

Flemington School

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023



School Directory

Ministry Number: 2561
Principal: Philip Bourke
School Address: Rotohiwi Road, Waipukurau
School Postal Address: Rotohiwi Road, R D 2, Waipukurau 4282
School Phone: 06 855 4860
School Email: office@flemington.school.nz

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Anton Croad	Presiding Member	Re-elected	May 2025
Phil Bourke	Principal ex Officio	Appointed	
Tom Paget	Member	Elected	May 2025
Fleur Ormond	Member	Re-elected	May 2025
Shaye Andersen	Member	Elected	May 2025
Paul Russell	Member	Elected	May 2025
Nicola Cosgrove	Member of Staff	Elected	May 2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

FLEMINGTON SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Flemington School

Statement of Responsibility

For the year ended 31 December 2023

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Anton Croad

Full Name of Presiding Member

Glen Richardson - Acting Principal

Full Name of Principal

[Signature]

Signature of Presiding Member

[Signature]

Signature of Principal

27/May/2024

Date:

27/May/2024

Date:

Flemington School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue				
Government Grants	2	933,581	889,965	948,488
Locally Raised Funds	3	80,021	77,300	84,906
Interest		7,454	1,920	1,376
Total Revenue		1,021,056	969,185	1,034,770
Expense				
Locally Raised Funds	3	21,206	14,200	18,140
Learning Resources	4	760,299	777,403	757,678
Administration	5	88,924	86,104	88,533
Interest		612	692	702
Property	6	154,423	102,157	124,016
Loss on Disposal of Property, Plant and Equipment		2,551	-	-
Total Expense		1,028,015	980,556	989,069
Net Surplus / (Deficit) for the Year		(6,959)	(11,371)	45,701
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		(6,959)	(11,371)	45,701

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

Flemington School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Equity at 1 January		446,098	385,000	391,649
Total Comprehensive Revenue and Expense for the Year		(6,959)	(11,371)	45,701
Contribution - Furniture and Equipment Grant		5,091	-	8,748
Equity at 31 December		444,230	373,629	446,098
Accumulated Comprehensive Revenue and Expense Reserves		444,230	373,629	446,098
		-	-	-
Equity at 31 December		444,230	373,629	446,098

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.

Flemington School

Statement of Financial Position

As at 31 December 2023

	Notes	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Assets				
Cash and Cash Equivalents	7	215,386	67,000	349,290
Accounts Receivable	8	53,206	48,000	51,895
GST Receivable		6,963	4,939	3,870
Prepayments		6,529	4,000	3,850
Inventories	9	3,723	4,000	5,386
Investments	10	80,000	180,000	-
Funds Receivable for Capital Works Projects	16	1,900	-	-
		<u>367,707</u>	<u>307,939</u>	<u>414,291</u>
Current Liabilities				
Accounts Payable	12	67,549	75,000	58,491
Revenue Received in Advance	13	8,736	5,000	6,248
Provision for Cyclical Maintenance	14	8,615	-	8,438
Finance Lease Liability	15	3,168	4,000	3,887
Funds Held for Capital Works Projects	16	-	-	50,417
		<u>88,068</u>	<u>84,000</u>	<u>127,481</u>
Working Capital Surplus/(Deficit)		279,639	223,939	286,810
Non-current Assets				
Property, Plant and Equipment	11	195,888	180,000	184,948
		<u>195,888</u>	<u>180,000</u>	<u>184,948</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	27,962	25,310	21,883
Finance Lease Liability	15	3,335	5,000	3,777
		<u>31,297</u>	<u>30,310</u>	<u>25,660</u>
Net Assets		<u><u>444,230</u></u>	<u><u>373,629</u></u>	<u><u>446,098</u></u>
Equity		<u><u>444,230</u></u>	<u><u>373,629</u></u>	<u><u>446,098</u></u>

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

Flemington School

Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Cash Flows from Operating Activities				
Government Grants		264,801	216,211	270,158
Locally Raised Funds		78,891	77,300	78,197
Goods and Services Tax (net)		(3,093)	(51)	2,299
Payments to Employees		(169,599)	(149,274)	(130,845)
Payments to Suppliers		(136,573)	(123,414)	(150,635)
Interest Paid		(612)	(692)	(702)
Interest Received		5,930	1,920	1,364
Net Cash from/(to) Operating Activities		39,745	22,000	69,836
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(45,013)	(22,000)	(25,017)
Purchase of Investments		(80,000)	(180,000)	-
Net Cash from/(to) Investing Activities		(125,013)	(202,000)	(25,017)
Cash Flows from Financing Activities				
Furniture and Equipment Grant		5,091	-	-
Finance Lease Payments		(1,410)	-	7,812
Funds Administered on Behalf of Other Parties		(52,317)	-	58,453
Net Cash from/(to) Financing Activities		(48,636)	-	66,265
Net Increase/(Decrease) in Cash and Cash Equivalents		(133,904)	(180,000)	111,084
Cash and Cash Equivalents at the Beginning of the Year	7	349,290	247,000	238,206
Cash and Cash Equivalents at the End of the Year	7	215,386	67,000	349,290

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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.

Flemington School

Notes to the Financial Statements

For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity

Flemington School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) 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.

f) Accounts Receivable

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

g) Inventories

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

h) 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 material.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Land & Building Improvements	0 - 50 years
Furniture & Equipment	5 - 50 years
Information & Communication Technology	3 - 5 years
Leased Assets Held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) 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.

k) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

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

l) Revenue Received in Advance

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

m) Funds held for Capital works

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

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

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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 8 to 30 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

o) Financial Instruments

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

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

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.

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Government Grants - Ministry of Education	259,944	222,778	258,987
Teachers' Salaries Grants	550,898	589,437	589,658
Use of Land and Buildings Grants	122,739	77,750	99,843
	<u>933,581</u>	<u>889,965</u>	<u>948,488</u>

The school has not opted in to the donations scheme for this year.

3. Locally Raised Funds

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

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Revenue			
Donations & Bequests	60,914	63,700	60,531
Curriculum Related Activities - Purchase of Goods and Services	718	1,300	2,275
Fees for Extra Curricular Activities	1,924	2,000	3,663
Trading	6,398	5,000	6,064
Fundraising & Community Grants	10,067	4,600	8,010
Other Revenue	-	700	4,363
	<u>80,021</u>	<u>77,300</u>	<u>84,906</u>
Expense			
Extra Curricular Activities Costs	5,677	2,700	6,497
Trading	7,301	5,000	4,036
Fundraising and Community Grant Costs	5,228	3,500	4,714
Other Locally Raised Funds Expenditure	3,000	3,000	2,893
	<u>21,206</u>	<u>14,200</u>	<u>18,140</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>58,815</u>	<u>63,100</u>	<u>66,766</u>

4. Learning Resources

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Curricular	41,322	40,510	38,981
Equipment Repairs	545	2,500	5,618
Information and Communication Technology	4,965	3,700	2,465
Library Resources	1,449	1,000	1,183
Employee Benefits - Salaries	667,693	687,993	668,490
Staff Development	12,554	9,700	10,051
Depreciation	31,771	32,000	30,890
	<u>760,299</u>	<u>777,403</u>	<u>757,678</u>

5. Administration

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Audit Fees	5,049	5,049	4,902
Board Fees	4,695	4,050	4,695
Board Expenses	6,652	3,970	7,764
Communication	1,724	1,650	1,612
Consumables	9,844	9,700	10,462
Other	993	860	395
Employee Benefits - Salaries	52,812	52,718	51,349
Insurance	1,955	2,115	1,598
Service Providers, Contractors and Consultancy	5,200	5,992	5,756
	<u>88,924</u>	<u>86,104</u>	<u>88,533</u>

6. Property

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Caretaking and Cleaning Consumables	2,264	2,100	2,442
Cyclical Maintenance	6,256	3,957	1,025
Grounds	949	600	801
Heat, Light and Water	12,848	9,800	11,100
Repairs and Maintenance	9,367	7,950	8,805
Use of Land and Buildings	122,739	77,750	99,843
	<u>154,423</u>	<u>102,157</u>	<u>124,016</u>

The use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Bank Accounts	215,386	67,000	349,290
Cash and Cash Equivalents for Statement of Cash Flows	<u>215,386</u>	<u>67,000</u>	<u>349,290</u>

Of the \$215,386 Cash and Cash Equivalents, \$6,000 of unspent grant funding is held by the School. This funding is subject to conditions which specify how the grant is required to be spent. If these conditions are not met, the funds will need to be returned.

8. Accounts Receivable

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Receivables	2,397	-	4,276
Receivables from the Ministry of Education	3,292	-	2,652
Interest Receivable	1,536	-	12
Teacher Salaries Grant Receivable	45,981	48,000	44,955
	<u>53,206</u>	<u>48,000</u>	<u>51,895</u>
Receivables from Exchange Transactions	3,933	-	4,288
Receivables from Non-Exchange Transactions	49,273	48,000	47,607
	<u>53,206</u>	<u>48,000</u>	<u>51,895</u>

9. Inventories

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Stationery	2,072	2,000	1,964
School Uniforms	1,651	2,000	3,422
	<u>3,723</u>	<u>4,000</u>	<u>5,386</u>

10. Investments

The School's investment activities are classified as follows:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Current Asset			
Short-term Bank Deposits	80,000	180,000	-
Total Investments	<u>80,000</u>	<u>180,000</u>	<u>-</u>

11. Property, Plant and Equipment

2023	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land & Building Improvements	104,466	1,288	(1,838)	-	(3,660)	100,256
Furniture & Equipment	46,362	20,466	-	-	(12,347)	54,481
Information & Communication Technology	16,542	20,843	(713)	-	(9,744)	26,928
Leased Assets	5,782	2,666	-	-	(4,546)	3,902
Library Resources	11,796	-	(1)	-	(1,474)	10,321
Balance at 31 December 2023	<u>184,948</u>	<u>45,263</u>	<u>(2,552)</u>	<u>-</u>	<u>(31,771)</u>	<u>195,888</u>

