

# BEACH HAVEN PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1223
<b>Principal:</b>	Stephanie Thompson
<b>School Address:</b>	50 Tramway Road, Beach Haven, North Shore City
<b>School Postal Address:</b>	50 Tramway Road, Beach Haven, North Shore City
<b>School Phone:</b>	09 483 7615
<b>School Email:</b>	<a href="mailto:office@beachhaven.school.nz">office@beachhaven.school.nz</a>

#### Members of the Board of Trustees

<b>Name</b>	<b>How Position Gained</b>	<b>Position</b>	<b>Term Expires</b>
Anoushka Dallow	Elected	Staff Rep	May-22
Jacoba Matapo	Co-opted	Parent Rep	May-22
John Gillon	Elected	Parent Rep	May-22
Marcus Reynolds	Elected	Chairperson	May-22
Nathan Tamihana	Elected	Parent Rep	May-22
Nigel Snookes	Elected	Parent Rep	May-22
Stephanie Thompson	Appointed	Parent Rep	Current
Teresa Fowler	Co-opted	Parent Rep	May-22

#### Service Provider:

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

# BEACH HAVEN PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

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# Beach Haven Primary School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

MARCUS REYNOLDS

Full Name of Board Chairperson



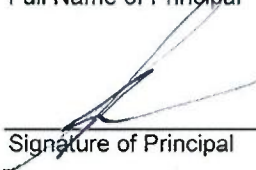
Signature of Board Chairperson

2/6/21

Date:

Stephanie Thompson

Full Name of Principal



Signature of Principal

2 June 2021

Date:

**Beach Haven Primary School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	3,835,909	2,906,313	3,072,975
Locally Raised Funds	3	254,299	201,000	318,019
Interest income		9,895	10,000	13,967
International Students	4	-	50,000	-
		<u>4,100,103</u>	<u>3,167,313</u>	<u>3,404,961</u>
<b>Expenses</b>				
Locally Raised Funds	3	195,074	197,900	207,065
International Students	4	-	28,000	-
Learning Resources	5	2,416,969	1,757,786	1,912,498
Administration	6	216,529	221,137	140,190
Finance		3,854	1,181	1,099
Property	7	998,470	879,902	963,591
Depreciation	8	105,206	74,820	96,640
Loss on Disposal of Property, Plant and Equipment		13,515	-	4,386
		<u>3,949,617</u>	<u>3,160,726</u>	<u>3,325,469</u>
<b>Net Surplus for the year</b>		150,486	6,587	79,492
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>150,486</u>	<u>6,587</u>	<u>79,492</u>

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

# Beach Haven Primary School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		931,972	931,972	852,480
Total comprehensive revenue and expense for the year		150,486	6,587	79,492
Equity at 31 December	26	1,082,458	938,559	931,972
Retained Earnings		1,082,458	938,559	931,972
Equity at 31 December		1,082,458	938,559	931,972

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.

# Beach Haven Primary School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	645,897	269,923	312,516
Accounts Receivable	10	453,355	185,341	185,341
GST Receivable		20,456	-	-
Prepayments		10,350	9,597	9,597
Inventories	11	1,490	720	720
Investments	12	400,000	352,779	352,779
		<u>1,531,548</u>	<u>818,360</u>	<u>860,953</u>
<b>Current Liabilities</b>				
GST Payable		-	6,295	6,295
Accounts Payable	14	490,129	202,803	202,803
Revenue Received in Advance	15	9,706	554	6,743
Finance Lease Liability - Current Portion	17	26,209	7,888	7,888
Funds held for COL Cluster	21	106,910	6,189	-
Funds held for Capital Works Projects	18	124,383	172,468	172,468
Funds for Resource Teachers of Learning & Behaviour services	19	211,748	-	-
Funds held on behalf of HIPPY Project	20	(4,756)	26,304	26,304
		<u>964,329</u>	<u>422,501</u>	<u>422,501</u>
<b>Working Capital Surplus</b>		<u>567,219</u>	<u>395,859</u>	<u>438,452</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	624,625	619,366	570,187
		<u>624,625</u>	<u>619,366</u>	<u>570,187</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	84,517	66,950	66,950
Finance Lease Liability	17	24,869	9,716	9,716
		<u>109,386</u>	<u>76,666</u>	<u>76,666</u>
<b>Net Assets</b>		<u>1,082,458</u>	<u>938,559</u>	<u>931,972</u>
<b>Equity</b>	26	<u>1,082,458</u>	<u>938,559</u>	<u>931,972</u>

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

# Beach Haven Primary School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		880,428	788,289	682,323
Locally Raised Funds		317,551	97,939	221,147
International Students		-	50,000	-
Goods and Services Tax (net)		(26,751)	4,401	4,401
Funds Administered on Behalf of Third Parties		247,133	(42,138)	(48,327)
Payments to Employees		(332,543)	(324,150)	(325,813)
Payments to Suppliers		(490,690)	(516,860)	(443,168)
Cyclical Maintenance Payments in the year		-	(7,507)	(10,514)
Interest Paid		(3,854)	(1,181)	(1,099)
Interest Received		10,572	12,446	16,413
<b>Net cash from Operating Activities</b>		<b>601,846</b>	<b>61,239</b>	<b>95,363</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment		(13,515)	-	(4,386)
Purchase of Property Plant & Equipment		(140,663)	(186,037)	(123,677)
Purchase of Investments		(47,221)	(47,795)	(47,795)
<b>Net cash from Investing Activities</b>		<b>(201,399)</b>	<b>(233,832)</b>	<b>(175,858)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(18,981)	14,852	2,706
Funds Held for Capital Works Projects		(48,085)	172,468	172,468
<b>Net cash from/(to) Financing Activities</b>		<b>(67,066)</b>	<b>187,320</b>	<b>175,174</b>
<b>Net increase in cash and cash equivalents</b>		<b>333,381</b>	<b>14,727</b>	<b>94,679</b>
Cash and cash equivalents at the beginning of the year	9	312,516	255,196	217,837
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>645,897</b>	<b>269,923</b>	<b>312,516</b>

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.

# Beach Haven Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Beach Haven 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

###### *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 13.

### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

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

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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

### **h) Inventories**

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

#### **i) Investments**

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

#### **j) Property, Plant and Equipment**

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3–5 years
Library resources	12.5% Diminishing value

#### **k) Impairment of property, plant, and equipment**

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

#### **Non cash generating assets**

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

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

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

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

#### **l) Accounts Payable**

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

**m) Employee Entitlements**

*Short-term employee entitlements*

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

**n) Revenue Received in Advance**

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

**p) Shared Funds**

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

**q) Provision for Cyclical Maintenance**

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

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

**r) Financial Instruments**

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

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

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2. Government Grants

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	670,532	624,925	567,627
Teachers' Salaries Grants	2,147,230	1,501,364	1,602,063
Use of Land and Buildings Grants	808,251	696,152	788,589
Resource Teachers Learning and Behaviour Grants	92,672	25,000	69,544
Other MoE Grants	117,224	58,872	45,152
	<u>3,835,909</u>	<u>2,906,313</u>	<u>3,072,975</u>

The school has opted in to the donations scheme for this year. Total amount received was \$57,750.

Other MOE Grants total includes additional COVID-19 funding totalling \$55,129 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	42,339	-	66,057
Activities	29,028	26,000	51,305
Trading	13,357	14,500	9,251
Fundraising	68,038	40,500	49,586
Other Revenue	101,537	120,000	141,820
	<u>254,299</u>	<u>201,000</u>	<u>318,019</u>
<b>Expenses</b>			
Activities	45,974	64,000	55,462
Trading	10,139	7,500	8,623
Fundraising (Costs of Raising Funds)	25,128	15,000	19,714
Other Locally Raised Funds Expenditure	113,833	111,400	123,266
	<u>195,074</u>	<u>197,900</u>	<u>207,065</u>
<i>Surplus for the year Locally raised funds</i>	<u>59,225</u>	<u>3,100</u>	<u>110,954</u>

#### 4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	0	5	0
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
International Student Fees	-	50,000	-
<b>Expenses</b>			
Other Expenses	-	28,000	-
	-	28,000	-
<i>Surplus for the year International Students</i>	-	22,000	-

#### 5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	43,644	62,072	62,201
Equipment Repairs	1,817	1,200	2,919
Information and Communication Technology	9,001	9,900	-
Library Resources	3,353	3,100	2,078
Employee Benefits - Salaries	2,336,278	1,642,014	1,813,206
Staff Development	22,876	39,500	32,094
	2,416,969	1,757,786	1,912,498

#### 6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,787	6,787	6,589
Board of Trustees Fees	4,455	4,500	2,310
Board of Trustees Expenses	6,465	8,750	10,117
Communication	4,643	6,550	4,610
Consumables	17,223	18,500	20,177
Other	18,648	24,050	8,566
Employee Benefits - Salaries	138,254	133,500	65,797
Insurance	9,721	8,000	8,999
Service Providers, Contractors and Consultancy	10,333	10,500	13,025
	216,529	221,137	140,190

## 7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	61,456	55,600	12,970
Consultancy and Contract Services	-	-	49,585
Cyclical Maintenance Provision	17,567	6,000	14,507
Grounds	6,904	4,000	2,038
Heat, Light and Water	29,536	32,000	27,788
Rates	114	150	96
Repairs and Maintenance	21,610	29,500	14,550
Use of Land and Buildings	808,251	696,152	788,589
Security	3,172	4,500	2,595
Employee Benefits - Salaries	49,860	52,000	50,873
	<u>998,470</u>	<u>879,902</u>	<u>963,591</u>

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

## 8. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	19,365	16,259	19,804
Furniture and Equipment	37,815	31,734	31,510
Information and Communication Technology	25,111	19,712	37,814
Leased Assets	22,097	6,428	2,249
Library Resources	818	687	5,263
	<u>105,206</u>	<u>74,820</u>	<u>96,640</u>

## 9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	400	450	450
Bank Current Account	645,485	147,117	189,710
Bank Call Account	12	122,356	122,356
Cash and cash equivalents for Statement of Cash Flows	<u>645,897</u>	<u>269,923</u>	<u>312,516</u>

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

Of the \$645,897 Cash and Cash Equivalents, \$124,383 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$645,897 Cash and Cash Equivalents, \$211,748 is held by the School on behalf of the Resource Teaching Learning Behaviour cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

Of the \$645,897 Cash and Cash Equivalents, \$106,910 is held by the School on behalf of the Community of Learning cluster. See note 21 for details of how the funding received for the cluster has been spent in the year.

# 10. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	5,773	66,062	66,062
Interest Receivable	1,017	1,694	1,694
Banking Staffing Underuse	40,465	-	-
Teacher Salaries Grant Receivable	406,100	117,585	117,585
	<u>453,355</u>	<u>185,341</u>	<u>185,341</u>
Receivables from Exchange Transactions	6,790	67,756	67,756
Receivables from Non-Exchange Transactions	446,565	117,585	117,585
	<u>453,355</u>	<u>185,341</u>	<u>185,341</u>

# 11. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,490	720	720
	<u>1,490</u>	<u>720</u>	<u>720</u>

# 12. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	400,000	352,779	352,779
Total Investments	<u>400,000</u>	<u>352,779</u>	<u>352,779</u>

# 13. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	Balance (NBV)	\$	\$	\$	\$	\$
Building Improvements	294,297	-	-	-	(19,365)	274,932
Furniture and Equipment	171,883	66,341	-	-	(37,815)	200,409
Information and Communication Technology	77,111	44,332	-	-	(25,111)	96,332
Leased Assets	26,895	55,940	(13,516)	-	(22,097)	47,222
Library Resources	-	6,548	-	-	(818)	5,730
Balance at 31 December 2020	<u>570,187</u>	<u>173,161</u>	<u>(13,516)</u>	<u>-</u>	<u>(105,206)</u>	<u>624,625</u>

The net carrying value of equipment held under a finance lease is \$47,222 (2019: \$26,895)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	650,864	(375,931)	274,932
Furniture and Equipment	664,909	(464,501)	200,409
Information and Communication Technology	591,780	(495,448)	96,332
Leased Assets	70,460	(23,238)	47,222
Library Resources	44,498	(38,769)	5,730
<b>Balance at 31 December 2020</b>	<b>2,022,511</b>	<b>(1,397,887)</b>	<b>624,625</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	314,102	-	-	-	(19,804)	294,298
Furniture and Equipment	123,393	80,000	-	-	(31,510)	171,883
Information and Communication Technology	84,264	30,661	-	-	(37,814)	77,111
Leased Assets	20,046	13,484	(4,386)	-	(2,249)	26,895
Library Resources	2,985	2,278	-	-	(5,263)	-
<b>Balance at 31 December 2019</b>	<b>544,790</b>	<b>126,423</b>	<b>(4,386)</b>	<b>-</b>	<b>(96,640)</b>	<b>570,187</b>

The net carrying value of equipment held under a finance lease is \$26,895 (2018: \$20,045)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	650,863	(356,566)	294,298
Furniture and Equipment	598,569	(426,686)	171,883
Information and Communication Technology	547,448	(470,337)	77,111
Leased Assets	33,757	(6,862)	26,895
Library Resources	46,350	(46,350)	-
<b>Balance at 31 December 2019</b>	<b>1,876,987</b>	<b>(1,306,801)</b>	<b>570,187</b>

#### 14. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	31,488	47,793	53,793
Accruals	9,971	6,000	-
Banking Staffing Overuse	6,525	-	-
Employee Entitlements - Salaries	406,100	117,585	117,585
Employee Entitlements - Leave Accrual	36,045	31,425	31,425
	<u>490,129</u>	<u>202,803</u>	<u>202,803</u>

Payables for Exchange Transactions	490,129	202,803	202,803
	<u>490,129</u>	<u>202,803</u>	<u>202,803</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other	9,706	554	6,743
	<u>9,706</u>	<u>554</u>	<u>6,743</u>

#### 16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	66,950	66,950	62,957
Increase to the Provision During the Year	17,567	6,000	14,507
Use of the Provision During the Year	-	(6,000)	(10,514)
Provision at the End of the Year	<u>84,517</u>	<u>66,950</u>	<u>66,950</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	84,517	66,950	66,950
	<u>84,517</u>	<u>66,950</u>	<u>66,950</u>

## 17. Finance Lease Liability

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

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
No Later than One Year	29,685	7,888	7,888
Later than One Year and no Later than Five Years	26,482	9,716	9,716
	<u>56,167</u>	<u>17,604</u>	<u>17,604</u>

