

FLEMINGTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



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
Philip Bourke	Principal ex Officio		
Shaye Andersen	Member	Elected	May 2025
Thomas Paget	Member	Elected	May 2025
Fleur Ormond	Member	Re-elected	May 2025
Fiona Wilder	Member	Co-opted July 2021	Sep 2022
Hayley Barret	Member	Elected	Sep 2022
Don Brady	Member	Elected	Sep 2022
Paul Russell	Member	Elected	May 2025
Nicola Cosgrove	Member	Elected	May 2025

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

FLEMINGTON SCHOOL

Annual Report - For the year ended 31 December 2022

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Flemington School

Statement of Responsibility

For the year ended 31 December 2022

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2022 fairly reflects the financial position and operations of the school.

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

Anton Coad

Full Name of Presiding Member



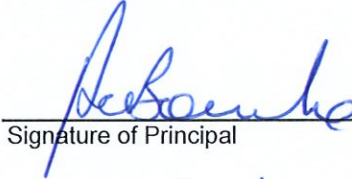
Signature of Presiding Member

Date:

26/5/23.

Phil Bourke

Full Name of Principal



Signature of Principal

Date:

26/5/23.

Flemington School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	948,488	868,694	895,475
Locally Raised Funds	3	84,906	68,070	135,001
Interest Income		1,376	200	160
Other Revenue		-	350	338
Total Revenue		1,034,770	937,314	1,030,974
Expenses				
Locally Raised Funds	3	18,140	13,820	16,655
Learning Resources	4	757,003	738,249	744,312
Administration	5	89,208	78,156	87,940
Finance		702	659	766
Property	6	124,016	103,563	95,507
Loss on Disposal of Property, Plant and Equipment		-	-	3,112
		989,069	934,447	948,292
Net Surplus / (Deficit) for the Year		45,701	2,867	82,682
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		45,701	2,867	82,682

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Equity at 1 January		391,649	390,000	365,932
Total Comprehensive Revenue and Expense for the Year		45,701	2,867	82,682
Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		8,748	-	-
Distribution - Property Project		-	-	(56,965)
Equity at 31 December		446,098	392,867	391,649
Accumulated Comprehensive Revenue and Expense Reserves		446,098	392,867	391,649
Equity at 31 December		446,098	392,867	391,649

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 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Assets				
Cash and Cash Equivalents	7	349,290	248,300	238,206
Accounts Receivable	8	51,895	40,000	57,496
GST Receivable		3,870	4,888	6,169
Prepayments		3,850	5,000	2,632
Inventories	9	5,386	4,000	4,172
Funds Receivable for Capital Works Projects	15	-	-	8,036
		414,291	302,188	316,711
Current Liabilities				
Accounts Payable	11	58,491	55,000	70,214
Revenue Received in Advance	12	6,248	5,000	7,773
Provision for Cyclical Maintenance	13	8,438	8,438	1,833
Finance Lease Liability	14	3,887	4,000	4,214
Funds Held for Capital Works Projects	15	50,417	-	-
		127,481	72,438	84,034
Working Capital Surplus/(Deficit)		286,810	229,750	232,677
Non-current Assets				
Property, Plant and Equipment	10	184,948	190,000	192,089
		184,948	190,000	192,089
Non-current Liabilities				
Provision for Cyclical Maintenance	13	21,883	21,883	27,463
Finance Lease Liability	14	3,777	5,000	5,654
		25,660	26,883	33,117
Net Assets		446,098	392,867	391,649
Equity		446,098	392,867	391,649

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 2022

	Note	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Cash Flows from Operating Activities				
Government Grants		270,158	249,923	226,542
Locally Raised Funds		78,197	76,420	84,468
Goods and Services Tax (net)		2,299	1,112	1,611
Payments to Employees		(130,845)	(107,902)	(106,758)
Payments to Suppliers		(150,635)	(131,408)	(116,514)
Interest Paid		(702)	(659)	(766)
Interest Received		1,364	200	160
Net Cash from/(to) Operating Activities		69,836	87,686	88,743
Cash Flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(25,017)	(15,000)	(10,876)
Net Cash from/(to) Investing Activities		(25,017)	(15,000)	(10,876)
Cash flows from Financing Activities				
Finance Lease Payments		7,812	4,500	(2,871)
Funds Administered on Behalf of Third Parties		58,453	(6,777)	(14,730)
Net Cash from/(to) Financing Activities		66,265	(2,277)	(17,601)
Net increase/(decrease) in cash and cash equivalents		111,084	70,409	60,266
Cash and Cash Equivalents at the Beginning of the Year	7	238,206	177,891	177,940
Cash and Cash Equivalents at the End of the Year	7	349,290	248,300	238,206

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

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

Flemington School

Notes to the Financial Statements

For the year ended 31 December 2022

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 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

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 10.



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 14.

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) 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	Term of Lease
Library Resources	12.5% Diminishing value

i) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

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, annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

l) Revenue Received in Advance

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

m) Funds held for Capital works

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

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

n) Provision for Cyclical Maintenance

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

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

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

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, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Government Grants - Ministry of Education	258,987	201,507	225,629
Teachers' Salaries Grants	589,658	589,437	589,437
Use of Land and Buildings Grants	99,843	77,750	77,750
Other Government Grants	-	-	2,659
	<u>948,488</u>	<u>868,694</u>	<u>895,475</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:

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Revenue			
Donations & Bequests	60,531	53,920	74,585
Curriculum related Activities - Purchase of goods and services	2,275	1,300	1,253
Fees for Extra Curricular Activities	3,663	2,000	2,321
Trading	6,064	5,000	5,663
Fundraising & Community Grants	8,010	4,600	49,996
Other Revenue	4,363	1,250	1,183
	<u>84,906</u>	<u>68,070</u>	<u>135,001</u>
Expenses			
Extra Curricular Activities Costs	6,497	2,820	4,439
Trading	4,036	5,000	5,396
Fundraising and Community Grant Costs	4,714	3,500	4,320
Other Locally Raised Funds Expenditure	2,893	2,500	2,500
	<u>18,140</u>	<u>13,820</u>	<u>16,655</u>
<i>Surplus/ (Deficit) for the Year Locally Raised Funds</i>	<u>66,766</u>	<u>54,250</u>	<u>118,346</u>

4. Learning Resources

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Curricular	40,771	44,230	41,414
Equipment Repairs	5,618	2,500	2,855
Library Resources	1,183	550	-
Employee Benefits - Salaries	668,490	652,269	659,852
Staff Development	10,051	8,700	11,160
Depreciation	30,890	30,000	29,031
	<u>757,003</u>	<u>738,249</u>	<u>744,312</u>

5. Administration

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Audit Fee	4,902	4,902	4,759
Board Fees	4,695	4,050	4,620
Board Expenses	7,764	4,789	5,193
Communication	1,612	1,850	1,960
Consumables	8,050	5,950	10,722
Other	3,482	4,160	3,697
Employee Benefits - Salaries	51,349	45,070	49,784
Insurance	1,598	1,641	1,585
Service Providers, Contractors and Consultancy	5,756	5,744	5,620
	<u>89,208</u>	<u>78,156</u>	<u>87,940</u>

6. Property

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Caretaking and Cleaning Consumables	2,442	1,950	1,265
Cyclical Maintenance Provision	1,025	6,013	3,434
Grounds	801	600	821
Heat, Light and Water	11,100	9,300	7,143
Repairs and Maintenance	8,805	7,950	5,094
Use of Land and Buildings	99,843	77,750	77,750
	<u>124,016</u>	<u>103,563</u>	<u>95,507</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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Bank Accounts	349,290	248,300	238,206
Cash and cash equivalents for Statement of Cash Flows	<u>349,290</u>	<u>248,300</u>	<u>238,206</u>

Of the \$349,290 Cash and Cash Equivalents, \$50,417 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2023 on Crown owned school buildings.

Of the \$349,290 Cash and Cash Equivalents, \$1,986 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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Receivables	4,276	-	1,078
Receivables from the Ministry of Education	2,652	-	11,837
Interest Receivable	12	-	-
Teacher Salaries Grant Receivable	44,955	40,000	44,581
	<u>51,895</u>	<u>40,000</u>	<u>57,496</u>
Receivables from Exchange Transactions	4,288	-	1,078
Receivables from Non-Exchange Transactions	47,607	40,000	56,418
	<u>51,895</u>	<u>40,000</u>	<u>57,496</u>

9. Inventories

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Stationery	1,964	2,000	1,348
School Uniforms	3,422	2,000	2,824
	<u>5,386</u>	<u>4,000</u>	<u>4,172</u>

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2022	\$	\$	\$	\$	\$	\$
Land & Building Improvements	108,284	-	-	-	(3,818)	104,466
Furniture & Equipment	53,880	7,740	-	-	(15,258)	46,362
Information & Communication Technology	7,523	14,688	-	-	(5,669)	16,542
Leased Assets	8,921	1,321	-	-	(4,460)	5,782
Library Resources	13,481	-	-	-	(1,685)	11,796
Balance at 31 December 2022	<u>192,089</u>	<u>23,749</u>	<u>-</u>	<u>-</u>	<u>(30,890)</u>	<u>184,948</u>

The net carrying value of furniture and equipment held under a finance lease is \$5,782 (2021: \$8,921)

Restrictions

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

	2022	2022	2022	2021	2021	2021
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land & Building Improvements	153,810	(49,344)	104,466	153,810	(45,526)	108,284
Furniture & Equipment	345,289	(298,927)	46,362	341,160	(287,280)	53,880
Information & Communication Technology	142,989	(126,447)	16,542	128,302	(120,779)	7,523
Leased Assets	13,532	(7,750)	5,782	23,548	(14,627)	8,921
Library Resources	44,094	(32,298)	11,796	44,094	(30,613)	13,481
Balance at 31 December	699,714	(514,766)	184,948	690,914	(498,825)	192,089

11. Accounts Payable

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	7,408	10,000	16,547
Accruals	4,902	5,000	7,196
Employee Entitlements - Salaries	44,955	40,000	44,581
Employee Entitlements - Leave Accrual	1,226	-	1,890
	<u>58,491</u>	<u>55,000</u>	<u>70,214</u>
Payables for Exchange Transactions	58,491	55,000	70,214
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>58,491</u>	<u>55,000</u>	<u>70,214</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	1,986	-	-
Other Revenue in Advance	4,262	5,000	7,773
	<u>6,248</u>	<u>5,000</u>	<u>7,773</u>

13. Provision for Cyclical Maintenance

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Provision at the Start of the Year	29,296	29,296	25,862
Increase to the Provision During the Year	1,025	6,013	3,434
Other Adjustments	-	(4,988)	-
Provision at the End of the Year	30,321	30,321	29,296
Cyclical Maintenance - Current	8,438	8,438	1,833
Cyclical Maintenance - Non current	21,883	21,883	27,463
	30,321	30,321	29,296

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

14. Finance Lease Liability

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

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
No Later than One Year	3,887	4,000	4,214
Later than One Year and no Later than Five Years	4,628	6,000	7,047
Future Finance Charges	(851)	(1,000)	(1,393)
	7,664	9,000	9,868
Represented by			
Finance Lease Liability - Current	3,887	4,000	4,214
Finance Lease Liability - Non current	3,777	5,000	5,654
	7,664	9,000	9,868

15. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

	2022	Opening 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	-

	2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
		\$	\$	\$	\$	\$
Pool Upgrade - 226087		(52,988)	-	(3,977)	56,965	-
SIP A QLE Remediation - 223022		(4,060)	20,500	(24,085)	-	(7,645)
Carpet, Lights and Heat Units Project \$223023		-	47,933	(48,324)	-	(391)
Totals		(57,048)	68,433	(76,386)	56,965	(8,036)

16. Funds Held on Behalf of Science Cluster

Flemington School is the lead school and holds funds on behalf of the Science Cluster, a group of schools funded by the Ministry.

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	-	-	6,777
Funds remaining	-	-	-
Distribution of Funds Flemington School	-	-	6,777
Funds Held at Year End	-	-	-

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 Principal.

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,695	4,620
<i>Leadership Team</i> Remuneration	133,571	159,672
Full-time equivalent members	1.00	1.25
Total key management personnel remuneration	138,266	164,292

There are 6 members of the Board excluding the Principal. The Board had 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:

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	0.00	0.00
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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:

	2022 Actual	2021 Actual
Total	\$0.00	\$0.00
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets at 31 December 2021: nil).

Holidays Act Compliance – schools payroll

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

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

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

(a) \$205,834 contract for SIP/AMS - A:QLE Remediation project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$96,381 has been received of which \$45,964 has been spent on the project to balance date. This project has been approved by the Ministry, and

(b) \$17,654 contract for SITE: Replace Water Filtration System as agent for the Ministry of Education. The project is fully funded by the Ministry and \$nil has been received of which \$nil has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2021: \$182,288)

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating commitments.

(Operating commitments at 31 December 2021: \$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

	2022 Actual	2022 Budget (Unaudited)	2021 Actual
	\$	\$	\$
Cash and Cash Equivalents	349,290	248,300	238,206
Receivables	51,895	40,000	57,496
Total Financial Assets Measured at Amortised Cost	<u>401,185</u>	<u>288,300</u>	<u>295,702</u>

Financial Liabilities Measured at Amortised Cost

Payables	58,491	55,000	70,214
Finance Leases	7,664	9,000	9,868
Total Financial Liabilities Measured at Amortised Cost	<u>66,155</u>	<u>64,000</u>	<u>80,082</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.

Flemington School

Kiwisport Report

For the year ended 31 December 2022

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 2022 the school received total Kiwisport funding of \$1,412 (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 2022

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

READING TARGET 2022

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 2022, 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 but there has been, and still remains, quite significant disparity between the boys and the girls in the area of literacy. Although we have seen a slight levelling out of this profile for the 2022 target groups.
- 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. All teachers were using the iDeal Platform to guide and support their teaching and children's learning.
- 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.
- We are very conservative in the judgments made in the junior end of the school as we want to make sure that any children that have not got a solid grounding do not miss being identified as part of the central focus point.
- The data from the end of 2021 indicated that there had been significant progress for the Target group in 2021, with 50% of the children making accelerated progress to reach their relevant Proficient level and one child who moved from Beginning to Advanced by the end of 2021. The 2021 EOY data indicated that there were 18 Target students to carry over into 2022 – although some had made accelerated progress there were still other students 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 2022 is 20 Students**. Some of the 2021 At Risk students were identified as being a target for 2022 and 10 others were new enrolments to Flemington in 2021, either as new entrants or transferring in from other schools.
- 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) 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.
- 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. The Ongoing Goal of the CHB Kāhui Ako is not as clear as it used to be.

Achievement Data:

2022 INITIAL OTJs		
ENGLISH - READING		
	Emergent	Beginning
Year 1		4
Year 2		5
Year 3		1
Year 4	1	
Year 5		1
Year 6		1
Year 7	2	3
Year 8		2
Total	3	17

22% (20) of 2022 starting school roll - 93
 (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 2021 OTJs against NZC EOY Year Expectations indicated that there were 18 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmark – 15 ‘Beginning Band’ and 3 ‘Emergent Band’.
 - **In 2022, With Year 8 leavers and other leavers, new enrolments and first time OTJs 20 students have been identified at the start of 2021: 17 Beginning and 3 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.
- 18 (90%) of the 20 of the students listed also were also identified in the Writing target group (70% in 2021; 80% in 2020; 75% in 2019; 55% in 2018; 64% 2017; 71% 2016; 80% 2015; 80% 2014; 55% 2013).
 - These 20 students represented 22% of the starting roll (93) 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).
 - At the start of 2022 some of the chn included in the targets are isolating at home or waiting for enrolment in Te Kura (Correspondence School) or not enrolled at another school yet.
 - 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 Ongoing Goal of the CHB Kāhui Ako is not as clear as it used to be.
 - 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 2021 EOY NZC Judgements.</p> <p>Reading: Year 1: 4 Beginning Year 2: 5 Beginning Year 3: 1 Beginning Year 4: 1 Emergent Year 5: 1 Beginning Year 6: 1 Beginning Year 7: 2 Emergent 3 Beginning Year 8: 2 Beginning</p> <p>22% (20) of 2022 starting school roll - 93 (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 of 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.
<p><u>Ethnicity:</u> Target Group: 85% - European 15% - Maori 0% - Pasifika</p>	<p>School: 78% - European & Other 22% - Maori 0% - Pasifika</p>	<p><u>Gender:</u> Target Group: 50% - Girls 50% - Boys</p>	<p>School: 58% - Girls 42% - Boys</p>	<ul style="list-style-type: none"> 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.
<p>The target group has a slightly lower Maori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 child = 5%</p>		<p>The gender profile is not too different to the school's profile. The ratio of Boys to Girls is 1:1 which is quite different to previous years which is also being replicated in Maths as well – Reading (1:1) and Writing (2G:3B) is not too dissimilar.</p> <p>The target group size means a small number of students can have a significant percentage effect: 1 child = 5%</p>		<ul style="list-style-type: none"> 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.

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.
- To embed the implementation of Structured Literacy across the school and the use of the iDeal Platform to support teachers.
- To support any new teachers 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 Community generated funds to employ to support the fulltime employment of a learning assistants 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 targetted 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** 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.
- Report to BOT on Reading Achievement - Including regular Reporting to the Board on the progress of the target 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 2022

Reading Target for 2022

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 2021 OTJs against NZC EOY Year Expectations indicated that there were 18 students spread across the school that were identified as not achieving the relevant Reading NZC Expectations informed by the Literacy Learning Progressions – 15 "Beginning" and 3 'Emergent'. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data 20 students were identified at the start of 2022: 17 Beginning and 3 Emergent in their relevant Year level.**

2022 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 2022. 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 2022			
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 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. All teachers were registered with the iDeal learning platform as part of the Learning Matters PLD. 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 times 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. Ongoing learning about Decodable readers and Structured Literacy was undertaken by all staff. Literacy PLD was continued by Mary-Anne Murphy with a focus on assessing for learning in writing and embedding the use of the Hexagons to support the children and teachers in doing that. Teacher's pedagogy continued to grow and evolve with Structured Literacy being the major focus. 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"> 20 Students in the original group: <i>17 Beginning & 3 Emergent</i> 85% European - 15% Maori 50% Girls; 50% Boys 1 student left during the year – 19 reported on in this AOV. 9 (47%) of the 19 made accelerated progress to move up a band within one year. A 47% acceleration rate is a great outcome. Of the 9 students that had accelerated progress – 4 were girls (40% of the girls) and 5 were boys (55% of the boys). Of the other 10 students (6 Girls & 4 Boys) 5 have broader challenges to academic learning and 1 had significant absences during the year. 	<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. 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 high learning needs in this group that will be a challenge for the years ahead. We did manage to accelerate 47% of the group which is a great 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 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. Apply for Literacy PLD for 2023 through the Regional Application process and was successful for 2023 – Mary-Anne Murphy will be working with the school as Momentum Learning for the first two terms To continue reviewing the reporting regime for the tracking and reviewing the progress of the target students. 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.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

WRITING LANGUAGE TARGET 2022

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 2022, 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 but there was still this issue that kept coming up during moderation sessions – **the ability of students to plan, construct and present relevant and interesting writing that reflected the rich and varied discussions that occurred in classes.** This was still apparent when writing involved topics across the curriculum - the transfer of language and content cross-curricula.
- Over the years we have found that in spite of ongoing changes and implementation of different pedagogy and interventions we continue to have the biggest challenges in writing and there remains quite significant disparity between the boys and the girls in the area of literacy and especially in writing. Although we have seen a slight levelling out of this profile for the 2022 target groups.
- 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 2021 indicated that there had been some significant acceleration for some of the Target group with 43% of students experiencing an acceleration in achievement to either achieve their NZC EOY expectation of Proficient or moved from the Emergent to the Beginning Band of achievement by the end of 2021. The 2021 EOY data indicated that there were 24 Target students to carry over into 2022 – although some had made accelerated progress there were still other students presenting as not achieving the NZC Benchmark in Writing.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs **the Target group for 2022 is 23 Students.** Some of the 2021 At Risk students were identified as being a target for 2022 and 8 others were new enrolments to Flemington in 2021, either as new entrants or transferring in from other schools.
- 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 2022 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**”. The Ongoing Goal of the CHB Kāhui Ako is not as clear as it used to be.

Historical Achievement Data:

2022 Initial OTJs		
WRITING		
Year	Emergent	Beginning
Year 1		3
Year 2		4
Year 3	1	1
Year 4	1	2
Year 5		2
Year 6		2
Year 7		5
Year 8		2
Total	2	21

25% (23) of 2022 starting school roll - 93
(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 2021 OTJs against NZC EOY Expectations indicated that there were 24 students spread across the school that were identified as not achieving the relevant NZC EOY Benchmarks – 19 ‘Beginning Band’ and 5 ‘Emergent Band’
- In 2022, With Year 8 leavers and other leavers, new enrolments and first time OTJs 23 students have been identified in the target group: 21 *Beginning* and 2 *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.

- 18 (78%) of the 23 of the students listed were also a target in Reading.
- 23 represents 25% of the starting roll (93) 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.
- At the start of 2022 some of the chn included in the targets are isolating at home or waiting for enrolment in Te Kura (Correspondence School) or not enrolled at another school yet.
- 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 2021 has shown a static picture of the trend over the last few years which has been quite low. Although the approach of building the confidence and self-belief are key aspects to focus on there have been and will continue to be specific changes in Pedagogy will support an improvement for the boys as writers, and this will be explored more as part of the continuing Literacy PLD in 2022 – both writing and reading. It would be great to see the evening out of the target groups gender profile this year become more stable.
- 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’. The Ongoing Goal of the CHB Kāhui Ako is not as clear as it used to be.

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. Year 1: 3 Beginning Year 2: 4 Beginning Year 3: 1 Emergent - 1 Beginning Year 4: 1 Emergent - 3 Beginning Year 5: 2 Beginning Year 6: 2 Beginning Year 7: 5 Beginning Year 8: 2 Beginning</p> <p>25% (23) of 2022 starting school roll - 93 (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 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: 83% - European 17% - Maori 0% - Pasifika</p> <p>School: 78% - European & Other 22% - Maori 0% - Pasifika</p> <p>The target group has a slightly lower Maori percentage compared to the school profile - although one student in the target group can skew the percentages quite considerably - 1 student equates to 5%</p>		<p><u>Gender:</u></p> <p>Target Group: 39% - Girls 61% - Boys</p> <p>School: 58% - Girls 42% - Boys</p> <p>Once again there is a higher representation of Boys in the Target group, compared to the school wide percentage. The Boys outweigh the girls 3:2 which is a higher ratio than Reading (1:1) and Maths this year (1:1) but still a levelling out of the profile. At this number 1 student in the Target group equates to 5%.</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 being 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** 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 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 center of a Professional Learning Group across the staff and become the center of discussion and reflection.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2022