The net carrying value of furniture and equipment held under a finance lease is \$3,902 (2022: \$5,782)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023	2023	2023	2022	2022	2022
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land & Building Improvements	152,506	(52,250)	100,256	153,810	(49,344)	104,466
Furniture & Equipment	364,525	(310,044)	54,481	345,289	(298,927)	46,362
Information & Communication Technology	150,077	(123,149)	26,928	142,989	(126,447)	16,542
Leased Assets	13,781	(9,879)	3,902	13,532	(7,750)	5,782
Library Resources	44,094	(33,773)	10,321	44,094	(32,298)	11,796
Balance at 31 December 2023	724,983	(529,095)	195,888	699,714	(514,766)	184,948

12. Accounts Payable

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	14,829	20,000	7,408
Accruals	5,505	5,000	4,902
Employee Entitlements - Salaries	45,981	48,000	44,955
Employee Entitlements - Leave Accrual	1,234	2,000	1,226
	67,549	75,000	58,491
Payables for Exchange Transactions	67,549	75,000	58,491
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	67,549	75,000	58,491

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023	2023	2022
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	7,483	-	1,986
Other Revenue in Advance	1,253	5,000	4,262
	8,736	5,000	6,248

14. Provision for Cyclical Maintenance

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
Provision at the Start of the Year	30,321	21,883	29,296
Increase to the Provision During the Year	6,256	3,957	1,025
Other Adjustments	-	(530)	-
Provision at the End of the Year	<u>36,577</u>	<u>25,310</u>	<u>30,321</u>
Cyclical Maintenance - Current	8,615	-	8,438
Cyclical Maintenance - Non current	27,962	25,310	21,883
	<u>36,577</u>	<u>25,310</u>	<u>30,321</u>

The schools cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the schools 10 Year property plan and property consultant review.

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:

	2023 Actual \$	2023 Budget (Unaudited) \$	2022 Actual \$
No Later than One Year	3,168	4,000	3,887
Later than One Year and no Later than Five Years	3,629	6,000	4,628
Future Finance Charges	(294)	(1,000)	(851)
	<u>6,503</u>	<u>9,000</u>	<u>7,664</u>
Represented by			
Finance Lease Liability - Current	3,168	4,000	3,887
Finance Lease Liability - Non current	3,335	5,000	3,777
	<u>6,503</u>	<u>9,000</u>	<u>7,664</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.

2023	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP A QLE Remediation - 223022	50,417	13,829	(64,246)	-	-
Water Filtration Replacement - 240569	-	16,744	(18,644)	-	(1,900)
Totals	<u>50,417</u>	<u>30,573</u>	<u>(82,890)</u>	<u>-</u>	<u>(1,900)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Receivable from the Ministry of Education	(1,900)

2022	Opening Balances \$	Receipts from MOE \$	Payments \$	Board Contributions \$	Closing Balances \$
SIP A QLE Remediation - 223022	(7,645)	75,881	(17,819)	-	50,417
Carpet, Lights and Heat Units Project - 223023	(391)	-	391	-	-
Totals	(8,036)	75,881	(17,428)	-	50,417

Represented by:

Funds Held on Behalf of the Ministry of Education	50,417
Funds Receivable from the Ministry of Education	-

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 Board members and the Principal.

	2023 Actual \$	2022 Actual \$
<i>Board Members</i>		
Remuneration	4,695	4,695
<i>Leadership Team</i>		
Remuneration	139,484	133,571
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	144,179	138,266

There are 6 members of the Board excluding the Principal. The Board has held 11 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2023 Actual \$000	2022 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2023 FTE Number	2022 FTE Number
100 - 110	2.00	0.00
	<u>2.00</u>	<u>0.00</u>

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 board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2023 Actual	2022 Actual
Total Number of People	\$0.00 -	\$0.00 -

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll

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

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements. The school is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and therefore is not recorded in these financial statements.

21. Commitments

(a) Capital Commitments

At 31 December 2023, the Board has not entered into any capital commitments (2022:\$177,524).

(b) Operating Commitments

As at 31 December 2023, the Board has not entered into any operating commitments.

(Operating commitments at 31 December 2022: \$nil)

22. Financial Instruments

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

Financial Assets Measured at Amortised Cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	\$	\$	\$
Cash and Cash Equivalents	215,386	67,000	349,290
Receivables	53,206	48,000	51,895
Investments - Term Deposits	80,000	180,000	-
Total Financial Assets Measured at Amortised Cost	<u>348,592</u>	<u>295,000</u>	<u>401,185</u>

Financial Liabilities Measured at Amortised Cost

Payables	67,549	75,000	58,491
Finance Leases	6,503	9,000	7,664
Total Financial Liabilities Measured at Amortised Cost	<u>74,052</u>	<u>84,000</u>	<u>66,155</u>

23. Events After Balance Date

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

24. 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 FLEMINGTON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2023

The Auditor-General is the auditor of Flemington School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Hawke's Bay, 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 17, that comprise the Statement of Financial Position as at 31 December 2023, 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 2023; 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 27 May 2024. This is the date at which our opinion is expressed.

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

Basis 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 for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board 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.

PARTNERS: Glenn Fan-Robertson Heather Hallam Lisa Townshend
CONSULTANT: David Pearson

BDO New Zealand Ltd, a New Zealand limited liability company, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms. BDO New Zealand is a national association of independent member firms which operate as separate legal entities.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Report, Personnel Policy Compliance (s73 and s74 Public Service Act 2020), Statement of Variance, Evaluation of Schools Students Progress and Achievements and Giving Effect Te Tiriti O Waitangi but does not include the financial statements, and our auditor's report.

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

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

Independence

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

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



Glenn Fan-Robertson
BDO Hawke's Bay
On behalf of the Auditor-General
Hawke's Bay, New Zealand

Flemington School

Kiwisport Report

For the year ended 31 December 2023

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2023 the school received total Kiwisport funding of \$1,362 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

Personnel Policy Compliance (s73 and s74 Public Service Act 2020)

For the year ended 31 December 2023

The Flemington School Board:

- 1 Has developed and implemented personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
- 2 Has reviewed its compliance against both its personnel policy and procedures and Education Review Office Board assurance Statement Personnel (Section 4) and can report that it meets all requirements and identified best practice;
- 3 Is a good employer as defined by the Public Service Act 2020 and complies with the conditions contained in the employment contracts applying to teaching and non-teaching staff;
- 4 Ensures all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes, without bias or discrimination;
- 5 Meets all EEO requirements.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

WRITING LANGUAGE TARGET 2023

Curriculum Area: English – Written Language – Writing Capability and Behaviours

Budget: Teacher Release, Resources, PLD Course Costs, Travel, Observing identified Good Practices

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Target: To have students who are not achieving the relevant **NZC Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- During the analysis of writing samples, used as part of the normal practice of assessing written language the evidence showed that there had been gains made in writing capability – the ability of students to plan, construct and present relevant and interesting writing that reflected the rich and varied discussions that occurred in classes is improving. The transfer of language and content cross-curricula would be a great area to achieve success in.
- Over the years we have found that we can make a difference to a significant number of children, and it seems that we have been making inroads to the disparity between the girls and boys achievement that data has been evident for many years – The ratio between the genders is aligning with the overall school's gender ratio. It is early days but it is worth noting.
- These observations and trends have been the catalyst and ongoing motivation for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge, or do not see themselves as learners or of having a sense of achieving success. These children are at risk of being turned off from learning and end up thinking they are not learners.
- The data from the end of 2022 indicated that there had been significant progress for the Target group in 2022, with 50% of the children making accelerated progress by the end of 2022 – That is jumping to the next achievement Band. The 2022 EOY data indicated that there were 15 Target students to carry over into 2023 – although some had made accelerated progress there were still other students who had made significant progress but presenting as not achieving the NZC Benchmark in Reading.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs **the Target group for 2023 is 15 Students**. Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.
- The staff will continue to work on improving their knowledge and understanding of the respective criteria underpinning the NZC Year Level Benchmarks. The **Literacy Learning Progressions** are an important part of this knowledge and give specific criteria that can be used to give a main guide in judging what writers were doing in their writing. These criteria could also be applied when judging writing across the curriculum.
- There is an ongoing commitment to developing and improving practice as part of the Writing PLD facilitated by Mary-Anne Murphy will be a focus for 2023 and the links to Structured Literacy and the impact that can potentially have on writing. The use of the 'Hexagons' developed over the last couple of years is being reviewed and improved to support the students and teachers embed their use and effectiveness.
- The **teacher's professional knowledge and understanding of Written Language** still remains the main resource when rating the achievement of a group of students. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement. The responsibility of the teachers and management is to make sure these judgements have a high level reliability and validity.
- **Ruahine Kāhui Ako:** The work we will do around these students will feed directly into the ultimate goal of the CHB in both Kāhui Ako and that is **"Success for All Children in CHB"**.

