

WHENUAPAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1572
Principal:	Raewyn Matthys-Morris
School Address:	14 Airport Road, Whenuapai 0618, Auckland
School Postal Address:	14 Airport Road, Whenuapai 0618, Auckland
School Phone:	09 416 8779
School Email:	thitchcock@whenuapai.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Kylie Haskins	Elected	Chair Person	Apr-18
Raewyn Matthys-Morris	Appointed	Principal	Current
Michael Leonard	Elected	Chair Person	May-19
Paula Pusich	Elected	Parent Rep	May-19
Jane McLean	Elected	Parent Rep	Feb-18
Kirsten Benton	Selected	Parent Rep	Apr-18
Jelena Nasmith	Elected	Parent Rep	Apr-18
Kim Weston	Selected	Parent Rep	Apr-18
Michael Farac	Elected	Parent Rep	May-19
James Hutchins	Elected	Parent Rep	May-19
Tineka Joustra	Elected	Parent Rep	May-19
Maureen Mason	Elected	Staff Rep	Apr-18
Carla Veldman	Elected	Staff Rep	May-19
Alan Curtis	Limited Statutory Manager	Appointed	Current

Service Provider:

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

WHENUAPAI SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
------	-----------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows

<u>6 - 11</u>	Statement of Accounting Policies
---------------	----------------------------------

<u>12- 20</u>	Notes to the Financial Statements
---------------	-----------------------------------

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Whenuapai School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Michael Leonard

Full Name of Board Chairperson



Signature of Board Chairperson

30 May 2019

Date:

Rewyn Matthews-Morris

Full Name of Principal



Signature of Principal

30 May 2019

Date:

Whenuapai School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	2,859,249	2,692,365	2,840,687
Locally Raised Funds	3	200,290	240,480	252,001
Interest Earned		3,742	3,500	4,731
		<u>3,063,281</u>	<u>2,936,345</u>	<u>3,097,419</u>
Expenses				
Locally Raised Funds	3	108,566	71,800	140,715
Learning Resources	4	1,784,769	2,003,655	1,850,136
Administration	5	252,001	231,230	253,393
Finance		2,259	2,000	2,442
Property	6	941,584	538,640	815,319
Depreciation	7	99,952	89,000	95,435
Loss on Disposal of Property, Plant and Equipment		2,845	-	4,278
		<u>3,191,976</u>	<u>2,936,325</u>	<u>3,161,718</u>
Net Surplus / (Deficit) for the year		(128,695)	20	(64,299)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(128,695)</u>	<u>20</u>	<u>(64,299)</u>

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

Whenuapai School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	597,523	597,522	527,028
Total comprehensive revenue and expense for the year	(128,695)	20	(64,299)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	34,794
Equity at 31 December	468,828	597,542	597,523
Retained Earnings	468,828	597,542	597,523
Equity at 31 December	468,828	597,542	597,523

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

Whenuapai School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	355,654	182,155	153,135
Accounts Receivable	9	102,344	102,412	102,413
GST Receivable		-	-	12,220
Prepayments		9,896	15,867	15,867
Inventories	10	4,126	-	-
		<u>472,020</u>	<u>300,434</u>	<u>283,635</u>
Current Liabilities				
GST Payable		18,669	(12,220)	-
Accounts Payable	12	115,363	110,970	110,969
Revenue Received in Advance	13	-	1,805	1,805
Provision for Cyclical Maintenance	14	11,538	-	-
Finance Lease Liability - Current Portion	15	11,957	11,229	11,229
Funds held for Capital Works Projects	16	173,292	(18,611)	(18,611)
		<u>330,819</u>	<u>93,173</u>	<u>105,392</u>
Working Capital Surplus/(Deficit)		141,201	207,261	178,243
Non-current Assets				
Property, Plant and Equipment	11	492,322	506,904	535,903
		<u>492,322</u>	<u>506,904</u>	<u>535,903</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	153,951	100,721	100,721
Finance Lease Liability	15	10,746	15,902	15,902
		<u>164,697</u>	<u>116,623</u>	<u>116,623</u>
Net Assets		<u><u>468,828</u></u>	<u><u>597,542</u></u>	<u><u>597,523</u></u>
Equity				
		<u><u>468,828</u></u>	<u><u>597,542</u></u>	<u><u>597,523</u></u>

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

Whenuapai School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		633,344	536,466	592,387
Locally Raised Funds		213,622	204,147	215,668
Goods and Services Tax (net)		30,889	1,763	1,763
Payments to Employees		(335,212)	(363,177)	(384,887)
Payments to Suppliers		(457,874)	(366,656)	(440,287)
Cyclical Maintenance Payments in the year		(11,990)	(4,533)	-
Interest Paid		(2,259)	(2,000)	(2,442)
Interest Received		3,742	3,613	4,844
Net cash from / (to) the Operating Activities		74,262	9,623	(12,954)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	722
Purchase of PPE (and Intangibles)		(51,299)	(48,044)	(90,003)
Proceeds from Sale of Investments		-	-	80,000
Net cash from / (to) the Investing Activities		(51,299)	31,956	(9,281)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	34,794
Finance Lease Payments		(12,346)	(5,781)	(5,781)
Funds Held for Capital Works Projects		191,903	(1,720)	(1,720)
Net cash from Financing Activities		179,557	(7,501)	27,293
Net increase/(decrease) in cash and cash equivalents		202,520	34,078	5,058
Cash and cash equivalents at the beginning of the year	8	153,135	148,077	148,076
Cash and cash equivalents at the end of the year	8	355,654	182,155	153,135

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

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

Whenuapai School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and comprise of 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.

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

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

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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. 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

p) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and 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.

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	474,623	508,414	503,807
Teachers' salaries grants	1,550,597	1,762,761	1,597,137
Use of Land and Buildings grants	684,086	357,590	637,869
Resource teachers learning and behaviour grants	79,174	40,000	-
Other MoE Grants	70,665	23,600	95,990
Other government grants	104	-	5,884
	2,859,249	2,692,365	2,840,687

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	48,892	108,000	69,633
Activities	67,261	71,230	78,628
Trading	26,440	11,750	32,445
Fundraising	57,697	49,500	71,295
	200,290	240,480	252,001
Expenses			
Activities	69,954	62,500	48,856
Trading	25,674	3,800	37,456
Fundraising costs	12,938	5,500	54,403
	108,566	71,800	140,715
Surplus/ (Deficit) for the year Locally raised funds	91,724	168,680	111,286

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	33,196	36,154	26,386
Equipment repairs	260	3,500	4,948
Library resources	742	1,000	1,214
Employee benefits - salaries	1,713,867	1,924,001	1,766,620
Staff development	30,736	39,000	50,968
Overseas Travel	5,968	-	-
	1,784,769	2,003,655	1,850,136

During the year ended 31 December 2018 the Principal and the Deputy Principal travelled to Australia at a cost of \$5,968. The purpose of the trip was to attend a conference for staff development. The travel was funded from Crown funding.

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	6,980	6,800	6,840
Board of Trustees Fees	3,110	4,050	1,210
Board of Trustees Expenses	23,221	4,180	7,706
Communication	4,014	4,000	3,524
Consumables	58,002	57,000	63,554
Operating Lease	-	-	959
Other	15,847	17,050	16,034
Employee Benefits - Salaries	121,690	118,650	134,186
Insurance	5,535	6,100	5,819
Service Providers, Contractors and Consultancy	13,802	13,400	13,561
	252,001	231,230	253,393

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	54,337	57,600	51,449
Cyclical Maintenance Expense	76,758	10,000	5,467
Grounds	16,159	13,500	9,989
Heat, Light and Water	28,436	32,200	30,557
Rates	23	100	92
Repairs and Maintenance	35,215	16,300	22,445
Use of Land and Buildings	684,086	357,590	637,869
Security	4,741	8,000	7,393
Employee Benefits - Salaries	41,829	43,350	50,058
	941,584	538,640	815,319

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	7,273	6,476	7,273
Furniture and Equipment	34,360	30,595	28,915
Information and Communication Technology	36,005	32,060	32,334
Textbooks	4,366	3,888	10,429
Leased Assets	14,160	12,608	12,643
Library Resources	3,788	3,373	3,841
	99,952	89,000	95,435

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	500	500	500
Bank Current Account	322,338	148,970	119,950
Bank Call Account	32,816	32,685	32,685
Cash and cash equivalents for Cash Flow Statement	355,654	182,155	153,135

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	5,535	20,672	20,672
Receivables from the Ministry of Education	-	-	8,778
Teacher Salaries Grant Receivable	96,809	81,740	72,963
	102,344	102,412	102,413
Receivables from Exchange Transactions	5,535	20,672	20,672
Receivables from Non-Exchange Transactions	96,809	81,740	81,741
	102,344	102,412	102,413

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	4,126	-	-
	4,126	-	-

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	215,101	-	-	-	(7,273)	207,828
Furniture and Equipment	204,088	22,823	-	-	(34,360)	192,551
Information and Communication Technology	59,343	22,211	-	-	(36,005)	45,549
Textbooks	4,367	-	-	-	(4,366)	-
Leased Assets	26,118	7,919	-	-	(14,180)	19,877
Library Resources	26,886	6,264	(2,845)	-	(3,788)	26,517
Balance at 31 December 2018	535,903	59,217	(2,845)	-	(99,952)	492,322

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	-	-	-
Buildings	-	-	-
Building Improvements	290,918	(83,090)	207,828
Furniture and Equipment	497,652	(305,101)	192,551
Information and Communication Technology	378,486	(332,937)	45,549
Textbooks	131,486	(131,466)	-
Leased Assets	43,256	(23,379)	19,877
Library Resources	75,592	(49,075)	26,517
Balance at 31 December 2018	1,417,370	(925,047)	492,322

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	222,374	-	-	-	(7,273)	215,101
Furniture and Equipment	161,976	71,297	(270)	-	(28,915)	204,088
Information and Communication Technology	86,225	5,990	(538)	-	(32,334)	59,343
Textbooks	14,796	-	-	-	(10,429)	4,367
Leased Assets	23,645	15,116	-	-	(12,643)	26,118
Library Resources	28,962	5,543	(3,777)	-	(3,841)	26,886
Balance at 31 December 2017	537,978	97,946	(4,585)	-	(95,435)	535,903

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	-	-	-
Buildings	-	-	-
Building Improvements	290,918	(75,817)	215,101
Furniture and Equipment	474,829	(270,741)	204,088
Information and Communication Technology	356,275	(296,932)	59,343
Textbooks	131,466	(127,099)	4,367
Leased Assets	43,032	(16,914)	26,118
Library Resources	77,532	(50,646)	26,886
Balance at 31 December 2017	1,374,052	(838,149)	535,903

12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	16,093	27,263	27,262
Accruals	6,980	6,840	6,840
Employee Entitlements - salaries	92,290	76,867	72,963
Employee Entitlements - leave accrual	-	-	3,904
	<u>115,363</u>	<u>110,970</u>	<u>110,969</u>
Payables for Exchange Transactions	115,363	110,970	110,969
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>115,363</u>	<u>110,970</u>	<u>110,969</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	-	1,805	1,805
	<u>-</u>	<u>1,805</u>	<u>1,805</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	100,721	100,721	95,254
Increase/ (decrease) to the Provision During the Year	76,758	-	5,467
Use of the Provision During the Year	(11,990)	-	-
Provision at the End of the Year	<u>165,489</u>	<u>100,721</u>	<u>100,721</u>
Cyclical Maintenance - Current	11,538	-	-
Cyclical Maintenance - Term	153,951	100,721	100,721
	<u>165,489</u>	<u>100,721</u>	<u>100,721</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	13,496	11,229	11,229
Later than One Year and no Later than Five Years	11,422	15,902	15,902
Later than Five Years	-	-	-
	<u>24,918</u>	<u>27,131</u>	<u>27,131</u>

16. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Block 2 Alterations & Additions	<i>in progress</i>	(16,891)	178,172	(16,891)	-	178,172
New Building	<i>in progress</i>	(1,720)		3,160	-	(4,880)
Totals		<u>(18,611)</u>	<u>178,172</u>	<u>(13,731)</u>	<u>-</u>	<u>173,292</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

173,292

Funds Due from the Ministry of Education

-

173,292

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Block 2 Alterations & Additions	<i>in progress</i>	(16,891)			-	(16,891)
New Building	<i>in progress</i>			1,720	-	(1,720)
Totals		<u>(16,891)</u>	<u>-</u>	<u>1,720</u>	<u>-</u>	<u>(16,611)</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,110	1,210
Full-time equivalent members	0.08	0.51
<i>Leadership Team</i>		
Remuneration	249,119	241,347
Full-time equivalent members	2	2
Total key management personnel remuneration	252,229	242,557
Total full-time equivalent personnel	2.08	2.51

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$0	2017 Actual \$0
Total Number of People	-	-

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works:

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

	2018 Actual \$	2017 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/>	<hr/>
	-	-

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	355,654	182,155	153,135
Receivables	102,344	102,412	102,413
Total Loans and Receivables	457,998	284,567	255,548

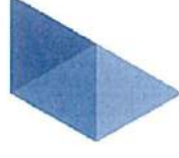
Financial liabilities measured at amortised cost

Payables	115,363	110,970	110,969
Finance Leases	22,703	27,131	27,131
Total Financial Liabilities Measured at Amortised Cost	138,066	138,101	138,100

24. Events After Balance Date

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

Analysis of Variance Reporting



School Name:		Whenuapai School	School Number: 1572
Strategic Aim: Annual Aim: Target:	Success for All Responsive curriculum Informed practices Responsive systems and Structures	In Reading all students are able to access the NZC as evidenced by achievement in relation to curriculum levels.	
		<p>Strategic Aspirational Annual Learning Targets for 2019 (note these figures do not include the 2018 Year 8 students).</p> <p>Of the 85 (27%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2019, all will be tracked to ensure they will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 234 (73%) students who were identified as at or above curriculum expectation at each level at the beginning 2019, all will continue to make progress over the 2019 year.</p> <p>Of the 13 (26%) Maori students who were identified as below or well below curriculum expectation at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 34 (74%) Maori students who were identified as at or above curriculum expectation across the year levels at the beginning 2019, all will continue to make progress over the 2019 year.</p> <p>Of the 5 (31%) Pasifika students who were identified as below curriculum expectation at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 9 (69%) Pasifika students who are identified as at or above curriculum expectation, across the year levels at the beginning 2019, all will continue to make progress over the 2019 year.</p>	

Baseline Data:**Baseline data:**

End of Year 2018 After 1 year at school: 78 students in total. Below Curriculum Expectation 34 (44%), At Curriculum Expectation 42 (54%), Above Curriculum Expectation 2 (2%). Maori students total 10, Below Curriculum Expectation 5 (50%), At or above Curriculum Expectation 5 (50%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

These children began school through 2018.

End of Year 2017 After 1 year at school: 54 students in total. Below National Standard 25 (46%), At National Standard 28 (52%), Above National Standard 1 (2%). Maori students total 12, Below National Standard 3 (25%), At National Standard 9 (75%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 After 2 years at school: 50 students in total. Well Below Curriculum Expectation 3 (6%), Below Curriculum Expectation 14 (28%), At Curriculum Expectation 19 (38%), Above Curriculum Expectation 14 (28%). Maori students total 10, Below Curriculum Expectation 2 (20%), At Curriculum Expectation 4 (40%), and Above Curriculum Expectation 3 (30%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of students Below Curriculum Expectation from 46% to 34% (this includes 6% of students Well Below Curriculum Expectation). We have decreased our At Curriculum Expectation from 52% to 38% **however** we have increased our Above Curriculum Expectation from 2% to 28%. Our % of Maori students Below Curriculum Expectation decreased from 25% to 20%. At Curriculum Expectation decreased from 75% to 40% **however** we increased our Above Curriculum Expectation from 0% to 30%.

End of Year 2017 After 2 years at school: 46 students in total. Well Below National Standard 3 (6%), Below National Standard 12 (26%), At National Standard 30 (65%), Above National Standards 1 (2%). Maori students total 5, Below National Standard 2 (40%), At National Standard 3 (60%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 After 3 years at school: 42 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 5 (12%), At Curriculum Expectation 24 (57%), Above Curriculum Expectation 11 (26%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Well Below Curriculum Expectation from 6% to 5% and decreased Below Curriculum Expectation from 26% to 12%. We have decreased our At Curriculum Expectation from 65% to 57% **however** we have increased our Above Curriculum Expectation from 2% to 26%. Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

End of Year 2017 After 3 years at school: 40 students in total. Well Below National Standard 8 (20%), Below National Standard 6 (15%), At National Standard 24 (60%), Above National Standard 2 (5%). Maori students total 9, Well below National Standard 1 (11%) Below National Standard 2 (22%), At National Standard 6 (67%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 Year 4: 46 students in total. Well Below Curriculum Expectation 4 (8%), Below Curriculum Expectation 9 (20%), At Curriculum Expectation 7 (15%), Above Curriculum Expectation 26 (57%). Maori students total 9, Below Curriculum Expectation 1 (11%), At Curriculum Expectation 1 (11%), Above Curriculum Expectation 7 (78%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Well Below Curriculum Expectation from 20% to 8%. Below Curriculum Expectation have increased from 15% to 20%. We have decreased our At Curriculum Expectation from 60% to 11% however we have increased our Above Curriculum Expectation from 5% to 78%. Our Maori students Well Below and Below Curriculum Expectation have decreased from 33% to 11%, At and Above Curriculum Expectation have increased from 67% to 89%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*It would be prudent to monitor the Year 4 cohort data over time to measure the effectiveness of having them as stand-alone classes rather than composites.

End of Year 2017 Year 4: 45 students in total. Well Below National Standard 2 (4%), Below National Standard 3 (7%), At National Standard 30 (67%), Above National Standard 10 (22%). Maori students total 8, At National Standard 6 (75%), Above National Standard 2 (25%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 Year 5: 38 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 4 (11%), At Curriculum Expectation 26 (68%), Above Curriculum Expectation 6 (16%). Maori students total 8, Below Curriculum Expectation 1 (12.5%), At Curriculum Expectation 5 (63%), Above Curriculum Expectation 2 (25%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 4% to 5% however there were only two students measured. Below Curriculum Expectation have increased from 7% to 11% however there were only 4 students in 2018 measured compared to 3 in 2017. We have increased our At Curriculum Expectation from 67% to 68%. Above Curriculum Expectation has decreased from 22% to 16%. Maori students totalled 8. There was a decrease At Curriculum Expectation from 75% to 63% and Above Curriculum Expectation remained unchanged at 25%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*This cohort going into Year 6 is an area to monitor and focus on in-depth. This was a challenging cohort at Year 4 and focus of our Whenuapai Project Plan in 2017/2018.

