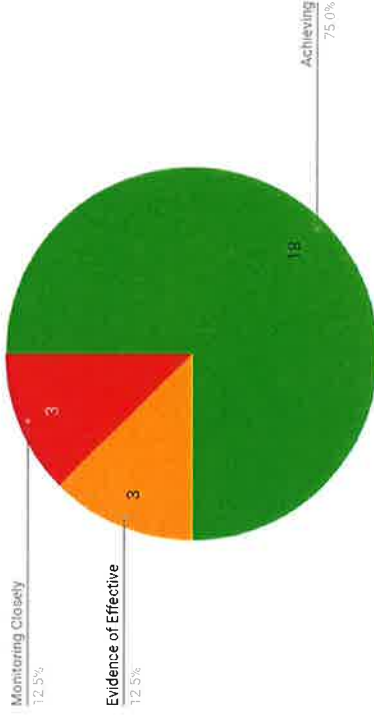
69.5% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 21.7% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 76.2% being on track.

Of the students in the red zone, 5 have possible trauma related developmental delays. 2 are still developing their social and emotional abilities to be functioning effectively in a school environment.

Of the 12 in the red zone, all are currently in some sort of early interventions for reading. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning.

Reading - Combined 60+80 week data - Less Atypical



69.9% have had assessment or analysis of their reading and are currently working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort, we predict 6 will require ongoing interventions throughout their school to ensure progress within reading continues. However of these 6, 2 have very high learning needs are are not likely to achieve to the same level as their peers or curriculum expectations.

When we remove the atypical students the statistics shift to 75% being on track and another 12.5% who we feel are no real concern in the long run.

Of the 3 in the red zone, all are currently in some sort of early interventions for learning. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning, in class support, social and emotional development session, oral language sessions, language experience, etc.

2019 Thinking

Increasing oral language learning for struggling writers.

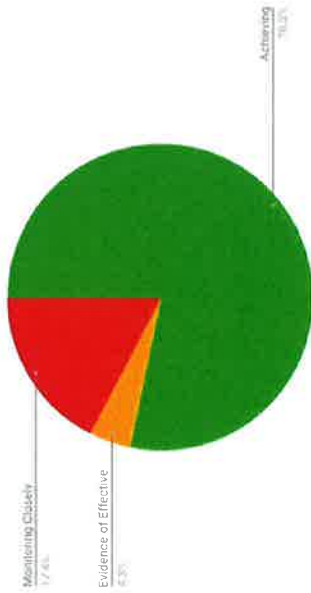
Increased play and discovery based learning to promote language.

Use of devices to break down barriers to reading.

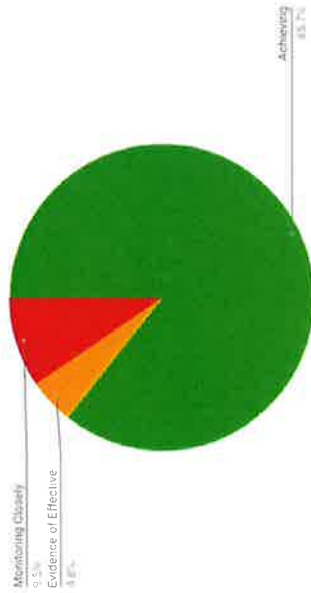
Continue with above mentioned interventions.

WRITING 60 and 80 Week Summary - MID YEAR

Writing - Combined 60 and 80 week data



Writing - Combined 60+80 Week Data, Less Atypical



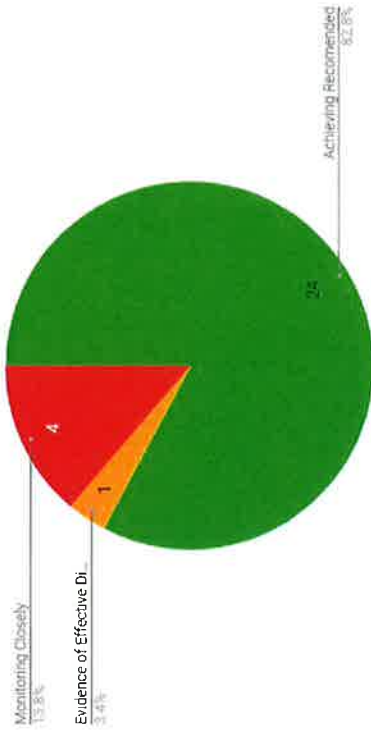
82.6% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 4.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 90.5% being on track.

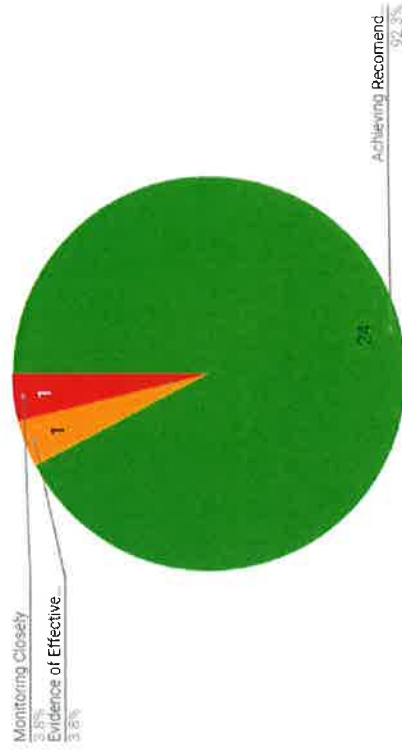
Of the students in the red zone, 5 have possible trauma related developmental delays. 2 are still developing their social and emotional abilities to be functioning effectively in a school environment.

WRITING 60 and 80 Week Summary - END of YEAR

Writing - Combined 60 and 80 week data



Writing - Combined 60+80 Week Data, Less Atypical



82.8% have had assessment or analysis of their writing and are currently working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort, we predict 4 will require ongoing interventions throughout their school to ensure progress within writing continues. However of these 4, 2 have very high learning needs are are not likely to achieve to the same level as their peers or curriculum expectations.

When we remove the atypical students the statistics shift to 92% being on track.

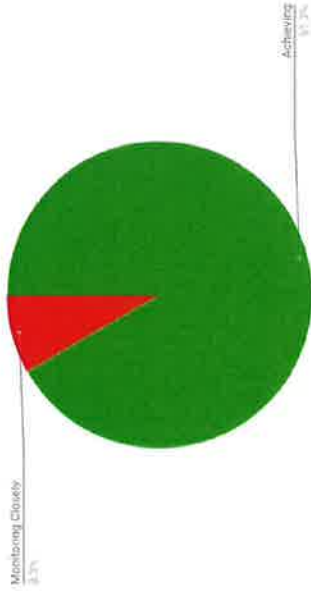
Of the 4 in the red zone, all are currently in some sort of early interventions for writing. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning.

2019 Thinking

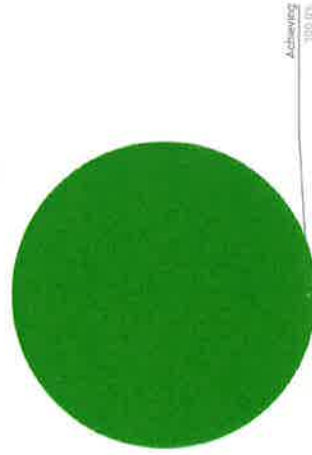
Increased oral language learning for struggling writers.
 Increased play and discovery based learning to promote language.
 Use of devices to break down barriers to writing.
 Continue with above mentioned interventions.

MATH 60 and 80 Week Summary - MID YEAR

Maths - Combined 60+80 week data

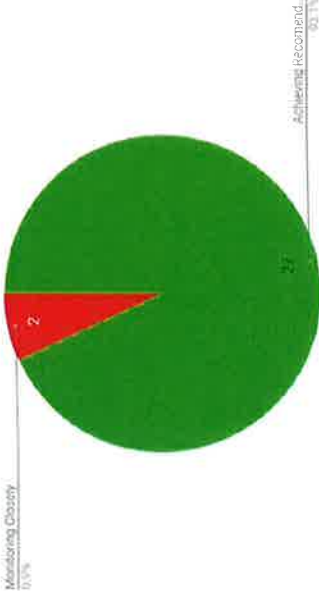


Maths - Combined 60+80 week data - less atypical



MATH 60 and 80 Week Summary - MID YEAR

Maths - Combined 60+80 week data



Maths - Combined 60+80 week data - less atypical



Of the 4 in the red zone, all are currently in some sort of early interventions for learning. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning, in class support, social and emotional development session, oral language sessions, language experience, etc.

91.7% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels.

When we remove the atypical students the statistics shift to 100% being on track.

Of the 2 in the red zone, all are currently in some sort of early interventions for socially and emotional wellbeing and school readiness.

27 students have had summative assessment and have evidence that they are working within the recommended curriculum level if you take into account the overlap in curriculum levels.

When we remove the atypical students the statistics shift to 100% being on track.

Of the 2 in the red zone, all are currently in some sort of early interventions for socially and emotional wellbeing and school readiness. Both have very high learning needs are unlikely to achieve recommended levels or to the same level as their peers.

2019 Thinking

Increased play and discovery based learning to promote math through investigation, problem solving and play.

Use of devices to reinforce maths.

Nurmicorn should the need present itself.

By the end of 120 weeks, 70% of typical learners will be showing evidence and trends (trajectory) of being working within their required NZ Curriculum level in Reading, Writing and Maths by the end of year 4.

Note:

This data reflects the current end of schooling years results and the current levels of students that are only half way through there academic year at school. Junior school data is continually changing as students achieve their mid year and end of year anniversaries at different times of the year. This data is just an indication of where things are with the data we have available. The end of year data cannot be seen as student for student, as some students have moved up into this section of reporting since mid year data was presented.

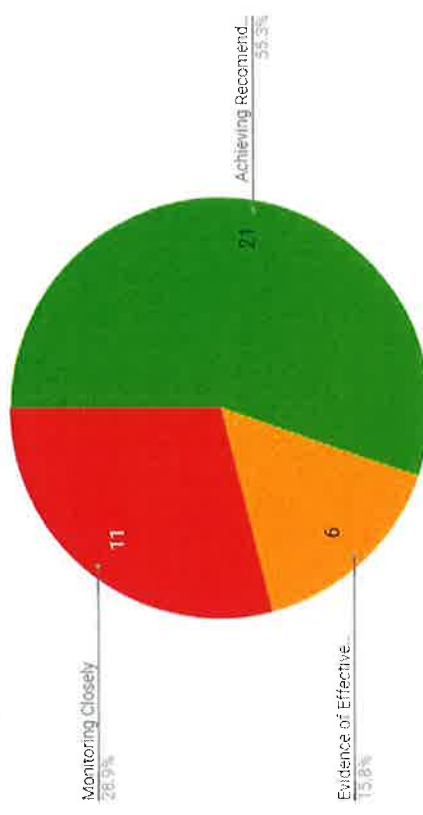
Reading 100 and 120 Week Summary - MID YEAR

Reading - Combined 100+120 Week Data

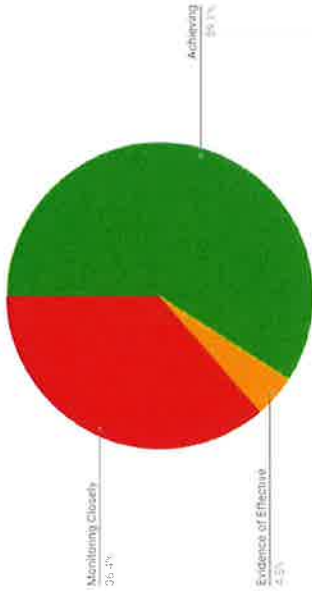


Reading 100 and 120 Week Summary - END OF YEAR

Reading - Combined 100+120 Week Data



Reading - Combined 100+120 Week Data - Less Atypical

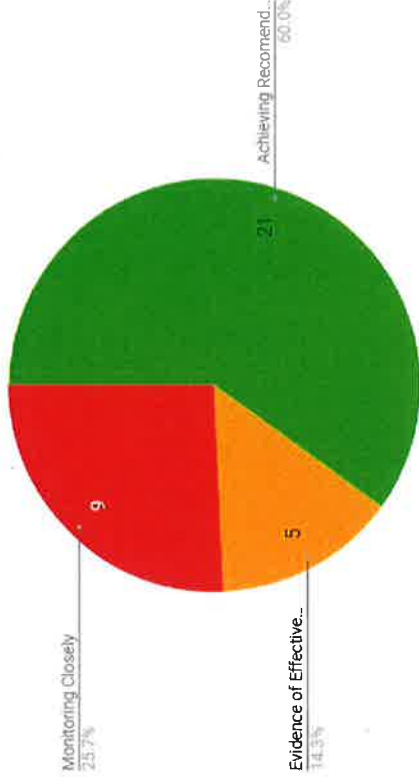


60.8% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 4.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 63.6% being on track.

