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TE ARA KOROPIKO WEST SPREYDON SCHOOL

Annual Report
For the year ended 31 December 2022

Ministry Number:	3588
Principal:	Marriene Langton
School Address:	147 Lyttelton Street. Christchurch
School Phone:	03 338 8184
School Email:	admin@westspreydon.school.nz

Members of the Board of Trustees

Name	Ceased
Abbey Parsons	
Mirriam Marshall	
Marina Shehata	
Jodi Apiata	
Shaliesh Singh	
Julia Mallett	
Andy Dumbleton	
Tim Hayward	Mar-22
Michael Down	May-22
Rosa Wakefield	Sep-22
Marriene Langton - Principal	

The term finishes except for the principal in June 2025.

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Te Ara Koropiko West Spreydon School
Statement of Responsibility
For the year ended 31 December 2022

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

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

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

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

Abbey Parsons	Marriene Langton
Full Name of Presiding Member	Full Name of Principal
DocuSigned by: 22A89C69340E422...	DocuSigned by: Marriene Langton 2729BEEC39784D6...
Signature of Presiding Member	Signature of Principal
5/25/2023	5/25/2023
Date:	Date:

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Te Ara Koropiko West Spreydon School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue				
Government Grants	2	2,675,386	2,533,849	2,659,931
Locally Raised Funds	3	51,176	3,000	125,865
Interest Earned		7,460	2,000	5,808
		2,734,022	2,538,849	2,791,604
Expenses				
Locally Raised Funds	3	39,825	28,500	40,448
Learning Resources	4	1,794,875	1,721,350	1,745,693
Administration	5	146,799	134,503	125,393
Finance Costs		516	-	692
Property	6	698,206	670,956	667,400
Loss on Disposal of Property, Plant and Equipment		217	-	-
		2,680,438	2,555,309	2,579,626
Net Surplus / (Deficit)		53,584	(16,460)	211,978
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		53,584	(16,460)	211,978

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

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Te Ara Koropiko West Spreydon School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2022

		Actual **2022** **$**	Budget (Unaudited) **2022** **$**	Actual **2021** **$**
Balance at 1 January		1,628,747	1,628,747	1,756,829
Total comprehensive revenue and expense for the year		53,584	(16,460)	211,978
Owner transactions				
Contribution - Furniture and Equipment Grant		-	-	-
Contribution - Ministry of Education school redevelopment	20	(234,479)	-	(340,060)
Equity at 31 December		1,447,852	1,612,287	1,628,747
Accumulated comprehensive revenue and expense		1,447,852	1,612,287	1,628,747
Reserves		-	-	-
Equity at 31 December 2022		1,447,852	1,612,287	1,628,747

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

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Te Ara Koropiko West Spreydon School
Statement of Financial Position
As at 31 December 2022

	Notes	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Assets				
Cash and Cash Equivalents	7	76,137	201,619	445,509
Accounts Receivable	8	144,955	121,000	116,254
GST Receivable		18,200	-	70,831
Prepayments		2,447	500	6,285
Investments	9	369,708	350,000	230,013
		611,447	673,119	868,892
Current Liabilities				
Accounts Payable	11	235,476	178,000	360,929
Revenue Received in Advance	12	26,757	5,000	15,340
Finance Lease Liability - Current Portion	13	6,404	5,000	6,524
		268,637	188,000	382,793
Working Capital Surplus or (Deficit)		342,810	485,119	486,099
Non-current Assets				
Property, Plant and Equipment	10	1,106,885	1,132,168	1,149,168
		1,106,885	1,132,168	1,149,168
Non-current Liabilities				
Finance Lease Liability	13	1,843	5,000	6,520
		1,843	5,000	6,520
Net Assets		1,447,852	1,612,287	1,628,747
Equity		1,447,852	1,612,287	1,628,747

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

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Te Ara Koropiko West Spreydon School
Cash Flow Statement
For the year ended 31 December 2022

	Note	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash flows from Operating Activities				
Government Grants		623,701	518,849	634,526
Locally Raised Funds		53,577	5,401	123,464
Goods and Services Tax (net)		52,631	70,831	(71,098)
Payments to Employees		(296,299)	(246,741)	(257,996)
Payments to Suppliers		(388,961)	(437,183)	4,017
Interest Received		5,554	1,324	8,298
Funds Administered on Behalf of Third Parties		11,417	(10,340)	(44,060)
Net cash from / (to) the Operating Activities		61,620	(97,859)	397,151
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(49,533)	(23,000)	(200,060)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		(139,695)	(119,987)	474,762
Net cash from / (to) the Investing Activities		(189,228)	(142,987)	274,702
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment		-	-	-
Finance Lease Payments		(7,285)	(3,044)	(6,043)
Contribution to Ministry of Education - School Redevelopment		(234,479)	-	(340,060)
Net cash from Financing Activities		(241,764)	(3,044)	(346,103)
Net increase/(decrease) in cash and cash equivalents		(369,372)	(243,890)	325,750
Cash and cash equivalents at the beginning of the year	7	445,509	445,509	119,759
Cash and cash equivalents at the end of the year	7	76,137	201,619	445,509

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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 which form part of these financial statements.

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Te Ara Koropiko West Spreydon School
Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2022

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publically 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 10.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 13.

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

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

c) Revenue Recognition

Government Grants
The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;
Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.
Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

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

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

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

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

d) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

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

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

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

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

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

Property, plant and equipment acquired with individual values under $500 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.

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

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

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

West Spreydon 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.

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

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

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

o) 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).

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

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the School may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

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

q) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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

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

s) Goods and Services Tax (GST)
The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.
The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.
Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Government Grants - Ministry of Education	636,123	518,849	629,065
Teachers' Salaries Grants	1,500,955	1,490,000	1,504,159
Use of Land and Buildings Grants	527,151	525,000	520,554
Other Government Grants	11,157	-	6,153
	2,675,386	2,533,849	2,659,931

The school has opted in to the donations scheme for this year. Total amount received was $43,050

3. Locally Raised Funds

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Revenue			
Donations & Bequests	8,069	-	89,183
Fees for Extra Curricular Activities	41,783	3,000	34,995
Trading	1,324	-	1,687
	51,176	3,000	125,865
Expenses			
Extra Curricular Activities Costs	38,593	28,500	39,708
Trading	1,232	-	740
Extra Curricular Activities Costs	-	-	-
	39,825	28,500	40,448
Surplus for the year Locally raised funds	11,351	(25,500)	85,417

4 Learning Resources

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Curricular	47,928	40,350	27,804
Employee Benefits - Salaries	1,645,285	1,605,000	1,618,695
Staff Development	7,575	36,000	14,119
Depreciation	94,087	40,000	85,075
	1,794,875	1,721,350	1,745,693

5. Administration

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Audit Fee	5,513	5,513	5,250
Board of Trustees Fees	3,260	5,000	3,735
Board of Trustees Expenses	7,377	6,200	3,997
Communication	6,656	7,600	5,852
Consumables	8,714	13,250	9,712
Operating Lease	-	2,000	95
Staff Expenses	20,150	21,850	18,794
Other	13,200	15,090	16,507
Employee Benefits - Salaries	81,929	58,000	61,451
	146,799	134,503	125,393

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6. Property

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Caretaking and Cleaning Consumables	4,744	8,000	6,374
Cyclical Maintenance Provision	-	-	-
Grounds	8,314	5,700	4,926
Heat, Light and Water	39,203	22,000	23,284
Rates	9,615	10,500	6,570
Repairs and Maintenance	42,841	25,256	24,717
Use of Land and Buildings - Non-Integrated	527,151	525,000	520,554
Employee Benefits - Salaries	66,338	74,500	80,975
	698,206	670,956	667,400

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

7. Cash and Cash Equivalents

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash on Hand	500	500	500
Bank Accounts	75,637	201,119	445,009
Short-term Bank Deposits	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	76,137	201,619	445,509

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

8. Accounts Receivable

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Debtors	-	-	2,401
Debtor Ministry of Education	23,063	-	-
Interest Accrued	2,230	1,000	324
Teacher Salaries Grant Receivable	119,662	120,000	113,529
	144,955	121,000	116,254
Receivables from Exchange Transactions	2,230	1,000	2,725
Receivables from Non-Exchange Transactions	142,725	120,000	113,529
	144,955	121,000	116,254

9. Investments

The School's investment activities are classified as follows:

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	369,708	350,000	230,013

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10. Property, Plant and Equipment

2022	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	745,049	-	-	-	(17,775)	727,274
Furniture and Equipment	84,901	-	-	-	(18,362)	66,539
Information and Communication	94,484	51,659	(6,375)	-	(27,596)	112,172
Plant	190,012	-	-	-	(20,410)	169,602
Leased Assets	13,951	2,488	-	-	(5,903)	10,536
Library Resources	20,771	4,032	-	-	(4,041)	20,762
Balance at 31 December 2022	1,149,168	58,179	(6,375)	-	(94,087)	1,106,885

	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $	2021 Cost or Valuation $	2021 Accumulated Depreciation $	2021 Net Book Value $
Buildings	870,592	(143,318)	727,274	870,592	(125,543)	745,049
Furniture and Equipment	231,711	(165,172)	66,539	231,711	(146,810)	84,901
Information and Communication	303,201	(191,029)	112,172	300,863	(206,379)	94,484
Plant	327,604	(158,002)	169,602	327,604	(137,592)	190,012
Leased Assets	27,517	(16,981)	10,536	25,029	(11,078)	13,951
Library Resources	113,205	(92,443)	20,762	109,173	(88,402)	20,771
Balance at 31 December	1,873,830	(766,945)	1,106,885	1,864,972	(715,804)	1,149,168

Restrictions

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

11. Accounts Payable

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Creditors	112,275	50,000	240,159
Employee Benefits Payable - Salaries	119,662	120,000	113,529
Employee Benefits Payable - Leave Accrual	3,539	8,000	7,241
	235,476	178,000	360,929
Payables for Exchange Transactions	112,275	50,000	240,159
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	123,201	128,000	120,770
	235,476	178,000	360,929

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Funds Held on Behalf of Third Parties	26,757	5,000	15,340
	26,757	5,000	15,340

BDO Christchurch

13. Finance Lease Liability

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

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
No Later than One Year	6,404	5,000	6,524
Later than One Year and no Later than Five Years	1,843	5,000	6,520
Future Finance Charges	-	-	-
	8,247	10,000	13,044
Represented by			
Finance lease liability - Current	6,404	5,000	6,524
Finance lease liability - Term	1,843	5,000	6,520
	8,247	10,000	13,044

14. Funds Held for Capital Works Projects

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

	2022	Opening Balances $	Receipts from MoE $	Payments $	Board Contribution $	Closing Balances $
Landscaping	*Completed*	-	25,355	(259,834)	234,479	-
Totals		-	25,355	(259,834)	234,479	-

	2021	Opening Balances $	Receipts from MoE $	Payments $	Board Contribution $	Closing Balances $
Landscaping	*in progress*	-	182,744	(522,804)	340,060	-
Totals		-	182,744	(522,804)	340,060	-

15. 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.

Mr G Langton is the principals husband whose services have been used for website maintenance. Because the total value of all transactions is less than $25,000 for the year, the Board is not required Ministry conflict of interest approval under section 103 of the Education Act 1989.

BDO Christchurch

16. Remuneration

Key management personnel compensation

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

	2022 Actual $	2021 Actual $
Board Members		
Remuneration	3,260	3,735
Leadership Team		
Remuneration	332,331	351,530
Full-time equivalent members	3	3
Total key management personnel remuneration	335,591	355,265
Total full-time equivalent personnel	3.00	3.00

There are 6 members of the Board excluding the Principal and 1 staff representative. The Board had held 9 full meetings of the Board in the year. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2022 Actual	2021 Actual
Salaries and Other Short-term Employee Benefits:	**$000**	**$000**
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	1-10	1-10
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2022 FTE Number	2021 FTE Number
100-120	1	1
	1	1

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

17. 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:

	2022 Actual	2021 Actual
Total	$35,025	$0
Number of People	2	-

18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

BDO Christchurch

Contingent liability - cyclical maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.We also draw your attention to the line item "Reversal of provision" on page 13 where the School has reversed its provision for cyclical maintenance in note 13 because of this significant uncertainty.

Contingent Asset- Additional funding wash up payment

In 2022 the Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) Settlement and the Teacher Aide Pay Equity Settlement. The School is still yet to receive a final wash up that adjusts the estimated quarterly instalments for the actual teacher aides employed in 2022. The Ministry is in the process of determining the amount of the final wash up payment for the year ended 31 December 2022. Even though the payment is probable, the amount to be received is not known with a high level of certainty. The School has therefore not recognised the expected receipt (asset) and income in its financial statements. The payment is expected to be received in July 2023

19. Commitments

(a) Capital Commitments

As at 31 December 2022 the Board had no capital commitments.

(Capital commitments at 31 December 2021: nil)

(b) Operating Commitments

As at 31 December 2022 the Board has entered into the following contracts:

(a) operating lease of a photocopier

	2022 Actual $	2021 Actual $
No later than One Year	3,763	3,763
Later than One Year and No Later than Five Years	941	4,704
Later than Five Years	-	-
	4,704	8,467

20. Distribution of Equity

This balance related to the boards contribution towards the school redevelopment. Due to the original ministry budget for the redevelopment not being sufficient to cover all costs incurred, and in order to be able to complete the building project to the originally agreed specification, the Board contributed to cover any overspends or variations

21. Financial Instruments

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

Cash and receivables

	2022 Actual $	2022 Budget (Unaudited) $	2021 Actual $
Cash and Cash Equivalents	76,137	201,619	445,509
Receivables	144,955	121,000	116,254
Investments - Term Deposits	369,708	350,000	230,013
Total Cash and Receivables	590,800	672,619	791,776
Financial liabilities measured at amortised cost			
Payables	235,476	178,000	360,929
Lease Liability	8,247	10,000	13,044
Total Financial Liabilities Measured at Amortised Cost	243,723	188,000	373,973

22. Comparatives

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

23. Events After Balance Date

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

BDO Christchurch

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TE ARA KOROPIKO
WEST SPREYDON SCHOOL

Te Ara Koropiko West Spreydon School

Annual Report 2022

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Attitude, Adventure, Achievement

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Welcome to Te Ara Koropiko West Spreydon School

We acknowledge those past and present who have worked from the heart, to bring us to this point in our school's history. We acknowledge this whenua and the stories that come from it. We acknowledge Mana Whenua, their tupuna and their matauranga which guide us on our journey. We have been gifted the taonga of a new school name 'Te Ara Koropiko' from Ngāi Tūāhuriri through Matauraka Maahanui. This name is significant to our kura and resonated with our vision and values and acknowledges the significance of our role as kaitiaki in Waitaha. The meaning, Te Koropiko meaning bend/ loop (in relation to the Waimokihi which flows directly behind our kura) and Ara meaning breaking of the waters (childbirth); way, path, track or route. We honour our obligations through a partnership with mana whenua and tangata whenua. We value the sharing of taonga such as matauranga, kapa haka, te reo and tikanga Māori; by this we honour Te Tiriti o Waitangi. We support diversity through the tikanga and holistic pedagogy that is informed through Mātauranga Māori and mana whenua.

