

MASSEY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

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	Position	How Position Gained	Term Expired/ Expire
Arthur Brown	Elected	Deputy Chairperson	Sep-22
Bruce Barnes	Current	Principal	Current
Janelle Erahima	Elected	Parent Representative	Sep-22
Jessica Wilkins	Elected	Presiding Member	Sep-22
Kirsten TeWao	Elected	Parent Representative	Sep-22
Kirsty Mew	Elected	Parent Representative	Sep-22
Mali Allen	Elected	Staff Representative	Sep-22

Service Provider:

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

MASSEY PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2021

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Massey Primary School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Jessica Wilkins

Full Name of Presiding Member

J. Wilkins

Signature of Presiding Member

31-5-22

Date:

Bruce Barnes

Full Name of Principal

B. Barnes

Signature of Principal

31-5-22

Date:

Massey Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	5,114,795	4,015,478	4,677,278
Locally Raised Funds	3	119,344	40,900	112,576
Interest Income		7,078	6,000	10,262
		5,241,217	4,062,378	4,800,116
Expenses				
Locally Raised Funds	3	31,813	27,500	62,418
Learning Resources	4	3,230,720	2,744,855	2,918,116
Administration	5	622,791	189,077	210,621
Finance		4,580	5,430	5,527
Property	6	811,792	1,070,333	1,074,620
Depreciation	11	70,579	64,000	72,978
Loss on Disposal of Property, Plant and Equipment		4,409	-	3,911
		4,776,684	4,101,195	4,348,191
Net Surplus / (Deficit) for the year		464,533	(38,817)	451,925
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		464,533	(38,817)	451,925

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 Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	1,041,396	820,060	809,876
Accounts Receivable	8	266,013	224,159	224,159
GST Receivable		-	34,518	34,518
Prepayments		2,788	-	-
Funds due for Capital Works Projects	16	-	153,314	61,286
Inventories	9	169	170	170
Investments	10	1,025,378	566,465	566,465
		2,335,744	1,798,686	1,696,474
Current Liabilities				
GST Payable		19,914	-	-
Accounts Payable	12	321,364	313,986	313,986
Revenue Received in Advance	13	-	104	104
Provision for Cyclical Maintenance	14	26,730	42,271	42,271
Finance Lease Liability	15	23,886	23,675	23,676
Funds held for Capital Works Projects	16	176,630	92,028	-
Funds held on behalf of Kiwi Park Cluster	17	13,116	17,557	17,557
		581,640	489,621	397,594
Working Capital Surplus/(Deficit)		1,754,104	1,309,065	1,298,880
Non-current Assets				
Property, Plant and Equipment	11	385,799	341,316	390,314
		385,799	341,316	390,314
Non-current Liabilities				
Provision for Cyclical Maintenance	14	55,017	71,027	71,027
Finance Lease Liability	15	17,984	22,859	22,857
		73,001	93,886	93,884
Net Assets		2,066,904	1,556,495	1,595,313
Equity		2,066,904	1,556,495	1,595,313

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 Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,595,313	1,595,312	1,143,388
Total comprehensive revenue and expense for the year		464,533	(38,817)	451,925
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,058	-	-
Equity at 31 December		2,066,904	1,556,495	1,595,313
Retained Earnings		2,066,904	1,556,495	1,595,313
Equity at 31 December		2,066,904	1,556,495	1,595,313

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 Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,328,258	1,368,708	1,233,552
Locally Raised Funds		97,140	40,979	67,845
Goods and Services Tax (net)		54,432	(10,311)	(10,311)
Payments to Employees		(494,660)	(458,780)	(371,610)
Payments to Suppliers		(473,046)	(442,260)	(425,741)
Interest Paid		(4,580)	(5,430)	(5,527)
Interest Received		6,735	6,100	10,362
Net cash from/(to) Operating Activities		514,279	499,006	498,570
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(45,876)	(206,757)	(121,194)
Purchase of Investments		(458,913)	(334,921)	(334,921)
Net cash from/(to) Investing Activities		(504,789)	(541,678)	(456,115)
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,058	-	
Finance Lease Payments		(18,204)	(7,452)	(36,302)
Painting contract payments		-	-	(327)
Funds Administered on Behalf of Third Parties		233,176	(172,573)	(172,573)
Net cash from/(to) Financing Activities		222,030	(180,025)	(209,202)
Net increase/(decrease) in cash and cash equivalents		231,520	(222,697)	(166,747)
Cash and cash equivalents at the beginning of the year	7	809,876	1,042,757	976,623
Cash and cash equivalents at the end of the year	7	1,041,396	820,060	809,876

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 Statement of Cash Flows 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 2021

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 and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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.

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments.

Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

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

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

Other Grants

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) 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.

e) 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.

f) 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.

g) Accounts Receivable

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

h) Inventories

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

i) 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.

j) 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.

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

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
	12.5%
Library resources	Diminishing value

k) 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.

l) 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.

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

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

Long-term employee entitlements

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

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows

n) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

o) 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 the School's 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.

p) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

q) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

r) 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.

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

s) 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.

t) Budget Figures

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

u) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,001,345	883,884	974,060
Teachers' Salaries Grants	2,697,059	2,231,293	2,535,946
Use of Land and Buildings Grants	655,080	867,401	895,719
Other MoE Grants	761,311	32,900	267,678
Other Government Grants	-	-	3,875
	<u>5,114,795</u>	<u>4,015,478</u>	<u>4,677,278</u>

The school has opted in to the donations scheme for this year. Total amount received was \$83,250.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	5,581	-	390
Fees for Extra Curricular Activities	1,113	500	859
Trading	14,991	6,500	15,332
Fundraising & Community Grants	97,659	33,900	95,995
	<u>119,344</u>	<u>40,900</u>	<u>112,576</u>
Expenses			
Extra Curricular Activities Costs	2,414	9,000	7,120
Trading	8,200	4,500	8,151
Fundraising and Community Grant Costs	21,199	14,000	47,147
	<u>31,813</u>	<u>27,500</u>	<u>62,418</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>87,531</u>	<u>13,400</u>	<u>50,158</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	139,931	161,050	77,378
Equipment Repairs	10,189	12,500	10,049
Library Resources	4,756	5,810	5,081
Employee Benefits - Salaries	3,016,832	2,529,355	2,794,676
Staff Development	59,012	36,140	30,932
	<u>3,230,720</u>	<u>2,744,855</u>	<u>2,918,116</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	8,120	4,000	6,420
Board Fees	3,280	3,100	3,875
Board Expenses	8,464	8,300	8,381
Healthy Lunch Programme	390,403	-	-
Communication	5,385	6,500	6,614
Consumables	22,212	19,200	21,057
Operating Lease	21,231	16,000	17,686
Other	16,671	8,000	7,677
Employee Benefits - Salaries	120,264	105,200	113,606
Insurance	7,997	5,277	8,021
Service Providers, Contractors and Consultancy	18,764	13,500	17,284
	<u>622,791</u>	<u>189,077</u>	<u>210,621</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	65,832	63,100	64,280
Cyclical Maintenance Provision	(17,710)	2,500	3,912
Grounds	14,136	18,000	9,022
Heat, Light and Water	18,988	22,000	17,005
Rates	201	1,500	182
Repairs and Maintenance	23,276	31,332	37,891
Use of Land and Buildings	655,080	867,401	895,719
Security	1,882	7,500	1,858
Employee Benefits - Salaries	50,107	57,000	44,751
	<u>811,792</u>	<u>1,070,333</u>	<u>1,074,620</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	1,041,396	820,060	809,876
Cash and cash equivalents for Statement of Cash Flows	<u>1,041,396</u>	<u>820,060</u>	<u>809,876</u>

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

Of the \$1,041,396 Cash and Cash Equivalents, \$176,307 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables from the Ministry of Education	22,100	-	-
Interest Receivable	2,192	1,849	1,849
Banking Staffing Underuse	34,500	12,061	12,061
Teacher Salaries Grant Receivable	207,221	210,249	210,249
	<u>266,013</u>	<u>224,159</u>	<u>224,159</u>
Receivables from Exchange Transactions	2,192	1,849	1,849
Receivables from Non-Exchange Transactions	263,821	222,310	222,310
	<u>266,013</u>	<u>224,159</u>	<u>224,159</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	169	170	170
	<u>169</u>	<u>170</u>	<u>170</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	1,025,378	566,465	566,465
Total Investments	<u>1,025,378</u>	<u>566,465</u>	<u>566,465</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021	\$	\$	\$	\$	\$	\$
Building Improvements	93,299	-	-	-	(4,691)	88,608
Furniture and Equipment	232,863	32,157	-	-	(32,476)	232,545
Information and Communication Technology	2,219	600	-	-	(1,589)	1,231
Leased Assets	41,765	24,593	-	-	(28,213)	38,146
Library Resources	20,168	13,119	(4,409)	-	(3,610)	25,269
Balance at 31 December 2021	<u>390,314</u>	<u>70,469</u>	<u>(4,409)</u>	<u>-</u>	<u>(70,579)</u>	<u>385,799</u>

The net carrying value of equipment held under a finance lease is \$38,146 (2020: \$41,765)

	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	437,621	(349,013)	88,608	437,621	(344,322)	93,299
Furniture and Equipment	677,914	(445,369)	232,545	646,382	(413,518)	232,863
Information and Communication Technology	65,294	(64,063)	1,231	64,694	(62,474)	2,219
Leased Assets	91,649	(53,503)	38,146	114,516	(72,751)	41,765
Library Resources	43,212	(17,943)	25,269	38,512	(18,344)	20,168
Balance at 31 December	1,315,690	(929,891)	385,799	1,301,725	(911,409)	390,314

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	99,656	86,094	86,094
Accruals	7,780	6,420	6,420
Employee Entitlements - Salaries	207,221	210,249	210,249
Employee Entitlements - Leave Accrual	6,707	11,223	11,223
	321,364	313,986	313,986
Payables for Exchange Transactions	321,364	313,986	313,986
	321,364	313,986	313,986

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	-	104	104
	-	104	104

14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	113,298	113,298	109,713
Increase/ (decrease) to the Provision During the Year	(17,710)	2,500	3,912
Use of the Provision During the Year	(13,841)	(2,500)	(327)
Provision at the End of the Year	81,747	113,298	113,298
Cyclical Maintenance - Current	26,730	42,271	42,271
Cyclical Maintenance - Term	55,017	71,027	71,027
	81,747	113,298	113,298

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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	26,629	23,675	26,804
Later than One Year and no Later than Five Years	18,936	22,859	24,474
Future Finance Charges	(3,695)	-	(4,745)
	<u>41,870</u>	<u>46,534</u>	<u>46,533</u>
Represented by			
Finance lease liability - Current	23,886	23,675	23,676
Finance lease liability - Term	17,984	22,859	22,857
	<u>41,870</u>	<u>46,534</u>	<u>46,533</u>