Writing Target for 2022

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 2021 OTJs against NZC EOY Expectations indicated that there were 24 students spread across the school that were identified as not achieving the relevant Writing Reading NZC Expectations informed by the Literacy Learning Progressions – 22 'Beginning' and 2 'Emergent'. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data there were 23 students identified at the start of 2022: 21 Beginning and 2 Emergent in their relevant Year level.**

2022 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 2022. 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 2022			
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. Learning Assistant times was also allocated to support all other classes with target chn as well on a needs basis. In class and out of class Literacy PLD focused on writing and assessment for learning was continued across the school supported by Mary-Anne Murphy and Jess Hunter. 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 change in 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. 	<ul style="list-style-type: none"> 23 Students in the original group: 2 Emergent; 21 Beginning The group ethnicity mix was 83% European (21) - 17% Maori (2) The gender mix was 39% Girls and 61% Boys 1 student left during the year – 22 reported on in this AOV. 11 made accelerated progress (4 Girls and 7 Boys) to ove up a band within a year. A 50% acceleration rate is a great outcome. Of the other 11 students (5 Girls, 8 Boys). Many have made significant progress and lifted their self-belief but not accelerated. 4 have broader challenges to academic learning and 1 had significant absences during the year. 	<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. Although 2021 was still an interrupted year progress was made. 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. Despite the great success in 50% of chn acceleration and the many strategies used to move these children, there were still a significant percentage who did not accelerate enough to reach the desired level or jump up a band – this is the challenge. 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"> Writing continues to be a challenge for boys. 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. Apply for Literacy PLD for 2023 through the Regional Application process and was successful for 2023 – Mary-Anne Murphy will be working with the school for two terms. 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.

FLEMINGTON SCHOOL CENTRAL HAWKES BAY

MATHEMATICS TARGET 2022

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 2022, 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 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.
- 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. 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, IKan, 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 have used these aspects of evidence 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, IKan, 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. 2022 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 not using PaCT.
- The target group in 2021 was 12 with 5 of those made accelerated progress. 42% of the children. The 2021 EOY data indicated that there would be 19 Target students to carry over into 2022.
- With Year 8 and other leavers, the carry over students, new children enrolling and the first time OTJs **the Target group for 2022 is 20 Students**. Some of the 2021 At Risk students were identified as being a target for 2022 and 6 others were new enrolments to Flemington in 2021, either as new entrants or transferring in from other schools.

Historical Achievement Data:

2022 Initial OTJs		
MATHEMATICS		
	Emergent	Beginning
Year 1		3
Year 2		4
Year 3		1
Year 4		1
Year 5		1
Year 6	1	1
Year 7		5
Year 8		3
Total	1	19

22% (20) of 2022 Starting roll – 93
 (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 2021 OTJs against **NZC Year Level Benchmarks** indicated that there were 19 students spread across the school that were identified as *not achieving* the relevant benchmark – 18 ‘Beginning Band’ & 1 Emergent’
 - **In 2022, With Year 8 leavers and other leavers, some new children enrolling and first time OTJs 20 students have been identified at the start of 2022: 19 ‘Beginning Band’ & 1 Emergent band for their relevant Year levels.**
- 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.
- 18 of the 20 students (90%) were also identified as a target in both the Writing or Reading with all but 2 in both.
 - These 20 students represented 22% of the starting roll (93) 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)
 - At the start of 2022 some of the chn included in the targets are isolating at home or waiting for enrolment in Te Kura (Correspondence School) or not enrolled at another school yet.
 - 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 and between schools.
 - 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. The Ongoing Goal of the CHB Kāhui Ako is not as clear as it used to be.

Learning Area	Student Target Group Baseline Data	One Year Target	Three Year Target														
<p>Mathematics – All Strands</p>	<p>Maths Knowledge and Application As determined through analysis of the 2021 EOY NZC OTJ Judgements.</p> <p>Year 1: 3 Beginning</p> <p>Year 2: 4 Beginning</p> <p>Year 3: 1 Beginning</p> <p>Year 4: 1 Beginning</p> <p>Year 5: 1 Beginning</p> <p>Year 6: 1 Emergent 1 Beginning</p> <p>Year 7: 5 Beginning</p> <p>Year 8: 3 Beginning</p> <p>22% (20) of 2022 Starting roll – 93 (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>Maths Knowledge and Application</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>Maths Capabilities and Behaviours</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>Ethnicity:</p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>80% - European</td> <td>78% - European & Other</td> </tr> <tr> <td>20% - Maori</td> <td>22% - Maori</td> </tr> <tr> <td>0% - Pasifika</td> <td>0% - Pasifika</td> </tr> </table> <p>The target group has a very similar profile of the schools. although one student in the target group can skew the percentages quite considerably: 1 child = 5%</p>	Target Group:	School:	80% - European	78% - European & Other	20% - Maori	22% - Maori	0% - Pasifika	0% - Pasifika		<p>Gender:</p> <table border="0"> <tr> <td>Target Group:</td> <td>School:</td> </tr> <tr> <td>50% - Girls</td> <td>58% - Girls</td> </tr> <tr> <td>50% - Boys</td> <td>42% - Boys</td> </tr> </table> <p>The gender profile is not too different to the school's profile. The ratio of Boys to girls is 1:1 which is quite different to previous years which is also being replicated in Literacy as well – Reading (1:1), Writing (2G:3B). The target group size means a small number of students can have a significant percentage effect: 1 child = 5%</p>	Target Group:	School:	50% - Girls	58% - Girls	50% - Boys	42% - Boys	
Target Group:	School:																
80% - European	78% - European & Other																
20% - Maori	22% - Maori																
0% - Pasifika	0% - Pasifika																
Target Group:	School:																
50% - Girls	58% - Girls																
50% - Boys	42% - 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.
 - Trailing 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)
- Student "I can...., I am learning to...." Sheets used as home-school communication and self-assessment.
- 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 and Matific** for years 3 to 8.
- Use the Google Apps tools to facilitate student self-monitoring and lessen the demarcation between learning at home or at school.

FLEMINGTON SCHOOL ANALYSIS OF VARIANCE REPORT 2022

Maths Target for 2022

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 2021 OTJs against NZ Curriculum Expectations indicated that there were 19 students spread across the school that were identified as *not achieving* the relevant **Mathematics** NZC Expectations – 18 “Beginning” and 1 “Emergent”. **In 2022, With Year 8 and other leavers, some new families enrolling and new entrants coming into the data there were 20 students identified at the start of 2022: 19 “Beginning” and 1 “Emergent” in their relevant Year levels.**

2022 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 2022. 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 2022

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, I Kan, and also from the student's work samples. • 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 2023. • 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 collaborative 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 not content or context specific so is across all teaching and learning times. • Learning Assistants have been used to support specific children. 	<ul style="list-style-type: none"> • 20 Students in the original target group: 19 <i>Beginning</i> and 1 <i>Emergent</i>. • The group ethnicity mix was 80% European; 20% Maori • The Gender mix was 50% Girls; 50% Boys • 2 students left during the year – 18 reported on in this AOV. • 8 (45%) of the 18 made accelerated progress to move up a band within one year. • A 45% acceleration rate is a great outcome • Of the other 10 students (5 Girls and 5 Boy) 5 have broader challenges to academic learning. Attendance has also had an impact on 1 of these children. 	<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 7 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"> • 40% 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. • All teachers and support staff involved can take heart that we are making a difference to these students. • 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 develop and improve student agency. • To continue to build students understanding of learning and how they fit into the learning happening all around them – Continue using the Learning Pit as a metaphor.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF FLEMINGTON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2022

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 18, that comprise the Statement of Financial Position as at 31 December 2022, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of Cash Flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2022; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 26 May 2023. This is the date at which our opinion is expressed.

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

Basis 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.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board, Kiwisport Statement, Personnel Policy Compliance (77A State Sector Act 1988), and Analysis of Variance, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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