Of the 9 in the red zone, all are currently or have been in term 1 and 2 in some sort of early interventions for reading. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning.

Reading - Combined 100+120 Week Data - Less Atypical



55.30% have had assessment or analysis of their reading and are currently working within the recommended curriculum level if you take into account the overlap in curriculum levels. With another 15.8% displaying positive dispositions and we feel with ongoing class programmes will succeed in reading.

Of the cohort, we predict 11 will require ongoing interventions throughout their school to ensure progress within reading continues. However of these 11, 1 has very high learning needs and is not likely to achieve to the same level as their peers or curriculum expectations.

When we remove the atypical students the statistics shift to 60% being on track and another 14.3% who we feel are no real concern in the long run.

Of the 11 in the red zone, all are currently in some sort of early interventions for learning. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning, in class support, social and emotional development session, oral language sessions, language experience, etc.

2019 Thinking

Increasing oral language learning for struggling writers.

Increased play and discovery based learning to promote language.

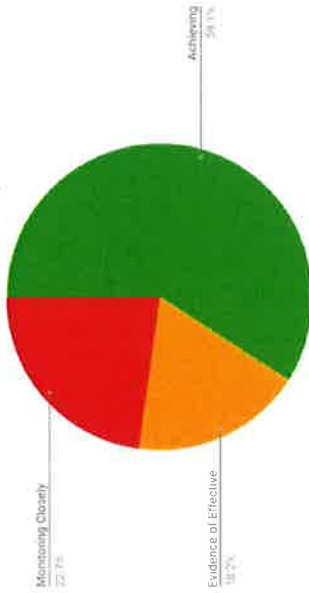
Use of devices to break down barriers to reading.

Continue with above mentioned interventions.

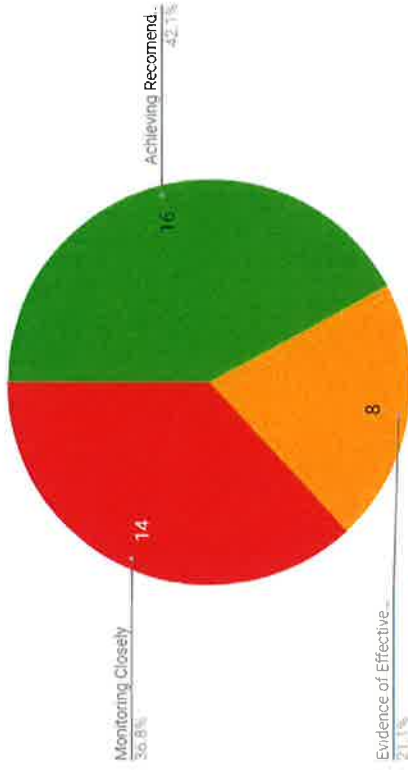
Writing - Combined 100+120 Week Data



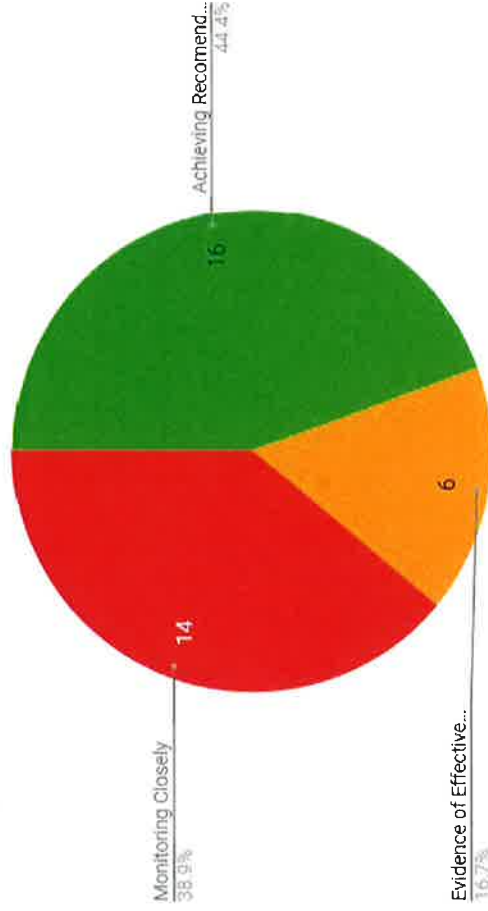
Writing - Combined 100+120 Week Data Less Atypical



Writing - Combined 100+120 Week Data



Writing - Combined 100+120 Week Data Less Atypical



73.9% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 17.4% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

Only 42% have had assessment or analysis of their writing and are currently working within the recommended curriculum level if you take into account the overlap in curriculum levels. 16.7% Of the cohort we will monitor closely and likely will have higher levels of teacher time, but they are students that may well progress as their learning consolidates and more mileage is put in.

When we remove the atypical students the statistics shift to 77.3% being on track.

Of the 7 in the red zone, all are currently in some sort of early interventions for reading. Eg double dip of daily phonic, speld, quick 60, extra reading mileage, new resources for learning.

Of the 14 students that are of concern we predict 11 will require ongoing interventions throughout their school to ensure progress within writing continues.

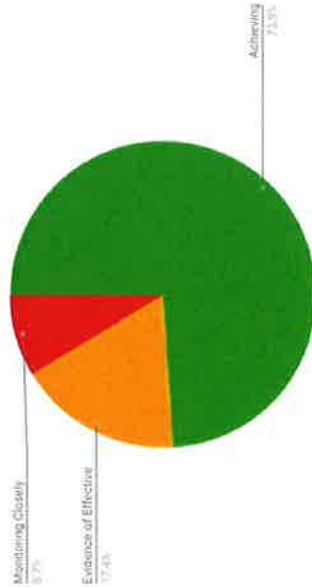
When we remove the atypical students the statistics shift to 44.4% being on track.

Of the 4 in the red zone, all are currently in some sort of early interventions for learning. Eg double dip of daily phonics, speld, new resources for learning, in class support, social and emotional development session, oral language sessions, language experience etc.

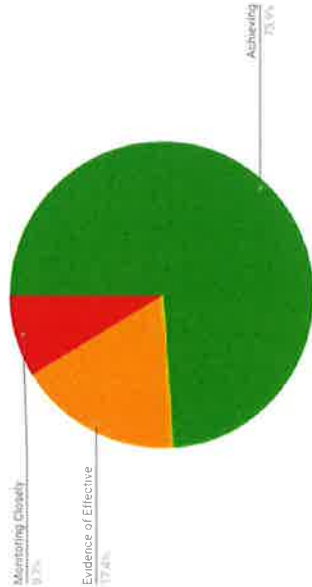
2019 Thinking
 Writing as main focus for PLD
 Increasing oral language learning for struggling writers.
 Increased play and discovery based learning to promote language.
 Use of devices to break down barriers to writing, including use of specialised Apps.
 Continue with above mentioned interventions.

MATH 100 and 120 Week Summary - MID YEAR

Maths - Combined 100+120 week Data

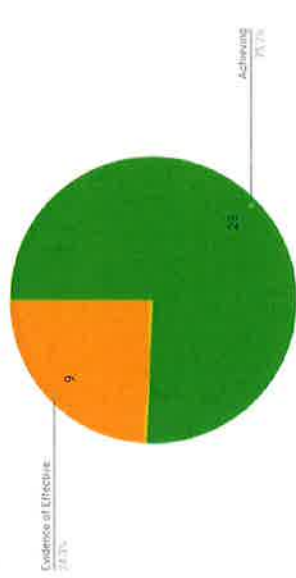


Maths - Combined 100+120 week Data - Less Atypical

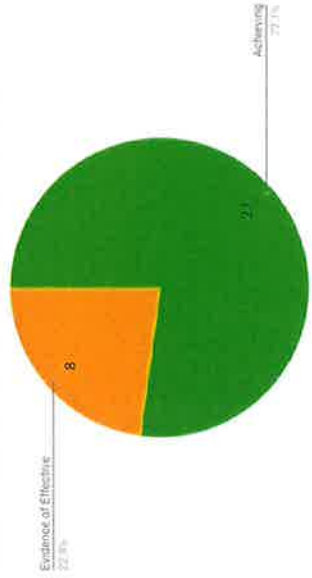


MATH 100 and 120 Week Summary - END of YEAR

Maths - Combined 100+120 week Data



Maths - Combined 100+120 week Data - Less Atypical



73.9% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels
 Of the cohort 17.4% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 90.9% being on track.

Of the 2 in the red zone, all are currently in some sort of early intervention for school readiness.

75.7% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels.
 22.9% of the cohort will monitor closely and likely will have higher levels of teacher time, but they are students that may well progress as their learning consolidates and more mileage is put in.

When we remove the atypical students the statistics shift to 77% being on track.

Annual Plan Aim 1b - Year 4-6 Overarching Mathematics Target:

That 70% of typical* students in years 4-6 will be working within the recommended area of the NZ Curriculum in Mathematics by the end of the 2018 school year.

*Typical students are those not identified with severe learning difficulties. Non typical include students that are ORS funded, have high health needs, ESOL.
 NB: All targets are based on the beginning of 2018 school year cohort.

Mid Year Data & Analysis

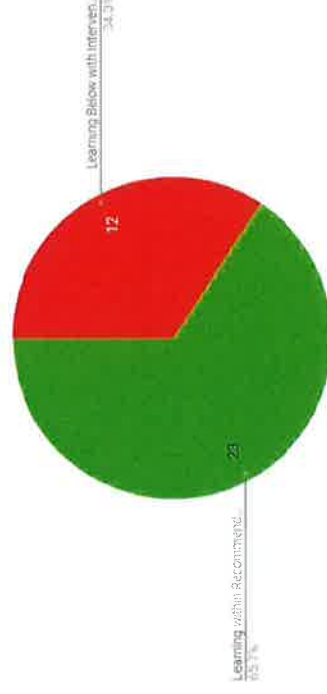
Year 4 Maths



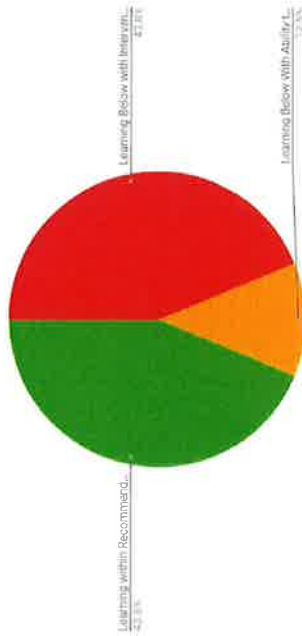
End of Year Data & Analysis

Year 4 Maths

Year 4 Maths



Year 4 Maths - Less atypical



Of all students in year 4:

52% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 13.9% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 56.3% being on track.

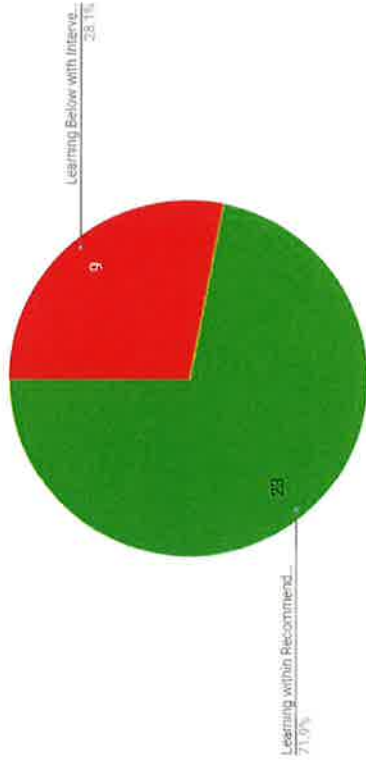
At face value these statistics are not ideal, however they are not unexpected and follow the trend of learning in this group right through the school. Also, when you look at this cohort closer there are very obvious reasons impacting the achievement of many of the 43.8% who are unlikely to be working within the recommended curriculum level.

Impacting factors include:

- 4-5 teachers in the last 2 years (circumstances out of our control).
- Beginning teacher and a teacher new to our school and system.
- 11 of the approx 22 students in the red zone a more than likely to have trauma related developmental delays.
- 9 of the students in the entire cohort have top of orange fare or red fare behaviour issues (sever, out of the normal, interventions from MoE and RTLB for behaviour). These behaviours, while being managed, do take teachers time, focus and effort, which directly impacts the time spent teaching the class as a whole.

On top of general interventions for learning (see below in 'All Learners') we have also dedicated a highly qualified Learning Support Person (A.S) to the classes with year 4 students. We have invested into new learning aids, hands on learning resources. Directed PLD support from BW to support these teachers.

Year 4 Maths - Less atypical



Of all students in year 4: 66% have evidenced they are working within within the recommended curriculum level if you take into account the overlap in curriculum levels.

When we remove the atypical students the statistics shift to 72% being on track.

This is a phenomenal shift in our year 4 groups as the year has progressed! The year 4 group are far more settled and focused, and this is reflected in the very unexpected pick up of achievement they have made.

Of the 12 below, 3 have diagnosed learning barriers. 2 have joined us in the last 2 years. At least 5 have very unstable / emotional home lives (trauma). Mixed into this group of 12 are 5 behaviorally challenging students, whose behaviour is a lot better but this still remains our focus as opposed to 'academic learning' IEPs.

On top of general interventions for learning (see below in 'All Learners') we have also dedicated a highly qualified Learning Support Person (A.S) to the classes with year 4 students.

We have invested into new learning aids, hands on learning resources. Directed PLD support from BW to support these teachers. (as from Mid year review).

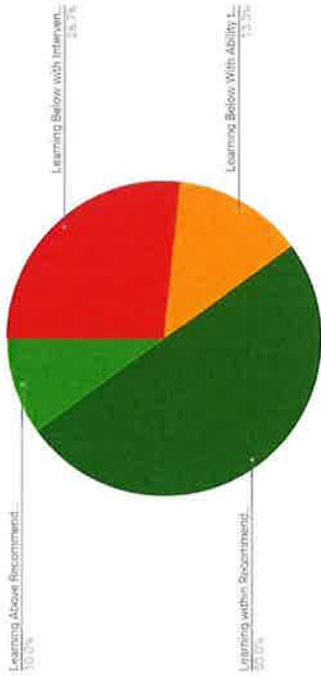
2019 Thinking for this Cohort

8 of the year 4 cohort will need close monitoring for more intensive math learning (not starting out with an IEP in maths, but could be by mid year). 9 will need to have math interventions ie numicon, extra math work at home, extra workshops all linked to a form of MATH IEP with whanau support and involvement.

3-4 will need to remain on behaviour plans and monitoring and work towards a higher level of engagement in learning in general.

Year 5 Maths

Year 5 Mathematics - All Students



Of all students in year 5:

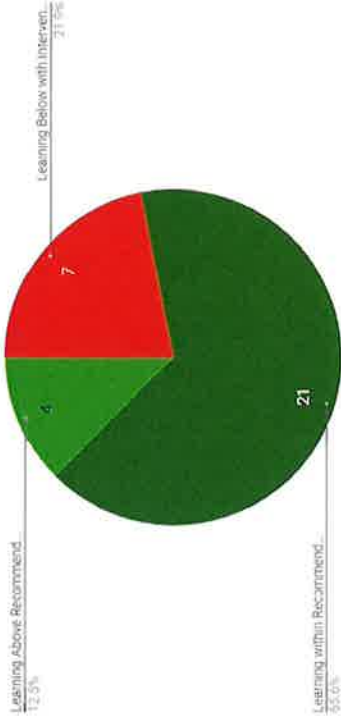
73.3% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 13.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

This cohort looks to be on track to meeting our Annual target. Students that are not looking on track to be working within the recommended curriculum level are making progress towards. Some are working very well with learning support and making excellent progress.

Of the students in the red zone, a couple have historically not really engaged in learning smoothly however we have seen a shift in their maturity and effort and they are making progress that reflects this.

NB - no atypical learners.

Year 5 Mathematics - All Students



Of all students in year 5:

78% are working within the recommended curriculum level if you take into account the overlap in curriculum levels. This far exceeds our target for this year. This is definitely something to celebrate as 2 of the 3 classes this cohort can be in have beginning teachers!

Of the students in the red zone, a couple have historically not really engaged in learning smoothly however we have seen a shift in their maturity and effort and they are making progress that reflects this.

Of the 7 below, 3 have joined us in the last 2 years. At least 2 have had unstable / emotional home lives (trauma). Mixed into this group is 1 behaviorally challenging student, whose behaviour is a lot better but this still remains our focus but if they continue to improve as they have this year they may start engaging in the learning better.

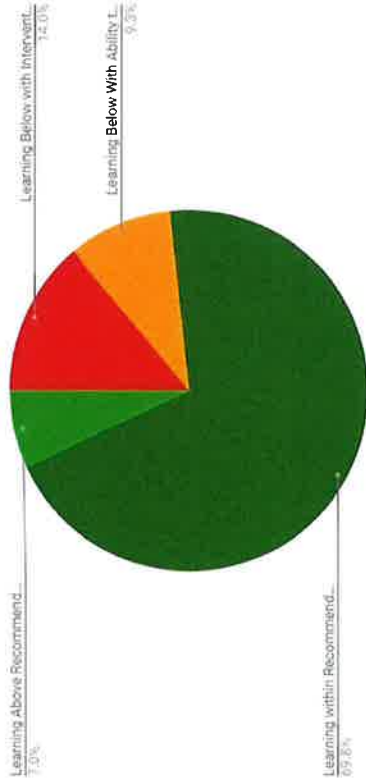
2019 Thinking for this Cohort

7 of the year 5 cohort will need close monitoring for more intensive math learning (not starting out with an IEP in maths, but could be by mid year).

7 will need to have math interventions ie numicon, extra math work at home, extra workshops all linked to a form of MATH IEP with whanau support and involvement.

Year 6 Maths

Year 6 Mathematics - All Students



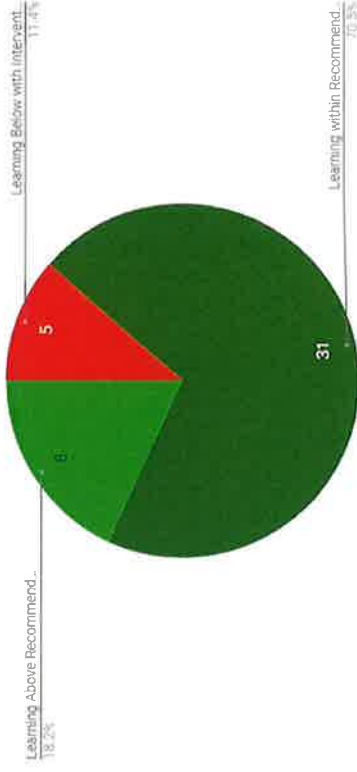
Of all students in year 6 :

86.1% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 9.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

This cohort looks to be on track to well and truly exceeding our annual target. Students that are not looking on track to be working within the recommended curriculum level are making progress towards. Some are working very well with learning support and making excellent progress.

NB- no atypical learners under achieving in maths.

Year 6 Mathematics - All Students



Of all students in year 6:

89% are working within the recommended curriculum level if you take into account the overlap in curriculum levels. This far exceeds our target for this year. 14 of these students are within the lower end of the expected curriculum area, however are making steady progress and if current progress continues could be within a strongly within the appropriate curriculum level by the end of year 8.

Of the students in the red zone, a couple have historically not really engaged in learning smoothly however we have seen a shift in their maturity and effort and they are making progress that reflects this.

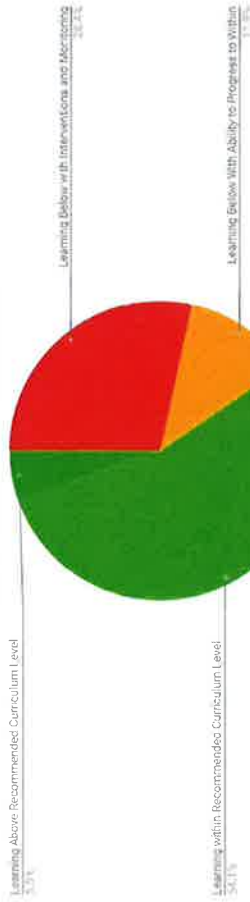
Of the 5 below, 2 have joined us in the last 2 years. At least 2 have had unstable / emotional home lives (trauma). Mixed into this group is 1 behaviorally challenging student, whose behaviour is a lot better but this still remains our focus but if they continue to improve as they have this year they may start engaging in the learning better.

2019 Thinking for this Cohort

Information that is accurate and robust has been passed on to the college to ensure student needs in writing are clearly outlined and college can plan for how to continue seeing improvement within this cohort.

Year 4-6 Maths Combined

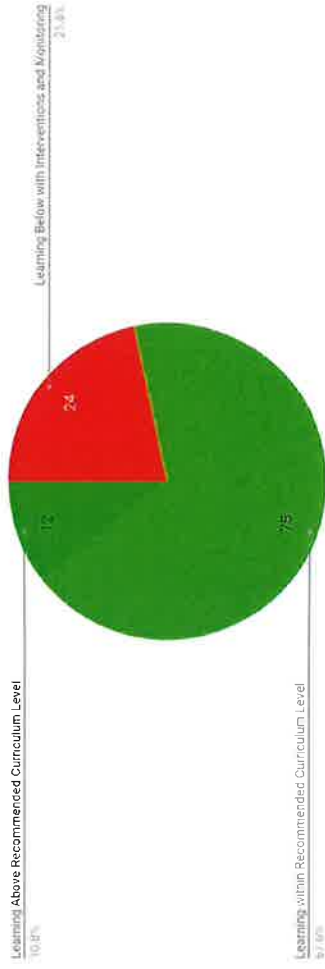
Year 4-6 Mathematics - ALL Learners



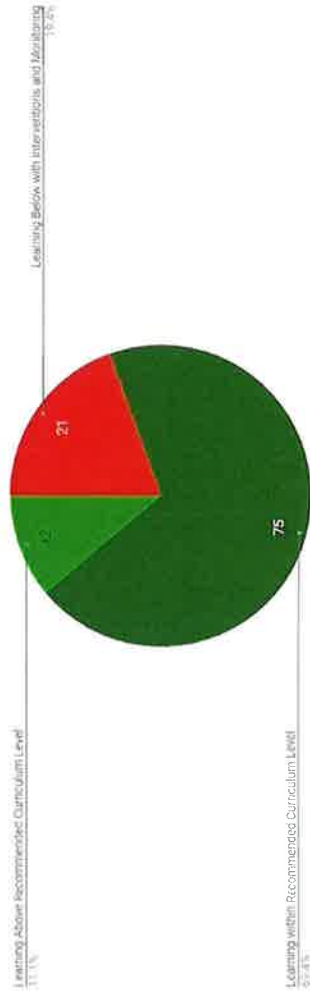
Year 4-6 Mathematics - Beginning of year Cohort, Less Atypical



Year 4-6 Mathematics - ALL Learners



Year 4-6 Mathematics - Beginning of year Cohort, Less Atypical



Of all students in year 4-6:

71.5% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 11.9% will require some extra attention and motivation to have a realistic chance of being on track (this is the risk factor, if they do not achieve we will drop below the 70% target). This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical or students the statistics shift to 73.3% being on track.

It is very evident that our year 4 cohort are pulling the overall statistics down.

There is also 7 students included in the data in the red zone that have joined us at the end of last year or the first day of this year, so are included however we have had very little time to make progress in their learning.

Our general classroom programmes include:

- Regular and targeted teacher time,
- Maths across the curriculum,
- Teaching number through strand.

Of all students in year 4-6:

78.4% are working within recommended curriculum level if you take into account the overlap in curriculum levels. After looking in more depth at maths in March this year, we did not feel that a target of 80.5% was achievable for the cohort as a whole. However the PLD and change within the approach and systems of teaching math in year 4-6 has clearly made a huge difference to student engagement and achievement.

When we remove the atypical or students the statistics shift to 73.3% being on track.

While it was evident that our year 4 cohort was pulling the overall statistics down, the improvement they have made is very evident. There is still work to be done on how to bridge the gap between year 3 and year 4 in maths. Having created a year 3 and 4 class next year we hope to get more insight into this concept.

General think for 2019 Math in year 4-6

Continue with the program using e-assile to pre test, create targeted workshoping groups teaching directly to needs not following a set programme ie numeracy project. This should be more

- Relevant and contextual, real-life scenarios.
- (for further elaboration refer to annual aim 1b section of previous Principal Reports)

To aid in the learning of our at risk students we have:

Heavy use of PLD hours to support and develop maths across the school.

Collaborative inquiry with support of PLD provider.

Teacher time at least 4 times a week,

Teacher Aide support 2-3 times a week,

Teacher aide PD,

RTLb support,

Numicon programmes,

These interventions are aimed to help accelerate their learning in maths. However many of these students also have high needs in terms of social and emotional competencies and regulation, which require significant support, resources and curriculum time. Therefore this influences the types of learning activities and goals set in their IEPs to reflect holistic learning.

achievable and high impacting as there is only one class that has not used this approach this year. With it being the year 3 and 4 group the concept / approach will have to be modified to cater for the year 3s in the class. We will tackle this with the help of our PLD provider.

Our general classroom programmes include:

Pre and post testing and creating groups of workshops of targeted learning needs.

Warm ups.

Learning intentions

Mathletics

- Regular and targeted teacher time,

- Maths across the curriculum,

- Teaching number through strand.

- Relevant and contextual, real-life scenarios.

To aid in the learning of our at risk students we have:

Ongoing use of PLD hours to support and develop maths across the school.

Teacher time at least 4 times a week,

Teacher Aide support 2-3 times a week,

Teacher aide PD,

RTLb support,

Numicon programmes,

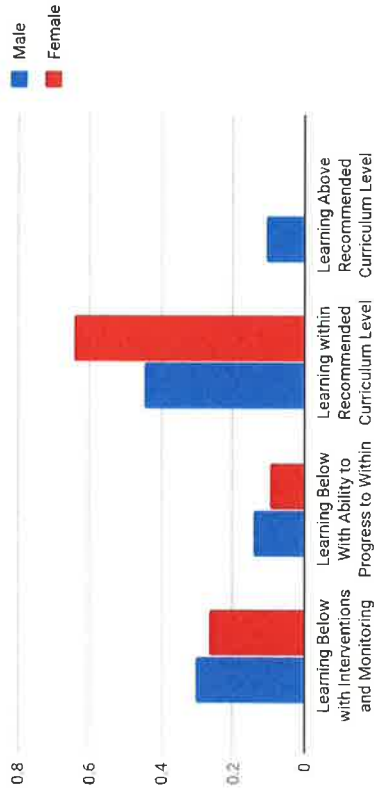
Increased communication with parents for home support,

Additional support during assessments,

Mathletics booklets sent home for additional support from whanau.

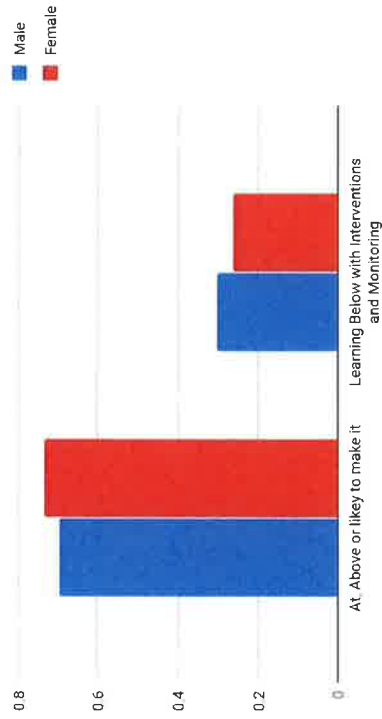
Gender Comparisons In Mathematics

Gender Comparison - Mathematics by Percentage



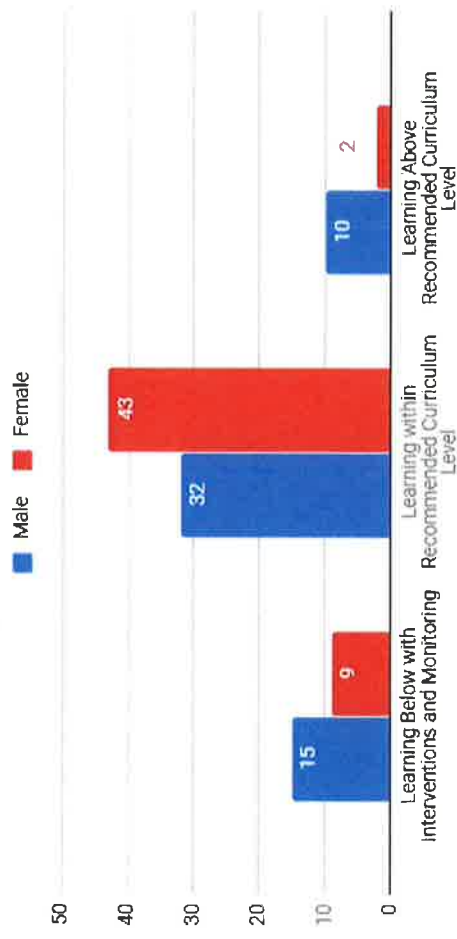
Year 4-6 Math - All Students

Maths Gender Comparisons Summary 2018



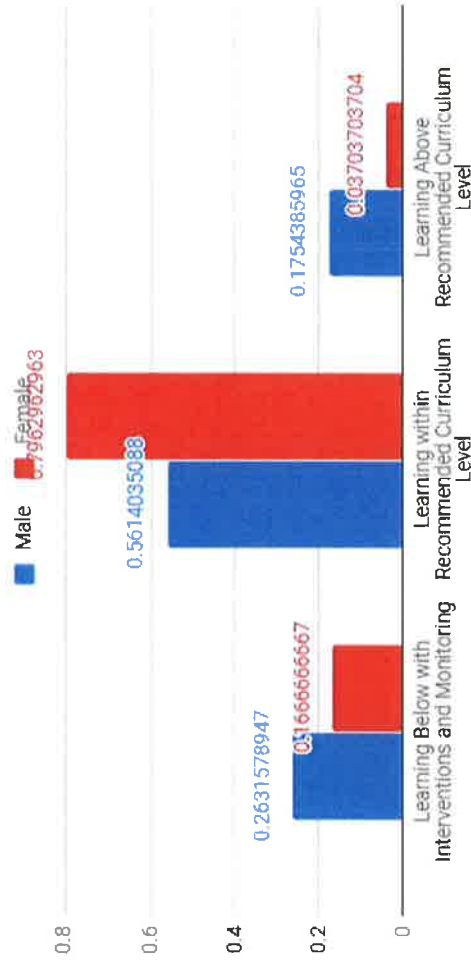
There is no real concern in gender disparity in maths.

Gender Comparisons In Year 4-6 Mathematics



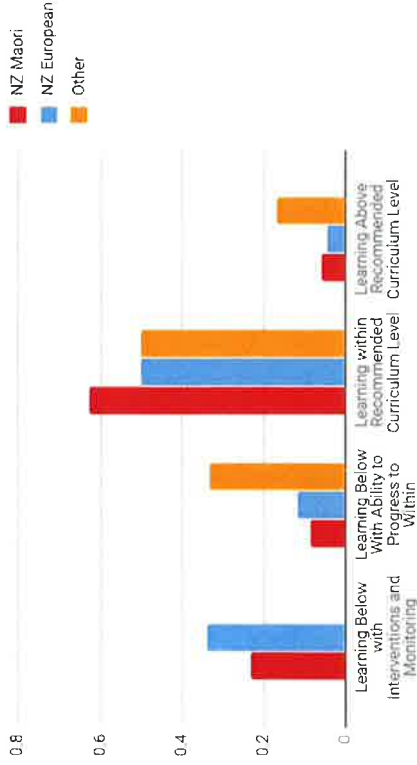
Year 4-6 Math - All Students

Gender Comparison - Mathematics by Percentage

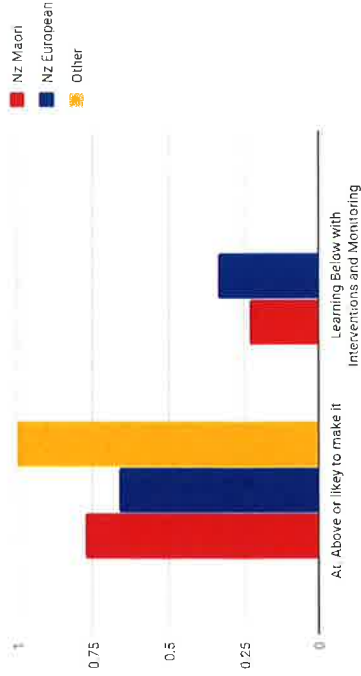


Year 4-6 Math - All Students

Cultural Comparisons In Mathematics Year 4-6

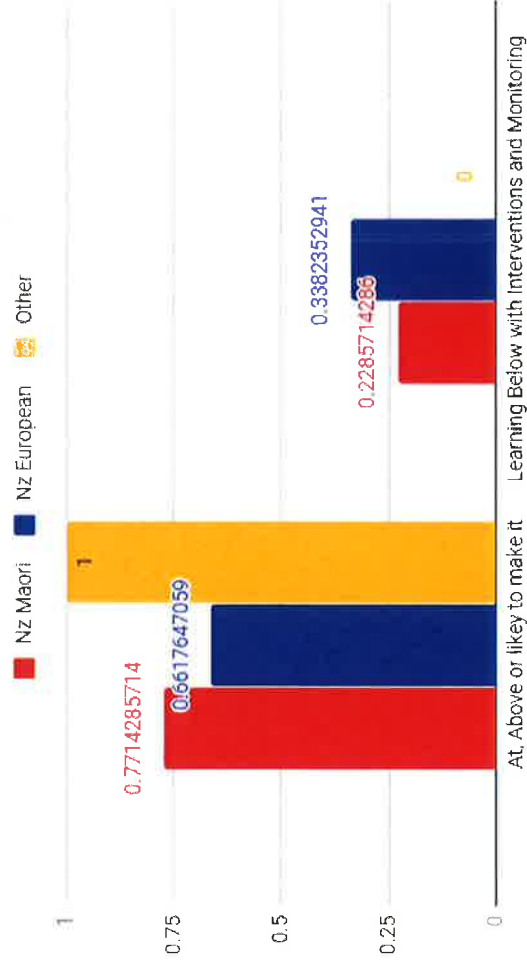


Maths Cultural Comparison Summary 2018

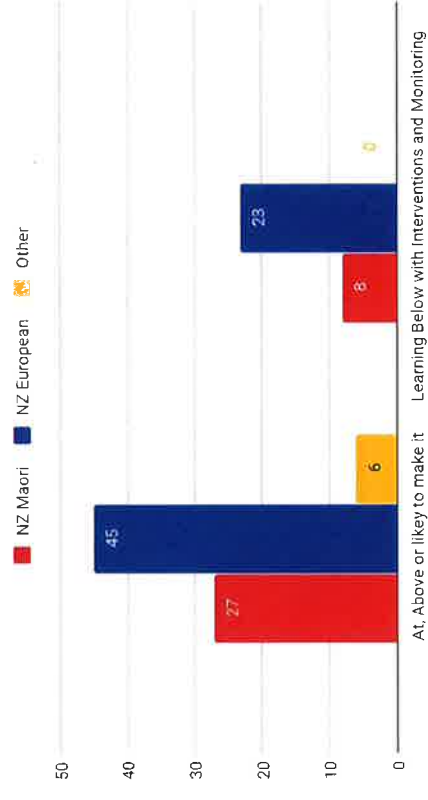


This data shows that our Maori learners are slightly out performing out NZ european learners this year.

Maths Cultural Comparison Summary 2018



Cultural Comparison - Number of Students



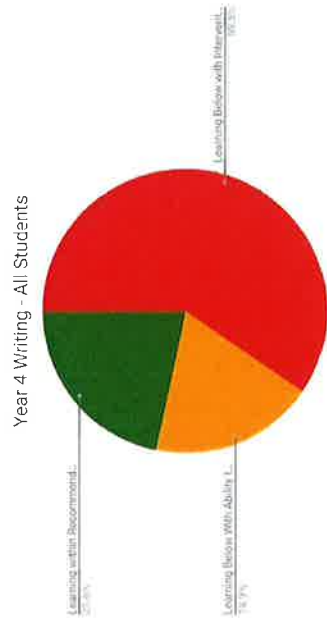
This data continues to shows that our Maori learners are slightly out performing out NZ european learners this year.