Over the next 10 years we are committed to honouring Te Tiriti o Waitangi by:

Peace with justice for all

- Ensuring that all aspects of the experience for whānau and tāmariki are mana-enhancing and that their voices are heard
- Establishing the importance of goals with and for Māori students and whānau
    - Ensure that the goals are clear to staff, whānau and students
    - Develop staff commitment to the goals
- Recognising the diversity of expectations within Māori communities.
- Guarding against the assumption that silence on the part of whānau means they are satisfied with the Māori content provided.
- Valuing whakapapa/whanaungatanga (a sense of belonging), and religious and/or spiritual connections.

Article 1: Practising honourable Kāwanangatanga/ honourable governance

Our school board will:

- Ensure that the process is just and follows tikanga
- Ensure that what was delegated and entrusted to the government is upheld
- Make certain that the term "honourable kāwanatanga/honourable governance", describes the situation where those on the Crown side of the Treaty relationship, such as boards, understand their Treaty responsibilities and work toward meeting them.

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- Promote quality leadership, teaching and learning as the greatest influence on learner achievement
- Provide leadership, support, encouragement and professional development for board members, senior managers and teachers
- Analyse timely, accurate and comprehensive Māori specific data in order to provide quality leadership and authentic responses to the needs of Māori in their schools.
- Remain accountable to students and whānau so that Māori students understand their place in the world, are confident in their identity and optimistic about the future.
- Safeguard the inclusion, involvement and engagement of whānau and ensure that they are invited to participate in making positive contributions to their learning.
- As a good employer, our board will:
    - Appoint staff who are culturally responsive and who value Māori educational aspirations and priorities.
    - Establish a coherent planned approach to Māori educational improvement.
    - Set Leadership appraisal goals that are challenging, specific and linked to strategic goals about improving Māori teaching and learning.
    - Assess goals or progress based on a range of information about teacher practices and Māori student learning
- Effectively resource whānau or members of a Māori community to be involved in school decision-making processes.

Article 2: Promoting TINO RANGATIRATANGA by tangata whenua

Our school board will:

- Be legally accountable for "Māori students to achieve educational success as Māori"
- Promote effective engagement with learners and those who are best placed to support them (parents, whānau, iwi, communities and businesses).
- All school leaders value and acknowledge tāngata Māori, iwi Māori and tāmariki Māori.
- Ensure our school has open and honest communication.
- Take a flexible, responsive approach.
- Develop a curriculum which acknowledges the aspirations and needs of Māori students and whānau.
- Value the Te Tiriti, and cultural diversity.

Article 3: Maori participation in Kawanatanga in ways determined by Māori in relation to tīkanga appropriate ways.

Our school board will:

- Promote joint activities that enable schools and their boards to demonstrate their investment in Māori students and their whānau. Whānau are also able to share diverse insights to help schools become more effective educators of Māori students.

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- Provide effective forums inside and outside the school e.g. Hui, wānanga, and focus groups where information is collated from whānau.
- Collaborate with whānau and iwi.
- Develop policies on building relationships with whānau.
- Ensure that Māori stakeholders in the community are represented in governance, planning and decision-making.
- Include Māori language education within investments in resources and other support.

Article 4: Everybody's belief systems upheld

- Approach students' well-being holistically from physical, spiritual, intellectual, and whānau dimensions
- Acknowledge that a student's level of well-being at school is shown by their satisfaction of life at school, their engagement with learning at home, their social-emotional behaviour and an understanding and acceptance of their identity

We are thrilled to invite you to share our history and future.
In April 2021 we came home, after 15 months on a temporary site, to a brand new purpose-built school, and promptly went into lockdown. Our experiences from the lockdowns, and with ongoing support from our Kahukura colleagues, meant that we were able to facilitate home learning smoothly. The development of Seesaw as our main reporting and communication tool gave us a relatively seamless link with home. We were able to showcase student learning and excellence and celebrate successes. We also learned that what children achieved at home could be included in their overall achievement data. Many children shone during the lockdown and we saw the emergence of skills and talents that we may not otherwise have seen. This has been a springboard for change and innovation as we plan for 2023 and onwards.

Attachment Theory underpins all that we do at our school. We recognise that not all children are at the same level of maturity and brain development and we believe that it is the role of the caring and responsible adults to be the place of safety and teaching.
Our great achievement results over the past year reflect the hard work and commitment of our teachers to use data effectively to change their teaching. Our teachers and support staff are responsive to learning and challenge and they model the school values of Attitude, Adventure, Achievement.

We are in the process of rethinking education and engaging with Te Mātaiaho (NZC refresh). This is an opportunity to reflect on whakapapa of our land and to address equity as well as understanding why Te Tiriti is important to us. We work closely with Kahukura Community of Practice to capitalize on the strengths and experiences of our colleagues across the seven schools.

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Our school has benefitted from generous donations from the community, and our local Ministry of education personnel have advised and supported us so we have been able to build a physical environment that reflects our beliefs about every child having access to quality education and a wide range of experiences.

The school owns bikes, helmets and scooters. That's particularly handy as we have a sophisticated bike track that Bikes in Schools co-designed and to which they generously contributed.

We have two swimming pools which are maintained and operated by our volunteer Pool Committee and available to the local community in after school hours.

These are complemented by a huge adventure playground, a large sandpit filled with Golden Bay sand, an outdoor theatre with a Bluetooth sound system, all weather turf and play areas, shade sails, picnic tables and seating, a smaller outdoor dance floor, nature play areas and gardens, a Gaga Dodgeball pit and raised gardens. The project is nearly completed and the children, and staff, truly love the new environment. We are very grateful for the partnership with the Ministry of Education to see this dream come true.

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Kaiako:
Working in Ti Kōuka
Puna Hao Years 0-2
Hannah Gardiner (Rua) **Team Leader.** Amy Duckmanton (Tahi), Denali Lord (Toru), and Janice Krammer (Wha)
Working in Harakeke
Puna Riko Years 3-4
Ryan Pearce **Team Leader**. Georgia Banks (Tahi), Matt Brorens (Rua), Megan Stewart(Toru)
Working in ToeToe and Raupō
Puna Paranui Years 5-6
Lou Nuuliitia **Team Leader**, Glen Campbell, Tamara Kepa and Charlotte McCone,
PA to the Principal: Helen Ross
Clerical Assistant : Rachael Stafford
Teacher Assistants: Marg Smart, Megan Hilton, Ange Fridd and Isaiah Langton-Harris
Cleaners: Excelsis, Julia, Jamie
Kaitiaki: TBC
School Leadership:
Chairperson of the School Board: Abbey Parsons
Tumuaki: Marriene Langton
Staff School Board Member: Marina Shehata
School Board Members: Jodi Apiata, Julia Mallet, Andy Dumbleton, Miriam Marshall
Deputy Principal: Ryan Pearce
Assistant Principal: Marina Shehata

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The Principal, Deputy Principal and Assistant Principal are the Senior Leadership Team. We work in a shared space. The Middle Leaders are Lou Nuualiitia,and Hannah Gardiner. Our focus is always on raising student achievement through high quality teaching and learning and in ensuring that attachment is the lens through which we view our tamariki.

Kahukura Community of Practice We have been a part of a seven school partnership for the past 9 years.In 2021 ERO published a highly successful case study on our community of practice. We are not a kahui ako, so we are self sustained with our boards' support. Our community of practice includes Addington Te kura Taumatua, Te Kura o Huriawa Thorrington, Cashmere Primary Te Pae Kereru, Somerfield Te Kura Wairepo, Sacred Heart School Te Kura o Te Ngakau Tapu and Christchurch South Intermediate. We have our own Music Festival, Cultural Festival, Deep Learning collaboration, shared TOD, Senco collaboration and MAC initiatives. Our principals also meet together regularly and share strategic planning, professional learning and innovation.

We run many extension and enrichment clubs at lunch times and before and after school. These include: robotics, videography, Code Club, Lego, Epro8, ukulele, choirs, Fuse drumming, toi Maori, sewing, gardening and Nature Agents, PALs, Student Leaders and many more. For a small school our staff has made a huge commitment to offer a rich and diverse curriculum, way above expectation.

After school we have competition teams in basketball, netball, touch and athletics. These are run by teachers and parent coaches and managers.

We partner with Origin Sport and have a sports coach who works with Year 3 students to build a skills base for a variety of spots and activities. We use our KiwiSport funding to support this initiative. We are a Healthy and Active Schools partner and have had huge support from Sport Canterbury in a number of initiatives. Cross Over trust is a community based group who support our school in a multi-leveled approach. The community is at the heart of the school and we are generously served by volunteers and parent commitment. In non-Covid times we are blessed with sports coaches, volunteers for camps and excursions, student support in clubs, counseling and mentors.

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Te Ara Koropiko West Spreydon School

Values, Whakataukī and Beliefs 2023 - 2025

Attitude, Adventure, Achievement

Whakataukī:

Whāia te iti kahurangi, ki te tuohu koe me he maunga teitei (Pursue excellence, should you stumble, let it be to the lofty mountain.)

At Te Ara Koropiko West Spreydon School we believe that:

- Education is a key to equality, democracy and a healthy society
- Numeracy and literacy skills lay the foundation for lifelong learning
- School should be a catalyst to inspire and empower lifelong learning
- Children learn best when the family, school and community work together
- Learning is an adventure

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- We have an obligation to support each other to do our best to be our best
- Our teachers make a difference
- Diversity adds richness to life and life long learning
- A sense of humour brings perspective and resilience
- Every child is special and deserves to have a sense of belonging to a special place
- Every child will leave our school knowing that at least one staff member loved him/her
- Learning can happen anywhere at anytime
- It is the adults' job to believe that every child can reach his/her full potential as a human being
- We have an obligation to challenge ourselves to do our best to be our best

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Te Ara Koropiko West Spreydon School Strategic Goals 2023-2025

Attitude, Adventure Achievement

Attitude…
Our kura; a place where identity and belonging are important and they are everyone's responsibility.
Adventure…
Extend creative teaching and learning, using all of the environment and all of the strengths and talents of kaiako and tamariki
Achievement…
Promote high expectations to secure success for all in learning, capability and leadership.

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Te Ara Koropiko West Spreydon School
Strategic Goals and Annual Plan 2023

Strategic Goal 1

Attitude…

Our kura; a place where identity and belonging are important and they are everyone's responsibility. Promote He iwi kotahitanga - we are one (in the sense of unity, togetherness, solidarity, collective action)

NELP Objective 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Annual Goal and Targets

1.1. Implement a wellbeing and belonging strategy for kaiako and tamariki and their whanau.

1.2. Promote Healthy and Active Schools pedagogy and practice.

1.3. Re design our school curriculum to reflect best practice, aspirational achievement and cultural responsiveness

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Te Ara Koropiko West Spreydon School

Strategic Goal - 2

Adventure...

Extend creative teaching and learning, using all of the environment and all of the strengths and talents of kaiako and tamariki

NELP Objective 2

BARRIER-FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3. Including Māori and Pacific learners/ākonga etc to reduce barriers towards education for all by incorporating pedagogies, practices and cultural understandings that will support the aspirations of all diverse learners.

4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

NELP Objective 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

5. All staff to develop their confidence with te reo Māori and tikanga and to incorporate Te Ao Māori into the everyday life of the place of learning

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Annual Goals and Targets

2.1. Complete the cultural landmarks in our school that reflect our cultural narrative; our place and our story

2.2. Begin the curriculum review process and implementation of Te Mātaiaho (NZC refresh)

2.3. Strengthen the SENCO, pastoral care and enrichment roles and responsibilities in our kura to best meet the needs of all students

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Te Ara Koropiko West Spreydon School

Strategic Goal - 3

Achievement...

Promote high expectations to secure success for all in learning, capability and leadership.

NELP Objective 3.

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

NELP Objective 4.

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

3.1. Coach and mentor kaiako and akonga into a variety of leadership roles.
3.2 Create opportunities for learning that links to the real world.

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Te Ara Koropiko West Spreydon School
Data and Analysis of Variance 2022

Whole School Reading TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	6	4.4%	6	4.4%	82	59.9%	43	31.4%	137
	Female	6	4.3%	6	4.3%	79	56.0%	50	35.5%	141
	Total	12	4.3%	12	4.3%	161	57.9%	93	33.5%	278
Maori	Male	1	3.2%	2	6.5%	19	61.3%	9	29.0%	31
	Female	2	5.7%	4	11.4%	20	57.1%	9	25.7%	35
	Total	3	4.5%	6	9.1%	39	59.1%	18	27.3%	66
Pasifika	Male	1	8.3%	0	0.0%	7	58.3%	4	33.3%	12
	Female	0	0.0%	0	0.0%	7	70.0%	3	30.0%	10
	Total	1	4.5%	0	0.0%	14	63.6%	7	31.8%	22
Asian	Male	0	0.0%	0	0.0%	11	68.8%	5	31.3%	16
	Female	1	9.1%	0	0.0%	5	45.5%	5	45.5%	11
	Total	1	3.7%	0	0.0%	16	59.3%	10	37.0%	27
MELAA	Male	1	14.3%	0	0.0%	4	57.1%	2	28.6%	7
	Female	0	0.0%	0	0.0%	4	66.7%	2	33.3%	6
	Total	1	7.7%	0	0.0%	8	61.5%	4	30.8%	13
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
NZ/European	Male	3	4.2%	4	5.6%	41	57.7%	23	32.4%	71
	Female	3	3.9%	2	2.6%	41	53.2%	31	40.3%	77
	Total	6	4.1%	6	4.1%	82	55.4%	54	36.5%	148

	Well Below	Below	At	Above
Y0			100% (30)	
Y1			85% (33)	15% (6)
Y2	10% (4)	5% (2)	53% (21)	33% (13)
Y3	5% (2)	7% (3)	54% (22)	34% (14)
Y4	3% (1)	15% (6)	74% (29)	8% (3)
Y5	8% (4)		42% (20)	50% (24)
Y6	2% (1)	2% (1)	15% (6)	80% (33)
Total pupils	4 % (12)	4 % (12)	58 % (161)	33 % (93)

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Whole School Writing TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	5	3.6%	12	8.8%	109	79.6%	11	8.0%	137
	Female	4	2.8%	15	10.6%	103	73.0%	19	13.5%	141
	Total	9	3.2%	27	9.7%	212	76.3%	30	10.8%	278
Maori	Male	0		3	9.7%	26	83.9%	2	6.5%	31
	Female	1	2.9%	7	20.0%	26	74.3%	1	2.9%	35
	Total	1	1.5%	10	15.2%	52	78.8%	3	4.5%	66
Pasifika	Male	2	16.7%	2	16.7%	7	58.3%	1	8.3%	12
	Female	0		3	30.0%	5	50.0%	2	20.0%	10
	Total	2	9.1%	5	22.7%	12	54.5%	3	13.6%	22
Asian	Male	0		0		15	93.8%	1	6.3%	16
	Female	0		2	18.2%	7	63.6%	2	18.2%	11
	Total	0		2	7.4%	22	81.5%	3	11.1%	27
MELAA	Male	1	14.3%	0		4	57.1%	2	28.6%	7
	Female	0		0		4	66.7%	2	33.3%	6
	Total	1	7.7%	0		8	61.5%	4	30.8%	13
Other	Male	0		0		0		0		0
	Female	0		0		2	100.0%	0		2
	Total	0		0		2	100.0%	0		2
NZ/European	Male	2	2.8%	7	9.9%	57	80.3%	5	7.0%	71
	Female	3	3.9%	3	3.9%	59	76.6%	12	15.6%	77
	Total	5	3.4%	10	6.8%	116	78.4%	17	11.5%	148

10293	Well Below	Below	At	Above
Y0			100% (30)	
Y1			90% (35)	10% (4)
Y2	10% (4)	8% (3)	83% (33)	
Y3	5% (2)	10% (4)	73% (30)	12% (5)
Y4		18% (7)	62% (24)	21% (8)
Y5	4% (2)	21% (10)	65% (31)	10% (5)
Y6	2% (1)	7% (3)	71% (29)	20% (8)
Totals	3.2% 9	9.7% 27	76.3% 212	10.8% 30

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Whole School Mathematics TPJ 2022

All students Years 1 - 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	4	2.9%	8	5.8%	95	69.3%	30	21.9%	137
	Female	4	2.8%	13	9.2%	106	75.2%	18	12.8%	141
	Total	8	2.9%	21	7.6%	201	72.3%	48	17.3%	278
Maori	Male	0		4	12.9%	23	74.2%	4	12.9%	31
	Female	1	2.9%	5	14.3%	29	82.9%	0		35
	Total	1	1.5%	9	13.6%	52	78.8%	4	6.1%	66
Pasifika	Male	2	16.7%	1	8.3%	8	66.7%	1	8.3%	12
	Female	0		3	30.0%	6	60.0%	1	10.0%	10
	Total	2	9.1%	4	18.2%	14	63.6%	2	9.1%	22
Asian	Male	0		0		11	68.8%	5	31.3%	16
	Female	0		2	18.2%	6	54.5%	3	27.3%	11
	Total	0		2	7.4%	17	63.0%	8	29.6%	27
MELAA	Male	1	14.3%	0		5	71.4%	1	14.3%	7
	Female	0		0		6	100.0%	0		6
	Total	1	7.7%	0		11	84.6%	1	7.7%	13
Other	Male	0		0		0		0		0
	Female	0		1	50.0%	1	50.0%	0		2
	Total	0		1	50.0%	1	50.0%	0		2
NZ/European	Male	1	1.4%	3	4.2%	48	67.6%	19	26.8%	71
	Female	3	3.9%	2	2.6%	58	75.3%	14	18.2%	77
	Total	4	2.7%	5	3.4%	106	71.6%	33	22.3%	148

	Well Below	Below	At	Above
Y0			100% (30)	
Y1			92% (36)	8% (3)
Y2	8% (3)	10% (4)	50% (20)	33% (13)
Y3	5% (2)	12% (5)	66% (27)	17% (7)
Y4		13% (5)	79% (31)	8% (3)
Y5	4% (2)	15% (7)	52% (25)	29% (14)
Y6	2% (1)		78% (32)	20% (8)
Total pupils	3 % (8)	8 % (21)	72 % (201)	17 % (48)

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Reading TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	11.1%	1	5.6%	11	61.1%	4	22.2%	18
	Female	2	9.1%	1	4.5%	10	45.5%	9	40.9%	22
	Total	4	10.0%	2	5.0%	21	52.5%	13	32.5%	40
Maori	Male	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4
	Female	0	0.0%	1	20.0%	4	80.0%	0	0.0%	5
	Total	0	0.0%	1	11.1%	6	66.7%	2	22.2%	9
Pasifika	Male	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	1	33.3%	0	0.0%	2	66.7%	0	0.0%	3
Asian	Male	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
MELAA	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
NZ/European	Male	1	10.0%	1	10.0%	8	80.0%	0	0.0%	10
	Female	2	14.3%	0	0.0%	3	21.4%	9	64.3%	14
	Total	3	12.5%	1	4.2%	11	45.8%	9	37.5%	24

Learning Register

- Teaching collaborations and sharing children across the whole team
- Reading Recovery (7)
- ESOL (8)
- Quick60 (3)
- Targeted phonics (RTLB) - (6)
- Cross-grouping for phonics - whole cohort
- Essential lists individually given to children.
- Literacy tier 2 - (4)

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Reading TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0.0%	3	11.5%	14	53.8%	9	34.6%	26
	Female	2	13.3%	0	0.0%	8	53.3%	5	33.3%	15
	Total	2	4.9%	3	7.3%	22	53.7%	14	34.1%	41
Maori	Male	0	0.0%	2	28.6%	4	57.1%	1	14.3%	7
	Female	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Total	1	11.1%	2	22.2%	5	55.6%	1	11.1%	9
Pasifika	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
Asian	Male	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
MELAA	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	0	0.0%	1	6.7%	8	53.3%	6	40.0%	15
	Female	1	11.1%	0	0.0%	4	44.4%	4	44.4%	9
	Total	1	4.2%	1	4.2%	12	50.0%	10	41.7%	24

Learning Register

- Quick 60 (5)
- 5 Plus Intervention (12)
- Word Building (1)
- Needs based groups for all children
- Individualised reading programme (3)
- Integrated learning across curriculum subjects
- ASLA - Accelerated Structured Literacy Approach (8)
- ESOL (3)

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Reading TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	7.1%	1	7.1%	11	78.6%	1	7.1%	14
	Female	0	0.0%	5	20.0%	18	72.0%	2	8.0%	25
	Total	1	2.6%	6	15.4%	29	74.4%	3	7.7%	39
Maori	Male	0	0.0%	0	0.0%	4	80.0%	1	20.0%	5
	Female	0	0.0%	3	37.5%	5	62.5%	0	0.0%	8
	Total	0	0.0%	3	23.1%	9	69.2%	1	7.7%	13
Pasifika	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0.0%	0	0.0%	3	100.0%	0	0.0%	3
Asian	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2
MELAA	Male	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0.0%	0	0.0%	3	100.0%	0	0.0%	3
	Total	0	0.0%	0	0.0%	5	100.0%	0	0.0%	5
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	1	20.0%	1	20.0%	3	60.0%	0	0.0%	5
	Female	0	0.0%	2	18.2%	8	72.7%	1	9.1%	11
	Total	1	6.3%	3	18.8%	11	68.8%	1	6.3%	16

Learning Register

- 5 Plus Intervention (5)
- Needs based groups for all children
- Individualised programmes (2)
- Integrated learning across curriculum subjects
- ASLA - Accelerated Structured Literacy Approach (7)
- ASLA Tier 2 (4)
- ESOL (4)

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Reading TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	0	0%	9	39.1%	12	52.2%	23
	Female	2	8.0%	0	0%	11	44.0%	12	48.0%	25
	Total	4	8.3%	0	0%	20	41.7%	24	50.0%	48
Maori	Male	1	50.0%	0	0%	0	0%	1	50.0%	2
	Female	1	14.3%	0	0%	3	42.9%	3	42.9%	7
	Total	2	22.2%	0	0%	3	33.3%	4	44.4%	9
Pasifika	Male	0	0%	0	0%	4	100.0%	0	0%	4
	Female	0	0%	0	0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0%	5	83.3%	1	16.7%	6
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	1	16.7%	0	0%	3	50.0%	2	33.3%	6
	Total	1	14.3%	0	0%	4	57.1%	2	28.6%	7
MELAA	Male	1	50.0%	0	0%	0	0%	1	50.0%	2
	Female	0		0	0%	0	0%	1	100.0%	1
	Total	1	33.3%	0	0%	0	0%	2	66.7%	3
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0		0	0%	0	0%	0		0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	4	28.6%	10	71.4%	14
	Female	0		0	0%	4	44.4%	5	55.6%	9
	Total	0	0%	0	0%	8	34.8%	15	65.2%	23

Learning Register

- Book club extension in Puna Paranui (14)
- AVAILLL (Audio Visual Achievement in Literacy Language and Learning) - whole cohort (89)
- Modified 7 Plus programme (20)
- 5 Plus Intervention (5)
- 7 Plus Intervention (7)
- ESOL (5)
- Adapted ESOL Programme (1)

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Reading TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	1	4.5%	4	18.2%	16	72.7%	22
	Female	0	0.0%	0	0.0%	2	10.5%	17	89.5%	19
	Total	1	2.4%	1	2.4%	6	14.6%	33	80.5%	41
Maori	Male	0	0.0%	0	0.0%	2	33.3%	4	66.7%	6
	Female	0	0.0%	0	0.0%	1	14.3%	6	85.7%	7
	Total	0	0.0%	0	0.0%	3	23.1%	10	76.9%	13
Pasifika	Male	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5
Asian	Male	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2
MELAA	Male	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	1	10.0%	1	10.0%	2	20.0%	6	60.0%	10
	Female	0	0.0%	0	0.0%	1	11.1%	8	88.9%	9
	Total	1	5.3%	1	5.3%	3	15.8%	14	73.7%	19

Learning Register

- Book club extension in Puna Paranui (22)
- AVAILLL (Audio Visual Achievement in Literacy Language and Learning) - whole cohort (89)
- Modified 7 Plus programme (4)
- 5 Plus Intervention (1)
- 7 Plus Intervention (1)
- ESOL (3)

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Writing TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	11.1%	1	5.6%	15	83.3%	0	0%	18
	Female	2	9.1%	2	9.1%	18	81.8%	0	0%	22
	Total	4	10.0%	3	7.5%	33	82.5%	0	0%	40
Maori	Male	0	0%	0	0%	4	100.0%	0	0%	4
	Female	0	0%	1	20.0%	4	80.0%	0	0%	5
	Total	0	0%	1	11.1%	8	88.9%	0	0%	9
Pasifika	Male	1	100.0%	0	0%	0	0%	0	0%	1
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	1	33.3%	1	33.3%	1	33.3%	0	0%	3
Asian	Male	0	0%	0	0%	3	100.0%	0	0%	3
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	3	100.0%	0	0%	3
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	1	100.0%	0	0%	1
NZ/European	Male	1	10.0%	1	10.0%	8	80.0%	0	0%	10
	Female	2	14.3%	0	0%	12	85.7%	0	0%	14
	Total	3	12.5%	1	4.2%	20	83.3%	0	0%	24

Learning Register

- In class modified writing (1)
- Ability based and cross grouped
- Impact Analysis Cycle
- ESOL (3)

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Writing TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	7.7%	21	80.8%	3	11.5%	26
	Female	2	13.3%	2	13.3%	9	60.0%	2	13.3%	15
	Total	2	4.9%	4	9.8%	30	73.2%	5	12.2%	41
Maori	Male	0	0%	2	28.6%	4	57.1%	1	14.3%	7
	Female	1	50.0%	0	0%	1	50.0%	0	0%	2
	Total	1	11.1%	2	22.2%	5	55.6%	1	11.1%	9
Pasifika	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	0	0%	1	50.0%	1	50.0%	0	0%	2
Asian	Male	0	0%	0	0%	3	100.0%	0	0%	3
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	4	100.0%	0	0%	4
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	2	100.0%	0	0%	2
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	0	0%	13	86.7%	2	13.3%	15
	Female	1	11.1%	1	11.1%	5	55.6%	2	22.2%	9
	Total	1	4.2%	1	4.2%	18	75.0%	4	16.7%	24

Learning Register

- Targeted children through Impact Analysis Cycle process
- Story writing intervision (1)
- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Needs-based spelling programme
- Individualised writing programme (2)
- ESOL (3)

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Writing TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	14.3%	10	71.4%	2	14.3%	14
	Female	0	0%	5	20.0%	14	56.0%	6	24.0%	25
	Total	0	0%	7	17.9%	24	61.5%	8	20.5%	39
Maori	Male	0	0%	0	0%	4	80.0%	1	20.0%	5
	Female	0	0%	4	50.0%	3	37.5%	1	12.5%	8
	Total	0	0%	4	30.8%	7	53.8%	2	15.4%	13
Pasifika	Male	0	0%	0	0%	1	100.0%	0		1
	Female	0	0%	0	0%	1	50.0%	1	50.0%	2
	Total	0	0%	0	0%	2	66.7%	1	33.3%	3
Asian	Male	0	0%	0	0%	1	100.0%	0		1
	Female	0	0%	0	0%	0	0%	1	100.0%	1
	Total	0	0%	0	0%	1	50.0%	1	50.0%	2
MELAA	Male	0	0%	0	0%	2	100.0%	0		2
	Female	0	0%	0	0%	2	66.7%	1	33.3%	3
	Total	0	0%	0	0%	4	80.0%	1	20.0%	5
Other	Male	0	0%	0	0%	0	0%	0		0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	2	40.0%	2	40.0%	1	20.0%	5
	Female	0	0%	1	9.1%	8	72.7%	2	18.2%	11
	Total	0	0%	3	18.8%	10	62.5%	3	18.8%	16

Learning Register

- Targeted children through Impact Analysis Cycle process
- Story writing intervision (1)
- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Needs-based spelling programme
- ESOL (4)

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Writing TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	4	17.4%	15	65.2%	2	8.7%	23
	Female	0	0%	6	24.0%	16	64.0%	3	12.0%	25
	Total	2	4.2%	10	20.8%	31	64.6%	5	10.4%	48
Maori	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	0	0%	2	28.6%	5	71.4%	0	0%	7
	Total	0	0%	2	22.2%	7	77.8%	0	0%	9
Pasifika	Male	1	25.0%	2	50.0%	1	25.0%	0	0%	4
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	1	16.7%	3	50.0%	2	33.3%	0	0%	6
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	2	33.3%	4	66.7%	0	0%	6
	Total	0	0%	2	28.6%	5	71.4%	0	0%	7
MELAA	Male	1	50.0%	0	0%	0	0%	1	50.0%	2
	Female	0	0%	0	0%	0	0%	1	100.0%	1
	Total	1	33.3%	0	0%	0	0%	2	66.7%	3
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	2	14.3%	11	78.6%	1	7.1%	14
	Female	0	0%	1	11.1%	6	66.7%	2	22.2%	9
	Total	0	0%	3	13.0%	17	73.9%	3	13.0%	23

Learning Register

- Targeted writing group through Impact Analysis cycle
- ESOL (3)
- Sounds Alive Spelling programme (13)

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Writing TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	3	13.6%	14	63.6%	4	18.2%	22
	Female	0	0.0%	0	0.0%	15	78.9%	4	21.1%	19
	Total	1	2.4%	3	7.3%	29	70.7%	8	19.5%	41
Maori	Male	0	0.0%	1	16.7%	5	83.3%	0	0.0%	6
	Female	0	0.0%	0	0.0%	7	100.0%	0	0.0%	7
	Total	0	0.0%	1	7.7%	12	92.3%	0	0.0%	13
Pasifika	Male	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	0	0.0%	4	80.0%	1	20.0%	5
Asian	Male	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2
MELAA	Male	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	0	0.0%	1	50.0%	1	50.0%	2
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	1	10.0%	2	20.0%	6	60.0%	1	10.0%	10
	Female	0	0.0%	0	0.0%	6	66.7%	3	33.3%	9
	Total	1	5.3%	2	10.5%	12	63.2%	4	21.1%	19

Learning Register

- Targeted writing group through Impact Analysis Cycle
- Sounds Alive Spelling programme (3)

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Maths TPJ Year 2

Year 2		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	5.6%	1	5.6%	8	44.4%	8	44.4%	18
	Female	2	9.1%	3	13.6%	12	54.5%	5	22.7%	22
	Total	3	7.5%	4	10.0%	20	50.0%	13	32.5%	40
Maori	Male	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4
	Female	0	0.0%	1	20.0%	4	80.0%	0	0.0%	5
	Total	0	0.0%	1	11.1%	6	66.7%	2	22.2%	9
Pasifika	Male	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
	Female	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2
	Total	1	33.3%	1	33.3%	1	33.3%	0	0.0%	3
Asian	Male	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
MELAA	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
	Total	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1
NZ/European	Male	0	0.0%	1	10.0%	5	50.0%	4	40.0%	10
	Female	2	14.3%	0	0.0%	7	50.0%	5	35.7%	14
	Total	2	8.3%	1	4.2%	12	50.0%	9	37.5%	24

Learning Register

- Teaching collaborations and sharing children across the whole team
- Just in Time Maths Approach
- Number knowledge goals given to individual children

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Maths TPJ Year 3

Year 3		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0.0%	2	7.7%	15	57.7%	9	34.6%	26
	Female	2	13.3%	0	0.0%	8	53.3%	5	33.3%	15
	Total	2	4.9%	2	4.9%	23	56.1%	14	34.1%	41
Maori	Male	0	0.0%	2	28.6%	4	57.1%	1	14.3%	7
	Female	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Total	1	11.1%	2	22.2%	5	55.6%	1	11.1%	9
Pasifika	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Total	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
Asian	Male	0	0.0%	0	0.0%	1	33.3%	2	66.7%	3
	Female	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1
	Total	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4
MELAA	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	0	0.0%	0	0.0%	9	60.0%	6	40.0%	15
	Female	1	11.1%	0	0.0%	4	44.4%	4	44.4%	9
	Total	1	4.2%	0	0.0%	13	54.2%	10	41.7%	24

Learning Register

- Needs based groups for all children
- Interchange with 3 classes
- Integrated learning across curriculum subjects
- Just in Time Approach across the team
- Individualised maths programme (2)

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Maths TPJ Year 4

Year 4		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	2	14.3%	10	71.4%	2	14.3%	14
	Female	0	0%	3	12.0%	21	84.0%	1	4.0%	25
	Total	0	0%	5	12.8%	31	79.5%	3	7.7%	39
Maori	Male	0	0%	1	20.0%	3	60.0%	1	20.0%	5
	Female	0	0%	2	25.0%	6	75.0%	0		8
	Total	0	0%	3	23.1%	9	69.2%	1	7.7%	13
Pasifika	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	2	100.0%	0		2
	Total	0	0%	0	0%	3	100.0%	0	0%	3
Asian	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	0	0%	1	100.0%	1
	Total	0	0%	0	0%	1	50.0%	1	50.0%	2
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	0	0%	0	0%	3	100.0%	0	0%	3
	Total	0	0%	0	0%	5	100.0%	0	0%	5
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	1	20.0%	3	60.0%	1	20.0%	5
	Female	0	0%	1	9.1%	10	90.9%	0	0%	11
	Total	0	0%	2	12.5%	13	81.3%	1	6.3%	16

Learning Register

- Needs based groups for all children
- Interchange within 3 classes
- Integrated learning across curriculum subjects
- Just in Time Approach across the team

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Maths TPJ Year 5

Year 5		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	2	8.7%	2	8.7%	10	43.5%	9	39.1%	23
	Female	0	0.0%	5	20.0%	15	60.0%	5	20.0%	25
	Total	2	4.2%	7	14.6%	25	52.1%	14	29.2%	48
Maori	Male	0	0.0%	0	0.0%	2	100.0%	0	0.0%	2
	Female	0	0.0%	2	28.6%	5	71.4%	0	0.0%	7
	Total	0	0.0%	2	22.2%	7	77.8%	0	0.0%	9
Pasifika	Male	1	25.0%	1	25.0%	2	50.0%	0	0.0%	4
	Female	0	0.0%	1	50.0%	0	0.0%	1	50.0%	2
	Total	1	16.7%	2	33.3%	2	33.3%	1	16.7%	6
Asian	Male	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Female	0	0.0%	2	33.3%	3	50.0%	1	16.7%	6
	Total	0	0.0%	2	28.6%	4	57.1%	1	14.3%	7
MELAA	Male	1	50.0%	0	0.0%	1	50.0%	0	0.0%	2
	Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
	Total	1	33.3%	0	0.0%	2	66.7%	0	0.0%	3
Other	Male	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
	Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
NZ/European	Male	0	0.0%	1	7.1%	4	28.6%	9	64.3%	14
	Female	0	0.0%	0	0.0%	6	66.7%	3	33.3%	9
	Total	0	0.0%	1	4.3%	10	43.5%	12	52.2%	23

Learning Register

- Mathematical inquiries through Just in Time Maths (Statistics, Sport, Measurement and Geometry) self directed and coached using Seesaw
- Teaching collaborative maths in mixed ability groups across the team once a week using recall and reason games in Just in Time Maths
- STEM challenge day
- Targeted Accelerated Group (4)

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Maths TPJ Year 6

Year 6		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	1	4.5%	0	0%	17	77.3%	4	18.2%	22
	Female	0	0%	0	0%	15	78.9%	4	21.1%	19
	Total	1	2.4%	0	0%	32	78.0%	8	19.5%	41
Maori	Male	0	0%	0	0%	6	100.0%	0	0%	6
	Female	0	0%	0	0%	7	100.0%	0	0%	7
	Total	0	0%	0	0%	13	100.0%	0	0%	13
Pasifika	Male	0	0%	0	0%	3	75.0%	1	25.0%	4
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	4	80.0%	1	20.0%	5
Asian	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	0	0%	1	100.0%	1
	Total	0	0%	0	0%	0	0%	2	100.0%	2
MELAA	Male	0	0%	0	0%	0	0%	1	100.0%	1
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	1	50.0%	1	50.0%	2
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	1	10.0%	0	0%	8	80.0%	1	10.0%	10
	Female	0	0%	0	0%	6	66.7%	3	33.3%	9
	Total	1	5.3%	0	0%	14	73.7%	4	21.1%	19

Learning Register

- Mathematical inquiries through Just in Time Maths (Statistics, Sport, Measurement and Geometry) self directed and coached using Seesaw
- Teaching collaborative maths in mixed ability groups across the team once a week using recall and reason games in Just in Time Maths
- STEM challenge day
- Targeted Accelerated Group (1)

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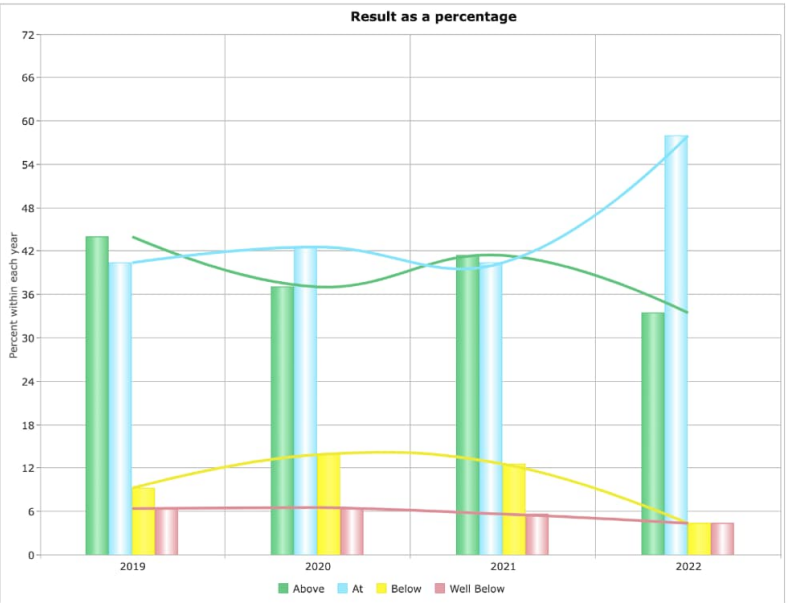
Reading TPJ Year Level Graph 2022



(10292) Reading

	2019	2020	2021	2022
Above	124	102	125	93
At	114	117	122	161
Below	26	38	38	12
Well Below	18	18	17	12
Totals	282	275	302	278

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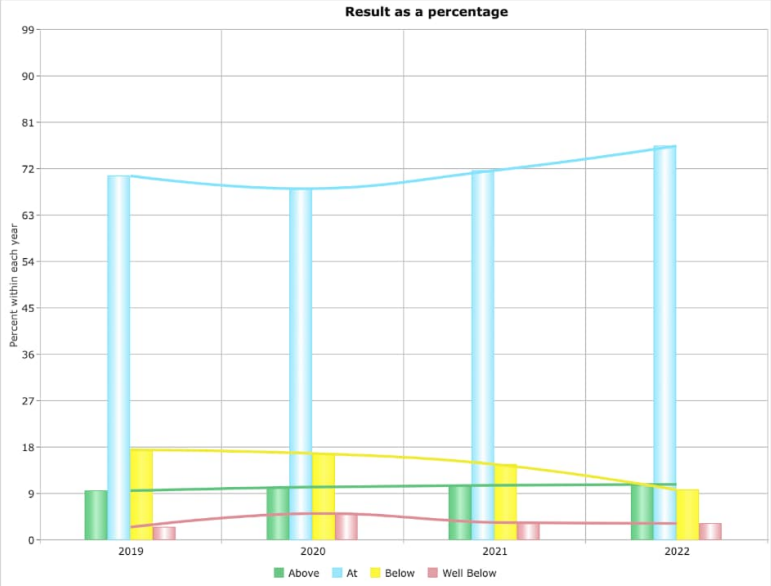
Writing TPJ Year Level Graph 2022



(10293) Writing

	2019	2020	2021	2022
Above	27	28	32	30
At	199	187	216	212
Below	49	46	44	27
Well Below	7	14	10	9
Totals	282	275	302	278

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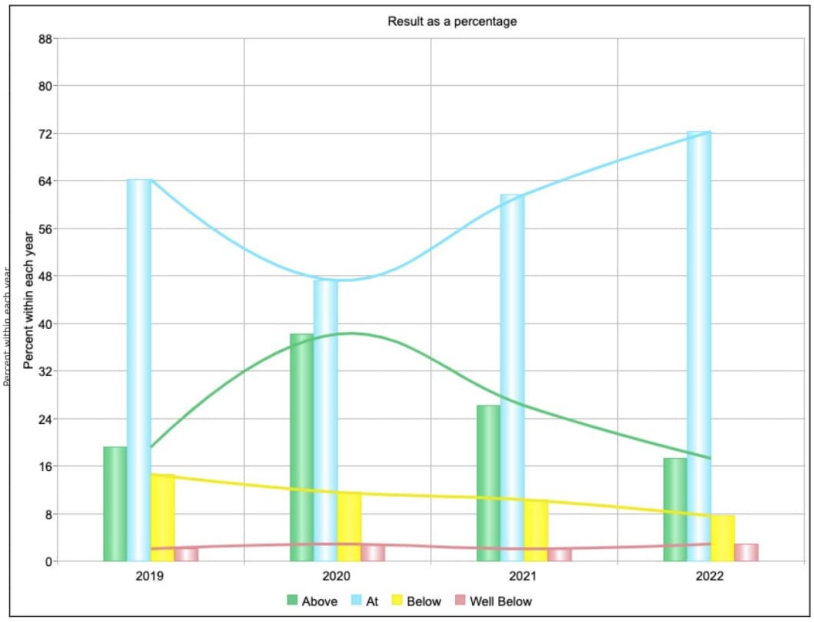
Mathematics TPJ Year Level Graph 2022



(10294) Maths

	2019	2020	2021	2022
Above	54	105	79	48
At	181	130	186	201
Below	41	32	31	21
Well Below	6	8	6	8
Totals	282	275	302	278

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Reading TPJ Progress Data (2021 to 2022)

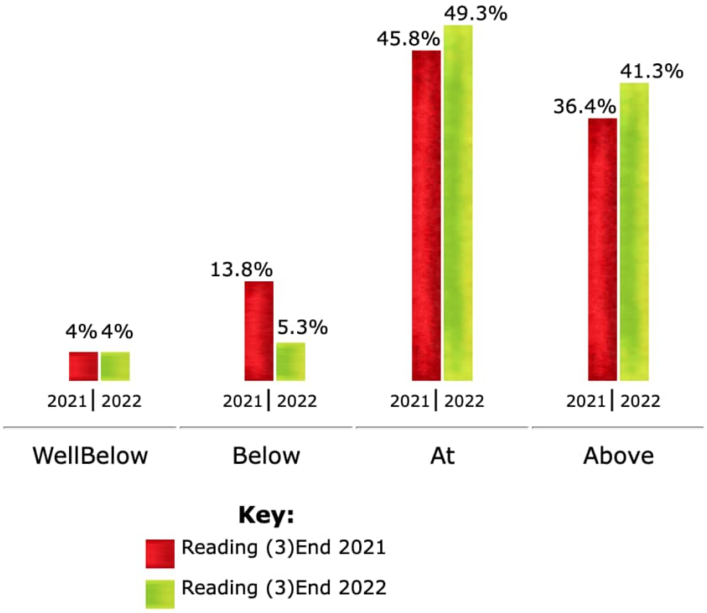
This data only includes children who have completed data over these two years

Reading (3)End2022
All Pupils 2021

10292	Well Below	Below	At	Above
Y0			100% (22)	
Y1		18% (7)	50% (20)	33% (13)
Y2	8% (3)	8% (3)	38% (15)	48% (19)
Y3	11% (4)	8% (3)	53% (20)	29% (11)
Y4	2% (1)	28% (13)	40% (19)	30% (14)
Y5	3% (1)	13% (5)	18% (7)	66% (25)
Y6				
Totals	4% 9	13.8% 31	45.8% 103	36.4% 82

Reading (3)End2022
All Pupils 2022

10292	Well Below	Below	At	Above
Y0				
Y1			73% (16)	27% (6)
Y2	10% (4)	5% (2)	53% (21)	33% (13)
Y3	3% (1)	8% (3)	55% (22)	35% (14)
Y4	3% (1)	16% (6)	74% (28)	8% (3)
Y5	6% (3)		43% (20)	51% (24)
Y6		3% (1)	11% (4)	87% (33)
Totals	4% 9	5.3% 12	49.3% 111	41.3% 93



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Writing TPJ Progress Data (2021 to 2022)

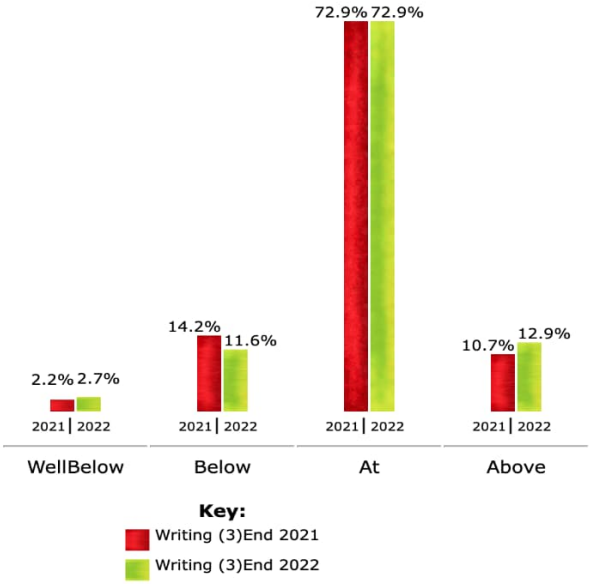
This data only includes children who have completed data over these two years

Writing (3)End2022
All Pupils 2021

10293	Well Below	Below	At	Above
Y0			100% (22)	
Y1		5% (2)	85% (34)	10% (4)
Y2	3% (1)	15% (6)	68% (27)	15% (6)
Y3	8% (3)	21% (8)	61% (23)	11% (4)
Y4	2% (1)	17% (8)	64% (30)	17% (8)
Y5		21% (8)	74% (28)	5% (2)
Y6				
Totals	2.2% 5	14.2% 32	72.9% 164	10.7% 24

Writing (3)End2022
All Pupils 2022

10293	Well Below	Below	At	Above
Y0				
Y1			86% (19)	14% (3)
Y2	10% (4)	8% (3)	83% (33)	
Y3	3% (1)	10% (4)	75% (30)	13% (5)
Y4		18% (7)	61% (23)	21% (8)
Y5	2% (1)	21% (10)	66% (31)	11% (5)
Y6		5% (2)	74% (28)	21% (8)
Totals	2.7% 6	11.6% 26	72.9% 164	12.9% 29



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Mathematics TPJ Progress Data (2021 to 2022)

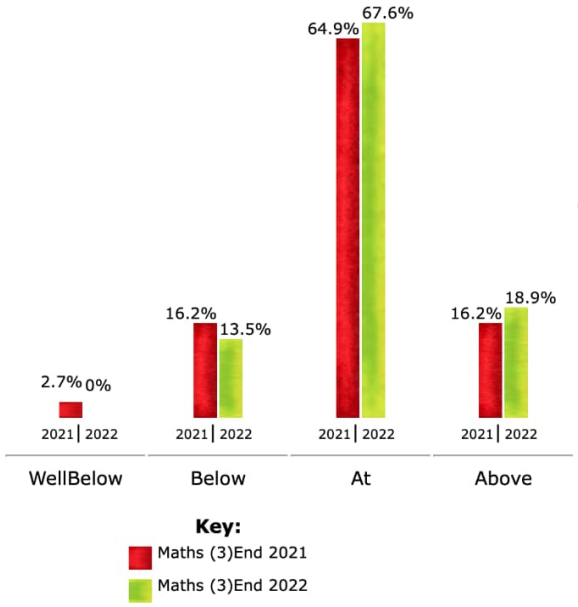
This data only includes children who have completed data over these two years

Maths (3)End2022
All Pupils 2021

10294	Well Below	Below	At	Above
Y0			100% (22)	
Y1		5% (2)	80% (32)	15% (6)
Y2	5% (2)	15% (6)	65% (26)	15% (6)
Y3	3% (1)	13% (5)	58% (22)	26% (10)
Y4		15% (7)	55% (26)	30% (14)
Y5		13% (5)	53% (20)	34% (13)
Y6				
Totals	1.3% 3	11.1% 25	65.8% 148	21.8% 49

Maths (3)End2022
All Pupils 2022

10294	Well Below	Below	At	Above
Y0				
Y1			91% (20)	9% (2)
Y2	8% (3)	10% (4)	50% (20)	33% (13)
Y3	3% (1)	13% (5)	68% (27)	18% (7)
Y4		13% (5)	79% (30)	8% (3)
Y5	2% (1)	15% (7)	53% (25)	30% (14)
Y6			79% (30)	21% (8)
Totals	2.2% 5	9.3% 21	67.6% 152	20.9% 47



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Target Cohort Tracking

Comparing Year 2 2021 and Year 3 2022

We have identified the Year 1 cohort in 2020 to track through their schooling to the end of Year 6. Data has been collated from 2021 and 2022. Any children that have left or arrived during the year are not included in the data. This ensures we are tracking the same children all the way through. In 2022 this is now a group of 37 children.

In the next three slides you will find the count TPJ graphs for this cohort.

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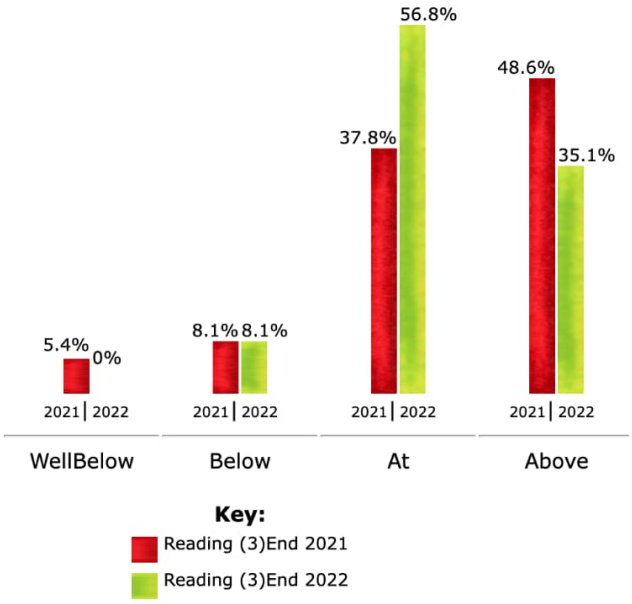
Reading Cohort Data

Reading (3)End2022
Target Cohort for 2021 onwards 2021

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2	5% (2)	8% (3)	38% (14)	49% (18)
Y3				
Y4				
Y5				
Y6				
Totals	5.4% 2	8.1% 3	37.8% 14	48.6% 18

Reading (3)End2022
Target Cohort for 2021 onwards 2022

10292	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		8% (3)	57% (21)	35% (13)
Y4				
Y5				
Y6				
Totals		8.1% 3	56.8% 21	35.1% 13



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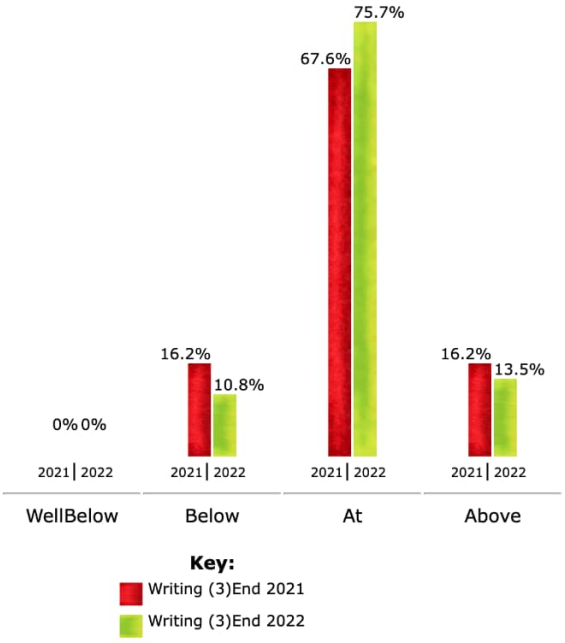
Writing Cohort Data

Writing (3)End2022
Target Cohort for 2021 onwards 2021

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2		16% (6)	68% (25)	16% (6)
Y3				
Y4				
Y5				
Y6				
Totals		16.2% 6	67.6% 25	16.2% 6

Writing (3)End2022
Target Cohort for 2021 onwards 2022

10293	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		11% (4)	76% (28)	14% (5)
Y4				
Y5				
Y6				
Totals		10.8% 4	75.7% 28	13.5% 5



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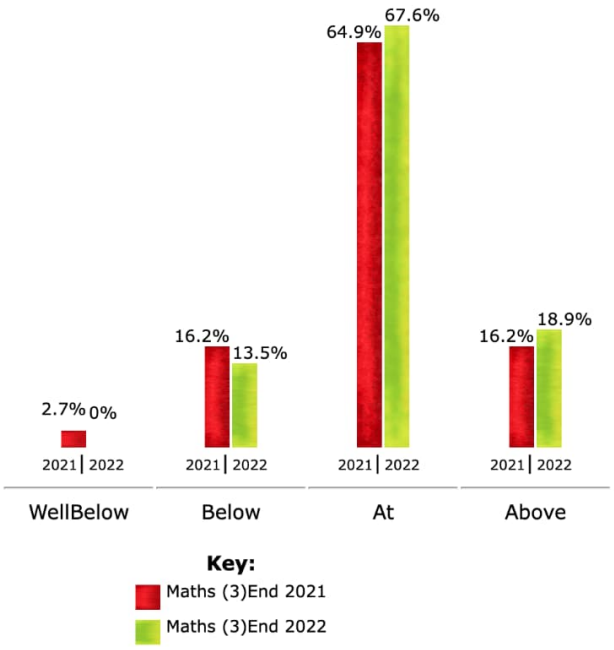
Mathematics Cohort Data

Maths (3)End2022
Target Cohort for 2021 onwards 2021

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2	3% (1)	16% (6)	65% (24)	16% (6)
Y3				
Y4				
Y5				
Y6				
Totals	2.7% 1	16.2% 6	64.9% 24	16.2% 6

Maths (3)End2022
Target Cohort for 2021 onwards 2022

10294	Well Below	Below	At	Above
Y0				
Y1				
Y2				
Y3		14% (5)	68% (25)	19% (7)
Y4				
Y5				
Y6				
Totals		13.5% 5	67.6% 25	18.9% 7



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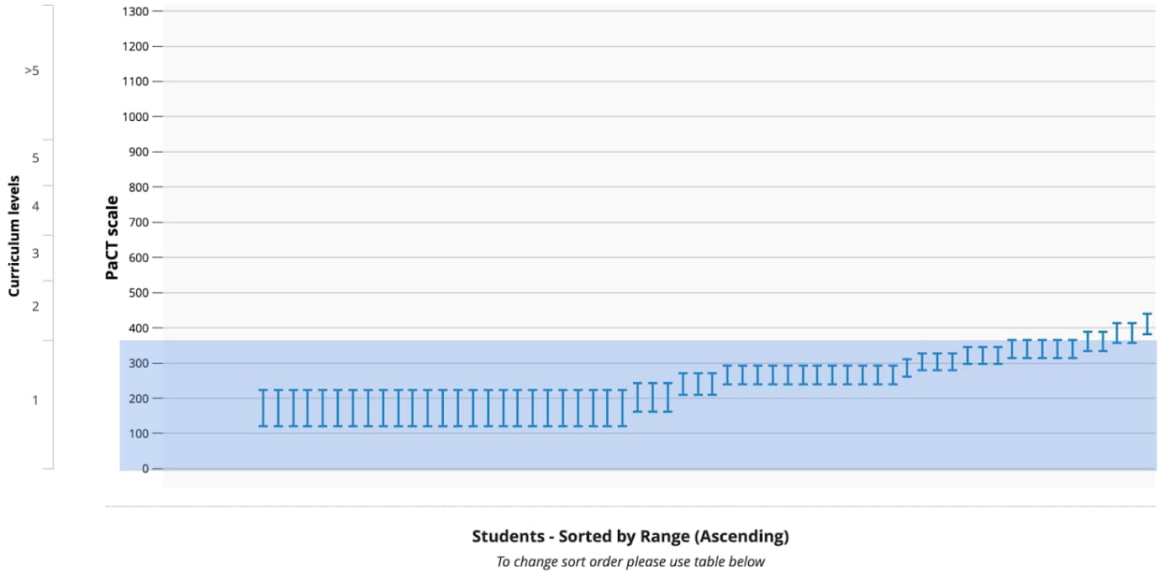
Maths Year 1

Te Ara Koropiko West Spreydon School - Year 1

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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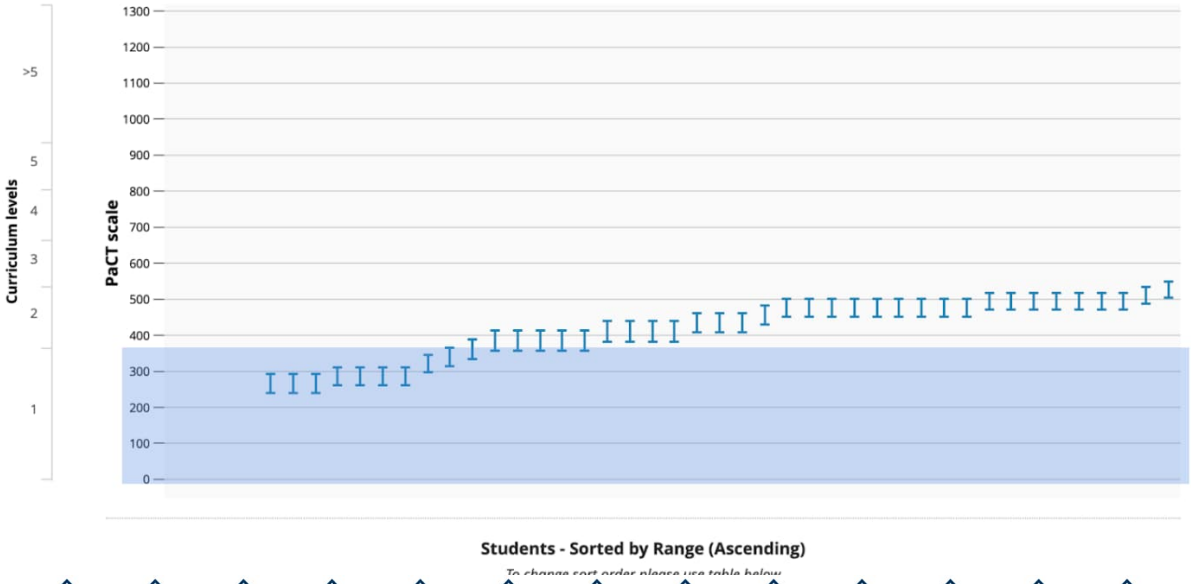
Maths Year 2

Te Ara Koropiko West Spreydon School - Year 2

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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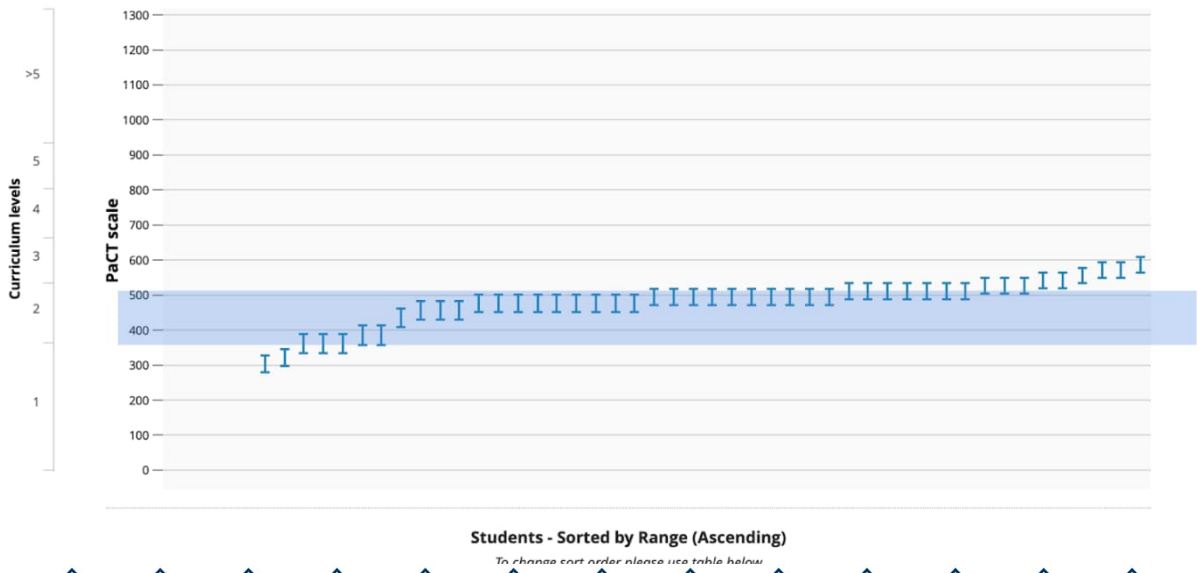
Maths Year 3

Te Ara Koropiko West Spreydon School - Year 3

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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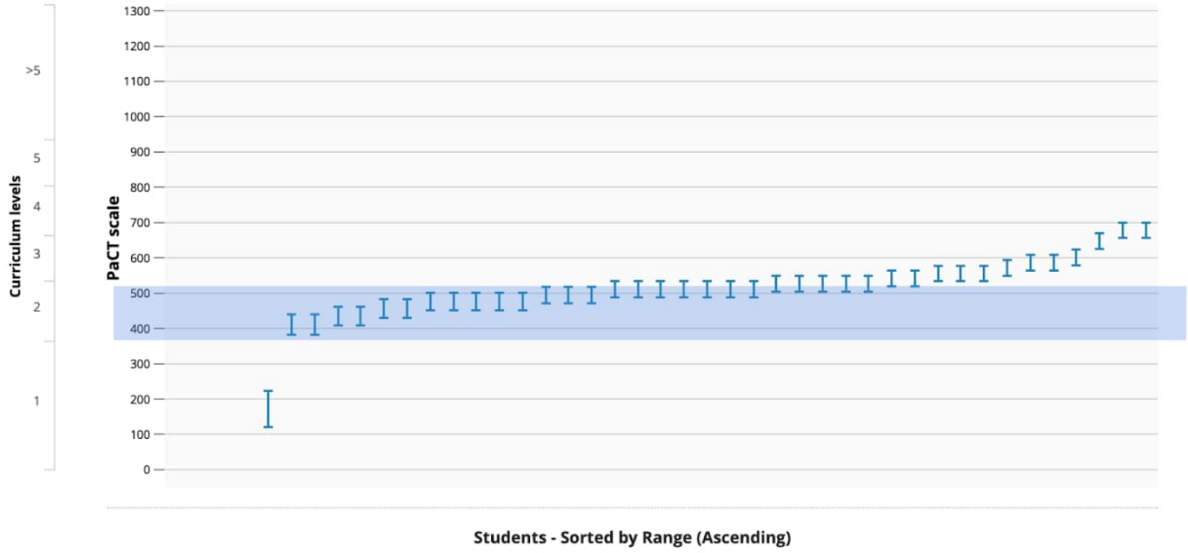
Maths Year 4

Te Ara Koropiko West Spreydon School - Year 4

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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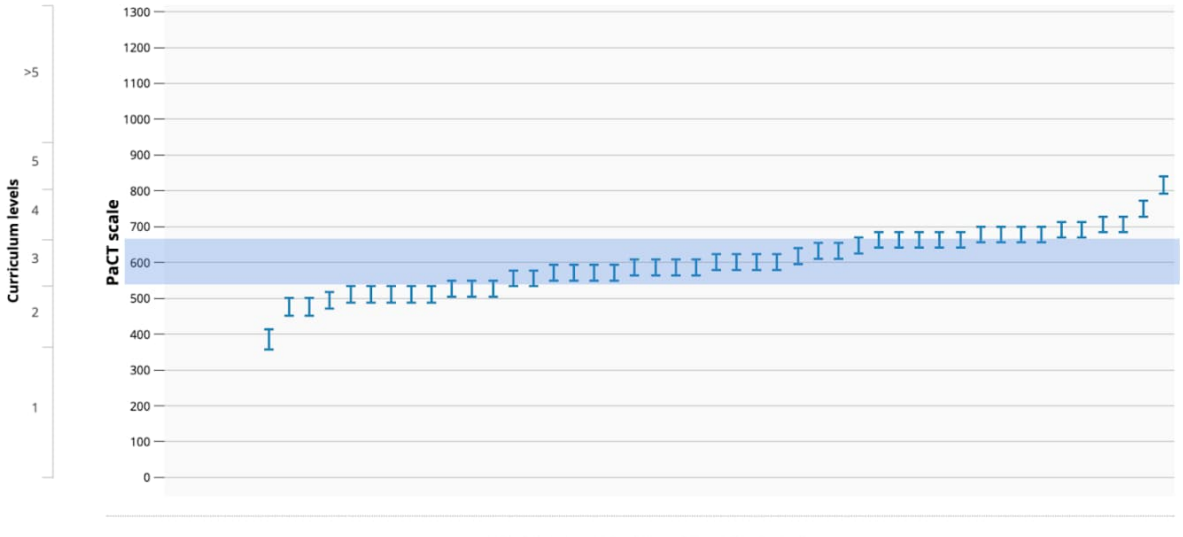
Maths Year 5

Te Ara Koropiko West Spreydon School - Year 5

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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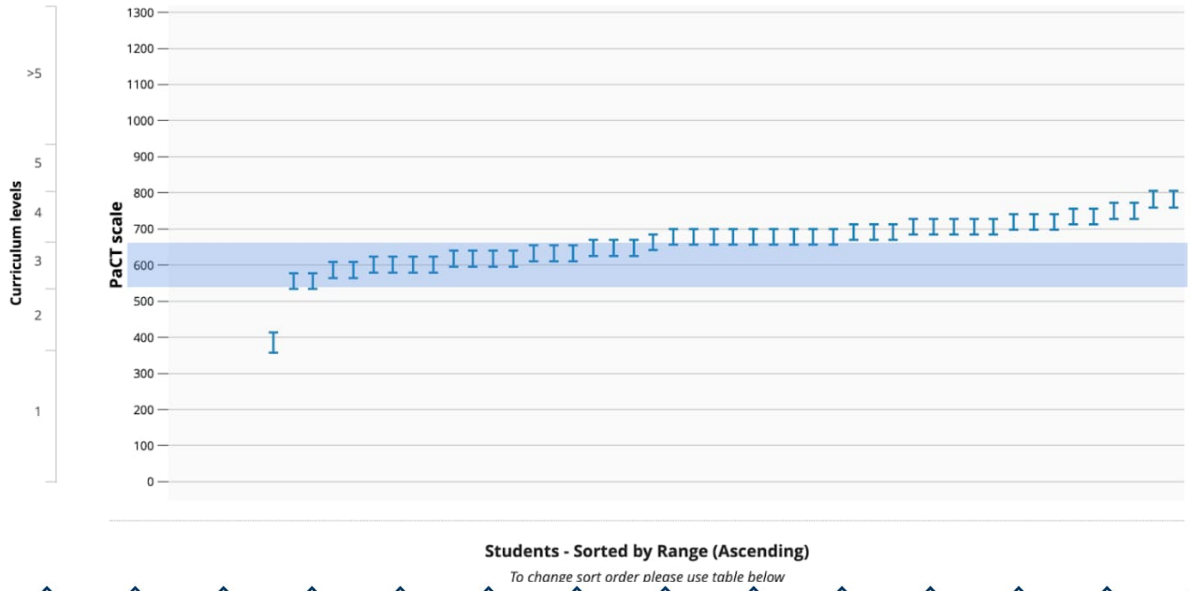
Maths Year 6

Te Ara Koropiko West Spreydon School - Year 6

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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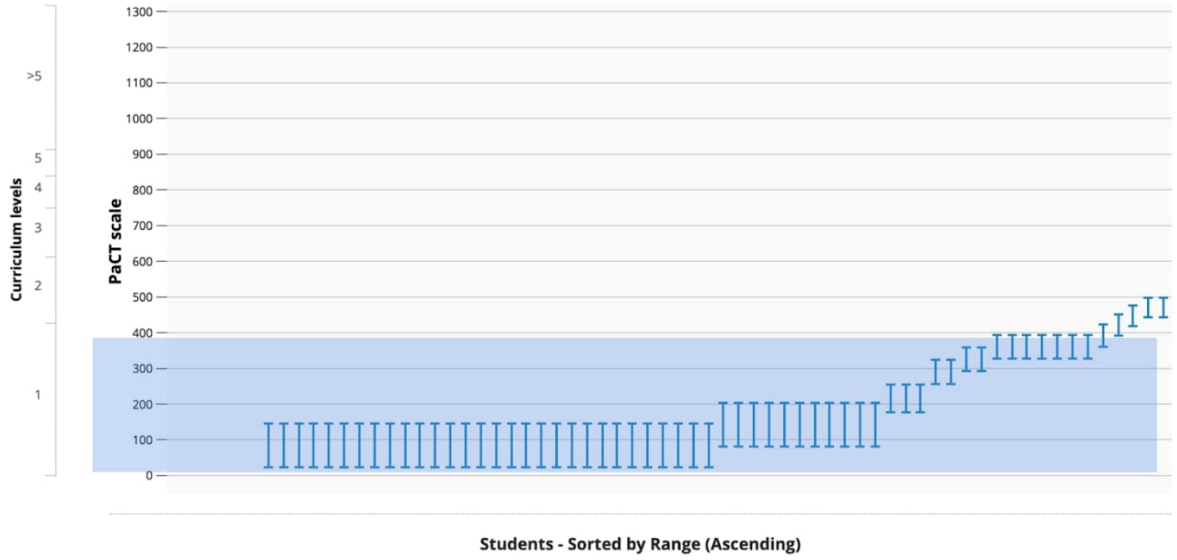
Writing Year 1

Te Ara Koropiko West Spreydon School - Year 1

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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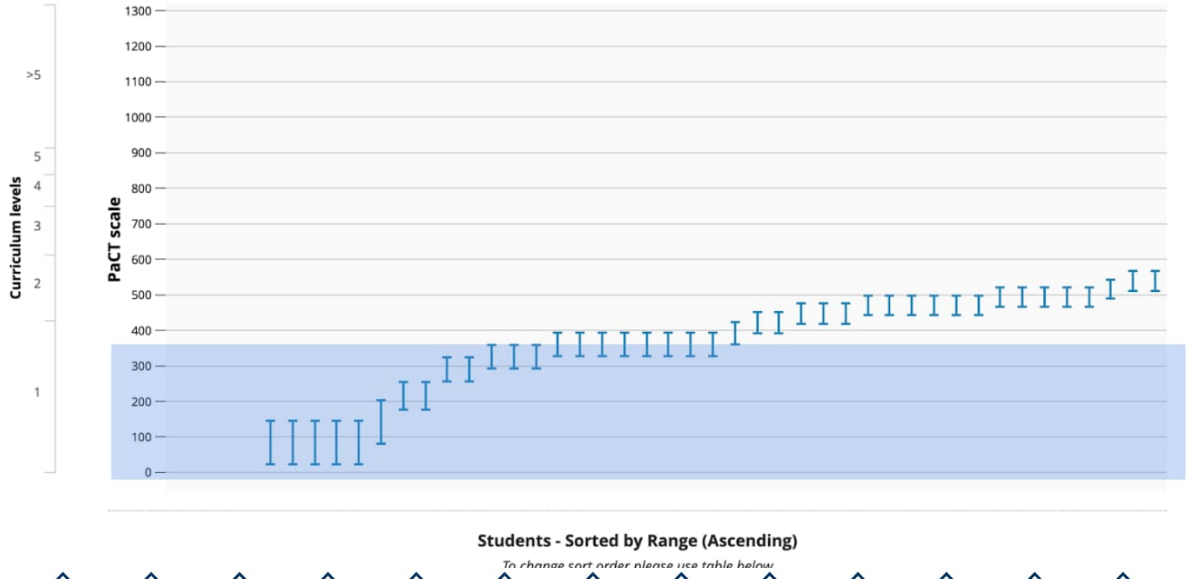
Writing Year 2

Te Ara Koropiko West Spreydon School - Year 2

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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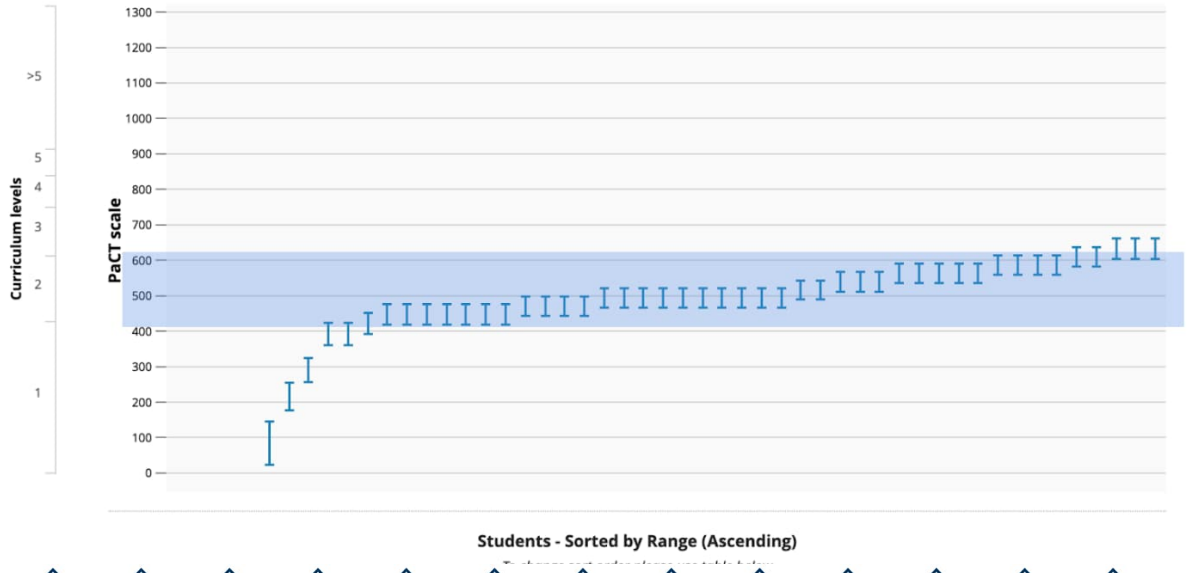
Writing Year 3

Te Ara Koropiko West Spreydon School - Year 3

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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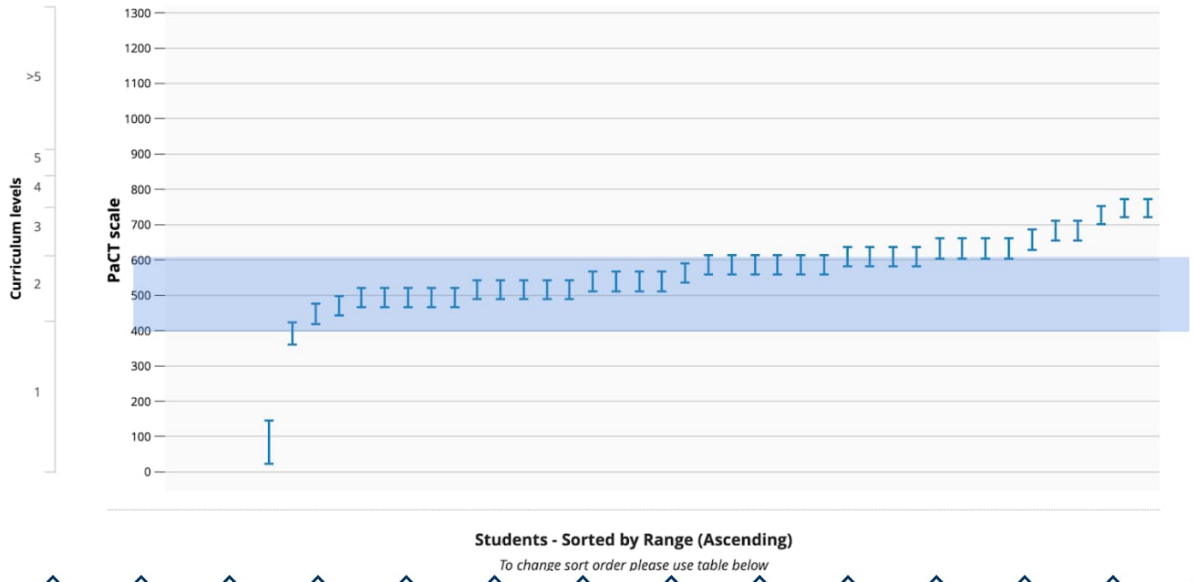
Writing Year 4

Te Ara Koropiko West Spreydon School - Year 4

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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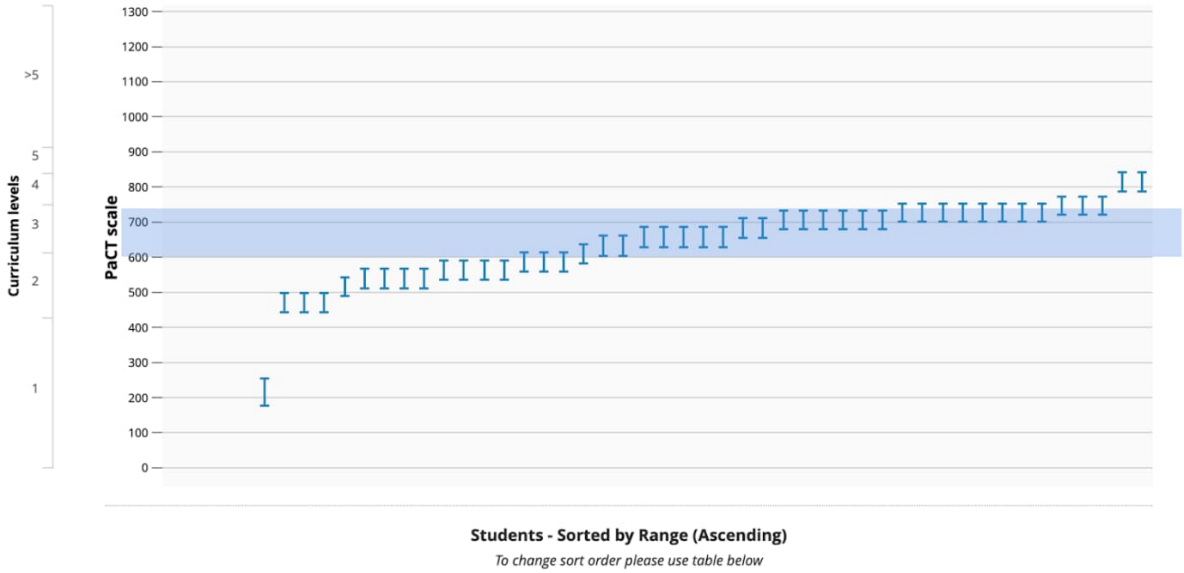
Writing Year 5

Te Ara Koropiko West Spreydon School - Year 5

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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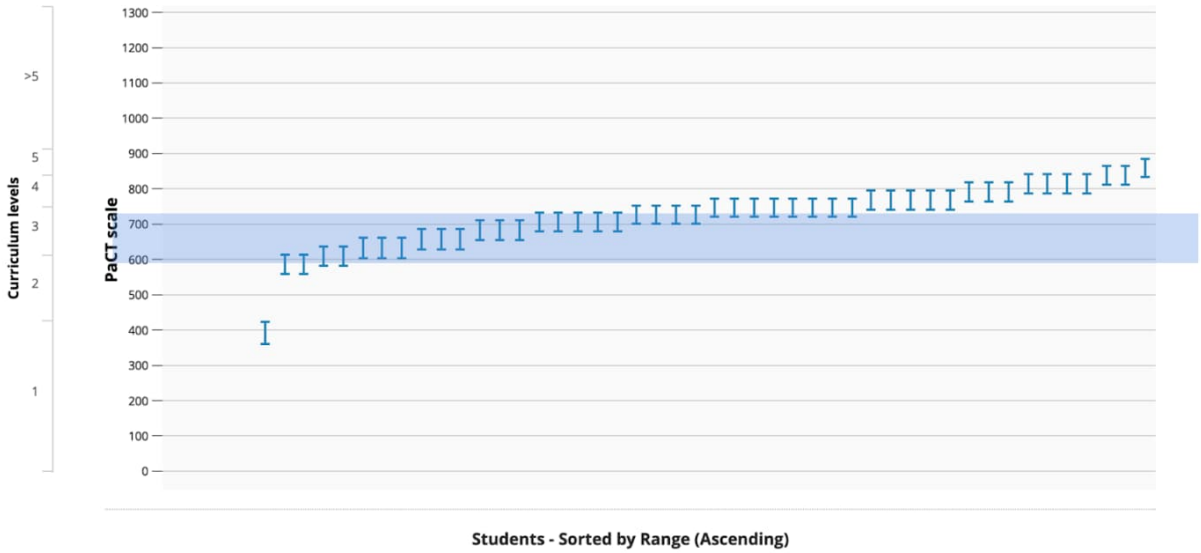
Writing Year 6

Te Ara Koropiko West Spreydon School - Year 6

Gender: All genders **Ethnicity:** Ethnicity - All **Year:** Current year - 2022 **Time Period:** Latest



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Reporting on 2022 targets

Link to further information

Target 1:

10/28 (35.7%) **male Māori** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: All target children have made accelerated progress however nine children are still working below the expected level for their age. One child is now working at the expected level for their age.

Target 2:

3/7 (42.8%) **female Pasifika** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: One child has left our school. The other two children have made accelerated progress within the writing curriculum. One child has shifted from below to being at the expected curriculum level. The other is still working below the expected level.

Target 3:

3/13 (23.1%) **male Pasifika** children who are working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. These children will be working at the expected level of the curriculum for their age.

Outcome: One child has left our school. The other two have made very little progress in their writing due to significant absence (COVID) and family holidays during term time. They are still working below the expected level for their age.

Target 4:

1/2 (50%) **female other** child who is working **below** the curriculum level expectations will have made accelerated progress in writing by the end of 2022. This child will be working at the expected level of the curriculum for her age.

Outcome: This child is working within curriculum level 1 in writing. They have made 1 sub level shift. Teachers will continue to monitor their progress.

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Deep Learning Data

The following data shows data points that our kaiako have assessed our tamariki on regarding SOLO before and during the context of Creatives in School within The Arts curriculum.

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Creativity

Functioning Knowledge

Goal "Demonstrate creativity through the performing arts"	I need help to demonstrate creativity through the performing arts	I can demonstrate creativity through the performing arts if I am prompted or directed.	I use several strategies to demonstrate creativity through the performing arts but I am not sure when and or why to use them. *(trial and error – aware of strategies but not sure why or when to use them so makes mistakes)*	I use several strategies to demonstrate creativity through the performing arts and I know when and why to use them. I can monitor and adjust what I do to fix any errors. *(strategic or purposeful use of strategies – knows why and when).*	AND ... I can teach others to demonstrate creativity through the performing arts. I act as a role model for others to help them demonstrate creativity through the performing arts. I seek and act on feedback to improve my performance by demonstrating creativity through the performing arts. I can demonstrate creativity through the performing arts in new contexts.
Effective Strategies		Cognitive stage – appropriate demonstrations - continuous feedback (informative and positive) - task structured for early success.		Associative stage – repetition and practice - focus on effort and attention to detail - feedback, reflection and adjustment.	Autonomous stage – opportunities to use the skill proactively – in different contexts - to develop fluency and automaticity

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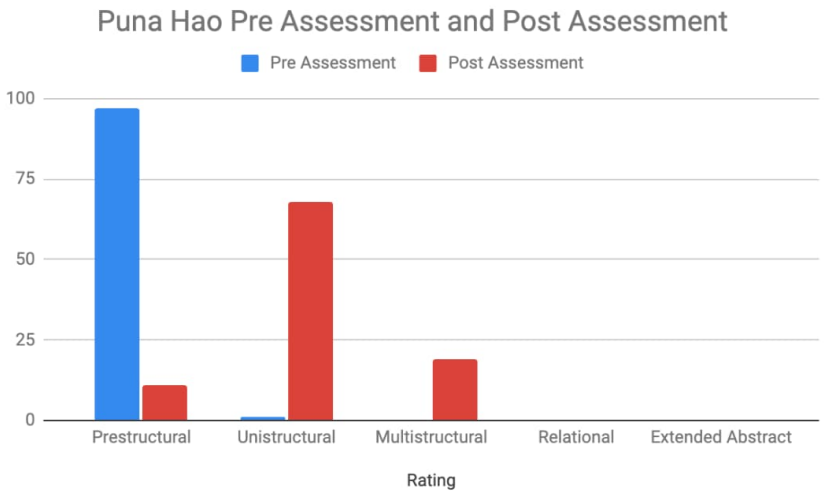

Puna Hao		
Rating	**Pre Assessment**	**Post Assessment**
Prestructural	97	11
Unistructural	1	68
Multistructural	0	19
Relational	0	0
Extended Abstract	0	0
Total	98	98

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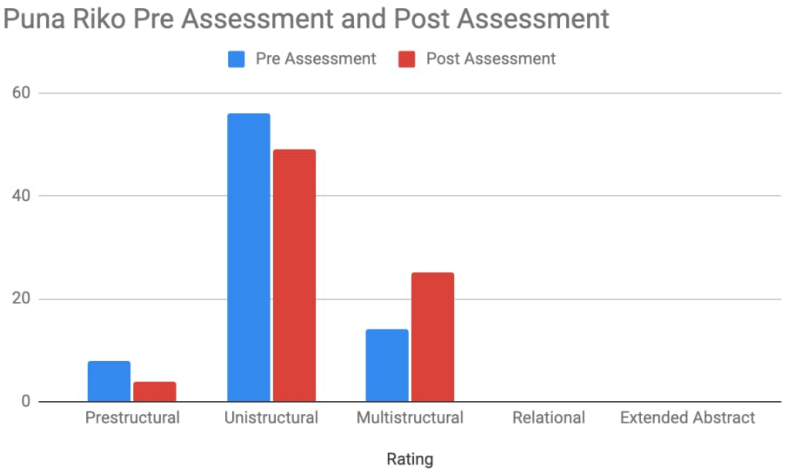

Puna Riko

Rating	Pre Assessment	Post Assessment
Prestructural	8	4
Unistructural	56	49
Multistructural	14	25
Relational		
Extended Abstract		
Total	78	78

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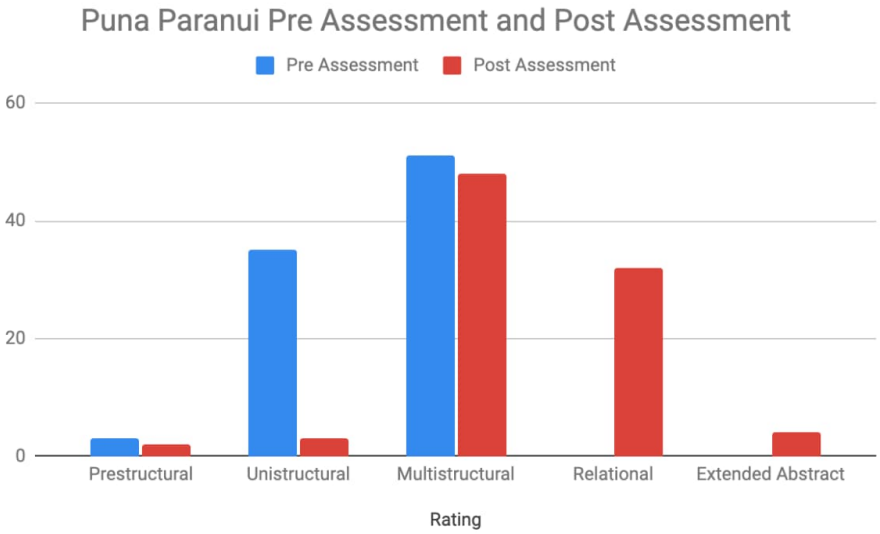

Puna Paranui		
Rating	**Pre Assessment**	**Post Assessment**
Prestructural	3	2
Unistructural	35	3
Multistructural	51	48
Relational	0	32
Extended Abstract	0	4
Total	89	89

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Areas of strength:

Reading areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **reading**

91.3% (125/137) of all **male** children
91.5% (129/141) of all **female** children
91.4% (254/278) of **all** children
90.3% (28/31) of all **male Māori** children
82.8% (29/35) of all **female Māori** children
86.4% (57/66) of all **Māori** children
91.6% (11/12) of all **male Pasifika** children
100% (10/10) of all **female Pasifika** children
95.4% (21/22) of all **Pasifika** children
100% (16/16) of all **male Asian** children
91% (10/11) of all **female Asian** children
96.3% (26/27) of all **Asian** children
85.7% (6/7) of all **male MELAA** children
100% (6/6) of all **female MELAA** children
92.3% (12/13) of all **MELAA** children
100% (2/2) of all **female Other** children
90.1% (64/71) of all **male NZ/European/Pākehā** children
93.5% (72/77) of all **female NZ/European/Pākehā** children
91.9% (136/148) of all **NZ/European/Pākehā** children

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Writing areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **writing**

87.6% (120/137) of all **male** children
86.5% (122/141) of all **female** children
87.1% (242/278) of **all** children
90.4% (28/31) of **male Māori** children
83.3% (55/66) of **all Māori** children
100% (16/16) of **male Asian** children
81.8% (9/11) of **female Asian** children
92.6% (25/27) of **all Asian** children
85.7% (6/7) of **male MELAA** children
100% (6/6) of **female MELAA** children
92.3% (12/13) of **all MELAA** children
100% (2/2) of **female Other** children
87.3% (62/71) of **male NZ European/Pākehā** children
92.2% (61/77) of **female NZ European/Pākehā** children
89.9% (133/148) of **all NZ European/Pākehā** children

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Mathematics areas of strength (80% or higher)

Achieving **at or above** the New Zealand curriculum level in **mathematics**

91.2% (125/137) of **all male** children
88% (124/141) of **all female** children
89% (249/278) of **all** children
87.1% (27/31) of **male Māori** children
82.9% (29/35) of **female Māori** children
84.9% (56/66) of **all Māori** children
100% (16/16) of **male Asian** children
81.8% (9/11) of **female Asian** children
92.6% (25/27) of **all Asian** children
85.7% (6/7) of **male MELAA** children
100% (6/6) of **female MELAA** children
92.3% (12/13) of **all MELAA** children
94.4% (67/71) of **male NZ European/Pākehā** children
93.5% (72/77) of **female NZ European/Pākehā** children
93.9% (139/148) of **all NZ European/Pākehā** children

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Areas for improvement (30% or higher)

Writing:
33.4% (4/12) of **male Pasifika** children are working **below** 16.7% (2/12) or **well below** 16.7% (2/12) the New Zealand curriculum level in **writing**
30% (3/10) of **female Pasifika** children are working **below** 30% (3/10) the New Zealand curriculum level in **writing**
31.8% (7/22) of **all Pasifika** children are working **below** 22.7% (5/22) or **well below** 9.1% (2/22) the New Zealand curriculum level in **writing**

Maths:
30% (3/10) of **female Pasifika** children are working **below** 30% (3/10) the New Zealand curriculum level in **maths**
50% (1/2) of **female Other** children are working **below** 50% (1/2) the New Zealand curriculum level in **maths**

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2023 Targets

Puna Hao

14 of the 21 (66.7%) **Year 2 boys** who are working **below** curriculum level expectations, will have made accelerated progress and will be working at the end of curriculum level 1 in **maths** by the end of 2023.

Puna Riko

6 of 17 (35.3%) **Year 3-4 Māori** students who are working **below** and **well below** curriculum level expectations, will have made accelebrated progress and will make more than a years progress in **maths** by the end of 2023.

Puna Paranui

8 of 46 (17.4%) **Year 6** students currently working **below** and **well below** (at curriculum level 2) will make accelerated progress and will achieve at curriculum level 3 in **maths** by the end of 2023.

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Origin Sport at Te Ara Koropiko West Spreydon School in 2022:

In 2022 Origin Sport's main involvement at Te Ara Koropiko West Spreydon School based around the co-curricular space.

Term 1 saw 4 teams from the school participate afterschool in the Centennial Touch module coordinated by Origin Sport. Despite the Covid Traffic Light system being in place, 6 weeks of play were able to occur. Also in Term 1 some student leaders were nominated to become Physical Activity Leaders (PALS) and they received training, delivered by Sport Canterbury, on how to provide meaningful physical activities opportunities to their schoolmates in the lunchtime space. Alongside Origin Sport the PALS established a booklet of 8 activities that they chose to rotate throughout the year.

For the remainder of the year Origin Sport was present during x2 lunchtimes a week to help assist the PALS and to promote play.

In Term 4 weekly 30-minute sessions took place with each of the ToeToe & Raupō blocks. These session were based around functional movement & sports skills with a 4-week block specifically focusing on motor control through gymnastics.

Term 4 also saw more Touch being played at the local park and Te Ara Koropiko West Spreydon School had 5 teams participate in the 8-week length competition.

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Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2022.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	*Yes regular checks are undertaken on the physical environment and hazards reported and addressed* *Team leaders report any issues that staff may be facing. The current political environment in education is causing unnecessary stress and overload for teaching staff, The volume and pace of change is unhealthy and unsustainable.* *Teacher assistants are being asked to deal with increasingly complex learning and behaviour needs without the training or support that they need. We do a great job of advocating for our staff in the face of unreasonable demands.* *All staff are encouraged to use EAP and NZEI services if required. Staff have undertaken wellbeing surveys and the board is aware of any relevant issues that need to be addressed. The board consciously addresses wellbeing needs through pastoral care and by providing positive feedback to staff and gestures like special morning teas and social interaction*
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	*As per SchoolDocs. We recently undertook an audit of an employment process to ensure that we were addressing biases and making decisions based on a transparent and fair process that looked at all candidates as potential employees in our kura*
How do you practise impartial selection of suitably qualified persons for appointment?	*We use a bespoke job description for each advertised position, that is based on needs in the school at the time. The job description describes tasks, skills and experiences that are required for a successful appointment. Our appointments committee reads all applications and shortlists from a template of required skills.* *We vary appointments committees to ensure that we are providing fresh perspectives and understanding*
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	*Our job descriptions are usually explicit in the requirements for honouring Te Tiriti o Waitangi.* *We have a deliberate focus on te reo and tikanga in our school* *We have employed Maori and Pasifika personnel because they were the very best candidates for the job that was advertised at the time*
How have you enhanced the abilities of individual employees?	*We provide mentoring and professional learning opportunities for employees.* *We encourage employees to take every opportunity to develop leadership qualities.*

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How are you recognising the employment requirements of women?	*We employ the best candidate for the position at the time. In some instances we have made a job share position available to ensure that young mums can return to employment because they were the best candidates.*
How are you recognising the employment requirements of persons with disabilities?	*Our school has ramps, bathrooms designed for wheelchairs and other aids and open spaces with wide doors in the buildings.* *The best person for the position is appointed regardless of disability.*

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	**YES**	**NO**
Do you operate an EEO programme/policy?	yes	
Has this policy or programme been made available to staff?	yes reviewed every 3 years or as relevant	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	only in terms of just in time convers ations	no
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	yes principal and SLT	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	yes	
Does your EEO programme/policy set priorities and objectives?	yes accordin g to needs analysis at the time	

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WEST SPREYDON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

The Auditor-General is the auditor West Spreydon School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 15, that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Statement of Responsibility, Members of the Board of Trustees, Analysis of Variance, Kiwisport and the Statement of Compliance with Employment Policy, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

Michael Rondel,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand