

MASSEY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1363
Principal:	Bruce Barnes
School Address:	326 Don Buck Road, Massey, Auckland 0614
School Postal Address:	326 Don Buck Road, Massey, Auckland 0614
School Phone:	09 833 7232
School Email:	masseyprimary@xtra.co.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Arthur Brown	Elected	Deputy Chairperson	Jun-22
Bruce Barnes	Current	Principal	Current
Fiona Paterson	Elected	Parent Representative	Jun-19
Janelle Erahima	Elected	Parent Representative	Jun-22
Jessica Wilkins	Elected	Chairperson	Jun-22
Kirsten TeWao	Elected	Parent Representative	Jun-22
Kirsty Mew	Elected	Parent Representative	Jun-22
Kurt Jarret	Elected	Chairperson	Jun-19
Mali Allen	Elected	Staff Representative	Jun-22
Tracy Donald	Elected	Staff Representative	Jun-19

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

MASSEY PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

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Massey Primary School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Jessica Wilkins

Full Name of Board Chairperson

Bruce Barnes

Full Name of Principal

J. Wilkins

Signature of Board Chairperson

B. Barnes

Signature of Principal

3-11-2020

Date:

3-11-2020

Date:

Massey Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,084,679	3,339,272	3,826,241
Locally Raised Funds	3	203,252	73,200	131,373
Interest income		20,051	6,000	21,102
		<u>4,307,982</u>	<u>3,418,472</u>	<u>3,978,716</u>
Expenses				
Locally Raised Funds	3	148,193	77,700	106,827
Learning Resources	4	2,635,909	2,100,060	2,389,839
Administration	5	222,799	181,610	184,788
Finance		7,086	4,891	6,337
Property	6	1,058,815	1,014,726	1,034,353
Depreciation	7	74,445	80,000	76,613
Loss on Disposal of Property, Plant and Equipment		5,398	-	3,693
		<u>4,152,645</u>	<u>3,458,987</u>	<u>3,802,450</u>
Net Surplus / (Deficit) for the year		155,337	(40,515)	176,266
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>155,337</u>	<u>(40,515)</u>	<u>176,266</u>

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

Massey Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>988,051</u>	<u>988,051</u>	<u>797,668</u>
Total comprehensive revenue and expense for the year		155,337	(40,515)	176,266
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	14,117
Equity at 31 December	23	<u>1,143,388</u>	<u>947,536</u>	<u>988,051</u>
Retained Earnings		1,143,388	947,536	988,051
Equity at 31 December		<u>1,143,388</u>	<u>947,536</u>	<u>988,051</u>

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

Massey Primary School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	976,623	846,494	229,399
Accounts Receivable	9	156,212	227,180	227,180
GST Receivable		24,207	13,552	13,552
Prepayments		2,762	3,472	3,472
Inventories	10	262	119	119
Investments	11	231,544	-	592,610
		<u>1,391,610</u>	<u>1,090,817</u>	<u>1,066,332</u>
Current Liabilities				
Accounts Payable	13	213,214	182,317	182,317
Revenue Received in Advance	14	25	180	180
Provision for Cyclical Maintenance	15	82,071	57,919	57,919
Finance Lease Liability - Current Portion	16	32,901	30,468	30,468
Funds held for Capital Works Projects	17	128,844	-	-
		<u>457,055</u>	<u>270,884</u>	<u>270,884</u>
Working Capital Surplus/(Deficit)		934,555	819,933	795,448
Non-current Assets				
Property, Plant and Equipment	12	271,029	243,137	308,140
		<u>271,029</u>	<u>243,137</u>	<u>308,140</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	27,642	64,782	64,782
Finance Lease Liability	16	34,556	50,752	50,752
		<u>62,198</u>	<u>115,534</u>	<u>115,534</u>
Net Assets		<u>1,143,388</u>	<u>947,536</u>	<u>988,051</u>
Equity				
	23	<u>1,143,388</u>	<u>947,536</u>	<u>988,051</u>

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

Massey Primary School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		985,985	981,966	898,436
Locally Raised Funds		203,097	73,290	137,923
Goods and Services Tax (net)		(10,655)	(4,610)	(4,610)
Payments to Employees		(326,720)	(337,063)	(317,287)
Payments to Suppliers		(543,845)	(541,088)	(511,024)
Cyclical Maintenance Payments in the year		(1,178)	(24,332)	(2,657)
Interest Paid		(7,086)	(4,891)	(6,337)
Interest Received		20,112	5,990	21,624
Net cash from Operating Activities		319,710	149,262	216,068
Cash flows from Investing Activities				
Purchase of Investments		-	-	(51,647)
Purchase of PPE		(5,647)	(5,647)	(12,529)
Proceed from sale of Investments		361,066	540,963	-
Net cash from Investing Activities		355,419	535,316	(64,176)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	14,117
Finance Lease Payments		(56,749)	(56,749)	(29,093)
Funds Held for Capital Works Projects		128,844	(10,734)	-
Net cash from Financing Activities		72,095	(67,483)	(14,976)
Net increase/(decrease) in cash and cash equivalents		747,224	617,095	136,917
Cash and cash equivalents at the beginning of the year	8	229,399	229,399	92,482
Cash and cash equivalents at the end of the year	8	976,623	846,494	229,399

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

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

Massey Primary School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Massey Primary 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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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

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

Prior Year Policy

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

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

Prior Year Policy

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

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

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

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 \$1,000 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.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

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

m) 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.

n) 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.

o) 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.

p) 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.

q) 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).

r) 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.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. 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 balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