Annual Plan Aim 1c - Year 4-6 Over Arching Writing Target:

That 77% of typical* students in years 4-6 will be working within the recommended area of the NZ Curriculum in Writing by the end of the 2018 school year.

*Typical students are those not identified with severe learning difficulties. Non typical include students that are ORS funded, have high health needs, ESOL.
 NB: All targets are based on the beginning of 2018 school year cohort.

Mid Year Data & Analysis

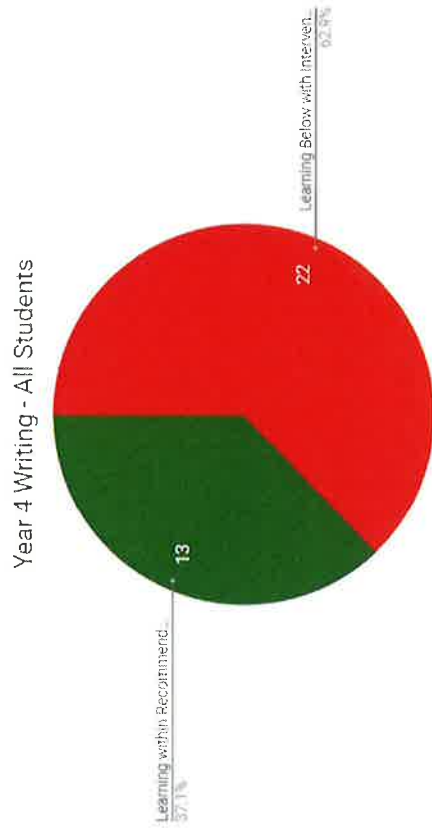


Year 4 Writing - Less Atypical

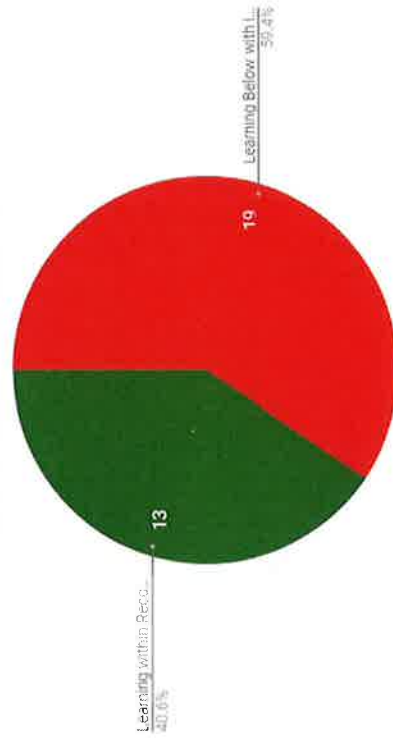


End of Year Data & Analysis

Year 4 Writing



Year 4 Writing - Less Atypical



Of all students in year 4:

40.5% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 18.9% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 45.5% being on track.

At face value these statistics are not ideal, however they are not unexpected and follow the trend of learning in this group right through the school. Also, when you look at this cohort closer there are very obvious reasons impacting the achievement of many of the 59.5% who are unlikely to be working within the recommended curriculum level.

Impacting factors include:

15 of the 22 students in red are boys. 6 who have severe behaviour issue. 3 with learning difficulties (atypical). Boys in general often take a lot longer to engage in writing.

4- 5 teachers in the last 2 years (circumstances out of our control).

Beginning teacher and a teacher new to our school and system.

11 of the approx 22 students in the red zone a more than likely to have trauma related developmental delays.

On top of general interventions for learning (see below in 'All Learners') we have also dedicated a highly qualified Learning Support Person (A.S) to the classes with year 4 students.

We have RTLB writing support and programmes.

Teachers have been on Sheena Cameron PLD

Teacher has been on an IYT course.

Of all students in year 4:

37% are working within the recommended curriculum level if you take into account the overlap in curriculum levels. When we remove the atypical students the statistics shift to 40.6% achieve. With a continued clear focus on math development within staff and students, we did not anticipate making ground breaking gains within writing this year.

Impacting factors include:

16 of the 22 students in red are boys. 7 of the group have severe behaviour issue. 3 with learning difficulties (atypical). 10 of this group have joined us in the last 2 years.

As per mid year info

4- 5 teachers in the last 2 years (circumstances out of our control).

Beginning teacher and a teacher new to our school and system.

11 of the approx 22 students in the red zone a more than likely to have trauma related developmental delays.

On top of general interventions for learning (see below in 'All Learners') we have also dedicated a highly qualified Learning Support Person (A.S) to the classes with year 4 students.

We have RTLB writing support and programmes.

Teachers have been on Sheena Cameron PLD

Teacher has been on an IYT course.

2019 Thinking for this Cohort - on top of Writing being our main focus for inquiry and PLD.

7 of the year 4 cohort will need close monitoring for more interventions in writing learning (not starting out with an IEP in writing, but could be by mid year).

15 will need to have writing interventions ie extra writing workshops, possible oral language

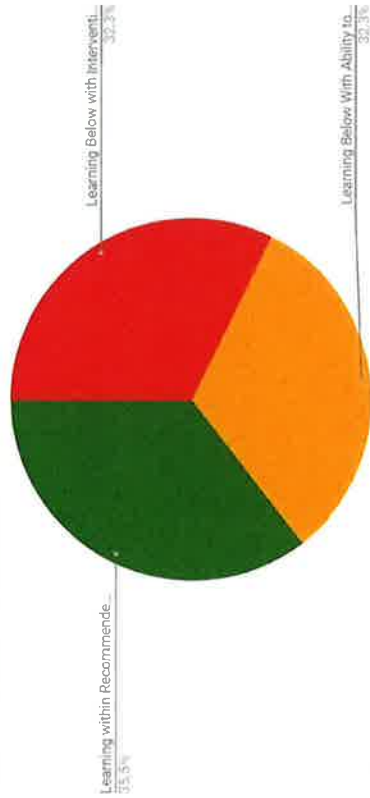
workshops, workshops all linked to a form of Writing IEP with whanau support and involvement.

5 will need to remain on behaviour plans and monitoring and work towards a higher level of

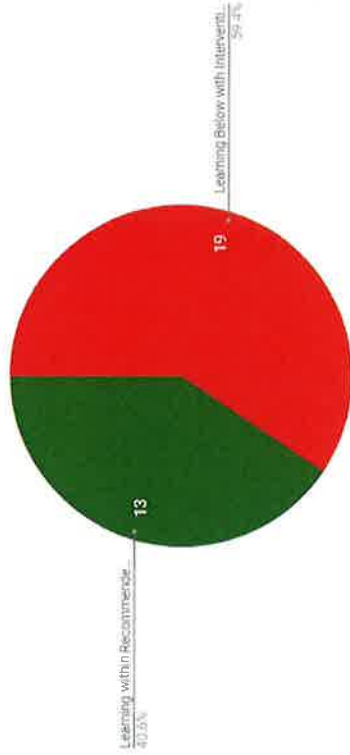
engagement in learning in general.

Year 5 Writing

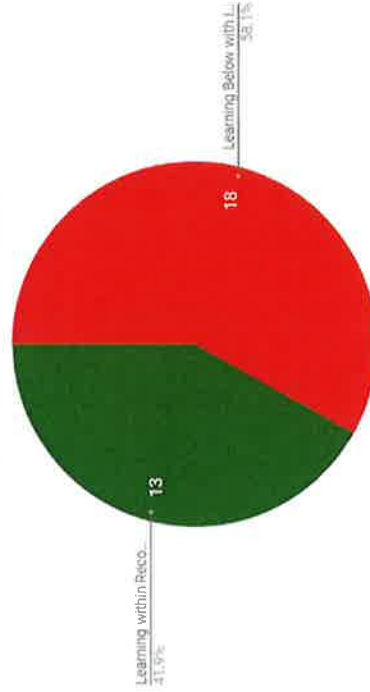
Year 5 Writing - All Students



Year 5 Writing - All Students



Year 5 Writing - Less Atypical



Of all students in year 5:

67.75% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 32.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

NB - no atypical learners.

Of all students in year 5:

40.6% are working within the recommended curriculum level if you take into account the overlap in curriculum levels. When we remove the atypical students the statistics shift to 42% achieve. With a continued clear focus on math development within staff and students, we did not anticipate making ground breaking gains within writing this year.

This assessment data is a bit shocking and differs a lot from what we predicted, this is largely due to changing assessment tools, more thorough moderation and discussion within leveling the writing. Teachers have intentionally marked on the harder side of things and if there has been an 'on the fence' they have leveled them lower, this is the case for about 6 of the students in the red.

Impacting factors include:

13 of the 19 students in red are boys. 6 of this group have joined us in the last 2 years.

As per mid year info

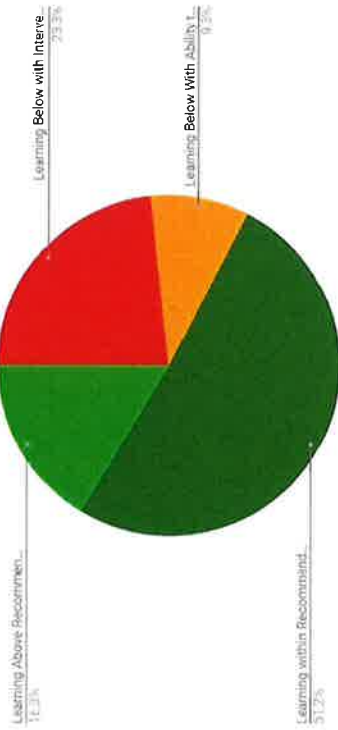
Beginning teacher and a teacher new to our school and system.

On top of general interventions for learning (see below in 'All Learners') we have also dedicated a highly qualified Learning Support Person (A.S) to the classes with year 4 and 5 students. We have RTLB writing support and programmes. Teachers have been on Sheena Cameron PLD. Teacher has been on an IYT course.

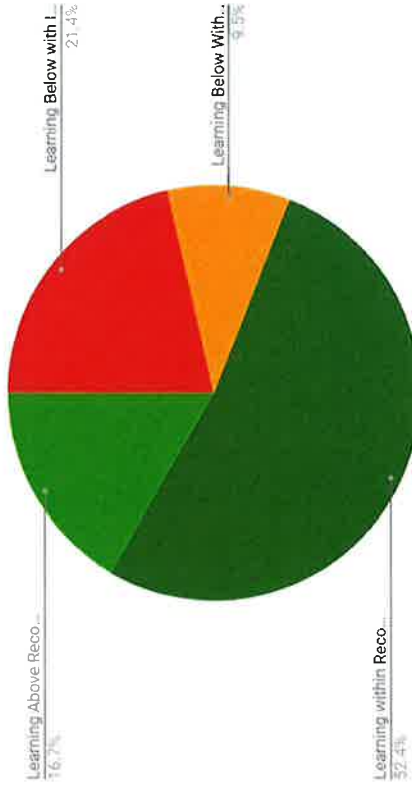
2019 Thinking for this Cohort - on top of Writing being our main focus for inquiry and PLD.
9 of the year 5 cohort will need close monitoring for more interventions in writing learning (not starting out with an IEP in writing, but could be by mid year).
14 will need to have writing interventions ie extra writing workshops, possible oral language workshops, workshops all linked to a form of Writing IEP with whanau support and involvement.
1 will need to remain on behaviour plans and monitoring and work towards a higher level of engagement in learning in general.

