

HAUTAPU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1735

Principal: Gavin Clark Ceased to be Principal 27th January 2019

School Address: 5 Hana Lane Cambridge

School Postal Address: 5 Hana Lane RD1 Cambridge 3494

School Phone: 07-8277466

School Email: accounts@hautapu.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Kieran Harfoot	Chair Person	Elected	Jun-19
Gavin Clark	Principal	ex Officio	
Gary Natta	Parent Rep	Elected	Jun-19
Sarah Tankard	Parent Rep	Elected	Jun-19
Anton Barr	Parent Rep	Elected	Jun-19
Amanda Gill	Parent Rep	Elected	Jun-19

Accountant / Service Provider: Peter Granville & Associates Ltd
Chartered Accountants

HAUTAPU SCHOOL

Annual Report - For the year ended 31 December 2018

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HAUTAPU SCHOOL

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Sarah Louise Tankard

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

17-6-19

Date:

Tracey Bennett

Full Name of Principal

[Signature]

Signature of Principal

17th June 2019

Date:

HAUTAPU SCHOOL**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	1,684,173	1,638,880	1,762,273
Locally Raised Funds	3	102,800	85,000	95,042
Interest Earned		7,023	-	5,685
		<u>1,793,996</u>	<u>1,723,880</u>	<u>1,863,000</u>
Expenses				
Locally Raised Funds	3	56,301	65,000	65,644
Learning Resources	4	1,123,385	1,109,750	1,197,593
Administration	5	117,347	75,300	125,237
Finance		734	-	785
Property	6	483,870	441,570	459,227
Depreciation	7	75,198	25,000	68,003
		<u>1,856,835</u>	<u>1,716,620</u>	<u>1,916,489</u>
Net Surplus / (Deficit) for the year		(62,839)	7,260	(53,489)
Total Comprehensive Revenue and Expense for the Year		<u>(62,839)</u>	<u>7,260</u>	<u>(53,489)</u>

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

HAUTAPU SCHOOL**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>757,531</u>	<u>746,606</u>	<u>800,094</u>
Total comprehensive revenue and expense for the year	(62,839)	7,260	(53,489)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	7,794	-	10,926
Equity at 31 December	<u>702,486</u>	<u>753,866</u>	<u>757,531</u>

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



HAUTAPU SCHOOL
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	39,046	80,100	144,305
Accounts Receivable	9	74,685	82,000	64,155
GST Receivable		6,274	-	9,742
Inventories	10	825	900	910
Investments	11	124,128	60,000	81,357
Funds Held for Capital Work	16	47,324	54,000	3,880
		<u>292,282</u>	<u>277,000</u>	<u>304,349</u>
Current Liabilities				
Accounts Payable	13	117,161	93,500	86,985
Provision for Cyclical Maintenance	14	11,364	7,000	4,828
Finance Lease Liability - Current Portion	15	5,380	6,000	4,730
Funds held for Capital Works Projects	16	-	-	17,370
		<u>133,905</u>	<u>106,500</u>	<u>113,913</u>
Working Capital Surplus/(Deficit)		<u>158,377</u>	<u>170,500</u>	<u>190,436</u>
Non-current Assets				
Property, Plant and Equipment	12	577,813	606,366	593,234
		<u>577,813</u>	<u>606,366</u>	<u>593,234</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	25,973	18,000	22,768
Finance Lease Liability	15	7,731	5,000	3,371
		<u>33,704</u>	<u>23,000</u>	<u>26,139</u>
Net Assets		<u>702,486</u>	<u>753,866</u>	<u>757,531</u>
Equity		<u>702,486</u>	<u>753,866</u>	<u>757,531</u>

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



HAUTAPU SCHOOL
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		306,917	181,392	351,885
Locally Raised Funds		98,424	81,000	101,120
Goods and Services Tax (net)		10,566	9,000	(1,660)
Payments to Employees		(148,274)	(114,150)	(183,288)
Payments to Suppliers		(234,823)	(216,050)	(264,284)
Cyclical Maintenance Payments in the year		-	(3,920)	(3,336)
Interest Paid		(734)	-	(785)
Interest Received		6,606	(500)	5,180
Net cash from / (to) the Operating Activities		38,683	(63,228)	4,832
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(49,512)	(14,252)	(35,617)
Purchase of Investments		(42,770)	21,000	(81,357)
Net cash from / (to) the Investing Activities		(92,282)	6,748	(116,974)
Cash flows from Financing Activities				
Furniture and Equipment Grant		14,409	(9,415)	10,924
Finance Lease Payments		(5,254)	4,000	(3,936)
Funds Held for Capital Works Projects		(60,814)	(17,000)	17,370
Net cash from Financing Activities		(51,659)	(22,415)	24,358
Net increase/(decrease) in cash and cash equivalents		(105,259)	(78,895)	(87,783)
Cash and cash equivalents at the beginning of the year	8	144,305	179,000	232,088
Cash and cash equivalents at the end of the year	8	39,046	100,105	144,305

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

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



HAUTAPU SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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



h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment. The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40–100 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3–4 years
Text Books and Library resources	12.5% Diminishing value



i) 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, annual leave earned to but not yet taken at balance date.

n) 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).

o) Financial Assets and Liabilities

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

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

p) 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.

q) Budget Figures

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

r) Services received in-kind

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



2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	266,335	238,880	296,407
Teachers' salaries grants	1,007,889	1,000,000	1,075,548
Use of Land and Buildings grants	349,218	350,000	340,543
Resource teachers learning and behaviour grants	33,731	30,000	38,716
Other MoE Grants	27,000	20,000	11,059
	<u>1,684,173</u>	<u>1,638,880</u>	<u>1,762,273</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	921	7,000	4,657
Activities	82,865	67,000	66,315
Trading	4,442	5,000	6,496
Other Revenue	14,572	6,000	17,574
	<u>102,800</u>	<u>85,000</u>	<u>95,042</u>
Expenses			
Activities	52,358	60,000	60,523
Trading	3,943	5,000	5,121
	<u>56,301</u>	<u>65,000</u>	<u>65,644</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>46,499</u>	<u>20,000</u>	<u>29,398</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	26,421	31,000	14,545
Equipment repairs	576	-	371
Information and communication technology	17,079	24,000	11,695
Library resources	392	2,000	1,396
Employee benefits - salaries	1,067,796	1,032,750	1,156,118
Staff development	11,121	20,000	13,468
	<u>1,123,385</u>	<u>1,109,750</u>	<u>1,197,593</u>



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	2,097	3,000	3,846
Board of Trustees Fees	1,860	2,500	3,005
Board of Trustees Expenses	2,005	2,100	2,269
Communication	4,019	2,900	1,956
Consumables	7,767	7,300	6,423
Operating Lease	9,433	8,000	10,296
Other	28,598	2,500	33,478
Employee Benefits - Salaries	52,238	40,400	55,673
Insurance	3,196	3,000	2,903
Service Providers, Contractors and Consultancy	6,134	3,600	5,388
	<u>117,347</u>	<u>75,300</u>	<u>125,237</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	7,146	4,650	6,240
Cyclical Maintenance Expense	9,741	2,920	(803)
Grounds	14,905	13,000	13,948
Heat, Light and Water	20,701	22,000	24,391
Repairs and Maintenance	29,175	6,500	20,613
Use of Land and Buildings	349,218	350,000	340,543
Security	2,807	1,500	2,867
Employee Benefits - Salaries	50,177	41,000	51,428
	<u>483,870</u>	<u>441,570</u>	<u>459,227</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	16,665	5,500	17,024
Furniture and Equipment	25,908	9,500	23,135
Information and Communication Technology	23,882	8,000	20,832
Textbooks	1,012	300	706
Leased Assets	5,622	1,200	4,017
Library Resources	2,109	500	2,289
	<u>75,198</u>	<u>25,000</u>	<u>68,003</u>



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	39,046	40,100	103,586
Short-term Bank Deposits	0	40,000	40,719
Cash and cash equivalents for Cash Flow Statement	<u>39,046</u>	<u>80,100</u>	<u>144,305</u>

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	4,376	4,000	-
Receivables from the Ministry of Education	10,054	17,000	7,058
Interest Receivable	958	1,000	541
Teacher Salaries Grant Receivable	59,297	60,000	56,556
	<u>74,685</u>	<u>82,000</u>	<u>64,155</u>
Receivables from Exchange Transactions	5,334	5,000	541
Receivables from Non-Exchange Transactions	69,351	77,000	63,614
	<u>74,685</u>	<u>82,000</u>	<u>64,155</u>

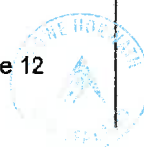
10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	825	900	910
	<u>825</u>	<u>900</u>	<u>910</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	124,128	60,000	81,357



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	403,191	-	-	-	(16,665)	386,526
Furniture and Equipment	112,362	28,070	-	-	(25,908)	114,524
Information and Communication	45,348	20,094	-	-	(23,882)	41,560
Textbooks	7,644	1,349	-	-	(1,012)	7,981
Leased Assets	7,829	10,264	-	-	(5,622)	12,471
Library Resources	16,860	-	-	-	(2,109)	14,751
Balance at 31 December 2018	593,234	59,777	-	-	(75,198)	577,813

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	623,068	(236,542)	386,526
Furniture and Equipment	292,129	(177,605)	114,524
Information and Communication	140,288	(98,728)	41,560
Textbooks	9,951	(1,970)	7,981
Leased Assets	24,104	(11,633)	12,471
Library Resources	38,229	(23,478)	14,751
Balance at 31 December 2018	1,127,769	(549,956)	577,813

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	420,214	-	-	-	(17,024)	403,190
Furniture and Equipment	121,063	14,434	-	-	(23,135)	112,362
Information and Communication	51,051	15,130	-	-	(20,832)	45,349
Technology						
Textbooks	4,297	4,053	-	-	(706)	7,644
Leased Assets	9,897	1,949	-	-	(4,017)	7,829
Library Resources	17,150	1,999	-	-	(2,289)	16,860
Balance at 31 December 2017	623,672	37,565	-	-	(68,003)	593,234



	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Buildings	623,068	(219,878)	403,190
Furniture and Equipment	264,059	(151,697)	112,362
Information and Communication Technology	120,195	(74,846)	45,349
Textbooks	8,602	(958)	7,644
Leased Assets	13,840	(6,011)	7,829
Library Resources	38,229	(21,369)	16,860
Balance at 31 December 2017	1,067,993	(474,759)	593,234

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	39,933	20,000	16,806
Accruals	6,967	6,500	6,653
Employee Entitlements - salaries	59,296	60,000	56,556
Employee Entitlements - leave accrual	10,965	7,000	6,970
	117,161	93,500	86,985
Payables for Exchange Transactions	46,900	26,500	9,658
Payables for Non-exchange Transactions - Other	70,261	67,000	77,327
	117,161	93,500	86,985

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	27,596	27,596	31,736
Increase/ (decrease) to the Provision During the Year	9,741	2,920	(803)
Use of the Provision During the Year	-	-	(3,337)
Provision at the End of the Year	37,337	30,516	27,596
Cyclical Maintenance - Current	11,364	7,000	4,828
Cyclical Maintenance - Term	25,973	18,000	22,768
	37,337	25,000	27,596



15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	5,380	6,000	4,730
Later than One Year and no Later than Five Years	7,731	5,000	3,371
Later than Five Years	-	-	-
	<u>13,111</u>	<u>11,000</u>	<u>8,101</u>

16. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
A Block	<i>completed</i>	(3,880)	343,121	(390,521)	3,956	(47,324)
D Block	<i>completed</i>	17,370	-	(18,355)	985	-
Totals		<u>13,490</u>	<u>343,121</u>	<u>(408,876)</u>	<u>4,941</u>	<u>(47,324)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
47,324

(47,324)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Special Need Modification	<i>completed</i>	(5,487)	8,771	(6,505)	3,221	-
A Block	<i>in progress</i>	3,460	-	(7,340)	-	(3,880)
D Block	<i>in progress</i>	-	17,870	(500)	-	17,370
Totals		<u>(2,027)</u>	<u>26,641</u>	<u>(14,345)</u>	<u>3,221</u>	<u>13,490</u>



17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	1,860	3,005
Full-time equivalent members	0.38	0.47
<i>Leadership Team</i>		
Remuneration	318,906	354,192
Full-time equivalent members	3	3
Total key management personnel remuneration	320,766	357,197
Total full-time equivalent personnel	3.38	3.47

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	-
Principal 1	-	30-40
Principal 2	-	80-90
Principal 3	-	0-10
Principal 4	-	30-40
Benefits and Other Emoluments	0-10	Nil

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	1.00	1.00
	1.00	1.00

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



19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$8,500	\$20,000
Number of People	1	1

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has no capital commitments.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) Tela Leases

	2018 Actual \$	2017 Actual \$
No later than One Year	-	6,495
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	6,495



22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	39,046	80,100	144,305
Receivables	74,685	136,000	64,155
Investments - Term Deposits	124,128	60,000	81,357
Total Loans and Receivables	237,859	276,100	289,817

Financial liabilities measured at amortised cost

Payables	117,161	93,500	86,985
Finance Leases	13,111	11,000	8,101
Total Financial Liabilities Measured at Amortised Cost	130,272	104,500	95,086

24. Events After Balance Date

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

25. Comparatives

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



INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF HAUTAPU SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Hautapu School's (the School). The Auditor-General has appointed me, Kurt Sherlock, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 17 June 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

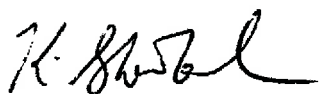
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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



Kurt Sherlock
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Hamilton, New Zealand

Strategic Aim and Target:

- Develop connected teachers and learners who understand the need for continuous personal development and academic improvement
- To raise the rate of progress for all students deemed at risk of not achieving at the expected level for Writing, Reading and Mathematics.

Baseline Data:

READING DATA

Reading (Term 1 2016)												Reading (Term 2 2016)											
Whole School												Whole School											
Description	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total	Description	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	Total		
Year 0	10.4	0	0	0	0	0	0	0	0	100	Year 0	10.4	0	0	0	0	0	0	0	0	0	100	
Year 1	70.0	0	0	0	0	0	0	0	0	100	Year 1	70.0	38.5	0	0	0	0	0	0	0	0	100	
Year 2	70.0	0	0	0	0	0	0	0	0	100	Year 2	70.0	54.5	0	0	0	0	0	0	0	0	100	
Year 3	0	0	0	0	0	0	0	0	0	100	Year 3	0	0	0	0	0	0	0	0	0	0	100	
Year 4	3.4	6.9	4.6	3.4	3.4	0	0	0	0	100	Year 4	3.4	3.4	0	0	3.4	0	0	0	0	0	100	
Year 5	0	0	5	7.7	7.7	0	0	0	0	100	Year 5	0	0	0	0	0	25	0	0	0	0	100	
Year 6	0	3.6	0	10.7	10.7	3.4	0	0	0	100	Year 6	0	3.6	0	0	0	0	14.3	0	0	0	100	
Year 7	0	0	0	6.3	6.3	6.9	0	0	0	100	Year 7	0	0	0	0	5.9	0	0	23.5	5.9	0	100	
Year 8	0	0	0	0	7.7	7.7	0	0	15.4	100	Year 8	0	0	0	0	0	7.7	0	0	15.4	7.7	100	
Total	13.2	20.9	17.6	15.9	14.8	7.1	8.8	0.5	1.1	100	Total	11.1	22.1	14.2	14.2	11.6	12.6	7.9	4.2	1.5	0.5	100	

Reading (Term 3 2016)										Reading (Term 4 2016)															
Whole School										Whole School															
Description										Description															
Year 0	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total	Year 0	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Early 6	Total
Year 1		69.2	0	0	0	0	0	0	0	0	100	Year 1	0	76.9	0	0	0	0	0	0	0	0	0	0	100
Year 2			3.2	0	0	0	0	0	0	0	100	Year 2	3	6.1	33.3	0	0	0	0	0	0	0	0	0	100
Year 3				19.4	0	0	0	0	0	0	100	Year 3	0	0	6.1	54.5	0	0	0	0	0	0	0	0	100
Year 4	3.4	6.9			20.7	0	0	0	0	0	100	Year 4	0	0	3.2	6.5	29	0	0	0	0	0	0	0	100
Year 5	0	0	0			5.5	0	0	0	0	100	Year 5	0	0	0	0	0	60	5	0	0	0	0	100	
Year 6	0	3.6	0	0			32.1	0	0	0	100	Year 6	0	0	0	3.4	0	0	44.8	0	0	0	0	100	
Year 7	0	0	0	0				29.4	5.9	0	100	Year 7	0	0	0	0	0	0	27.8	22.2	11.1	0	0	100	
Year 8	0	0	0	0	0	7.7			15.4	7.7	100	Year 8	0	0	0	0	0	0	0	15.4	15.4	7.7	7.7	100	
Total	8.8	24.5	10.4	13.5	7.8	18.8	8.9	5.2	1.6	0.5	100	Total	0.5	9.7	16	13.1	18	7.8	15.5	11.2	5.3	1.9	0.5	0.5	100

STAR Reading Data comparison Term 2- Term 4: Analysis of Data

- 100% (31/31) of Year 3 children are above the National Average for Year 3s in Term 4.
 - 97% (30/31) of Year 3 children improved significantly from term 2 to term 4.
- 84% (10/12) of Year 4 children are above the National Average for Year 4s in Term 4.
 - 92% (11/12) of Year 4 children improved significantly from term 2 to term 4.
- 95% (20/21) of Year 5 children are above the National Average for Year 5s in Term 4.
 - 76% (16/21) of Year 5 children improved significantly from term 2 to term 4.
- 83% (25/30) of Year 6 children are above the National Average for Year 6s in Term 4.
 - 87% (25/30) of Year 6 children improved significantly from term 2 to term 4.

The data represented below is related to end of year data collection for Year 1-8 Students. The data is based on New Zealand Curriculum Levels, collated in November 2018. The data shown contains all results for all students, including Maori, male, female, ELL and students with a range of special needs (including ORS).

AREAS OF STRENGTH FROM READING DATA

- 100% of Year 0 students are at or above the expected curriculum level by the end of Term 4
- 100% of Year 1 students are at or above expected curriculum level by the end of Term 4
- 91% of Year 2 students are at or above the expected curriculum level by the end of Term 4
- 94% of Year 3 students are at or above the expected curriculum level by the end of Term 4
- 90% of Year 4 students are at or above the expected curriculum level by the end of Term 4
- 95% of Year 5 students are at or above the expected curriculum level by the end of Term 4
- 97% of Year 6 students are at or above the expected curriculum level by the end of Term 4
- 61% of Year 7 students are at or above the expected curriculum level by the end of Term 4
- 69% of Year 8 students are at or above the expected curriculum level by the end of Term 4

AREAS FOR IMPROVEMENT FROM READING DATA

- A high percentage of Year 7 are achieving below the expected curriculum level (28%).
- A high percentage of Year 8 are achieving below (15%).
- Our Maori students have a high percentage of students performing below standard in comparison to other ethnicities.

PLANNED ACTIONS FOR LIFTING READING ACHIEVEMENT IN 2019

- Reading support groups to be initiated using Deputy Principal as expert practitioner to help support priority students in class.
- Continued use of Reading progressions to engage students in goal setting within Reading, improving engagement and motivation in Reading.
- Real life contexts to be used to engage students in Reading and material linked to their inquiry focus.
- Novel sets to be purchased for students to engage them in book club style analysis and discussions about texts.
- Reading workshops to be offered to parents to upskill their knowledge of how they can help at home.

Class level:

- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress.
- Teacher's class targets will focus on highlighting where their students are at and their next steps. These targets will be monitored by senior teachers and the lead team (including SENCo).
- Team meetings will focus on class and syndicate targets discussing areas for potential improvements or developments and linked closely to the professional development provided.

Teachers will use the data to formulate and implement teaching and learning plans that:

- differentiate learning for students
- accelerate the learning of target students
- make effective learning and teaching decisions based on needs
- provide effective feedback to students
- set improvement targets
- conduct ongoing formative assessment that allows for ongoing feedback and improved decision making for teaching and learning.

Professional Development:

- We will continue to unpack expectations at various levels and discuss the links between reading and writing, using the curriculum and 'big ideas' to integrate subjects.
- Continue to utilise PLD hours to improve literacy practice within the school linked to formative assessment.

Systems:

- Reading material to be purchased for the school library and for in class use that engage students in both fiction and non-fiction material.
- We will continue to utilise e-AsTTle testing for Years 4-6 as a formative tool.

Budget:

- There has been a significant investment made in 2018 budget and further resourcing put aside for 2019. This is available to purchase required Reading material for the school.

READING - PRIORITY LEARNERS

These students were deemed 'Below' or 'Just At' at the end of 2017. We have chosen to monitor the progress of these priority students in 2018 to see the impact that our professional goals, reflections, development are having on these students. Please note that although new priority learners have arisen, we have chosen to track our known students who we have been targeting through in class interventions.

First names	T1 2018	T2 2018	T3 2018	T4 2018	At or Above Chronological Age	Support given
1	6	6.09	7	7.06	Yes	Quick 80
2	6.09	7.08	7.1	7.1	Yes	Quick 80 discontinued in T3
3	6.09	7	7.03	7.06	Yes	Quick 80
4	5.07	5.1	6	6	Not yet	Quick 80
5	5.02	5.06	5.07	5.09	Not yet	Quick 80
6	6.09	7	7.06	7.1	Not yet	Quick 80
7	7.03	7.06	7.08	8	Not yet	Quick 80 from T3
8	7.03	7.06	8	8	Yes	
9	5.11	6.06	7.06	7.08	Not yet	Quick 80
10	7.06	7.1	7.1	7.1	Yes	
11	5.07	5.07	5.08	5.08	No	Tando
12	6.09	7.03	7.06	7.08	Not yet	Quick 60
13	7.1	7.1	8	8.03	Not yet	
14	9	9.06	10	10.06	Yes	REV
15	8.06	9.06	10	10.06	Yes	
16	9.06	10	10.06	10.06	Not yet - very close	
17	9	9.06	9.06	10	Not yet - very close	REV
18	10	10.06	10.06	11	Not yet - very close	
19	10	10.06	10.06	11	Yes	REV
20	9.06	10	10.06	10.06	Not yet	
21	10	10.06	10.06	11	Yes	
22	10	10.06	11	11	Yes	
23	10	10.06	11	11.06	Yes	
24	10.06	11.06	12.06	13	Yes	Reduced Teacher Learning Experience Not used in Class Support 5 hours per week
25	7.1	7.1	7.1	8	Not yet	

Made less than 8 months progress 20% (2/25)

At chronological age 43% (12/25)
Very close to chronological age 12% (3/25)
Not yet at chronological age 40% (10/25)

AIM 1: EXPECTED LEVELS WRITING TARGET

Our aim in 2018, was to improve student progress in writing. During our professional learning, we continued to unpack the literacy progressions to ensure we could show the progress that each student had made in writing throughout the year. Teachers and students engaged in conferencing to set achievable goals in writing and progress was tracked in student books using highlighters.

BASELINE DATA:

Analysis of school-wide Writing data (OTJ's against the Writing Expected levels) identified concerns across the school. The data shows that in November 2017, 34.2% (107) students were achieving below or well below in Writing. In 2018 there was an improvement as the data shows that in December 2018, 28% of students were achieving below or well below in Writing.

WRITING

Writing (Term 2 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0	0	0	0	0	0	0	0	0	0	0	0	100
Year 1	0	0	0	0	0	0	0	0	0	0	0	100
Year 2	0	0	0	0	0	0	0	0	0	0	0	100
Year 3	0	0	0	0	0	0	0	0	0	0	0	100
Year 4	0	3.4	10.3	10.3	10.3	0	0	0	0	0	0	100
Year 5	0	0	0	10	10	0	0	0	0	0	0	100
Year 6	0	0	3.6	0	17.9	0	0	0	0	0	0	100
Year 7	0	0	0	0	0	11.8	11.8	23.5	11.8	0	0	100
Year 8	0	0	0	0	0	0	15.4	0	0	7.7	7.7	100
Total	12.6	27.9	10.5	19.5	14.2	4.2	5.3	3.7	1.6	0.5	100	

Writing (Term 1 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0	0	0	0	0	0	0	0	0	0	0	0	100
Year 1	0	0	0	0	0	0	0	0	0	0	0	100
Year 2	0	0	0	0	0	0	0	0	0	0	0	100
Year 3	0	0	0	0	0	0	0	0	0	0	0	100
Year 4	0	3.4	17.2	17.2	17.2	0	0	0	0	0	0	100
Year 5	0	0	0	20	20	0	0	0	0	0	0	100
Year 6	0	0	3.6	0	28.6	0	0	0	0	0	0	100
Year 7	0	0	0	0	0	25	25	12.5	6.3	6.3	0	100
Year 8	0	0	0	0	0	15.4	15.4	5.5	1.6	1.1	0	100
Total	0.5	13.7	31.3	11.5	16.5	13.2	4.9	5.5	1.6	1.1	0.5	100

Writing (Term 4 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0	0	0	0	0	0	0	0	0	0	0	0	100
Year 1	0	0	7.7	0	0	0	0	0	0	0	0	100
Year 2	3.1	0	0	0	0	0	0	0	0	0	0	100
Year 3	0	0	0	3.2	0	0	0	0	0	0	0	100
Year 4	0	3.4	0	0	0	3.4	0	0	0	0	0	100
Year 5	0	0	0	5	0	0	0	0	0	0	0	100
Year 6	0	0	3.6	0	0	0	0	0	0	0	0	100
Year 7	0	0	0	0	0	0	0	23.5	0	0	0	100
Year 8	0	0	0	0	0	0	0	0	0	0	0	100
Total	0.5	13.5	19.7	14	15.5	16.6	8.3	6.2	3.1	2.1	0.5	100

Writing (Term 3 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0	0	0	0	0	0	0	0	0	0	0	0	100
Year 1	0	0	7.7	0	0	0	0	0	0	0	0	100
Year 2	3.1	0	0	0	0	0	0	0	0	0	0	100
Year 3	0	0	0	0	0	0	0	0	0	0	0	100
Year 4	0	3.4	0	0	0	3.4	0	0	0	0	0	100
Year 5	0	0	0	5	0	0	0	0	0	0	0	100
Year 6	0	0	3.6	0	0	0	0	0	0	0	0	100
Year 7	0	0	0	0	0	0	0	23.5	0	0	0	100
Year 8	0	0	0	0	0	0	0	0	0	0	0	100
Total	0.5	13.5	19.7	14	15.5	16.6	8.3	6.2	3.1	2.1	0.5	100

Writing (Term 3 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0				0	0	0	0	0	0	0	0	100
Year 1					0	0	0	0	0	0	0	100
Year 2			7.7		0	0	0	0	0	0	0	100
Year 3	3	12.1			3	0	0	0	0	0	0	100
Year 4	0	0	14.7			5.9	0	0	0	0	0	100
Year 5	0	0	3.2	6.5			9.7	0	0	0	0	100
Year 6	0	0	0	0	15			5	0	0	0	100
Year 7	0	0	3.4	0	0	20.7			6.9	0	0	100
Year 8	0	0	0	0	0	0	40			15	0	100
Year 9	0	0	0	0	0	0	7.7	30.8		23.1	7.7	100
Total	0.5	15.3	16.7	14.4	14.4	12.14	5.7	3.3	2.9	0.5	100	

Writing (Term 4 2018)												
Whole School												
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4	Early 5	At 5	Total
Year 0				0	0	0	0	0	0	0	0	100
Year 1					0	0	0	0	0	0	0	100
Year 2			7.7		0	0	0	0	0	0	0	100
Year 3	3	12.1		3	0	0	0	0	0	0	0	100
Year 4	0	0	14.7		5.9	0	0	0	0	0	0	100
Year 5	0	0	3.2	6.5		9.7	0	0	0	0	0	100
Year 6	0	0	0	0	15		5	0	0	0	0	100
Year 7	0	0	3.4	0	0	20.7		6.9	0	0	0	100
Year 8	0	0	0	0	0	0	40		15	15	0	100
Year 9	0	0	0	0	0	0	7.7	30.8		23.1	7.7	100
Total	0.5	15.3	16.7	14.4	14.4	12.14	5.7	3.3	2.9	0.5	100	

These students were deemed 'Below' or 'Just At' at the end of 2017. We have chosen to monitor the progress of these priority students in 2018 to see the impact that our professional goals, reflections, development are having on these students. Please note that although new priority learners have arisen, we have chosen to track our known students who we have been targeting through in class interventions.

Surname	Year level	T4 2017	T1 2018	T2 2018	T3 2018	T4 2018	At Expected Curriculum Level
1	1	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	yes
2	1	7/5/17	10/5/17	8/5/17	8/5/17	8/5/17	yes
3	2	8/5/17	8/5/17	10/17	10/17	10/17	yes
4	2	8/5/17	8/5/17	10/17	10/17	10/17	not yet
5	2	10/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
6	2	10/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
7	2	8/5/17	8/5/17	10/17	10/17	10/17	yes
8	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
9	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
10	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
11	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
12	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
13	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
14	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
15	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
16	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
17	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
18	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
19	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
20	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
21	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
22	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
23	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
24	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
25	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
26	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
27	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
28	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
29	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
30	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
31	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
32	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
33	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
34	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
35	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
36	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
37	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
38	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
39	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
40	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
41	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
42	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
43	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
44	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
45	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
46	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
47	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet
48	2	8/5/17	10/5/17	10/5/17	10/5/17	10/5/17	not yet

Writing (Term 4 2018)

Whole School

Description	Early 1	At 1	Early 2	Early 3	At 3	Early 4	Total
Year 2 Maori	2	1	1				4
Year 3 Maori		1	1				2
Year 6 Maori				2			2
Year 7 Maori					1		1
Year 8 Maori					1	1	2
Total	2	2	2	2	2	1	11

AREAS OF STRENGTH FROM WRITING DATA

- 100% of the Year Zero cohort is achieving at expected level.
- 100% of the Year One cohort is achieving at or above expected level.
- 84.8% of the Year Two cohort is achieving at standard with 69% achieving above expected level.
- 84.3% of the Year Three cohort is achieving at or above expected level.
- 91.3% of the Year Four cohort is achieving at or above expected level.
- 26.5% of the Year Three cohort is achieving above expected level.
- 48.4% of the Year Four cohort is achieving above expected level.
- 85% of the Year Five cohort is achieving at or above expected level.
- 30% of Year Seven students are above expected level.
- 30.8% of Year Eight Students are achieving above expected level.

AREAS FOR IMPROVEMENT FROM WRITING DATA

- 24% of the Year Two cohort is achieving below expected level.
- 40.8% of our Year Seven students are below expected level.
- 30.8% of our Year Eight students are below expected level.
- Maori attainment is below that of NZ Europeans.

AREAS OF INTEREST FROM DATA

- Through 6 year net testing and regular classroom assessment, it has become apparent that students' lower level of oral language is having an impact on their language and writing ability. This is particularly evident in the Year 1 classrooms. This has had an impact on the way spelling and phonics is taught within our Junior School and the results from this in 2018 has been very pleasing.

PLANNED ACTIONS FOR LIFTING WRITING ACHIEVEMENT IN 2019

Professional Development

There will continue to be a lot of professional development in this area. This will entail teachers inquiring into their practice so that they can enhance learning experiences for their learners as they have done in 2018 working with Justine Brock. Formative assessment will continue to be the driver for success moving forward as will the development of engaging the students in writing through the curriculum big ideas.

Shared Understandings

At the beginning of 2019 there will be Staff meetings to ensure that there are clear expectations of what effective literacy practice looks like at Hautapu School with consistent assessment practices across the school. This has been unpacked in our annual aim for 2019.

Structured observations and walkthroughs

The lead team will continue to conduct observations and walkthroughs based upon agreed Hautapu best practice as extrapolated in the 2019 annual aim. This will provide teachers with focused feedback on their practice based upon the collection of student voice.

Systems

2019's staffing and budget have been organised to allow extra opportunities for small groups to be taken to extend gifted and talented students, as well as providing support for learners with identified needs. Actions will include organising a space, purchasing appropriate programmes / resources and deciding on the professional development that will be required for our hard to shift learners.

Budget / resourcing

The 2019 budget has placed a significant amount of money into the purchasing of literacy resources.

Writers- Everyone has a story in them!

We want to foster authentic learning experiences for children and this is hugely important in writing. Writing for a purpose with a specific audience and sharing writing are huge features of professional development in 2019. The continuation of green and pink highlighters for feedback and feedforward will also be very useful for engaging students in the formative assessment and goal setting linked to our school wide progressions.

SPELLING

Spelling Data Whole School Term 2 - total number														
Schonell Spelling (Term 2 2018)														
Whole School														
Description	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	Total			
Year 2	1	15	15								31			
Year 3		4	14	9	3	1					31			
Year 4	1		4	10	3	6	3	1			28			
Year 5			3	3	1	9	3	1			20			
Year 6		2		4	5	4	5	6	2	1	29			
Year 7			1		2	4	2	6	2		17			
Year 8					1		6	3	2	1	13			
Total	2	21	37	26	15	24	19	17	6	2	169			

Spelling Data Whole School Term 2 - total percentage														
Schonell Spelling (Term 2 2018)														
Whole School														
Description	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	Total			
Year 2	3.2	48.4	48.4	0	0	0	0	0	0	0	100			
Year 3	0	12.9	45.2	29	9.7	3.2	0	0	0	0	100			
Year 4	3.6	0	14.3	35.7	10.7	21.4	10.7	3.6	0	0	100			
Year 5	0	0	15	15	5	45	15	5	0	0	100			
Year 6	0	6.9	0	13.8	17.2	13.8	17.2	20.7	8.9	3.4	100			
Year 7	0	0	5.9	0	11.8	23.5	11.8	35.3	11.8	0	100			
Year 8	0	0	0	0	7.7	0	46.2	23.1	15.4	7.7	100			
Total	1.2	12.4	21.9	15.4	8.9	14.2	11.2	10.1	3.6	1.2	100			

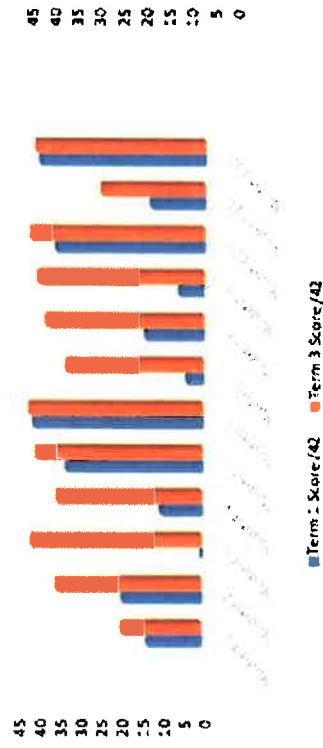
Spelling Data Whole School Term 4 - total number														
Schonell Spelling (Term 4 2018)														
Whole School														
Description	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15	Total		
Year 2	1	8	20	3								32		
Year 3		3	11	9	8	1	1					33		
Year 4		1	2	8	5	3	5	3	1			28		
Year 5			1	5	1	6	5	3				21		
Year 6			2	1	6	7	3	7	3	1		30		
Year 7						5	1	4	4	1		19		
Year 8							2	5	2	4		13		
Total	1	12	38	26	20	22	17	22	10	9	1	176		

Spelling Data Whole School Term 4 - total percentage														
Schonell Spelling (Term 4 2018)														
Whole School														
Description	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15	Total		
Year 2	3.1	25	62.5	9.4	0	0	0	0	0	0	0	100		
Year 3	0	9.1	33.3	27.3	24.2	3	3	0	0	0	0	100		
Year 4	0	3.6	7.1	28.6	17.9	10.7	17.9	10.7	3.6	0	0	100		
Year 5	0	0	4.8	23.8	4.8	28.6	23.8	14.3	0	0	0	100		
Year 6	0	0	6.7	3.3	20	23.3	10	23.3	10	3.3	0	100		
Year 7	0	0	0	0	0	26.3	5.3	21.1	21.1	21.1	5.3	100		
Year 8	0	0	0	0	0	0	15.4	36.5	15.4	30.8	0	100		
Total	0.6	6.8	20.5	14.8	11.4	12.5	9.7	12.5	5.7	5.1	0.6	100		

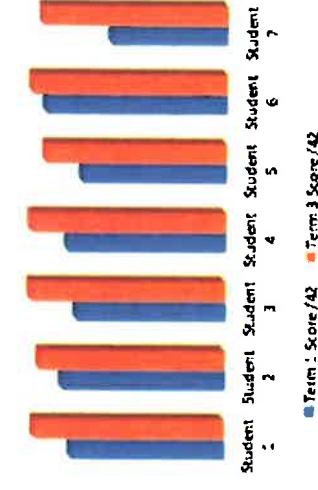
Phonological Awareness:

In 2017 we noticed that our students lacked phonological awareness and that this was inhibiting their ability to decode words. To be able to decode, children need a range of basic phonics strategies so they can easily work out new words in reading and spelling. Firstly, they need to have good phonological awareness and be able to hear and discriminate sound, hear rhyme and rhythm, alliteration and sound breaks. They need to be able to hear, read and write the phonemes of the English language. And they need to be skilled in blending and segmenting these phonemes for use in reading and spelling. Effective literacy programmes include daily explicit teaching of these phonics skills in the junior classroom, with individual or small group lessons for older children who are still at the earlier levels of literacy acquisition. In order to address this need we upskilled our teachers by sending them on the Yolanda Soryl courses - Early Words and Phonics. We bought the resources required to teach the program and teachers explicitly teach this program 3-4 times per week. We have noticed a huge progress and predict this will have an impact on the spelling ability of these students in the future.

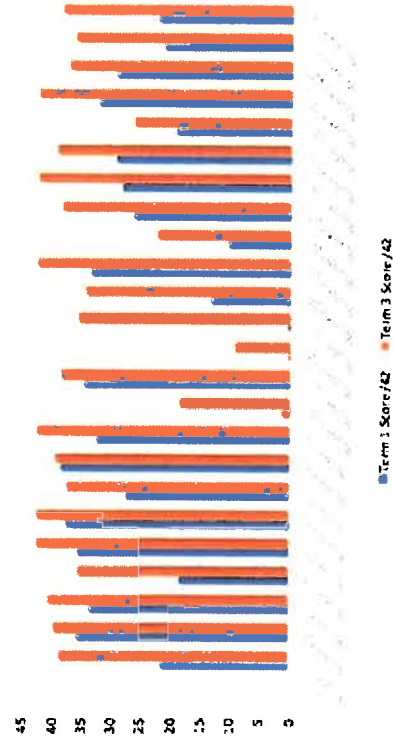
Year 0/1 Class Phonemic Awareness Test



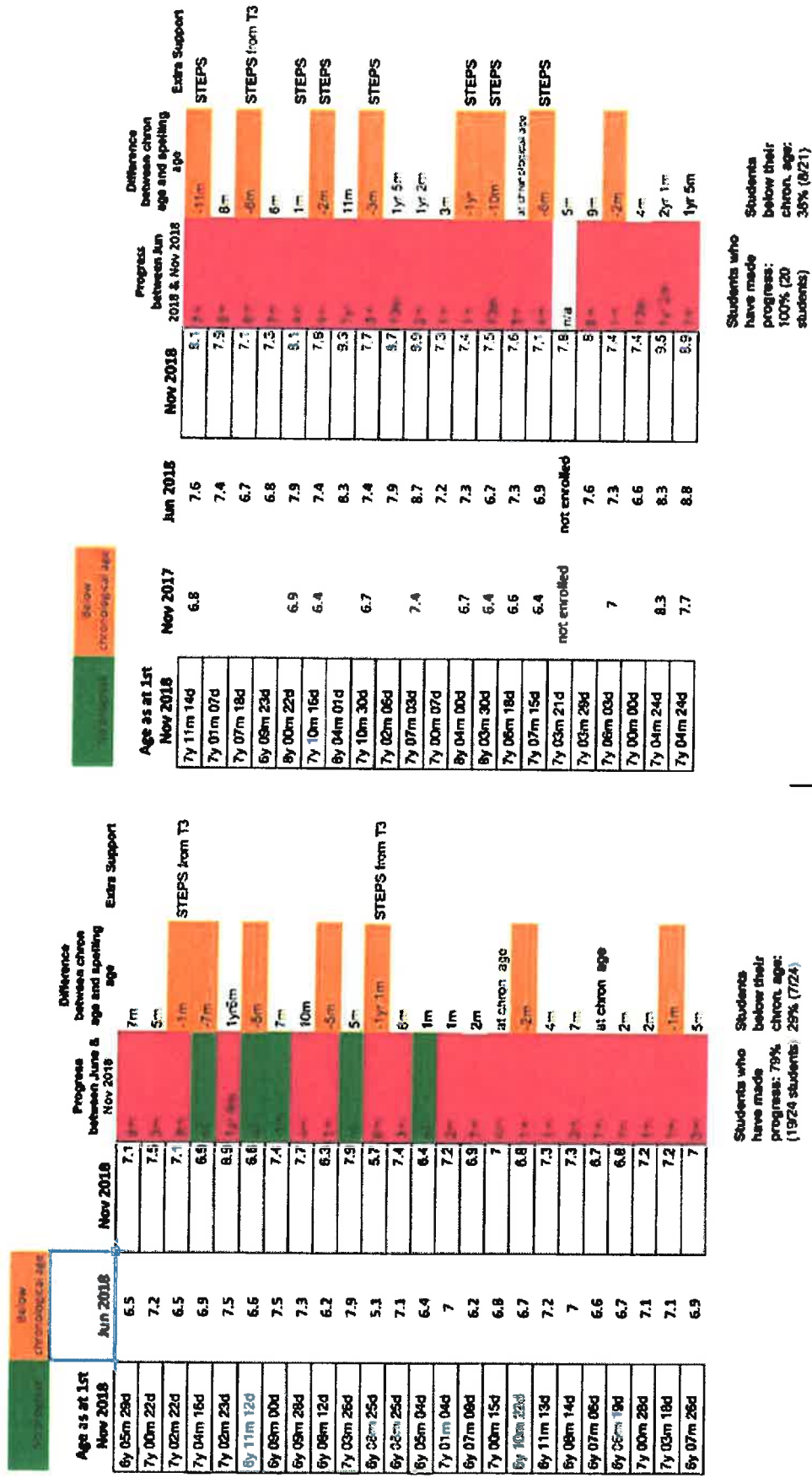
Yr 2/3 Class Phonemic Awareness Test



Yr 2 Class Phonemic Awareness Test

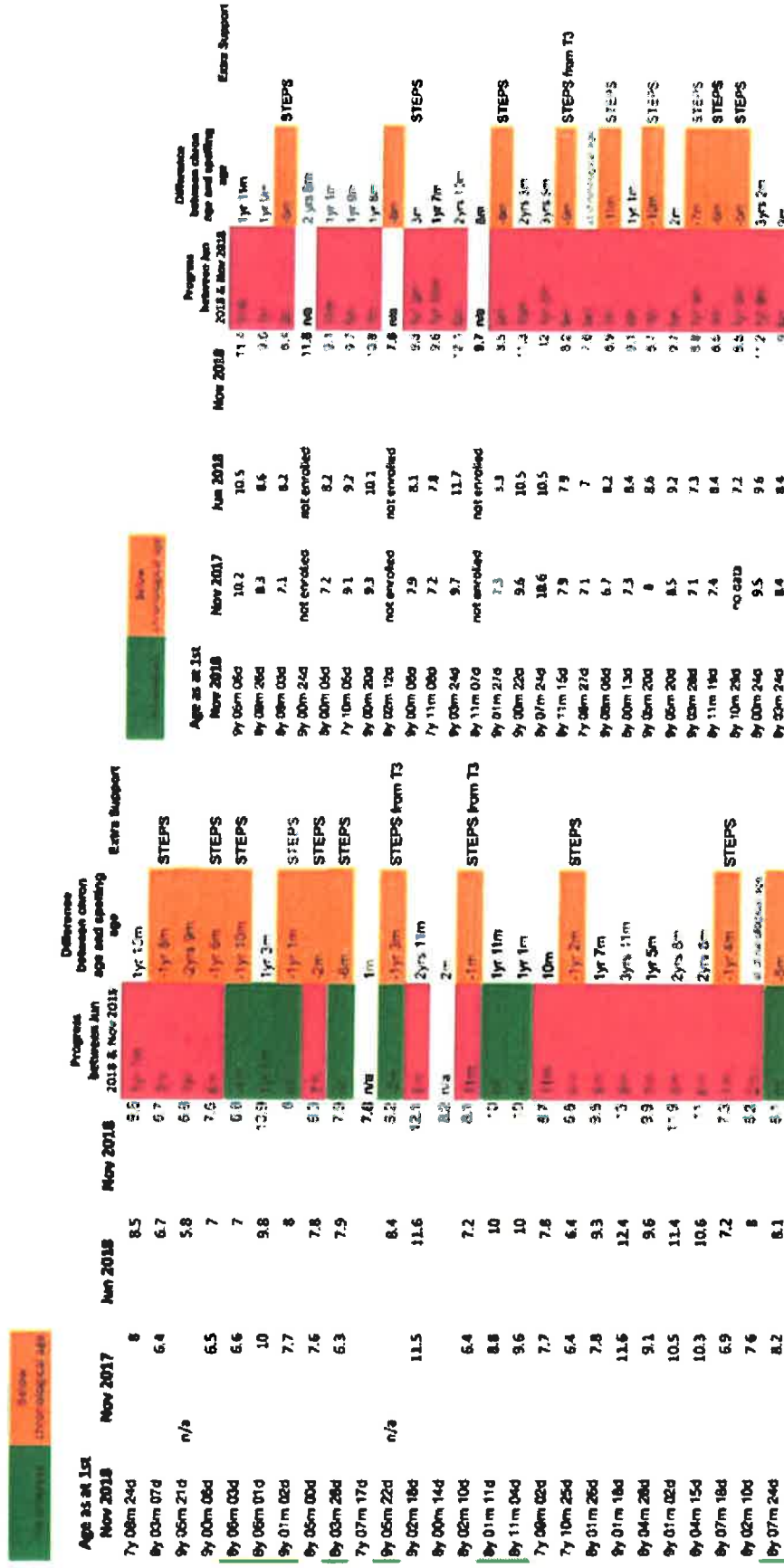


Individual Class Spelling Data Term 4



5 months+ progress: 21% (5/24)

5 months+ progress: 50% (10/20)



Students who made progress: 42% (16/24 students)

5 months+ progress: 42% (10/24)

Students who have made progress: 83% (19/23 students)

5 months+ progress: 83% (19/23)

Score
07/27/2017 11:44 AM

Score
07/27/2017 11:44 AM

Age as at 1st Nov 2018	Nov 2017	Jun 2018	Nov 2018	Progress between Jan 2018 & Nov 2018	Difference between chron age and spelling age	Extra Support
10y 02m 28d	10.3	10.6	11.7	11.7	11m	
11y 02m 21d	10.2	10.3	11.4	11.4	4m	
10y 07m 28d	10.2	10.7	10.9	10.9	7m	
11y 02m 04d	11.6	11.9	12.6	12.6	1y 4m	
10y 02m 18d	8.3	8.6	9.2	9.2	1y 1m	STEPS
10y 10m 11d	9.4	9.6	9.6	9.6	1y 6m	STEPS from T3
9y 08m 17d	9.7	10	10.5	10.5	3m	
9y 07m 20d	7.1	7.6	7.8	7.8	1y 11m	STEPS
10y 10m 08d	8.5	8.7	8.9	8.9	2y 3m	STEPS
10y 11m 28d	11.2	11.9	12.3	12.3	1y 4m	STEPS
10y 03m 22d	10.4	10.8	11.6	11.6	1y 3m	STEPS
10y 06m 21d	8.6	8.8	9.0	9.0	1y 1m	STEPS
10y 08m 17d	11.7	12.4	12.9	12.9	2y 3m	STEPS
11y 02m 13d	10.3	10.9	11.5	11.5	3m	
10y 06m 19d	10.4	10.6	12.8	12.8	2m	
10y 04m 28d	8.6	8.7	9.2	9.2	1y 02m	STEPS
10y 08m 03d	9.9	10.2	10.5	10.5	5m	
10y 03m 05d	7.8	8.4	8.8	8.8	1y 7m	STEPS
10y 05m 00d	8.2	8.4	8.9	8.9	1y 06m	STEPS
10y 02m 14d	9.1	9.7	10.2	10.2	4y 11m 4y 11m 4y 11m 4y 11m	STEPS
11y 04m 25d	9.2	9.3	9.5	9.5	1y 11m	STEPS
11y 03m 08d	12.6	12.8	13.0	13.0	2y 3m	
11y 04m 18d	11.9	12.7	12.8	12.8	1y 4m	
11y 04m 10d	11.7	12.1	12.6	12.6	1y 2m	
10y 03m 15d	10.1	10.3	11.3	11.3	1y 1m	STEPS
10y 07m 14d	9.8	10	10.5	10.5	2m	

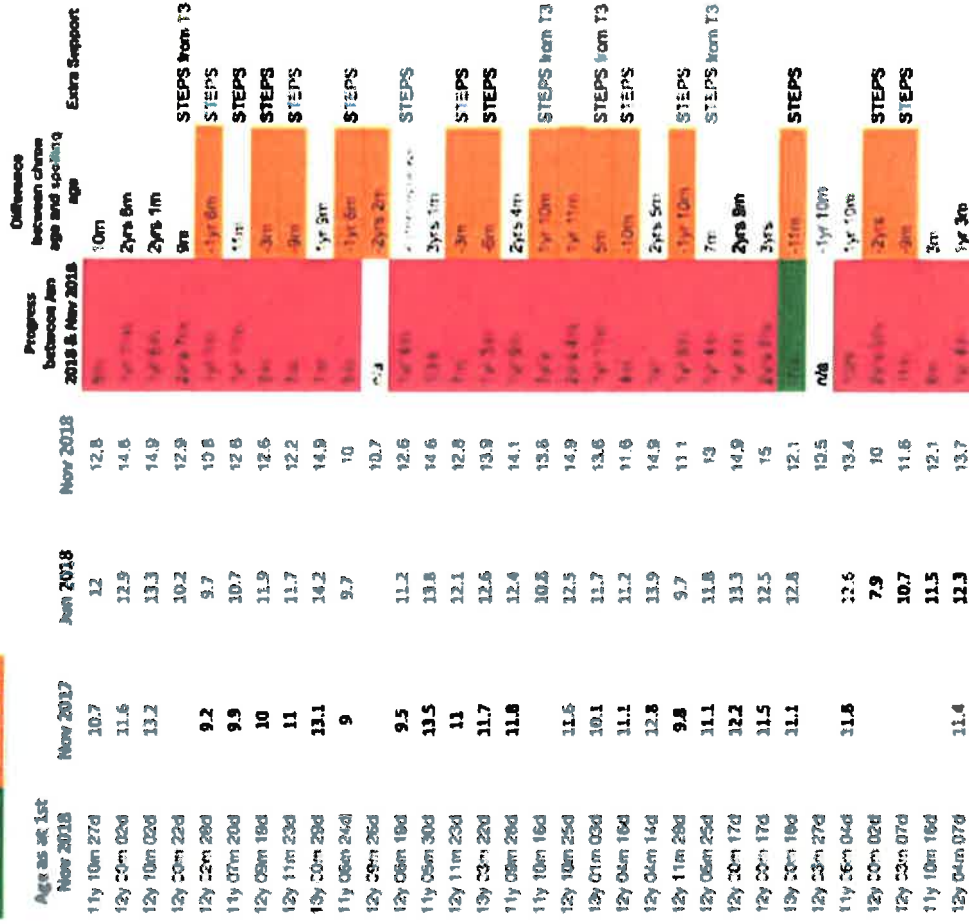
Students who
have made
progress 96%
(25/26 students) 36% (10/26)

5 months+ progress: 65% (17/26)

Age as at 1st Nov 2018	Nov 2017	Jun 2018	Nov 2018	Progress between Jan 2018 & Nov 2018	Difference between chron age and spelling age	Extra Support
10y 10m 21d	13	13.1	13.4	13.4	2y 5m	
11y 02m 16d	6.6	6.7	7.1	7.1	2y 11m	STEPS
11y 02m 08d	10.7	10.5	10.8	10.8	3m	
11y 04m 19d	not enrolled	not enrolled	10.6	10.6	10m	
9y 11m 20d	11.5	11.4	12.4	12.4	2y 5m	
9y 07m 27d	11.2	11.2	11.8	11.8	2y 1m	
10y 10m 16d	7.1	6.7	7.5	7.5	3y 3m	STEPS from T3
9y 08m 25d	7.7	8.4	8.8	8.8	11m	STEPS from T3
11y 02m 28d	9.1	8.9	9.3	9.3	1y 8m	STEPS
11y 02m 24d	9.4	9.4	10.2	10.2	11m	STEPS
10y 10m 08d	11.2	12.1	12	12	1y 2m	
11y 05m 07d	11.3	11.5	11.8	11.8	4m	
10y 05m 23d	n/a	7.7	8.1	8.1	2y 4m	STEPS
11y 02m 10d	9.2	9.3	9.3	9.3	1y 8m	STEPS
10y 05m 08d	11.4	12	12.4	12.4	1y 11m	
10y 08m 20d	12.1	11.1	10.4	10.4	4m	
10y 11m 07d	11	10.8	10.9	10.9	2m	
9y 11m 08d	10.7	10.7	11.5	11.5	2y 3m	STEPS
10y 01m 02d	7.9	7.4	8	8	2y 1m	
10y 03m 08d	11.2	11.7	12.5	12.5	2y 2m	
10y 08m 04d	10.5	11	10.8	10.8	3m	
10y 07m 16d	n/a	12.2	12.3	12.3	1y 8m	
10y 07m 14d	14.6	14.7	14.8	14.8	4y 2m	
10y 11m 10d	9.7	9.9	10.2	10.2	8m	STEPS
10y 06m 03d	12.5	13.4	13.7	13.7	3y 1m	

Students who
made progress
88% (22/25
students) 50% (13/26)

5 months+ progress: 44% (11/25)



Students who made progress: 97% (28/29)
Students who made progress: 47% (15/32)

5 months+ progress: 97% (28/29) More than 1 years progress: 62% (18/29)

Analysis of Students participating in the STEPS Online Spelling Programme		
	June 2018 Data	November 2018 Data
Overall % of students who made progress	82% (42/51)	89% (57/64)
% of students who made expected progress of at least 5 months	60% (25/42)	68% (39/57)
Overall % of students still below their chronological age	96% (49/51)	92% (59/64)

Comparative Analysis of Whole School Spelling Data		
	November 2017 to June 2018	June 2018 to November 2018
Overall % of students who made progress	85% (113/133)	89% (153/171)
% of students who made expected progress of at least 5 months	50% (66/133)	58% (100/171)
Overall % of students below their chronological age	46% (81/177)	41% (74/181)

The data represented below is related to End of Year data collection for Year 2-8 Students. The data is based on the Schonell Spelling Test for Years 2-8, collated in November 2018. The data shown contains all results for all students, including Maori, male, female, ELL and students with a range of special needs (including ORS).

AREAS OF STRENGTH FROM SPELLING DATA

- 79% of students in Yr 2 made some progress.
- 100% of students in Yr 2/3 made some progress.
- 83% of one Yr 3/4 class made at least 5 months progress.
- 92% of Yr 5 made some progress.
- 97% of students within our Year 7 and 8 class have made at least 5 months progress.
- 62% of students within our Year 7 and 8 class have made more than 1 years progress.
- 85% of students have made progress in spelling this year.
- 68% of STEPS students made at least 5 months progress

AREAS FOR IMPROVEMENT FROM SPELLING DATA

- 41% of students are not progressing at the expected level.

PLANNED ACTIONS FOR LIFTING SPELLING ACHIEVEMENT IN 2019

- Targeted students (identified need and Gifted and Talented students) to be given opportunities to work in small groups with teachers/teacher aides to accelerate progress.
- Targeted spelling lessons linked to student's writing to be unpacked.
- Continual focus on spelling within class and unpacking spelling rules, not spelling words. (oy sounds, ow sounds etc.)
- Continual explicit teaching of Yolanda Soryl Early Words and Phonics

Class level

- We will continue to unpack expectations at various levels for spelling.
- Teacher's class targets will focus on highlighting where their students are at and their next steps. These targets will be monitored by senior teachers and the lead team.
- Team meetings will focus on class and syndicate targets discussing areas for potential improvements or developments.

PROFESSIONAL DEVELOPMENT

- Use of spelling resources to be continued- Joy Allcock's Spelling under Scrutiny and Switched on to Spelling.
- Use Justine Brock to give advice and guidance to teachers around best practice in this area of writing and spelling.

SYSTEMS

- Schonell testing and GAP analysis tools will continue to be used to improve teachers understanding of where students gaps within spelling lie.
- Roper Phonemic Awareness Testing will continue to be used to monitor progress and highlight areas of need.

BUDGET

- There will continue to be a significant investment in 2019's budget to purchase spelling resources and phonemic awareness resources for all teachers to use in their daily/weekly practice.

MATHS

Best Fit (Term 1 2018)									
Whole School									
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4
Year 0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0
Total	0.5	19.8	22	15.9	9.3	15.9	8.2	7.1	1.1

Best Fit (Term 2 2018)									
Whole School									
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4
Year 0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0
Total	0.5	12.1	17.9	14	10.6	15	11.6	11.1	3.4

Best Fit (Term 3 2018)									
Whole School									
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4
Year 0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0
Total	0.5	10.4	20.7	13.5	17.1	13.5	9.8	8.3	2.6

Best Fit (Term 4 2018)									
Whole School									
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4
Year 0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0
Total	0.5	12.1	17.9	14	10.6	15	11.6	11.1	3.4

Best Fit (Term 5 2018)									
Whole School									
Description	Pre 1	Early 1	At 1	Early 2	At 2	Early 3	At 3	Early 4	At 4
Year 0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0	0
Year 7	0	0	0	0	0	0	0	0	0
Year 8	0	0	0	0	0	0	0	0	0
Total	0.5	12.1	17.9	14	10.6	15	11.6	11.1	3.4

The data represented below is related to end of year data collection for Year 1-8 Students. The data is based on New Zealand Curriculum Levels, collated in November 2018. The data shown contains all results for all students, including Maori, male, female, ELL and students with a range of special needs (including ORS).

AREAS OF STRENGTH FROM MATHS DATA

- 100% of the Year Zero cohort is achieving at expected level.
- 100% of the Year Two cohort is achieving at standard with 69% achieving above expected level.
- 92% of the Year Three cohort is achieving at or above expected level.
- 26.5% of the Year Three cohort is achieving above expected level.
- 48.4% of the Year Four cohort is achieving above expected level.
- 95% of the Year Five cohort is achieving at or above expected level.
- 93% of the Year Six cohort is achieving at or above expected level.
- 33.3% of Year Seven students are above expected level.
- 30.8% of Year Eight Students are achieving above expected level.

AREAS FOR IMPROVEMENT FROM MATHS DATA

- 24% of the Year Two cohort is achieving below expected level.
- 27.8% of our Year Seven students are below expected level.
- 38.5% of our Year Eight students are below expected level.
- Maori attainment is below that of NZ Europeans.

PLANNED ACTIONS FOR LIFTING MATHS ACHIEVEMENT IN 2019

- Targeted students (identified need and Gifted and Talented students) to be given opportunities to work in small groups with teachers/teacher aides to accelerate progress.
- Continued use of Mathematics progressions to engage students in goal setting within Mathematics, improving engagement and motivation in Mathematics.
- Real life contexts used to be used to engage students in Mathematics.
- Curriculum development in mathematics to focus on 'Big idea' and integration of other subjects.

Class level:

- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress.
- Teacher's class targets will focus on highlighting where their students are at and their next steps. These targets will be monitored by senior teachers and the lead team.
- Team meetings will focus on class and syndicate targets discussing areas for potential improvements or developments and linked closely to the professional development provided.

Professional Development:

- School leadership have decided that our Mathematics curriculum is going to be reviewed. Is it 'fit for purpose?' We want to provide a Mathematics curriculum that incorporates all strands of Mathematics, not solely Number.
- We will continue to unpack expectations at various levels and discuss what deliberate acts of teaching are necessary to accelerate learners progress.

Systems:

- Cross grouping for Mathematics as well as multi-level groupings for Mathematics to be explored. We want to promote multi levelled groups where students have real life meaningful contexts for mathematics and collaboration with problem solving can be explored.
- We will introduce e-AsTTle testing for Years 4-6 as a formative tool.

Budget:

- There will be a significant investment made in 2019's budget to purchase required Mathematics resources/professional development.

Best Fit (Term 4 2018)		Mathematics				
Whole School		Early 1	Early 2	At 3	Early 4	Total
Description						
Year 2 Maori		3	1			4
Year 3 Maori			2			2
Year 6 Maori				2		2
Year 7 Maori				1		1
Year 8 Maori				1	1	2
Total		3	3	4	1	11

These students were deemed 'Below' or 'Just At' at the end of 2017. We have chosen to monitor the progress of these priority students in 2018 to see the impact that our professional goals, reflections, development are having on these students. Please note that although new priority learners have arisen, we have chosen to track our known students who we have been targeting through in class interventions.

Maths Priority Learners	Identified as Below or Just At National Standards 2017	Year level	T4 2017	T1 2018	T2 2018	T3 2018	T4 2018	At Expected Curriculum Level
1		2	Early 2	Early 2	Early 2	Early 2	Early 2	Not yet
2		3	At 1	At 1	At 1	Early 2	Early 2	Yes
3		3	At 1	At 1	At 1	Early 2	Early 2	Yes
4		4	Early 2	Early 2	Early 2	At 2	At 2	Yes
5		4	Early 2	Early 2	Early 2	At 2	At 2	Yes
6		5	Early 2	Early 1	Early 2	At 1	At 1	Not yet
7		5	Early 2	Early 2	Early 2	Early 3	Early 3	Not yet
8		4	At 1	At 1	At 1	Early 2	Early 2	Not yet
9		4	Early 2	At 1	Early 2	At 2	At 2	Yes
10		5	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
11		5	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
12		6	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
13		6	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
14		5	Early 2	Early 2	Early 2	At 2	Early 3	Yes
15		5	Early 2	Early 2	Early 2	At 2	Early 3	Yes
16		6	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
17		6	At 2	At 2	At 2	Early 3	Early 3	Yes
18		6	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
19		6	Early 3	Early 3	Early 3	Early 3	Early 3	Yes
20		7	Early 3	At 2	At 2	Early 3	Early 3	Yes
21		7	Early 3	At 3	Early 4	Early 4	Early 4	Yes
22		7	At 3	Early 3	At 3	Early 4	Early 4	Yes
23		7	At 3	At 3	At 3	Early 4	Early 4	Yes
24		8	At 3	At 3	At 3	Early 4	Early 4	Not yet
25		8	Early 4	At 3	At 3	Early 4	Early 4	Not yet
26		8	Early 4	Early 4	Early 4	Early 4	Early 4	Not yet
27		8	Early 4	Early 4	Early 4	Early 4	Early 4	Yes
28		8	Early 4	Early 4	At 4	At 4	At 4	Yes
29		8	At 4	At 4	At 4	At 4	At 4	Not yet
30		8	Early 3	Early 3	At 3	Early 4	Early 4	Not yet
31		7	At 3	At 3	At 3	Early 4	Early 4	Yes
32		7	At 3	At 3	At 3	At 3	At 3	Not yet
33		7	At 3	At 3	At 3	At 3	At 3	Not yet
34		7	At 3	At 3	At 3	At 3	At 3	Not yet
35		7	At 3	At 3	At 3	At 3	At 3	Not yet
36		7	At 3	At 3	At 3	At 3	At 3	Not yet
37		7	At 3	At 3	At 3	At 3	At 3	Not yet
38		7	At 3	At 3	At 3	At 3	At 3	Not yet
39		7	At 3	At 3	At 3	At 3	At 3	Not yet
40		7	At 3	At 3	At 3	At 3	At 3	Not yet
41		7	At 3	At 3	At 3	At 3	At 3	Not yet
42		7	At 3	At 3	At 3	At 3	At 3	Not yet
43		7	At 3	At 3	At 3	At 3	At 3	Not yet
44		7	At 3	At 3	At 3	At 3	At 3	Not yet
45		7	At 3	At 3	At 3	At 3	At 3	Not yet
46		7	At 3	At 3	At 3	At 3	At 3	Not yet
47		7	At 3	At 3	At 3	At 3	At 3	Not yet
48		7	At 3	At 3	At 3	At 3	At 3	Not yet
49		7	At 3	At 3	At 3	At 3	At 3	Not yet
50		7	At 3	At 3	At 3	At 3	At 3	Not yet

Kiwisport Report 2018 – Hautapu School

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2018, Hautapu School received total Kiwisport funding of \$2877.67 (excluding GST). The funding was spent on sports equipment for the school and other sporting opportunities for the students.