## 18. 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:

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Barrier Arms	<i>in progress</i>	-	11,152	(65,484)	-	(2,672)
Electrical Upgrade	<i>in progress</i>	23,794	-	(14,686)	-	(10,905)
Wall & Floor	<i>in progress</i>	13,943	58,160	(121,737)	-	(8,649)
Cladding & Joinery	<i>in progress</i>	3,781	-	(16,517)	-	(2,574)
Roofing	<i>in progress</i>	24,360	-	(32,099)	-	(7,739)
ILE Project	<i>in progress</i>	54,929	250,000	(122,386)	-	151,408
Rms 12 & 13 Renovations	<i>in progress</i>	51,661	-	(7,131)	-	(7,131)
Toilet Refurbishment	<i>in progress</i>	-	13,280	(635)	-	12,645
Totals		<u>172,468</u>	<u>332,592</u>	<u>(380,675)</u>	<u>-</u>	<u>124,383</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education

124,383

(124,383)

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Manhole	<i>completed</i>	-	5,258	(5,434)	(176)	-
ILE Project	<i>in progress</i>	-	31,474	(7,680)	-	23,794
Cladding & Joinery	<i>in progress</i>	-	15,081	(1,138)	-	13,943
Electrical Upgrade	<i>in progress</i>	-	64,436	(60,655)	-	3,781
Roofing Project	<i>in progress</i>	-	25,246	(886)	-	24,360
Wall & Floor	<i>in progress</i>	-	85,500	(30,571)	-	54,929
Barrier Arms	<i>in progress</i>	-	56,834	(5,174)	-	51,661
Totals		<u>-</u>	<u>283,829</u>	<u>(111,538)</u>	<u>(176)</u>	<u>172,468</u>

## 19. Funds for RTLB Services

Beach Haven Primary School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2020 Actual \$	2020 (Unaudited) \$	2019 Actual \$
Transfer from previous Fundholder	226,369	226,369	-
<b>Revenue</b>			
Teachers' Salary Grant	2,416,148	2,416,148	-
Administration Grant	89,031	89,031	-
Learning Support Funding	158,011	158,011	-
Travel Grant	101,233	101,233	-
Other Revenue	3,592	3,592	-
	<b>2,768,015</b>	<b>2,768,015</b>	<b>-</b>
Total funds available	<b>2,994,384</b>	<b>2,994,384</b>	<b>-</b>
<b>Expenses</b>			
Employee Benefit - Salaries	2,416,148	2,416,148	-
Administration	85,558	85,558	-
Learning Support	206,196	206,196	-
Travel	25,623	25,623	-
Other Expenses	49,111	49,111	-
	<b>2,782,636</b>	<b>2,782,636</b>	<b>-</b>
Funds Held at Year End	<b>211,748</b>	<b>211,748</b>	<b>-</b>
<b>Current Assets</b>			
Cash at bank	211,748	-	-
<b>Non Current Assets</b>			
Property Plant and Equipment	49,228	-	-
<b>Equity</b>	<b>260,976</b>	<b>-</b>	<b>-</b>

Funds totalling [\$226,369] as per above were transferred to Beach Haven Primary School from previous RTLB fundholding schools.

## 20. Funds Held on Behalf of The Hippy Program

Beach Haven Primary School is the lead school and holds funds on behalf of the the Great Potentials for the Hippy Program.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at Beginning of the Year	26,304	26,304	74,631
<b>Revenue</b>			
Other Revenue	-	-	87,177
Total Funds Available	<b>26,304</b>	<b>26,304</b>	<b>161,808</b>
<b>Expenses</b>			
Employee Benefit - Salaries	-	-	101,646
Administration	55	-	27,658
Funds paid to Foundation	31,005	-	6,200
Funds Spent at Year End	<b>(4,756)</b>	<b>26,304</b>	<b>26,304</b>

## 21. Funds Held on Behalf of The Community Of Learning Cluster

Beach Haven Primary School is the lead school and holds funds on behalf of the the Community of Learning Cluster.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at Beginning of the Year	6,189	6,189	6,189
<i>Revenue</i>			
MOE Grant	13,831	40,000	-
MOE Induction & Network Grant	1,400	4,227	-
MOE Travel Leadership Grant	6,818	8,136	-
MOE Other Grants	96,280	-	-
<b>Total Funds Available</b>	<b>118,329</b>	<b>58,552</b>	<b>6,189</b>
<i>Expenses</i>			
Cluster General Expenses	14,787	40,000	-
Cluster Expenses	2,821	12,363	-
		-	
<b>Funds Carried forward at Year End</b>	<b>106,910</b>	<b>12,378</b>	<b>6,189</b>

## 22. 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.

John Thompson (husband of the Principal) provided the school with ICT Services. During the year the School contracted Techno Industries Limited to maintain and service the School's computer hardware and software. The total value of all transactions for the year were \$6,205 (2019: \$5,723) and no amount is outstanding at balance date (2018:nil). Because this amount is less than \$25,000 for the year the contract does not require Ministry conflict of interest approval under section 103 of the Education Act 1989.

Lester Dallow (Father of the Board Member Anoushka Dallow) was employed by the School as Caretaker. Mr Dallow was paid in accordance with the Caretakers and Groundsperson award.

## 23. Remuneration

### *Key management personnel compensation*

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,455	2,310
Full-time equivalent members	0.14	0
<i>Leadership Team</i>		
Remuneration	414,533	446,347
Full-time equivalent members	3	4
Total key management personnel remuneration	418,988	448,657
Total full-time equivalent personnel	3.14	4.14

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

### *Principal*

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-190	160-170
Benefits and Other Emoluments	0-3	0-3
Termination Benefits	-	-

### *Other Employees*

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	1.00	1.00
120-130	1.00	0.00
	2.00	1.00

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

## 24. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

### *Holidays Act Compliance – schools payroll*

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 25. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) \$31,474 contract to have the ILE Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$281,474 has been received of which \$130,066 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$43,500 contract for Cladding & Joinery project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$15,081 has been received of which \$17,655 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) \$83,000 contract for Electrical Upgrade project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$64,436 has been received of which \$75,341 has been spent on the project to balance date. This project has been approved by the Ministry.

(d) \$28,052 contract for Roofing project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$25,246 has been received of which \$32,985 has been spent on the project to balance date. This project has been approved by the Ministry.

(e) \$95,000 contract for Wall & Floor covering project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$143,660 has been received of which \$143,308 has been spent on the project to balance date. This project has been approved by the Ministry.

(f) \$56,834 contract for Security Upgrade project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$67,786 has been received of which \$70,658 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$172,468)

## (b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts.  
(31 December 2019: nil)

## 26. Managing Capital

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

## 27. 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

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Cash and Cash Equivalents	645,897	269,923	312,516
Receivables	453,355	185,341	185,341
Investments - Term Deposits	400,000	352,779	352,779
Total Financial assets measured at amortised cost	<u>1,499,252</u>	<u>808,043</u>	<u>850,636</u>

### Financial liabilities measured at amortised cost

Payables	490,129	202,803	202,803
Finance Leases	51,078	17,604	17,604
Total Financial Liabilities Measured at Amortised Cost	<u>541,207</u>	<u>220,407</u>	<u>220,407</u>

## 28. Events After Balance Date

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

## 29. Comparatives

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

# Principals Report to Beach Haven Board of Trustees

## End of Year Data 2020

### Analysis of Variance

### Presented Feb 2021

## Summary Page:

### Things to Note Strategic Plan Goals:

#### **Successes and Actions of Note:**

##### **Digital Improvement Team:**

- Delivery of PD - Digital curriculum was well received by both staff and students.
- During lockdowns there were huge learnings around the use of digital technologies for both teachers, students and parents.
- Seesaw usage improved particularly over lockdowns.
- SEESAW and other digital platforms such as Facebook, the school website, email text and Google classroom were used successfully for communications with whanau.
- 90 new laptops purchased so that year 3 students are now also 1:1.
- CRT Time used for Digital Curriculum introduction in Years 1-3 for Terms 3 and 4.

##### **Community Improvement Team:**

- The first year of our Excellence awards lunch celebrations were a great success. Even during COVID we managed to have 4 successful lunch celebrations. All of the teachers joined the children for one of the lunches and we were able to finally have 1 family member per child join us for Term 4.
- We have continued to liaise with FOTS.
- It was great to end the year on a high following the ongoing disruptions COVID had on gatherings. Art, Craft and Kai was hugely successful. The children enjoyed the only disco we could have for the year and it was wonderful to see the community coming together for Christmas in the Haven.
- We have developed a strong relationship with the BeachHaven Community House. This has allowed us to deliver 3 food boxes to families who are in need of some extra support.

##### **Curriculum Improvement Team:**

- Discussions and attempt to implement a trial run of a 2 year curriculum.
- Looking at reworking the Inquiry posters with wording both teachers and students can use to form a common language.
- Collection of student voice in regards to the Key Competences and School Values. Looking at how the children view these when talking about learning.
- Discussion and notes around how curriculum and Reggio fit together and how the inquiry model can be used to underpin this.

##### **LST:**

- In Term 4 we created Literacy Support Groups that worked with a TA 5 mornings a week. (TA was supported by Jenni-LST). Our target group was a group of Year 2 students that were selected based on data and teacher judgements. In total, there were 20 children who were then divided into 4 groups. Assessments were completed pre and post intervention with some really exciting results.
- <https://docs.google.com/document/d/1s3tgt1nCXdbQ3vRN59x2xVLbarwvOH1T8oE-3K-5sGA/edit>

- MST:** Acceleration Program was started for Year 3 students in Term 4, with TA working 5 mornings a week. Monday to Thursday was a withdrawal group and on Fridays TA provided in class support working with teachers. Students were selected on the basis of data. There were 22 students divided into 4 groups. Pre and post assessments were done. This programme helped to students to gain confidence in their Mathematical abilities and showed progress in their learning.

**KM/PST:**

- Improved partnerships with whānau across the school.
- Samoan Language group is back up and running with Emi.
- Continued improved processes for CRRP across the school.
- Sarah was released in Term 4 to work alongside teachers to support Maori/PI learners.
- Working closer with ESOL teacher was good to help gather ideas for some staff on ways to help our ESOL students.

**RST:**

- 11 staff attend REANZ 2 part workshop.
- Staff that attended REANZ workshop received wonderful feedback from the REANZ Trustees as to their work and Reggio Emilia journey, and asked if they would share a statement for their website and to share at another REANZ workshop.
- Many staff linked their provocation to the Art Auction and share the process and learning through the children's Art

**KAHUI AKO:****WSL**

- Focus on cultural wellbeing, aligning that with our current CAP interventions with plans to execute these within the school in 2021.
- Trialled elements of cultural well being in my classroom with success for students wellbeing and academic achievement.
- Worked with some teachers who aligned practise with CAP interventions.
- Focus on Pasfika wellbeing and how this can lead to academic achievement.
- Work with Brian and Jean.

**ASL**

- Visited all schools and ECE's to begin the year. Introduced ourselves to staff in an informal way. Revisited post lockdown/s to offer support and service in any way that we were able to. (This included 10 ECE, 4 primary, the Intermediate and College)
- Throughout the year we maintained contact and have developed some strong relationships.
- Year 6 teachers from each Primary within the Kahui Ako were released by ASL to visit the Intermediate and observe the new approach to teaching and learning that they have adopted at BIS
- ECE/Junior school hui was held and connections were made across the sectors.

**Leader**

- Despite all the Covid disruption, our ASL and WSL teams managed to undertake inquiries and share these back with the Cluster at the end of the year
- URF funding was applied for and received to support attendance and engagement in 2021, to support schools
- Funding for Wellbeing Support was applied for and received that allowed the WSL/ASL/ECE to meet to look at and unpack Cultural Wellbeing
- PLD hours we're sought and gained to allow the schools and ECE/ELC to receive leadership support - this continues in 2021
- Covid meant that our goals around Future Focussed learning became a reality in ways that could never be anticipated, catapulting educational delivery in this area far faster than expected and in a real time context - much learning was garnered which will help all teachers with Future Focussed delivery

**Where to next:****Focus Area for 2021****Digital Improvement Team:**

- New split roles for Digital Leadership to be confirmed and job descriptions identified.
- More personalised PD for staff around more meaningful use of tech. Model classes to be used as exemplars.
- Finishing PD contract on Digital Curriculum.
- Formalising our own version of what each area of the Digital curriculum 'looks like' for BHS.
- Developing a 'Digital Hub' for staff to access ideas and resources around the implementation of the Digital Curriculum.

- Student groups to focus on digital creation to be developed throughout 2021.

#### **Community Improvement Team:**

- The term excellence awards lunches will continue this year.
- Continue to liaise with FOTS about fundraising opportunities/events
- Continue to support the Curriculum and Digital improvement teams.
- Continue to build our relationship with the Community House.
- Explore ways to build relationships with our Kahui Ako cluster with a focus on the ECE members.

#### **Curriculum Improvement Team:**

- Aligning our current inquiry process with Reggio Emilia.
- Bringing our school values back to the forefront.
- Continuing work started in 2020 to ensure that all areas of the curriculum are being met through provocations and inquiry teaching.
- Inclusion of CRRP into curriculum delivery.

#### **LST:**

- Literacy Support Groups will continue with another 20 children from Year 2
- ALL staff have a copy of Joy Allcock's Switched Onto Spelling book. This will be the programme that we will use to teach phonics and spelling consistently across the school.
- Literacy expectations have been shared explicitly with staff and have been updated in the BHPS Handbook
- The Ministry of Education is launching a new Phonics Plus Programme that will be supported by Ready to Read texts. Beach Haven has applied to be a part of some PLD around this and will find out next week if our application was successful. Jenni - LST, will lead this if successful.

#### **MST:**

- DMIC PD for the teachers, This PD will be covered over 3 Years providing opportunities teachers and students to develop mathematical thinking skills.
- Continued use of Calendar Maths ( it is called by different names over the school) to build up knowledge and skills in Maths.
- Acceleration Groups to be continued in Term 1 and Term 2.
- Continue with using REAL and AUTHENTIC problems in the Problem Solving Approach
- Using data as starting point to evaluate the needs of specific students
- Maths club will be run four days a week at lunchtimes to support students.
- Maths workshops for Whanau to be continued this year.

#### **KM/PST:**

- Teachers to deepen their understanding of Pasifika and Māori acceleration techniques.
- Identify at risk students early and work alongside staff and whānau to find areas to assist.
- Work with SLT to address truancy risk for many at risk Māori/PI students.
- Intertwine CRRP practises into our Curriculum Plan
- Samoan Language group - Emi. See if this can run alongside the program at the intermediate.
- Consistent teaching of Te Reo Māori across the school.
- Cultural leadership group to get off the ground to help with student agency.

#### **RST:**

- Work alongside Curriculum Team Leader and team to weave The Reggio Emilia Approach and NZC and Te Whāriki
- Support new Staff to Beachhaven School on Beachhavens Reggio Emilia Approach
- Ongoing support to all staff
- For children and teachers to see themselves as Kairangahau (Researchers) for this to become a Reggio Emilia language throughout the school

#### **KAHUI AKO:**

##### **WSL**

- Using aligned Cultural wellbeing and Tier 1 and 2 interventions across the school using student voice, teacher voice and achievement as guide for success. .
- Working with Teachers to support them in implementing these.
- Seeing what elements we can include in our school from other school in the Kahui Ako

##### **ASL**

- Jenni will focus on the continued development of relationships and transitions between ECE and school
- As a result of the hui, it was decided that creating a 'common language' between sectors would help assist with transitions. A focus group will be created to work on this and once developed, will be shared and open for discussion before launching a trial
- ECE teachers have voiced a strong desire to connect further with Primary schools, particularly with junior school teachers. An idea was floated in regards to organising a ECE/Junior school 'conference' within our Kahui Ako. This would utilise the strengths within our community with keynote speakers and breakout sessions run by our teachers

**Leader**

- 2021 will be about continuing the KA journey started (and interrupted) in 2020, supporting new WSL and working to achieve the aims and goals set within the Achievement Challenges

**Things to Note - Operational Strategic Plan:**

**Successes and Actions of Note:**

- Response to Covid Lockdowns and various Alert Levels - by Admin, SLT, Staff and SLT, aided by support from our BoT
- Successful Transition of the RTLB service to BHPS (during the first lockdown)
- Traction on property works (securing Modular classrooms for 2021, start of ILE upgrade to Rs 6,7 9)
- Managing roll growth
- Supporting staff during Covid disruptions and focussing on the important elements of Wellbeing
- Applying for and receiving funds for accelerating students impacted by Covid disruptions

**Where to next:**

- Continued planning and strategic thinking for further Covid disruptions
- Continued accelerated learning support (from 2020 URF) for T1 and T2
- Ensuring there is sufficient property to meet the demands of a growing roll
- Supporting RTLB

**Things to Note - Annual Plan Targets:**

**Successes and Actions of Note:**

- See Team analysis below


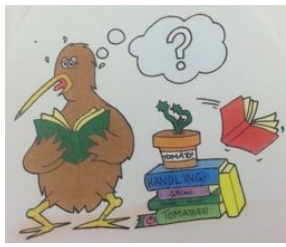


**Where to next:**

- See Team analysis below

**Things to note from report: General:**

- See below

**Report on Strategic Plan Goals:**

<b>Bring It</b>	<b>Handle It</b>	<b>Process It</b>	<b>Share It</b>
			

Goal Area:	Initiative:	UPDATE - End of Year:
<b>Achievement:</b> To raise the Achievement of New Zealand Curriculum for all students and to monitor ongoing progress.	<b>Students</b> NS, accelerated progress, targets <b>Staff</b> Coaching, TA funding, Problem solving Math, CAP, collaboration, Alim/MST <b>Community</b> reporting to BOT, review	<b>Successes and Actions of Note:</b> - See report <b>Where to next:</b> - Resetting processes and systems that we're disrupted from Covid in 2020, these include: Coaching, Mentoring, LTF, etc - DMIC (Developing Mathematical Inquiring Communities) - Continued LST/MST support - Continued Acceleration Support
<b>Curriculum Improvement Team:</b> <i>To effectively deliver the New Zealand Education Curriculum, refining the implementation of our BHPS inquiry</i>	<b>Students</b> Student voice, learning journeys <b>Staff</b> Embedding inquiry, values <b>Community</b> reporting to parents, consultation	<b>Successes and Actions of Note:</b> <ul style="list-style-type: none"> <li>- Trial group started with collaborative planning at the beginning of the year.</li> <li>- Discussion regarding Reggio and how inquiry can support this.</li> <li>- Drafted kids speak inquiry posters.</li> </ul> <b>Where to next:</b> <ul style="list-style-type: none"> <li>- Revamp and continuation of the 2 yearly plan and how this might be better implemented so that voice, choice and agency of teachers can still be at the forefront and more cohesive coverage of the curriculum can be achieved.</li> <li>- Bringing why KC's are important back and making the why this is important explicitly taught is not just a word for our students.</li> <li>- Focus on the school Values, with explicit teaching of each and what it looks like for students.</li> <li>- Roll out of the newly worded inquiry posters.</li> <li>- Slides/documents of non core areas pulling apart AO's so New Learning and Remember to's are explicit and clarified for teachers.</li> </ul>
<b>Digital Improvement Team:</b> <i>To provide technology resources to support the development of E Learning</i>	<b>Students</b> digital contract - acceleration <b>Staff</b> IT plan Digital portfolios <b>Community</b> communication with parents (blogs?)	<b>Successes and Actions of Note:</b> <ul style="list-style-type: none"> <li>• Delivery of PD - Digital curriculum was well received by both staff and students.</li> <li>• During lockdowns there were huge learnings around the use of digital technologies for both teachers, students and parents.</li> <li>• Seesaw usage improved particularly over lockdowns.</li> <li>• SEESAW and other digital platforms such as Facebook, the school website, email text and Google classroom were used successfully for communications with whanau.</li> <li>• 90 new laptops purchased so that year 3 students are now also 1:1.</li> <li>• CRT Time used for Digital Curriculum introduction in Years 1-3 for Terms 3 and 4.</li> </ul> <b>Where to next:</b> <ul style="list-style-type: none"> <li>• New split roles for Digital Leadership to be confirmed and job descriptions identified.</li> <li>• More personalised PD for staff around more meaningful use of tech. Model classes to be used as exemplars.</li> <li>• Finishing PD contract on Digital Curriculum.</li> <li>• Formalising our own version of what each area of the Digital curriculum 'looks like' for BHS.</li> </ul>

		<ul style="list-style-type: none"> <li>Developing a 'Digital Hub' for staff to access ideas and resources around the implementation of the Digital Curriculum.</li> <li>Student groups to focus on digital creation to be developed throughout 2021.</li> </ul>
<p><b>Community Improvement Team:</b>  <i>To improve the communication systems of the school and increase participation and partnerships of families in school life and to build on our school's Enviroschools Programme</i></p>	<p><b>Students</b>  student partnerships/voice &amp; agency  <b>Staff</b>  Envio Ed review  <b>Community</b>  Reporting to parents formats, reading together</p>	<p><b><u>Successes and Actions of Note:</u></b></p> <ul style="list-style-type: none"> <li>The first year of our Excellence awards lunch celebrations were a great success. Even during COVID we managed to have 4 successful lunch celebrations. All of the teachers joined the children for one of the lunches and we were able to finally have 1 family member per child join us for Term 4.</li> <li>We have continued to liaise with FOTS.</li> <li>It was great to end the year on a high following the ongoing disruptions COVID had on gatherings. Art, Craft and Kai was hugely successful. The children enjoyed the only disco we could have for the year and it was wonderful to see the community coming together for Christmas in the Haven.</li> <li>We have developed a strong relationship with the BeachHaven Community House. This has allowed us to deliver 3 food boxes to families who are in need of some extra support.</li> </ul> <p><b><u>Where to next:</u></b></p> <ul style="list-style-type: none"> <li>The term excellence awards lunches will continue this year.</li> <li>Continue to liaise with FOTS about fundraising opportunities/events</li> <li>Continue to support the Curriculum and Digital improvement teams.</li> <li>Explore ways to build relationships with our Kahui Ako cluster with a focus on the ECE members.</li> <li>Continue to build on our relationship with the BeachHaven Community House .</li> </ul>
<p><b>KMST:</b>  <b>Kaupapa Māori</b> <i>To monitor and improve progress and achievement of Maori Students.</i></p> <p><b>Pasifika Support Teacher (PST)</b>  <i>To strengthen and provide a strong foundation of Pasifika education at BHPS, and improve progress and achievement for Pasifika students.</i></p>	<p><b>Students</b>  Student achievement, whanau student grp  <b>Staff</b>  Oral language/esol  <b>Community</b>  communication with whanau and families /engagement</p>	<p><b><u>Successes and Actions of Note:</u></b></p> <ul style="list-style-type: none"> <li>- Improved partnerships with whānau across the school.</li> <li>- Samoan Language group is back up and running with Emi.</li> <li>- Continued improved processes for CRRP across the school.</li> <li>- Staff are more confident in using techniques to accelerate learning.</li> <li>- Using different platforms of communication has been good to stay in contact with some harder to reach whānau.</li> <li>- Working closer with ESOL teacher was good to help gather ideas for some staff on ways to help our ESOL students.</li> </ul> <p><b><u>Where to next:</u></b></p> <ul style="list-style-type: none"> <li>- Continue development for teachers around Pasifika teaching pedagogies so that we can assist our Pasifika student to achieve in all area.</li> <li>- Work with Māori and Pasifika whānau regularly in a variety of different forums to get their knowledge, ideas and support.</li> </ul>



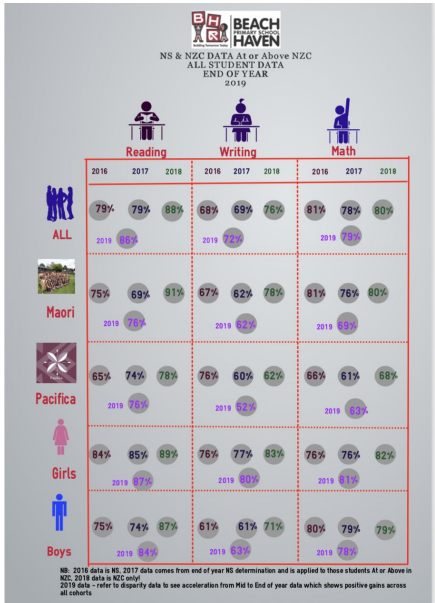
	ASL	<ul style="list-style-type: none"> <li>• Worked with some teachers who aligned practise with CAP interventions.</li> <li>• Focus on Pasfika wellbeing and how this can lead to academic achievement.</li> <li>• Work with Brian and Jean.</li> </ul> <p><b>Where to next:</b></p> <ul style="list-style-type: none"> <li>• Using aligned Cultural wellbeing and Tier 1 and 2 interventions across the school.</li> <li>• Working with Teachers to support them in implementing these.</li> <li>• Seeing what elements we can include in our school from other school in the Kahui Ako</li> </ul> <p><b>Successes and Actions of Note:</b></p> <p><b>Where to next:</b></p>
<b>Resources:</b> <i>To improve the physical environment of our school and to attract, develop and maintain high calibre staff.</i>	<b>Students</b> <b>Staff</b> <b>Community</b>	Please refer Personnel and Finance section

### Report on Operational Strategic Planning Section:

Goal Area:	Initiative:	UPDATE - End of Year:
<b>Nag 2: Documentation And Self-Review</b>	Board Review Curriculum Review Strategic/Ann Plan Reporting Policies	<p><b>Successes and Actions of Note:</b></p> <ul style="list-style-type: none"> <li>- The EEO report</li> <li>- Ongoing review of how successful the strategies employed during the Lockdowns and various Alert Levels were (this formed the majority of 2020 Self Review)</li> <li>- Ongoing reporting via Pr Report</li> </ul> <p><b>Where to next:</b></p> <ul style="list-style-type: none"> <li>- End of year Consultation was unable to take place and each session set down for the BoT with Anaru had to be cancelled - it will be an area of focus for 2021 with a full Charter and Strategic Review</li> </ul>
<b>Nag 3: Personnel</b>	Staffing Professional Development Appraisal Coaching	<p><b>Successes and Actions of Note:</b></p> <ul style="list-style-type: none"> <li>- Our teaching and support staff, especially those who taught onsite in our bubbles, did an outstanding job supporting the community and our students during a very unusual year</li> <li>- Several of our processes were significantly disrupted over the year</li> </ul> <p><b>Where to next:</b></p> <ul style="list-style-type: none"> <li>- A reset of processes such as coaching</li> <li>- An alignment of the Appraisal process to meet new Teachers Council Professional Growth Cycle requirements</li> </ul>
<b>Nag 4: Finance &amp; Property</b>	Budget  Property	<p><b>Successes and Actions of Note:</b></p> <ul style="list-style-type: none"> <li>- Achieving budget goals despite the Covid disruptions and no international students</li> <li>- Modular classrooms agreed to by moe</li> </ul> <p><b>Where to next:</b></p>

		<ul style="list-style-type: none"> <li>- Monitor roll growth and associated risks to budget and property</li> </ul>
<b>Nag 5: Health and Safety</b>	Fire Drill Risk Management Other	<b>Successes and Actions of Note:</b> <ul style="list-style-type: none"> <li>- Despite Covid disruptions we were able to have appropriate drills</li> <li>- our risk management for Covid was solid and well delivered</li> </ul> <b>Where to next:</b> <ul style="list-style-type: none"> <li>- Plan and implement processes as appropriate</li> </ul>
<b>Nag 6: Legislation</b>	Administration After School Programme Other: Key Issues in Education:	<b>Successes and Actions of Note:</b> <ul style="list-style-type: none"> <li>- Keeping the bot up to date with new MoE changes</li> <li>- Bringing the RTLb on</li> </ul> <b>Where to next:</b> <ul style="list-style-type: none"> <li>- Continue to keep abreast of MOE changes</li> <li>- Continue to support RTLb</li> </ul>

## Target Action Plan Whole School 2020

<b>Strategic Goal/Link:</b>  <i>All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.</i>	<b>Target Area:</b> Curriculum Area: Reading, Writing, Maths Reporting: To MOE March 1 <sup>st</sup> , Mid year report to BOT, End of Yr AOV
<b>Annual Targets:</b> <i>To lift and accelerate student achievement for <b>all</b> students identified as below the NZC in Math's, Writing and Reading (Specifically Years 3 and 5) to At or above expected levels as assessed against the NZC, by the end of the year.</i>  <i>To lift and accelerate student achievement for all <b>Maori</b> students identified as below the NZC for Math., Reading and Writing to at or above expected levels as assessed against the NZC, by the end of the year.</i>  <i>To lift and accelerate student achievement for all <b>Pasifika</b> students identified as below in the NZC for Math, Reading and Writing at or above expected levels as assessed against the NZC, by the end of the year.</i>  <i>The progress of all learners with special education needs will continue to be regularly monitored against individual and group education plans in relation to NZC and</i>	<b>Student Target Group:</b> Gender: All Boys Girls Ethnicity: All Māori Pasifika/SN Level: All Yr1 Yr2 Yr3 Yr4 Yr5 Yr6
	<b>Historical Position 201 (NS data based):</b>   <p><b>Please NB: Below and Well Below are included – full analysis is available on request and includes breakdowns of why shifts have occurred, and includes data on Maori/Pasifika/Gender.</b></p> <p><b>In addition, this data includes a large percentage of students who are funded for ESOL/Special Needs/ORS. Full understanding of student achievement must take into account the significant variables across the school – see Analysis of Variance for Target Students, and full data reporting</b></p>

reported to parents, families and Whanau and the board.