Year 6 Writing

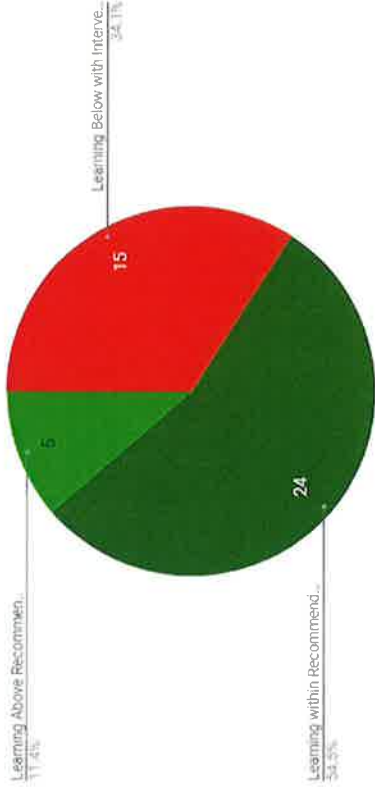
Year 6 Writing - All Students



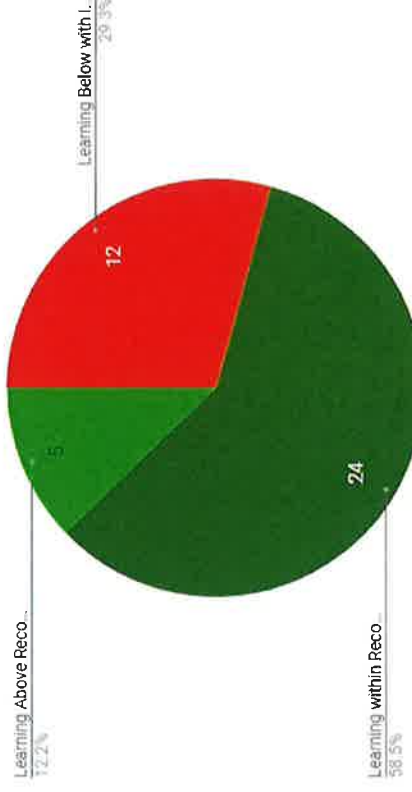
Year 6 Writing - Less Atypical



Year 6 Writing - All Students



Year 6 Writing - Less Atypical



Of all students in year 6 :

76.75% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 9.3% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical students the statistics shift to 78.6% being on track.

Of all students in year 6:

66% are working within the recommended curriculum level if you take into account the overlap in curriculum levels. When using the beginning of year cohort and removing the atypical students the statistics shift to 71% achieving.

With a continued clear focus on math development within staff and students, we did not anticipate making ground breaking gains within writing this year.

This assessment data is a bit shocking and differs a lot from what we predicted, this is largely due to changing assessment tools, more thorough moderation and discussion within leveling the writing. Teachers have intentionally marked on the harder side of things and if there has been an 'on the fence' they have leveled them lower, this is the case for about 2 of the students in the red.

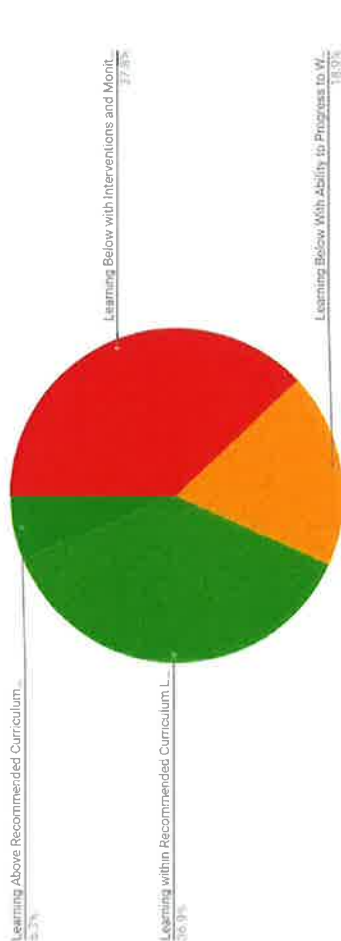
Impacting factors include:
 9 of the 15 students in red are boys. 8 of this group have joined us in the last 2 years. 2 have diagnosed learning difficulties.

As per mid year info
Beginning teacher and a teacher new to our school and system.
 On top of general interventions for learning (see below in 'All Learners')
 We have RTLB writing support and programmes.
 Teachers have been on Sheena Cameron PLD

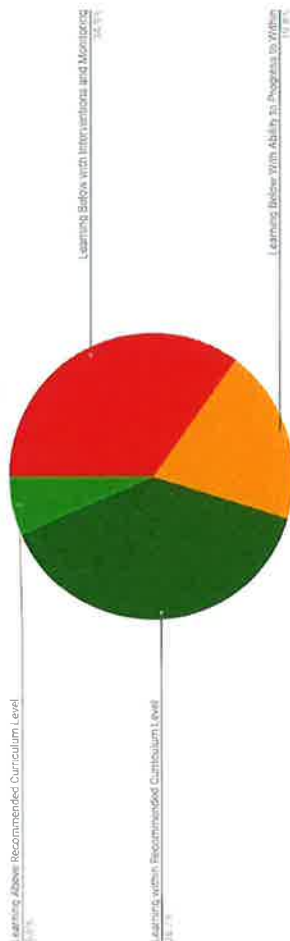
2019 Thinking for this Cohort - on top of Writing being our main focus for inquiry and PLD.
 Information that is accurate and robust has been passed on to the college to ensure student needs in writing are clearly outlined and college can plan for how to continue seeing improvement within this cohort.

Year 4-6 Writing Combined

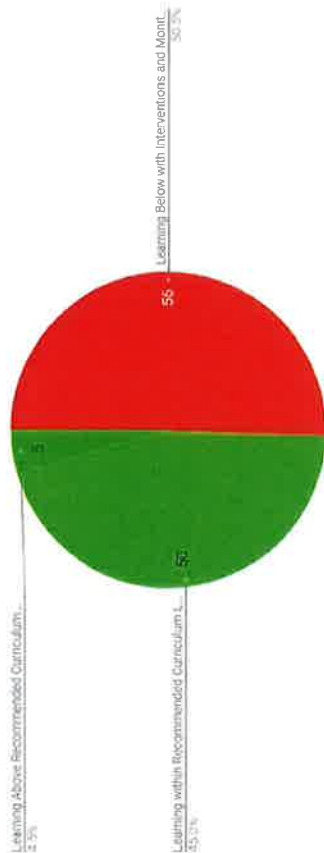
Year 4-6 Writing - ALL Learners



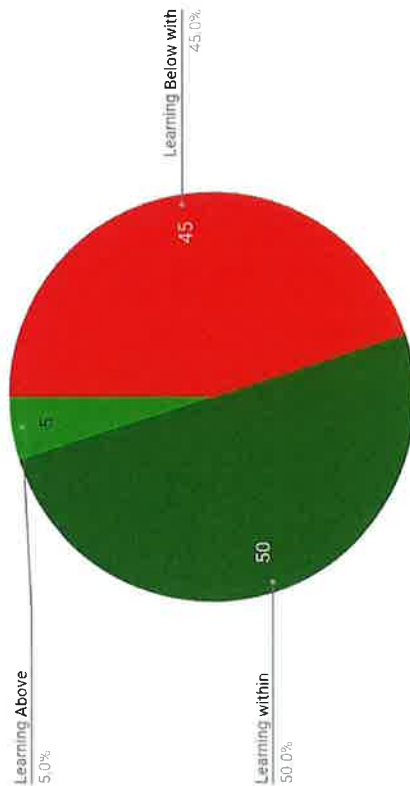
Year 4-6 Writing - Less Atypical



Year 4-6 Writing - ALL Learners



All year 4-6 Writing - Beginning of year cohort less Atypical



Of all students in year 4-6:

62.1% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 18.9% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical or students the statistics shift to 65.1% being on track.

It is very evident that our year 4 cohort are pulling the overall statistics down. There is also 5 students included in the data in the red zone that have joined us at the end of last year or the first day of this year, so are included however we have had very little time to make progress in their learning.

Our general classroom programmes include:

- Regular and targeted teacher time,
- Writing across the curriculum for contextual and real reasons.
- Relevant and contextual, real-life scenarios.
- Writing in a mixture of media - hand and chromebook.
- Publishing and celebration of writing success.
- (for further elaboration refer to annual aim 1b section of previous Principal Reports)

All the learners in these groups received interventions which included:

- IEP programmes
- Teacher time at least 3- 4 times a week,
- Teacher Aide support regularly during the week,
- Teacher aide PD,
- RTLB support,
- RTLit support,
- SPELD in school time,
- Quick 60 programmes,
- External Ministry support.
- Counseling / Life Coach
- teachers Writing PD

This cohort does not look to be on track to meeting our Annual target. Much of this could be due our work in maths. As we dug into maths we found a lot more work needing to be done than anticipated. This has resulted in less time and focus being able to be put onto writing in the senior school.

Of all students in year 4-6:

50.5% are working within the recommended curriculum level if you take into account the overlap in curriculum levels.

When we remove the atypical and new students statistics shift to 55% achieving. 23 of the 45 students below have started with us in the last 2 years. If we removed these students from the statistics we are looking at 66% of our students in this cohort achieving.

How to improve Writing in 2019.

Collaborative inquiry into writing barriers with support from PLD provider.

Consistent assessment tools and development using the tools.

Using assessment data to create targeted workshops and learning plans.

Increasing engagement and motivation in writing - short sharp fun writing activities.

Shift towards more progression based rubric as opposed to writing samples to assess levels and needs.

Our general classroom programmes include:

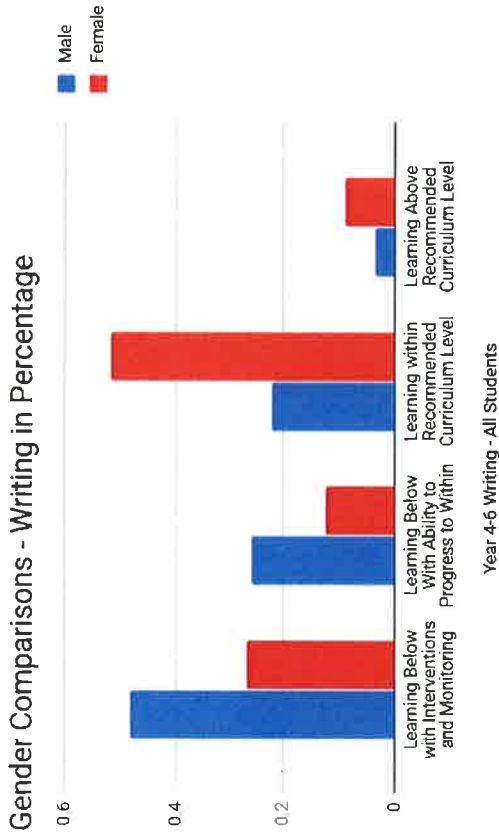
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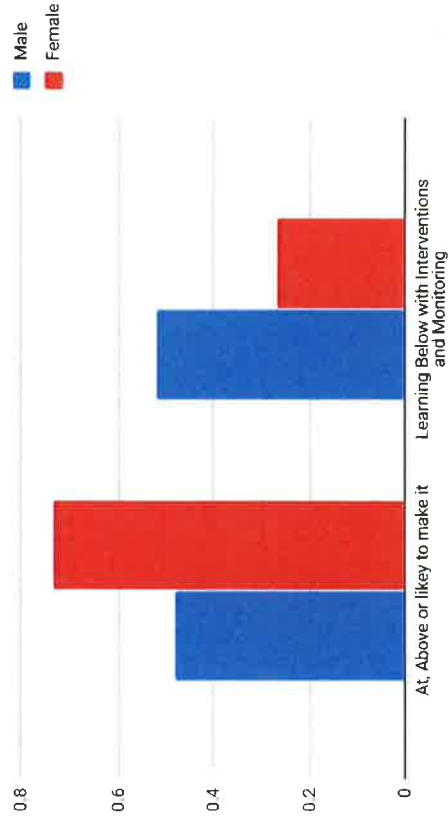
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- Teacher time at least 3- 4 times a week,
- Teacher Aide support regularly during the week,
- Teacher aide PD,
- RTLB support,
- RTLit support,
- SPELD in school time,
- Quick 60 programmes,
- External Ministry support.
- Counseling / Life Coach
- teachers Writing PD

This area WILL need to be our main focus in 2019.

Gender Comparisons In Writing

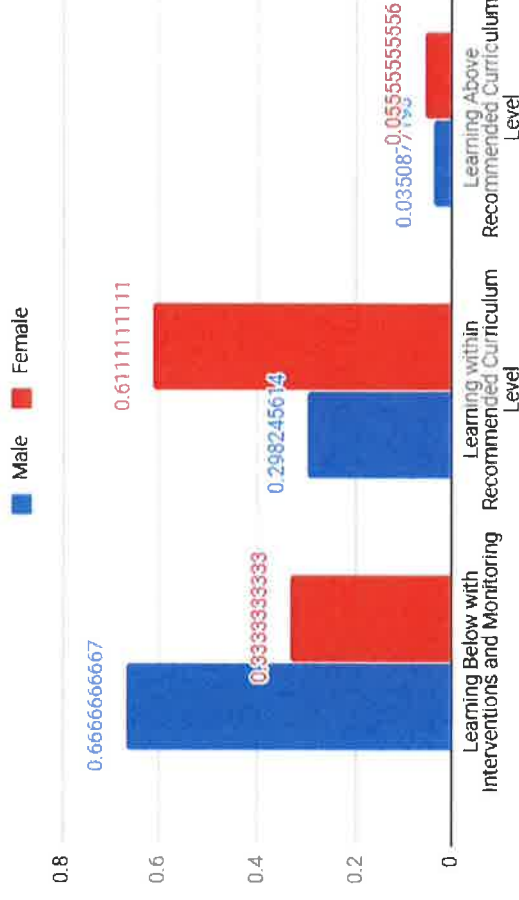


Writing - Gender Comparison Summary

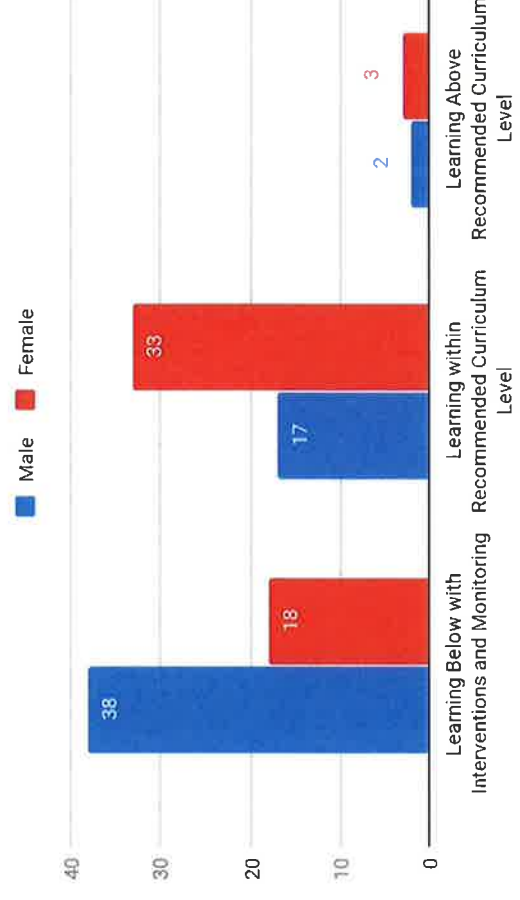


Our female students are out performing our male learners in writing, this is historic and a nationwide issue. Through contexts and real life learning experiences where writing is relevant we are trying to increase participation and effort from boys in writing.

Gender Comparisons - Writing in Percentage

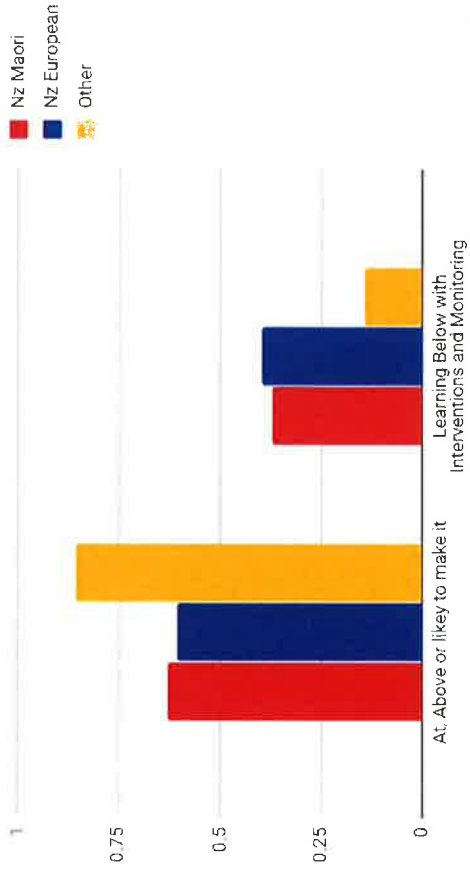


Gender Comparisons In Year 4-6 Writing

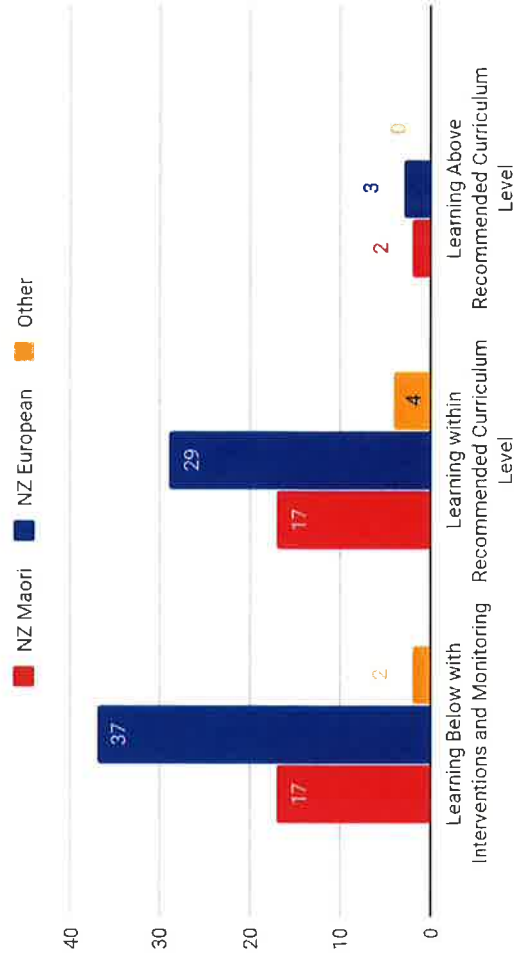


Cultural Comparisons In Writing

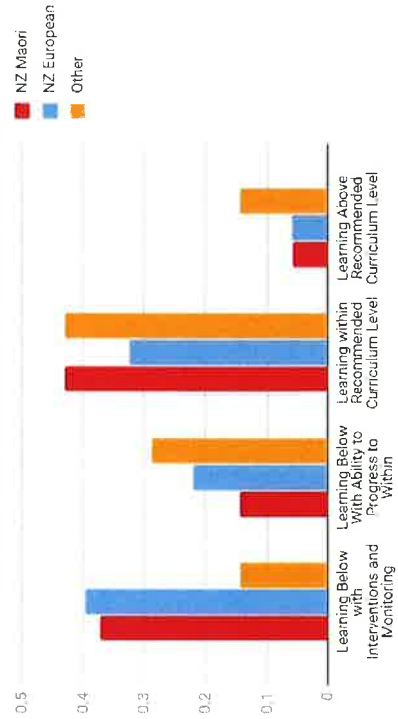
Writing - Cultural Comparison Summary



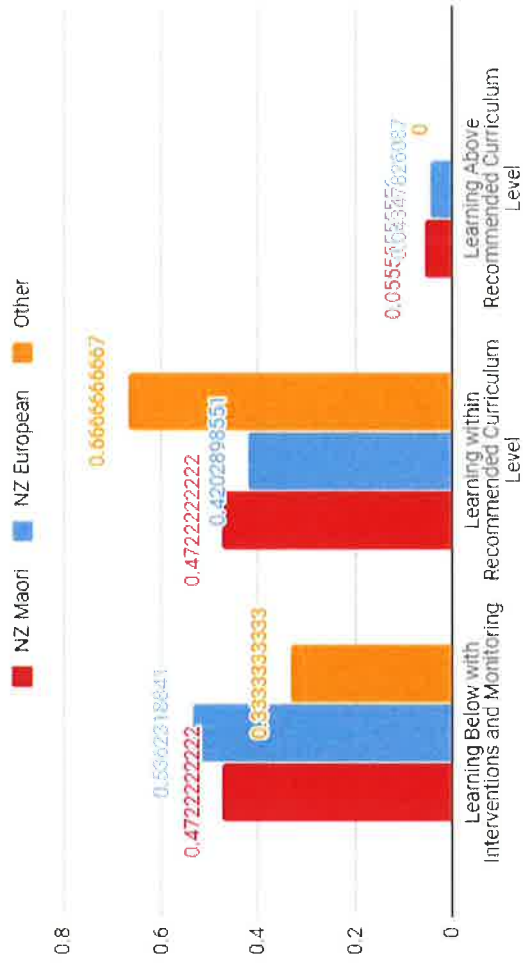
Cultural Comparison - Writing



Cultural Comparisons In Writing Year 4-6



Cultural Comparisons In Writing Year 4-6



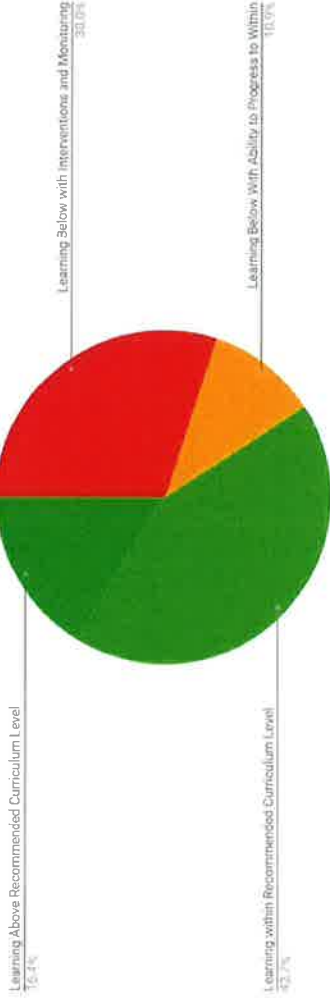
This data shows that our Maori learners are slightly out performing out NZ european learners this year.

Reading Update - Not a Annual Aim

Mid Year Data Reading - ALL year 4-6

End of Year Data - All year 4-6

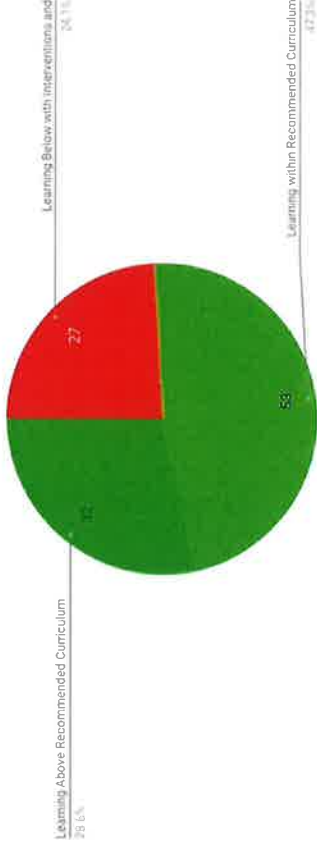
Year 4-6 Reading - ALL Learners



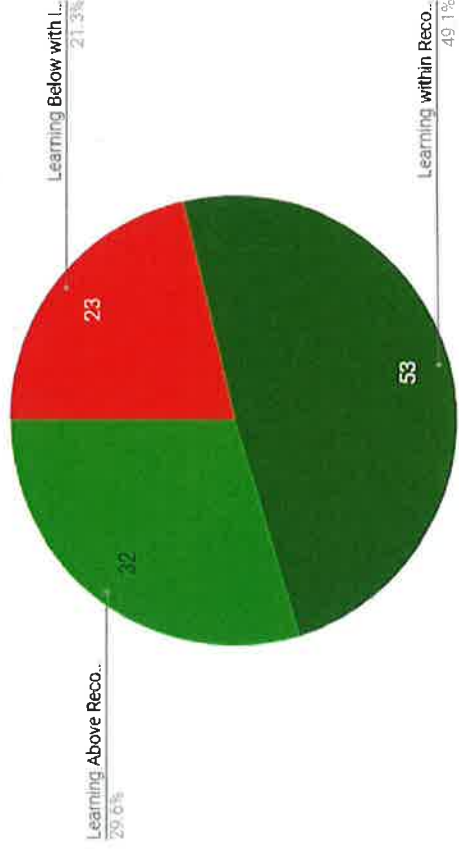
Year 4-6 Reading - Less Atypical



Year 4-6 Reading - ALL Learners



Year 4-6 Reading - Beginning year cohort Less Atypical



Of all students in year 4-6:

70% look to be on track to be working within the recommended curriculum level if you take into account the overlap in curriculum levels. Of the cohort 10.9% will require some extra attention and motivation to have a realistic chance of being on track. This is something the class teachers should be

Of all students in year 4-6:

76% are working within the recommended curriculum level if you take into account the overlap in curriculum levels.

able to achieve with the current support and minor adjustments in programmes.

When we remove the atypical or students the statistics shift to 72.6% being on track.

20 of the cohort in red are from our year 4 group. That is approximately 2/3 of the cohort in red. It is very evident that our year 4 cohort are pulling the overall statistics down.

There is also 6 students included in the data in the red zone that have joined us at the end of last year or the first day of this year, so are included however we have had very little time to make progress in their learning.

Reading programmes consist of:

- Regular and targeted teacher time,
- Reading following the ALL school approach.
- New reading resources particularly for our year 4 cohort.
- New assessment programme.
- New resources with a non-fiction focus.
- Use of digital resources for reading

Learners in these groups receiving interventions which included:

- IEP programmes
- Teacher time at least 4 times a week,
- Teacher Aide support
- Teacher aide PD,
- RTLB support,
- RTLit support,
- SPELD in school time,
- Quick 60 programmes,
- Counseling / Life Coach

When we remove the atypical or students the statistics shift to 78.7% being on track.

52% of the cohort in red are from our year 4 group. At mid year the year 4 cohort made up almost 66% of the cohort below, so again this year 4 group is making great progress.

There is also 6 students included in the data in the red zone that have joined us at the end of last year or the first day of this year, so are included however we have had very little time to make progress in their learning.

Reading programmes consist of:

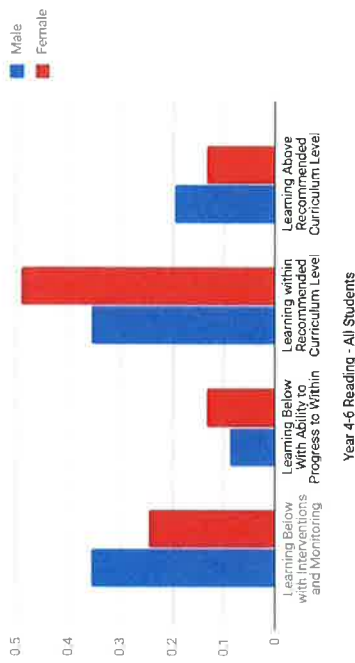
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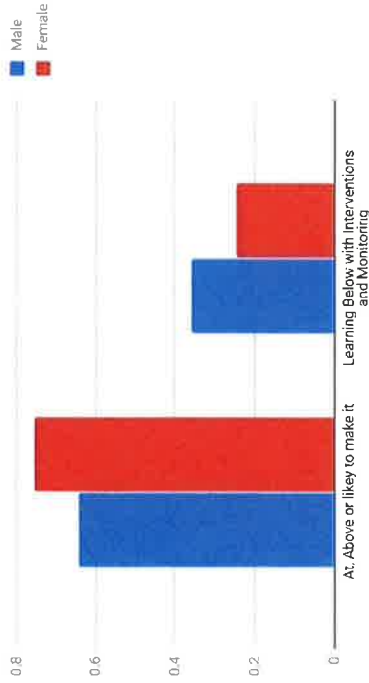
- IEP programmes
- Teacher time at least 4 times a week,
- Teacher Aide support
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- RTLB support,
- RTLit support,
- SPELD in school time,
- Quick 60 programmes,
- Counseling / Life Coach

Gender Comparison Mid Year

Gender Comparisons in Reading - Percentage

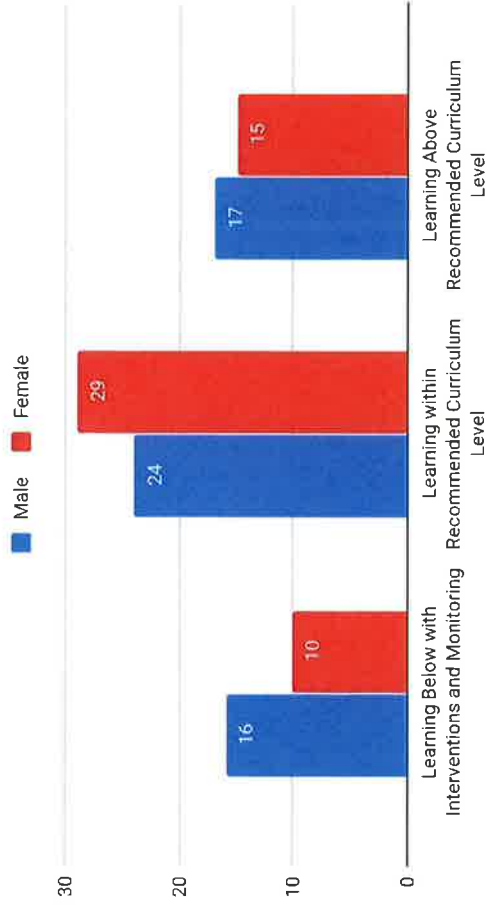


Reading - Gender Comparison Summary

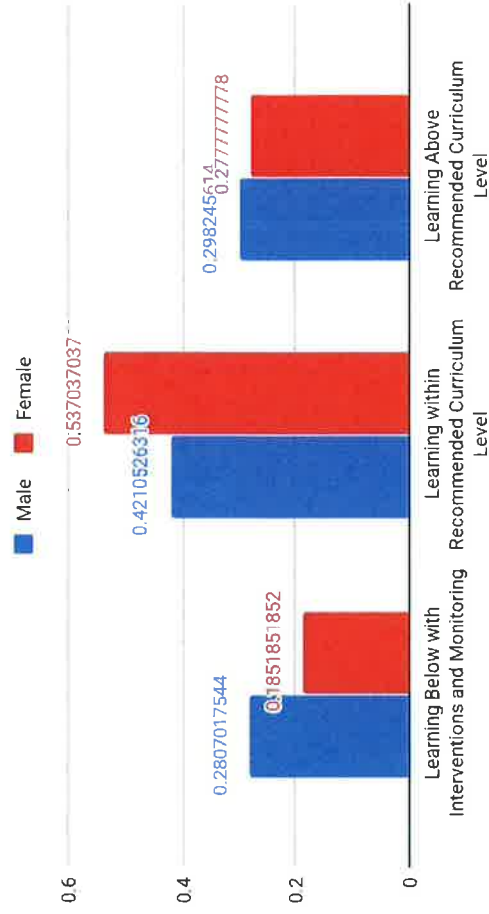


Gender Comparison End of Year

Gender Comparisons In Year 4-6 Reading

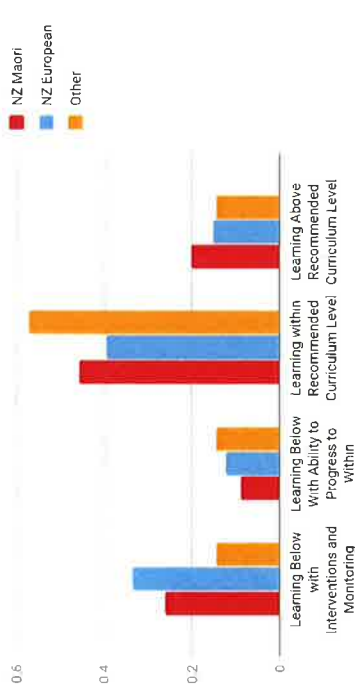


Gender Comparisons - Reading in Percentage

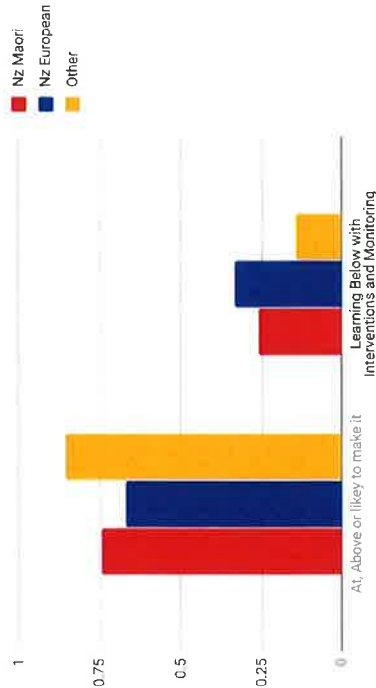


Cultural Comparisons - Mid Year

Cultural Comparisons in Reading Year 4-6

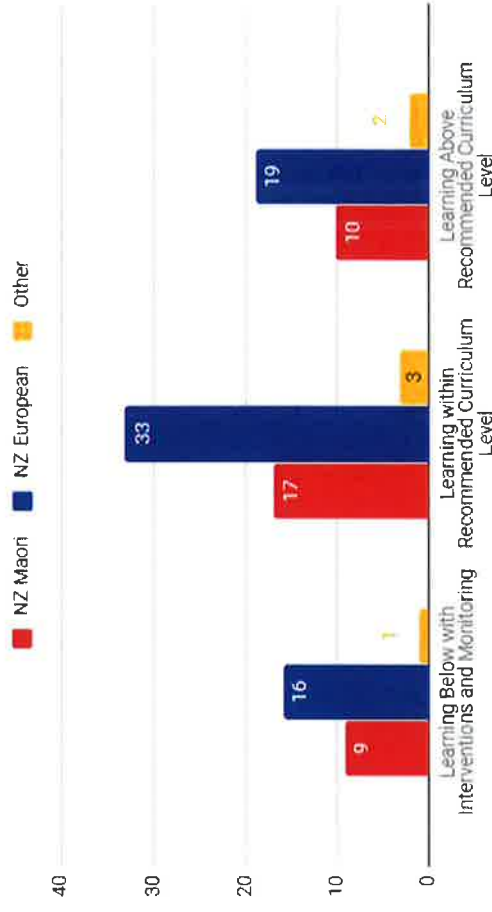


Reading - Cultural Comparison Summary

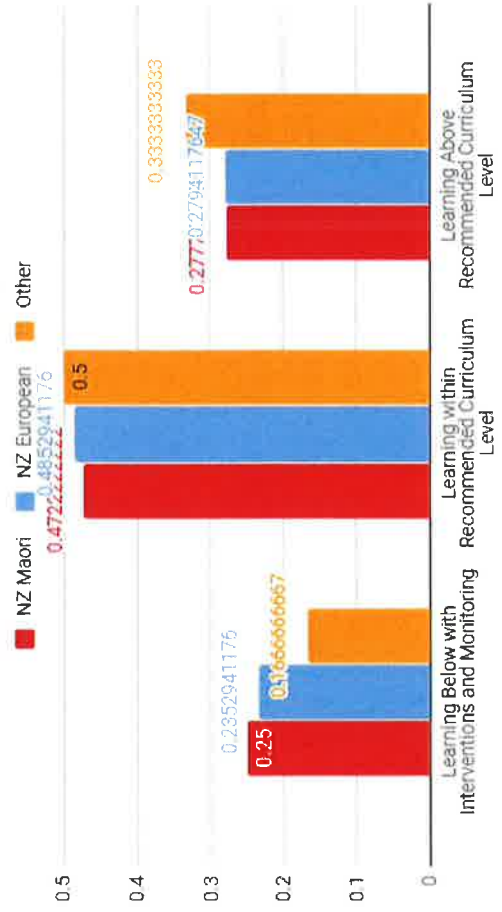


Cultural Comparisons - End of Year

Reading Cultural Comparison



Cultural Comparisons in Reading Year 4-6





2018 Analysis Of Variance

The attached analysis of variance / end of year data report is an accurate and robust measure and report of Waihi East Schools achievement against our academic achievement goals for 2019.

KiwiSport Funding Report 2018

2018 KiwiSport funding was spent on:

Tennis Kits Tennis New Zealand
Relief teacher to take girls rugby team to tournament
Relief teacher to take girls rugby team travel
Adventure Race teams entry- Opoutere
Squash Waikato MicroCourt Hire
Waihi & District School Levies

Personnel and Employment

Waihi East has robust policies and procedures around personnel and employment, which comply with the principles of being a good employer. These can be found within our online policy website.

We believe we (Waihi East School Board of Trustees) have been fully compliant and operate within these policies and procedures.

Tineke Douglas (Board Chair)