16. Funds Held for Capital Works Projects

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

	2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Reroof Block 1 & Toilet Upgrade <i>in progress</i>		(153,314)	138,687	(76,804)		(91,431)
LSC and Resource Room <i>in progress</i>		92,028	18,500	(110,528)		-
Outdoor Learning Space <i>in progress</i>		-	209,795	(26,469)		183,326
Block 1 Heating <i>in progress</i>		-	39,461	-		39,461
Electrical Upgrade <i>in progress</i>		-	19,223	(16,363)		2,860
Block 3 Reroof <i>in progress</i>		-	78,219	(35,805)		42,414
Totals		<u>(61,286)</u>	<u>503,885</u>	<u>(265,969)</u>	<u>-</u>	<u>176,630</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	268,061
Funds Due from the Ministry of Education	(91,431)
	<u>176,630</u>

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Reroof Block 1 & Toilet Upgrade <i>in progress</i>		128,844	841,040	(1,123,198)		(153,314)
LSC and Resource Room <i>in progress</i>			166,500	(74,472)		92,028
Totals		<u>128,844</u>	<u>1,007,540</u>	<u>(1,197,670)</u>	<u>-</u>	<u>(61,286)</u>

17. Funds Held on Behalf of Cluster / Kiwisport Activator

Massey Primary School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	17,557	-	-
Funds Received from Cluster Members	-	-	24,463
Funds Received from MoE	28,091	-	47,184
Total funds received	28,091	-	71,647
Funds Spent on Behalf of the Cluster	32,532	-	54,090
Funds remaining	13,116	-	17,557

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2021 Actual	2020 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,280	3,875
<i>Leadership Team</i>		
Remuneration	296,534	301,677
Full-time equivalent members	2	2
Total key management personnel remuneration	299,814	305,552

There are seven members of the Board excluding the Principal. The Board had held eight full meetings of the Board in the year. The Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	180-190
Benefits and Other Emoluments	0	0
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2.00	1.00
110-120	2.00	2.00
120-130	1.00	0.00
	<u>5.00</u>	<u>3.00</u>

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 board members, committee members, 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:

	2021 Actual	2020 Actual
Total	\$0	-
Number of People	0	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2020: \$185,000)

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	1,041,396	820,060	809,876
Receivables	266,013	224,159	224,159
Investments - Term Deposits	1,025,378	566,465	566,465
Total Financial assets measured at amortised cost	<u>2,332,787</u>	<u>1,610,684</u>	<u>1,600,500</u>

Financial liabilities measured at amortised cost

Payables	321,364	313,986	313,986
Finance Leases	41,870	46,534	46,533
Total Financial Liabilities Measured at Amortised Cost	<u>363,234</u>	<u>360,520</u>	<u>360,519</u>

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.

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

T +64 (9) 367 1656
www.rsmnz.co.nz

Independent Auditor's Report

To the readers of Massey Primary School's Financial statements For the year ended 31 December 2021

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 18, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 31 May 2022. This is the date at which our opinion is expressed.

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

Basis 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 for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board 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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in 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 2020,2021, NZC – Towards/At and Beyond

Maths	EOY 2020 TOWARDS	EOY 2020 AT/BEYOND	EOY 2021 TOWARDS	EOY 2021 AT/BEYOND
ALL	56%	44%	56%	44%
MAORI	70%	30%	67%	33%
PASIFIC	63%	36%	62%	38%
NZE	47%	53%	39%	61%
ASIAN	32%	68%	29%	71%

READING	EOY 2020 TOWARDS	EOY 2020 AT/BEYOND	EOY 2021 TOWARDS	EOY 2021 AT/BEYOND
ALL	47%	53%	53%	47%
MAORI	60%	40%	64%	36%
PASIFIC	54%	46%	60%	40%
NZE	32%	68%	37%	63%
ASIAN	33%	67%	45%	55%

WRITING	EOY 2020 TOWARDS	EOY 2020 AT/BEYOND	EOY 2021 TOWARDS	EOY 2021 AT/BEYOND
ALL	56%	44%	57%	44%
MAORI	70%	30%	67%	33%
PASIFIC	60%	40%	62%	38%
NZE	46%	51%	48%	52%
ASIAN	41%	59%	38%	62%

Maths

NZE and Asian above the 50% in At/Beyond, Pasific and Maori a slight increase in At/Beyond, total cohort maintain.

Reading

NZE and Asian above 50% in At/Beyond. All Cohorts show % decrease in At/Beyond.

Writing

NZE and Asian above 50% in At/Beyond, Maori slight % increase in At/Beyond, Pasific slight % decrease in At/Beyond. Total cohort maintain.

Impacts on Learning – Progress and Achievement.

- Covid lockdowns – 11 weeks with on line/ hard packs for whanau who chose to engage.
- Students with need for – ESOL, Behaviour, Learning, Attendance, Physical, Social – 52% of school Cohort, refer attached.

Validity of Data

- Teachers EOY Judgements based on Term1 /2 data and any work done during Lockdown. Summative standardised assessments done at the EOY were not completed so EOY Judgements are a Best Fit.

Teaching Response

- Writing PD from MOE funding
- ASK PLD through Kahui
- Support for Teachers from SENCO, LSC, Teacher Aides ,Support Agencies eg SWIss worker, RTLb
- Use of PAcT in Maths/Writing
- Review of School Maths Curriculum
- Better Start Literacy, Reading Recovery, In school PLD in Reading
- Culturally Responsive Pedagogy
- AFoL / Dialogic Teaching
- Play Based
- Use of technology – best use of Platforms
- Review of Distance learning.

Data as of Week 3 Term 4 2021

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
Tier 1	39	40	43	36	15	14	28	26	241
Tier 2	0	3	1	8	3	2	8	2	27
Tier 3	6	8	6	6	4	6	3	2	41
	45	51	50	50	22	22	39	30	309
Total Students	94	71	72	81	67	61	74	68	588
Male	27	28	26	28	14	17	20	15	175
Female	18	23	24	22	8	5	19	15	134
Percentage of each year group receiving support									
	48%	72%	69%	62%	32%	36%	53%	44%	
Breakdown									
Esol	38	36	27	12	6	5	12	13	149
Behaviour	4	12	10	12	2	11	9	2	62
Learning	43	44	35	39	16	16	31	26	250
Attendance	1	5	5	6	5	9	8	8	47
Physical	1	5	0	2	3	1	6	2	20
Social	4	7	6	7	4	5	10	3	46

Total Students	588	Total receiving support	309
Total % receiving support	53%		
Break down over Tiers		on LSR	
One	78%		
Two	9%		
Three	13%		
Percentage receiving support per criteria		Wholeschool	
Esol	25%		
Behaviour	11%		
Learning	43%		
Attendance	8%		
Physical	3%		
Social	8%		
Male	57%		
Female	43%		

2021 YEAR 7 & 8 Improvement Plan for Learning and Teaching Teams	
School Strategic Learning Goal To improve Maori & Pasifika students Mathematics and Writing achievements	Team Annual Learning Target <i>Where do we want to be at the end of 2021?</i> Working 'At' the curriculum level by the end of 2021
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> Student Best Fit based on teacher's OTJs in Mathematics and Writing	Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2021?</i> Shifting Maori & Pasifika students who are 'working towards' the curriculum to be working 'At' the curriculum level by the end of 2021.
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i> <ul style="list-style-type: none"> • Classroom programmes in mathematics & writing across the curriculum • Tracking & monitoring target students throughout the year through Teacher Inquiry and Team Meetings • PLD, Webinars and Readings (ongoing basis) • Learning stories & Team moderation meetings for writing and mathematics • Planning mathematics & writing using the NZC AOs & Strategies and incorporating the the LPF aspects • Upskilling team members to use LPF as a tool for monitoring student progress • Collaborative teaching personalised to the students needs based on stage not age across the syndicate • Parent/whanau engagement • Monitoring students attendance • Outside agencies e.g.National Library, Te Manawa • AFoL strategies & CPT/ PaCT for monitoring progress • Formative assessment & documentation 	

When	What	Who	Indicators of Progress <i>What will we see? When?</i>
By the end of 2021	<p>Shifting the students 'working towards' the curriculum level to 'At'.</p> <p>Y8 students working currently at curriculum Level 3 to Level 4 by EOY (3 sub-level progress)</p> <p>Y8 Students working at curriculum Early level 3 and below will be supported to make at least 1-2 sub level progress by the EOY.</p> <p>YEAR 8 Overall Writing Data: [Y7 2020]</p> <p>5 x Early L2 EOY 2 X E L2 4 x At L2 EOY 2 X At L2 15 x Early L3 (to be monitored closely) EOY 11 X E L3 15 x At L3 (to be shifted) EOY 10 X At L3 16 x Early L4 EOY 9 E L4 7 x At L4 EOY 20 At L4 EOY 8 X E L5; 4 X At L5; 1 X EL6; 1 X At L6</p>	<p>WRITING:</p> <p>4 x Y8 Maori students working towards to get to 'at' by the end of the year</p> <p>3 x Y8 Pasifika students 'working towards' to get to 'at' by the end of the year.</p> <p>[7 x Y8 Maori students and 8 x Y8 Pasifika students currently working in the band L1 - EL3 will be supported to make some progress.]</p> <p>EOY DATA Pasifika: 2 X L2; 2 X E L3; 3 X At L3 Maori: 2 X L2; 1 X E L3; 1 X At L3</p> <p>5 x Y7 Maori students 'working towards' to get to 'at' by the end of the year</p>	<p>WRITING:</p> <p>e-asTTle writing data Tracking & Informal/formal observations CPT: Writing LPF PaCT Writing aspects ELLIP Indicators Moderation across the curriculum areas Student data will be displayed on the writing wall for students to monitor their progress. Explicit teaching of Grammar & Spelling will be a core part of writing lessons</p> <p>Writing PLD</p>

	<p>Y7 students working currently at curriculum Early Level 3 to Early Level 4 by EOY (3 sub-level progress)</p> <p>Y7 Students working at curriculum Level 2 and below will be supported to make at least 1 -2 sub level progress by the EoY.</p> <p>YEAR 7 Overall Writing Data:</p> <p>[Y6 2020]</p> <p>4 x At L1</p> <p>9 x Early L2 EOY 4 X E L2</p> <p>21 x At L2 (to be monitored closely)</p> <p>EOY 8 X At L2</p> <p>11 x Early L3 (to be shifted)</p> <p>EOY 19 X E L3</p> <p>12 x At L3 EOY 14 X At L3</p> <p>4 x Early L4 EOY 15 X E L4</p> <p>EOY 9 X At L4; 5 X E L5</p>	<p>3 x Y7 Pasifika students 'working towards' to get to 'at' by the end of the year.</p> <p>[17 x Y7 Maori students and 12 x Y7 Pasifika students currently working in the band L1 - EL3 will be supported to make some progress.]</p> <p>EOY DATA;</p> <p>Pasifika: 3 X L2 & 6 X E L3</p> <p>Maori: 5 X L2 & 7 X E L3</p> <p>The writing data reveals a shift across all year levels and ethnicities.</p> <p>Both Pasifika and Maori students have shown shifts in their writing levels.</p> <p>The number of students in the band L1- L3 have decreased showing positive shifts.</p> <p>These shifts could also be attributed to the writing PLD and support teachers received to teach writing at expected curriculum level.</p> <p>With more face to face teaching of writing through a structured programme, it is highly likely, the results would have been even better.</p>	
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2021 EOY DATA WRITING

	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	At 6
Y7 BOYS	4	5	8	6	2	3	1			
Y7 GIRLS	-	3	11	8	13	6	4			
	4	8	19	14	15	9	5			
Y8 BOYS	1	1	9	5	6	9	3	2		
Y8 GIRLS	1	1	2	5	3	11	5	2	1	1
	2	2	11	10	9	20	8	4	1	1

Shifting the students 'working towards' the curriculum level to 'At'.

