

MASSEY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022

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

Accountant / Service Provider:

Canterbury Education Services Society Limited

MASSEY PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2022

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Massey Primary School

Members of the Board

For the year ended 31 December 2022

Name	Position	How Position Gained	Term Expired/ Expires
Kirsty Mew	Presiding Member	Elected	Jul 2025
Bruce Barnes	Principal ex Officio	Appointed	Current
Jessica Wilkins	Parent Representative	Elected	Jul 2025
Arthur Brown	Parent Representative	Elected	Jul 2025
Kirstie Napier	Parent Representative	Elected	Jul 2025
Sumaya Ershad	Parent Representative	Elected	Jul 2025
Ailish McAllister	Staff Representative	Elected	Jul 2025
Kirsten TeWao	Parent Representative	Elected	May 2022
Mali Allen	Staff Representative	Elected	Jul 2022
Janelle Erahima	Parent Representative	Elected	Jul 2022

Massey Primary School

Statement of Responsibility

For the year ended 31 December 2022

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board.

Kirsty Mew

Full Name of Presiding Member

DocuSigned by:

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Signature of Presiding Member

30 May 2023

Date:

Bruce Barnes

Full Name of Principal

DocuSigned by:

967B960B85A7497

Signature of Principal

30 May 2023

Date:

Massey Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	5,155,256	4,508,894	5,114,795
Locally Raised Funds	3	64,287	17,000	119,344
Interest Income		34,701	4,000	7,078
Total Revenue		5,254,244	4,529,894	5,241,217
Expenses				
Locally Raised Funds	3	23,885	14,000	31,813
Learning Resources	4	3,190,407	3,141,970	3,301,299
Administration	5	815,126	204,525	622,791
Finance		7,871	4,600	4,580
Property	6	935,311	1,110,119	811,792
Loss on Disposal of Property, Plant and Equipment		5,042	-	4,409
		4,977,642	4,475,214	4,776,684
Net Surplus / (Deficit) for the year		276,602	54,680	464,533
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		276,602	54,680	464,533

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

Massey Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		2,066,903	1,984,579	1,595,312
Total comprehensive revenue and expense for the year		276,602	54,680	464,533
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		19,500	-	7,058
Equity at 31 December		2,363,005	2,039,259	2,066,903
Accumulated comprehensive revenue and expense		2,363,005	2,039,259	2,066,903
Equity at 31 December		2,363,005	2,039,259	2,066,903

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

Massey Primary School

Statement of Financial Position

As at 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	241,188	647,075	1,041,396
Accounts Receivable	8	239,159	209,413	266,013
GST Receivable		21,968	(19,914)	-
Prepayments		-	2,788	2,788
Inventories	9	35	169	169
Investments	10	1,807,184	1,525,378	1,025,378
Funds Receivable for Capital Works Projects	16	88,896	102,148	91,431
		2,398,430	2,467,057	2,427,175
Current Liabilities				
GST Payable		-	-	19,914
Accounts Payable	12	330,711	321,364	321,364
Revenue Received in Advance	13	-	26,043	-
Provision for Cyclical Maintenance	14	11,182	26,730	26,730
Finance Lease Liability	15	34,397	23,886	23,886
Funds held for Capital Works Projects	16	2,860	303,669	268,061
Funds held on behalf of Kiwi Park Cluster	17	-	13,116	13,116
		379,150	714,808	673,071
Working Capital Surplus/(Deficit)		2,019,280	1,752,249	1,754,104
Non-current Assets				
Property, Plant and Equipment	11	420,566	334,797	385,799
Capital Work in Progress		57,408	25,214	-
		477,974	360,011	385,799
Non-current Liabilities				
Provision for Cyclical Maintenance	14	83,164	55,017	55,017
Finance Lease Liability	15	51,088	17,984	17,984
		134,252	73,001	73,001
Net Assets		2,363,005	2,039,259	2,066,903
Equity		2,363,005	2,039,259	2,066,903

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

Massey Primary School

Statement of Cash Flows

For the year ended 31 December 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash flows from Operating Activities				
Government Grants		1,333,951	1,500,026	1,328,258
Locally Raised Funds		85,179	42,939	97,140
Goods and Services Tax (net)		(41,882)	54,432	54,432
Payments to Employees		(600,105)	(540,690)	(494,660)
Payments to Suppliers		(507,660)	(456,191)	(473,046)
Interest Paid		(7,871)	(4,600)	(4,580)
Interest Received		23,361	3,657	6,735
Net cash from/(to) Operating Activities		284,973	599,573	514,279
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(29,209)	(15,000)	(45,876)
Purchase of Investments		(781,806)	(958,913)	(458,913)
Net cash from/(to) Investing Activities		(811,015)	(973,913)	(504,789)
Cash flows from Financing Activities				
Furniture and Equipment Grant		19,500	-	7,058
Finance Lease Payments		(31,001)	(31,797)	(18,204)
Funds Administered on Behalf of Third Parties		(262,665)	233,152	233,176
Net cash from/(to) Financing Activities		(274,166)	201,355	222,030
Net increase/(decrease) in cash and cash equivalents		(800,208)	(172,985)	231,520
Cash and cash equivalents at the beginning of the year	7	1,041,396	820,060	809,876
Cash and cash equivalents at the end of the year	7	241,188	647,075	1,041,396

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 2022

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 statements have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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 expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	40 years
Board Owned Buildings	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

m) Funds held for Capital works

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

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

n) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

o) Provision for Cyclical Maintenance

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

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

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

p) Financial Instruments

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

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

q) 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.

r) Budget Figures

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

s) 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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Government Grants - Ministry of Education	1,883,761	1,077,229	1,762,656
Teachers' Salaries Grants	2,559,888	2,535,946	2,697,059
Use of Land and Buildings Grants	711,607	895,719	655,080
	<u>5,155,256</u>	<u>4,508,894</u>	<u>5,114,795</u>

The school has opted in to the donations scheme for this year. Total amount received was \$85,050.

3. Locally Raised Funds

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue			
Donations & Bequests	24,184	4,000	5,581
Fees for Extra Curricular Activities	2,188	500	1,113
Trading	18,188	6,500	14,991
Fundraising & Community Grants	19,727	6,000	97,659
	<u>64,287</u>	<u>17,000</u>	<u>119,344</u>
Expenses			
Extra Curricular Activities Costs	3,783	8,000	2,414
Trading	9,061	4,500	8,200
Fundraising and Community Grant Costs	11,041	1,500	21,199
	<u>23,885</u>	<u>14,000</u>	<u>31,813</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>40,402</u>	<u>3,000</u>	<u>87,531</u>

4. Learning Resources

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Curricular	106,688	139,800	139,931
Equipment Repairs	17,891	12,500	10,189
Library Resources	1,326	5,675	4,756
Employee Benefits - Salaries	2,964,919	2,906,195	3,016,832
Staff Development	20,447	11,800	59,012
Depreciation	79,136	66,000	70,579
	<u>3,190,407</u>	<u>3,141,970</u>	<u>3,301,299</u>

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,004	8,000	8,120
Board Fees	2,895	3,100	3,280
Board Expenses	20,497	8,300	8,464
Healthy Lunch Scheme	545,789	-	390,403
Communication	7,144	6,500	5,385
Consumables	26,861	19,200	22,212
Operating Lease	18,746	16,000	21,231
Other	27,149	17,000	16,671
Employee Benefits - Salaries	129,276	106,425	120,264
Insurance	10,582	6,000	7,997
Service Providers, Contractors and Consultancy	18,183	14,000	18,764
	815,126	204,525	622,791

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	77,521	63,100	65,832
Cyclical Maintenance Provision	13,202	11,500	(17,710)
Grounds	11,396	18,000	14,136
Heat, Light and Water	26,863	22,000	18,988
Rates	61	1,500	201
Repairs and Maintenance	28,242	31,300	23,276
Use of Land and Buildings	711,607	895,719	655,080
Security	1,869	7,500	1,882
Employee Benefits - Salaries	64,550	59,500	50,107
	935,311	1,110,119	811,792

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	241,188	647,075	1,041,396
Cash and cash equivalents for Statement of Cash Flows	241,188	647,075	1,041,396

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

Of the \$241,188 Cash and Cash Equivalents, \$2,860 is held by the School on behalf of the Ministry of Education. These funds have been provided by 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 2023 on Crown owned school buildings.

8. Accounts Receivable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,208	-	22,100
Interest Receivable	13,532	2,192	2,192
Banking Staffing Underuse	-	-	34,500
Teacher Salaries Grant Receivable	224,419	207,221	207,221
	239,159	209,413	266,013
Receivables from Exchange Transactions	14,740	2,192	24,292
Receivables from Non-Exchange Transactions	224,419	207,221	241,721
	239,159	209,413	266,013

9. Inventories

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	35	169	169
	35	169	169

10. Investments

The School's investment activities are classified as follows:

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,807,184	1,525,378	1,025,378
Total Investments	1,807,184	1,525,378	1,025,378

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Building Improvements	88,608	-	(791)	-	(4,691)	83,126
Furniture and Equipment	232,545	31,529	-	-	(33,440)	230,634
Information and Communication Technology	1,231	-	-	-	(771)	461
Leased Assets	38,146	81,374	-	-	(36,852)	82,668
Library Resources	25,269	6,042	(4,251)	-	(3,382)	23,677
Balance at 31 December 2022	385,799	118,945	(5,042)	-	(79,136)	420,566

The net carrying value of equipment held under a finance lease is \$82,668 (2021: \$38,146)

Restrictions

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Building Improvements	435,248	(352,122)	83,126	437,621	(349,013)	88,608
Furniture and Equipment	709,443	(478,809)	230,634	677,914	(445,369)	232,545
Information and Communication T	65,294	(64,833)	461	65,294	(64,063)	1,231
Leased Assets	122,791	(40,123)	82,668	91,649	(53,503)	38,146
Library Resources	41,984	(18,307)	23,677	43,212	(17,943)	25,269
Balance at 31 December	1,374,760	(954,194)	420,566	1,315,690	(929,891)	385,799

12. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	88,931	99,656	99,656
Accruals	8,004	7,780	7,780
Employee Entitlements - Salaries	224,419	207,221	207,221
Employee Entitlements - Leave Accrual	9,357	6,707	6,707
	330,711	321,364	321,364
Payables for Exchange Transactions	330,711	321,364	321,364
	330,711	321,364	321,364

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other revenue in Advance	-	26,043	-
	-	26,043	-

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	81,747	81,747	113,298
Increase to the Provision During the Year	13,202	-	(17,710)
Use of the Provision During the Year	(603)	-	(13,841)
Provision at the End of the Year	<u>94,346</u>	<u>81,747</u>	<u>81,747</u>
Cyclical Maintenance - Current	11,182	26,730	26,730
Cyclical Maintenance - Non current	83,164	55,017	55,017
	<u>94,346</u>	<u>81,747</u>	<u>81,747</u>

The schools cyclical maintenance schedule details annual painting to be undertaken, the costs associated to this annual work will vary dependent on the requirements during the year. This plan is based on the schools 10 Year Property plan.

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:

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	40,816	26,629	26,629
Later than One Year and no Later than Five Years	56,997	18,936	18,936
Later than Five Years			
Future Finance Charges	(13,328)	(3,695)	(3,695)
	<u>84,485</u>	<u>41,870</u>	<u>41,870</u>
Represented by			
Finance lease liability - Current	34,397	23,886	23,886
Finance lease liability - Non current	51,088	17,984	17,984
	<u>85,485</u>	<u>41,870</u>	<u>41,870</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. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening	Receipts	Payments	Board	Closing
		Balances	from MoE		Contributions	Balances
		\$	\$	\$	\$	\$
Reroof Block 1 & Toilet Upgrade	<i>in progress</i>	(91,431)	-	46,397	-	(45,034)
LSC and Resource Room	<i>in progress</i>	-	-	(6,661)	-	(6,661)
Outdoor Learning Space	<i>in progress</i>	183,326	23,849	(244,376)	-	(37,201)
Block 1 Heating	<i>in progress</i>	39,461	-	(39,461)	-	-
Electrical Upgrade	<i>in progress</i>	2,860	-	-	-	2,860
Block 3 Reroof	<i>completed</i>	42,414	-	(42,414)	-	-
Totals		<u>176,630</u>	<u>23,849</u>	<u>(286,515)</u>	<u>-</u>	<u>(86,036)</u>

Represented by:

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

2,860
88,896

	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		(61,286)	503,885	(265,969)	-	176,630

Represented by:

Funds Held on Behalf of the Ministry of Education	268,061
Funds Receivable from the Ministry of Education	91,431

17. Funds Held on Behalf of 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.

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Funds Held at Beginning of the Year	13,116	13,116	17,557
Funds Received from Cluster Members	8,428	-	-
Funds Received from MOE	-	-	-
Funds Received from Other	2,671	-	28,091
Total funds received	11,099	-	28,091
Funds Spent on Behalf of the Cluster	24,215	-	32,532
Funds remaining	(13,116)	-	(4,441)
Funds Held at Year End	-	13,116	13,116

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.

	2022 Actual \$	2021 Actual \$
Board Members Remuneration	2,895	3,280
Leadership Team Remuneration	409,394	296,534
Full-time equivalent members	3	2
Total key management personnel remuneration	412,289	299,814

There are 6 members of the Board excluding the Principal. The Board had held 7 full meetings of the Board in the year. The Board also has Finance Committee that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	170-180
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100-110	1.00	2.00
110-120	1.00	2.00
120-130	2.00	1.00
	4.00	5.00

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

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets (except as noted below) as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: 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 2022, a contingent liability for the school may exist.

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides and support staff employed in 2022. The Ministry is in the process of determining the amount of the final wash up calculation for the year ended 31 December 2022 and the impact of the final calculation on the financial statements is unable to be determined at the date of reporting. The School has therefore not recognised this wash up in its financial statements. The wash up is expected to be completed in July 2023.

21. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board has entered into contract agreements for capital works as follows:

(a) \$220,000 contract for Outdoor Space Stage 2 to be completed in 2023, which will be fully funded by the Board. \$57,408 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into no contracts.

The total lease payments incurred during the period were \$0 (2021: \$0).

22. Financial Instruments

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

Financial assets measured at amortised cost

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	241,188	647,075	1,041,396
Receivables	239,159	209,413	266,013
Investments - Term Deposits	1,807,184	1,525,378	1,025,378
Total Financial assets measured at amortised cost	2,287,531	2,381,866	2,332,787

Financial liabilities measured at amortised cost

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Payables	330,711	321,364	321,364
Finance Leases	85,485	41,870	41,870
Total Financial Liabilities Measured at Amortised Cost	416,196	363,234	363,234

23. Events After Balance Date

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

RSM Hayes Audit

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Independent Auditor's Report

To the readers of Massey Primary School's Financial statements For the year ended 31 December 2022

The Auditor-General is the auditor of Massey Primary School (the School). The Auditor-General has appointed me, Steve Hayes, 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 3 to 19, that comprise the statement of financial position as at 31 December 2022, 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 2022; 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 30 May 2023. 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, 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 'Steve Hayes', with a long, sweeping horizontal stroke extending to the right.