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

v) 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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	856,867	754,824	782,502
Teachers' Salaries Grants	2,231,293	1,738,087	2,096,094
Use of Land and Buildings Grants	867,401	809,344	824,093
Resource Teachers Learning and Behaviour Grants	33,958	-	24,925
Other MoE Grants	95,160	37,017	98,542
Other Government Grants	-	-	85
	4,084,679	3,339,272	3,826,241

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	73,767	5,500	7,507
Activities	21,597	23,000	23,009
Trading	16,148	7,000	18,435
Fundraising	91,740	37,700	82,422
	203,252	73,200	131,373
Expenses			
Activities	85,887	53,500	64,134
Trading	6,442	4,200	5,618
Fundraising (Costs of Raising Funds)	55,864	20,000	37,075
	148,193	77,700	106,827
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	55,059	(4,500)	24,546

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	87,371	86,800	85,205
Equipment Repairs	13,664	12,500	10,300
Staff Development - Overseas Trips	-	-	3,240
Library Resources	2,302	5,700	2,478
Employee Benefits - Salaries	2,478,611	1,965,682	2,245,476
Staff Development	53,961	29,378	43,140
	2,635,909	2,100,060	2,389,839

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,590	4,000	6,420
Board of Trustees Fees	3,155	3,100	2,770
Board of Trustees Expenses	11,272	12,352	9,615
Communication	7,615	5,500	6,612
Consumables	21,349	19,200	15,677
Operating Lease	11,703	16,000	9,912
Legal Fees	23,961	-	-
Other	7,571	12,000	11,293
Employee Benefits - Salaries	105,675	90,800	99,943
Insurance	7,552	5,158	6,469
Service Providers, Contractors and Consultancy	16,356	13,500	16,077
	<u>222,799</u>	<u>181,610</u>	<u>184,788</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	73,048	63,100	69,431
Consultancy and Contract Services	-	-	-
Cyclical Maintenance Provision	(11,810)	2,500	(19,175)
Grounds	8,643	18,000	10,459
Heat, Light and Water	23,076	22,000	23,578
Rates	227	1,500	-
Repairs and Maintenance	43,180	30,782	60,011
Use of Land and Buildings	867,401	809,344	824,093
Security	1,711	7,500	2,318
Employee Benefits - Salaries	53,339	60,000	63,638
	<u>1,058,815</u>	<u>1,014,726</u>	<u>1,034,353</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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	4,691	5,041	4,691
Furniture and Equipment	27,296	29,333	27,394
Information and Communication Technology	4,306	4,627	12,470
Leased Assets	35,417	38,059	29,159
Library Resources	2,735	2,940	2,899
	<u>74,445</u>	<u>80,000</u>	<u>76,613</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	200	200	200
Bank Current Account	508,015	216,501	192,016
Bank Call Account	37,262	37,183	37,183
Short-term Bank Deposits	431,146	592,610	-
Cash and cash equivalents for Cash Flow Statement	976,623	846,494	229,399

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

Of the \$976,623 Cash and Cash Equivalents, \$128,844 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	1,949	2,010	2,010
Teacher Salaries Grant Receivable	154,263	225,170	225,170
	156,212	227,180	227,180
Receivables from Exchange Transactions	1,949	2,010	2,010
Receivables from Non-Exchange Transactions	154,263	225,170	225,170
	156,212	227,180	227,180

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	262	119	119
	262	119	119

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	231,544	-	592,610
Total Investments	231,544	-	592,610

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	102,681	-	-	-	(4,691)	97,990
Furniture and Equipment	95,982	15,489	(45)	-	(27,296)	84,130
Information and Communication Technology	9,914	855	(1,204)	-	(4,306)	5,259
Leased Assets	79,268	20,651	-	-	(35,417)	64,502
Library Resources	20,292	5,739	(4,148)	-	(2,735)	19,148
Balance at 31 December 2019	308,137	42,734	(5,397)	-	(74,445)	271,029

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	437,621	(339,631)	97,990
Furniture and Equipment	483,474	(399,344)	84,130
Information and Communication Technology	87,177	(81,918)	5,259
Leased Assets	127,987	(63,483)	64,502
Library Resources	37,314	(18,166)	19,148
Balance at 31 December 2019	1,173,573	(902,542)	271,029

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	107,372	-	-	-	(4,691)	102,681
Furniture and Equipment	113,824	9,639	(87)	-	(27,394)	95,982
Information and Communication Technology	17,503	4,882	-	-	(12,470)	9,915
Leased Assets	39,164	79,301	(10,036)	-	(29,159)	79,270
Library Resources	21,200	5,597	(3,606)	-	(2,899)	20,292
Balance at 31 December 2018	299,063	99,419	(13,729)	-	(76,613)	308,140

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	437,621	(334,940)	102,681
Furniture and Equipment	480,854	(384,872)	95,982
Information and Communication Technology	119,988	(110,074)	9,915
Leased Assets	107,335	(28,067)	79,270
Library Resources	39,688	(19,396)	20,292
Balance at 31 December 2018	1,185,486	(877,349)	308,140