Historical Achievement Data:

2023 Initial OTJs		
WRITING		
Year	Emergent	Beginning
Year 1		3
Year 2		1
Year 3		4
Year 4		0
Year 5	1	0
Year 6		1
Year 7		1
Year 8		4
Total	1	14

17% (15) of 2023 starting school roll - 87
(25% in 2022; 26% in 2021; 27% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)

- The outcome of the 2022 OTJs against NZC EOY Expectations indicated that there were 15 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmarks – 14 ‘Beginning Band’ and 1 ‘Emergent Band’
- In 2023, With Year 8 leavers and other leavers, new enrolments and first time OTJs 15 students have been identified in the target group: 14 *Beginning* and 1 *Emergent* in their relevant Year level.**

Once again it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 12 of the 15 of the students listed were also a target in Reading.
- 15 represents 17% of the starting roll (87) in 2022 (25% in 2022; 26% in 2021; 27% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013; 12% in 2012; 29% in 2011).
- The EOY report is based on their respective End of Year level expectations – not on an anniversary basis.
- We make sure that we keep any students that may appear to have some weaker aspects to their writing are kept very much front and centre in the teacher’s focus.
- This data from 2022 is encouraging but to be treated with care. Although the approach of building the confidence and self-belief are key aspects to focus on, there has been and will continue to be specific changes in Pedagogy will support an improvement for the boys as writers, and this will be extended further as part of the continuing Literacy PLD in 2023. It would be great to see the evening out of the target groups gender profile this year continue the aligned with the gender profile of the school.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school. The introduction of the Hexagons and Literacy Learning Matrix continues to support this process.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ’s is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to ‘one’ assessment or point in time. Writing relies solely on the teacher’s judgement of the written work a child produces.
- Once again the knowledge and experience of the teacher has a paramount position in the whole judgement process and building the teacher knowledge and understanding around this is always a priority.
- Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate goal of the CHB Kāhui Ako which is ‘All CHB Children being Successful’.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target
<p>Language: Writing</p>	<p>As determined through analysis of the 2021 EOY NZC Judgements.</p> <p>Year 1: 3 Beginning Year 2: 1 Beginning Year 3: 4 Beginning Year 4: Year 5: 1 Emergent Year 6: 1 Beginning Year 7: 1 Beginning Year 8: 4 Beginning</p> <p>17% (15) of 2023 starting school roll - 87 (25% in 2022; 26% in 2021; 27% in 2020; 18% in 2019; 15% in 2018; 12% in 2017; 21% in 2016; 21% in 2015; 21% in 2014; 13% in 2013)</p>	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. • To progress the students who have proved difficult to accelerate. • To lift the achievement of all students. • To get the target group to believe they are writers. • To improve the writing capability and capacity of all students. • To increase the level of motivation and engagement in learning, with improved levels of student agency. • To continue to inquire into how we can continue to make a difference for writing for boys especially – what is the Holy Grail? 	<p><u>Writing Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To have all students achieving at the relevant NZC year level benchmark. • To progress writing capabilities for all children at Flemington School – accelerate their learning. • To continue to strive to find the key to unlock boys writing! Is it Knowledge, Strategies, Skills, Interest, Engagement, Motivation? • To foster the strong links to the knowledge and skills being developed through Structured Literacy. • To have students using a wide range of writing skills across all curriculums and in many different formats. • To develop the language programme so that it keeps all students advancing but also lifts the low achievers and narrows the gap to the high achievers. • To continue to focus on reducing the number of students that appear consistently in the Lower Achievements Bands
<p><u>Ethnicity:</u></p> <p>Target Group: 87% - European 13% - Maori 0% - Pasifika</p> <p>School: 79% - European & Other 21% - Maori 0% - Pasifika</p> <p>The target group has a slightly lower Māori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 student equates to 7%</p>	<p><u>Gender:</u></p> <p>Target Group: 53% - Girls 47% - Boys</p> <p>School: 56% - Girls 44% - Boys</p> <p>The gender profile aligns with the school's profile. The ratio of Boys to Girls is very close to 1:1 which is quite different to previous years and is also being replicated in Maths (1:1) and Reading (1:1). The target group size means a small number of students can have a significant percentage effect: 1 child = 6%</p>		<ul style="list-style-type: none"> • To have all students motivated and engaged in learning, with high levels of student agency. • To have a high level of motivation and engagement in learning, with improved levels of student agency. • To increase Student Agency in writing and literacy in general.

Strategies for Improvement

Strategies

- Continue with the Literacy PLD across the school with Mary-Anne Murphy from Momentum Learning to support the development of authentic, effective literacy programmes with a focus on transferring the skills and knowledge of writing across the whole curriculum. Especially with boys in mind and their ability to engage with and critique their writing.
- Engage in Professional Development that will enhance the learning and teaching of writing skills/strategies. Building on the links to Structured Literacy is an integral part of this process.
- Undertake deliberate acts of teaching for writing skills and all language skills.
- Literacy is integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to more hands on authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- **To build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Dedicated literacy learning time daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- To support and continue to implement other support programmes such as **Steps Web, Word Chain and Targeted Structured Literacy Support.**
- To actively engage with support agencies **Resource Teacher for Learning (RTLB)** and the **Resource Teacher for Literacy (RTLit) in CHB where appropriate.**
- Collection and moderation of writing samples from whole school – including samples from different genre.
- To continue the use of **Seesaw, and explore the use of DOJO**, as a way to share the learning of the children with their parents, caregivers and whanau. Building the strong communication links with home. Investigate a more targeted use of the tool to enhance its use and level of engagement in a more purposeful way.
- Report to BOT on Writing Achievement - Including regular Reporting to the Board on the progress of the target/priority learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Visit other teachers that have been identified as displaying excellent practice and engage in discussion.
- Collect student's voice about their language learning. Develop questions that students can ask themselves to help them develop a sense of purpose for their writing.
- Engage in critical staff discussions about assessments and pedagogy.
- Continue with Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Strategies, and practices used to support target children become the centre of a Professional Learning Group across the staff and become the centre of discussion and reflection.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2023

Writing Target for 2023

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall language capability and particularly the capacity to write relevant, well-constructed and interesting written work.

Annual Goal: To improve all students' level of engagement and achievement in writing.

Target Group: Students from Year 1 through to Year 8 who are 'Beginning' or 'Emergent' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2022 OTJs against NZC EOY Expectations indicated that there were 15 students spread across the school that were identified as not achieving the relevant Writing Reading NZC Expectations informed by the Literacy Learning Progressions – 14 'Beginning' and 1 'Emergent'. **In 2023, With Year 8 and other leavers, some new families enrolling and new entrants coming into the scope of the data there were 15 students identified at the start of 2023: 14 Beginning and 1 Emergent in their relevant Year level.**

2023 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress so by the end of 2023. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be still be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Writing Analysis of Variance 2023			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers's OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR assessments, Writing Samples. Structured Literacy is implemented across all year groups. Learning Assistant time used to support classroom programmers and specific children. Teachers continued to support the students to build their ability to understand and take responsibility for their learning – To build Student Agency – which was applicable regardless of content or context. A focus to provide real/authentic experiences that were used as motivators and catalysts to get target children interested in writing. Through pedagogy and use of tools such as the Hexagons being aligned with the work being done in Structured Literacy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. Individual Education Plans (IEPs) in place for some children. Teachers organisation and spaces p[rovided within the school. to to support whanau and tamariki in facilitating outside tutoring if implemented 	<ul style="list-style-type: none"> 15 Students in the original group: 1 Emergent; 14 Beginning The group ethnicity mix was 87% European (13) - 13% Maori (2) The gender mix was 53% Girls and 47% Boys 1 student left during the year – 14 reported on in this AOV. 4 (25%) made accelerated progress (2 Girls and 2 Boys) to move up a band within a year. 25% acceleration rate is a very good outcome considering the size of the group. Of the other 10 students (5 Girls & 5 Boys) 3 have IEPs in place and others have significant support happening around them. Attendance has also had a significant impact on 1 child. 	<ul style="list-style-type: none"> The teachers continued to gain insight into how to change pedagogy around writing and empower the children to know themselves as writers and to focus on what they need to develop. Teachers continued to work hard to turn around the attitude and self-view and managed to do that which was a significant achievement but not an end to the changes needed. The link between teaching and learning happening around Structured learning has been flowing through to writing with student's voice evidence of this causal link. Communication and engagement with student's families about their writing capability. The engagement in a strong learning link with home is developing but is something to keep working on, to fully realise the potential benefits – the self-belief some parents is still at a low level. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. There continues to be other factors affecting some of the student's progress that we keep a focus on and support them in the best way we can – such as time and places to learn at home, seeing the need to learn, and employing learning strategies on a regular basis. 	<ul style="list-style-type: none"> Continue implementing Structured Literacy across the school to support the children to learn knowledge and strategies that will help them with reading and writing across the board. Continue to improve the teacher's knowledge and understanding of the role Science of Reading (Literacy) and how this impacts on the potential success of children overall. We keep working on reducing the target group but this continues to be a moving target. There are some significant learning challenges that we will keep supporting. To continue keeping any target children as the main focus of the Teacher's Inquiries (TAIs) and keep the research and implementing new knowledge and practice that will benefit these students. Taking calculated risks (Trying new things) can have beneficial effects. To try more specific strategies, while assessing their effectiveness, to accelerate the progress of these students. To support outside agencies or experts that parents have engaged with due to various reasons outside of our control such as response time when working through MOE Learning Support channels. To engage is a review of our literacy programme with support of outside support – Dr Olwyn Johnston.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY READING TARGET 2023

Curriculum Area: English – Decoding and Comprehension of Written Texts.

Budget: Teacher Release, Resources, PLD Course Costs, Travel.

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Target: To have students who are not achieving the relevant **NZC Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- We have used a range of data to support the teacher's Overall Teacher Judgment (OTJ) of students' achievement.
- As a school we use the **NZ Curriculum and the Year Level Benchmarks** contained within it to determine the OTJ and we continue with calendar reporting cycles to parents. We will track and report achievement using the same descriptors as e-asTTle and Literacy Learning Progressions – **Beginning, Proficient** and **Advanced** with an added **Emergent** at the lower end to identify those children that are of very high need of support to progress in Literacy and Numeracy.
- Over the years we have found that we can make a difference to a significant number of children, and it seems that we have been making inroads to the disparity between the girls and boys achievement that data has been evident for many years – The ratio between the genders is aligning with the overall school's gender ratio. It is early days but it is worth noting.
- After a trial period in 2020 using Structured Literacy, which is based on the Science of Reading and much other research, Structured Literacy was implemented across the whole school in 2021 and this continues to be the case. All teachers were using the iDeal Platform to guide and support their teaching and children's learning. The introduction of other scope and sequences such as Little Learners Love Literacy and The Code are being used as well. All of the Scope and Sequences are based on the Science of Reading research and knowledge.
- These observations and trends have been the catalyst and ongoing motivation for changes in how we think about teaching and learning and how we go about achieving the best outcomes possible for the students at Flemington, especially those that find learning at school a challenge, or do not see themselves as learners or of having a sense of achieving success, especially in literacy. These children are at risk of being turned off from learning and end up thinking they are not learners.
- The data from the end of 2022 indicated that there had been significant progress for the Target group in 2022, with 47% of the children making accelerated progress by the end of 2022 – That is jumping to the next achievement Band. The 2022 EOY data indicated that there were 19 Target students to carry over into 2023 – although some had made accelerated progress there were still other students who had made significant progress but presenting as not achieving the NZC Benchmark in Reading.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs **the Target group for 2023 is 17 Students**. Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.
- The data from several different norm-referenced assessment tools, Running Records (Junior years are moving away from this assessment with the introduction of Decodable readers and Structured Literacy and other older target children), LLARs, DIBELS, BURT along with the teacher's professional knowledge of the curriculum content were used to support the decision making process. Even though norm referenced assessment scores are a one off snapshot of performance it allows teachers to put it together with all they know about a student's performance and create an overall picture of how they are achieving. 2022 is the last year we will be using a Running Records tools such as Ready to Read, Prose or Probe as a matter of course.
- The teacher's professional knowledge and understanding of Reading still remains the main resource when rating the achievement of a group of students. When making their Overall Teacher Judgments (OTJ) this knowledge and understanding is supported by evidence from Students Work, Formal Testing, Conversations and Observations of behaviour, including attitude and engagement. The responsibility of the teachers and management is to make sure these judgements have a high level reliability and validity.
- Ruahine Kāhui Ako: The work we will do around these students will feed directly into the collective achievement gains across CHB in both Kāhui Ako with the ultimate aim of the Kāhui Ako to be "Success for All CHB Children" with the description of success not fully defined but knowing it is a broader view than just an academic view point.

Achievement Data:

2023 INITIAL OTJs		
ENGLISH - READING		
	Emergent	Beginning
Year 1		3
Year 2		4
Year 3		3
Year 4		0
Year 5	1	0
Year 6		0
Year 7		1
Year 8		5
Total	1	16

20% (17) of 2022 starting school roll - 87
(22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)

- The outcome of the 2022 OTJs against NZC EOY Year Expectations indicated that there were 19 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmark – 18 ‘Beginning Band’ and 1 ‘Emergent Band’.
- In 2023, With Year 8 leavers and other leavers, new enrolments and first time OTJs 17 students have been identified at the start of 2023: 16 Beginning and 1 Emergent for their relevant Year level.**

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 13 (76%) of the 17 of the students listed also were also identified in the Writing target group (90% in 2022; 70% in 2021; 80% in 2020; 75% in 2019; 55% in 2018; 64% 2017; 71% 2016; 80% 2015; 80% 2014; 55% 2013).
- These 17 students represented 20% of the starting roll (87) in 2022 (22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012; 25% in 2011).
- The EOY report is based on their respective NZC End of Year level expectations – not on an anniversary basis.
- Moderation of OTJs is an ongoing process of building consistency and reliability across the school. We make sure that we keep any students that may appear to have some weaker aspects to their reading are kept very much front and center in the teacher’s focus.
- The understanding of how much importance or weighting put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ’s is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to ‘one’ assessment or point in time.
- Once again the knowledge and experience of the teacher has a paramount position in the Overall Teacher Judgement process and building the teacher knowledge and understanding around this will continue to be a priority.
- Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate goal of the CHB Kāhui Ako which is ‘All CHB Children being Successful’.
- The more deliberate move to structured Literacy across the school and broadening the range a depth of our Decodable Readers to support not only the junior school but also older chn as needed elsewhere continues to be an exciting move and one we believe will make a difference for children in the short and long term. It needs to be noted that Structured Literacy in itself is not the reading programme but is an essential part of setting children up with the knowledge and strategies to be successful as readers.

Learning Area	Student Target Group Baseline Data	One Year Target		Three Year School wide Target
Language: Reading	<p>As determined through analysis of the 2022 EOY NZC Judgements.</p> <p>Reading: Year 1: 3 Beginning Year 2: 4 Beginning Year 3: 3 Beginning Year 4: Year 5: 1 Emergent Year 6: Year 7: 1 Beginning Year 8: 5 Beginning</p> <p>20% (17) of 2022 starting school roll - 87 (22% in 2022; 18% in 2021; 17% in 2020; 18% in 2019; 24% in 2018; 16% in 2017; 18% in 2016; 19% in 2015; 16% in 2014; 16% in 2013; 14% in 2012, 25% in 2011)</p>	<p><u>Reading Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. To progress the students who have proved a challenge to accelerate. To progress the achievement of all students. To improve the knowledge and proficiency with the 44 concepts that underpin the sounds and patterns within the written word. This is for the target group as well as all other students. To improve the reading enjoyment, capability and capacity of all students. To increase the level of motivation and engagement in learning, with improved levels of student agency. To have teachers and support staff being experts in the broader understanding of the Science of Reading. 		<p><u>Reading Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> To progress and maintain a high level of reading capability across all year levels. 100% achieving their relevant standard for reading. 100% believing they are capable readers To reduce the number of children who need targeted support with structured literacy and decodables as they progress through the school. To develop an enjoyment of reading culture across the school. To develop a language programme that consistently raises the achievement of low achievers so the Achievement Gap keeps reducing. To reduce the number of students that appear consistently in the Lower Achievements Bands To have all students motivated and engaged in learning, with high levels of student agency. To have a high level of motivation and engagement in learning, with improved levels of student agency. To increase Student Agency in reading and literacy in general. To increase their active involvement in their learning and understanding of how they affect their learning. To build a strong transference of literacy skills across all areas of the curriculum.
<p><u>Ethnicity:</u> Target Group: 88% - European 12% - Maori 0% - Pasifika</p>	<p>School: 79% - European & Other 21% - Maori 0% - Pasifika</p>	<p><u>Gender:</u> Target Group: 53% - Girls 47% - Boys</p>	<p>School: 56% - Girls 44% - Boys</p>	
<p>The target group has a lower Māori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 child = 6%</p>		<p>The gender profile aligns with the school's profile. The ratio of Boys to Girls is very close to 1:1 which is quite different to previous years which is also being replicated in Maths (1:1) and Writing (1:1). The target group size means a small number of students can have a significant percentage effect: 1 child = 6%</p>		

Strategies for Improvement

Strategies

- Continue with the Literacy PLD across the school with Mary-Anne Murphy from Momentum Learning to support the development of authentic, effective literacy programmes with a focus on Boys and especially Boys and Writing. This will be a half year extension.
- To continue to embed Structured Literacy practices and pedagogy across the school and the use of the iDeal Platform to support teachers along with exploring the use of other Scope and Sequences such as Little Learners Love Literacy and The Code.
- To support any new teachers/staff to gain an understanding of the Science of Reading and how that underpins Structured Literacy and also the use of Ideal to support their teaching of reading.
- To continue resourcing Decodable Readers as budgets and availability allows. To continue the review of resources across the school and more specifically the resource for older readers that may still need this targeted support.
- Dedicated literacy learning time daily for all students, where explicit teaching of the skills and knowledge required to complete authentic learning task is taught.
- Literacy is being integrated across the curriculum and also there is collaborative language happening between the different year groups.
- Language is being linked to hands on, authentic activities, with the aim of keeping them excited and engaged in learning.
- To improve the engagement and motivation of the students by looking at adding variety to the learning environment with learning happening outside the classroom as well.
- To **build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Use the learning assistant to support class programmes and the targeted small group work that will be needed in support of the Structured Literacy programme.
- To continue budgeting in support of the purchasing of programmes and resources to assist literacy learning.
- To support and continue to implement other support programmes such as **Steps Web, Word Chain, Structured Literacy targeted support**
- To actively engage with support agencies **Resource Teacher for Learning (RTLb)** and the **Resource Teacher for Literacy (RTLit) in CHB** where appropriate.
- To continue the use of **Seesaw and exploring with DOJO** as a way to share the learning of the children with their parents, caregivers and whanau. Building the strong communication links with home. Investigate a more targeted use of the tool to enhance its use and level of engagement in a more purposeful way.
- Evaluation of assessments such as STAR and PAT and their effectiveness in helping teachers make a difference.
- Replace the use of Running Records tools such as Ready to Read, Probe and Prose with LLARs, DIBELS and BURT assessment tools.
- Report to BOT on Reading Achievement - Including regular Reporting to the Board on the progress of the target/priority learners to assist with evaluation of strategies, programmes and actions being implemented to accelerate their achievement.
- Undertake specific focused teaching of comprehension in practice.
- Use questions that students can ask themselves to help them develop a sense of purpose for their reading.
- Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Strategies, and practices used to support target children become the center of a Professional Learning Group across the staff and become the center of discussion and reflection.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2023

Reading Target for 2023

Focus Curriculum Area: English

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To develop and improve Reading Capability across the school and improve the Teaching and Learning that supports that goal.

Annual Goal: To improve all students' level of engagement and achievement in reading.

Target Group: Students from Year 1 through to Year 8 who are 'Emergent' or 'Beginning' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2022 OTJs against NZC EOY Year Expectations indicated that there were 19 students spread across the school that were identified as not achieving the relevant Reading NZC Expectations informed by the Literacy Learning Progressions – 18 "Beginning" and 1 'Emergent'. **In 2023, With Year 8 and other leavers, some new families enrolling and new entrants coming into the scope of the data 17 students were identified at the start of 2023: 16 Beginning and 1 Emergent in their relevant Year level.**

Commented [P1]: Link back to the target above

2023 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress so by the end of 2023. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be still be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Reading Analysis of Variance 2023			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year, both formal and informal e.g. PAT, STAR, DIBELS assessments and also from the student's writing samples in their books and Writing Sample Folders. Structured Literacy was implemented across all year groups, with ongoing review and refinement. Ongoing learning about Decodable readers and Structured Literacy was undertaken by all staff. Teacher's pedagogy continued to grow and evolve with Structured Literacy being the major focus. All teachers were registered with the iDeal learning platform. Differentiated teaching and learning helped to meet the needs of all students. Learning Assistant time used to support classroom programmers and specific children. Learning Assistant time was also allocated to support all other classes with target chn as well on a needs basis. Teachers conducted targeted teaching of the target students. Individual Education Plans (IEPs) in place for some children. Teachers organisation and spaces p[rovided within the school. to support whanau and tamariki in facilitating outside tutoring if implemented Seesaw was used as a conduit for home school communication and sharing of work and activities at school. Through change in pedagogy teachers have been supporting the students to become much more active in their learning and build their self-belief about being learners and knowing they can improve knowledge and skills. 	<ul style="list-style-type: none"> 17 Students in the original group: <i>16 Beginning & 1 Emergent</i> 88% European - 12% Maori 53% Girls; 47% Boys 1 student left during the year – 16 reported on in this AOV. 7 (44%) of the 16 made accelerated progress to move up a band within one year. A 44% acceleration rate is very significant. Of the 7 students that had accelerated progress – 2 were girls (22% of the girls) and 5 were boys (63% of the boys). Of the other 9 students (7 Girls & 2 Boys) 3 have IEPs in place and others have significant support happening around them. Attendance has also had a significant impact on 1 child. 	<ul style="list-style-type: none"> The specific teaching programmes of the target children achieved some significant shifts for some of the students. Communication and engagement with student's families about their reading capability. The implementation of Structured Literacy across all classes and further use of Decodable readers for older students. The combination of Reading/Spelling instruction, Hand Writing instruction and practice. Allowing time in the daily timetable to enjoy reading and have time to just enjoy it – this was evident across all classes. The direct, specific and timely feedback was an effective strategy. The anecdotal feedback from the students indicated that they liked getting feedback as soon as possible. There continues to be other factors affecting some of the student's progress that we keep a focus on and support them in the best way we can – such as time and places to learn at home, seeing the need to learn, and employing learning strategies on a regular basis. The ongoing strong links of children displaying Dyslexia tendencies continues to be in the back ground as the Structured Literacy helps to support those children. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. 	<ul style="list-style-type: none"> We have worked on accelerating the learning progress of the target group and we have some significant success but this continues to be a moving target. There are some significant learning needs in this group that will be a challenge for us all as we move ahead. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be of the targeted support implemented across the school. To build on the changes that the implementation of Structured Literacy across the school has achieved in teacher knowledge practice and student success. Ongoing monitoring of the use and requirement for Decodable Readers across the school. We have achieved and great range of material with the support of the Board. To continue keeping any target children as the main focus of the Teacher's Inquiries and keep the research and implementing new knowledge and practice that will benefit these students. To engage is a review of our literacy programme with support of outside support – Dr Olwyn Johnston.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

MATHEMATICS TARGET 2023

Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability and particularly the capacity to transfer maths knowledge across the curriculum.

Target: To have students who are not achieving the relevant **NZC Year Level Benchmarks** for their year level, achieving it, or making accelerated progress towards reaching it, by the by the end of 2023, keeping in mind that it is not about comparing children with others but about children and their own progress.

Historical Position and Data.

- Traditionally numeracy has formed the basis of the school wide targets. Numeracy has been a strategic target previously and the diagnostic Nump Interview was used to get some comprehensive baseline data in 2009. The targeted numeracy focus as part of the Numeracy Sustainability Programme over the following years had significant outcomes with some large gains made in the student numeracy capability. As part of the reflection/review on 2018 we felt that we needed to revisit what and how we teach mathematics, which lead to the PLD programme with Massey University – Developing Mathematically Inquiring Communities – DMIC. This was continued for 2 years and a break was taken at the end of 2020. Reflection, discussion and research through 2021 has led to a view that a move to a more fundamental structured approach to teaching maths would be beneficial, which continues through to the current year.
- The school wide data gathered over many years was mainly focused on numeracy and not the specific strands of the math's curriculum of Number/Algebra – Geometry/Measurement - Statistics. The introduction of the **National Standards** initiated a refocus on the whole math's learning area. Focusing on the wider math's curriculum has remained. As a school we align the **OTJs to the NZ Curriculum End of Year Expectation** and rename them as the **NZC Year Level Benchmarks**. We have returned to calendar reporting cycles to parents in 2019. We will track and report achievement using the same descriptors as e-asTTle – **Beginning, Proficient and Advanced with an added Emergent** at the lower end to identify those children that are of very high need of support and accelerating progress in Literacy and Numeracy.
- The **Overall Teachers Judgements** were gleaned from a number of assessment tools such as PAT, Gloss, ICan, and e-asTTle – as well as from the student's work samples/modelling books. Alongside this have been the significant observations and conversations the teachers have engaged in and with the students while they are learning.
- The teachers use assessment information, along with their specific content knowledge and experience to make **Overall Teacher Judgments (OTJs)** about what level the students are achieving at. Assessment is an integrated part of the maths programme with Overall Teacher Judgments, underpinned by verifiable evidence such as Gloss, ICan, e-asTTle and student work samples, being one outcome of this process along with the continual readjustment of the teaching and learning in the classroom. 2023 will see e-asTTle is taking on a more significant role in the assessment space to help guide students and teachers with their learning and teaching. We have continued to not use PaCT at this stage. The gradual introduction of the revised Curriculum will have some impact on what we teach and how we assess over the next few years.
- The target group in 2022 was 18 with 8 of those made accelerated progress - 45% of the children. The 2022 EOY data indicated that there would be 19 Target students to carry over into 2023.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs the **Target group for 2023 is 12 Students**. Some of the 2022 students who were at expectations but we consider to be At Risk at the end of the year will be tracked as part of the Priority tracking and reporting process in 2023.

Historical Achievement Data:

2023 Initial OTJs

MATHEMATICS

	Emergent	Beginning
Year 1		0
Year 2		1
Year 3		3
Year 4		1
Year 5	1	1
Year 6		0
Year 7		1
Year 8		4
Total	1	11

14% (12) of 2023 Starting roll – 87
 (22% in 2022; 13% in 2021; 17% in 2020; 8% in 2019; 13% in 2018; 8% in 2017; 18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)

- The outcome of the 2022 OTJs against **NZC Year Level Benchmarks** indicated that there were 13 students spread across the school that were identified as *not achieving* the relevant benchmark – 12 ‘Beginning Band’ & 1 Emergent’
- **In 2023, With Year 8 leavers and other leavers, some new children enrolling and first time OTJs 12 students have been identified at the start of 2023: 12 ‘Beginning Band’ & 1 Emergent Band.**

It was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

- 10 of the 12 students were also identified as a target in both the Writing or Reading.
- These 12 students represented 14% of the starting roll (87) in 2023
- The EOY report is based on their respective NZC End of Year level expectations – not on an anniversary basis.
- We need to still be clear with parents about how their children are achieving in relation to Literacy and Maths is a priority but the focus will be on what they are successful at and what needs to be worked on with more focus. The overall wellbeing and success of the target children, and also all children, will be the driver for all that happens at Flemington School.
- The understanding of how much importance or weighting to put on each part of the assessment triangle (Observation, Conversations and Assessment Tools) used for the OTJ’s is still an important part of what we do as educators and should be able to give a clear indication of how a child is achieving without being linked to ‘one’ assessment or point in time.
- Once again the knowledge and experience of the teacher has a paramount position in the Overall Teacher Judgement process and building the teacher knowledge and understanding around this will continue to be a priority.
- Kāhui Ako: Our focus of lifting the achievement of our target group also aligns with the ultimate aim of the CHB Kāhui Ako - **“Success for All CHB Children”** with the description of success not fully defined but knowing it is a broader view than just an academic view point.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target														
<p>Mathematics – All Strands</p>	<p><u>Maths Knowledge and Application</u> As determined through analysis of the 2022 EOY NZC OTJ Judgements. Year 1: Year 2: 1 Beginning Year 3: 3 Beginning Year 4: 1 Beginning Year 5: 1 Emergent, 1 Beginning Year 6: Year 7: 1 Beginning Year 8: 4 Beginning</p> <p>14% (12) of 2023 Starting roll – 87 (22% in 2022; 13% in 2021; 17% in 2020; 8% in 2019; 13% in 2018; 8% in 2017; 18% in 2016; 19% in 2015; 17% in 2014; 13% in 2013; 12% in 2012; 19% in 2011)</p>	<p><u>Maths Knowledge and Application</u></p> <ul style="list-style-type: none"> • To accelerate the progress of the target group so they progress to their relevant level or make significant progress in relation to their own situation. • To improve the maths capability of all students. • To increase the level of motivation and engagement in learning, with improved levels of student agency. • To have students believe they are mathematicians and can engage with it and be successful in maths. 	<p><u>Maths Capabilities and Behaviours</u></p> <ul style="list-style-type: none"> • To have 90% of students achieving at the relevant NZC Benchmark for their year level. • To progress maths knowledge and capabilities for all children at Flemington School – accelerate their learning. • To build teacher capability and knowledge of teaching mathematical ideas and strategies. • To develop their 'Maths Smarts' and analytical, problem solving skills. • To build their capability in the fundamentals of maths – Knowing numbers and being able to manipulate them with confidence and Be efficient at computation. • To have students transferring their knowledge and capability into many different contexts. • To reduce the number of students that appear consistently in the Lower Achievements Bands • To increase the level of motivation and engagement in learning, with improved levels of student agency. • To increase Student Agency in Maths. • To increase their active involvement in their learning and understanding of how they affect their learning. 														
<p><u>Ethnicity:</u></p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>92% - European</td> <td>79% - European & Other</td> </tr> <tr> <td>8% - Maori</td> <td>21% - Maori</td> </tr> <tr> <td>0% - Pasifika</td> <td>0% - Pasifika</td> </tr> </table> <p>The target group has smaller profile than the schools. Although one student in the target group can skew the percentages quite considerably: 1 child = 8%</p>	Target Group:	School:	92% - European	79% - European & Other	8% - Maori	21% - Maori	0% - Pasifika	0% - Pasifika		<p><u>Gender:</u></p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>58% - Girls</td> <td>56% - Girls</td> </tr> <tr> <td>42% - Boys</td> <td>44% - Boys</td> </tr> </table> <p>The gender profile aligns to the school's profile. The ratio of Boys to girls is close to 1:1 which is quite different to previous years which is also being replicated in Literacy as well – Reading (1:1), Writing (1:1). The target group size means a small number of students can have a significant percentage effect: 1 child = 8%</p>	Target Group:	School:	58% - Girls	56% - Girls	42% - Boys	44% - Boys	
Target Group:	School:																
92% - European	79% - European & Other																
8% - Maori	21% - Maori																
0% - Pasifika	0% - Pasifika																
Target Group:	School:																
58% - Girls	56% - Girls																
42% - Boys	44% - Boys																

Strategies for Improvement

Strategies

- To retain some aspects of the DMIC pedagogy and approaches such as Questioning, Collaboration, Maths Smarts.
- To be explicit with the giving the children the knowledge, skills and strategies required that will allow them to be successful when engaged in mathematical situations.
 - Explicit teaching of maths knowledge skills and strategies scheduled daily for all students.
 - Using some of the resources and practices included as part of the Prime Maths resource.
- Group monitoring of mastery of objectives for each child.
- To refine the recently developed scope and sequence across the maths curriculum that will act as a map for all classes and teachers.
- Effective ongoing school records developed to show cumulative information on each child's progress in all Maths Strands across the school. Data used by next teachers to form groupings and for reporting stages to parents (oral report with explanation)
- Use of PAT, Gloss, IKan and work samples as evidence of assessment and OTJ (Overall Teacher Judgment)
- Use e-asTTle for maths more fully across the middle and senior year levels to support the children and teachers learning and teaching.
- Regular shared planning and review meetings for teachers of these levels.
- To **build strong learning focused relationships** with family/whanau across the school and also with ECE for the New Entrant class
- Strengthen the understanding of the links between the EOY Expectations in the NZC across the levels.
- Continue to employ Cooperative Learning strategies school wide to improve student's engagement, involvement and understanding.
- Facilitate use of online programmes such as **Mathletics, Maths Buddy and Matific** for different year levels

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2023

Maths Target for 2023

Focus Curriculum Area: Mathematics

Budget: Teacher Release, Resources, PLD Course Costs, Travel,

Strategic Goal: To improve overall mathematics capability, understanding and enjoyment of mathematics, particularly the capacity to transfer math's knowledge across the curriculum

Annual Goal: To improve all students' level of engagement and achievement in mathematics learning.

Target Group: Students from Year 1 through to Year 8 who are 'Beginning' or 'Emergent' form the target group. Due to the limited number of students in a particular year group it was decided that the target group would consist of these students rather than a particular group (Year, Ethnicity or Gender), although this information is recorded as well.

Baseline Data: The outcome of the 2022 OTJs against NZ Curriculum Expectations indicated that there were 13 students spread across the school that were identified as *not achieving* the relevant **Mathematics** NZC Expectations – 12 “*Beginning*” and 1 “*Emergent*”. **In 2023, With Year 8 and other leavers, some new families enrolling and 2022 new entrants coming into the scope of the data there were 12 students identified at the start of 2023: 11 “*Beginning*” and 1 “*Emergent*” in their relevant Year levels.**

2023 Target: To have all students who are not achieving the relevant NZC EOY Expected Level for their year level to make accelerated progress by the end of 2023. Accelerated progress is moving from one band of Achievement to the next within one year. The wording of the 4 categories of achievement are: **Emergent; Beginning, Proficient, Advanced**

Expected levels of achievement will be determined through the Overall Teacher Judgement of the student by the teacher, taking into account the Observations, Assessments, Interactions and Conversations the teacher has with each student.

Mathematics Analysis of Variance 2023			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Comment & Evaluation (Where to next?)
<ul style="list-style-type: none"> Teachers' OTJs identified the individual students and their learning needs and the support each student needed to improve their learning. Students were tracked and assessed during the year both formal and informal e.g. PAT, Gloss, IKan, and also from the student's work. Differentiated teaching and learning strategies were instigated to meet the needs of students. Teachers conducted targeted teaching of the target students. With the experience and observations made around structured literacy there was a move to more fundamentals of maths as the year progressed, which will continue on in 2024. All teachers Inquiries had a focus on the target children in their classes – the target children were front and centre at all times and in all discussions. Teachers continued to build of the work they have been doing on supporting the students to build their ability to understand and take responsibility for their learning. Pedagogy based around targeted and deliberate teaching and learning was built on from previous years. Through ongoing review of their pedagogy teachers continue to refine their practices. This focus on learning is a combination of a specific content and context focus as well as across teaching and learning times. The Learning Assistant has also been used to support specific children and teaching points. Individual Education Plans (IEPs) in place for some children. Teachers and organization to support whanau and tamariki in facilitating outside tutoring if implemented. 	<ul style="list-style-type: none"> 12 Students in the original target group: 11 <i>Beginning</i> and 1 <i>Emergent</i>. The group ethnicity mix was 92% European; 8% Maori The Gender mix was 58% Girls; 42% Boys 1 student left during the year – 11 reported on in this AOV. 3 (27%) of the 11 made accelerated progress to move up a band within one year. 27% acceleration rate is a very good outcome considering the size of the group. Of the other 8 students (5 Girls and 3 Boys) 3 have IEPs in place and others have significant support happening around them. Attendance has also had a significant impact on 1 child. 	<ul style="list-style-type: none"> The specific teaching programmes employed for the target children achieved some significant shifts for a reasonable number of children. The Targeted Specific Teachers Inquiries based around these children. There continues to be other factors affecting some of the student's progress that we are still not able to influence greatly as yet – such as time and places to learn at home, Attendance, seeing the need to learn, and employing learning strategies on a regular basis. The engagement in a strong learning link with home is an ongoing process. 5 of the 8 students that did not accelerate have broader learning challenges. The willingness of all staff to embrace new ideas and learning has been and will continue to be a significant factor in the ongoing success of all children across the school. 	<ul style="list-style-type: none"> 27% of this group was supported to accelerate their progress which is a significant achievement. To make sure that the students that have accelerated build on and consolidate those hard won gains. Some of these will be identified as an At Risk group to monitor closely and be part of the Teachers TAIs. We have been able to make significant changes to attitude to learning and strongly believe this continues to impact on achievement over time. We also need to ensure they have the strategies and skills to comprehend information and questions, through specific, explicit teaching of strategies, knowledge and skills. To build on the more structured programme for moderation of the target children and keep anecdotal reporting front and centre at staff mtgs. To build on the Teaching as Inquiry progress. To review what we are doing across the curriculum with a focus on Literacy because it underpins so much of learning. Introduce the Singapore Based Prime Maths pedagogy and resources. The experience and reflection on what we have seen with the introduction of a Science of Learning based approach underpinning the Structured Literacy implementation has been a catalyst for this change.

Flemington School

New Zealand Curriculum
Achievement Self Review

December 2023

2020-2023 Data Included for Comparison



NZ Curriculum

This diagram shows how curriculum levels typically relate to years at school. Each Curriculum Level (1 through to 8) is not definitive and typically covers 3 years of schooling, with a significant level of alignment with a particular year at school in acknowledgement of the differing learning profiles of every child.

However, many students do not even fit into this continuum of the learning pattern. They include those with special learning needs, those with barriers to learning, those who are gifted, and those who come from non-English-speaking backgrounds (Level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year).

This graphic of learning was developed by those that have a wide and deep level of knowledge about learning, education and human development – learning does not fit within a neat linear progression of defined steps – instead it is a process of building on what is already in place and known - to achieve a new level of success and achievement while maintaining the dignity and integrity of the learner.



The Eight Levels of the NZ Curriculum are represented by the Blue bands.

Each of these Bands spreads across a range of Years groups e.g. Level 1 spreads across Y1, Y2 & Y3 – It is important to acknowledge that the greatest concentration is in Year 2 and it tapers off as it carries through to the end of Year 3.

These bands have been established from very strong educational understandings about children and the progression of learning and achievement and how it can vary considerably from child to child – just as adults a very different in how they think, act and respond.

Teacher Evaluations (TE)

This is some information about what we need to be putting together to make our evaluations about the achievement and progress of a student.

Teacher Evaluations of achievement and progress involve combining information from a variety of sources, using a range of approaches. Evidence may be gathered in the following three ways:

- **Observing** the process a student uses.
- **Conversing** with the student to find out what they know, understand and can do.
- **Tools of Assessment** to gather results, including standardised tools.



This '**triangulation**' of information increases the dependability of the Teacher's Evaluation. The diagram explains in more detail.

Any point of the triangle provides an approach to gathering evidence of learning. The triangulation of a range of evidence accumulated over the year builds **dependability*** in progress and achievement decisions. A Teacher's Evaluation can be made when the teacher reviews all of the evidence in relation to a NZ Curriculum Level, rather than relying on a single source of evidence.

** A dependable assessment has both high validity and reliability. Sometimes there is a trade-off between reliability and validity. Formal assessments may be more reliable, while informal assessments may be more valid.*

Dependability: A dependable assessment has both high **validity** and **reliability**. Sometimes there is a trade-off between **validity** and **reliability**. Formal assessments may be more reliable, while informal assessments may be more valid.

Validity: Validity is the most important single attribute of a good test. Nothing will be gained from assessment unless the assessment has some **validity** for your purpose.

There are several different types of **validity**:

- Face **validity** - do the assessment items appear to be appropriate?
- Content **validity** - does the assessment content cover what we want to assess?
- Criterion-related **validity** - how well does the test measure what we want it to?
- Construct **validity** - are you measuring what you think you're measuring?

Reliability: This is the extent to which the results from the same assessment can be repeated across time and situations, statistically expressed. If an assessment comes up with very different results each time the student sits it, it lacks **reliability**.

2020-2021-2022-2023 Achievement Overview for Years 1 - 8

- The process of determining Overall Teacher Judgements (OTJs) is a continual process of refining and improving judgements. We have moved away from the year on year rigid parameters of measuring achievement (National Standards) to a more individual outlook on judging progression of achievement – **NZ Curriculum Levels**. As the graphic on page 1 highlights a Curriculum Level is spread across a broader range of Year Levels, which is an intentional decision because educational and neurological research shows that knowing that each child’s progress of achievement is individual to that child. A two year period is linked to a specific NZ Curriculum Level at its core, with a lead in and lead out component indicated as well. This allows for the eight primary and intermediate year levels to be encompassed in the first 4 levels of the NZ Curriculum. You will also notice that NZC Level 4 has its core spread across Year 8 and Year 9.
- New Entrant Children who will be continuing as Year 1 in the year following their enrolment are not all included in any Self-Review data around achievement. As a rule of thumb, if a child has been at school less than 30 weeks we classify them as Year 0 for that year and Year 1 the following year so they can have 70 weeks as a Year 1. We will also classify a child as Year 1 the following year if they have been at school for longer than 30 Weeks, if it is an appropriate action to take and is always implemented in consultation with the parents. The parents always have the final say if they want to move their child through to Year 2 rather than maintain them at Year 1.
 - We do this because a child can be classified as a Year 1 with a minimum of 21 weeks at school if their birthday is before July 1. Where-as if their birthday is after July 1 they are classified as a Year 1 for 60 weeks as of right. This July 1 classification date can cause significant differences between children’s level of capability when judged against a seemingly arbitrary benchmark and cause undue concern for the child and their parents/whanau. As we know, and irrefutable evidence backs up as well, all children will learn at different rates and be influenced by many factors from environmental to neurodiversity – we need to be fully aware of this when making judgements that could affect their ongoing well-being and self-view.
- The historical longitudinal data included as part of this report is in comparison to a child’s year level in respect to the corresponding NZ Curriculum Level.
- What we need to keep in mind is the “Year and Curriculum Levels’ graph on Page 1 of this report and understand that progress and achievement is not the same for all students and that achieving a particular Level of achievement could be achieved over a 3, or 4 year, spread. What we need to focus on is - **What is the child’s self-view of themselves as a learner? Are they experiencing success as a learner at school? Are they making progress in relation to their own learning profile?** – We need to focus on what we can do as teachers and a system that can support them in achieving these learning and well-being aspects.
- Notwithstanding the previous paragraph we aim to have all children achieving at a level of Literacy and Numeracy that will allow them to access and engage with the Curriculum at Flemington School and also the curriculum they will encounter at their respective secondary schools.
- There is no requirement to report to the MOE on the parameters being used for this self-review report but they do give some sense of understanding for all concerned

Overall Teacher Judgements

- This table gives a quick overview of all students in all three curriculum areas.
- The tables on the following pages break this down into Year Levels, Gender and Ethnicity for Mathematics, Reading and Writing.

Whole School Maths EOY 2023				
Emergent	Beginning	Proficient	Advanced	
3	8	51	23	85
4%	9%	60%	27%	
				87%
Whole School Writing EOY 2023				
Emergent	Beginning	Proficient	Advanced	
4	10	53	18	85
5%	12%	62%	21%	
				84%
Whole School Reading EOY 2023				
Emergent	Beginning	Proficient	Advanced	
3	15	41	26	85
4%	18%	48%	31%	
				79%

MATHEMATICS Overall Teacher Judgements

Maths EOY 2020					Maths EOY 2021					Maths EOY 2022					Maths EOY 2023				
Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced
1	0	1	6	0	1	0	3	10	2	1	0	1	9	0	1	0	0	12	0
2	1	2	7	3	2	0	1	6	0	2	0	3	8	5	2	1	0	4	2
3	0	1	10	0	3	0	2	3	9	3	0	1	6	1	3	1	2	2	10
4	0	2	7	3	4	0	1	11	1	4	1	1	6	5	4	0	1	5	2
5	0	2	12	1	5	1	1	8	2	5	0	0	11	0	5	0	2	9	2
6	0	0	7	7	6	0	5	8	3	6	0	2	3	7	6	0	0	7	2
7	1	0	9	1	7	0	4	8	3	7	0	4	7	2	7	0	2	5	3
8	0	2	1	3	8	0	1	8	2	8	0	0	9	4	8	1	1	7	2
2					1					1					3				
2%					1%					1%					3%				
11%					17%					13%					8%				
66%					60%					61%					53%				
20%					21%					25%					24%				
89 Students					103 Students					96 Students					85 Students				
87%					82%					86%					87%				

- 87% are achieving **‘Proficient or Advanced’**, which is a high level of achievement. Keeping it consistent with the aim of increasing this percentage is the long term aim and there will always be slight increases or decreases due to a variety of reasons. We are continuing to see a sustained trend to improved achievement for children that have started at Flemington and are progressing through the year groups. There is an even split of the 11 in the **‘Emergent & Beginning’** bands - 5 girls and 6 Boys.
- All children in the **‘Em & Bg’** bands have made progress of some kind and some have made significant progress but we have not been able to accelerate their learning so they can jump into the ‘Proficient’ Band of achievement. It is good to see that the trend is continuing of reduced numbers of children appearing in the Emergent band.
- The children in the **‘Em & Bg’** bands returning in 2024 will form the basis of our priority group. There are also some children that have been flagged to be closely monitored. Children who have been at school for less than 30 Weeks in 2023 and continuing as Year 1 in 2024 but have been flagged as a priority will also be added. They will have a further full 40 weeks classified as Year 1 which has a significant effect on a number aspects of their learning and personal growth.

WRITING Overall Teacher Judgements

Writing EOY 2020					Writing EOY 2021					Writing EOY 2022					Writing EOY 2023				
Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced
1	1	1	5	0	1	0	3	5	7	1	0	4	6	0	1	0	2	10	0
2	1	4	6	2	2	0	2	5	0	2	0	4	8	4	2	1	0	3	3
3	0	3	7	1	3	2	2	4	6	3	0	0	7	1	3	1	2	5	7
4	0	3	9	0	4	0	2	11	0	4	1	0	10	2	4	0	0	7	1
5	2	3	9	1	5	0	2	10	0	5	0	1	9	1	5	1	0	9	3
6	0	1	6	7	6	0	5	8	3	6	0	1	11	0	6	0	1	7	1
7	1	2	8	0	7	0	3	9	3	7	0	4	8	1	7	0	2	7	1
8	0	2	4	0	8	0	3	8	0	8	0	0	8	5	8	1	3	5	2
	5	19	54	11		2	22	60	19		1	14	67	14		4	10	53	18
	6%	21%	61%	12%		2%	21%	58%	18%		1%	15%	70%	15%		4%	10%	55%	19%
	89 Students			73%		103 Students			77%		96 Students			84%		85 Students			84%

READING Overall Teacher Judgements

Reading EOY 2020					Reading EOY 2021					Reading EOY 2022					Reading EOY 2023				
Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced	Year	Emergent	Beginning	Proficient	Advanced
1	0	5	2	0	1	0	4	3	8	1	0	7	1	2	1	0	4	7	1
2	1	1	6	5	2	0	1	5	1	2	0	3	8	5	2	1	0	3	3
3	0	1	8	2	3	1	1	4	8	3	0	0	7	1	3	1	2	5	7
4	0	1	9	2	4	0	1	10	2	4	1	0	5	7	4	0	0	7	1
5	0	4	10	1	5	0	1	7	4	5	0	0	10	1	5	0	1	8	4
6	0	0	4	10	6	2	3	8	3	6	0	2	5	5	6	0	1	3	5
7	0	1	10	0	7	0	3	8	4	7	0	5	6	2	7	0	3	4	3
8	0	0	3	3	8	0	1	9	1	8	0	1	7	5	8	1	4	4	2
	1	13	52	23		3	15	54	31		1	18	49	28		3	15	41	26
	1%	15%	58%	26%		3%	15%	52%	30%		1%	19%	51%	29%		3%	16%	43%	27%
	89 Students			84%		103 Students			83%		96 Students			80%		85 Students			79%

Literacy Comment:

- **Writing:** 84% of children are in the 'Pr & Ad' bands which is a strong result. 8 (56%) of the 14 in the 'Emergent & Beginning' bands are Boys which is a slight increase from 2023 but still it is still much more of an equilibrium between the genders than has been in years gone by.
- **Reading:** 79% of students are in the 'Pr & Ad' bands which is another strong outcome and consolidating that trend. 9 (50%) of the 18 in the 'Emergent & Beginning' bands are Boys, which continues to show the equilibrium between the genders.
- The children in the 'Em & Bg' bands returning in 2024 will form the basis of our priority group. There are also some children that have been flagged to be closely monitored. Children who have been at school for less than 30 Weeks in 2023 and continuing as Year 1 in 2024 but have been flagged as a priority will also be added. They will have a further full 40 weeks classified as Year 1 which has a significant effect on a number aspects of their learning and personal growth.

- The continuation of the pedagogy associated with Structured Literacy is laying the foundation for developing the skills and knowledge required to be a reader is continuing to have an impact. There are some children that have global learning challenges and some that are more specific to literacy but we are always exploring how we can find the action or practice that will make a difference for them.
- With Reading maintaining some consistency of high achievement – We want all students to be successful and are always striving to lift this. It is gratifying to see the continuing equilibrium between the genders.
- The returning students in the '**Em & Bg**' bands will form the basis of our targets for 2023. There is a strong causal relationship that Reading has on Writing – Reading capability has a strong effect on their Writing capability as does Writing on Reading. This is evident in the cross over in children appearing in '**Em & Bg**' of both reading and writing.
- Oral Language development as well as other processing and organisational aspects around the language which also have an impact on Writing. The symbiotic nature that Structure Literacy is building with language across all areas of the curriculum is an avenue we are actively pursuing.

BOYS Overall Teacher Judgements

Boys Maths EOY 2020				Boys Maths EOY 2021				Boys Maths EOY 2022				Boys Maths EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
2	8	19	12	0	11	24	12	1	5	24	10	2	4	19	13
5%	20%	46%	29%	0%	23%	51%	26%	3%	13%	60%	25%	5%	11%	50%	34%
41			76%	47			77%	40			85%	38			84%
Boys Reading EOY 2020				Boys Reading EOY 2021				Boys Reading EOY 2022				Boys Reading EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
1	7	24	9	2	9	22	14	1	8	21	10	2	7	20	9
2%	17%	59%	22%	4%	19%	47%	30%	3%	20%	53%	25%	5%	18%	53%	24%
41			80%	47			77%	40			78%	38			76%
Boys Writing EOY 2020				Boys Writing EOY 2021				Boys Writing EOY 2022				Boys Writing EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
5	13	19	4	2	15	23	7	1	6	31	2	3	5	24	6
12%	32%	46%	10%	4%	32%	49%	15%	3%	15%	78%	5%	8%	13%	63%	16%
41			56%	47			64%	40			83%	38			79%

- The Boys Math's OTJs show a strong trend at 84% in the 'Pr & Ad' Bands
- The Reading data is a slight dip at 76% and the Writing data shows a holding of levels at 79% in the 'Pr & Ad' Bands.
- The Boys data is a long standing challenge which we have worked on understanding and implementing many changes over the years but have only made fleeting changes over time. We are seeing a consolidating trend of strong results. I would not like to preempt anything but I believe we are seeing the beginnings of the lasting impact of the change to structured Literacy and the work the teachers are putting in around it.
- The 'Emergent and Beginning' Boys Cohort Data has a similar pattern to the Girls Cohort pattern this year:
 - The Boys cohort has a more even spread across the year levels than the Girls.
- There is still a strong correlation between Reading and Writing for both Boys and Girls in the 'Em & Bg' bands, with 100% of those appearing in writing also in Reading as well.
- Of the 9 Boys in the 'Em & Bg' bands, 8 are also in the 'Em & Bg' bands for Writing.
- Of the 9 Girls in the 'Em & Bg' bands, 6 are also in the 'Em & Bg' bands for Writing.

GIRLS Overall Teacher Judgements

Girls Maths EOY 2020				Girls Maths EOY 2021				Girls Maths EOY 2022				Girls Maths EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	2	40	6	1	7	38	10	0	7	34	15	1	4	32	10
0%	4%	83%	13%	2%	13%	68%	18%	0%	13%	61%	27%	2%	9%	68%	21%
48			96%	56			86%	56			88%	47			89%
Girls Reading EOY 2020				Girls Reading EOY 2021				Girls Reading EOY 2022				Girls Writing EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	6	28	14	1	6	32	17	0	10	28	18	1	5	29	12
0%	13%	58%	29%	2%	11%	57%	30%	0%	18%	50%	32%	2%	11%	62%	26%
48			88%	56			88%	56			82%	47			87%
Girls Writing EOY 2020				Girls Writing EOY 2021				Girls Writing EOY 2022				Girls Reading EOY 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	6	35	7	0	7	37	12	0	8	36	12	1	8	21	17
0%	13%	73%	15%	0%	13%	66%	21%	0%	14%	64%	21%	2%	17%	45%	36%
48			88%	56			88%	56			86%	47			81%

- The data for the Girls cohort continues to exhibit a very strong pattern.
 - Maths: 89% - 'Pr & Ad'
 - Reading: 87% - 'Pr & Ad'
 - Writing: 81% - 'Pr & Ad'
- The 'Emergent and Beginning' Girls Cohort Data has a similar pattern to the Boys Cohort pattern this year:
 - The Girls cohort still has more appearing in the upper year levels, without the others following on from the earlier years.
 - There is still a strong correlation between Reading and Writing for the girls in the 'Em & Bg' bands, with an almost 100% link to the literacy bands for those girls appearing in the Maths 'Em & Bg' bands - Which is similar to the boy's cohort.

MĀORI Overall Teacher Judgements

Māori Maths EOY 2020				Māori Cohort Maths EOY 2021				Māori Cohort Maths Nov 2022				Māori Cohort Maths Nov 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	3	11	2	0	3	14	2	0	0	13	3	0	0	13	3
0%	19%	69%	13%	0%	16%	74%	11%	0%	0%	81%	19%	0%	0%	81%	19%
16			81%	19			84%	16			100%	16			100%
Māori Reading EOY 2020				Māori Cohort Reading EOY 2021				Māori Cohort Reading Nov 2022				Māori Cohort Writing Nov 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	2	11	3	0	2	12	5	0	1	11	4	0	1	13	2
0%	13%	69%	19%	0%	11%	63%	26%	0%	6%	69%	25%	0%	6%	81%	13%
16			88%	19			89%	16			94%	16			94%
Māori Writing EOY 2020				Māori Cohort Writing EOY 2021				Māori Cohort Writing Nov 2022				Māori Cohort Reading Nov 2023			
Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced	Emergent	Beginning	Proficient	Advanced
0	3	13	0	0	3	13	3	0	1	13	2	0	1	11	4
0%	19%	81%	0%	0%	16%	68%	16%	0%	6%	81%	13%	0%	6%	69%	25%
16			81%	19			84%	16			94%	16			94%

- Because of the small numbers involved in the cohort of Māori student's percentage data can be influenced considerably by a single student.
- Reading (94%) and Maths (100%) have continued the strong achievement trends, along with Writing at (94%).
- These strong patterns are starting to become established which is what the long term aim of making a difference is all about.

OTJs	Maori % Pr&Ad	Boys % Pr&Ad	Girls % Pr&Ad	School % Pr&Ad
Maths	100%	84%	89%	87%
Writing	94%	76%	87%	84%
Reading	94%	79%	81%	79%

PASIFIKA Overall Teacher Judgements

- There is no Pasifika data as there were no Pasifika students enrolled in from 2013 to 2023.

General Comments / Recommendations:

- We continue working on supporting the children to build connections with their own learning and that their self-belief as a learner can have a large influence over their learning – Although Explicit, Direct instruction may seem to contradict building the learners self-belief, because they are being directed and told, it is a fundamental basis of teaching and as long as the confidence and success of the learner is maintained it is a powerful process. The agency and self-belief of the learner comes from the success they are gaining.
 - We need to keep reviewing what we do in the school to make sure the children, especially boys, keep achieving as well as they can and the teachers are very much on board with this way of thinking.
 - Many of the discussions we have as a staff comes back to Reading being such a core aspect of success, especially in a curriculum – To gain and feel success as a reading maybe THE key aspect to ongoing self-belief as a learner – We do not want to forsake all else that makes each child special and individual and who have strengths in many varying areas but maybe reading is a key into connecting all this together as a whole.
 - It has to be remembered that the progress of each child is individual and what ‘success’ looks like for one child may not be relevant to another child. It also has to be remembered that ‘progress’ may not always be measured academically either.
 - Conducting a review of the literacy programme is planned in Term 1 to get an independent view of what we are doing and how we are going about our teaching of literacy – Our pedagogy
- The work undertaken by the teachers and support staff in learning about, adopting and implementing the Structured Literacy framework for teaching the skills and knowledge required to become a reader has been a significant amount of work and this will continue to be a significant focus for the coming year with the support of the iDeal Platform developed by Learning Matters but also by other resources and systems such as Little Learners Love Literacy resources and the The Code.
- Building strong communication lines between teachers and parents of target children especially, is also an area that we need to keep improving and developing. The data from Seesaw indicates that the sharing of work is being shared and it might be too much, so a move to more targeted sharing will be a focus this year – less bombardment but more relevant to children’s learning.
- We need to keep monitoring and make sure parents know the level of absence some children are having and also highlight the link this has to their learning. Unfortunately, this is not always successful.
- To continue to review and fortify resources available for building comprehension and vocabulary across the school, which is closely associated with the Structured Literacy approach.
- To continue to use the Learning Assistant to support the class room programmes in the junior years, whether reinforcing or preloading children so they have success and feel successful.
- The commitment from the board to running 5 classes will allow small class numbers across the school with a specific focus in the middle years which will be the most disrupted with the planned PMC building project.
- To continue with intervention programmes such as Steps Web and Word Chain that can support the target children and others as well.
- There will be specific curriculum resources, knowledge and assessments to keep working on and developing.
- We have made a commitment to embark on the PRIME Maths system to base our school wide maths programme, which involves the purchasing of resources both physical and online access for teachers and students and some PLD to get the programme up and running and understanding the pedagogy that goes along with the move to PRIME.

Give effect to Te Tiriti o Waitangi at Flemington Primary School

Flemington Primary School celebrates New Zealand's cultural diversity and ensures that all students feel culturally safe and valued. Our cultural diversity is a valuable resource for 21st-century learning with our main focus on NZ Maori as tangata whenua.

We celebrate and value a variety of cultures by recognising cultural difference, for example:

- Integrating cultural perspectives through curriculum areas across all levels
- Open door policy for all whanau/families
- Proactive engagement with whānau.
- Accessing cultural advisors, cultural dance/food festivals
- Conducting classroom programmes incorporating different greetings.

We respect the unique position of Māori as tangata whenua (the indigenous people of New Zealand), mana whenua (local Maori) and te reo Māori (Māori language) as an official New Zealand language, in accordance with our commitment to the Treaty of Waitangi. In recognising the unique position of the Māori culture, we engage with local hapu to explore the local history and stories of their tipuna - Nga Ara Tipuna.

We give effect to Te Tiriti and foster Māori culture through:

- Incorporating Te Reo Māori to an elementary level (greetings, counting, mihi, basic vocabulary for everyday items, pronunciation and translation of place names)
- Singing waiata in assemblies and in classrooms
- Engaging with the Nga Ara Tipuna project and development of resources for schools
- Using resources in the curriculum which recognise New Zealand's dual cultural heritage
- Integrating Tikanga and Te Reo Māori through all curriculum areas where appropriate
- Visits to marae and cultural centres, and fostering relationships with local iwi, kapa haka and bilingual signage around the school.
- Acknowledging and Celebrating Matariki through school hangi
- Engagement with Pōrangahau Catchment Group and hapu to restore local roto (lake) and Pūkaki (Stream)
- Starting the day with our school karakia and Taku Whakaaro Pai
- Using the kupu o te wiki at a set time each day or throughout the day
- Using a variety of greetings in Te Reo maori and expect that tamariki can respond to these
- Using appropriate kupu and phrases throughout the day which are understood by tamariki - counting colours, values, greetings, praise, basic commands
- Keeping our haka alive and real for our tamariki - Te Tū o Te Tamati
- Having books and signage in Te reo Māori that are accessible around the school.

If whānau requests a higher level of Tikanga and / or Te Reo, staff and whānau will discuss and explore options.