Y8 students working currently at curriculum Level 3 to Level 4 by EOY (3 sub-level progress)

Y8 Students working at curriculum Early level 3 and below will be supported to make at least 1-2 sub level progress by the EoY.

MATHEMATICS

5 x Y8 Maori students working towards' to get to 'at' by the end of the year

11 x Y8 Pasifika students 'working towards' to get to 'at' by the end of the year

[4 x Y8 Maori students and 5 x Y8 Pasifika students currently working in the band L1 - EL3 will be supported to make some progress.]

MATHEMATICS:

e-asTTle Mathematics data

GLoSS Assessment data

IKAN Data

PaCT Mathematics Progression

The Learning Progressions Framework

Moderation across all curriculum areas

Mathematics Wall Progression Display (students will monitor)

	<p>YEAR 8 Overall Mathematics Data: [Y7 2020]</p> <p>2 x Early L2 8 x At L2 EOY 1 X L2 7 x Early L3 (to be monitored closely) EOY 5 X E L3 25 x At L3 (to be shifted) EOY 14 X L3 10 x Early L4 EOY 12 X E L4 13 x At L4 EOY 21 X L4 EOY 16 X E L5 and above</p> <p>YEAR 7 Overall Mathematics Data: [Y6 2020]</p> <p>1 x At L1 7 x Early L2 EOY 2 X E L2 18 x At L2 (to be monitored closely) EOY 7 X L2 10 x Early L3 (to be shifted) EOY 10 X E L3 15 x At L3 EOY 22 X L3 9 x Early L4 EOY 17 X E L4 EOY 15 X L4 and above</p>	<p>Y8 EOY DATA: Pasifika: 1 X L2; 1 X E L3; 5 X At L3 Maori: 2 X E L3; 1 X At L3 [Students in the band L1- L3 have decreased, revealing a shift in achievement levels in Pasifika and Maori students]</p> <p>5 x Y7 Maori students working towards' to get to 'at' by the end of the year</p> <p>2 x Y7 Pasifika students working towards' to get to 'at' by the end of the year</p> <p>[12 x Y7 Maori students and 11 x Y7 Pasifika students currently working in the band L1 - EL3 will be supported to make some progress.]</p> <p>Y7 EOY DATA: Pasifika: 3 X L2; 5 X E L3 Maori: 5 X L2; 5 X E L3 [Most students have shown progress, hence the number in the band L1- E L3 have decreased]</p>	<p>PaCT & LPF PLD facilitated by Evaluation Associates</p>
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EOY DATA 2021: MATHEMATICS

	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	At 6
Y7 BOYS	2	2	5	10	5	1	3	1		
Y7 GIRLS	0	5	5	12	13	3	5	2		
	2	7	10	22	17	4	8	3		
Y8 BOYS	0	0	2	7	8	10	2	7	0	0
Y8 GIRLS	0	1	3	7	4	11	2	4	0	1
	0	1	5	14	12	21	4	11	0	1

Monitoring *How are we going? Where are the gaps? What needs to change?*

These students will be identified by the classroom teachers [as per data provided by the team leader] and become their Target Students for their Inquiry & Appraisal (TBC/TBD)

AFoL practices will be embedded [Learning Intention, Relevance/Purpose, Success Criteria, Self & Peer Assessment & Teacher Feedback]

Collaborative teaching in FLE [Stage not age - personalised and needs based]

Besides the learning schedule for fortnightly programme; a series of frontloading teaching and workshops will be the regular part of the curriculum programme

A range of resources [online and hard copies, hands-on will be used and shared amongst the team members.

Dialogic Teaching - Cultural Responsiveness & Cultural Competencies (Ka Hikitia, Tapasa, Tataiako)

The 2021 Year 7 Cohort will need consistent monitoring as they have been through as an academically low performing cohort. They have improved over the past two years, but some have regressed this year.(2020)

Student Data Tracking Doc.

Resourcing *How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff. School budget.*

School budget for physical resources, digital learning subscriptions, workshops

Specialist teaching programmes taken by Teacher Aides where necessary and available

Whanau and community engagement - syndicate hui for parents to build relationships and discuss learning support for students

Assessment using e-asTTle and the use of LPF

Free resources from NZMaths e.g. e-ako

Kahui Ako

Student List For Targets:

https://docs.google.com/document/d/1l756zkOc9JDZjXKVxz_rrKfYDGeV4Hi4AuT-tSPbVX4/edit

TARGET STUDENT DATA: Maths & Writing: 2021

<https://docs.google.com/document/d/1ZWgilDPoADla31CU4llfKKGKcbQmfqx7F80iFU6PXoU/edit>

EoY Reflection:

Data Comparison: MoY and EoY 2021

<https://docs.google.com/document/d/1xxXXfMNtNxFI315jkbJT1hv2Q-DO3LBLZg-G6miMf-o/edit>

Overall, students have shown progress in writing and mathematics to varying sub-levels. The reasons for those not showing much progress are varied from attendance issues to special needs, for example ESOL.

The contributing factors to the progress of students in writing and mathematics have been teacher PLD resulting in better understanding of curriculum content and expectations at Level 4.

It is anticipated that more continued face to face interaction and instruction would have resulted in better overall results.

Y5&6 - Improvement Plan for Year - 2021

School Strategic Learning Goal
To improve Maori students Writing

School Annual Learning Target *Where do we want to be at the end of 2021?*
Working 'At' the curriculum level by the end of 2021

Baseline data (Syndicate)

What data is relevant to our team that will contribute to the school raising achievement?

Student 'best fit' based on teachers' OTJ in Writing

Target (Syndicate) *What measurable outcome does this team want to achieve at the end of 2021?*

Shifting Maori students who are working 'towards' the curriculum level to be 'working 'at' the curriculum level at the end of 2021

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

- +Classroom programmes
- +Developing high quality writing programmes across all levels of the school is a priority
- +Students were active partners in designing their learning plans;
 - they will be supported to monitor their own progress
 - they will know what they need to learn next
 - they will be able to provide feedback about the teaching actions that worked for them
- +Parents and whanau will be invited to regular three-way conferencing in which teachers emphasise progress and success
- +Teachers are expected to critique the effectiveness of their practice and make changes;
 - they are willing to seek both positive and negative evidence of progress
 - they are open to new practices that would make a difference
 - they will become reflective practitioners who are constantly looking for better ways to improve their student achievement
 - they understand that when a student was not progressing well, their teaching approaches needed to change
 - they understand that they have an ethical responsibility to help those students that need to catch up to their peers
- +Making the links clear between reading, speaking and writing for students
- +Deliberately emphasising the craft of writing to help students organise their ideas and to learn more about the structure of a sentence, a paragraph and a story
- +Tracking and monitoring through teachers' target students and appraisals throughout the year
- +Working with Massey High where most students are going to next to find out how well writing programmes are preparing students for their next stage in learning. Sharing the teaching approaches between the primary and secondary school would help teachers in each school understand what came before and what comes next for students as they develop into confident writers
- +PLD when available - Writing
- +Assessment and evaluative capability of leaders and teachers

- +Tracking and monitoring student progress
- +Learning stories and Team moderation
- +Massey Primary has a long-term strategic commitment to improvement through deliberate, planned actions to accelerate student progress

When	What – Key Tasks	Evidence	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review What is working, what do we need to change and why?
By the end of the year (2021)	Shift those working 'towards' students to working 'at' Y5 - Early 2/At 2 to Early 3 Y6 - At 2/Early 3 to At 3		+eastTtle Writing - where to next? +Tracking/Observations +PaCT +Moderation - OTJ	refer to each teacher's reflective comments below

Monitoring *How are we going? Where are the gaps? What needs to change?*

+These students will be identified by the classroom teachers and become their 'target students'

+AFoL practices

+Dialogic Teaching - Culturally Responsive (Tapasa, Tataiako)

Resourcing *How much money and time is needed? Who will help us? MoE/RTLb/Special needs grant/Learning support staff.*

School budget.

+School budget

+Specialist teaching programmes taken by Teacher Aides

Assessment using PaCT & eastTtle

Focus Group (Y6-3A)-(Y5-3B) by EoY				
Student A		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 6 Girl	2020 EoY Below - (A2)	8.9	10.5	2P (1431)

	2021 MoY	8.9	11.5	T1 - 4B (1601) T2 - 3A (1580) T3 - T4 -
	2021 EoY Above - (A4)			
This student is an able, creative writer. Writing motivated her to show her skills in this area of the curriculum.				
Student B		Spelling Age Schonell	Reading Age Probe	easTTle Writing
Y5 Girl	2020 EoY Below - (E2)	7.3	8.0	2B (1368)
	2021 MoY	7.9	8.5	T1 - 1A (1327) T2 - 2B (1381) T3 - T4 -
	2021 EoY Below - (E2)			
Due to consistent absences (mainly a Friday and Monday), she found writing a challenge and keeping up with the weekly expectations difficult as she kept missing out on the next steps.				
Student C		Spelling Age Schonell	Reading Age Probe	easTTle Writing
Y6 Boy	2020 EoY Below (A1)	7.0	7.5	1B (908)
	2021 MoY	7.1	8.0	T1 - 2B (1378) T2 - 2B (1381) T3 - T4 -
	2021 EoY Below (A2)			
This student could write simple sentences but found extending himself to be more descriptive or write more than a paragraph challenging.				

Student D		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y5 Boy	2020 EoY Below (E3)	9.1		9.0	2P (1355)
	2021 MoY	9.3		10.0	T1 - 2P (1425) T2 -3B (1508) T3 - T4 -
	2021 EoY (E3) At (E3)				
This student always tried his best and was starting to find success with his writing. He was beginning to extend his skills by being more descriptive and creative. He managed to keep up with the weekly expectations and knew what his next steps were.					
Student E		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y5 Girl - AL	2020 EoY Below (E3)	8.8		9.5-10.5	2A (1459)
	2021 MoY	9.1		10-11	T1 - 1P (1271) T2 - 1A (1332)
	2021 EoY Below (A2)				
This student has the ideas that could make a great writing piece. She was beginning to understand proper writing and sentence structures to enhance her writing. Her inconsistent attendance would have her miss out on whole class lessons.					
Student F		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y6 Boy - PD	2020 EoY Below (E2)	9.4		9-10	2B (1397)
	2021 MoY	9.3		9.5-10.5	T1 - 3P (1528) T2 - 2A (1448)
	2021 EoY				

	At (E3)			
A very capable student. He always tried his best to get all work completed but this would lead to some tasks being overlooked and not done properly. When he takes his time to learn different concepts, he is very capable of integrating it into his writing.				
Student G		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y5 Girl - TR	2020 EoY Below (A1)	8.1	7-8	1P (1290)
	2021 MoY	8.4	8-9	T1 - 2P (1425) T2 - 1A (1357)
	2021 EoY Below (E2)			
This student has the potential to produce a good writing piece. She's done a good job of writing her ideas in paragraphs.				
Student H		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y6 Girl - SM	2020 EoY Below (E2)	8.1	9-10	2P (1372)
	2021 MoY	8.3	9-10	T1 - 2P (1425) T2 - 1A (1306)
	2021 EoY Below (E2)			
This student does the bare minimum to get by. She has shown she has potential but needs constant motivation.				
Student I		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y6 Girl	2020 EoY Below (A2)		8.5	2P (1420)
	2021 MoY	11.7	9.5-10.5	T1 - 3A T2 - 4P
	2021 EoY			

	At (E4)				
Prolonged absences have impacted on this student's progress. She has taken time to 'reconnect' with her learning.					
Student J		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y6 Girl	2020 EoY Below (A2)	10.9		10.5	2B
	2021 MoY	11.5		9.0-10.0	T1 - 2A T2 - 4P
	2021 EoY At (A3)				
Is making steady progress. Becoming a little more distracted as time passes. Very popular student and has quite a following.					
Student K		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y6 Girl	2020 EoY Below (A1)	10.6		10.5	2B (1397)
	2021 MoY	10.1		8.5-9.5	T1 - 3P T2 - 3P
	2021 EoY Below (A2)				
Frequently absent from class. Takes time to 'reconnect' with the learning and requirements of the class.					
Student L		Spelling Age Schonell		Reading Age Probe	eastTtle Writing
Y5 Girl	2020 EoY At (A2)	7.0		10.5	-
	2021 MoY	7.6		7.5-8.5	T1 - 1A T2 - 2A
	2021 EoY Below (A2)				

Absences have impacted on progress. She is capable of doing a lot more but can't really 'be bothered'.				
Student M		Spelling Age Schonell	Reading Age Probe	eaSTtle Writing
Y 6 Girl	2020 EoY Below (A2)	9.7	10.5	2B (1397)
	2021 MoY	9.8	10.5	T1 - 2A (1489) T2 - 2A (1488) T3 - T4 -
	2021 EoY At (A3)			
Has made good progress with her writing skills. Is able to structure her writing to suit the purpose and add details and apply this skill to all learning areas.				
Student N		Spelling Age Schonell	Reading Age Probe	eaSTtle Writing
Y 6 Boy	2020 EoY Below (A2)	8.5	10.0	1P (1266)
	2021 MoY	9.2	10.0	T1 - 2A (1447) T2 - 2A (1488) T3 - T4 -
	2021 EoY Below (E3)			
Is capable of doing more however; needs to be pushed to get the best out of him. Efforts are not consistent.				
Student O		Spelling Age Schonell	Reading Age Probe	eaSTtle Writing
Y 5 Boy	2020 EoY At (A2)	8.6	8.5	2P (1415)

	2021 MoY	9.6		8.5	T1 - 2A (1447) T2 - 2A - (1488) T3 - T4 -
	2021 EoY Below (A2)				
Is making steady progress. Understands how to structure his writing to suit purposes but learning how to write paragraphs with added description (adjectives and other language features).					
Student P		Spelling Age Schonell		Reading Age Probe	eaSTtle Writing
Y 5 Boy	2020 EoY At (A2)	9.6		8.5	2P (1438)
	2021 MoY	10		8.5	T1 - 2A (1469) T2 - 2A - (1469) T3 - T4 -
	2021 EoY Below (A2)				
Absence has impacted his work especially on a Friday (the day of marking) and gets behind with his work. Capable of producing a high standard of work but reluctant although understands how to plan and use the plan in his writing. Even though he was 'at-A2' at a Y4 level he became 'below-A2' at a Y5 level.					

Improvement Plan for learning and teaching teams – Year 4 2021

School Strategic Learning Goal To improve Maori and Pasifika Reading, Writing and Maths		Team Annual Learning Target <i>Where do we want to be at the end of 2021?</i> Working 'at' the expected curriculum level by the end of 2021.		
Baseline data for the team <i>What data is relevant to our team that will contribute to the school raising achievement?</i> 'Best Fit' information provided by the 2020 teachers OTJ in Reading, Writing and Maths.		Target : <i>What measurable outcome does this team want to achieve at the end of 2020?</i> Shift Maori and Pasifika students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2021.		
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>				
When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review <i>What is working and what do we need to change?</i>
By the end of the 2021 teaching year.	<u>READING</u> Shift Maori and Pasifika students working	4 Maori students working at Level 1 7 Maori students working at Early Level 1 6 Pasifika students working At Level 1	Grouping across the team will be Testing will continue across the	

	<p>'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2021.</p>	<p>9 Pasifika students working At Early Level 1</p>				<p>school year and each term the team will reflect on results. Groups will remain fluid and will change where the need arises and student needs and levels change.</p> <p>Running records (Probe and PM Bench Mark),</p> <p>Eastle Reading, PAT, Observations, Modelling books and Tracking Moderation across the curriculum (OTJ, PLG during team meetings and student voice).</p>	
Room	Student Name	Ethnic Background	2019 Probe or PM Benchmark	March /June / September	March /June / September EAsttle Reading Score	March /June / September Star Test	End of Year OTJ End of Year Comment

				Probe or PM Benchmark			
Room 12 Reading		Maori	Level 15	Term 1 13/4/21 PM Level 15 Acc: 97% SCR: 1:5 Comp: 50% Term 2 5/7/21 PM Level 18 Acc: 91% SCR: 1:5 Comp: 66% Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Reading		Maori	Level 15	Term 1 13/4/21 PM Level 19 Acc: 95% SCR: 1:3 Comp: 66% Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Reading		Pasifika	Level 12	Term 1 13/4/21 PM Level 15	Term 1 Term 2	Term 1 Term 2	has moved up 4 levels from 12 to 16. His comprehension has improved and he was able to discuss, in depth, what the story is

				Acc: 95% SCR: NIL Comp: 66% PAT Star Stanine 1 Term 2 31/5/21 PM Level 16 Acc: 93% SCR: 1:6 Comp: 83% Term 3 Term 4	Term 3 Term 4	Term 3 Term 4	about and what he thinks about the text. can now rerun to self correct when he has made a mistake. He has more confidence and will attempt new activities rather than watching other students in the group and copy what they are doing.
Room 12 Reading		Pasifika	Level 14	Term 1 13/4/21 PM Level 14 Acc: 93% SCR: 1:10 Comp: 100% PAT Star Stanine 1 Term 2 5/7/21 PM Level 18 Acc: 90% SCR: 1:9 Comp: 50% Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Reading		Pasifika	Level 6	Term 1 13/4/21 PM	Term 1 Term 2	Term 1 Term 2	has moved from Level 6 to Level 16. He has made big gains with his reading and it is a shame that

				Level n16 Acc: 93% SCR: NIL Comp: 80% PAT Star - Term 2 7/7/21 PM Level 16 Acc: 91% SCR: 1:5 Comp: 66% Term 3 Term 4	Term 3 Term 4	Term 3 Term 4	the lockdown happened because he would have continued with his improvements. He has more confidence in his own ability and now offers information rather than sitting back and letting other students do the sharing. can self correct when reading but still needs work to do this consistently.
Room 11 Reading		Maori		Term 1 Probe 7-8 yrs Acc: 98% SCR: 0 Comp: 10% PAT Star Stanine 2 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	has made progress in his comprehension particularly influential questions. He is reading with a lovely fluency and tone. He is becoming increasingly confident reading aloud to peers and in group. Unfortunately he has not engaged with lockdown learning.
Room 11 Reading		Pacifika		Term 1 Probe 6.5-7.5 Acc: 94% SCR: 2 Comp: 50% Term 2	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	has become increasingly confident in his understanding of what he is reading. He is better able to answer a range of comprehension questions and work independently. His fluency has improved a great deal and he

				Term 3 Term 4			more confidently reads with and engages with peers in group work.
Room 11 Reading		Pasifika		Term 1 Probe 6-7 Acc: 98% SCR: 2 Comp: 50% Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	remains unfocussed but when on task is gaining a better understanding of what he is reading. He can appreciate the different type of questions and is more successful in decoding unknown words.
Room 11 Reading		Pasifika		Term 1 Probe 6.5-7.5 Acc: 95% SCR: 4 Comp: 30% Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	is a quiet worker who is capable of working independently as long as she understands her questions. The fluency of her reading has greatly improved. She is gaining confidence in answering a variety of questions and reading in front of others.
Room 11 Reading		Other Pacific Peoples		Term 1 PROBE 8.5-9.5 Term 2 PROBE 8.5-9.5 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	is able to read with confidence. Her term 3 goal was to move on to chapter books. needs to make sure she adds supporting details when writing her comprehension responses. Developing her vocabulary is a learning need.
Room 11 Reading		Other Pacific Peoples		Term 1 PROBE 8-9	Term 1 Term 2	Term 1 Term 2	is able to read small chapter books. He has very good comprehension. needs to focus

				Term 2 PROBE 8.0-9.0 Term 3 Term 4	Term 3 Term 4	Term 3 Term 4	on developing his vocabulary. He is capable of completing all tasks but is easily distracted.
				Term 1 Term 2 PROBE 8.5-9.5 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	Term 1 Term 2 Term 3 Term 4	is a very able reader with good comprehension skills. He tends to need to talk through some questions when he is stuck and then he is able to carry on. is developing his vocabulary and is able to use topic specific words in sentences of his own.

Term 1

We have that a lot of these students have come in with poor comprehension. They can read the words but don't understand what they are reading. Some students are showing poor decoding skills. Room 12 with the lower readers and we are doing a lot of making and breaking of words, a lot of alphabet words and letter sounds as students are lacking these skills. Room 10 noticed the summer slide and students struggling with vocabulary. Room 11 as above with summer slide, comprehension and decoding. Lack of vowel recognition.