End of Year 2017 Year 5: 46 students in total. Below National Standard 3 (6%), At National Standard 42 (91%), Above National Standard 1 (2%). Maori students total 4, At National Standard 4 (100%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 Year 6: 42 students in total. At Curriculum Expectation 35 (83%), Above Curriculum Expectation 7 (17%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Below Curriculum Expectation from 6% to 0%. We have decreased our At Curriculum Expectation from 91% to 83% **however** we have increased our Above Curriculum Expectation from 2% to 17%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2017 Year 6: 57 students in total. Below National Standard 3 (5%), At National Standard 47 (82%), Above National Standard 7 (12%). Maori students total 9, At National Standard 5 (86%), Above National Standard 3 (33%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 Year 7: 23 students in total. Well Below Curriculum Expectation 1 (4%) Below Curriculum Expectation 7 (30%), At Curriculum Expectation 7 (31%), Above Curriculum Expectation 8 (35%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Below Curriculum Expectation from 5% to 30%. We have decreased our At Curriculum Expectation from 82% to 31% **however** we have increased our Above Curriculum Expectation from 12% to 35%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

**We need to look at cross-team moderation for OTJ's as the % drops are significant in this Year group. We also need to look at where the Year 6 leavers sat academically, as this may also have an impact on these figures.*

End of Year 2017 Year 7: 24 students in total. Below National Standard 3 (12%), At National Standard 12 (50%), Above National Standard 9 (38%). Maori students total 5, Below National Standard 1 (20%), At National Standard 2 (40%), Above National Standard 2 (40%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of Year 2018 Year 8: 20 students in total. No students were well below or below Curriculum Expectation. At Curriculum Expectation 15 (75%). Above Curriculum Expectation 5 (25%). All Maori students were either At or Above Curriculum Expectation. All Pasifika students were At Curriculum Expectation.

Shifts in 2018: we have decreased our % of children Below Curriculum Expectation from 12% to 0%. We have increased our At Curriculum Expectation from 50% to 75%. We have decreased our Above Curriculum Expectation from 40% to 25% **however** the number of students has increased from 2 to 5.

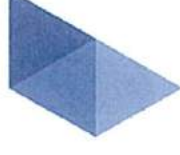
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Strengthened the distributed leadership model to empower Team Leaders to grow pedagogy and practice in their teams.</p> <p>Coaching professional learning and implemented to strengthen teacher practice.</p> <p>De-isolated teacher practice through fostering peer observation and feedback.</p> <p>Leadership and Assessment Year 3 work plan completed.</p> <p>ALL Year 3 grew capability from Year 2 to Year 8. Outcomes shared and celebrated with parent, teacher, whanau and Board.</p> <p>Strong relational trust developed with ALL and L&A facilitator.</p> <p>Deputy Principal facilitated a literacy professional learning group.</p> <p>Strengthened systems to monitor and track consistently.</p> <p>Continued to accelerate progress for students not working at their appropriate curriculum levels.</p> <p>Up-skilled Learning Support Staff to take Quick 60 reading groups.</p> <p>Continued to grow teacher capability to extend practice.</p>	<p>At the beginning of 2018 we used our 2017 end point data to inform our initial teaching and learning and identification of target students for 2018.</p> <p>The impact of the Professional Learning has fostered greater professional dialogue amongst colleagues across all areas of the school.</p> <p>The embedding of pedagogy across the school has been more consistent.</p> <p>Teachers have clarity on what they are teaching, how to teach and why?</p> <p>The Professional Learning has mitigated the between class variance and teacher understanding.</p> <p>We have decreased our well below and below students by 3.6%. While our at and above students have decreased by 3% our above students have increased by 9%.</p> <p>Growing student agency was a focus in 2018.</p> <p>Developing teacher understanding of differentiation to meet the diverse needs within their class and across teams.</p>	<p>The focus of the whole learning community on building teacher and student capability has had a positive impact on teaching and learning.</p> <p>The impact of the Professional Learning has fostered greater professional dialogue amongst colleagues across all areas of the school.</p> <p>There has been some transfer from the Professional Learning in writing to the reading process.</p> <p>Deliberate acts of teaching through guided reading sessions.</p> <p>Teachers have clarity on what they are teaching, how to teach and why?</p> <p>Target and priority learners are tracked and monitored using robust processes.</p> <p>Teaching as Inquiry has been strengthened and is being embedded into all aspects of teaching practice, which is building a culture of reflection and risk taking.</p> <p>Student agency was fostered.</p> <p>Utilising Ministry home learning pamphlets with our parents.</p> <p>Collaboration with junior teachers to support at risk learners.</p>	<p>Strengthen and moderate within and across teams from Year 6 to 7.</p> <p>Support teachers to use multiple sources of evidence to make informed OTJs.</p> <p>Teaching as Inquiry will continue to provide a platform for teachers to inquire into their own practice and make the links between their teacher practice and accelerated progress.</p> <p>Continue to moderate across the school.</p> <p>Continue to track and monitor target students and priority learners.</p> <p>Make explicit connections between reading and writing.</p> <p>Sharing assessment data with parents and identifying ways they can support their children beyond the school gate.</p> <p>Establish a system for tracking and monitoring our GATE students.</p> <p>Developing the in-school COL leader role and working alongside our across school COL Leaders to support us to strengthen our capability to address our achievement challenges.</p> <p>Data drilled down at team and leadership meetings.</p> <p>Continue to embed a common language of learning to scaffold students to talk about their learning:</p>

<p>Differentiated reading programmes to ensure all children are catered for, including GATE children.</p> <p>Continued to provide authentic texts in reading that honour students voice and interests.</p> <p>Grew teacher understanding of Learner Agency. Student facilitating discussions with their parents/carers on their learning.</p> <p>Accessed programmes, expertise and opportunities beyond the school gate.</p> <p>Teams used team data to drive team inquiries and developed a mindset of the whole school, team, teacher and student ownership of data.</p> <p>Explicit sharing of team and individual inquiries.</p> <p>Sustained and consolidated shifts in practitioner practice from 2017 and supported new staff.</p> <p>Whole school assessment calendar supported teaching, learning and school data analysis information for teaching staff and the Board.</p> <p>Teams collaborated to begin to develop a Year 1-8 continuum of learning (learning story).</p> <p>Identified at risk students for reading acceleration programme (Quick 60).</p>	<p>Inter team collaboration to support at risk learners.</p> <p>Gathering student voice and using this for next steps.</p>	<ul style="list-style-type: none"> • Where they are at in their learning? • Where they need to move next? • What their individual pathway is to get there? <p>Explicit tracking of our Maori and Pasifika learners.</p> <p>Growing teacher understanding of the principles of the power of culturally responsive pedagogy and the implications for teaching and learning.</p> <p>Continue to grow teacher capability around what accelerated progress looks like in learning and what it looks like for the student.</p> <p>Access programmes, expertise and opportunities to strengthen schools capability to cater for and accelerate the progress of our above learners.</p> <p>Strengthen across curriculum delivery. For example, linking reading in with problem solving in maths.</p> <p>Through the Leadership and Assessment contract, continue to strengthen the transfer of pedagogical knowledge and skills across the curriculum.</p> <p>School wide spelling approach linked to literacy learning progressions and standards.</p> <p>Introduction of 3P online (Reading Eggs) home learning programme, to support the home/school partnership in reading and spelling.</p>
---	--	---

Planning for next year:

- New facilitator to grow sustainability of Accelerated Literacy Learning and transfer across curriculum areas.
- Growing teacher understanding of:
 - Culturally responsive pedagogy
 - Powerful community connections
 - Powerful learning connections
 - Collective teacher efficacy
 - Learner Agency
- Use of Inclusive Practice Tool data to support teaching and learning and strengthen our understanding of our learners.
- Strengthen systems to monitor and track consistently.
- Strengthening of ESOL programmes and upskilling of teachers.
- Use the context to strengthen reading/writing connection.
- Use of Arinui to support teachers with Teaching Inquiries.
- Peer coaching.
- Use of SeeSaw to grow home/school learning partnerships.
- Just in time learning connections.
- DP to guide facilitation of literacy.
- Teacher inquiries aligned to COL drivers.
- Continue to strengthen the Year 1-8 continuum of learning through inter team dialogue.
- New library programme to strengthen borrowing.
- Focus indepth on the Year 6 cohort. This was a challenging cohort at Year 4 and a focus of the Whenuapai Project Plan in 2017/2018.
- Continue to strengthen the Year 7 to Year 8 curriculum.
- Tracking of Year 4 academic data to see if it aligns with observable social outcomes to inform ongoing school organisation.
- Strengthen and moderate within and across teams from Year 6 to 7.
- Each team drills down through the data and knows their well below, below, at and above. Information shared at team meeting and leadership meetings

Analysis of Variance Reporting



School Name: Whenuapai School		School Number: 1572
Strategic Aim:	Success for all Responsive Curriculum Informed Practice Responsive systems and structures	
Annual Aim:	In Writing all students are able to access the NZC as evidenced by achievement in relation to the Curriculum Levels.	
Target:	<p>Strategic Aspirational Annual Learning Targets for 2019 (note these figures do not include the 2018 Year 8 students).</p> <p>Of the 81 (25%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2019, all students will be tracked to ensure they make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 238 (75%) students who were identified as at or above curriculum expectation across the year levels at the beginning 2019, all students will continue to make progress over the 2019 year.</p> <p>Of the 11 (23%) Maori students who are identified as well below or below curriculum expectation across the year levels at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 36 (77%) Maori students who were identified as at or above curriculum expectation across the year levels at the beginning 2019, all will continue to make progress over the 2019 year.</p> <p>Of the 6 (43%) Pasifika students who were identified as below and well below curriculum expectation across the year levels at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 8 (57%) Pasifika students who are identified as at curriculum expectation, across the year levels at the beginning 2019, all will continue to make progress over the 2019 year.</p>	

Baseline Data:**Baseline data:**

End of 2018 After 1 year at school: year at school: 78 students in total. Below Curriculum Expectation 21 (27%), At or Above Curriculum Expectation 57 (73%). Maori students total 10, Below Curriculum Expectation 5 (50%), At and Above Curriculum Expectation 5 (50%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

These children began school through 2018.

End of 2017 After 1 year at school: 54 students in total. Below National Standard 19 (35%), At or above National Standard 35 (65%). Maori students total 12, Below National Standard 3 (80%), At and above National Standard 9 (75%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 After 2 year at school: 50 students in total. Well Below Curriculum Expectation 1 (2%), Below Curriculum Expectation 12 (24%), At and Above Curriculum Expectation 37 (74%). Maori students total 10, Below Curriculum Expectation 1 (10%), At Curriculum Expectation 9 (90%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of students Below Curriculum Expectation from 35% to 26% (this includes 2% of students Well Below Curriculum Expectation). We have increased our At and Above Curriculum Expectation from 65% to 74% but the actual number of students has remained the same. Whilst our Maori students decreased Below Curriculum Expectation from 80% to 10% and increased our At Curriculum Expectation from 70% to 90% the number of actual students has affected this percentage.

End of 2017 After 2 years at school: 47 students in total. Well Below National Standard 2 (4%), Below National Standard 18 (38%), At National Standard 27 (48%). Maori students total 5, Below National Standard 3 (60%), At National Standard 2 (40%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 After 3 year at school: 42 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 9 (21%), At and Above Curriculum Expectation 31 (74%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 4% to 5% and decreased Below Curriculum Expectation from 38% to 21%. We have increased our At and Above Curriculum Expectation from 48% to 74%. Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

End of 2017 After 3 years at school: 40 students in total. Well Below National Standard 5 (12%), Below National Standard 11 (27%), At National Standard 24 (60%). Maori students total 9, Below National Standard 3 (33%), At National Standard 6 (67%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 4: 46 students in total. Well Below Curriculum Expectation 4 (9%), Below Curriculum Expectation 7 (15%), At Curriculum Expectation 26 (56%), Above Curriculum Expectation 9 (20%). Maori students total 9, At or Above Curriculum Expectation 9 (100%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Well Below Curriculum Expectation from 12% to 9%. Below Curriculum Expectation have decreased from 27% to 15%. We have decreased our At Curriculum Expectation from 60% to 56% **however** we have increased our Above Curriculum Expectation from 0% to 20%. Maori students, we decreased our Below Curriculum Expectation from 33% to 0% and increased our At and Above Curriculum Expectation to 100%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*It would be prudent to monitor the Year 4 cohort data over time to measure the effectiveness of having them as stand-alone classes rather than composites.

End of 2017 Year 4: 45 students in total. Well Below National Standard 2 (4%), Below National Standard 7 (16%), At National Standard 32 (71%), Above National Standard 4 (9%). Maori students total 8, Below National Standard 3 (37%), At or Above National Standard 5 (62%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 5: 38 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 8 (21%), At Curriculum Expectation 27 (71%), Above Curriculum Expectation 1 (3%). Maori students total 8, Below Curriculum Expectation 1 (12%), At or Above Curriculum Expectation 7 (78%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 4% to 5% **however** the number of children remained the same. Below Curriculum Expectation have increased from 16% to 21% **however** there was an increase of one student. The % of students At Curriculum Expectation remained the same at 71% **however** Above Curriculum Expectation has decreased from 9% to 3%, **however** the number of children also decreased from 4 to 1. Maori students totalled 8, Below Curriculum Expectation decreased from 37% to 12%. At and Above Curriculum Expectation increased from 62% to 78%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*This cohort going into Year 6 is an area to monitor and focus on in-depth. This was a challenging cohort at Year 4 and focus of our Whenuapai Project Plan in 2017/2018.

End of 2017 Year 5: 46 students in total. Well Below National Standard 1 (2%), Below National Standard 7 (15%), At National Standard 36 (78%), Above National Standard 2 (4%). Maori students total 4, At or Above National Standard 4 (100%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 6: 42 students in total. Below Curriculum Expectation 1 (2%), At Curriculum Expectation 33 (79%), Above Curriculum Expectation 8 (19%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Well Below Curriculum Expectation from 2% to 0% and decreased our Below Curriculum Expectation from 15% to 2%. We have increased our At Curriculum Expectation from 78% to 79% and increased our Above Curriculum Expectation from 4% to 19%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2017 Year 6: 57 students in total. Well Below National Standard 1 (2%) Below National Standard 6 (10%), At National Standard 45 (79%), Above National Standard 5 (9%). Maori students total 9, Below National Standard 3 (33%), At National Standard 4 (44%), Above National Standard 2 (22%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 7: 23 students in total. Well Below Curriculum Expectation 4 (17%), Below Curriculum Expectation 10 (43%), At Curriculum Expectation 5 (22%), Above Curriculum Expectation 4 (17%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 2% to 17% and increased Below Curriculum Expectation from 10% to 43%. We have decreased our At Curriculum Expectation from 79% to 22% **however** we have increased our Above Curriculum Expectation from 9% to 17%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*We need to look at cross-team moderation for OTJ's as the % drops are significant in this Year group. We also need to look at where the Year 6 leavers sat academically, as this may also have an impact on these figures.

End of 2017 Year 7: 24 students in total. Well Below National Standard 1 (4%), Below National Standard 8 (33%), At National Standard 11 (46%), Above National Standard 4 (17%). Maori students total 5, Well Below National Standard 1 (20%), Below National Standard 1 (20%) At National Standard 3 (60%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 8: 20 students in total. Well Below Curriculum Expectation 5 (25%), Below Curriculum Expectation 6 (30%), At Curriculum Expectation 5 (25%), Above Curriculum Expectation 4 (20%). Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: We have increased our Well Below and Below Curriculum Expectations from 37% to 55%. We have decreased our At Curriculum Expectation from 46% to 25% however we have increased our Above Curriculum Expectation from 17% to 20%. Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

*The Year 7 and 8 team need to investigate further this shift in data to support their deliberate acts of teaching.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Strengthened the distributed leadership model to empower Team Leaders to grow pedagogy and practice in their teams.</p> <p>Coaching professional learning and implemented to strengthen teacher practice.</p> <p>De-isolated teacher practice through fostering peer observation and feedback.</p> <p>Leadership and Assessment Year 3 work plan completed.</p> <p>ALL Year 3 grew capability from Year 2 to Year 8. Outcomes shared and celebrated with parent, teacher, whanau and Board.</p> <p>Strong relational trust developed with ALL and L&A facilitator.</p> <p>Deputy Principal facilitated a literacy professional learning group.</p> <p>Strengthened systems to monitor and track consistently.</p> <p>Continued to accelerate progress for students not working at their appropriate curriculum levels.</p> <p>Up-skilled Learning Support Staff to take Quick 60 literacy groups.</p> <p>Continued to grow teacher capability to extend practice.</p>	<p>At the beginning of 2018 we used our 2017 end point data to inform our initial teaching and learning and identification of target students for 2018.</p> <p>The impact of the Professional Learning has fostered greater professional dialogue amongst colleagues across all areas of the school.</p> <p>The embedding of pedagogy across the school has been more consistent.</p> <p>Teachers have clarity on what they are teaching, how to teach and why?</p> <p>The Professional Learning has mitigated the between class variance and teacher understanding.</p> <p>We have reduced our well below and below students by 1% and we have increased our at and above students by 2%. We have reduced our Maori well below and below students by 6% and increased our at and above Maori students by 6%.</p> <p>Growing student agency was a focus in 2018.</p> <p>Developing teacher understanding of differentiation to meet the diverse needs within their class and across teams.</p>	<p>Two intakes of a 10 week writing intervention programme based on acceleration principles.</p> <p>Teacher inquiry became embedded into all aspects of teaching and learning and was linked to Professional Learning Plans.</p> <p>Greater understanding of acceleration verses remediation.</p> <p>The focus of the whole learning community on building teacher and student capability has had a positive impact on teaching and learning.</p> <p>The impact of the Professional Learning has fostered greater professional dialogue amongst colleagues across all areas of the school.</p> <p>The embedding of pedagogy across the school has been more consistent.</p> <p>Teachers have clarity on what they are teaching, how to teach and why?</p> <p>The professional learning has mitigated the variance and teacher understanding. There has been a lot more clarity on what a good writing process looks like for students. Including the use of exemplars for teaching and learning.</p>	<p>Teaching as Inquiry will continue to provide a platform for teachers to inquire into their own practice and make the links between their teacher practice and accelerated progress.</p> <p>The formulation of detailed action writing plans at team level and reflective teacher inquiries.</p> <p>Continue to moderate in teams and across the school to ensure consistency.</p> <p>Continue to track target students and priority learners.</p> <p>Establish a system for tracking and monitoring our GATE students.</p> <p>Consolidating the in-school COL leader role and working alongside our across school COL Leaders to support us to strengthen our capability to address our achievement challenges.</p> <p>Data drilled down at team and leadership meetings.</p> <p>Sustainability of Leadership and Assessment contract and ALL (Accelerated Literacy Learning).</p> <p>Sharing assessment data with parents and identifying ways they can support their children beyond the school gate.</p>