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	42,620	20,598	20,599
Accruals	6,590	6,420	6,419
Employee Entitlements - Salaries	154,263	155,299	155,299
Employee Entitlements - Leave Accrual	9,741	-	-
	<u>213,214</u>	<u>182,317</u>	<u>182,317</u>
Payables for Exchange Transactions	213,214	182,317	182,317
	<u>213,214</u>	<u>182,317</u>	<u>182,317</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	25	180	180
	<u>25</u>	<u>180</u>	<u>180</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	122,701	122,701	144,533
Increase/ (decrease) to the Provision During the Year	(11,810)	2,500	(19,175)
Use of the Provision During the Year	(1,178)	(2,500)	(2,657)
Provision at the End of the Year	<u>109,713</u>	<u>122,701</u>	<u>122,701</u>
Cyclical Maintenance - Current	82,071	57,919	57,919
Cyclical Maintenance - Term	27,642	64,782	64,782
	<u>109,713</u>	<u>122,701</u>	<u>122,701</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	37,631	30,468	36,572
Later than One Year and no Later than Five Years	37,913	50,752	56,775
Later than Five Years	-	-	-
	<u>75,544</u>	<u>81,220</u>	<u>93,347</u>

17. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
MOE Project - Reroof Block 1 & Toilet Upgrade	<i>in progress</i>	-	407,145	(278,301)	-	128,844
Totals		-	407,145	(278,301)	-	128,844

Represented by:

Funds Held on Behalf of the Ministry of Education	128,844
Funds Due from the Ministry of Education	-
	128,844

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Hall Floor Repairs	<i>completed</i>	10,734	-	(10,734)	-	-
Totals		10,734	-	(10,734)	-	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,155	2,770
Full-time equivalent members	0.05	0.11
<i>Leadership Team</i>		
Remuneration	295,311	645,920
Full-time equivalent members	2	6
Total key management personnel remuneration	298,466	648,690
Total full-time equivalent personnel	2.05	6.11

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. In 2019, the Board has re-assessed the key management personnel to only include the principal and deputy principal.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	170-180
Benefits and Other Emoluments	-	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	3.00	1.00
	3.00	1.00

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

20. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

During the year, the school had entered a contract for re-roofing block 1 and toilet upgrade with the total cost of \$726,443 scheduled to be completed in 2020, which will be fully funded by the Ministry of Education. \$407,145 has been received from the Ministry of Education during the year of which \$278,301 has been spent on the project to date.

The contractor was asked to leave the site by the school's project manager as the quality of some of the work performed was inadequate. The contractor subsequently failed to return to work on site for more than 10 working days and school terminated their contract.

On the 18th December 2019, a new contractor was appointed to complete the outstanding work on the project. The new contract value is \$1,386,873 including work required to fix the previous contractor's work. All costs will continue to be funded by the Ministry of Education.

The school has also appointed a quantity surveyor to determine the additional costs involved in completing the work, including remedial work to fix issues arising from the initial contractor's work.

(Capital commitments at 31 December 2018: \$nil)

23. Managing Capital

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

24. Financial Instruments

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

Loans and receivables

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	976,623	846,494	229,399
Receivables	156,212	227,180	227,180
Investments - Term Deposits	231,544	-	592,610
Total Financial assets measured at amortised cost	1,364,379	1,073,674	1,049,189
Financial liabilities measured at amortised cost			
Payables	213,214	182,317	182,317
Finance Leases	67,457	81,220	81,220
Total Financial Liabilities Measured at Amortised Cost	280,671	263,537	263,537

25. Events After Balance Date

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

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

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

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

28. Failure to comply with section 87 of the Education Act 1989

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

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Independent Auditor's Report

To the readers of Massey Primary School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Massey Primary School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, 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 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 9 November 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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 Massey Primary School.

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Massey Primary : EOY 2018, 2019, NZC – Towards/At-Beyond

Maths	EOY 2018 - Towards	EOY 2019 - Towards	EOY 2019- At/Beyond
All		40.9%	59.1%
Maori	49.2%	54.6%	45.4%
Pasific	45.5%	42.8%	47.2%
NZE	35.9%	37.4%	62.6%

Reading	EOY 2018 - Towards	EOY 2019 - Towards	EOY 2019- At/Beyond
All		49.3%	50.7%
Maori	51.4%	62.3%	37.7%
Pasific	47.6%	64.8%	35.2%
NZE	37.3%	39.1%	60.9%

Writing	EOY 2018 - Towards	EOY 2019 - Towards	EOY 2019- At/Beyond
All		54.7%	45.3%
Maori	59.7%	63%	37%
Pasific	55.2%	58.6%	41.4%
NZE	40.8%	53.8%	46.2%

Data:

For Reading the YO-3 Data will have altered as the students make continuous progress as outlined in the Reading Wedge graph presented to the Board.

Into the literacy data, Reading/ Writing under All are 101, 17.2%, ESOL students. Also factored in each Data group are 113 students, 19.2%, who are on our Special needs register, they present challenges which impact on their achievement. Also factored in are our ORS students 2, and 7 ICS students.

Based on the Data there will be a school wide focus on Writing and Maori/Pasific Reading. Using the Data sheets each Team will identify the students who are working Towards as their Target students. The Goal is to lift those students who are Working Towards to be AT/Beyond.

2019 TARGET STUDENTS – MAORI/PASIFIC Y1-8

Reading/Writing/ Maths Focus

Reading – easttle level, Reading Age, PM Colour Level, PAT Stanine

Writing – easttle level

Maths – easttle level, PAT Stanine, GLOSS, IKAN

Target students are from the Priority Students. They are an indicator of the total cohort achievement. They form the focus group for the Teachers Inquiry in Appraisal and are monitored throughout the year. The teachers not only monitor their achievement but reflect on how their practice impacts on the students learning.

[Numbers are all the target students]

Reading

***Y1: 11 increase, Y2: 8 increase, Y3: 5 increase , Y4: 4 increase, 2 maintain, Y5/6: 7 increase
1 maintain, Y7/8: 4 increase***

Overall 39 increase and 4 maintain.