Students achieving **At** will be accelerated to **Above**.

KA - Support, and lead, the development of the T1 - 3 Tiers of Intervention for all areas of Wellbeing

**PLEASE NB: These are our BHP's Annual OVERALL targets – these are further refined and broken down into sub targets under each syndicate area, based on data analysis and student needs.**

#### END OF YEAR: **WHOLE SCHOOL DATA: Target Students Only**

##### **Analysis:**

All students in Year 2-6 Below or Well Below from start of the year (does not include new student who have arrived during the year)

##### **Improvements:**

In Reading there were 59 improvements. 28 Girls and 31 Boys. 25 Maori and 9 Pasifika.  
In Writing there were 88 improvements - 40 Girls and 48 Boys - 30 Maori and 23 Pasifika.  
In Maths there were 88 improvements - 50 Girls and 38 Boys - 26 Maori and 20 Pasifika.

##### **Slippage:**

Reading 1 student 1 Girls and 0 Boys. 1 Maori and 0 Pasifika.  
Writing 2 students 1 Girls and 1 Boys. 1 Maori and 1 Pasifika.  
Maths 7 students 2 Girls and 5 Boys. 2 Maori and 1 Pasifika.

##### **Students who stayed the same:**

Reading 48 students 21 Girls and 27 Boys. 15 Maori and 11 Pasifika.  
Writing 80 students 37 Girls and 43 Boys. 29 Maori and 15 Pasifika.  
Maths 65 students 34 Girls and 31 Boys. 23 Maori and 18 Pasifika.

##### **New to below:**

Reading 1 students  
Writing 1 students  
Maths 4 students

##### **New or left BHPS 2020 (but not NE)**

There were around 116 students that were different to the beginning of the year, but not NE. This level of transience (students who come and go) has an impact on our data. In addition we had 81 NE students enrol in 2020.

### Other: Disparity findings

See below

### Where to next:

See below

**The Following Graph is to assist in understanding where students are assessed in relation to the NZC**

Expected levels of progress through <i>The New Zealand Curriculum</i> incorporating curriculum levels and National Standards																
Year	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8	
Point in the year	First 1/2 of year	After 1 year at school	First 1/2 of year	After 2 years at school	First 1/2 of year	After 3 years at school	First 1/2 of year	At the end of year 4	First 1/2 of year	At the end of year 5	First 1/2 of year	At the end of year 6	First 1/2 of year	At the end of year 7	First 1/2 of year	At the end of year 8
	Early Level 1 (towards L1)		Level 1		Early Level 2 (towards L2)		Level 2		Early Level 3 (towards L3)		Level 3		Early Level 4 (towards L4)		Level 4	
L6																
L5																
L4																
L3																
L2																
L1																
	Progress	After 1 yr	Progress	After 2 yrs	Progress	After 3 yrs	Progress	End of yr 4	Progress	End of yr 5	Progress	End of yr 6	Progress	End of yr 7	Progress	End of yr 8

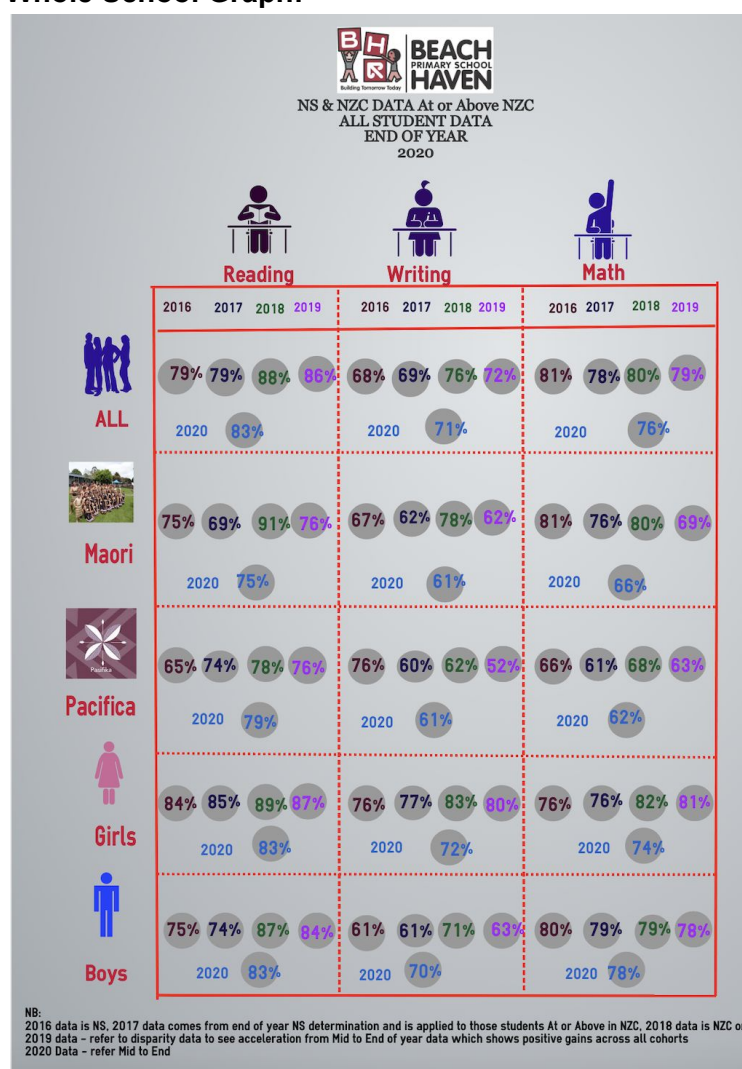
NS	L1 NZC	L2 NZC	L3 NZC
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Level One of the New Zealand Curriculum (NZC) equates roughly to Year 1 and 2 of NS, Level Two of the NZC equates roughly to Years 3, 4 of the NS, and Level Three equates roughly to Year 5 and 6.

## Whole School Data: End of Year 2020

### Whole School

#### Whole School Graph:



#### FROM MID YEAR 2020 Data: (Summary Whole School)

	ALL	Maori	Pasifika	Girls	Boys
Reading	71%	63%	63%	73%	70%
Writing	55%	45%	33%	57%	53%
Maths	60%	54%	37%	53%	66%

### Commentary:

#### In comparison to previous years EOY data:

It is important to preface the following with the cautionary tale that students missed a significant amount of face to face learning during 2020, so to compare previous years data with a Covid Disruption year is not comparing a usual school year of learning data with the reality of 2020. On the surface - data dropped across all domains (when compared with EOY 2019) except for Pasifika Reading and Writing, and Boys Writing.

#### EOY

##### In comparison to Mid Year

There were significant improvements since our Mid Year data, across all areas.

#### Reading:

Steady progress was made in all areas for Reading. The average improvement since Mid year was between %10 and 16%.

#### Writing:

All students across all areas of Writing made gains from the Mid Year data Improvements ranged from 15% to 28% from mid year.

#### Maths:

Achievement improved across all areas. Improvements from 12% to 25%.

#### Of Note:

##### Reading

A 16% improvement for our Pasifika students occurred in comparison to our mid year data.

##### Writing

Data shows that all groups made gains across Writing, with the smallest gain (15%) with our girls and our most significant gains (28% improvement) with our Pasifika students.

##### Maths

The most significant improvements came with our pasifika students who showed an 25% increase in math attainment since mid year. Across the school, all

				students showed improvements with a 12% increase, Maori 12%, boys 12% and girls 21%. <b>A success of note is the improvements...</b> Since <u>mid year</u> in ALL domains. Please see commentary below in what can be attributed to this increase in data across the school since Mid Year. <i>NB There is no doubt that loss of learning in the first half of the year resulted in significant drops in data - acceleration support from the URF monies assisted students in T4 and will continue to support students in terms 1 and 2 of 2021.</i>
<b>Gender:</b>				<b>Commentary:</b>
<b>Gender:</b> <b>Reading:</b>				It is important to note that for L1 of the NZC the data includes ALL year one students who have been designated as AT, because in their first year of schooling they can not be considered well below as they have not been at school long enough. However, we do believe some of these students are unlikely to meet L1 benchmarks after their first year of school. <b>Reading:</b> There is 20% of the student cohort who have not met the achievement expectations for Level Two. This is even between boys and girls. At L1 attainment is more even between boys and girls. L3 girls are achieving slightly higher <b>Writing:</b> There are 23% of boys in L2 presenting as below or well below and 19% in L3. Girls in L2 and L3 also have a high percentage Below or Well Below <b>Maths:</b> In all levels of the NZC, there are more Boys At or Above, than girls, which is a change from previous years.  <b>In comparison to 2019 data:</b> Previous years our overall data for girls and boys shows higher levels of attainment (15% had not met L2 Achievement levels in 2019 for Reading, however shifts in Writing since last year show improvement in the year 5 and 6 cohort - with 39% B or WB in 2019). Shifts have occurred within Maths with Boys shifting ahead of Girls - which was not the case in 2019). Two factors to consider are the increases in Roll and the Covid interruptions, when looking at this data.
READING	L1 NZC	L2 NZC	L3 NZC	
Male - Ab and At	47%	42%	40%	
Below and WB	6%	10%	12%	
Female - Ab and At	40%	38%	40%	
Below and WB	7%	10%	8%	
<b>Writing:</b>				
WRITING	L1 NZC	L2 NZC	L3 NZC	
Male - Ab and At	46%	29%	33%	
Below and WB	7%	23%	19%	
Female - Ab and At	38%	32%	33%	
Below and WB	9%	16%	15%	
<b>Maths:</b>				
MATHS	L1 NZC	L2 NZC	L3 NZC	
Male - Ab and At	50%	39%	31%	
Below and WB	3%	13%	21%	
Female - Ab and At	44%	32%	29%	
Below and WB	3%	16%	19%	
<b>Ethnicity:</b>				<b>Commentary:</b>
<b>Ethnicity:</b> <b>Reading:</b>				<b>Reading:</b> Maori students in L2 and 3 have more students WB or B compared to Pasifika and NZE. This is  <b>Writing:</b> At L3 there was improvement for NZE students in the B and WB areas to At/Ab in comparison to 2019,
READING	L1 NZC	L2 NZC	L3 NZC	
Maori - Ab and At	25%	26%	30%	

Below and WB	3%	12%	12%
Pasifika - Ab and At	8%	13%	21%
Below and WB	3%	2%	6%
NZE - Ab and At	54%	40%	31%
Below and WB	7%	7%	0%

## Writing:

WRITING	L1 NZC	L2 NZC	L3 NZC
Maori - Ab and At	24%	18%	23%
Below and WB	4%	21%	19%
Pasifika - Ab and At	8%	9%	15%
Below and WB	3%	5%	12%
NZE - Ab and At	54%	34%	27%
Below and WB	7%	13%	4%

## Maths:

MATHS	L1 NZC	L2 NZC	L3 NZC
Maori - Ab and At	28%	20%	24%
Below and WB	8%	19%	18%
Pasifika - Ab and At	9%	9%	13%
Below and WB	2%	5%	12%
NZE - Ab and At	57%	41%	23%
Below and WB	31%	6%	8%

however, the data shows most Maori students A or Ab. L3 has more Maori and Pasifika represented in the B or WB area than NZE.

### Maths:

NZE in L1 has a high percentage of students B or WB in comparison with Maori and Pasifika students. Maori students in L2 and 3 show similar percentages for Ab and At .

### In comparison to:

2019 there were less Maori students B for Reading in L2/3. Pasifika students in L2/3 improved in 2020 compared to 2019. Conversely NZE are more represented in B/WB than in 2019. Math showed the most gains from 2019, except for Maori students in L1/2, compared to 2019 data in B/WB - however there are more Maori students At or Ab in 2020. It is important to factor in the roll increase over the year and the Covid interruptions.

## Disparity Data:

## Commentary:

## Reading:

READING		2020 EOY	2020 MOY
Y4 Ab and At	+5%	100%	95%
B and WB	+5%	0%	5%
Y5 Ab and At	+21%	88%	67%
B and WB	+20%	13%	33%
Y6 Ab and At	+4%	92%	88%
B and WB	+5%	8%	13%

### Reading:

Improvements can be seen from Mid Year Data to end of year Data in all Levels of Reading, in particular Y5.

### Writing:

Significant improvements can be seen in Y4 and Y5 from mid year to end of year. Y6 cohort is a concern as there were no changes.

### Maths:

The Y5 cohort were a concern in 2019 but there has been a significant increase in achievement. The Year 4 cohort will be one to watch as they are sitting at 89% Ab or At going into 2021.