<p>Differentiated writing programmes to ensure all children are catered for, including GATE children.</p> <p>Continued to provide authentic contexts in writing that honour students voice and interests.</p> <p>Grew teacher understanding of Learner Agency. Student facilitating discussions with their parents/caregivers on their learning.</p> <p>Accessed programmes, expertise and opportunities beyond the school gate.</p> <p>Teams used team data to drive team inquiries, and developed a mindset of the whole school, team, teacher and student ownership of data.</p> <p>Explicit sharing of team and individual inquiries.</p> <p>Sustained and consolidated shifts in practitioner practice from 2017 and supported new staff.</p> <p>Whole school assessment calendar supported teaching, learning and school data analysis information for teaching staff and the Board.</p> <p>Teams collaborated to begin to develop a Year 1-8 continuum of learning (learning story).</p>	<p>A focus on supporting teachers to make informed OTJs has meant that the data continues to be consistent and accurate.</p> <p>Differentiated writing programmes to ensure all children are catered for.</p> <p>Strengthened distributed leadership.</p> <p>All ALL target students made significant shifts of 1 or more years accelerated progress. A culture of parent, teacher and whānau celebration.</p> <p>Building a culture of reflection and risk taking.</p> <p>Have built a culture of supporting each other.</p> <p>Gathering student voice and using this for next steps.</p> <p>Taking time to unpack with our students, what good writers do.</p> <p>The use of GAP analysis to drive deliberate acts of teaching.</p> <p>Teacher development using the literacy progressions.</p> <p>Utilising Ministry home learning pamphlets with our parents.</p> <p>Inter team collaboration to support at risk learners.</p>	<p>Requested MOE to roll over unused PLD hours from our initial allocation in 2017. Have requested a new facilitator to support us with sustainability.</p> <p>Continue to embed a common language of learning to scaffold students to be able to talk about their learning:</p> <ul style="list-style-type: none"> • Where they are at in their learning? • Where they need to move next? • What their individual pathway is to get there? <p>Micro tracking of our Pasifika learners.</p> <p>Growing teacher understanding of the principles of the power of culturally responsive pedagogy and the implications for teaching and learning.</p> <p>Continue to grow teacher capability around what accelerated progress looks like writing and what it looks like for the student.</p> <p>Access programmes, expertise and opportunities to strengthen schools capability to cater for and accelerate the progress of our above learners.</p> <p>To grow teacher capability in providing a differentiated writing programme.</p> <p>Access opportunities beyond the school gate so that students can see themselves as writers.</p> <p>Further strengthen GAP analysis.</p>
---	---	--

			Further focus on culturally responsive pedagogy through Kahui Ako in-school COL Leaders and teacher led inquiries. Strengthen and moderate within and across teams from Year 6 to 7. 3P Learning.
Planning for next year:			
<ul style="list-style-type: none"> • New facilitator to grow sustainability of Accelerated Literacy Learning and transfer across curriculum areas. • Growing teacher understanding of: <ul style="list-style-type: none"> ◦ Culturally responsive pedagogy ◦ Powerful community connections ◦ Powerful learning connections ◦ Collective teacher efficacy ◦ Learner Agency • Use of Inclusive Practice Tool data to support teaching and learning and strengthen our understanding of our learners. • Strengthen systems to monitor and track consistently. • Strengthening of ESOL programmes and upskilling of teachers. • Use the context to strengthen reading/writing connection. • Use of Arinui to support teachers with Teaching Inquiries. • Peer coaching. • Use of SeeSaw to grow home/school learning partnerships. • Just in time learning connections. • DP to guide facilitation of literacy. • Teacher inquiries aligned to COL drivers. • Continue to strengthen the Year 1-8 continuum of learning through inter team dialogue. • Tracking of Year 4 academic data to see if it aligns with observable social outcomes to inform ongoing school organisation. • Strengthen and moderate within and across teams from Year 6 to 7. • Each team drills down through the data and knows their well below, below, at and above. Information shared at team meeting and leadership meetings. 			

Analysis of Variance Reporting



School Name: Whenuapai School		School Number: 1572
Strategic Aim:	<p>Success for all Responsive Curriculum Informed Practices Responsive systems and structures</p>	
Annual Aim:	<p>In Mathematics all students are able to access the NZC as evidenced by achievement in relation to Curriculum levels.</p>	
Target:	<p>Strategic Aspirational Annual Learning Targets for 2019 (note these figures do not include the 2018 Year 8 students).</p> <p>Of the 64 (20%) students who were identified as below or well below curriculum expectation across the year levels at the beginning 2019, all students will be tracked to ensure they make accelerated progress (more than 1 year).</p> <p>Of the 255 (80%) students who are identified as at or above curriculum expectation across the year levels at the beginning 2019, all students will continue to make progress over the 2019 year.</p> <p>Of the 11 (26%) Maori students who were identified as below or well below curriculum expectation across the year levels at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019.</p> <p>Of the 36 (74%) Maori students who were identified as at or above curriculum expectation across the year levels at the beginning 2019, all will continue to make progress over the 2019 year.</p> <p>Pasifika students who were identified as below curriculum expectation at the beginning 2019, all will make accelerated progress (more than 1 year) by the end of 2019. Note the actual number of Pasifika students cannot be stated due to the number of students making them identifiable.</p> <p>Of the 11 (79%) Pasifika students who were identified as at or above curriculum expectation at the beginning 2019, all will continue to make progress over the 2019 year.</p>	

Baseline Data:

Baseline data:

End of 2018 After 1 year at school: 78 students in total. Below Curriculum Expectation 8 (10%), At Curriculum Expectation 66 (85%). Maori students total 10, At Curriculum Expectation 9 (90%). Below Curriculum Expectation 1 (10%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

These children began school through 2018.

End of 2017 After 1 year at school: 54 students in total. Below National Standard 6 (11%), At National Standard 48 (89%). Maori students total 12, Below National Standard 1 (8%), At National Standard 11 (92%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 After 2 years at school: 50 students in total. Well Below Curriculum Expectation 1 (2%), Below Curriculum Expectation 9 (18%), At Curriculum Expectation 35 (70%), above Curriculum Expectation 5 (10%). Maori students total 10, Below Curriculum Expectation 3 (30%), At Curriculum Expectation 5 (50%), above Curriculum Expectation 2 (20%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of students Below Curriculum Expectation from 11% to 18%. We have decreased our At Curriculum Expectation from 89% to 70% **however** we have increased our Above Curriculum Expectation by 10%. Our % of Maori students Below Curriculum Expectation has increased from 8% to 30% **however** the number of students increased by 2. At Curriculum Expectation decreased from 92% to 50% **however** we increased our Above Curriculum Expectation from 0% to 20%.

*Transition between Year 1 and 2 - looking at the Maths curriculum as this data suggests we need to inquire into Maths delivery at Year 1 and 2 and also look at teacher expectation. We need to monitor and track the Year 2/3 cohort and inquire whether the student mix is impacting on student achievement.

End of 2017 After 2 years at school: 46 students in total. Well Below National Standard 2 (4%), Below National Standard 10 (22%), At National Standard 34 (74%). Maori students total 5, Below National Standard 3 (60%), At National Standard 2 (40%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 After 3 years at school: 42 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 9 (21%), At Curriculum Expectation 28 (67%), Above Curriculum Expectation 3 (7%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 4% to 5% but it is the same number of children. We have decreased Below Curriculum Expectation from 22% to 21% however there is also a decrease by one student. We have decreased our At Curriculum Expectation from 74% to 67% **however** we have moved 7% of our At Curriculum Expectation students into Above Curriculum Expectation. Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

End of 2017 After 3 years at school: 40 students in total. Well Below National Standard 3 (8%), Below National Standard 13 (33%), At National Standard 21 (52%), Above National Standard 3 (7%), Maori students total 9, Below National Standard 5 (56%), At National Standard 4 (44%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 4: 46 students in total. Well Below Curriculum Expectation 4 (4%), Below Curriculum Expectation 11 (24%), At Curriculum Expectation 12 (26%), Above Curriculum Expectation 19 (29%). Maori students total 9, Below Curriculum Expectation 2 (22%), At Curriculum Expectation 4 (44%), Above Curriculum Expectation 3 (33%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Well Below Curriculum Expectation from 8% to 4% but this is only one student. Below Curriculum Expectation have decreased from 33% to 24%. We have decreased our At Curriculum Expectation from 52% to 26% **however** we have increased our Above Curriculum Expectation from 7% to 29%. Our Maori students Below Curriculum Expectation have decreased from 56% to 22%, At Curriculum Expectation have remained the same at 44% and Above Curriculum Expectation have increased from 0% to 33%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*It would be prudent to monitor the Year 4 cohort data over time to measure the effectiveness of having them as stand-alone classes rather than composites.