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

EOY Data 2021 - 2022

Maths	EOY 2021 Towards	EOY 2021 At/Beyond	EOY 2022 Towards	EOY 2022 At/Beyond
All	56%	44%	49%	51%
Maori	67%	33%	57%	43%
Pasific	62%	38%	59%	41%
NZE	39%	61%	36%	64%
Asian	29%	71%	38%	62%
Male			52%	48%
Female			<i>45%</i>	<i>55%</i>

Reading	EOY 2021 Towards	EOY 2021 At/Beyond	EOY 2022 Towards	EOY 2022 At/Beyond
All	53%	47%	38%	62%
Maori	64%	36%	47%	53%
Pasific	60%	40%	49%	51%
NZE	37%	63%	27%	73%
Asian	48%	55%	25%	75%
Male			47%	53%
Female			33%	66%

Writing	EOY 2021 Towards	EOY 2021 At/Beyond	EOY 2022 Towards	EOY 2022 At/Beyond
All	57%	44%	40%	60%
Maori	67%	33%	45%	55%
Pasific	62%	38%	48%	52%
NZE	48%	52%	40%	60%
Asian	38%	62%	32%	68%
Male			51%	49%
Female			29%	71%

In Maths, Reading and Writing all cohorts have % increase in the EOY At/Beyond for 2022 when matched with the 2021 Data.

There also is a corresponding drop in the Towards.

Apart from Maori and Pasific cohort in Maths and Male cohort in Maths and Writing all cohorts are above 50%.

Impacts on learning – Progress and achievement

- **No Covid related lockdowns**
- **Whole staff PLD in Writing**
- **Better Start literacy (Structured Literacy) Junior Scgool**
- **Reading Recovery**
- **Maths PLD**
- **Specific Interventions from LSC, SENCO, RTLB focussing on Student wellbeing/engagement.**
- **AFoL**
- **Assessment Tools – PacT, Easttle, SOLO, NZCER PAT, Numeracy testing and student work/voice.**
- **Learning Through Play**
- **Dialogic**
- **Culturally Responsive programmes**
- **Kahui PLD – Trauma**

2023

- **Writing**
- **Te Mataiaho**
- **Maths refresh**
- **English refresh**
- **Local Curriculum – History focus**
- **Well being**
- **Attendance**
- **Learning Support**

Learning Support

Impact on achievement (see Attached)

Data as of Week 4 Term 4 2022

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7	Yr8	Total
Tier 1	9	15	35	32	39	26	12	10	178
Tier 2		2		1	2	4	3		12
Tier 3		4	6	8	2	6	4	2	32
	9	21	41	41	43	36	19	12	222
Total Students	22	57	68	63	66	71	66	47	460
Male	5	13	24	26	24	24	14	9	139
Female	4	8	17	15	19	12	5	3	83
Percentage of each year group receiving support									
Breakdown									
Esol - (Learning)	4	9	23	49	46	17	5		153
Behaviour		4	5	10	9	8	2		38
Learning	6	20	36	58	52	28	15		215
Attendance		1	4	3	5	6	4		23
Physical		1		3		1	3		8
Social	3	6	10	8	5	5	3		40

Total Students **460** Total receiving support **222**
 Total % receiving support **48%**

Break down over Tiers on LSR

One 80%

Two 5%%

Three 15%

Percentage receiving support per criteria Wholeschool

7 ORs

Esol 69%

Behaviour 17%

Learning 97%

Attendance 10%

Physical 4%

Social 18%

Male 63%

Female 37%

EOY Data 2022**Numbers 52****Year level 1**

Maths	Towards L1	At/Beyond L1	
All	34	18	
Maori	17	6	
Pasific	7	5	
NZE	4	5	
Asian	5	2	
Male	20	12	
Female	14	6	

Reading	Towards L1	At/Beyond	
All	17	39	
Maori	12	14	
Pasific	2	11	
NZE	1	8	
Asian	1	9	
Male	12	24	
Female	5	15	

Writing	Towards	At/Beyond	
All	25	31	
Maori	14	12	
Pasific	6	7	
NZE	4	5	
Asian	3	7	

Male	16	20	
Female	9	11	

EOY Data 2022**Numbers 63****Year level 2**

Maths	Towards L1	At/Beyond L1	
All	36	27	
Maori	14	11	
Pasific	14	8	
NZE	5	5	
Asian	5	3	
Male	16	13	
Female	20	14	

Reading	Towards	At/Beyond	
All	24	39	
Maori	7	17	
Pasific	11	9	
NZE	5	6	
Asian	1	7	
Male	15	15	
Female	9	24	

Writing	Towards	At/Beyond	
All	22	41	
Maori	9	15	
Pasific	11	9	
NZE	5	6	
Asian	1	7	

Male	14	16	
Female	8	25	

EOY Data 2022**Numbers: 62****Year level: 3**

Maths	Towards L2	At/Beyond	
All	34	27	
Maori	7	8	
Pasific	15	6	
NZE	9	8	
Asian	3	3	
Male	20	14	
Female	13	13	

Reading	Towards	At/Beyond	
All	31	31	
Maori	7	8	
Pasific	14	10	
NZE	7	10	
Asian	1	2	
Male	23	13	
Female	8	18	

Writing	Towards	At/Beyond	
All	20	42	
Maori	5	10	
Pasific	9	14	
NZE	3	13	
Asian	2	4	

Male	15	18	
Female	5	24	

EOY Data 2022**Numbers****Year level** 4

Maths	Towards	At/Beyond
All	23	44
Maori	8	12
Pasific	9	5
NZE	5	12
Asian	1	9
Middle Eastern	0	5
Male	9	22
Female	14	22

Reading	Towards	At/Beyond
All	26	40
Maori	11	8
Pasific	7	6
NZE	6	12
Asian	4	7
Middle Eastern	1	4
Male	15	16
Female	16	19

Writing	Towards	At/Beyond
All	33	33
Maori	9	10
Pasific	9	4

<i>NZE</i>	<i>8</i>	<i>10</i>
<i>Asian</i>	<i>5</i>	<i>6</i>
<i>Middle Eastern</i>	<i>2</i>	<i>3</i>
<i>Male</i>	<i>18</i>	<i>13</i>
<i>Female</i>	<i>15</i>	<i>20</i>

EOY Data 2022**Numbers****Year level 5**

Maths	Towards	At/Beyond	
All	34	38	
Maori	15	7	
Pasific	7	11	
NZE	9	10	
Asian	2	4	
Male	21	22	
Female	13	16	

Reading	Towards	At/Beyond	
All	23	49	
Maori	11	10	
Pasific	4	14	
NZE	6	13	
Asian	2	3	
Male	15	28	
Female	8	21	

Writing	Towards	At/Beyond	
All	37	35	
Maori	13	8	
Pasific	9	9	
NZE	13	7	
Asian	3	3	
Male	28	15	
Female	10	18	

EOY Data 2022**Numbers****Year level 6**

Maths	Towards	At/Beyond	
All	22	42	
Maori	7	10	
Pasific	7	15	
NZE	4	11	
Asian	1	4	
Male	15	17	
Female	7	27	

Reading	Towards	At/Beyond	
All	20	44	
Maori	3	14	
Pasific	9	13	
NZE	3	12	
Asian	1	4	
Male	14	18	
Female	6	26	

Writing	Towards	At/Beyond	
All	22	42	
Maori	7	10	
Pasific	8	14	
NZE	4	11	
Asian	1	4	
Male	16	18	
Female	6	24	

EOY Data 2022*Numbers [not %]***Year level : Year 7**

Maths	Towards				At/Beyond				Total Year 7	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	5	12	5	4	7	2	4	7	26	20
Maori	3	4	4	1	1	1	1	1	12	4
Pasific	2	7	1	2	3	0	0	1	12	4
NZE	0	0	0	1	2	1	2	0	1	5
Asian	0	1	0	0	1	0	1	2	1	4
Male	3	7	3	2	4	1	2	3	15	10
Female	2	5	2	2	3	1	2	4	11	10