Term 4

Room 12: Happy with the progress that students from level 7 up have made. A number of students have moved up to the next class.

Comprehension skills have improved along with some decoding skills. Lower readers tend to still be very low.

Room 11: There have been improvements in comprehension, skimming and scanning, and decoding. Students have improved in fluency and the expression used while reading.

Room 10: The majority of students are now reading longer texts with chapters. The higher readers are completing tasks independently, managing their own learning and self-monitoring.

When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review <i>What is working and what do we need to change?</i>
By the end of the 2021	<u>WRITING</u>	2 Maori students working at Level 1 12 Maori students working at Early Level 1	Testing will continue across the school year	

teaching year.	Shift Maori and Pasifika students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2021.	<p>5 Pasifika students working At Level 1</p> <p>10 Pasifika students working At Early Level 1</p>	<p>and each term the team will reflect on results. Groups will remain fluid and will change where the need arises and student needs and levels change.</p> <p>School-wide Professional Development</p> <p>Easttle Writing PAT</p> <p>Observations, Modelling books and Tracking</p> <p>Moderation across the curriculum with team and staff (OTJ, PLG during team meetings and student's voice).</p>	
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Monitoring *How are we going? Where are the gaps? What needs to change?*

These students have been identified by the team and will become the target students for teacher/team inquiry and individual teacher's appraisal. Ongoing use of AFoL practices, EAsttle, Dialogic Teaching – Cultural Responsiveness.

Room	Student Name	Ethnic Background	2020 Assessment	March /June / September EAssle Writing Score	End of Year OTJ End of Term Comment
Room 12 Writing		Maori	1A	Term 1 EAssle 2A 1468 Schonell 5.9 Term 2 EAssle 1A 1317 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Writing		Maori	1A	Term 1 EAssle 2B 1404 Schonell 7.8 Term 2 EAssle 2B 1392 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Writing		Maori	1A	Term 1 EAssle 2A 1447 Schonell 6.6 Term 2 EAssle 2P 1415 Term 3 Term 4	<u>Moved to Room 11</u>
Room 12 Writing		Pasifika	1A	Term 1 EAssle 1A 1305 Schonell 7.1 Term 2 EAssle 3B 1499 Term 3 Term 4	has made some very good gains this year and has moved from Level 1A to Level 3B. His writing shows more thought and detailed planning which is helping him with the detail he puts into his writing.

Room 12 Writing		Pasifika	1A	Term 1 EAsttle 2A 1447 Schonell 7.8 Term 2 EAsttle 2P 1438 Term 3 Term 4	has moved from LLevel 1A to 2P this year. Her plans are more detailed and she is starting to use more fullstops in her work. She has more understanding of different types of sentences and can use some of them when writing.
Room 11 Writing		Maori	1P	Term 1 Pre1P, Post 1A 17 Schonell 8.2 Term 2 17 1A Term 3 Term 4	<u>Moved to Room 10</u>
Room 11 Writing		Pasifika	1P	Term 1 Pre 1B 13, Post 1B 12 Schonell 7.2 Term 2 Term 3 Term 4	has made big progress in the length of what she is writing. She is better able to write about topics outside her personal experience. She has improved the variety of her vocabulary and is using different sentence types. She is more successfully planning her writing and this is helping her move towards paragraphs.
Room 11 Writing		Pasifika	1P	Term 1 1P Pre 1P 15, Post 1P 16 Schonell 6.9 Term 2 1P 15 Term 3 Term 4	produces interesting work when focussed but frequently seeks out distractions. His planning has greatly improved which helps him organise his writing more effectively. He can write different sentence types and expand sentences.

Room 11 Writing		Maori	1P	Term 1 Pre 1P 15, Post 1A 18 Schonell 7 Term 2 16 1P Term 3 Term 4	<p>is able to work well independently. She has improved the length and quality of what she is writing. Her use of punctuation has become more accurate and she is starting to add commas and speech marks to her work. She is beginning to appreciate how using a variety of sentence types enhances her writing and how to produce them.</p>
Room 11 Writing		Maori	1P	Term 1 Pre 1B 13, Post 1P 16 Schonell 7.2 Term 2 16 1P Term 3 Term 4	<p>frequently suffers from mental blocks. With support he can write interesting sentences and plan his work effectively. He has good ideas and is beginning to structure his work to expand these ideas in more interesting ways. His self belief is improving but he will need a lot of support following lockdown to bring this back up again.</p>
		Maori	1B	Term 1 Pre: 1B 8/907 Post: 1B 11/1133 Schonell: 5.5 Term 2 Post: 1B Score: 8 Term 3 Term 4	<p>tends to write as he talks. His writing can be quite repetitive. It takes a lot of prompting to get to come up with new and interesting ideas for his writing and to add detail. He is able to spell basic everyday words and needs to be directed towards class resources to help him when he is unsure.</p>

<p>Maori</p>		Maori	1B	<p>Term 1 Pre: 1B 7/745 Post: 1B 7/745 Schonell: 5.3</p> <p>Term 2 Post: 1B Score: 8 Term 3</p> <p>Term 4</p>	<p>writing is very repetitive. She needs prompting to extend her ideas and to add details to her writing. has irregular attendance so when she is at school she repeats what she knows if she has missed new learning.</p>
<p>Samoan</p>		Samoan	1B	<p>Term 1 Pre: 1B 9/1036 Post: 1B 11/1133 Schonell: 6.1</p> <p>Term 2 Post: 1B Score: 8 Term 3</p> <p>Term 4</p>	<p>writes as he talks and can repeat ideas. He needs to be prompted to add detail to his writing to extend his basic sentences and add interest. is able to spell basic everyday words and needs to be directed towards class resources to help him when he is unsure.</p>
<p>Niuean</p>		Niuean	1B	<p>Term 1 Pre: 1B 8/907 Post: 1B 11/1133 Schonell: 5.4</p> <p>Term 2 Post: 1B Score: 8 Term 3</p>	<p>has made great progress in writing and his writing score does not reflect this. I made an OTJ and placed at level 1P. He is able to write on a variety of subjects and is including detail to extend his basic sentences. is able to respond to feedback to improve his writing. He is able to spell everyday words and usually can spell topic specific words correctly.</p>

				Term 4	
		Maori	1B	Term 1 Pre: 1B 7/745 Post: 1B 7/745 Schonell: 5 Term 2 Post: 1B Score: 7 Term 3 Term 4	needs a lot of support to write. He struggles to copy the teacher's writing and needs a highlighter. is unable to use classroom resources to help him when he is stuck. He has very low attendance.
		Maori		Term 2 Post: 1A Score: 17 Term 3 Term 4	is an able writer who has learnt how to take away the feedback he is given and use it to add detail and interest to his writing. He can spell everyday words and usually spells topic-specific words correctly. is very focused when he is writing and is not easily distracted from the tasks he has been given.

Term 1

In general, we have noticed the summer slide across the syndicate. The majority of the syndicate was at level 1. Students are not being able to hear the sounds in the words that they are writing and can't record them. We need to work on chunks of words.

Term 4

After testing in term 2 we looked at the groupings and regrouped some students so there was a lot of movement for some.

Room 10: There has been an overall improvement with the higher groups within the class. The lower groups continue to need a lot of extra support and guidance while writing. Started doing language experiences with them. The students completed a hands-on activity. We did group brainstorm and planning and then the students wrote.

Room 11: There has been pleasing improvement in the target writer's motivation and length of writing. Students have enjoyed a variety of activities such as, oral storytelling, diagrams and engaging in writing a wider variety of sentence types. They have improved in basic punctuation and understanding the purpose of different writing genres.

Room 12: After writing PD with Jenny we have been concentrating on sentence types and most students understand the difference between simple, compo und and complex. Levels of students' writing have been mixed. Some have progressed really well and some have stayed where they are. STILL working on punctuation such as full stops and capital letters. However, some students are using speech marks and paragraphs correctly.

When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review <i>What is working and what do we need to change?</i>
By the end of the 2021 teaching year.	<p><u>MATHS</u></p> <p>Shift Maori and Pasifika students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2021.</p>	<p>9 Maori students working at Level 1</p> <p>9 Maori students working at Early Level 1</p> <p>8 Pasifika students working At Level 1</p> <p>10 Pasifika students working At Early Level 1</p>	<p>Testing will continue across the school year and each term the team will reflect on results. Groups will remain fluid and will change where the need arises and student needs and levels change. Easttle Maths</p> <p>PAT</p> <p>Observations, Modelling books and Tracking</p> <p>Gloss</p> <p>IKan</p> <p>(OTJ, PLG during team</p>	

			meetings and student voice).	
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Monitoring *How are we going? Where are the gaps? What needs to change?*

These students have been identified by the team and will become the target students for teacher/team inquiry and individual teacher's appraisal. Ongoing use of AFoL practices, EAsttle, Dialogic Teaching – Cultural Responsiveness.

Room	Student Name	Ethnic Background	2020 Assessment	March /June / September EAsttle Maths Score	End of Year OTJ End of Term Comment
Room 12 Maths		Maori	Level 1	Term 1 <u>Gloss</u> Add Sub 5 Multi Div 4 Props & Ratios 2-4 <u>IKan</u> Number Sequence 6 Fractions <4 Place Value 5 Basic Facts 4 Term 2 <u>Gloss</u> Add Sub 5 Multi Div 4 Props & Ratios 2-4 Term 3 Term 4	has more belief in himself and is now trying new activities rather than saying 'I'm dumb and can't do it'. His multiplication knowledge has improved and this has helped him with his strategy work.

Room 12 Maths		Maori	Level 1	<p> Term 1 <u>Gloss</u> Add Sub 4 Multi Div 4 Props & Ratios 2-4 <u>IKan</u> Number Sequence 4 Fractions <4 Place Value 4 Basic Facts 4 Term 2 <u>Gloss</u> Add Sub E5 Multi Div 3 Props & Ratios 2-4 Term 3 Term 4 </p>	<u>Moved to Room 10</u>
Room 12 Maths		Maori	Early Level 1	<p> Term 1 <u>Gloss</u> Add Sub E5 Multi Div 4 Props & Ratios 2-4 <u>IKan</u> Number Sequence 5 Fractions <4 Place Value <4 Basic Facts 5 Term 2 <u>Gloss</u> Add Sub E5 Multi Div 4 Props & Ratios 2-4 Term 3 Term 4 </p>	<p> continued working at E5. He has more confidence and can use different strategies to work out problems. He does need extra time to grasp new concepts but can talk about what he has done. </p>

Room 11 Maths				Term 1 <u>Gloss</u> Add Sub 3 Multi Div 2 Props & Ratios 2 <u>IKan</u> Number Sequence <4 Fractions <4 Place Value <4 Basic Facts <4 Term 2 Term 3 Term 4	has struggled with confidence and focus. He can count on and is able to successfully count to 21 from any number. He was starting to skip count particularly when supported by a 100's board. He was beginning to grasp basic fractions and how fractions are part of a whole.
Room 11 Maths				Term 1 <u>Gloss</u> Add Sub 4 Multi Div 2 Props & Ratios 2 <u>IKan</u> Number Sequence <4 Fractions <4 Place Value <4 Basic Facts <4 Term 2 Term 3 Term 4	is very motivated to improve and has been attending some of the maths zooms over lockdown. She is confident working out addition using counting on on her fingers or with materials. She has learnt her 0 and 1 times table and was making progress in skip counting in 5's and 10s. She is still developing her quick recall of basic facts skills and tends to come up with a much larger number.
Room 11 Maths				Term 1 <u>Gloss</u> Add Sub 2 Multi Div 2 Props & Ratios 2 <u>IKan</u> Number Sequence - Fractions -	was starting to believe in his ability to add and subtract. It was clicking for him and he was increasing in confidence when approaching maths tasks. He could skip count, especially when referring to a 100's board.

				Place Value - Basic Facts - <u>PAT</u> Stanine 2 Term 2 Term 3 Term 4	Unfortunately, he has a lot of absences and has not partaken in lockdown learning so may experience some slip back.
Room 11 Maths				Term 1 <u>Gloss</u> Add Sub 4 Multi Div 2 Props & Ratios 2 <u>IKan</u> Number Sequence 4 Fractions <4 Place Value <4 Basic Facts <4 <u>PAT</u> Stanine 2 Term 2 Term 3 Term 4	was showing a big improvement in confidence. She was working well independently and could appreciate, patterns, basic fractions and skip counting. She was beginning to show instant recall of addition to and within 10. She was learning multiplication and division strategies. Unfortunately, she has not engaged with lockdown learning.
Room 11 Maths				Term 1 <u>Gloss</u> Add Sub 1 Multi Div - Props & Ratios - <u>IKan</u> Number Sequence - Fractions - Place Value - Basic Facts - Term 2	has become confident working independently. She quickly seeks out the materials she needs to help her work out equations. She has made big improvements in addition and is starting to comprehend subtraction also. She can state what comes next in a game of 21 and was learning counting on strategies. She will continue to need support for the

				Term 3 Term 4	basics, she has not engaged in lockdown learning.
				Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: 3 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: 4 Fractions: Place Value: Basic Facts: <u>PAT</u> Term 2 Term 3 Term 4	is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, she is able to break down level 1 word problems to solve them. is gaining confidence with her times tables. She is working at consolidated stage 4.
				Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: 4 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: 5 Fractions: 5 Place Value: 4 Basic Facts: 4 <u>PAT</u> Term 2 Term 3 Term 4	is able to add in parts using hundreds, tens and ones, moving away from counting on as a strategy for solving problems. With guidance, she is able to solve level 1 word problems extending into level 2 problems. is confident with her times tables and is working at early stage 5.

		Samoan		<p>Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: 4 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: 5 Fractions: 5 Place Value: 4 Basic Facts: 5 <u>PAT</u> Term 2 Term 3 Term 4</p>	<p>is able to add in parts using hundreds, tens and ones, moving away from counting on as a strategy for solving problems. With guidance, he is able to solve level 1 word problems extending into level 2 problems. is confident with his times tables and is working at early stage 5.</p>
		Maori		<p>Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: E5 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: 4 Fractions: 4 Place Value: Basic Facts: 4 <u>PAT</u> Term 2 Term 3 Term 4</p>	<p>is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, she is able to break down level 1 word problems to solve them. is gaining confidence with her times tables. She is working at stage 4.</p>

		Maori		<p>Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: 3 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: 4 Fractions: Place Value: Basic Facts: <u>PAT</u> Term 2 Term 3 Term 4</p>	<p>is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, he is able to break down level 1 word problems to solve them. is gaining confidence with his times tables. He is working at stage 4.</p>
		Maori		<p>Term 1 <u>Gloss</u> Add/Sub: Mult/Div: Props/Ratios: <u>IKan</u> <u>PAT</u> Term 2 Term 3 Term 4</p>	<p>is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, she is able to break down level 1 word problems to solve them. is gaining confidence with her times tables. She is working at stage 4.</p>
		Other Pacific Peoples		<p>Term 1 <u>Gloss</u> Add/Sub: 4 Mult/Div: 4 Props/Ratios: 2-4 <u>IKan</u> Sequence/Order: Fractions: Place Value: Basic Facts:</p>	<p>is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, he is able to break down level 1 word problems to solve them.is gaining confidence with his times tables. He is working at stage 4.</p>

				<u>PAT</u> Term 2 Term 3 Term 4	
10-11-12 Maths		Fijian		Term 1 <u>Gloss</u> Add/Sub: Mult/Div: Props/Ratios: <u>IKan</u> Sequence/Order: 4 Fractions: Place Value: Basic Facts: <u>PAT</u> Term 2 Term 3 Term 4	is able to add in parts using tens and ones and is moving away from using counting on as a strategy for solving problems. With guidance, she is able to break down level 1 word problems to solve them. is gaining confidence with her times tables. She is working at stage 4.

Term 1

In general, we are very happy with the levels of the students. Students are keen to share their ideas and the working out that they are doing in their heads is impressive. We have been able to give the students little pushes and they are motivated to move. When challenged students continue to persevere. Is this a spin-off from all the resiliency work done after lockdowns last year?

Term 4

Room 11: There has been some progress with skip-counting. Students have improved in working on activities independently and using materials when required. Students enjoyed skip counting activities and seeing how that related to multiplication. The lower levels were starting to grasp counting on as a strategy. Zoom lessons have been really good for those students who have engaged but have noticed a slide in basic facts skills.

Room 10: Students have all made very good progress with some of them working at stage 5. The majority of them are working at consolidated stage 4. Students who have moved up to Rm 10 have kept up really well. There has been really good improvement with multiplication and basic facts.

Room 12: The focus has been developing the student's multiplication skills and most students can now instantly recall easier times tables. Some students know all their times tables. They are very proud that they know their nine times tables. This knowledge of tables has also helped them with their strategies because they don't need to think about the product and sums of numbers. They are keen to scaffold each other and in some instances, there is even quite a bit of competitiveness.

Resourcing *How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.*

School budget.

School budget

Teacher Aides working in classes and withdrawing students for individual and small group teaching.

Improvement Plan for Learning and Teaching Teams - Year 3 2021

School Strategic Learning Goal To improve Writing achievement of Maori students		Team Annual Learning Target <i>Where do we want to be at the end of 2021?</i> Target students ‘working at’ the expected curriculum level by the end of 2021.		
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> 2020 end of year data based off teacher OTJs (best fits) for Writing		Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2021?</i> To shift our Maori target students from ‘working towards’ the expected curriculum level to ‘working at’ the expected curriculum level by the end of 2021.		
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i> Literacy programmes (Reading and Writing integrated) PLD opportunities as they arise - phonics/spelling, writing (Jenny Thompson - whole staff PLD) Tracking and monitoring target student progress each term (linked to appraisal) Support from other stakeholders - Kim (LSC), Anna (leader of Writing), RTLB’s (literacy learning needs), RTLit (TBD) PLG discussions to share ideas as part of team meetings - termly Implementation of a phonics programme - consistent across the team (Switched onto Spelling etc.). Engaging writers through hands-on learning experiences - use of STEAM, play-based learning Targeted workshops to focus on bridging gaps in writing				
When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review. <i>What is working, What do we need to change and why?</i>
Term 1 Week 4	Gather data on Maori target students	All teachers	Writing OTJ’s will be made for Maori target students to gather baseline data for 2021.	Students grouped based on data from 2020 and OTJ’s of where they are currently working at. Groups will be revised at the start of Term 2 after AsTTle writing sample assessment and adjusted as needed. A team writing moderation will take place to support teachers with making judgements.

Ongoing	Teachers to identify their own target students and attend 2-3x termly PLGs	All teachers	After gathering/sharing of ideas, literacy programmes will reflect a change and target students will be given specific teaching to meet their individual needs.	Target students were identified and tracked across the year. These students were then the focus of our professional learning discussions during our termly PLGs. Due to COVID, these sessions were compromised in Term 3 and had implications for our next steps in Term 4. Ongoing, informal discussions continued as part of appraisal check-in's.
Ongoing	Focussed target group teaching opportunities	All teachers	Target students will be given extra support to target their individual needs/personalised learning goals (in the form of hot spot workshops).	Extra support opportunities were provided either with the teacher as part of guided workshops or through tuakana teina practices (peer-feedback). Personalised workshops to help target phonics/spelling gaps were planned for in Term 3 but unfortunately not implemented due to COVID. A shift has been noticed after adapting practice to smaller groups rather than whole class groups.
Ongoing	Whole Staff PLD/Staff Meetings	Anna (Writing), Mali (Oral Language), Jenny Thompson (PLD Facilitator)	Sharing of strategies for teachers to support target student needs	Staff meetings were highly beneficial and supported shifts across the team in terms of teaching pedagogy and programme design. Term 3's PLD was affected by COVID and this had implications for shift in Term 4. Teachers need to continue to seek support from experts within the school (Anna) and be proactive in sharing/seeking ideas if they are needing help.

End of year (2021)	Shift target students from 'working towards' to 'working at'	All teachers and target students Y3 Maori Boys - 9 Y3 Maori Girls - 10	<ul style="list-style-type: none"> - AsTTle Writing Samples (T1) - Termly tracking of targets - PLG discussions/moderations - Tuakana teina programmes are established to support learning - Regular conferencing/learning discussions about goals 	Due to COVID-19 and having 10 weeks of distance learning there has been no Term 4 AsTTle writing sample and data remains the same as Term 2. There has been some movement from Term 1, but students have not moved this term. So unfortunately we have not seen as much progress as we hoped. Regular ongoing conversations among the team have been invaluable for sharing ideas to help enhance programmes and continuation of PD has been stopped this year. Teachers should continue to seek opportunities to consult with Jenny (PLD Facilitator) and Anna (Leader of writing) to continue to enhance practice moving forwards.
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Monitoring *How are we going? Where are the gaps? What needs to change?*

These students will be identified and will become the target students for the team's collaborative inquiry

AFoL practice used consistently across literacy programmes

Culturally responsive pedagogy (Tataiako)

Termly PLG discussions/tracking of target students

Successes:

- Using a writing model rather than modeling writing.
- Taking an in-depth look into the literacy learning progressions with Jenny (PLD facilitator).
- Teaching/modeling writing at a year 3 level.
- Using language experiences for engagement in writing.
- Following the writing process.
- More in depth planning to support students when writing.
- Online learning students enjoying writing on seesaw.

Concerns:

- Attendance is hindering progress for students with potential to fly
- Children with learning challenges and seeing little progress.
- COVID/distance learning - a term lost from face-to-face learning (10 weeks)
- Breaking through the low self-efficacy in students to move forward and progress in writing.

Resourcing How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.

School budget - Writing, STEAM

Whanau engagement (use of Seesaw)

Writing PLD as required across the year

Kim - ongoing support/discussion around students of concern

2021 Target Student Data

Student	Ethnicity	Term 1 Writing	Term 2 Writing	Shift in Progress (MOY)	Term 3 Writing	Term 4 Writing	Shift in Progress (EOY)
	Maori	1B	1B	-	-	-	No change
	Maori	1P	1P	-	-	-	No change
	Maori	1B	1P	1 sub level	-	-	No change
	Maori	1B	1B	-	-	-	No change
	Maori	1B	1P	1 sub level	-	-	No change
	Maori	1B	1B	-	-	-	No change
	Maori	1B	1B	-	-	-	No change
	Maori	1B	1B	-	-	-	No change
	Maori	1B	1B	-	-	-	No change

	Maori	1P	1P	-	-	-	No change
	Maori	1P	1A	1 sub level	-	-	No change
	Maori	1P	1P	-	-	-	No change
	Maori	1B	1P	1 sub level	-	-	No change
	Maori	1P	1A	1 sub level	-	-	No change
	Maori	1P	2B	2 sub levels	-	-	No change
	Maori	1P	2B	2 sub levels	-	-	No change
	Maori	1P	1P	-	-	-	No change
	Maori	1P	1P	-	-	-	No change
	Maori	1P	1P	-	-	-	No change

Term 1 Reflection

Nicola: Students have been grouped based on their ability to write independently and my writing programme has been adapted to include both whole class instruction as well as guided group writing opportunities, after attending the Murray Gadd ALA workshop and seeing the benefits of this approach in classrooms. There has been a strong focus on strengthening students' abilities to record dominant sounds in words and to attempt to write compound sentences independently. Conferencing with students on a weekly-fortnightly basis has helped to identify the needs of my target group and these needs are then planned for as part of guided group sessions. Using real world experiences and incorporating students' interests into writing topics has helped to engage more reluctant writers in the writing process and supports them to have the ideas to attempt more, when working independently of the teacher. Next term I am wanting to integrate more targeted phonemic awareness lessons into writing and use an assessment sheet to gauge the gaps and use this to inform the direction

Term 1 Reflection	<p>in which I will take. I am continuing to adapt my programme and figure out what works best to support my targets.</p> <p>Bronwyn: We have been focusing on creating knowledge of common words and the creation of word banks especially around writing instructions and lists. I have added silent writing time into our programme as a reflection on Murray Gadd’s course to build on pace and build on engagement with writing. Within only 3 sessions students have become more engaged and are taking some risks in their learning. Students are beginning to form full sentences with prompting and are beginning to re-read their writing and are having a go at changing words that don’t make sense. Alongside the practice of silent writing, before students are sent off to write they are given a topic (at this current time) and have time to discuss with peers and share their ideas allowing their vocabulary and ideas to transfer to writing. This has allowed students to write at a quicker pace (as to get all idea’s down) and also have lots to write about. Learning experiences have proved to be the most engaging and beneficial to learning, alongside active modelling (writing with the kids) this is something I want to continue to build in the writing programme so that students continue to be risk-takers and learn with the teacher.</p> <p>Ellie: Engagement in writing is improving, target students are transferring sentence building skills into their writing and writing with improved pace and accuracy. Students are beginning to use full sentences including sentence markers with less prompting and beginning to ‘debug’ or edit their sentences with more success. Use of learning experiences to improve vocabulary and transfer into their writing is beginning to show slight improvement but access to more engaging literacy experiences are needed. Shared/model writing is needed to support students at independent writing time, and sentence starters are beginning to help structure their sentences.</p>
	<p>Nicola: My writing programme has been adapted to focus more on small group guided sessions to help support explicit teaching of the writing process; particularly focusing on planning for writing and revising writing. There has been a strong focus on developing students’ ability to construct compound sentences independently and use these more frequently to add interest and detail to their writing. Conferencing with students daily/as part of allocated conferencing sessions across the week has helped to strengthen self-assessment and is now being used to move towards targeted hot-spots/workshops to help hone in on specific learning needs (proofreading using classroom resources, use of punctuation, using plans to revise).</p>

Term 2 Reflection

The goal for next term is to set up a tuakana teina system where students peer assess before conferencing with the teacher and scaffolding more capable writers to be the 'experts' in supporting the learning intention/skills being developed. After conversations with Jenny, I am continuing to reflect and refine my programme based on her ideas/feedback for development - the need to use models to invite students to notice and use open-ended topics to engage all writers has been a focal point.

Bronwyn: My programme has adapted and taken on advice and strategies that have been integrated into our writing PD with Jenny. I have been working towards smaller grouped workshops based on student needs that have been observed throughout lessons and individual conferencing when editing work with students. To get to where we are now in my writing programme I have used visual checklists (success criteria) with students so they can identify if they have met the expectations in their writing. Through using this students have been more aware of their writing successes and how to achieve their goals and where to next. They have become more independent when referring back to the checklist and I believe with time their independence and confidence will grow and soon we will be able to extend this checklist strategy to peer feedback and peer checking. I have implemented models and now invite the students to notice and see what they can identify in the model. Students are beginning to understand that this is not to copy, but does inform them of the structure that the teacher expects. I have observed students becoming more independent and accountable for their writing and a majority of students have been writing more authentic and unique pieces, which they can communicate about.

Term 2 Reflection

Ellie: I have been experimenting with the techniques which have come through our writing PD. I have implemented a success criteria in the books to check off - next steps being students checking each other against the success criteria before conferring with the teacher. Although this was frustrating for some students, there has been an improvement in the writing produced. I have also had a model for students to notice and co-construct the success criteria, students beginning to discuss more than the piece of writing having only full stops, capital letters and making sense. I have looked at different kinds of vocab and language features although this would have worked better in smaller groups. Next steps for my target students will be to work in smaller groups to follow the writing process and continue working on planning and checking back on the planning to meet the success criteria. Students are becoming more independent and beginning to look at their writing more before coming to meet the teacher. I am also actively working on how long students are sitting on the mat - so instructions

	are followed precisely so students are successful.
Term 3 Reflection	<p>Nicola: This term was unfortunately disrupted by Level 3 and 4 lockdown restrictions for 6 weeks. This made it difficult to implement my goals for Writing this term and what I wanted to try. Bronwyn and I had hoped that we would be able to target our gap analysis for what we needed to teach in terms of spelling patterns/rules by starting a co-teaching spelling programme together. It was disappointing to start getting underway with gathering assessment data for this programme, only to have lockdown hit us in Week 4. 1 out of 4 of my target students have been active online via Seesaw during our distance learning period. This really does give food for thought looking ahead with where we need to go in terms of hard pack learning and how tasks can be included to best support my targets with working from home instead of online. Heading back to school next term is going to be like a reset; assessing where kids are currently working at and going back to honing in on some of the things we were working on in the first 3 weeks of this term; with a strong focus on unpacking the writing process and creating models of what it should look like at each stage (planning, writing, editing, proofreading, publishing). It's going to be a transition with a new teacher stepping in and there is going to be a need to really go back to explicit teaching of the things we had been focusing on in the first two terms. I am eager for Jenny (PLD Facilitator) and Anna (mentor) to help support this new teacher to ensure that my programme can continue in the direction that we had been headed earlier in the term.</p>
Term 3 Reflection	<p>Bronwyn: Due to lockdown, I have been unable to implement my writing goals and lesson ideas as planned. A particular goal for writing that I had in mind this term was to implement a co-taught spelling programme alongside Nicola. I had looked into our school's spelling problem with Nicolas assistance and we had just begun to gather data for this when the lockdown occurred. Two out of my three target students have been occasionally active online however, they have not been completing any writing tasks during the lockdown period and have been more engaged in other learning sites (such as studyladder) in other curriculum areas. This has made me think about the possibility of supplying my writing group with access to writing tasks on this learning site as well, to increase their engagement. For next term, I hope to reset and reaffirm our knowledge, using strategies that have been working from PD with Jenny, such as; models, invitations to notice and explicit teaching of the writing process, visual checklists and continue to use the writing process as the foundation for all lessons with mini lessons/workshops that target students' learning needs around punctuation, spelling, simple and compound sentences etc.</p>

	<p>Ellie: Due to lockdown being announced and extended I was not able to implement my writing goals, focusing on a tuakana teina program to improve proofreading and editing. In the first three weeks students were working with the teacher in smaller groups to ensure the students were feeling supported. This was working well, especially when using the button system (This is my best work, I need more time and I'm not finished) then using this for the groups for the writing task. With only two of my target students actively participating in both zoom calls, and seesaw tasks. I chose tasks that still followed the writing process as that was a focus and when commenting asks students to read their writing out loud to improve their proofreading skills. I plan to implement the tuakana teina skills into term 4's planning and make the writing process the focus, after reassessing the needs of the students returning. I will continue to use the knowledge Jenny shares and continue working on my writing goals.</p>
Term 4 Reflection	<p>Teachers have been working collectively with the same target students this year, this allowed teachers to use the writing PD which has been ongoing to trial a range of ideas, and then monitor the change of practice in the outcome of the target students' learning. Due to the COVID-19 and maintaining distance learning (online/hardpack) there has been no change in the target students data. Student engagement has been low as only 3 out of the 12 target students have been actively completing writing tasks online and one completing a hardpack consistently. Looking ahead we need to identify the best ways to monitor target student learning when completing distance learning and how best to support our students when they are predominantly working from home. For the students actively online it is interesting to see their take on the learning tasks and the best way to support their learning. As distance learning tasks the teachers have focused on the writing process so students are planning, writing, editing, proofreading and where applicable publishing. There has also been an additional need for a more robust spelling program and the teachers have integrated this into their distance learning as they were not able to do this during this term.</p>