End of 2017 Year 4: 45 students in total. Well Below National Standard 2 (4%), Below National Standard 10 (22%), At National Standard 20 (44%), Above National Standard 13 (29%). Maori students total 8, Below National Standard 3 (38%), At National Standard 3 (38%), Above National Standard 2 (25%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 5: 38 students in total. Well Below Curriculum Expectation 2 (5%), Below Curriculum Expectation 5 (13%), At Curriculum Expectation 24 (63%), Above Curriculum Expectation 7 (18%). Maori students total 8, Below Curriculum Expectation 1 (13%), At Curriculum Expectation 5 (62%), Above Curriculum Expectation 2 (25%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Well Below Curriculum Expectation from 4% to 5% **however** it is the same number of students. Below Curriculum Expectation have decreased from 22% to 13%. We have increased our At Curriculum Expectation from 44% to 63%. Above Curriculum Expectation has decreased from 29% to 18%. Maori students totalled 8. We have decreased our Below Curriculum Expectation from 38% to 13%. At Curriculum Expectation increased from 38% to 62% and Above Curriculum Expectation remained unchanged at 25%. Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*This cohort going into Year 6 is an area to monitor and focus on in-depth. This was a challenging cohort at Year 4 and focus of our Whenuapai Project Plan in 2017/2018.

End of 2017 Year 5: 46 students in total. Below National Standard 7 (15%), At National Standard 35 (76%), Above National Standard 4 (9%). Maori students total 4, At National Standard 4 (100%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 6: 42 students in total. Below Curriculum Expectation 3 (7%), At Curriculum Expectation 28 (67%), Above Curriculum Expectation 11 (26%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have decreased our % of children Below Curriculum Expectation from 15% to 7%. We have decreased our At Curriculum Expectation from 76% to 67% **however** we have increased our Above Curriculum Expectation from 9% to 26%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2017 Year 6: 57 students in total. Below National Standard 11 (19%), At National Standard 38 (67%), Above National Standard 8 (14%). Maori students total 9, Below National Standard 3 (33%), At National Standard 3 (33%), Above National Standard 3 (33%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 7: 23 students in total. Well Below Curriculum Expectation 5 (22%), Below Curriculum Expectation 5 (22%), At Curriculum Expectation 10 (44%), Above Curriculum Expectation 3 (13%). Note the actual number of Maori and Pasifika student cohorts cannot be stated due to the number of students making them identifiable.

Shifts in 2018: we have increased our % of children Below Curriculum Expectation from 19% to 44% of Well Below Curriculum Expectation and Below Curriculum Expectation **however** the actual number of students has more than halved in total from 57 to 23. We have decreased our At Curriculum Expectation from 67% to 44% and we have decreased our Above Curriculum Expectation from 33% to 13%. Note the actual number of Maori and Pasifika student cohort cannot be stated due to the number of students making them identifiable.

*We need to look at cross-team moderation for OTJ's as the % drops are significant in this Year group. We also need to look at where the Year 6 leavers sat academically, as this may also have an impact on these figures.

End of 2017 Year 7: 24 students in total. Well Below National Standard 2 (8%), Below National Standard 11 (46%), At National Standard 9 (38%), Above National Standard 2 (8%). Maori students total 5, Well Below National Standard 1 (20%), At National Standard 4 (80%). Note the actual number of Pasifika student cohort cannot be stated due to the number of students making them identifiable.

End of 2018 Year 8: 20 students in total. Well Below Curriculum Expectation 2 (10%), Below Curriculum Expectation 5 (25%), At Curriculum Expectation 8 (40%), Above Curriculum Expectation 5 (25%). Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

Shifts in 2018: We have decreased our Well Below and Below Curriculum Expectation from 54% to 35%. We have increased our At Curriculum Expectation from 38% to 40% and our Above Curriculum Expectation from 8% to 25%. Note the actual number of Maori and Pasifika students cohort cannot be stated due to the number of students making them identifiable.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>80% of mathematics teaching time focused on number learning and 20% strand.</p> <p>Used in-house expert team to share Professional Learning and support.</p> <p>In-school COL Leaders inquiries focusing on achievement drivers.</p> <p>Cross grouped students by buddying them with high achieving students.</p> <p>Vertical grouping within class sessions</p> <p>Jo Knox targeted Professional Development for one person in each team.</p> <p>Transferred learning from Leadership and Assessment and ALL into mathematics.</p> <p>Reviewed/strengthened current tracking systems.</p> <p>Commenced an audit of current resources and resourced through team budgets quality resources to meet the needs of our learners.</p> <p>Teacher as inquiry at class, team and school level, around increasing engagement, motivation, achievement and learner agency.</p>	<p>At the beginning of 2018 we used our 2017 end point data to inform our initial teaching and learning and identification of target students for 2018.</p> <p>The impact of the Professional Learning has fostered greater professional dialogue amongst colleagues across all areas of the school.</p> <p>We have reduced our well below and below students by 5% and we have increased our at and above students by 6%. We have reduced our well below and below Maori students by 15% and we have increased our at and above Maori students by 15%.</p> <p>Developing teacher understanding of differentiation to meet the diverse needs within their class and across teams.</p>	<p>Of the three learning areas, mathematics was noted as the area where most teachers were less confident.</p> <p>Used assessment information to inform the teacher and learning cycle.</p> <p>Strengthening the use of mathematical assessment data.</p> <p>Used multiple sources of evidence, including student voice, to inform OTJs.</p> <p>Inter team collaboration to support at risk learners.</p> <p>Gathering student voice and using this for next steps.</p>	<p>Consolidate and sustain this year's action.</p> <p>Observations of maths practice and feedback.</p> <p>On-going professional learning.</p> <p>Establish a system for tracking and monitoring our GATE students.</p> <p>Developing the in-school COL Leader roles and working alongside our across school COL Leaders to support us to strengthen our capability to address our achievement challenges in maths.</p> <p>Strengthen our networks at Year 7/8 to support teacher capability.</p> <p>Data drilled down at team and leadership meetings.</p> <p>Transfer learning from Accelerated Literacy Learning into mathematics.</p> <p>Build parent capability through online home based learning (3P online package and SeeSaw).</p> <p>Micro tracking of our Pasifika learners.</p> <p>Continue to update mathematics equipment and make resources according to student needs.</p>

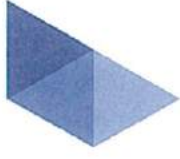
<p>Team Leaders shadowed L&A Facilitator putting professional learning into practice.</p> <p>Grew teacher understanding of Learner Agency. Student facilitating discussions with their parents/caregivers on their learning.</p> <p>Fostered Team Leader observation and feedback.</p> <p>Continued to accelerate the progress of our high achieving students by utilising teacher strengths.</p> <p>Cross team dialogue to develop a learning story.</p>	<p>Grow teacher knowledge of maths standards and Overall Teacher Judgements for the intermediate level.</p> <p>Use in-house expertise for modelling, observations, and feedback and feed forward.</p> <p>Team Inquiry on accelerating students in mathematics.</p> <p>Focused teaching/tracking/monitoring of mathematics for targeted groups to ensure acceleration.</p> <p>Focused teaching/tracking/monitoring of children who require extension in Mathematics.</p> <p>Review of mathematics assessment tools and how to use the information for teaching and learning.</p> <p>Mathletics home learning.</p> <p>Problem solving.</p> <p>Practical, engaging real world Maths problems.</p> <p>Cross curricular maths with Context where appropriate.</p> <p>Using assessment transparently to allow students to track progress and make choices on what, when and how to approach next steps.</p> <p>Play-based maths programme in our junior school.</p>
---	---

			<p>Continue with a maths curriculum team.</p> <p>Maths Curriculum Team Leader role created to lead maths.</p> <p>Differentiated PD for our teachers.</p> <p>Transferring our ALL and Leadership & Assessment learning into maths.</p> <p>Year 6 students provided with opportunities to learn with Year 7/8's.</p>
--	--	--	--

Planning for next year:

- Growing teacher understanding of:
 - Culturally responsive pedagogy
 - Powerful community connections
 - Powerful learning connections
 - Collective teacher efficacy
 - Learner Agency
- Transfer learning from Leadership and Assessment and ALL into mathematics.
- Complete an audit of current resources and resource the teaching of mathematics with quality resources to meet the needs of our learners.
- Teacher as inquiry at class and team level around a COL achievement challenge.
- Strengthening the distributed leadership.
- Coaching professional learning used to support teachers to shift their practice.
- Introduce a peer coaching model.
- Continue to maximise in-school expertise to accelerate the progress of our high achieving students.
- Through the professional learning continue to grow teacher capability and confidence to extend practice.
- Continue to develop a mindset of the whole school, team, teacher and student ownership of data.
- Grow teacher understanding of culturally responsive pedagogy to support learning.
- Whole school assessment calendar to support teaching, learning and school data analysis information for teaching staff and the Board.
- Continue to develop a Year 1-8 continuum of learning (learning story).
- Use of Inclusive Practice Tool data to support teaching and learning and strengthen our understanding of our learners.
- Strengthen systems to monitor and track consistently.
- Use of Arinui to support teachers with teaching inquiries.
- Peer coaching.
- Use of SeeSaw to grow home/school learning partnerships.
- Just in time learning connections.
- Teacher inquiries aligned to COL drivers.
- Continue to strengthen the Year 1-8 continuum of learning through inter team dialogue.
- To develop resources to ensure our ESOL learners, including our Pasifika students, are supported with the vocabulary of maths.
- Strengthen and moderate within and across teams from Year 6 to 7.
- Each team drills down through the data and knows their well below, below, at and above. Information shared at team meeting and leadership meetings.

Analysis of Variance Reporting



School Name:	Whenuapai School	School Number:	1572
Strategic Aim:	<p>Leadership</p> <p>Teaching excellence</p> <p>Collaboration</p>		
Annual Aim:	<p>Our People - To establish a culture of strong collaborative informed leadership across aspects of the school at both governance and management to foster teaching excellence and accelerated progress for all learners</p>		
Target:	<p>Strengthen the appraisal process that fosters professional growth and teacher agency and is informed by current research both nationally and internationally.</p> <p>Further grow expertise in coaching within the wider leadership team, all practitioners and students - Solution focused coaching, leadership coaching, peer coaching and students as peer coaches.</p> <p>Fostering the commitment of 'one mind one voice'.</p> <p>Engage an external appraiser for both the Principal and Deputy Principal.</p> <p>Through the Leadership and Assessment contract continue to grow our middle leaders to be pedagogical leaders within their teams.</p>		

Baseline Data:

Through 2018 there was a continued focus on building a coherent and consistent Leadership Team structure and growing the capability of all Team Leaders to be pedagogical leaders. From April 2018 we were challenged to stay committed to 'one mind one voice' as we responded to some very professionally challenging events. We were mindful that we had to stay focused on teaching and learning for the benefit of our learners. Student achievement and well-being had to remain our core business.

Our external facilitator worked closely with the Team Leaders to develop their observation and feedback skills as well as being able to have 'open to learning' and coaching conversations. The Deputy Principal continued to take the lead with the ALL contract and was the Team Leader of Year 2/3. She was also an active participant in the Kahui Ako.

A challenge for the wider leadership team was to provide quality, timely support and guidance to our six provisionally certified teachers. Their mentor teachers received additional support through the mentor programme at Learning Network.

The new organisation of the classes proved to be a real strength in 2018 with Year 4 standing alone and Year 2/3 being a team. In Term 4 there was a change in team leadership at Year 5/6, which necessitated in us revisiting ways of working together.

In 2018 we were most fortunate to secure our ALL facilitator for L&A again. There was a huge focus on collaborative practice.

The governance and management relationship was challenged through 2018 with the resignation of the majority of the Board and the appointment of a LSM. Within the Senior Leadership Team there was a commitment to coaching to strengthen our ability to grow practitioner capability. Fostering distributed leadership across all areas of teaching and learning was a priority to ensure we maximised in-house expertise, talent and passion. The Professional Learning Plans provided greater clarity around roles and responsibilities.

The 2018 professional learning plan focused on growing our maths capability, coaching, accelerating progress for all learners, PB4L including Incredible Years for the junior teachers. Our two in school Kahui Ako leaders focused on Maths and supporting our teachers with teacher inquiry.

The Leadership Team continued to work closely with our SAF to grow the work we had done through the Whenuapai project Plan to include the data gained from the Inclusive Practice Survey tool. This invaluable data was used to develop the schools new strategic goals and 2019 annual plan.

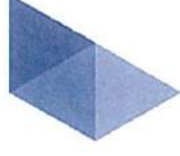
Through their own professional learning, involvement in the Kahui Ako, the work with our SAF, both the Principal and Deputy Principal continued to strengthen their pedagogical leadership.

Through 2018 we continued with our current appraisal process whilst we explored other platforms to support professional growth and met legislative requirements.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Implemented a new school organisation and a range of documentation on 'how we do things' as a result of our Whenuapai project inquiry</p> <p>Further supported our middle leaders to be pedagogical coaches</p> <p>Further strengthened the current appraisal process and documentation and explored Arinui</p> <p>External appraiser engaged for the Principal</p> <p>Comprehensive differentiated professional learning aligned with school need and personal professional development</p> <p>Deputy Principal and Principal engaged in a breadth of professional learning to ensure they stayed abreast of current educational research and could lead pedagogy</p> <p>Further strengthened our engagement with the Kahui Ako</p> <p>Further engaged with our 2017 facilitator for ALL and L&A to deliver the 2018 workplan</p> <p>Teacher inquires at class, team, school wide</p>	<p>A very settled Year 4 cohort</p> <p>A very settled Year 2/3 cohort</p> <p>Setup consistent communication processes school wide</p> <p>Introduction of a Team Weekly Round-Up each Friday sent to families</p> <p>On-going review of the school website to make it more user friendly</p> <p>Great parent/family/whanau engagement in Years 2/3 and 4</p> <p>On-going anecdotal feedback from parent community indicated our communication lines were improving</p> <p>The second Inclusive Practice Survey at a glance shows shift in parent perception and with a move from 100 community survey responses in the first survey to 44 in the second</p> <p>External appraiser completed appraisal for Principal</p> <p>Deputy Principal and Principal were able to be professional leaders and were very involved in MOE contracts</p> <p>Deputy Principal and Principal shared readings and professional learning from their involvement with the Education Group</p>	<p>Through the Whenuapai Project Plan we identified specific areas of challenge that needed to be addressed in 2018 to settle the school organisation</p> <p>We had regular meetings with our SAF to keep up the momentum and focus and review the impact of change</p> <p>A very cohesive working relationship with Principal, Deputy Principal and PA</p> <p>A focus on parent/whanau/student engagement through the ALL project</p> <p>Student progress meetings held and were positively received and valued by parents/whanau and teachers</p> <p>The right people were on our bus and committed to paddling our waka in the same direction</p> <p>Excellent relationship with our ALL and L&A facilitator - high relational trust</p> <p>Excellent relationship with our SAF facilitator - high relational trust</p> <p>Teachers became more familiar and confident with using data to drive their inquires</p>	<p>Continue to monitor our school organisation to ensure it is responsive to the needs of our learners</p> <p>Continue to grow our middle leaders</p> <p>Adopt Arinui as our appraisal platform - trial and review</p> <p>Develop a Professional Learning Plan that focuses on sustainability, building our on new learning from our contract participation and supports student achievement</p> <p>Deputy Principal and Principal continue to be engaged in a breadth of professional learning to ensure they stayed abreast of current educational research-including external PLGs</p> <p>Continue to grow our capability around coaching by implementing a peer coaching model</p> <p>Appoint two new in-school COL teachers</p> <p>Analyse our second Inclusive Practice Survey Tool</p> <p>Focus on developing a whole staff understanding of authentic culturally responsive pedagogy</p> <p>Ensure maths is a key schoolwide focus building on previous professional learning</p>

<p>Used our Inclusive Practice Survey data to strengthen school operations</p> <p>Through the ALL and L&A contracts we moved to de-isolate teacher practise</p> <p>Engaged with an external provider to support our PCTs and overseas trained teacher</p> <p>Introduced social dining in the staffroom</p>	<p>Teacher inquires shared through scheduled team and staff meetings</p> <p>Supported staff well-being through staff well-being meetings EAP services</p> <p>A shift in the collaborative learning culture through the involvement in the contracts and de-isolating teacher practice</p> <p>Strengthening relationships and collegiality</p>	<p>Staff valued each other's wisdom, skills and passions. Staff supported each other professionally and personally</p> <p>Adversity brought the school community closer together and staff felt humbled and valued</p>	<p>Explore Maths play based learning</p> <p>Further strengthen our networks within the Kahui Ako and utilise expertise and journeys</p> <p>Deliberate unpacking of Tapasā</p> <p>Support staff to be confident and competent in saying their pepeha</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Adopt Arinui as our online appraisal tool for 2019 • Be an active participant in our Kahui Ako - through in school lead teachers, SENCO, DP and Principal and Teacher Only day attendance • Develop a Principal/Board Chair relationship • Develop a professional learning plan that supports our teachers to raise student achievement • Develop an annual plan that is responsive to our Inclusive Practice Tool data and aligns with the Kahui Ako five drivers • Administer the Inclusive Practice tool in April and October 2019 • Develop a new reporting model for Board meetings that is aligned to Board work plan • Engage with our new L&A facilitator to develop a workplan to complete allocated hours • Further develop our understanding of coaching-peer, host, impact, solution focused • Through professional learning support our teachers to be authentically culturally responsive with their learners • Support our teachers to become confident through our involvement Te Wananga 			

Analysis of Variance Reporting



School Name: Whenuapai School		School Number: 1572
Strategic Aim:	Respectful Partnerships Effective Communication	
Annual Aim:	Our Community - To promote active parental engagement and involvement in school life.	
Target:	By the end of 2018 we have a clear picture of our current strengths and areas for development in our vision of having positive community engagement which is reflected through Parent Voice.	
Baseline Data:	<p>Through 2018 the school continued to be viewed inconsistently by the wider community. The March Inclusive Practice Survey Tool data identified specific areas for us to focus on. The tool was again administered in October 2018 with the surveys scheduled to be analysed in February 2019. The schools position in the community was further adversely affected by the belief there was a lack of transparency and knowledge pertaining to the Board as well as an ongoing parent concern. Five board members resigned in April 2018 due to their belief that they could no longer manage the parent issue and were not getting the support they required. Prior to April 2018, there were three changes at the Board chair level that year. The school was further buffeted by the media, Official Information Act requests and social media. A Board by-election was held to fill the vacancies. With the guidance of the LSM the outstanding parental concerns were resolved and the school settled.</p> <p>The PTA did an amazing job at re-energising the school community and fostering community engagement and financial support.</p> <p>Our relationship with the Airbase continued to go from strength to strength with our children both Air Force and non Air Force benefiting.</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Processes and practices audited to strengthen the current reality and alignment between policy and process</p> <p>The implementation of the Whenuapai Plan and integration with Inclusive Practice work we were doing</p> <p>Continuing to embed the notion that it 'takes a village to raise a child' and the importance of the home/ school partnership.</p> <p>Administer the Inclusive Practice Survey Tool twice in 2018</p> <p>The physical reorganisation of the Administration area to ensure that the Principal and Deputy Principal were visible and accessible.</p> <p>Delivery of the Whenuapai Project plan and alignment with the Inclusive Practice Survey Tool data</p> <p>An inquiry into the Year 7/8 area of the school</p> <p>Re-organisation of year levels into teams with Year 4 standing alone as a team</p> <p>Alignment of team communication and the implementation of The weekly round-up.</p>	<p>A disconnect between SchoolDocs Policies and school processes were identified in two key policies - Complaints and Behaviour Management</p> <p>We took our work from the Whenuapai Project Team to identify our strategic goals to inform our journey going forward</p> <p>The introduction of SeeSaw and the Weekly Round-Ups were positively embraced</p> <p>Greater visual presence of Principal and Deputy Principal due to office relocation</p> <p>Inclusive Practice Tool data to inform our planning</p> <p>Year 7&8 strengthen with further planning and actions</p> <p>Very settled cohorts and many of the student issues minimised</p> <p>Staff handbook completed and given to support all staff with how we consistently 'do things around here'</p> <p>More streamlined governance and management operations</p>	<p>Identified mismatch between SchoolDocs policies and our actual practice which was causing community angst</p> <p>Relational trust with our SAF</p> <p>Principal and Deputy Principal committed to business as usual with student and well-being at the heart</p> <p>Board of Trustees by-election held and a full complement of trustees appointed</p> <p>Guidance from LSM resolved outstanding issues</p>	<p>Following the on-going review cycle of SchoolDocs and review of our policies and processes</p> <p>Uploading supporting diagrams to SchoolDocs to support actual process</p> <p>Parent handbook given to a parent focus group for review</p> <p>SeeSaw rolled out school-wide</p> <p>Further round of administering the Inclusive Practice Survey Tool in 2019</p> <p>Year 4 cohort to remain stand-alone</p> <p>Staff handbook has been formalised as a school document to inform 'how we do things around here'</p> <p>Introduction of Principal and Deputy Principal catch-up mornings with parents and whanau – twice each term</p> <p>Move PB4L into tier 2 by June 2019</p> <p>PB4L signage introduced to make our values visible to our community</p> <p>Scheduled Hui's with our Maori and Pasifika parents/whanau</p> <p>Consultation process to strengthen our graduate profile for all learners</p>

<p>Through the COL, Deputy Principal became involved with the ECE sup-committee group</p> <p>Trialling of SeeSaw at Year 4 and Year 7/8</p> <p>Further development of a Staff handbook</p> <p>The development of a draft Parent Handbook</p> <p>Strengthening of relationship with Airbase key personnel to support children of deployed personnel and overall communication</p> <p>Ongoing implementation of PB4L and strengthening communication with the community</p> <p>Strengthening our networks as a result of involvement in our Kahui Ako</p> <p>Developed a Strategic Plan for 2019-2021</p> <p>Sought specialist support from the Ministry of Education and a LSM was appointed to support the Boards operations</p>	<p>Greater clarity about governance role</p> <p>Positive mutual relationship with the Airbase that benefits our children</p> <p>A real shift in student behaviour and how we treat ourselves and each other and improved home/school communication about PB4L resulting in greater community understanding</p> <p>Able to spring board off our networks to support our challenges</p> <p>Strategic Plan developed to support our reality using hard data as a result of parent survey</p> <p>A very settled end of 2018 within parent community and de-escalation of complaints</p> <p>Strengthened ECE transitions and support</p>	<p>Further strengthening and aligning of the Weekly Round-Up to incorporate into SeeSaw</p> <p>Introduction and use of the School App to streamline just in time home/school communication</p> <p>Principal, Deputy Principal and SENCO ongoing participation with Kahui Ako working groups</p>
--	---	---

Planning for next year:

- Implementation of SeeSaw school-wide
- Parent Handbook developed and put on to website
- Administer and analyse the Inclusive Practice Survey tool twice in 2019
- Track our shifts in accordance with our Annual Plan
- Two new in-school COL leaders appointed
- Tikanga professional learning group established through the Te Wananga to support engagement with our Maori whanau
- Updating of the school website to ensure it is current and easy to navigate
- Strengthening of the Boards operations
- Succession planning for Board elections
- On-going scheduled review of SchoolDocs policies as per the review schedule and alignment with process and procedures
- Culturally authentic engagement with our community through teaching and learning, celebrations
- Refresh the Whenuapai School vision through community consultation
- On-going engagement with the Airbase
- Formalise the Principal/Deputy Principal termly catch-ups with parents/caregivers and whanau

Analysis of Variance Reporting



School Name:		Whenuapai School	School Number: 1572
Strategic Aim:	Physical, social and emotional		
Annual Aim:	Our Environment - Our inside and outside environments provide safe , attractive learning spaces and reflect our commitment to providing a sound physical and emotional place to be.		
Target:	A nurturing and safe place to belong for all.		
Baseline Data:	<p>At the beginning of 2018 we continued to be unsure about our on-going site development however after the LSM was appointed and the Board at full capacity we engaged with a property consultant-Colin Tucker to review our 5 YA plans. The school by this time had two allocations of spending. There continued to be uncertainty about a master plan for the school going forward so this necessitated us urgently needing to address a raft of building issues to ensure the school provided a safe and healthy environment for all. As per a Ministry of Education directive we limited our out of zone enrolments which contributed to a declining roll.</p> <p>Due to adverse media coverage the Board engaged the services of EPA to provide support to staff anonymously. The leadership team introduced a number of well-being initiatives. The Learning Support and Wellbeing role continued to be pivotal to supporting our students, teachers and family/whanau. Services we engaged with beyond the school gate to support us continued to be stretched and funding hard to access. PB4L, KOS, NEST continued to be embedded into our teaching and learning to support school wellbeing and behaviour. The Bully Ballot and the use of the Inclusive Practice tool were both introduced through 2018 in response to community unrest and the perception our school had an issue with bullying behaviour. Our emergency procedures continued to be strengthened as did the way in which we used SchoolDocs as a policy platform.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Ensured emergency procedures are responsive</p> <p>The development of a 5YA/10YA plan using external expertise and support,</p> <p>On-going unpacking/review of policies on SchoolDocs to ensure they are specific to our school</p> <p>Quality continuous professional learning to support the delivery of Health and Wellbeing programmes</p> <p>.8 FTE allocated to Learning Support and Wellbeing role</p> <p>Clarification of key support staff roles</p> <p>Being legislatively compliant and have an excellent understanding of all our legal obligations</p> <p>Second year of the implementation of PB4L framework</p>	<p>Regular drills for fire, Lockdown and earthquake</p> <p>Connection with Airbase regarding emergency procedures and responsiveness to emergencies</p> <p>A comprehensive plan was approved by the MOE and some work began over the Christmas period. The plan covers two periods of 5YA</p> <p>Used the SchoolDocs review cycle to consistently review policy and align with school process and procedure</p> <p>Programmes were delivered with the support of outside agencies-Police, NEST, PB4L facilitator</p> <p>The Learning Support role was pivotal in supporting students, teachers, family/whanau but was at times compromised through a lack of funding and waiting times to access</p> <p>Principal/DP and PA attended the Educational Law seminar. LSM guided the Board on its legal responsibilities</p> <p>PB4L continued to go from strength to strength and impact on learning community noticeable. Measurable shifts in baseline and check-in data</p>	<p>To be legislatively compliant</p> <p>Monitoring and scheduling was critical</p> <p>Plan was approved late in year and contractors scheduled to begin work either over the break or through 2019</p> <p>In response to the state of our buildings – hence the plan had to be adjusted to respond to need and to ensure and healthy and safe environment for all</p> <p>PA proactive in monitoring and keeping all stakeholders informed of policy review dates</p> <p>Leadership Team aligning policy with practice</p> <p>Responded to a need and through our networks delivered quality programmes</p> <p>The Learning Support system in West Auckland is overloaded</p> <p>Keeping abreast of legislative change to ensure the school acts in a safe legal manner</p> <p>Continued to engage with our MOE facilitator and the PB4L team kept up the momentum and visibility</p>	<p>Continued systematic practises for Fire, lockdown, earthquake</p> <p>On-going delivery of work-plan. Monitored by Consultant and designated Board members</p> <p>On-going review of School docs and Policy alignment with our school processes and procedures.</p> <p>Parent Handbook developed/trialled/implemented. Staff handbook implemented.</p> <p>Due to staffing constraints role to be .4 in 2019 with flexibility built in at key times</p> <p>Continue to up-skill on legal matters</p> <p>PB4L signage, achieve tier 2 by June.</p> <p>Increase visibility and prominence</p>

Planning for next year:

- Delivery of the 5 YA property plan and sign off from MOE by end of 2019
- Through Kahui Ako strengthen Networks for Learning Support
- Achieve Tier 2 of PB4L
- Strengthening of SchoolDocs alignment to our site
- Termly walk throughs by Property team
- Property report to Board
- Health and Safety processes and procedures monitored, reviewed, strengthened
- Follow policy for out of zone enrolments

School

Whenuapai School

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$4932 (excluding GST). The funding was spent on sports equipment. The number of students participating in organised sport increased due to a greater variety of sport and gave the opportunity for all students to participate in sport.