Year 7

READING	Towards				At/Beyond				Total Year 7	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	5	10	4	5	7	4	5	6	24	22
Maori	2	3	4	1	2	2	1	1	10	6
Pasific	3	7	0	2	2	0	1	1	12	4
NZE	0	0	0	1	2	1	2	0	1	5
Asian	0	0	0	1	1	1	1	1	1	4
Male	4	7	2	3	3	1	3	2	16	9
Female	1	3	2	3	4	3	2	3	9	12

YEAR 7

WRITING	Towards				At/Beyond				Total Year 7	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	3	9	3	5	9	5	6	6	20	26
Maori	1	2	3	1	3	3	2	1	7	9
Pasific	2	6	0	1	3	1	1	2	9	7
NZE	0	0	0	1	2	1	2	0	1	5
Asian	0	1	0	1	1	0	1	1	2	3
Male	3	7	1	3	4	1	3	2	14	10
Female	0	2	2	2	5	4	3	4	6	16

EOY Data 2022**Numbers****Year level : Year 8**

Maths	Towards				At/Beyond				Total Year 8	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	11	9	6	3	8	2	9	13	29	32
Maori	3	3	1	1	5	0	2	1	8	8
Pasific	5	4	5	2	2	0	1	3	16	6
NZE	2	0	0	0	2	2	5	3	2	12
Asian	0	2	0	0	0	0	1	3	2	4
Male	4	4	2	2	2	1	2	4	12	9
Female	6	5	4	1	7	1	7	9	16	24

Year 8

READING	Towards				At/Beyond				Total Year 8	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	6	7	6	4	13	4	9	12	23	38
Maori	2	3	1	1	6	0	2	1	7	9
Pasific	4	3	5	2	3	1	1	3	14	8
NZE	0	0	0	0	4	2	5	3	0	14
Asian	0	1	0	1	0	1	1	2	2	4
Male	2	4	2	2	4	1	2	4	10	11
Female	4	3	4	2	9	3	7	8	13	27

Year 8

WRITING	Towards				At/Beyond				Total Year 8	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	4	8	2	2	15	3	13	14	16	45
Maori	2	3	0	1	6	0	3	1	6	10
Pasific	3	4	2	1	4	0	4	4	10	12
NZE	0	0	0	0	4	2	5	3	0	14
Asian	0	1	0	0	0	1	1	3	1	5
Male	2	4	0	1	4	1	4	5	7	14
Female	2	4	2	1	11	2	9	9	9	31

TOTAL: YEAR 7 & 8

Reading	Towards	At/Beyond	
All			
Maori			
Pasific			
NZE			
Asian			
Male			
Female			

Writing	Towards	At/Beyond	
All			
Maori			
Pasific			
NZE			
Asian			
Male			
Female			

Writing	Towards	At/Beyond	
All			
Maori			
Pasific			
NZE			
Asian			
Male			

<i>Female</i>			
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Improvement Plan for learning and teaching teams				
School Strategic Learning Goal		Team Annual Learning Target		
Writing To Improve target students writing achievement level		To shift target students writing achievement To be working 'at' the curriculum level by the end of 2022		
Baseline data for the team - Teachers OTJ/ Best fit BOY and EOY <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> Students best fit based on writing achievement. Each team to identify their Target Students.		Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2022</i> Shifting target students from 'working towards' to 'working at' the curriculum level at the end of 2022		
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>
Jan 2022	Team Day	Jenny and team of teachers	Introduction to new teachers and recap on 2021 writing PD- targets set of 30 day challenge.	Teachers came away with lots to start the year off, we handed out and discussed big bangs for the buck, writing to expectation, process tree,
Ongoing	PLGs	Teams	-discussions on target students, using GAP analysis and back mapping	This is working well, teachers are in PLG groups and meet together 3x a term to discuss their students and shifts

			documents to get students to expected outcomes in an accelerated manner.	
March 2	Team Leader PLD	Jenny and Team Leaders	PD on noticing, skills building, trouble shooting, what is happening reflection-building leadership capacity in writing	Anna attended and has fed back some hints and tips to the team about how to enhance writing programmes and give more for our writers
Week 6 Term 1 2022	Target students identified	Teachers	Using the 30 day challenge observations- will identify 5-6 target students that will be monitored on and given specific accelerated learning activities to help get to expectation.	Target students have been identified based on teacher observation over the last 30 Day challenge- a GAP analysis has been created based on these students, we have 12 Pasifika and 22 Maori students identified as our targets based on their ongoing teacher sessions
Ongoing	Observations/ Walkthroughs/ Discussions	Teams- Team Leader	Informal and formal observations of writing on a fortnightly basis to see what is happening during writing, team leaders to coach the teachers in areas they need support.	Informal and formal writing observations have occurred each term and discussions are ongoing both during PLGs but also as and when needs have arisen with individual teachers.
Ongoing	PGC goals	Teachers and appraiser	Teachers will set a professional growth cycle goal with their appraiser and use this as the focus in the writing and reflections.	Professional growth cycles have been identified and observed against with appraiser, these are continuing
Ongoing	PLD	Team Leader, Teachers and Jenny	Staff meetings, team meetings and individual PLD will be offered on identified needs base throughout the PLD.	We continued through the year to have ongoing PLD released in teams to work together on rich task development and other PD, we have worked on unpacking the LPF and creating level appropriate expectations
Term 2 and Term 4	PACT tool	Jenny and school staff	Jenny will introduce the PACT tool to teachers and school staff that teachers will make OTJ judgements based on their students writing to enter into the PACT tool in Term 2 and Term 4	PACT PD has begun We are more familiar and confident using PACT on our target students through our unpacking and trial

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

Mid Year: Students have all been identified and GAP analysis documents filled in, PLGs have happened regularly and shifts in all target students work is noticeable we now have students on track to meeting expectation. Through observations and discussions and PACT we have identified the need to build capacity around task design so we can have a rich task that covers many aspects of the writing process- this PLD for the team will occur in Week 7 during our team writing PLD time.

We have had a mixed bag with attendance of both target students and teachers, and although levels have not moved for some- overall confidence and learning has shifted, students understand the writing process and have become confident sharing their ideas through the writing process.

End Year: Our students have made strong gains in literacy this year with many reaching target. Due to the Nature of our Environment- Target students have shifted around based on their increased ability to cope with a higher group- we need to look and understand PACT data as to what we are now measuring students on, our big focus moving forward will be around Rich Task development and use of PACT as the assessment tool to measure students at. We have made signposts for the students for each year and will be using these to inform our GAP analysis. Overall the teacher use of PLD is easily witnessed during literacy lessons and has made a big impact on both student ability and confidence.

Resourcing : *Centrally funded PLD, Staffing from School.*

Centrally funded PLD

Lead teacher of Writing within school

Release days for teachers and teams

Resource purchasing through Lead teacher

Improvement Plan for learning and teaching teams				
School Strategic Learning Goal - Literacy Y0-2, Better Start Literacy To improve Junior Students literacy achievement levels.			Team Annual Learning Target <i>Where do we want to be at the end of 2022</i> To be working 'at' or 'above' the curriculum level by the end of 2022	
Baseline data for the team <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> Baseline assessments taken from Better Start Website for all Y1-2 students in Week 1-2 of Term 1 2022.			Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2022?</i> Shifting Junior students literacy achievement levels from below to at or above the curriculum level by the end of 2022	
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>
Jan 2022	Teacher enrolment and introduction to BSLA websites	y1-2 teachers UOC facilitators Anna	Teachers engaged with their online learning modules and access to all information and websites underway.	All teachers are enrolled and have learnt about the websites- watched some introductory videos
Week 1-2 Term 1 Feb 2022	Baseline assessments taken of all students in Y1-2	Training teachers	Students will be assessed on the BSLA assessment website and then grouped according to their results.	Assessments have been completed on all students that are at school, we have been hindered by COVID-19 and some students have not returned for 2022 yet.

Week 3 Term 1 Feb 2022	Tier 1 teaching sessions to begin for 10 weeks	Training Teachers	The BSLA lessons will begin in all classes with students grouped according to their	Teachers have started their lessons, prepared their resources and grouped their students based on assessments.
Ongoing	Weekly zoom sessions	Training teachers and Anna (Facilitator)	Attend the weekly zoom sessions on what is coming up next in the teaching, networking, troubleshooting etc	Zoom sessions are being watched and discussed on a Thursday weekly with up-to-date information and changes shared.
Ongoing	Facilitator Observations	Anna	Anna will be doing observations and discussions around the implementation of the Better Start programme, checking in with the teachers.	Observations are continuing as and when needed, Catherine Fairhall from UOC has also come in and supported the teachers.
After 10 weeks of teaching	10 week assessments taken	training teachers	Identification of students needing Tier 2 interventions through the assessment results	Testing is underway- clarification that students are tested after roughly 40 sessions
Continuation of programme for next 10 weeks	Continuation of the daily programme for next 10 weeks.	training teachers	Teachers continue to follow and create their lesson plans from the micro-credential though UOC	Teachers have completed their microcredentials and continue to follow aspects of the approach through their lessons
After identification of tier 2 students	Tier 2 supports put into place	Training teachers/ Reading Recovery/ Anna	Tier two teaching to begin for those students identified as needing more supports with their teaching and learning.	Tier 2 students were moved to be with one teacher and received the extra support required we
After 20 weeks of teaching	20 weeks assessments taken	Training teachers	All students to complete their 20 week assessments in the BSLA website.	Only Tier 2 students were required to do 20 week assessments and of the 12 identified we have

After 40 weeks of teaching	40 week assessments are taken	Training teachers	All students to complete their 40 week assessments.	This will happen in T1 2023 as initial testing did not happen until w6-7 of Term 1 with all the covid disruptions
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i></p> <p>8/3/22</p> <p>Baseline assessment results show 89 students have been tested (we have 7 students that are not tested but need to be and 5 students who are above BSLA intervention)</p> <p>Of the 89 students tested we have 31 students @ or above expectation and 58 students sitting below expectations for their age.</p> <p>Teaching has now started for all groups although hindered by teacher isolation absence and student absence so not every student is getting the input required we are currently sitting just below 50% attendance for our students.</p> <p>EOY</p> <p>All teachers have successfully finished their training this year with Hilary in Y3 just starting her microcredential. We have 36 students that are on Colour wheel levels moving past the better start books, our New Entrants are cycling through Kakano level with their students- whilst in the JLE our groups are focussing on Tupu and Mahuri- we have only 8 students in the JLE on Kakano level currently going through Tier 2 interventions to gain extra support around their learning. This is a major increase from previous years and the students currently receiving tier 2 intervention are those with chronic absence and other learning needs hindering their learning.</p>				
<p>Resourcing <i>How much money and time is needed? Who will help us? MoE/RTLB/Special needs grant/Learning support staff.</i></p> <p><i>School budget.</i></p> <p>University of Canterbury Microcredential- allows 2x release day per teacher</p> <p>Facilitator for training teachers: Anna</p> <p>Microcredential for T Aides x 2 (Carina and Shay)</p> <p>Phonics Plus Readers from MOE (free)</p> <p>Maggie Boston readers from UOC (\$250)</p>				

Improvement Plan for learning and teaching teams				
School Strategic Learning Goal			Team Annual Learning Target	
Writing To Improve target students writing achievement level			To shift target students writing achievement To be working 'at' the curriculum level by the end of 2022	
Baseline data for the team - Teachers OTJ/ Best fit BOY and EOY <i>What data is relevant to our team. that will contribute to the school raising achievement?</i> Students best fit based on writing achievement. Each team to identify their Target Students.			Target : <i>What measurable outcome does this Dept. want to achieve at the end of 2022</i> Shifting target students from 'working towards' to 'working at' the curriculum level at the end of 2022	
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>				
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			documents to get students to expected outcomes in an accelerated manner.	
March 2	Team Leader PLD	Jenny and Team Leaders	PD on noticing, skills building, trouble shooting, what is happening reflection-building leadership capacity in writing	Anna attended and has fed back some hints and tips to the team about how to enhance writing programmes and give more for our writers
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Ongoing	PGC goals	Teachers and appraiser	Teachers will set a professional growth cycle goal with their appraiser and use this as the focus in the writing and reflections.	Professional growth cycles have been identified and observed against with appraiser, these are continuing
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Monitoring *How are we going? Where are the gaps? What needs to change?*

Mid Year: Students have all been identified and GAP analysis documents filled in, PLGs have happened regularly and shifts in all target students work is noticeable we now have students on track to meeting expectation. Through observations and discussions and PACT we have identified the need to build capacity around task design so we can have a rich task that covers many aspects of the writing process- this PLD for the team will occur in Week 7 during our team writing PLD time.

We have had a mixed bag with attendance of both target students and teachers, and although levels have not moved for some- overall confidence and learning has shifted, students understand the writing process and have become confident sharing their ideas through the writing process.

End Year: Our students have made strong gains in literacy this year with many reaching target. Due to the Nature of our Environment- Target students have shifted around based on their increased ability to cope with a higher group- we need to look and understand PACT data as to what we are now measuring students on, our big focus moving forward will be around Rich Task development and use of PACT as the assessment tool to measure students at. We have made signposts for the students for each year and will be using these to inform our GAP analysis. Overall the teacher use of PLD is easily witnessed during literacy lessons and has made a big impact on both student ability and confidence.

Resourcing : *Centrally funded PLD, Staffing from School.*

Centrally funded PLD

Lead teacher of Writing within school

Release days for teachers and teams

Resource purchasing through Lead teacher

Improvement Plan for learning and teaching teams – Year 4 2022

School Strategic Learning Goal To improve Writing.	Team Annual Learning Target <i>Where do we want to be at the end of 2022?</i> Working 'at' the expected curriculum level by the end of 2022.
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 2021 teachers OTJ in Writing.	Target : <i>What measurable outcome does this team want to achieve at the end of 2022?</i> Shift students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2022.

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.

★ Teachers are expected to attend and respond to PD with Jenny.

- It is an expectation that teachers will use the ideas and strategies in their classrooms with their students.
- Teachers will be expected to justify and discuss changes or lack of change in their students writing.
- Have an in-depth knowledge of the curriculum and understand where the gaps are in student learning and can accelerate student achievement.
- Be prepared to change their programmes to enable more focussed learning to take place.
- Assess students work and reflect on their teaching to improve student achievement, in particular their target students.
- Show students examples of good writing and make deliberate links between reading and writing and encourage students to see what good readers and writers do.
- Participate in Team and Staff PLGs and discuss the progress of target students to talk about what has changed, both in their teaching practice and student achievement.

★ Students to be active participants in their learning.

- Know what they are learning through Learning intentions and be involved in the co-construction of the Success Criteria.
- Be given feedback and feedforward about their work and their next learning steps.
- Be scaffolded and encouraged in their new learning.

- Be able to justify their ideas and choices in writing.

- ★ Well planned writing programmes that fit the needs of the students where students will be writing everyday.
- ★ Improving the quality of writing throughout the syndicate

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 2022 teaching year.	<u>WRITING</u> Shift students working 'towards' the expected curriculum level to 'at' the expected curriculum level by the end of 2022.	Shifting Year 4 students working 'towards' expectation to working 'at' expectation.	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. School-wide Professional Development Easttle Writing PAT Observations, Modelling books and Tracking Moderation across the curriculum with team and staff (OTJ, PLG during team meetings and student's voice).	

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, EAttle, Dialogic Teaching – Cultural Responsiveness.

Room 12 Writing Class Student A	EoY 2021 Data	Easttle Writing		
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2022	Term 2	WRITING LEVELS PROJECTION BY THE END OF YEAR				YEAR 7 & 8
Teacher	Number of Students in class	No. BEYOND EoY	No. AT EoY	No. Below EoY	No. Well Below EoY	
R. Samuel	32	6	19	6	1	
C. Dealey	28	9	10	6	3	
K. Jalil	28	8	12	8	0	
P. Naidoo	26	3	7	6	10	

Target Students At/Beyond by the End Of Year:

Kamrul: 4/4

Rebekah: 3/4

Candice: 4/4

Poovindri: 2/4

2022	Year 7 & 8 Syndicate	Writing Projected Achievement % EoY
Teacher	At & Beyond	Below & Well Below
R. Samuel	25/32 = 78.1%	7/32 = 21.9 %
C. Dealey	19/28 = 68%	9/28 = 32%
K. Jalil	20/28 = 71.4%	8/28 = 28.6%
P. Naidoo	10/26 = 38.5%	16/26 = 61.5%
Syndicate	74/114 = 65%	40/114 = 35%

NZE	0	0	0	1	2	1	2	0	1	5
Asian	0	1	0	1	1	0	1	1	2	3
Male	3	7	1	3	4	1	3	2	14	10
Female	0	2	2	2	5	4	3	4	6	16

EoY Year 8

WRITING	Towards				At/Beyond				Total Year 8	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	4	8	2	2	15	3	13	14	16	45
Maori	2	3	0	1	6	0	3	1	6	10
Pasific	3	4	2	1	4	0	4	4	10	12
NZE	0	0	0	0	4	2	5	3	0	14
Asian	0	1	0	0	0	1	1	3	1	5
Male	2	4	0	1	4	1	4	5	7	14
Female	2	4	2	1	11	2	9	9	9	31

construct compound sentences and detail to their writing. SSW has helped to strengthen fluency and flow of ideas with interesting topics, however sometimes students face difficulties especially if it's something they are not interested in. We have been working on (proofreading using classroom resources, use of punctuation, using plans to revise).

We have linked inquiry topics to writing thus providing more scaffolding, supporting the learning and skills to write to develop. PD with Jenny has been very helpful, I am continuing to reflect and refine my programme based on her ideas/feedback for development. Two of my target students are on track and have made steady progress, Student M and Student P are below their levels. Student M's irregular attendance has impacted on his progress. Student P has responded well to support and has taken on feedback. Student M needs more support and regular checks.

P.Naidoo - Reflective Comments (End of Year):

We have been doing weekly spelling and grammar with detailed explanations and rewards for students that get all right in spelling. This motivated and helped students develop higher level vocab and is evident in their spelling results. Also linking writing with inquiry has been great scaffolding for writing. This has helped students with topic specific vocabulary. I have also introduced templates for writing. This has worked well and has helped students organise their ideas. Discussing e asttle writing marking breakdown and having one on one discussions with students and where to next with regards to their writing. The PLD sessions with Jenny have continued to be inspiring, and has made me more aware of where students are and how to find better and more creative ways to meet their needs. Although Faau has been frequently absent and missed a lot of teaching, he has made slight improvements. Really proud of Te Aroha's big jump in her writing. Zara and Brenda slight improvement , however more work to do. Daily writing has been beneficial.

Where to Next:

More detailed planning. Give students more choices of topics that interest them to encourage students to write.

EoY YEAR 7

WRITING	Towards				At/Beyond				Total Year 7	
									Towards	At/Beyond
	RS	PN	CD	KJ	RS	PN	CD	KJ		
All	3	9	3	5	9	5	6	6	20	26
Maori	1	2	3	1	3	3	2	1	7	9
Pasific	2	6	0	1	3	1	1	2	9	7

Student N	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	eastTtle Writing 2022
Y7 Girl (Muslim)	2021 EoY Early 3 (3P)	10.8	8.5 - 9.5	3P
	2022 MoY	11.8	9-10	3P
	2022 EoY At 3	12.9	11-12	3A
Student O	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	eastTtle Writing 2022
Y7 Girl (Maori)	2021 EoY Early 3 (3P)	10.1	8.5 - 9.5	3P
	2022 MoY	11.3	8.5- 9.5	3A
	2021 EoY Early 4	12.2	8.5- 9.5	4B
Student Q	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	eastTtle Writing 2022
Y8 Girl (Pasifika)	2021 EoY Early 3 (3P)	10.5	10.5 - 11.5	3P
	2022 MoY	11	11.5 -12.5	3B
	2021 EoY Early 4	12.3	12-13	4B
P.Naidoo - Reflective Comments (Mid Year): My writing programme has been adapted to focus more 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				

	2022 - MoY (3B)	11	9.0 -10.0	3B
	2022 - EoY (4B)	11.9	9.5-10.5	4B
C. Dealey - Reflective Comments (Mid Year): The target students selected have all shown development against their GAP analysis and I believe will continue to do so. Continually having discussions with coworkers in the FLE has enabled us to deliver a wide range of lessons that have helped our students to excel. The PLD sessions with Jenny have given us the opportunity to ask an expert specific questions and get clear advice to ensure our writing sessions are delivered effectively. All 4 target students have regular attendance which is giving the students the opportunity to move up in their writing levels.				
C. Dealey - Reflective Comments (End of Year): The chosen target students have shown great development over the year (especially term 3 / 4). We had a large push on PEEL structure and linked this to our reading/inquiry topics. This helped students develop higher level vocab that was topic specific and also helped them improve their spelling. The PLD sessions with Jenny have continued to be a great help and has given us the chance to have questions answered and sometimes ask ourselves questions which has led to creating our own inquiries - further developing our knowledge. The target students are proud to have progressed in their writing and appreciated me explaining their scores to them (what they meant, why they got them, what were their next steps).				
Where to Next: Detailed planning (clear LI). Give students the agency to choose topics that interest them to encourage students to write.				
Student M				
Y8 Boy (Maori)	2021 EoY Early 3 (3P)	9.5	10.0- 11.0	3P
	2022 MoY	10	10.5- 11.5	2A
	2022 EoY At 3	10.5	10.5-11.5	3P

Y / BOY (Pasifika)	2021 EoY (2A)	10.9	8.5-9.5	2A
	2022 - MoY (3A)	12.1	9.5-10.5	3A
	2022 - EoY (4A)	12.8	11-12	4A
Student J	Writing OTJ	Spelling Age Schonell (2022)	Reading Age Probe 2022	easTTle Writing 2022
Y8 Girl (Samoan)	2021 EoY (2P)	8.5	10.0-11.0	2P
	2022 - MoY (3A)	9.3	10.0-11.0	3B
	2022 - EoY (4B)	9.9	10.5-11.5	4B
Student K	Writing OTJ	Spelling Age Schonell (2022)	Reading Age Probe 2022	easTTle Writing 2022
Y8 Boy (Samoan)	2021 EoY (3P)	9.3	8.5-9.5	3P
	2022 - MoY (3A)	10.6	9.0 -10.0	3A
	2022 - EoY	11.1	9.5-10.5	4P
Student L	Writing OTJ	Spelling Age Schonell (2022)	Reading Age Probe 2022	easTTle Writing 2022
Y8 Boy (Fijian)	2021 EoY (2B)	10.2	9.0 -10.0	2B

	2022 EOY At 3	11.7	11.5 - 12.5	3B
<p>R. Samuel - Reflective Comments (Mid Year): All 4 target students are responding to targeted and deliberate acts of teaching. Tara-Lee, Teniko and Brooke are all on track to meeting expectations. Working in conjunction with expectations and gaps has provided a good base to raise achievement. Frequent and regular writing has also promoted automaticity and fluency in generating and recording their ideas. Kymani is continuing to be supported with closing the gaps. I am working on developing and maintaining his confidence in being able to do a piece of writing independently. Kymani responds to instruction but relies heavily on on-going teacher support with his work. Regular collaboration with the team helps us as teachers with a good pool of ideas to tap into. Team PLGs also provide clarity for teaching. Students benefit from the use of relevant exemplars and planning templates.</p>				
<p>R. Samuel - Reflective Comments (End of Year): Progress made by target students was mixed - some making excellent progress while the others making minimal progress. The biggest concern was Teniko whose attendance to-date was 41.7%. She had big chunks of absences resulting in her missing out on many many learning opportunities and practices. Kymani had struggled to stay focussed for most of Term 3. This was very unfortunate, as the work done in the first half of the year was very promising. Tara-Lee was the one with the biggest gains in achievement. Her attitude towards learning and wanting to do well, along with well-planned sequential lessons contributed to her progress. This was the case with most of the class. The classroom program consisted of a series of well-planned lessons that were deliberately structured to build on previous learning. Students thrived on DATS - modelling, scaffolding, teacher-created exemplars, sentence starters, TAKO paragraphs (introductions) and PEEL paragraphs (body of the text). Students responded well to carefully planned scaffolding at various stages. While most students whose attendance was good were able to consolidate their learning and gain varying degrees of independence, students who had frequent absences needed extra workshopping to bring them to speed. Linking the writing to reading was a very natural process for students at this level. This gave them opportunities to work at level 4, with regards to suitable vocabulary, and concepts. Students had to work hard on rephrasing the text with the help of planning templates. I benefited the PD by Jenny which helped build my kete of tools and tricks. Learning outcomes listed on PACT provided valuable guidance in planning well-rounded learning programs.</p>				
<p>Where to Next: Keep writing lesson planning thorough and continue SSW and writing across the curriculum on a daily basis. Upskill myself in writing LI & SC with DAT to make writing interesting for my students.</p>				
Student I	Writing OTJ	Spelling Age Schonell (2022)	Reading Age Probe 2022	eaSTtle Writing 2022

Year 8 Girl (Maori)	2021 EOY At 3	9.8	10.5 - 11.5	2A
	2022 MOY	10.7	10.5 - 11.5	3A
	2022 EOY At 4	11.8	13 - 14	4A
Student F	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	easTTle Writing 2022
Year 7 Girl (Pasifika)	2021 EOY At 2	10.9	10 - 11	2B
	2022 MOY	11.3	10.5 - 11.5	2A
	2022 EOY Early 3	12.9	12 - 13	2A
Student G	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	easTTle Writing 2022
Year 8 Girl (Pasifika)	2021 EOY Early 3	10.7	8.5 - 9.5	3B
	2022 MOY	11.0	9.0 - 10.0	3P
	2022 EOY At 4	12.5	10.5 - 11.5	4B
Student H	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	easTTle Writing 2022
Year 8 Boy (Maori/Pasifika)	2021 EOY Early 3	10.6	9.5 - 10.5	2A
	2022 MOY	10.9	9.5 - 10.5	3B

	2022 EoY Early 4	11.7	10.5 - 11.5	3A
<p>K. Jalil - Reflective Comments (Mid Year): The students selected as targets have all shown improvements to varying levels against their GAP analysis. The PLD sessions with Jenny have supported us to plan our writing sessions appropriately and accelerate the students' learning. The assessment data entered for Mid Year is from April 2022. Three of the students who have regular attendance have done better than one Year 7 Pasifika boy, who is not as regular to school. Daily Writing and emphasis on planning and AFoL strategies have further contributed to the success of the students' progress. Team PLG sessions and re-visiting GAP analysis and sharing resources have supported us teachers as well. It is projected that all four Target students will be at expected curriculum level by the end of the year and at least 70% of the students will be working at or beyond the curriculum level by the end of the year. PaCT aspects and signposts along with e-asTTle rubric are used when planning teaching of writing.</p>				
<p>K. Jalil - Reflective Comments (End of Year): The four target students have all made progress in writing. However, the progress for each one varied in the different aspects of writing. The Year 8 students made more progress than the year 7s. The Student D (Y7 Boy) did not make as much progress due to regular late arrivals and absenteeism. His main drawbacks have been, vocabulary, punctuation, spelling and structure. All students are able to select from a range of planning styles to plan their writing. The daily writing [SSW] and focused writing across the curriculum have been the contributing factors to the shift in writing as well. Using the reading programme to develop complex ideas for writing and the PEEL & TEEL paragraph & writing have supported the students to gain confidence in writing. The regular support from Jenny Thompson has been of immense value in planning writing lessons for our students.</p>				
<p>Where to Next:</p> <ul style="list-style-type: none"> • To sustain the motivation and engagement of students in writing by planning the lessons as developed with support from Jenny. • Teaching at Level 4 and beyond and focussing on LI, SC and DAT to keep writing simple to understand. • Refrain from jargon and long LI to avoid confusion. Support students to Self & Peer assess their writing. Focus on ways to help students to edit & proofread their writing in the process rather than in the end product. 				
ROPU KAHIKATEA				
Student E	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	easTTle Writing 2022

	2022 MoY 4B	13.5	11.0 - 12.0	4B
	2022 EoY At 4	13.4	12.0 - 13.0	4P
Student B	Writing OTJ	Spelling Age Schonell (BoY 2022)	Reading Age Probe (BoY 2022)	eastTtle Writing (BoY 2022)
Y8 Boy (Filipino)	2021 EoY At 3A	10.0	8.5 - 9.5	3A
	2022 MoY 4B	11.0	9.5 - 10.5	4B
	2022 EoY At 4	12.0	11.5 - 12.5	4A
Student C	Writing OTJ	Spelling Age Schonell (BoY 2022)	Reading Age Probe (BoY 2022)	eastTtle Writing (BoY 2022)
Y7 Girl (Pasifika)	2021 EoY At 2	8.8	8.5 - 9.5	3B
	2022 MoY 3A	10.4	9.0	3A
	2022 EoY Early 4	10.6	10.0 - 11.0	4B
Student D	Writing OTJ	Spelling Age Schonell 2022	Reading Age Probe 2022	eastTtle Writing 2022
Y7 Boy (Maori/Pasifika)	2021 EoY At 2	10.4	8.5 - 9.5	2A
	2022 MoY 3A	10.5	9.0 - 10.0	3A

+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 (2022)	Shift those working 'towards' students to working 'at' Y7 - Early 3/At 3 to Early 4 Y8 - At 3/Early 4 to At 4		+easTTle 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)

+NS, LPF, LLP will be utilized to plan and monitor progress through GAP analysis & Teaching as Inquiry

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 & easTTle

Focus Group (Y8-4A)-(Y7-4B) by EoY

ROPU KOWHAI

Student A	Writing OTJ	Spelling Age Schonell (BoY 2022)	Reading Age Probe (BoY 2022)	easTTle Writing (BoY 2022)
Year 8 Boy (Maori)	2021 EoY Early 3	12.9	10.5 - 11.5	3A

Y7&8 - Improvement Plan for Year - 2022

School Strategic Learning Goal To improve students Writing	School 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 2022
Baseline data (Syndicate) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Student 'best fit' based on teachers' OTJ in Writing	Target (Syndicate) <i>What measurable outcome does this team want to achieve at the end of 2021?</i> Shifting students who are working 'towards' the curriculum level to be 'working 'at' the curriculum level at the end of 2022
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> +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; <ul style="list-style-type: none"> - 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; <ul style="list-style-type: none"> - 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	

	2022 EoY A3 (At)	9.9	10-11	3B
Student Q has improved in reading and writing, however his spelling age has dropped some. He is able to write more and is using more punctuation. He is also reading more confidently and is starting to use more expression.				
Student R		Spelling Age Schonell	Reading Age Probe	eaSTtle Writing
Y5 Girl (Maori)	2021 EoY Below (E2)	7.5	8.5 - 9.5	2P
	2022 MoY	8.6	9.5 - 10	2P
	2022 EoY A3 (At)	9.5	10.5-11.5	3A
Student R has improved in all areas of literacy. She is writing with more detail and descriptive language. She is also beginning to experiment with different types of punctuation. Her reading has improved tremendously and she shows great interest in what she reads.				
Student S		Spelling Age Schonell	Reading Age Probe	eaSTtle Writing
Y5 Girl (Maori)	2021 EoY Below (E2)	10.3	8 - 9	2P
	2022 MoY	10.8	9 - 10	2A
	2021 EoY A3 (At)	11.6	11.12	3A
Student S has improved in all areas of literacy. She has worked very hard to improve her reading and is reading with confidence. In writing she is using paragraphs and is using more punctuation correctly.				

Student M has made excellent progress in her literacy learning. She is an enthusiastic learner who puts significant effort and commitment into her work. Student M has developed an interest in reading that supports her choice of vocabulary during the writing process. She can consistently use punctuation correctly and is proud of her work.

Student N		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 5 Boy Samoan	2021 EoY OTJ - E2 (Below)	8.9	6.5 - 7.5	2P
	2022 - MoY	9.1	8.0 - 9.0	3B
	2022 - EoY E3 (At)	10	10 - 11	3P

Student N has made excellent progress in his literacy learning. He can plan with more confidence and enjoys the writing process. He ensures that his completed work meets the success criteria as he repeatedly checks his work. There is evidence of greater confidence in structuring his writing in paragraphs and use of punctuation correctly.

Student P		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 5 Boy Indian	2021 EoY OTJ - 1A (Below)	7.6	7.5 - 8.5	1A
	2022 - MoY	8.2	7.5 - 8.5	2P
	2022 - EoY E3 (At)	9.5	9.5 - 10.5	3B

Student P has made excellent progress in his literacy learning. He can plan his writing more confidently and adds details to his writing. He is encouraged to use more precise vocabulary to make his writing more interesting. He can use punctuation correctly and is becoming confident in using other punctuation.

R1-Student Q		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y5 Boy (Samoan)	2021 EoY Below (E2)	10.3	8 - 9	2P
	2022 MoY	10.5	9-10	2P

AD(3A)

Student I has made excellent progress in all aspects of literacy, over the second half of the year. She has shown considerable interest in making improvement in all areas. Although still a little slow to complete set tasks, she is actively working on this and is improving.

Student J		Spelling Age Schonell (BoY 2022)	Reading Age Probe	eastTtle Writing
Y5 Girl (Maori)	2021 EoY E2 (Below)	9.2	6.5 - 7.5	2P
	2022 - MoY	9.2	9.0 - 10.0	2A
	2022 - EoY E3 (At)	9.8	9.0 - 10.0	3B

Student J has made excellent progress in all aspects of literacy. She is becoming a very keen writer and loves the process. She is being encouraged to grow her vocabulary through reading and writing and is actively taking up the challenge.

Student K		Spelling Age Schonell (BoY 2022)	Reading Age Probe	eastTtle Writing
Y5 Boy (NZ European/Pakeha)	2021 EoY E2 (Below)	9.4	8.5 - 9.5	2P
	2022 - MoY	9.4	9.5 - 10.5	2P
	2022 - EoY E3 (At)	10.9	10.5 - 11.5	2P

Although capable, as can be seen from the results, Student K shows very little interest in literacy. Published work is generally carelessly presented and little thought is given to expanding/learning new vocabulary.

R20-Student M		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y5 Girl Other SouthEast Asian	2021 EoY E2 (Below)	8.7	6.0 - 7.0	2P
	2022 - MoY	9.5	6.0 - 7.0	3B
	2022 - EoY E3 (At)	10	9.5 - 10.5	3B

	2022 EOY At (E3)	13	11-12	3B
Student E has continued to grow in his knowledge of spelling, he has improved in all areas of literacy and is able to work successfully with more independence.				
Student F		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 5 Girl (Tokelauan)	2021 EOY (E2) Below	8.9	8-9	2B
	2022 MOY	9.5	9-10	2A
	2022 EOY (E3) At	10.2	9.5-10.5	3B
Student F's confidence has improved when reading aloud and answering questions about what she is reading. She enjoys feeling successful and is proud of being successful in reading.				
Student G		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 5 Girl (Arabic)	2021 EOY (E2) Below	10.7	8-9	2P
	2022 MOY	11.2	10-11	2A
	2022 EOY (E3) At	11.6	11.5-12.5	3B
Student G has improved in all areas of literacy, and is building confidence to take on feedback and improve his work. He is more engaged in his learning and is beginning to complete tasks at a faster rate.				
R19-Student I		Spelling Age Schonell (BoY 2022)	Reading Age Probe	eastTtle Writing
Y5 Girl (Maori)	2021 EoY E2 (Below)	9.3	8.5 - 9.5	3B
	2022 - MoY	9.3	9.0 - 10.0	3B
	2022 - EoY	11.1	10.5 - 11.5	3A

	2022 MoY	9.8	10.0	3P
	2022 EoY At - (A3)	10.4	12.0	3A
Student A has improved in all areas of Literacy. She is more confident in expressing herself in a written format and has matured outwardly which has allowed her to be more creative and imaginative with her writing.				
Student B		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y6 Boy (Maori)	2021 EoY Below - (A2)	10.0	8.5	2B
	2022 MoY	10.7	12.0	3P
	2022 EoY At - (A3)	11.2	13.5	3A
Student B has improved in all areas of Literacy. He is more motivated to work on a task, enhance where necessary and self-edit when finished. He enjoys the feeling of 'success'.				
Student C		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Y5 Boy (Maori)	2021 EoY Below (E2)	8.4	9.0	2A
	2022 MoY	10.3	10.0	3B
	2022 EoY At (E3)	11.0	12.0	3B
Student C has improved in all areas of Literacy. Working with the Y6 boys has helped his confidence in his own abilities. He will often take work home to finish. His parents were impressed with his improvement and discussed the change in his motivation to succeed.				
R17-Student E		Spelling Age Schonell	Reading Age Probe	eastTtle Writing
Year 5 Boy (Arabic)	2021 EOY Below (E2)	11.7	7-8	2B
	2022 MOY	12.3	9-10	2A

+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 (2022)	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

R18-Student A		Spelling Age Schonell (BoY 2022)	Reading Age Probe (BoY 2022)	eastTtle Writing (BoY 2022)
Year 6 Girl (Maori)	2021 EoY Below - (A2)	7.6	8.5	2B

Y5&6 - Improvement Plan for Year - 2022

School Strategic Learning Goal To improve students Writing	School 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 2022
Baseline data (Syndicate) <i>What data is relevant to our team that will contribute to the school raising achievement?</i> Student 'best fit' based on teachers' OTJ in Writing	Target (Syndicate) <i>What measurable outcome does this team want to achieve at the end of 2021?</i> Shifting students who are working 'towards' the curriculum level to be 'working 'at' the curriculum level at the end of 2022
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> +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; <ul style="list-style-type: none"> - 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; <ul style="list-style-type: none"> - 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	

School

Massey Primary

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total Kiwisport funding of \$8,057(excluding GST). The funding was spent on the Kiwi Sport Activator. The number of students participating in organised sport increased from 50% to 100% of the school roll.