2021 Improvement Plan for learning and teaching teams Y1/2

School Strategic Learning Goal: To Improve Māori and Pasifika students writing/literacy achievement level			Team Annual Learning Target <i>Where do we want to be at the end of 2020?</i> To be working 'at' the curriculum level by the end of 2021	
Baseline data for the team Students best fit based on reading and writing			Target: <i>What measurable outcome does this Dept. want to achieve at the end of 2020?</i> Shifting Māori and Pasifika students from 'working towards' to 'working at' the curriculum level at the end of 2021	
Key Improvement Strategies <i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>				
When	What	Who	Indicators of Progress <i>What will we see? When?</i>	Reflection and Review. <i>What is working, What do we need to change and why?</i>
January 2021	Team meeting for placement of targets	Junior Teachers	Students will be grouped in stage not age with the teachers identifying 3-4 target students each and planning an extra support for this group	<i>this was done in consultation with the team and children were placed accordingly based on data and results</i>
Ongoing	professional development	Junior teachers/ outside providers	Work with the school wide PD facilitators on enhancing and extending current practice to cater to our target students and provide a robust programme	<i>Term 2 saw the introduction of PLD on writing and a delve deeper into curriculum supporting documents- GAP analysis highlighted the 'what' we needed to teach and PD around strategies provided the how. We continued to support within the team having regular when face to face PLGs based on writing</i>
Ongoing	Play based learning	Heather/Anna	Junior team will cycle through Play Based learning sessions to strengthen	<i>Play based learning has been fully integrated into the junior programme with Y0-2 included in weekly sessions, led by Heather Muir with different topics cycled through fortnightly, this saw an increase in engagement- vocabulary building opportunities, by products were the social interactions</i>

			oral language activities and allow for development of student agency	<i>strengthened, self led children who engaged and enjoyed the opportunities they had provided. Will look at how we can integrate this moving forward even further.</i>
Term One	ESOL PD	Anna (Taelim)	4 PD sessions on ESOL learners and strategies to enhance reading, writing and Vocabulary sessions.	<i>This has not happened as such based on the mixed up year with COVID and it came up as support during PLGs and GAP analysis discussions on ways in which to support</i>
Term Two	Literacy classroom PD	Jenny Thompson	Sessions for in class literacy ideas to support class programmes	<i>Jenny shook up our delivery in the Junior School and how to be accountable to the curriculum delivery- we only really had a term of PD due to COVID but made great gains in the teaching delivery during this time- confidence was built and children were able to engage and advance in their learning</i>
Ongoing	PLG sessions	Whole team	Regular monthly PLG meetings to discuss target students and what is working/ not working with the students- offer ideas and support.	<i>This happened on a 3 weekly cycle and a few extra sessions that teachers opted into to help gain a clear understanding of GAP analysis and how to use this for the planning. Teachers were able to seek support and share successes in the ways that their new pedagogy had improved outcomes.</i>
Ongoing	Teaching and Learning	All teachers and students	Groups are planned and catered for with a focus on extending writing programmes and catering for target students in specific hotspotting lessons	<i>Groups are now more carefully planned for using curriculum support documents (NZC standards and Reading/Writing Progressions) to teach at the level the students should be achieving at and providing the right scaffolds and supports to get them there- again lockdown learning and moving to an online platform has hindered this as we find parent input has been greater than needed to show a true indication of what the student is actually capable of.</i>
Ongoing	Whanau involvement	Teachers, students, whanau	Parents are connected with early in Term 1 to share about their child's learning and importance of supporting this to help- take home packs established for those families that are onboard.	<i>Better Start Literacy parents were offered the support of 1:1 information on how to support their children at home, they have been given weekly supports- only 3 have engaged on online learning through Seesaw this is something that we will do en-masse next year if able to with alert levels to introduce how to support.</i>
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i>				

Resourcing How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.
 School budget. Reading Recovery Tutors, In school teachers, RT Lit, Writing Facilitator (TBC)

	Start Year			Term 2 End			Term 3/4			
	Reading	Writing		Reading	Writing		Unfortunately we are unable to give clear indications of levels due to a nationwide COVID lockdown.			
	R1-R2	1B		R 3	1B					
	R1			B1						
	Y1-B1			Probe						
	R1-R1	1B		R2	1B					
	R1			Y2						
	R1-R3	1B		Y2	1B					
	M1			Y1						
	R3-Y1	1B		Y3	1B					
	M1	<1B		R1	<1B					
	M1-M1	<1B		M2	<1B					
	G1-O1	1B		Probe	1P					
	Y1- Y3	1B		B1	1B					

	M2-R2	<1B		B3	<1B					
	R1			Y1						
	R1	1B		R3	1B					
	M1-M2	<1B		M2	<1B					
	M1-M1	<1B		R1	<1B					
	M1-M1	<1B		M1	<1B		Unfortunately we are unable to give clear indications of levels due to a nationwide COVID lockdown.			
	B1-T2	1B		Probe						
	B3- T2	1B		Probe						
	R1-R1			R2						
	R1-R2	1B		R2	1B					
	M1	<1B		Y3	<1B					
	M1-M1	<1B		M1	<1B					
	R2-R1	1B		R3	1B					
	R2-M2	1B		R1	1B					
	M1-M1	<1B		R3	<1B					
	R1			R2						
	Y3-B1	1B		G3	1P					

	R1			R3						
	M2	<1B		Y1	<1B					
	M1-M1	<1B		M1	<1B					
	M1-M1	<1B		M2	<1B					
	T2-T2	1B		Probe	1P					
	Y1-Y3	1B		G1	1P		Unfortunately we are unable to give clear indications of levels due to a nationwide COVID lockdown.			
	M2-M1			R2						
				Y1						
	M1-M1	<1B		M1	<1B					
	R1	<1B		R3	<1B					
	M2-M1			R3						
	Y2-O2	<1B		Probe	1P					
	M1-M1	<1B		M2	<1B					
	M1-M1	<1B		R1	<1B					
	R1-R3			Y2						
	M1-M1	<1B		R3	<1B					
	R3-Y2			B2						

	M1-M1	<1B		absent	<1B					
	M1-M1			M1						
	M1-M1			M1						
	R1	1B		G3	1P					
	M1-M1	<1B		R1	<1B		Unfortunately we are unable to give clear indications of levels due to a nationwide COVID lockdown.			
	M1-M1	<1B		R1	<1B					
	M1-M1			M2						
	R1-			Left						

Term 1 Review	<i>Most students have made slight shifts this term, we have had 2 covid lockdowns that have hindered our flow of providing lessons for the students- many of our target students did not come back straight away as we moved down alert levels which has made it difficult to move them, we have slight improvements in reading with some students, and have only done e-asttle testing on our target students due to our motivation beach trip being cancelled- we have had a rearrange of groups for term 2 based on reading levels which has meant a change in target students for some teachers- in the future we will keep target students with the same teachers all year for consistency unless major changes happen with academic learning.</i>
Term 2 Review	<i>This term we have had a great term of learning starting with a teacher only day in week one where we were introduced to the curriculum support documents and how to use these in the planning and delivery of writing lessons! It made us aware of what to teach to get students to expectation and how to get them there. We have increased PLGs and discussions around our target students, now doing this every 3 weeks and having a PD section in our team meetings. Teachers are feeling more confident into what we need to be teaching in writing and have had extra sessions and discussions on GAP analysis and how to use this to inform our teaching. Students have made bigger gains this term than in term one which is</i>

	<i>pleasing to see.</i>
Term 3 and Term 4 Review and Summary	<i>It is tricky to form a review and summary on our learning with target students this half year due to the Covid lockdown. The teachers are definitely feeling more confident in the what they are needing to do- and will have a strong foundation on what to build upon in 2022. Teachers are providing online lessons that reflect their new learning and the hard packs provided follow the same writing lesson expectations, yet many of the hard packs come back perfect as does the online lessons so not a true reflection of the students levels as the parents are only presenting perfect work in most cases- thus making it hard to judge any progress made unfortunately. We will continue with this as our strategic plan for 2022 adding in new names of our Y1 students.</i>

Reading Recovery Report 2021

In 2021 we have had the opportunity to work with 17 students in Reading Recovery and 7 in ELS (Early Literacy Support).

Eight students were carried over from 2020, and due to numerous Lockdowns in both years, students' exit dates from their series of lessons were extended.

By the end of Term 3, five students had been tested off and all were referred on for further support. Students began their series of lessons from a range of levels, but mostly Magenta (Level 1-2). Their referred levels ranged from Level 7-15. All students made progress. All were affected by Lockdowns, and some by continued absence and some through lack of committed support from home.

One student had his lesson series put on hold due to injury, and then Lockdown happened.

Currently we are preparing to test off six students. Some have not yet returned to school, and others need time to settle back to a normal routine.

This year we have also had the opportunity to be part of an exciting trial for ELS (Early Literacy Support). This began for us in Term 2. The aim is for Reading Recovery teachers to work inside the classroom, alongside a classroom teacher. Tui Toki-Jervis and Lisa selected a small group of students who were initially assessed based on the ELS guidelines. Both teachers collaborated weekly and discussed goals and ongoing plans.

Daily lessons that include both reading and writing were undertaken with the aim of improving student outcomes. The initial students' incoming scores were very low, however all made progress during the term. As with Reading Recovery, absenteeism was a huge factor in student gains.

At the end of Term 2 data was collected on the students and it showed those who were most likely to cope in the class environment. It also highlighted the students who would benefit from a series Reading Recovery lessons working 1/1.

By the beginning of Term , a new cohort of students were selected. This group of three students were working well together and both teachers felt that they would make great progress.

Unfortunately, Lisa was away for a week and then we went into Lockdown. None of this group have been active with online learning. Nor have they returned to school yet.

At the beginning of 2022, we will complete assessments for students in 2021. We will also provide a graph that documents student outcomes.

PMI Reading Recovery: Term 4 2021

<u>Pluses</u>	<u>Minuses</u>	<u>Interesting Points</u>
<p>Connection. Some parents have responded to emails, txts and/or phone calls during Lockdown.</p> <p>A few students have engaged with online learning during Lockdown. Both teachers have been able to do Zoom lessons (this is new for us.)</p> <p>We now are included on Seesaw, so that for those of our students engaged in online learning, we are able to post work.</p> <p>Both teachers feel more confident with the online platforms and have played around and experimented far more than in last year's Lockdowns</p> <p>Massey Primary has been included as a trial school for ELS (Early Literacy Support) This will enable us to work with small groups of children (3 at a time), in the classroom and</p>	<p>After an initial show of enthusiasm, some families quickly lose interest and commitment to providing ongoing support for their children's learning (reading with them for 5-10 minutes a day).</p> <p>There is a lack of 2 way communication with some families during Lockdown. They seem to reply when or if it suits.</p> <p>There is inconsistency within hardware, so platforms we use - Seesaw, PMecollection, Sunshine Classics look very different on different devices. Parents may be confused by instructions and give up in frustration.</p> <p>Frustration over not being able to test off/complete a student's series of lessons due to absence and Lockdowns, and not being able to start new students. It feels like we're in Limbo.(None of the ELS group have</p>	<p>Students coming onto Reading Recovery are older and have been turning & years old during their series of lessons. (Ideally we would take students as close to their 6th birthday as possible).</p> <p>ELS students need to be in the 5 1/2 to 6 year age group, and most of the students who were selected this year were older than this.</p>

alongside the classroom teachers. This will also increase the number of students seen daily.	been online or have returned to school).	
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School

Massey Primary School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of [\$8,238] (excluding GST). The funding was spent on a Kaiwhakato Hakinakina (Physical Activity Facilitator). The number of students participating in organised sport increased from [50% to 95%] of the school roll.