Writing

Y1: 14 increase, Y2: 4 increase, Y3: 9 increase, Y4: 4 increase.

Overall 31 Increase

Maths

Y1: 5 increase, Y2: 8 increase, Y3: 10 increase, Y4 : 6 increase.

Overall 29 increase.

This demonstrates that 96.2% of the Target Students had an increase.

Term 1 2019

	B	@	Ab	
0-40 weeks	31	35	5	71
40-80 weeks	33	11	10	54
80-120 weeks	19	19	15	53
Total	83	65	30	

This term has seen the majority of our Magenta 1 students (34 at start of term) make promising shifts, we now only have 5 students sitting at Magenta 1- 1 who is new to New Zealand this term and 4 with learning difficulties or ELLs. We have structured the groups so that our lower readers are groups with under 20 students per teacher to try and maximise teacher time with each of our learners. Our PLGs have made a great impact on supporting each other with ideas and the New Entrant teachers/Anna have inquiries into enhancing reading programmes to maximise benefit to students. The students transitioning through from the New Entrant classes are coming into the JLE with stronger foundational knowledge than before and the benefit of having smaller numbers in the New Entrant classes with the introduction of a new class in Week 8 is showing greater shifts more quickly with the students in these rooms. Again we do lag a bit towards the end of 40 weeks and in the 40-80 week area which has been the case every year for the last 5 years but this is when it tends to click in for these students and by the time they reach 120 weeks at school many of these students have made big improvements. This term we have also trialled majority of students having the same reading and writing teacher for consistency across literacy, this is making an impact on the levels and they have made big improvements from the start of the term.

	B	@	Ab	
0-40 weeks	39	36	6	81
40-80 weeks	55	7	11	73
80-120 weeks	19	17	19	55
Total	113	60	36	

Although our term 2 data looks like there is no improvement against expectations we have made massive shifts within levels, many of our students have greatly improved although still sitting just below expectation. We have continued to have strong students moving through from the new entrants and have stuck with having similar groups for literacy (reading and writing) to

play-based learning. In term 4 we are continuing with the same group levels even though students have moved for consistency, we only have 6 weeks of teaching reading groups this term due to swimming and end of year events and have made the decision not to move any more from the NE's across.

2019 YO MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0 Female Maori	1	2	2									5
Year 0 Female MELAA		1										1
Year 0 Female NZ European/Pakeha/Other European	1	4										5
Year 0 Female Pacific Peoples	4	2										6
Year 0 Male Asian		1	3									4
Year 0 Male Maori	1	1										2
Year 0 Male NZ European/Pakeha/Other European	1	3	1									5
Year 0 Male Pacific Peoples	3	2										5
TOTAL	11	16	6									33
ALL	WORKING TOWARDS	11	33%	AT	16	48%	WORKING BEYOND	6	18%			
MAORI	WORKING TOWARDS	2	6%	AT	3	9%	WORKING BEYOND	2	6%			
PASIFIKA	WORKING TOWARDS	7	21%	AT	4	12%	WORKING BEYOND	0	0%			

2019 Y1 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 1 Female Asian		2	1									3
Year 1 Female Maori		7	3									10
Year 1 Female MELAA		2										2
Year 1 Female NZ European/Pakeha/Other European		10	2									12
Year 1 Female Pacific Peoples		10	2									12
Year 1 Male Asian		4		2								6
Year 1 Male Maori	1	7										8
Year 1 Male MELAA		3	3									6
Year 1 Male NZ European/Pakeha/Other European		5	3									8
Year 1 Male Pacific Peoples		4		1								5
TOTAL	1	54	14	3								72
ALL	WORKING TOWARDS	1	1%	AT	54	75%	WORKING BEYOND	17	24%			
MAORI	WORKING TOWARDS	0	0%	AT	14	18%	WORKING BEYOND	3	4%			
PASIFIKA	WORKING TOWARDS	0	0%	AT	14	19%	WORKING BEYOND	3	4%			

2019 Y2 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 2 Female Asian		1	1									2
Year 2 Female Maori	2	7	3									12
Year 2 Female MELAA		2										2
Year 2 Female NZ European/Pakeha/Other European		3		1								4
Year 2 Female Pacific Peoples		2	4									6
Year 2 Male Asian		2	2		1							5
Year 2 Male Maori		6	3									9
Year 2 Male MELAA				2								2
Year 2 Male NZ European/Pakeha/Other European		3	6	1	2							12
Year 2 Male Pacific Peoples	1	5	2	1								9
TOTAL	3	31	21	5	3							63
ALL	WORKING TOWARDS	33	52%	AT	21	33%	WORKING BEYOND	5	8%			
MAORI	WORKING TOWARDS	15	24%	AT	6	10%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	8	13%	AT	6	10%	WORKING BEYOND	1	2%			

2019 Y3 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 3 Female Asian		1			2							3
Year 3 Female Maori		2	4	2	1							9
Year 3 Female NZ European/Pakeha/Other European		2	1	2	5							10
Year 3 Female Pacific Peoples		1	4	3	3							11
Year 3 Male Maori	1	4		1								6
Year 3 Male MELAA					1							1
Year 3 Male NZ European/Pakeha/Other European		1	1		1							3
Year 3 Male Pacific Peoples		3	1		2							6
TOTAL	1	14	11	8	15							49
ALL	WORKING TOWARDS	26	53%	AT	8	16%	WORKING BEYOND	15	30%			
MAORI	WORKING TOWARDS	11	22%	AT	3	6%	WORKING BEYOND	1	2%			
PASIFIKA	WORKING TOWARDS	9	18%	AT	3	5%	WORKING BEYOND	5	10%			

2019 Y4 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 4 Female Asian					1		2					3
Year 4 Female Maori			3	3	4	1						11
Year 4 Female NZ European/ Pakeha/Other European				1	1	1						3
Year 4 Female Pacific Peoples			1	2	3							6
Year 4 Male Asian					2	1						3
Year 4 Male Maori			2	2	3	1						8
Year 4 Male NZ European/ Pakeha/Other European			1		3	2	1					7
Year 4 Male Pacific Peoples		1	2		7	3	1					14
TOTAL		1	9	8	24	9	4					55
ALL	WORKING TOWARDS	18	33%	AT	24	44%	WORKING BEYOND	13	24%			
MAORI	WORKING TOWARDS	10	18%	AT	7	13%	WORKING BEYOND	2	4%			
PASIFIKA	WORKING TOWARDS	6	11%	AT	10	18%	WORKING BEYOND	4	7%			

2019 Y5 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 5 Female Asian					1				1			2
Year 5 Female Maori			1	1	3	3						8
Year 5 Female MELAA					1	1	5	1				8
Year 5 Female NZ European/Pakeha/Other European		1		4	6	3	2					16
Year 5 Female Pacific Peoples							2					2
Year 5 Male Asian			2	1	3	3	3					12
Year 5 Male Maori					1	1						2
Year 5 Male MELAA					2	2	1					5
Year 5 Male NZ European/Pakeha/Other European				1	3	1	1					6
Year 5 Male Pacific Peoples					1	2	7		1			11
TOTAL		1	3	7	21	16	21	1	2			72
ALL	WORKING TOWARDS	32	44%	AT	16	22%	WORKING BEYOND	24	33%%			
MAORI	WORKING TOWARDS	6	8	AT	4	6%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	1	1%	AT	2	3%	WORKING BEYOND	10	14%			

2019 Y6 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 6 Female Asian					1		2	2	1			6
Year 6 Female Maori					1	1	3					5
Year 6 Female MELAA							1		2			3
Year 6 Female NZ European/Pakeha/Other European				1	1	1	1	1	1			6
Year 6 Female Pacific Peoples				1	3	4	4	1				13
Year 6 Male Asian								2				2
Year 6 Male Maori						2	2	1				5
Year 6 Male MELAA							1					1
Year 6 Male NZ European/Pakeha/Other European				1	1	3	3	3	1	1		13
Year 6 Male Pacific Peoples					1	2	7		1			11
TOTAL				3	8	13	24	10	6	1		65
ALL	WORKING TOWARDS	24	37%	AT	24	37%	WORKING BEYOND	17	26%			
MAORI	WORKING TOWARDS	4	6%	AT	5	6%	WORKING BEYOND	1	2%			
PASIFIKA	WORKING TOWARDS	11	17%	AT	11	17%	WORKING BEYOND	2	3%			

2019 Y7 MATH

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7 Female Asian									3		1	4
Year 7 Female Maori					1	4	5	3	3			16
Year 7 Female MELAA								1				1
Year 7 Female NZ European/ Pakeha/Other European				1	1	1	1					4
Year 7 Female Pacific Peoples						2	2			1		5
Year 7 Male Asian							1	1	2	3	1	8
Year 7 Male Maori				1		1	4	1				7
Year 7 Male MELAA						1		1				2
Year 7 Male NZ European/ Pakeha/Other European				1	1	3	1	1			1	8
Year 7 Male Pacific Peoples					1	3	1	5	3			13
TOTAL				3	4	15	15	13	11	4	3	68
ALL	WORKING TOWARDS	37	54%	AT	13	19%	WORKING BEYOND	18	26%			
MAORI	WORKING TOWARDS	16	24%	AT	4	6%	WORKING BEYOND	3	4%			
PASIFIKA	WORKING TOWARDS	9	13%	AT	5	7%	WORKING BEYOND	4	6%			

2019 Y8 MATH

Description	Pro 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 8 Female Asian								2	2			4
Year 8 Female Maori				1	1		1	2	2			7
Year 8 Female MELAA									1			1
Year 8 Female NZ European/ Pakeha/Other European						1	1	2	3	3		10
Year 8 Female Pacific Peoples				1		1	3	2	3	1		11
Year 8 Male Asian				1			1	2	2			6
Year 8 Male Maori						1	1	4	4	1		11
Year 8 Male MELAA											1	1
Year 8 Male NZ European/ Pakeha/Other European						2		2	1	2		7
Year 8 Male Pacific Peoples					3	3	3	1	3			13
TOTAL				3	4	8	10	17	21	7	1	71
ALL	WORKING TOWARDS	42	59%	AT	21	30%	WORKING BEYOND	8	11%			
MAORI	WORKING TOWARDS	11	15%	AT	6	8%	WORKING BEYOND	1	1%			
PASIFIKA	WORKING TOWARDS	17	24%	AT	6	8%	WORKING BEYOND	1	1%			

2019 YEAR 0 WRITING

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0 Female Maori	1	2										3
Year 0 Female MELAA	1											1
Year 0 Female NZ European/Pakeha/Other European	1	1										2
Year 0 Female Pacific Peoples	4	1										5
Year 0 Male Asian		1										1
Year 0 Male Maori	1											1
Year 0 Male NZ European/Pakeha/Other European	3											3
Year 0 Male Pacific Peoples	6											6
TOTAL	17	5										22
ALL	WORKING TOWARDS	17	77%	AT	5	23%	WORKING BEYOND	0	0%			
MAORI	WORKING TOWARDS	2	9%	AT	2	9%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	10	45%	AT	1	5%	WORKING BEYOND	0	0%			

2019 YEAR 1 WRITING

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 1 Female Asian	2	1										3
Year 1 Female Maori	3	3	2									8
Year 1 Female MELAA	1		1									2
Year 1 Female NZ European/Pakeha/Other European	6	5	2									13
Year 1 Female Pacific Peoples	4	7										11
Year 1 Male Asian	3	1	2									6
Year 1 Male Maori	5	2										7
Year 1 Male MELAA	2	4										6
Year 1 Male NZ European/Pakeha/Other European	4	3										7
Year 1 Male Pacific Peoples	2	2										4
TOTAL	32	28	7									67
ALL	WORKING TOWARDS	32	48%	AT	28	42%	WORKING BEYOND	7	10%			
MAORI	WORKING TOWARDS	8	12%	AT	5	7%	WORKING BEYOND	2	3%			
PASIFIKA	WORKING TOWARDS	6	9%	AT	9	13%	WORKING BEYOND	0	0%			

2019 YEAR 2 WRITING

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 2 Female Asian	1	1	1	1								4
Year 2 Female Maori	7		6									13
Year 2 Female MELAA		2	1									3
Year 2 Female NZ European/Pakeha/Other European	1	1	2	2								6
Year 2 Female Pacific Peoples	2	2	2									6
Year 2 Male Asian	4	1	2									7
Year 2 Male Maori	4	5	1									10
Year 2 Male MELAA			1	1								2
Year 2 Male NZ European/Pakeha/Other European	3	7	3	1								14
Year 2 Male Pacific Peoples	5	4	3									12
TOTAL	27	23	22	5								77
ALL	WORKING TOWARDS	50	65%	AT	22	29%	WORKING BEYOND	5	6%			
MAORI	WORKING TOWARDS	16	21%	AT	7	9%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	13	17%	AT	5	6%	WORKING BEYOND	0	0%			

2019 YEAR 3 WRITING

Description	Pro 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 3 Female Asian				4								4
Year 3 Female Maori		2	3	4								9
Year 3 Female NZ European/Pakeha/Other European		2	3	5								10
Year 3 Female Pacific Peoples		1	6	5								12
Year 3 Male Maori	4	3	3									10
Year 3 Male MELAA			1									1
Year 3 Male NZ European/Pakeha/Other European	1		3	1								5
Year 3 Male Pacific Peoples	3	1	3									7
TOTAL	8	9	22	19								58
ALL	WORKING TOWARDS	39	67%	AT	19	33%	WORKING BEYOND	8	0%			
MAORI	WORKING TOWARDS	15	26%	AT	4	7%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	14	24%	AT	5	9%	WORKING BEYOND	0	0%			

2019 YEAR 4 WRITING

Description	Pro 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 4 Female Asian					1	1	1					3
Year 4 Female Maori			2	3	4	2						11
Year 4 Female NZ European/Pakeha/Other European			1			2						3
Year 4 Female Pacific Peoples				1	3	1						5
Year 4 Male Asian				2		1						3
Year 4 Male Maori		1	2	2	1	2						8
Year 4 Male NZ European/Pakeha/Other European			2		5							7
Year 4 Male Pacific Peoples		2	3	1	5	3						14
TOTAL		3	10	9	19	12	1					54
ALL	WORKING TOWARDS	22	41%	AT	19	35%	WORKING BEYOND	13	24%			
MAORI	WORKING TOWARDS	10	19%	AT	5	9%	WORKING BEYOND	4	7%			
PASIFIKA	WORKING TOWARDS	7	13%	AT	8	15%	WORKING BEYOND	4	7%			

2019 YEAR 5 WRITING

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 5 Female Asian				1			1					2
Year 5 Female Maori		1		1	1	4	1					8
Year 5 Female NZ European/ Pakeha/Other European			1		1		6					8
Year 5 Female Pacific Peoples			2	4	3	4	3					16
Year 5 Male Asian							2					2
Year 5 Male Maori		2	2	1	4	2	1					12
Year 5 Male MELAA					1		1					2
Year 5 Male NZ European/ Pakeha/Other European			2	1	1		1					5
Year 5 Male Pacific Peoples				3	2	1						6
TOTAL		3	7	11	13	11	14					61
ALL	WORKING TOWARDS	34	56%	AT	11	18%	WORKING BEYOND	14	23%			
MAORI	WORKING TOWARDS	12	20%	AT	6	10%	WORKING BEYOND	2	3%			
PASIFIKA	WORKING TOWARDS	14	23%	AT	5	8%	WORKING BEYOND	3	5%			

2019 YEAR 6 WRITING

Description	Pro 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 6 Female Asian					1	1		3	1			6
Year 6 Female Maori						2	3					5
Year 6 Female MELAA						1	1	1				3
Year 6 Female NZ European/ Pakeha/Other European			1		1		3			1		6
Year 6 Female Pacific Peoples				1	3	1	4	2	2			13
Year 6 Male Asian								2				2
Year 6 Male Maori					3		1	1				5
Year 6 Male MELAA							1					1
Year 6 Male NZ European/ Pakeha/Other European			1		3	1	5	2	1			13
Year 6 Male Pacific Peoples			1		1	4	4			1		11
TOTAL	0	0	3	1	12	10	22	11	4	2		65
ALL	WORKING TOWARDS	26	40%	AT	22	34%	WORKING BEYOND	17	26%			
MAORI	WORKING TOWARDS	5	8%	AT	4	6%	WORKING BEYOND	1	1%			
PASIFIKA	WORKING TOWARDS	11	17%	AT	8	12%	WORKING BEYOND	5	8%			

2019 y7 writing

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7 Female Asian									2	1	1	4
Year 7 Female Maori				1		3	6	2	4			16
Year 7 Female MELAA							1					1
Year 7 Female NZ European/Pakeha/Other European			1	1		1		1				4
Year 7 Female Pacific Peoples				1		1	1	1	1			5
Year 7 Male Asian							2		4	1	1	8
Year 7 Male Maori			1		1	1	3	1				7
Year 7 Male MELAA						1	1					2
Year 7 Male NZ European/Pakeha/Other European			1		3	3			1			8
Year 7 Male Pacific Peoples					1	4	4	2	2			13
TOTAL	0	0	3	5	5	14	18	7	14	2	2	68
ALL	WORKING TOWARDS	35	51%	AT	7	10%	WORKING BEYOND	18	2%			
MAORI	WORKING TOWARDS	16	24%	AT	3	4%	WORKING BEYOND	4	6%			
PASIFIKA	WORKING TOWARDS	12	18%	AT	3	4%	WORKING BEYOND	3	4%			

2019Y 8 WRITING

Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 8 Female Asian					1				3			4
Year 8 Female Maori			1			3	1		2			7
Year 8 Female MELAA										1		1
Year 8 Female NZ European/ Pakeha/Other European							2	2	1	2	2	9
Year 8 Female Pacific Peoples			1		1	1			6	1	1	11
Year 8 Male Asian				1		1	2		2			6
Year 8 Male Maori			1			3	2		4			10
Year 8 Male MELAA									1			1
Year 8 Male NZ European/ Pakeha/Other European				2			1	2	1	1		7
Year 8 Male Pacific Peoples		1	1	1		4	3	2	1			13
TOTAL	0	1	4	5	2	12	11	6	21	5	3	69
ALL	WORKING TOWARDS	41	59%	AT	21	30%	WORKING BEYOND	8	12%			
MAORI	WORKING TOWARDS	11	1%	AT	6	9%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	15	22%	AT	7	10%	WORKING BEYOND	2	3%			

2019 YEAR 0 READING

Year 0	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0 Female Maori	1		2									3
Year 0 Female MELAA	1											1
Year 0 Female NZ European/Pakeha/Other European	1	1										2
Year 0 Female Pacific Peoples	3	1	1									5
Year 0 Male Asian			1									1
Year 0 Male Maori	1											1
Year 0 Male NZ European/Pakeha/Other European	2		1									3
Year 0 Male Pacific Peoples	5	1										6
TOTAL	14	3	5	0	0	0	0	0	0	0	0	22
ALL	WORKING TOWARDS	14	63%	AT	3	14%	WORKING BEYOND	5	23%			
MAORI	WORKING TOWARDS	2	9%	AT	0	0%	WORKING BEYOND	2	9%			
PASIFIKA	WORKING TOWARDS	8	36%	AT	2	9%	WORKING BEYOND	1	4%			

2019 YEAR 1 READING

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 1 Female Asian	1	1										2
Year 1 Female Maori	5	1	2									8
Year 1 Female MELAA		2										2
Year 1 Female NZ European/Pakeha/Other European	3	8	2									13
Year 1 Female Pacific Peoples	2	4	2									8
Year 1 Male Asian	1	2	1									4
Year 1 Male Maori	5	1										6
Year 1 Male MELAA	2	2	2									6
Year 1 Male NZ European/Pakeha/Other European	2		4									6
Year 1 Male Pacific Peoples		1	3									4
TOTAL	20	21	16									57
ALL	WORKING TOWARDS	20	35%	AT	21	37%	WORKING BEYOND	16	73%			
MAORI	WORKING TOWARDS	10	18%	AT	2	4%	WORKING BEYOND	2	4%			
PASIFIKA	WORKING TOWARDS	2	4%	AT	5	23%	WORKING BEYOND	5	23%			

2019 YEAR 2 READING

	Pw 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 2 Female Asian		2	1	1								4
Year 2 Female Maori	4	5	3									12
Year 2 Female MELAA		2	1									3
Year 2 Female NZ European/ Pakeha/Other European		1	2	1								4
Year 2 Female Pacific Peoples	2	2	1									5
Year 2 Male Asian		3	2	1								6
Year 2 Male Maori	4	1	4									9
Year 2 Male MELAA			1	1								2
Year 2 Male NZ European/ Pakeha/Other European	1	7	5									13
Year 2 Male Pacific Peoples	3	2	4									9
TOTAL	14	25	24	4								67
ALL	WORKING TOWARDS	39	58%	AT	24	36%	WORKING BEYOND	4	6%			
MAORI	WORKING TOWARDS	14	21%	AT	7	10%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	9	13%	AT	5	7%	WORKING BEYOND	0	0%			

2019 YEAR 3 READING

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 3 Female Asian			1									1
Year 3 Female Maori		2	6									8
Year 3 Female NZ European/Pakeha/Other European		4		1								5
Year 3 Female Pacific Peoples		3	1	6								10
Year 3 Male Maori	1	4	5									10
Year 3 Male MELAA			1									1
Year 3 Male NZ European/Pakeha/Other European		1	2	1								4
Year 3 Male Pacific Peoples	1		3									4
TOTAL	2	14	19	8								43
ALL	WORKING TOWARDS	35	81%	AT	8	19%	WORKING BEYOND	0	0%			
MAORI	WORKING TOWARDS	18	42%	AT	0	0%	WORKING BEYOND	0	0%			
PASIFIKA	WORKING TOWARDS	8	19%	AT	6	14%	WORKING BEYOND	0	0%			

2019 YEAR 4 READING

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 4 Female Asian					1	1	1					3
Year 4 Female Maori			2		8	1						11
Year 4 Female NZ European/Pakeha/Other European				1	1	1						3
Year 4 Female Pacific Peoples				3	3							6
Year 4 Male Asian					2	1						3
Year 4 Male Maori			2	2	3	1						8
Year 4 Male NZ European/Pakeha/Other European			1		3	3						7
Year 4 Male Pacific Peoples	1		3	1	4	5						14
TOTAL	1	0	8	7	24	12	1					55
ALL	WORKING TOWARDS	16	29%	AT	24	44%	WORKING BEYOND	13	24%			
MAORI	WORKING TOWARDS	6	11%	AT	11	20%	WORKING BEYOND	2	4%			
PASIFIKA	WORKING TOWARDS	8	15%	AT	7	13%	WORKING BEYOND	5	9%			

2019 YEAR 5 READING

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 5 Female Asian					1		1					2
Year 5 Female Maori				1	3	3	1					8
Year 5 Female NZ European/Pakeha/Other European						1	3	3	1			8
Year 5 Female Pacific Peoples			1	2	7	2	4					16
Year 5 Male Asian							1	1				2
Year 5 Male Maori		1	1	3	3	1	3					12
Year 5 Male MELAA				1			1					2
Year 5 Male NZ European/Pakeha/Other European					2		1	1	1			5
Year 5 Male Pacific Peoples				2	3	1						6
TOTAL	0	1	2	9	19	8	15	5	2			61
ALL	WORKING TOWARDS	31	51%	AT	8	13%	WORKING BEYOND	22	36%			
MAORI	WORKING TOWARDS	12	20%	AT	4	7%	WORKING BEYOND	4	7%			
PASIFIKA	WORKING TOWARDS	15	25%	AT	3	5%	WORKING BEYOND	0	0%			

2019 YEAR 6 READING

	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 6 Female Asian					1		1	3	1			6
Year 6 Female Maori							5					5
Year 6 Female MELAA								1	2			3
Year 6 Female NZ European/Pakeha/Other European				2			3			1		6
Year 6 Female Pacific Peoples				2	2	2	3	2	2			13
Year 6 Male Asian								2				2
Year 6 Male Maori				1	2	1		1				5
Year 6 Male MELAA							1					1
Year 6 Male NZ European/Pakeha/Other European				1	1	2	6	1	2			13
Year 6 Male Pacific Peoples					3	3	4		1			11
TOTAL	0	0	0	6	9	8	23	10	8	1		65
ALL	WORKING TOWARDS	23	35%	AT	23	35%	WORKING BEYOND	19	29%			
MAORI	WORKING TOWARDS	4	6%	AT	5	8%	WORKING BEYOND	1	2%			
PASIFIKA	WORKING TOWARDS	12	18%	AT	7	11%	WORKING BEYOND	5	8%			

2019 YEAR 7 READING

	Pro 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 7 Female Asian							1		2	1		4
Year 7 Female Maori				1	2	4	1	5	2	1		16
Year 7 Female MELAA							1					1
Year 7 Female NZ European/Pakeha/Other European				1	1				2			4
Year 7 Female Pacific Peoples					1	1	2		1			5
Year 7 Male Asian				1			1		2	3	1	8
Year 7 Male Maori				1	1	1	2	2				7
Year 7 Male MELAA							1	1				2
Year 7 Male NZ European/Pakeha/Other European				1	2	1	1	1	1	1		8
Year 7 Male Pacific Peoples					3	1	5	2	2			13
TOTAL	0	0	0	5	10	6	15	11	12	6	1	68
ALL	WORKING TOWARDS	38	56%	AT	11	16%	WORKING BEYOND	19	28%			
MAORI	WORKING TOWARDS	13	19%	AT	7	10%	WORKING BEYOND	3	4%			
PASIFIKA	WORKING TOWARDS	13	19%	AT	2	3%	WORKING BEYOND	3	4%			

2019 YEAR 8 READING

YEAR 8	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 8 Female Asian							1	1	1	1		4
Year 8 Female Maori			1			3	1	1	1			7
Year 8 Female MELAA									1			1
Year 8 Female NZ European/ Pakeha/Other European						1	2		4	1	1	9
Year 8 Female Pacific Peoples				1		1	3	1	4		1	11
Year 8 Male Asian					1	1	1	1	2			6
Year 8 Male Maori					1		2	3	3	1		10
Year 8 Male MELAA									1			1
Year 8 Male NZ European/ Pakeha/Other European				1		2			2	2		7
Year 8 Male Pacific Peoples			1	1	2	3	3	3				13
TOTAL	0	0	2	3	4	11	12	9	19	5	2	65
ALL	WORKING TOWARDS	32	49%	AT	19	29%	WORKING BEYOND	7	10%			
MAORI	WORKING TOWARDS	12	18%	AT	4	6%	WORKING BEYOND	1	1.5%			
PASIFIKA	WORKING TOWARDS	19	29%	AT	4	6%	WORKING BEYOND	1	1.5%			

School

Massey Primary School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$6,488 (excluding GST). The funding was spent on the Kiwi Sport Activator. The number of students participating in organised sport increased from 50% to 95% of the school roll.