### In comparison to...(Mid Year)

What is of note is the great gains in acceleration for students in all areas - the green percentage shows the shift in disparity data from Mid Year - what, in general,

## Writing:

WRITING		2020 EOY	2020 MOY
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<b>Y4 Ab and At</b>	<b>+42%</b>	84%	42%
<b>B and WB</b>	<b>+42%</b>	16%	58%
<b>Y5 Ab and At</b>	<b>+37%</b>	75%	38%
<b>B and WB</b>	<b>+38%</b>	25%	63%
<b>Y6 Ab and At</b>	0	54%	54%
<b>B and WB</b>	0	46%	46%

## Maths:

MATHS		2020 EOY	2020 MOY
<b>Y4 Ab and At</b>	<b>+36%</b>	89%	53%
<b>B and WB</b>	<b>+36%</b>	11%	47%
<b>Y5 Ab and At</b>	<b>+33%</b>	75%	42%
<b>B and WB</b>	<b>+23%</b>	25%	58%
<b>Y6 Ab and At</b>	<b>+25%</b>	67%	42%
<b>B and WB</b>	<b>+25%</b>	33%	58%

has made a difference includes:

- A focus on consistent delivery, explicit teaching and set learning routines, especially after the second lock down
- Acceleration support from URF
- LST, MST and KMPST support for teachers

## In Comparison to EOY 2019

**NB** This table is NOT comparing the same students or cohorts, just EOY overall results - Obviously 2020s Yr 4-6 students are 2019s yr 3-5 students - *of NB is the results from the Maths and Yr 4-5 Writing*

READING	2019 EOY Disparity %	2020 EOY Disparity %
<b>Y4 Ab and At</b>	<b>+25%</b>	<b>+5%</b>
<b>B and WB</b>	<b>+25%</b>	<b>+5%</b>
<b>Y5 Ab and At</b>	<b>+26%</b>	<b>+21%</b>
<b>B and WB</b>	<b>+26%</b>	<b>+20%</b>
<b>Y6 Ab and At</b>	<b>+10%</b>	<b>+4%</b>
<b>B and WB</b>	<b>+10%</b>	<b>+5%</b>

WRITING	2019 EOY Disparity %	2020 EOY Disparity %
<b>Y4 Ab and At</b>	<b>+21%</b>	<b>+42%</b>
<b>B and WB</b>	<b>+20%</b>	<b>+42%</b>
<b>Y5 Ab and At</b>	<b>+9%</b>	<b>+37%</b>
<b>B and WB</b>	<b>+9%</b>	<b>+38%</b>
<b>Y6 Ab and At</b>	<b>+4%</b>	0
<b>B and WB</b>	<b>+4%</b>	0

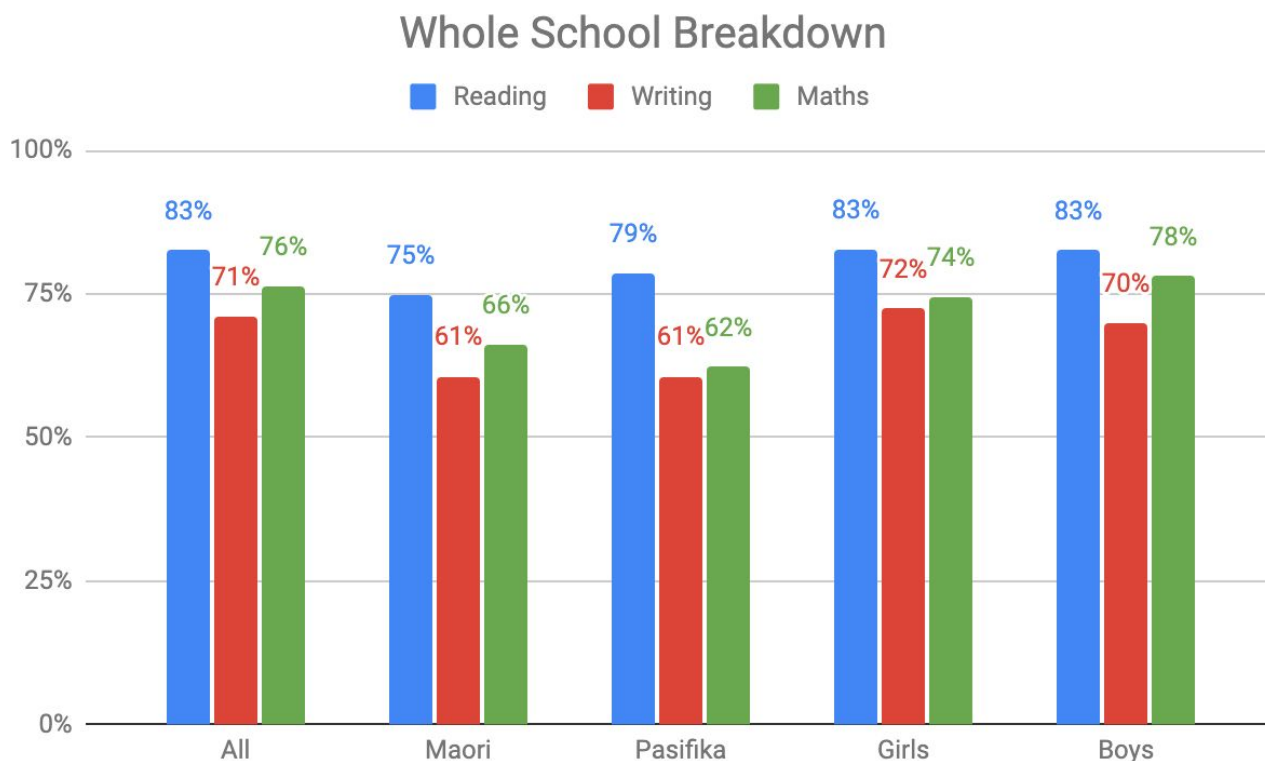
MATHS	2019 EOY Disparity %	2020 EOY Disparity %
<b>Y4 Ab and At</b>	<b>-5%</b>	<b>+36%</b>
<b>B and WB</b>	<b>-4%</b>	<b>+36%</b>
<b>Y5 Ab and At</b>	<b>+22%</b>	<b>+33%</b>
<b>B and WB</b>	<b>+22%</b>	<b>+23%</b>
<b>Y6 Ab and At</b>	<b>+3%</b>	<b>+25%</b>
<b>B and WB</b>	<b>+3%</b>	<b>+25%</b>

**Targets: Annual Section**  
(Please note this is reported on each month via Principals Report)

**Whole School Targets:**

**UPDATE END OF YEAR:**

**WHOLE SCHOOL DATA BREAK DOWN:**



**\* At or above**

**Successes and Actions of Note:**

As a note of interest regarding the year:

In terms of schooling (school days) to date, with two lockdowns over 2020, the pupils will have only had 80% Face to Face with their teachers in a school classroom. This percentage however does not take into account the difficulty some folk have had with coming back to school after lockdown ended, truancy added to this also. The teachers and parents have done an incredible job of keeping teaching and learning going through this difficult time, however this interruption will undoubtedly have some bearing on our achievement thus far. This is of course just for your information.<sup>3</sup>

The second round of Lockdown compounded the loss of learning time for students.

Transience - MID YEAR: 74 Students (not NE) have come and gone in the first half of the year.

- END OF YEAR - Total: 81 NE in across the year, with 116 students (Not NE) coming in and out across the year.

By the end of the year we had 461 students enrolled at BHPS

**New Zealand Curriculum -**

Percentages have tracked in a positive way across all domains from the mid year data. (collated between lockdowns).

Overall the majority of pupils are tracking well in Reading across all of the groupings with 83% being either AT or ABOVE. Within that the breakdown of Year levels 1-6 sees a range of 68%-100% being either AT or ABOVE.

Reading recovery continued throughout the year where it was possible and will continue in 2021 with more staff undertaking the training.

Writing still continues to be low for some although from the middle of the year there is a huge improvement. Keeping that momentum into 2021 is a must, however the overall rate of 71% being with AT or ABOVE across all levels is good. Within that breakdown of Year levels 1-6 there is a range of 59%-100% being at either AT or ABOVE is a positive here.

In Maths also there is positive in numbers from the mid year data. The overall rate of 76% being either AT or ABOVE is pleasing. Within that breakdown of Year levels 1-6 there is a range in Maths from 59%-100% either AT or ABOVE. There is however a slippage when comparing this to the End of the Year in 2019. Comparing this to 2019 data there is slippage in some areas however when countering the interruption we have had with consistent learning in the classroom situation, then the results are positive indeed.

**Maori** - Maori achievement shows a positive trend from the middle of the year, across the domains. Reading, AT and ABOVE has gone from 63% MOY to 75% EOY. Writing sees the trend continue with AT and ABOVE being 45% MOY to 61% EOY. This is a significant increase. Maths sees 54% MOY to 66% EOY. Whilst there is a way to go the direction is a positive one. Comparisons from EOY 2019 are static for the most part.

#### **Pasifika -**

Pasifika achievement also shows a positive trend from the mid year data across all domains. Reading, AT and ABOVE has gone from 63 MOY to 79% EOY. Writing from 33% MOY to 61% EOY. Maths also shows improvements with 37% AT or ABOVE MOY to 62% EOY. Comparisons between EOY 2019 and EOY 2020 are fairly static however a slippage of 80% AT or ABOVE in Writing in EOY 2019 to 61% AT or ABOVE in EOY 2020 is an anomaly that needs further investigation.

#### **Special Education Needs-**

The role of the SENCO is vital and we are fortunate to have had the benefit of some excellent programmes and support offered by this resource. In class support and TA groups, catering for not only academic acceleration but pastoral needs, have been invaluable. See special needs report.

Girls and Boys comparative data is interestingly similar both see 83% AT or ABOVE for Reading, Writing sees only a 2% difference-72% girls and 70% boys. Maths sees a 4% difference with boys at 78% and girls 74%

### **Where to next: 2021**

#### **New Zealand Curriculum - (Maths, Reading, Writing)**

Continue to monitor any slippage and downward trends, addressing them in teams and in year levels to ensure that we are making a positive movement in our achievement.

Making up for an interrupted year in 2020 regarding accelerating learning pupils. Using the expertise of LST, PD with MST, the time allocated from TAs. and continued acceleration support from the early URF funding in T1/2. Writing Acceleration stories.

The usual factors of truancy, transience, lateness and poor attendance due to health issues continues to put the brakes on learning for some pupils regardless of any other external factor (COVID). A real focus on home-school relationships is vital. The URF support gained from the KA at the end of the 2020 year to support engagement and truancy support for schools in the cluster including BHPS, will assist with this.

#### **Maori -**

Writing continues to be a focus for Maori pupils, this is marginally down from EOY 2019. Targeting learning for these pupils within classroom programmes and seeking guidance from the LST will be actioned. The KMST component for our Maori learners is now the responsibility of the Team Leaders and will be a part of their weekly meetings. Continued growth in Reading is important. Success breeds success. Maths sees a negative trend from EOY 2019. This is a tiny percentage, nevertheless it needs to track positively. Focus on both Writing and Maths is a must. Whole school PD in Maths (DMIC) will hopefully raise the achievement of these pupils and they begin to see themselves as successful learners in Maths.

#### **Pasifika -**

Writing is of concern and so a focus in this area is vital. Using the expertise of the LST to pinpoint some areas to target. Phonics will play a big part in this learning also. The PD in Maths (DMIC) this year will hopefully address the disparity in maths achievement for Pasifika pupils. Discussions with Senco and LST, and MST to see pathways forward and where best to put resources will be had. KMST is a role that is now the responsibility of the TEam Leaders and so will be an on-going component and included in meetings etc. This will also be addressed at TL meeting level also.

### **Special Education Needs -**

Continue with the programmes set out by the SENCO. Utilising the TA time allotted, ESOL teaching and RTLB programmes where appropriate are vital in supporting and moving pupils to accelerate their learning.

**Year Five and Six  
Sub Targets:**

**UPDATE END YEAR:**

### **Successes and Actions of Note:**

#### ***New Zealand Curriculum - (Maths, Reading, Writing)***

- Te Wharerama writing programme shared with syndicate.
- In class programmes for Phonics and COSMDBRICS.
- Discussions as a team and with other colleagues around acceleration strategies and best practice. Supporting each other with suggestions and resources.
- Making use of opportunities for extra targeted teaching of literacy and maths skills by forming 'Octopus groups'.
- Reggio inspired provocations making learning meaningful, relevant, child-led and fun.
- Observations and one on one support for the teachers in Maths.

#### ***Maori:***

- Matariki celebrated as a whole school and across buddy classes.
- Resources from Anaru - Culturally competent practice being used in classes.
- Acceleration stories used to help inform best practice.
- Communication with whanau improved over lockdown and has continued through the rest of the year.

#### ***Pasifika:***

- Pasifika language weeks celebrated.
- Acceleration stories completed and helped to look more deeply at our students backgrounds and needs.
- Communication with whanau improved over lockdown and has continued through the rest of the year.

#### ***Special Education Need:***

- ICS TA support in the classrooms was well received.
- STEP and Quick 60 programs in some classes successful
- RTLB and LLI
- ESOL

### **Where to next: 2021**

#### ***New Zealand Curriculum - (Maths, Reading, Writing)***

- Continue practices above.
- Providing opportunities for teachers to observe identified best practitioners in Reading, Writing and Maths as part of leadership time.
- DMIC PD for teachers

#### ***Maori:***

- Focus on using culturally responsive practices. Ensure that all know what that means/looks like in the classroom.
- Team leaders will take up the KMST role to support Maori learners.
- Stronger home school partnerships were formed during Covid 19 lockdown through emails, seesaws and texts.
- Acceleration Stories to support their learning and well being.

#### ***Pasifika:***

- Focus on using culturally responsive practices. Ensure that all know what that means/looks like in the classroom.
- Stronger home school partnerships were formed during Covid 19 lockdown through emails, seesaws and texts.
- Acceleration Stories to support their learning and well being.

**Special Education Needs:**

- Continue to identify children's needs and seek assistance where possible from SENCO.

**Year Three and Four Sub Targets:**

**UPDATE END YEAR:**

**Successes and Actions of Note:**

***New Zealand Curriculum - (Maths, Reading, Writing)***

***Literacy***

- Literacy Pd Phonology and working closely with RTLB helped in setting up robust Literacy programmes
- Literacy PD, observations and continued support from LST.
- Reggio inspired provocations, the student voice directing their learning pathways.
- More regular and focused moderation within the team to ensure accuracy of data, in turn highlighting areas for continued focus in teaching.
- Rich and authentic experiences for Writing and Maths.

***Numeracy***

- Observations and one on one support for the teachers in Maths,
- Daily challenges for the students and to support staff as well with ideas.
- Maths Club at lunchtimes has driven Year 3 and Year 4 students to roster themselves to run the program.
- Maths language and problem solving through rich authentic experiences - Cooking, gardening through Māra ke te Wāha programme.

***Maori***

- Bonding with their roots through Karakia, Mihi, everyday greetings, stories and celebrations - Matariki, Maori Language Week and Kapa Haka, celebrating maori language week and Matariki
- Stronger home school partnerships were formed during Covid 19 lockdown through emails, seesaws and texts.
- Acceleration Stories to support their learning and well being.

***Pacifika***

- Stronger Home School partnerships.
- Celebrating their culture through dance, songs, greetings.
- Acceleration Stories to support their learning and well being.

***Special Education Needs***

- ICS TA support in the classrooms
- STEP and Quick 60 programs
- RTLB and LLI
- ESOL
- Reading Recovery Support with Mrs. Storm.

**Where to next: 2021**

***New Zealand Curriculum - (Maths, Reading, Writing)***

To continue to work closely with LST and MST

- DMIC PD and support for teachers
- Continued development of oral language in Maths and Literacy
- Maths Acceleration Groups for Year 4s in Term 1.
- Acceleration Stories to inform next steps to accelerate Maori and Pasifika students
- LTF - Data focussed team meetings every week, this will help to closely monitor the progress of the learners. This will also provide robust support to the teachers.
- Teacher to Teacher talk will encourage teachers to support each other to uplift the achievement level of students.

- Providing authentic and rich experiences to develop oral language, for instance Māra ki te Waha programme and Barefoot programme in Term 1.

#### **Maori**

- Team leaders will take up the KMST role to support Maori learners.
- Culturally responsive practice - caring for maori as maori and setting high expectations for them and using differentiated learning.
- To continue with Acceleration Stories to keep track of their learning and well being.
- Stronger Home School partnerships.

#### **Pacifika**

- Team leaders will be taking up PMST role to support Pasifika learners
- Culturally responsive practice - building on their cultural strengths and forming stronger ties with whanau.
- Continuing with Acceleration Stories to support learners.
- Stronger Home School partnerships.

#### **Special Education Needs**

- SENCO will continue to support where it will be needed.

#### **Year One and Two Sub Targets:**

#### **UPDATE END OF YEAR:**

### **Successes and Actions of Note:**

#### ***New Zealand Curriculum - (Math, Reading, Writing)***

- Using Reggio inspired provocations for meaningful, relevant, child-led and fun learning opportunities.
- Phonological awareness professional development with RTLB completed.
- Observations and feedback from Maths leader.
- Y2 Fine motor skills assessment and professional development completed with RTLB support.
- Literacy acceleration group identified by LST and support provided.
- Implementation of the 'Barefoot program' which included great links with oral language and real world exploration.

#### ***Maori :***

- Pepeha completed by all students and teachers.
- Matariki celebrated as a whole school and across buddy classes.
- Acceleration Stories should have been completed.
- Relationships were strengthened with some of our Whanau during Lockdown #1 and #2 and these led to very strong connections being built with some families
- Consistent implementation of Karakia into all classrooms and through main events school wide.
- BHPS Cultural Kete being implemented.

#### ***Pacifika :***

- Samoan & Cook Island language weeks were celebrated with resources shared across the school.
- Acceleration Stories should have been completed.
- Relationships were strengthened with some of these families during Lockdown #1 and #2 and continued to build when we returned to school.
- Different communication methods have been trialled and if successful this insight has been passed on to the next teacher

#### ***Special Education Needs:***

- Fine motor skills were identified as lacking in a large group of Y2 - RTLB supported the development of this through a targeted programme.
- Pastoral Care notes have been recorded for Y0-2 so that SENCO is aware.
- ESOL
- Quick60 programme
- Reading Recovery
- ICS TA Support in classrooms

### **Where to next:**

#### ***New Zealand Curriculum - (Math, Reading, Writing)***

- There is a group of pupils on the cusp of being where they should be in all curriculum areas so with a bit more of a push they should get there. Targeted learning.

- Focus on literacy acceleration. This will continue in 2021 group has been identified as 20 Y2 students
- Providing opportunities for teachers to observe identified best practitioners in Reading, Writing and Maths
- Seek guidance and clarification from MST on ways to improve Maths results.
- Continued focus during LTF on Literacy, specifically Reading, in setting targets within the classroom setting.
- Keeping the communication within the team open and supportive, better time used during team meetings with focused data/teaching and learning questions to prompt discussion. Seek guidance from SLT on this.
- Continue to regularly utilise the Acceleration stories to accelerate Pacifica and Maori students.
- DMIC PD and support for the teaching of Maths in 2021.
- Joy Allcock spelling programme to be implemented in 2021.

**Maori :**

- Continue to strengthen connections with Whanau, in particular those that are new to the school.
- Encourage the teaching of Te Reo more consistently across the junior school.
- As Team leaders are taking on KMST roles discussions will be had in team meetings about Target students and making sure there is coverage of learning/expectations.
- Using the Acceleration Stories to support their learning and well being.
- Continue to implement the BHPS Cultural Kete resources.

**Pacifika :**

- Continue to strengthen connections with Families, in particular those that are new to the school.
- As Team leaders are taking on KMST roles discussions will be had in team meetings about Target students and making sure there is coverage of learning/expectations.
- Using the Acceleration Stories to support their learning and well being.

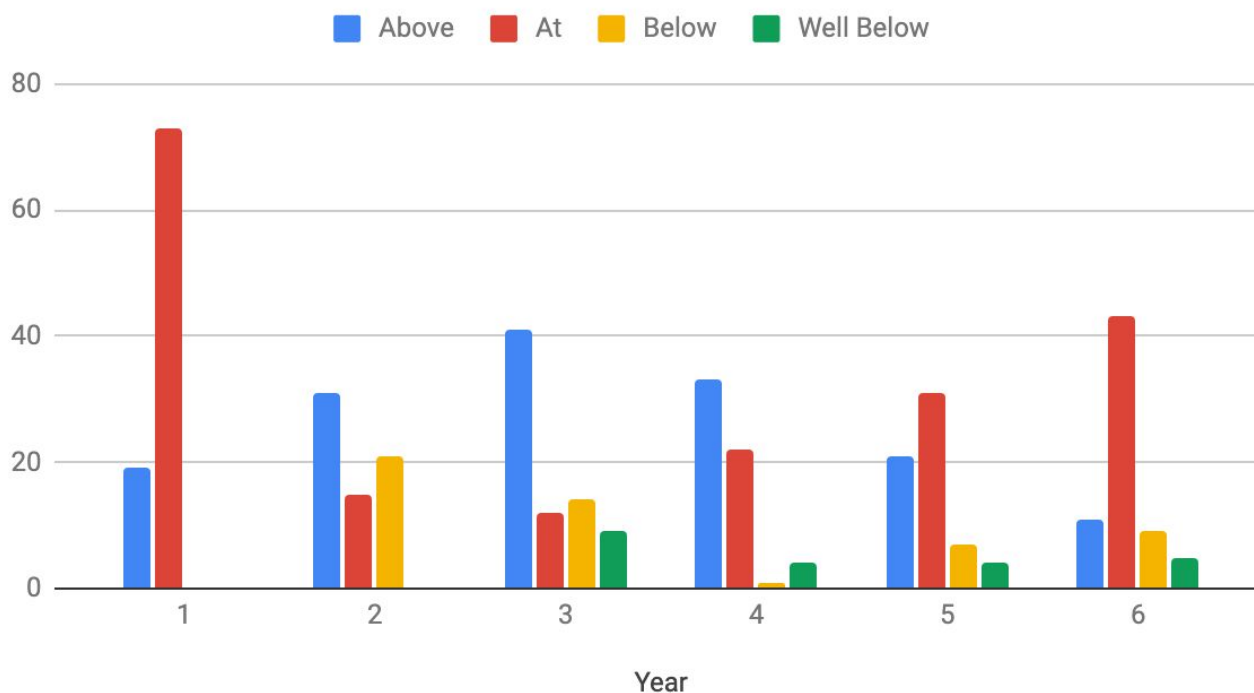
**Special Education Needs:**

- Continue to make note of any pastoral care concerns.
- Let SENCO know of any learning or academic concerns that present themselves.
- Continue to implement the RTLB Phonological Awareness PD in classrooms.
- Continue to develop the fine motor skills using the programme and support from RTLB.
- Continue Quick60 and Reading Recovery programmes.

**DATA: From Target Student Graphs**

**Reading Analysis:**

## Reading - Whole School



Year	Above	At	Below	Well Below	Grand Total
1	19	73			92
2	31	15	21		67
3	41	12	14	9	76
4	33	22	1	4	60
5	21	31	7	4	63
6	11	43	9	5	68

### Actions:

### Outcomes:

#### Year 1

#### Ethnicity shows:

Ethnicity	Above	At	Grand Total
African	1		1
Asian	1	4	5
European	2	2	4
Maori		20	20
Niuean		1	1
NZ European	13	36	49
Other	2	5	7
Samoan		3	3
Tongan		2	2

#### Gender shows:

Gender	Above	At	Grand Total
F	9	26	35
M	10	47	57

**Reasons For Variance:**

Pupils at this level cannot be below as they are starting their learning journey. However, teachers track movement and learning and these observations, may well highlight or flag some learners for the next year level's teacher. A number of children are at level 3&4 which means they are likely to start Y2 below. This is being monitored. 24 students in the Year 1 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component.

There has been progress shown in the second half of the year, with 20% of the cohort being above standard at the end of the year, compared to 6% at mid year. This can be attributed to an increased amount of time in school, compared to the lockdown interruptions in the first half of the year, which has strengthened the relationships between the learners and their teacher. Face to face learning has also seemed to be more engaging for the students and, compared with online learning, gives the teacher more opportunities for explicit acts of targeted teaching to develop those areas of most need in our learners. Reading was an area of specific focus for the Year 1 team in the second half of the year, with all of the teachers undertaking professional inquiries linked to developing reading practices.

**Where to Next:**

- The Reading Recovery programme in place and those fitting the criteria will be considered for places.
- Pupils tracking below this expectation will have a focused reading programme to fill gaps.
- Targeted reading lessons with a vocabulary/site word focus
- Continue with support from home.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.
- Seek guidance from LST.
- The children that have the fundamentals of reading (Level 3+) will continue to be given the opportunity and tools to further their reading levels. Cross grouping and being challenged with harder texts will be a component.

**Year 2****Ethnicity shows:**

<i>Ethnicity</i>	<i>Above</i>	<i>At</i>	<i>Below</i>	<i>Grand Total</i>
Asian	1	2	2	5
Cook Island Maori	1			1
Indian	1	1		2
Maori	4	8	4	16
Niuean			1	1
NZ European	15	4	9	28
Other	6		2	8
Samoan	2		1	3
Tongan	1		2	3

**Gender shows:**

<i>Gender</i>	<i>Above</i>	<i>At</i>	<i>Below</i>	<i>Grand Total</i>
F	19	10	11	40
M	12	5	10	27

**Reasons For Variance:**

Interrupted learning has been a big contributor to the low levels of readers in Year 2 as a number of students had made progress at the start of the year only to have this progress halted by the lockdown, and then over the course of the lockdown lose the gains that had been made. 25 students in the Year 2 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component. A high number of students started the year at being below the expected level, some of these students did not have the alphabet knowledge needed. Some of these children have made great progress. Some have been identified as having learning needs and others need more time and effort put in.

There has been progress shown in the second half of the year, both in terms of moving students from below and in moving students to above. The cohort data for the mid year showed that 47% were below and 19% above. Over the second half the year both of these pieces of data improved. The percentage of the cohort below decreased to 31% and the percentage above increased to 46%. This can be attributed to an increased amount of time in school, compared to the lockdown interrupted in the first half of the year which has strengthened the relationships between the learners and their teachers. Face to face learning has also seemed to be more engaging for the students and, compared with online learning, gives the teacher more opportunities for explicit acts of targeted teaching to develop those areas of most need in our learners. Reading was an area of specific focus for the Year 2 team in the second half of the year, with all of the teachers undertaking professional inquiries linked to developing reading practices. The Year 2 cohort also benefited from RTLB supported programmes in relation to fine motor skills and phonics. The programmes were implemented to support specific target students, but designed to be able to be used effectively with the whole cohort. These programmes assisted students with their hand-eye coordination, enabling improved following of texts, and improved recognition of sounds so that their ability to decode words was improved. The Reading Recovery programme also had a positive effect on the students in this cohort.

#### Where to Next:

- Those that are just below where they need to be will become the focus. Programmes like Quick 60 are in place for quite a few of these students as well as our Acceleration stories and RTLB Phonological program Professional development.
- The Reading Recovery programme is in place also and will continue to support a number of these students.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.
- Seek guidance from LST with grouping, strategies for learning.
- Collaboration between year 2 teachers to find solutions.

#### Year 3

##### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
Asian	2	2	1		5
Cook Island Maori				1	1
European	1		1		2
Indian	2				2
Maori	7	2	4	6	19
Niuean	1		1		2
NZ European	20	5	6	2	33
Other	3	2	1		6
Samoan	3				3
Tongan	2	1			3

##### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	22	7	7	4	40
M	19	5	7	5	36

#### Reasons For Variance:

- Robust Sound programme through Phonological PD for Year 3 teachers.
- Extra Reading mileage for those students who were not at school. Introducing Buddy support system to give more help and support the pupils
- Continued support from LST.
- TA and Senco support for the target students.
- Acceleration Stories to keep track of their progress and differentiated learning

In the second half of the year students have shown shifts in their learning, they have moved up from AT to Well above or from well below to Below or AT.

- According to Mid year Data there were 61% of students AT or Well Above and in the second half of the number increased to 69% , that is 8% shift towards AT/Well Above.
- 8% decrease in the number of students below/well Below ( Shift from 38% down to 30%) This was because of extra support and structure put in place for these students.

**Where to Next:**

- Continue to monitor at risk students and provide more support when at school.
- Using LTF discussions to find solutions and strategies for improving achievement
- Use the expertise of LST to support teachers and the students.
- Acceleration stories to continue to track and support at risk students.
- Engaging and supporting whānau to help their children at home.
- More regular and focused moderation within the team to ensure accuracy of data, in turn highlighting areas for Continued focus in teaching

**Year 4 -****Ethnicity shows:**

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African				1	1
Asian	1	3			4
European	1				1
Maori	11	9	1	3	24
NZ European	14	5			19
Other	2	2			4
Samoan	3	2			5
Tongan	1	1			2

**Gender shows:**

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	14	8		3	25
M	19	14	1	1	35

**Reasons For Variance:**

- Reading workshops targeted the specific needs of the students.
- Exposure to a range of Reading opportunities through IT.
- TA and LST support when needed
- Acceleration Stories to keep track of their progress and differentiated learning

This year the cohort saw a significant (positive) shift in Reading.

- 11% increase in the number of students At/Above ( from 80% in Mid year to 91% in the End of the year data)
- The number of Below/well Below students decreased from 19% (Mid year Data) to 8 % ( End of Year Data). A clear 11% decrease in the number. This was clearly due to hard work put in by the teachers and teaching to the needs of their learners, and learners responding positively.

**Where to Next:**

Continue to monitor at risk students and provide more support when at school.

- Using LTF discussions to find solutions and strategies for improving achievement
- Use the expertise of LST to support teachers and the students.
- Acceleration stories to continue to track and support at risk students.
- Engaging and supporting whānau to help their children at home
- More regular and focused moderation within the team to ensure accuracy of data, in turn highlighting areas for continued focus in teaching

**Year 5-****Ethnicity shows:**

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African		1			1
Asian	1	2			3
Cook Island Maori	1	2		1	4
European	2	2			4
Fijian	1				1
Indian			1		1
Maori	7	12	3	3	25
Niuean		1	1		2
NZ European	6	7			13
Samoan	2	2			4
Tongan	1	2	2		5

**Gender shows:**

Gender	Above	At	Below	Well Below	Grand Total
F	8	13	3		24
M	13	18	4	4	39

#### Reasons For Variance:

There has been a shift in the year 5 data since mid year with 21 children now being placed at above after our interrupted beginning of the year. This shift could be due to a more stable second half of the year where programmes were able to gain traction in classrooms as well as TA programmes. Year 5 teachers also had more confidence in their own data and were able to place students accordingly.

#### Where to Next:

- Reading material about students' cultures and in their native languages.
- Continuing to communicate with whanau about children's learning and needs and ways to help at home.
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues.
- Connecting learning to Reggio inspired provocations making learning meaningful, relevant, child-led and fun.

#### Year 6-

#### Ethnicity shows:

Ethnicity	Above	At	Below	Well Below	Grand Total
African	1	1			2
Asian	1	2	1		4
Cook Island Maori			1		1
Fijian		1			1
Indian			1		1
Maori	1	14	4	4	23
Niuean		2			2
NZ European	8	14			22
Other			1		1
Samoan		6	1	1	8
Tongan		3			3

#### Gender shows:

Gender	Above	At	Below	Well Below	Grand Total
F	5	27	6	1	39
M	6	16	3	4	29

#### Reasons For Variance:

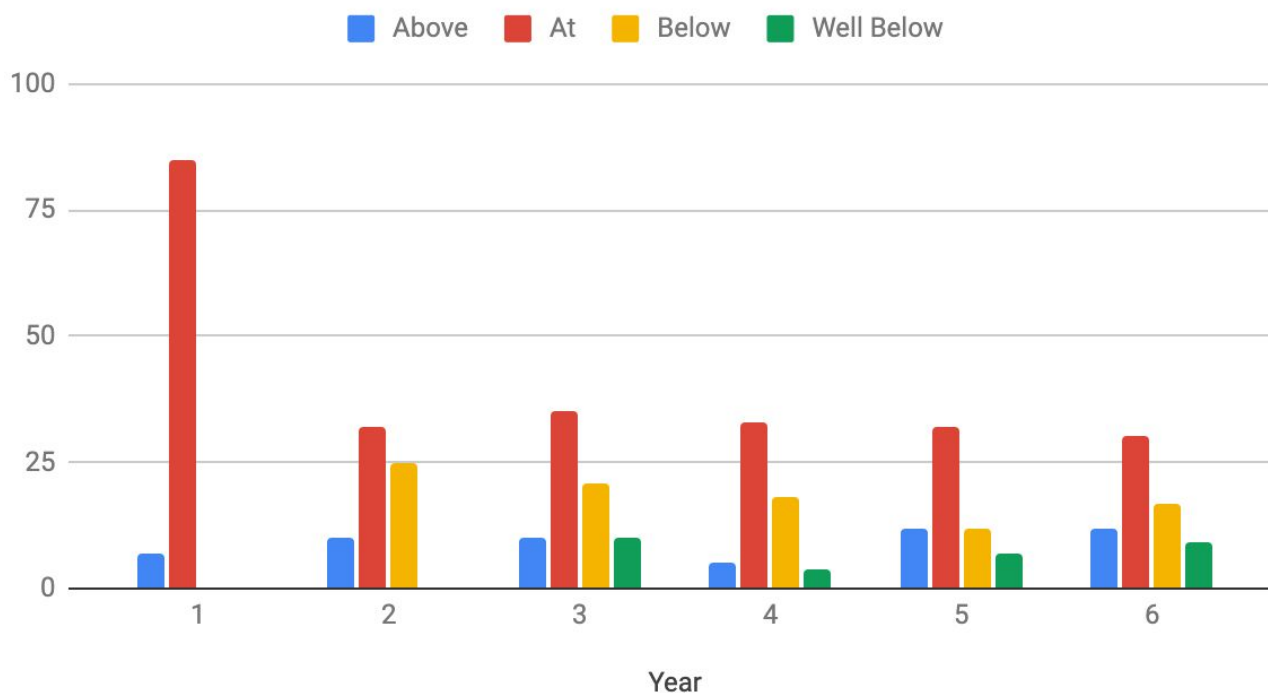
Year 6 reading is tracking well with the majority of students AT or ABOVE still. There has not been much movement between levels and children have seemed to mostly track along as per mid year. Acceleration strategies such as Octopus groups have been utilised.

#### Where to Next:

- Reading material about students' cultures and in their native languages.
- Continuing to communicate with whanau about children's learning and needs and ways to help at home.
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues.
- Connecting learning to Reggio inspired provocations making learning meaningful, relevant, child-led and fun.
- Strategies for improving reading mileage to be employed.

#### Writing Analysis:

## Writing - Whole School



Year	Above	At	Below	Well Below	Grand Total
1	7	85			92
2	10	32	25		67
3	10	35	21	10	76
4	5	33	18	4	60
5	12	32	12	7	63
6	12	30	17	9	68

**Actions:**

**Outcomes:**

Year 1 -

Ethnicity shows:

Ethnicity	Above	At	Grand Total
African		1	1
Asian		5	5
European	2	2	4
Maori		20	20
Niuean		1	1
NZ European	4	45	49
Other	1	6	7
Samoan		3	3
Tongan		2	2

Gender shows:

<i>Gender</i>	<i>Above</i>	<i>At</i>	<i>Grand Total</i>
F	3	32	35
M	4	53	57

#### **Reasons For Variance:**

##### **Year 1**

Minimal variance. Pupils at this level cannot be below as they are starting their learning journey. However, teachers track movement and learning, and these observations may well highlight or flag some learners for the next year level's teacher. SENCO is also very much a part of this process. 24 students in the Year 1 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component.

The end of year cohort data shows that 7% of students are above, which is an increase from 2% of the mid year cohort. This is positive as the cohort size has increased during the second half of the year by 19 students.

#### **Where to Next:**

- Exposure to different writing genres is important. Handwriting and surface features should be incorporated into this.
- Recognition and support for those students that are struggling needs to be made before the move into Y2.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.
- Seek guidance from LST on improving programmes and finding solutions.

##### **Year 2 -**

#### **Ethnicity shows:**

<i>Ethnicity</i>	<i>Above</i>	<i>At</i>	<i>Below</i>	<i>Grand Total</i>
Asian		1	4	5
Cook Island Maori		1		1
Indian		2		2
Maori		11	5	16
Niuean			1	1
NZ European	7	12	9	28
Other	3	2	3	8
Samoan		2	1	3
Tongan		1	2	3

#### **Gender shows:**

<i>Gender</i>	<i>Above</i>	<i>At</i>	<i>Below</i>	<i>Grand Total</i>
F	5	21	14	40
M	5	11	11	27

#### **Reasons For Variance:**

Interrupted learning has been a big contributor to the low levels of writers in Year 2 as a number of students had made progress at the start of the year only to have this progress halted by the lockdown, and then over the course of the lockdown lose the gains that had been made. 25 students in the Year 2 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component.

The Year 2 cohort has been able to maximise their learning in the second half of the year, which has shown some positive trends in the writing data. The percentage of the cohort that were sitting below has decreased from 67% to 37%. This has also resulted in the percentages of both the At and Above data for the cohort increasing. The At data has gone from 32% to 47%, and the Above data has gone from 4% to 14%. Some students have limited vocabulary and/or ideas making it difficult to expand on what was expected at Year 1 and having more time to develop and discuss ideas with their teachers has improved this aspect of writing across the year group. The Year 2 cohort also benefited from RTLB supported programmes in relation to fine motor skills and phonics. The

programmes were implemented to support specific target students, but designed to be able to be used effectively with the whole cohort. These programmes assisted students with the speed at which they were able to write, thus increasing the quantity. Spelling has been highlighted as a barrier for some students and the phonics specific PD that the teachers received and were able to implement can be seen to have had a positive impact on the ability to use their sight words in their writing. The targeted literacy acceleration groups that were supported by the LST also assisted the language development of those students involved.

#### Where to Next:

- There is and will continue to be a big focus on Fine motor skills with RTLB support.
- Continued targeted conferencing with targeted focus on the aspects of writing will encourage students to move over the cusp and towards writing where they should be after 2 years at school.
- Slow down the process of writing so that students get time to work on each aspect, such as planning, writing, editing, and publishing with each piece they create with a view to creating a 'cycle' for writing within the classroom setting.
- Rich language acquisition is vital. Providing experiences that grow vocabulary and building on this will be a focus.
- Collaboration between Year 2 teachers in planning and assessing writing tasks.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.
- Seek guidance from LST on improving programmes and finding solutions.
- Joy Allcock spelling programme being implemented in 2021.

#### Year 3 -

##### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
Asian		2	1	2	5
Cook Island Maori			1		1
European	1		1		2
Indian		2			2
Maori		6	7	6	19
Niuean			2		2
NZ European	7	17	7	2	33
Other	2	3	1		6
Samoan		3			3
Tongan		2	1		3

##### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	9	17	11	3	40
M	1	18	10	7	36

##### Reasons For Variance:

- A focus on Audience and Purpose for Writing
- Better moderation of Writing
- Continued support from LST
- Phonological PD helped students to be confident when writing unknown words
- LTF - Writing was the main focus of the year to uplift student achievement in this core area
- Exposure to Oral Language through authentic experiences.

This area of the curriculum was the main focus of the year.

- There was a positive shift in students working AT/Above in Writing, 15% increase in the number of students working At/Above. That is going up from 44% ( Mid Year Data) to 59% ( End of Year Data)
- There has been a 16% decrease in the number of students working Below or Well Below. That is going down from 56% ( Mid Year Data) to 40% ( End of Year Data)

#### Where to Next:

- To continue to provide rich learning experiences through authentic experiences and Reggio provocations.
- Use of planning and a range of vocabulary to develop ideas and front load students.
- LTF discussions and strategies for improving achievement in Team Meetings.
- Continue to monitor at risk students and provide more support when at school.

- Use the expertise of LST to support teachers and the students.
- Acceleration stories to continue to track at risk students.
- Writing Mileage and carrying Writing over a week.
- To continue to provide authentic experiences to develop Oral Language.

#### Year 4

##### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African				1	1
Asian		2	2		4
European		1			1
Maori	1	13	7	3	24
NZ European	4	10	5		19
Other		2	2		4
Samoan		3	2		5
Tongan		2			2

##### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	4	13	5	3	25
M	1	20	13	1	35

#### Reasons For Variance:

The same cohort of struggling readers is represented in Writing. There is a lack of exposure to oral language and the ability to communicate ideas in writing. The jump from Level 1 of the curriculum to Level 2 always takes a while to settle, moving from 80 weeks at school to being leveled as a Year 3.

Covid 19 disruptions have also affected the much needed support for the struggling writers especially for those with limited device access, as attending workshops and conferences online becomes impossible.

Despite unforeseen interruptions this cohort has shown significant improvement in this area.

- There has been a 16 percent increase in the number of students working AT/Above, moving up from 47% (Mid Year) to 63% (End of Year.)
- The number of students working Below or Well Below have moved down from 53% to 36%. That is a 17 % decrease overall.

#### Where to Next:

- To continue to provide rich learning experiences through Reggio provocations.
- Use of planning and a range of vocabulary to develop ideas and front load students.
- LTF discussions and strategies for improving achievement
- Continue to monitor at risk students and provide more support when at school.
- Use the expertise of LST to support teachers and the students.
- Acceleration stories to continue to track at risk students.
- Providing Writing mileage and purpose of Writing
- To continue to provide authentic experiences to develop Oral Language.

#### Year 5

##### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African		1			1
Asian		3			3
Cook Island Maori		3		1	4
European	1	2	1		4
Fijian	1				1
Indian				1	1
Maori	4	11	5	5	25
Niuean		1	1		2
NZ European	6	5	2		13
Samoan		4			4
Tongan		2	3		5

**Gender shows:**

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	5	12	6	1	24
M	7	20	6	6	39

**Reasons For Variance:**

Students have been placed at ABOVE due to an increased confidence by teachers that students are able to meet the standard required. Increase in confidence could be due to a more stable second half of the year after lockdowns. In year 5 boys and Maori and Pasifika students are still a focus although there has been some positive movement. Purposeful and relevant writing with an audience and interesting topic is the biggest issue in trying to engage these students.

**Where to Next:**

- Continuing to communicate with whanau about children's learning and needs and ways to help at home
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas around BEST practice.
- Use CAP data to target specific patterns and children, particularly those who have remained stagnant or slipped.
- Using ICS where available. Quick 60, Phonics, etc
- Connecting learning to Reggio inspired provocations making learning meaningful, relevant, child-led and fun.
- Provide opportunities for teachers to observe Te Wharerama (writing programme) process in action.

**Year 6:**

**Ethnicity shows:**

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African	1	1			2
Asian		3	1		4
Cook Island Maori			1		1
Fijian			1		1
Indian			1		1
Maori	3	8	5	7	23
Niuean		1		1	2
NZ European	6	14	2		22
Other			1		1
Samoan	1	3	3	1	8
Tongan	1		2		3

**Gender shows:**

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	6	20	10	3	39
M	6	10	7	6	29

**Reasons For Variance:**

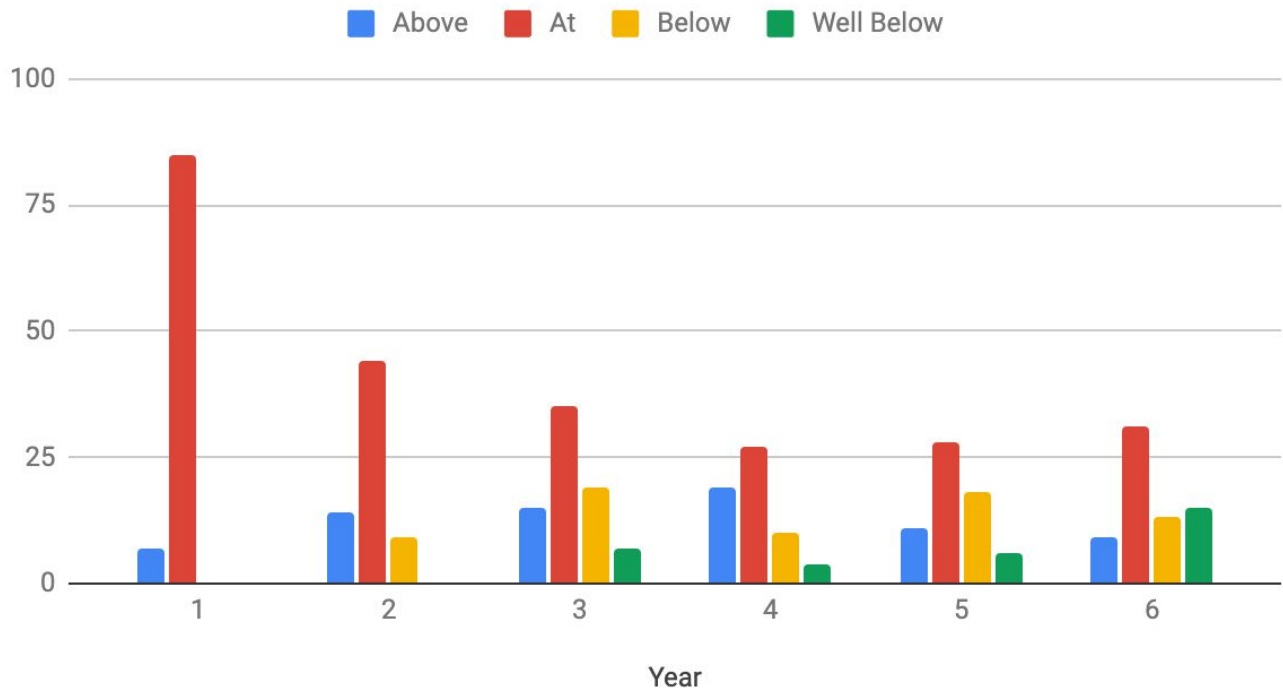
In year 6 we have seen movement in all domains, particularly from AT to ABOVE with 12 at ABOVE compared to 1 at mid year. We have 30 students who are AT compared to 34 at mid year. Looking at the results it seems that only 1 has slipped back to BELOW while all others have improved or stayed AT. Our BELOW students have either remained the same or moved to AT and we have not seen anyone slip to WELL BELOW. Our Maori and Pasifika students make up the majority of BELOW and WELL BELOW students so will be a focus. There is an even number of Male and Females making up or BELOW and WELL BELOW targets.

**Where to Next:**

- Use CAP data to target specific patterns and children, particularly those who have remained stagnant or slipped.
- Continuing to communicate with whanau about children's learning and needs and ways to help at home
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas around BEST practice.
- Using ICS where available. Quick 60, Phonics, etc
- Connecting learning to Reggio inspired provocations making learning meaningful, relevant, child-led and fun.
- Provide opportunities for teachers to observe Te Wharerama (writing programme) process in action.

**Maths Analysis:**

## Maths - Whole School



Year	Above	At	Below	Well Below	Grand Total
1	7	85			92
2	14	44	9		67
3	15	35	19	7	76
4	19	27	10	4	60
5	11	28	18	6	63
6	9	31	13	15	68

**Actions:****Outcomes:****Year 1**

Ethnicity shows:

<i>Ethnicity</i>	Above	At	Grand Total
African		1	1
Asian	1	4	5
European		4	4
Maori		20	20
Niuean		1	1
NZ European	5	44	49
Other	1	6	7
Samoan		3	3
Tongan		2	2

**Gender shows:**

<i>Gender</i>	Above	At	Grand Total
F		35	35
M	7	50	57

**Reasons For Variance:**

Minimal variance. Pupils at this level cannot be below as they are starting their learning journey. However, teachers track movement and learning and these observations , may well highlight or flag some learners for the next year level's teacher. 24 students in the Year 1 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component.

There has been a small amount of progress shown in the second half of the year, with 7% of the cohort being above standard at the end of the year, compared to 4% at mid year. This increase also takes into account the growth in roll of 19 students over the second half of the year. This can be attributed to an increased amount of time in school, compared to the lockdown interrupted first half of the year, which has strengthened the relationships between the learners and their teacher. Face to face learning has also seemed to be more engaging for the students and, compared with online learning, gives the teacher more opportunities for explicit acts of targeted teaching to develop those areas of most need in our learners.

**Where to Next:**

- Coverage of number knowledge and strand topics.
- Testing up to date and passed on to the next teacher.
- Consistent problem solving tasks across the cohort.
- Continued Calendar maths input as a foundation for learning.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.

**Year 2**

**Ethnicity shows:**

<i>Ethnicity</i>	Above	At	Below	Grand Total
Asian	1	4		5
Cook Island Maori		1		1
Indian		2		2
Maori	2	13	1	16
Niuean		1		1
NZ European	7	17	4	28
Other	4	3	1	8
Samoan		2	1	3
Tongan		1	2	3

**Gender shows:**

Gender	Above	At	Below	Grand Total
F	4	31	5	40
M	10	13	4	27

#### Reasons For Variance:

Uncertainty around marking children 'At' without having completed enough testing. Some students started the year unable to apply counting-all strategies. Interrupted learning has been a contributor to the slow progress of Maths in Year 2 as a number of students had made progress at the start of the year only to have this progress halted by the lockdown, and then over the course of the lockdown lose the gains, and importantly confidence, that had been made. 25 students in the Year 2 cohort received physical Home Learning packs for the first lockdown and had limited access to the online learning component. Some students are unable to locate the maths when doing problem solving.

There has been progress shown in the second half of the year, with 20% of the cohort being above standard at the end of the year, compared to 3% at mid year. This improvement is also evident for the cohort in the percentages that are below decreasing from 29% at mid-year to 13% at the end of the year. This can be attributed to an increased amount of time in school, compared to the lockdown interrupted first half of the year, which has strengthened the relationships between the learners and their teacher. Face to face learning has also seemed to be more engaging for the students and, compared with online learning, gives the teacher more opportunities for explicit acts of targeted teaching to develop those areas of most need in our learners.

#### Where to Next:

- Continue to build confidence in Maths and using Maths language. Many of this cohort should be 'At' when we have covered more strand topics and strategies through problem solving
- Continued Calendar maths input as a foundation for learning. Ensuring that it is modified and focused on the gaps in learning.
- Consistent problem solving tasks across the cohort and ensuring students have strategies to be able to decode the maths from a problem.
- Seeking support from the MST regarding programmes and where to next.
- Collaborative Home Learning resources being collated for possible future events where it is necessary.

### Year 3

#### Ethnicity shows:

Ethnicity	Above	At	Below	Well Below	Grand Total
Asian		3		2	5
Cook Island Maori			1		1
European	1		1		2
Indian	1	1			2
Maori	1	5	9	4	19
Niuean			2		2
NZ European	10	17	5	1	33
Other	2	4			6
Samoan		2	1		3
Tongan		3			3

#### Gender shows:

Gender	Above	At	Below	Well Below	Grand Total
F	6	18	13	3	40
M	9	17	6	4	36

#### Reasons For Variance:

- Purposeful teaching
- Regular calendar maths routines have been developed and maintained across the school
- TA time used for target pupils where greatest need is.
- MST input into helping 'teacher capability' increase.
- Children are becoming more confident in Maths and teachers are exposing them to higher level thinking on a daily basis
- Maths Language and Talk moves are becoming more evident.

Teaching Maths through real life experiences, problem solving and students being able to see and feel Maths around them has made a difference.

- There were 39% students working AT or Above during Mid Year, but the second part of the year saw a 26% increase in the number of students working AT /Above, taking percentage to 65%.
- 17% of decrease in the numbers working Below /Well Below. ( Moving down from 51% to 34%.)

#### Where to Next:

To continue to track students through Acceleration stories.

- Maths observations and support for the staff.
- Teaching through authentic problems, that learners can relate to.
- Maths workshops for students at risk at lunchtimes
- Extension program for high achievers in Maths.
- Keep whanau informed through Seesaw and Maths workshops for whānau so they can provide support to their children

#### Year 4

##### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African				1	1
Asian	1	2	1		4
European	1				1
Maori	5	11	5	3	24
NZ European	11	7	1		19
Other	1	2	1		4
Samoan		3	2		5
Tongan		2			2

##### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	9	10	3	3	25
M	10	17	7	1	35

##### Reasons For Variance:

- Many unforeseen interruptions like Covid did not give enough time learners to
- Not enough access to online learning
- Not seeing the purpose of Maths
- Lack of confidence

Teaching Maths through real life experiences, problem solving and students being able to see Maths around and the purpose of Maths

- 18% increase in the number of students working AT or Above, shift from 59% to 77%
- 18% decrease in the number of students working Below or Well below decrease from 41% to 23%

#### Where to Next:

To continue to track students through Acceleration stories.

- Maths observations and support for the staff.
- Teaching through authentic problems, that learners can relate to.
- Maths workshops for students at risk at lunchtimes
- Extension program for high achievers in Maths.
- Keep whanau informed through Seesaw and Maths workshops for whānau so they can provide support to their children
- DMIC PD and support for teachers, this will help teachers to support students
- Acceleration for Year 4 students in Term 1

#### Year 5

##### Ethnicity shows:

Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African			1		1
Asian		3			3
Cook Island Maori		2	1	1	4
European	2		2		4
Fijian	1				1
Indian			1		1
Maori	5	11	5	4	25
Niuean		1	1		2
NZ European	3	6	3	1	13
Samoan		3	1		4
Tongan		2	3		5

#### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	3	13	7	1	24
M	8	15	11	5	39

#### Reasons For Variance:

As expected there has been movement from AT to ABOVE due to a more stable second half of the year and teachers being more confident to make the OTJ that children are ABOVE. There has also been a shift from BELOW to AT. Movement could also be attributed to moderation and more robust discussions around data analysis and interpretation. There has been a huge shift in Males moving to ABOVE at the end of the year, going from none to 8. Once again Maori are the majority BELOW and WELL BELOW.

#### Where to Next:

- Use CAP data to target specific patterns and children, particularly those who have remained stagnant or slipped.
- Continuing to communicate with whanau about children's learning and needs and ways to help at home.
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues.
- Ensure that teachers are understanding and using the assessments correctly and accurately analysing the data to show next steps.
- Support from MST around testing, analysis and next steps.
- In class COSMDBRICS and ensuring Calendar maths and its iterations a strong part of maths programmes.

#### Year 6

#### Ethnicity shows:

<i>Ethnicity</i>	Above	At	Below	Well Below	Grand Total
African	1			1	2
Asian	1	2		1	4
Cook Island Maori		1			1
Fijian	1				1
Indian				1	1
Maori	1	10	4	8	23
Niuean		1		1	2
NZ European	5	12	5		22
Other				1	1
Samoan		4	2	2	8
Tongan		1	2		3

#### Gender shows:

<i>Gender</i>	Above	At	Below	Well Below	Grand Total
F	4	18	10	7	39
M	5	13	3	8	29

#### Reasons For Variance:

As expected there has been movement from AT to ABOVE due to a more stable second half of the year and teachers being more confident to make the OTJ that children are ABOVE. There has been some movement from WELL BELOW to BELOW but Maori data is still a concern as WELL BELOW has increased. Positive movement could be attributed to moderation and more robust discussions around data analysis and interpretation. The Maori data could be a slip from 5 to 8 WELL BELOW or could be new students. Once again Maori are the majority BELOW and WELL BELOW.

**Where to Next:**

- Use CAP data to target specific patterns and children, particularly those who have remained stagnant or slipped.
- Continuing to communicate with whanau about children's learning and needs and ways to help at home.
- Using Acceleration stories to track at risk students and use these as a regular part of syndicate meetings for support with ideas from colleagues.
- Ensure that teachers are understanding and using the assessments correctly and accurately analysing the data to show next steps.
- Support from MST around testing, analysis and next steps.
- In class COSMDBRICS and ensuring Calendar maths and its iterations a strong part of maths programmes.

**Overall - Where to Next:****WHOLE SCHOOL:**

- Keeping strong Whanau relationships/links
- Frequent data discussions in Team meetings, during LTF ascertaining next steps, support needed where. Highlighting gaps in programmes etc,
- Ensuring that assessment is consistent across levels and that moderation across levels is frequent to ensure accuracy and consistency.
- Utilising the SENCO expertise in planning supporting programmes with pupils that need support. TAs providing programmes across levels for all students where appropriate.
- Focus of PD in maths-DMIC.
- Regular Curriculum discussions in teams to improve and or maintain Teacher Capability.

**Key:**

IES – Investing in Educational Success  
 ICT – Information Communication Technologies  
 MOE – Ministry of Education  
 ALL – Accelerated Literacy Learning  
 MST – Math Support Teacher  
 ESOL – English as Second Official Language  
 BOT – Board of Trustees  
 TS – teachers salaries  
 BG – Bulk Grant  
 5YA/10YA – 5 year and 10 year property plan  
 RAMS – Risk and Analysis Management System  
 NAG - National Administration Guidelines  
 ELLP - English Language Learning Progressions

ERO – Education Review Office  
 PD – Professional Development  
 RTLB – Resource Teacher Learning and Behaviour  
 SLT – Senior Leadership Team OR Speech Language Therapy  
 IEP – Individual Education Plans  
 GEP – Group Education Plan  
 SEG – special education grant  
 TA – Teacher Aide  
 ALiM - Accelerated learning in Maths  
 SN – Special Needs  
 NEP - National Education Priorities  
 ICS - in class support

## Kiwi Sport Funding

2020 Kiwi Sport Funding of \$5,626.96 was spent on the following programmes;

- Gymnastics (Whole School)
- Dance Curriculum (Whole School)
- Life Education (Whole School)

The school further provides funding to ensure students are provided with and engaged in a range of sporting opportunities.

A handwritten signature in black ink, consisting of several overlapping loops and a long, sweeping tail.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF BEACH HAVEN PRIMARY SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Beach Haven Primary School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 9 June 2021. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board of Trustees for the financial statements**

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

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

The Board'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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 22 to 59, but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



Wayne Monteith  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand