

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF FORREST HILL SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Forrest Hill School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, 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 19, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 27 May 2021. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to

enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

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

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

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

### Independence

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

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



Wayne Monteith  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand

# FORREST HILL SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 1278

**Principal:** John Marwick

**School Address:** 50 Forrest Hill Road  
Forrest Hill 0620

**School Phone:** (09) 410 8939

**School Email:** [admin@forresthill.school.nz](mailto:admin@forresthill.school.nz)  
[jmarkwick@forresthill.school.nz](mailto:jmarkwick@forresthill.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Amy Bolton	Chair Person	Elected	June 2022
Mel Cadman	Chair Person	Co-Opted	April 2020
John Marwick	Principal ex Officio		
Haruka Paul	Parent Rep	Elected	June 2022
Joseph Shin	Parent Rep	Elected	June 2022
Troy Hutton	Parent Rep	Elected	June 2022
Rob Mair	Parent Rep	Elected	June 2022
Aaron Joyes	Staff Rep	Elected	June 2022
Angela White	Staff Rep	Elected - Resigned	May 2020

**Accountant / Service Provider:**  
Top Class Financial Management Services

# FORREST HILL SCHOOL

Annual Report - For the year ended 31 December 2020

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# Forrest Hill School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

*Amy Bolton*

Full Name of Board Chairperson

*[Signature]*

Signature of Board Chairperson

*27/5/2021*

Date:

*John Peter Andrew Marwick*

Full Name of Principal

*[Signature]*

Signature of Principal

*27/5/2021*

Date:

# Forrest Hill School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	3,941,381	3,999,964	3,897,251
Locally Raised Funds	3	213,139	251,700	279,009
Interest Income		6,312	10,000	13,519
International Students	4	119,177	200,000	181,308
		<u>4,280,009</u>	<u>4,461,664</u>	<u>4,371,087</u>
<b>Expenses</b>				
Locally Raised Funds	3	51,375	74,400	69,678
International Students	4	18,040	29,000	26,480
Learning Resources	5	2,679,259	2,895,782	2,708,117
Administration	6	213,406	171,349	174,611
Finance		2,723	2,000	2,130
Property	7	1,275,206	1,229,555	1,270,194
Depreciation	8	116,310	150,000	141,627
Loss on Disposal of Property, Plant and Equipment		3,263	-	7,247
		<u>4,359,582</u>	<u>4,552,086</u>	<u>4,400,084</u>
<b>Net (Deficit) for the year</b>		(79,573)	(90,422)	(28,997)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(79,573)</u>	<u>(90,422)</u>	<u>(28,997)</u>

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

# Forrest Hill School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		950,269	950,269	979,266
Total comprehensive revenue and expense for the year		(79,573)	(90,422)	(28,997)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		36,748	-	-
Equity at 31 December	25	907,444	859,847	950,269
Retained Earnings		907,444	859,847	950,269
Equity at 31 December		907,444	859,847	950,269

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.



# Forrest Hill School

## Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	164,714	164,711	264,236
Accounts Receivable	10	177,346	150,500	151,790
GST Receivable		-	-	5,344
Prepayments		12,782	10,000	16,574
Inventories	11	20,278	16,000	15,655
Investments	12	318,802	200,000	214,157
Funds due for Capital Works Projects	19	2,650	-	-
		<u>696,572</u>	<u>541,211</u>	<u>667,756</u>
<b>Current Liabilities</b>				
GST Payable		5,611	-	-
Accounts Payable	14	268,173	171,845	220,579
Revenue Received in Advance	15	41,599	50,000	109,074
Painting Contract Liability - Current Portion	17	14,473	14,473	14,473
Finance Lease Liability - Current Portion	18	23,929	15,000	22,382
Funds held for Capital Works Projects	19	-	-	9,759
		<u>353,785</u>	<u>251,318</u>	<u>376,267</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>342,787</u>	<u>289,893</u>	<u>291,489</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	653,877	655,930	742,930
		<u>653,877</u>	<u>655,930</u>	<u>742,930</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	62,670	53,976	44,976
Painting Contract Liability	17	4,903	7,000	6,537
Finance Lease Liability	18	21,647	25,000	32,637
		<u>89,220</u>	<u>85,976</u>	<u>84,150</u>
<b>Net Assets</b>		<u>907,444</u>	<u>859,847</u>	<u>950,269</u>
<b>Equity</b>	25	<u>907,444</u>	<u>859,847</u>	<u>950,269</u>

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

# Forrest Hill School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020 Budget	2019
	Note	Actual \$	(Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		780,942	704,269	761,666
Locally Raised Funds		210,561	250,700	273,113
International Students		56,144	130,000	148,591
Goods and Services Tax (net)		10,955	1,000	(4,017)
Payments to Employees		(587,866)	(550,300)	(520,017)
Payments to Suppliers		(429,866)	(521,416)	(533,146)
Cyclical Maintenance Payments in the year		(12,839)	6,465	(12,838)
Interest Paid		(2,723)	(2,000)	(2,130)
Interest Received		6,155	12,500	17,285
Net cash from Operating Activities		31,463	31,218	128,507
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment		(25,724)	(136,964)	(151,744)
Purchase of Investments		(104,645)	-	
Proceeds from Sale of Investments		-	150,000	196,858
Net cash from/(to) Investing Activities		(130,369)	13,036	45,114
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		36,748	-	-
Finance Lease Payments		(23,321)	(68,602)	(31,070)
Painting contract payments		(1,634)	(1,172)	(15,645)
Funds Held for Capital Works Projects		(12,409)	-	9,759
Net cash (to) Financing Activities		(616)	(69,774)	(36,956)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(99,522)</b>	<b>(25,520)</b>	<b>136,665</b>
Cash and cash equivalents at the beginning of the year	9	264,236	190,231	127,571
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>164,714</b>	<b>164,711</b>	<b>264,236</b>

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

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

# Forrest Hill School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Forrest Hill 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 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### Basis of Preparation

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

###### Financial Reporting Standards Applied

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

###### PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the 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.

###### 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. Cyclical maintenance is disclosed at note 16.

###### 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 13.

###### Critical Judgements in applying accounting policies

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

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. 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.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) 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.

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for 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.

### **h) Inventories**

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

### **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.

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–25 years
Furniture and equipment	5–10 years
Information and communication technology	2–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

#### **k) 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.

#### **l) 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.

#### **m) Revenue Received in Advance**

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

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

#### **n) Provision for Cyclical Maintenance**

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

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

#### **o) Financial 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 categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

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

#### **p) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which

are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**q) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**r) Services received in-kind**

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

## 2. Government Grants

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Operational Grants	577,323	557,560	568,546
Teachers' Salaries Grants	2,056,638	2,300,000	2,121,311
Use of Land and Buildings Grants	1,038,993	1,027,268	1,027,268
Other MoE Grants	249,646	115,136	161,466
Other Government Grants	18,781	-	18,660
	<b>3,941,381</b>	<b>3,999,964</b>	<b>3,897,251</b>

Other MOE Grants total includes additional COVID-19 funding totalling \$35,138 for the year ended 31 December 2020.

## 3. Locally Raised Funds

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

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
<b>Revenue</b>			
Donations	62,695	83,000	81,793
Donation for China Trip	-	-	3,153
Activities	103,678	117,800	123,558
Trading	37,668	45,000	42,332
Fundraising	9,098	5,900	28,173
	<b>213,139</b>	<b>251,700</b>	<b>279,009</b>
<b>Expenses</b>			
Activities	17,710	29,400	29,232
Trading	33,665	45,000	40,446
	<b>51,375</b>	<b>74,400</b>	<b>69,678</b>
	<b>161,764</b>	<b>177,300</b>	<b>209,331</b>

*Surplus/ (Deficit) for the year Locally raised funds*

In 2019 a group of 3 teachers and the Principal were invited to present at an Educational Conference in Ningbo. This was alongside 10 other teachers from the Auckland area. During the trip teachers demonstrated STEAM lessons and visited schools including Forrest Hill School's sister school. The Principal also presented at the conference as a keynote speaker. The teachers' airfare and expenses were covered by the Ningbo Education Bureau. The school paid for the Principals' airfares and the expenses in China were covered by the NEB.

This trip carried on the shared experience and grew the knowledge of the teachers both in teaching STEAM and understanding the environment that many of our students and parents are coming from.

#### 4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	12	15	14
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
International Student Fees	119,177	200,000	181,308
<b>Expenses</b>			
Commissions	13,526	22,000	20,507
International Student Levy	4,514	7,000	5,727
Other Expenses	-	-	246
	18,040	29,000	26,480
<i>Surplus for the year International Students</i>	101,137	171,000	154,828

#### 5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	76,922	110,250	94,380
Equipment Repairs	4,347	16,432	13,457
Information and Communication Technology	27,371	32,200	31,374
Library Resources	3,929	3,600	3,359
Employee Benefits - Salaries	2,536,742	2,699,000	2,537,661
Staff Development	29,948	34,300	27,886
	2,679,259	2,895,782	2,708,117

#### 6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	6,946	6,845	6,743
Board of Trustees Fees	4,215	3,500	3,385
Board of Trustees Expenses	27,959	9,300	12,146
Intervention Costs & Expenses	13,384	1,300	7,839
Communication	3,000	3,000	3,228
Consumables	15,868	15,500	15,701
Legal Fees	4,000	-	-
Other	10,504	12,590	11,841
Employee Benefits - Salaries	101,467	93,300	88,138
Insurance	10,823	10,774	10,350
Service Providers, Contractors and Consultancy	15,240	15,240	15,240
	213,406	171,349	174,611



## 7. Property

Caretaking and Cleaning Consumables
Consultancy and Contract Services
Cyclical Maintenance Provision
Grounds
Heat, Light and Water
Rates
Repairs and Maintenance
Use of Land and Buildings
Security
Employee Benefits - Salaries

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
13,184	13,300	10,007
44,673	47,000	34,800
30,533	16,000	26,830
10,754	9,097	7,020
31,975	22,000	29,730
114	90	96
31,754	23,800	57,355
1,038,993	1,027,268	1,027,268
9,267	13,000	14,721
63,959	58,000	62,367
<u>1,275,206</u>	<u>1,229,555</u>	<u>1,270,194</u>

## 8. Depreciation

Building Improvements - Crown
Furniture and Equipment
Information and Communication Technology
Leased Assets
Library Resources

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
41,161	46,000	46,024
45,315	37,000	35,202
11,918	30,000	48,453
14,880	34,000	8,840
3,036	3,000	3,108
<u>116,310</u>	<u>150,000</u>	<u>141,627</u>

## 9. Cash and Cash Equivalents

Bank Current Account
Bank Call Account
Short-term Bank Deposits

2020	2020	2019
Actual	Budget	Actual
\$	(Unaudited)	\$
127,182	157,176	256,708
7,532	7,535	7,528
30,000	-	-
<u>164,714</u>	<u>164,711</u>	<u>264,236</u>

Cash and cash equivalents for Statement of Cash Flows

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

Of the \$164,714 Cash and Cash Equivalents, \$30,967 is held by the School being International Student fees for 2021 where the obligations have not yet been met.

## 10. Accounts Receivable

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Receivables	14,185	5,000	12,670
Interest Receivable	828	500	671
Teacher Salaries Grant Receivable	162,333	145,000	138,449
	<u>177,346</u>	<u>150,500</u>	<u>151,790</u>
Receivables from Exchange Transactions	15,013	5,500	13,341
Receivables from Non-Exchange Transactions	162,333	145,000	138,449
	<u>177,346</u>	<u>150,500</u>	<u>151,790</u>

## 11. Inventories

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Stationery	3,679	1,000	1,133
School Uniforms	16,599	15,000	14,522
	<u>20,278</u>	<u>16,000</u>	<u>15,655</u>

## 12. Investments

The School's investment activities are classified as follows:

	2020	2020 Budget (Unaudited)	2019
	Actual		Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	318,802	200,000	214,157
Total Investments	<u>318,802</u>	<u>200,000</u>	<u>214,157</u>

## 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	384,418	-	-	-	(41,161)	343,257
Furniture and Equipment	245,865	12,180	(9,082)	-	(45,315)	203,648
Information and Communication Technology	19,608	10,518	(2,750)	-	(11,918)	15,458
Leased Assets	69,762	13,878	-	-	(14,880)	68,760
Library Resources	23,277	3,026	(513)	-	(3,036)	22,754
<b>Balance at 31 December 2020</b>	<u>742,930</u>	<u>39,602</u>	<u>(12,345)</u>	<u>-</u>	<u>(116,310)</u>	<u>653,877</u>

The net carrying value of IT equipment held under a finance lease is \$486 (2019: \$3,942)

The net carrying value of equipment held under a finance lease is \$68,760 (2019: \$69,762)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2020</b>			
Building Improvements	835,557	(492,300)	343,257
Furniture and Equipment	769,266	(565,618)	203,648
Information and Communication Technology	323,079	(307,621)	15,458
Leased Assets	92,480	(23,720)	68,760
Library Resources	42,632	(19,878)	22,754
<b>Balance at 31 December 2020</b>	<b>2,063,014</b>	<b>(1,409,137)</b>	<b>653,877</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Building Improvements	430,442	-	-	-	(46,024)	384,418
Furniture and Equipment	142,584	138,747	(264)	-	(35,202)	245,865
Information and Communication Technology	68,587	4,038	(4,564)	-	(48,453)	19,608
Leased Assets	-	78,602	-	-	(8,840)	69,762
Library Resources	25,751	3,053	(2,419)	-	(3,108)	23,277
<b>Balance at 31 December 2019</b>	<b>667,364</b>	<b>224,440</b>	<b>(7,247)</b>	<b>-</b>	<b>(141,627)</b>	<b>742,930</b>

The net carrying value of IT equipment held under a finance lease is \$3,942 (2019: \$12,016)

The net carrying value of equipment held under a finance lease is \$69,762 (2019: \$nil)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Building Improvements	835,557	(451,139)	384,418
Furniture and Equipment	766,886	(521,021)	245,865
Information and Communication Technology	466,151	(446,543)	19,608
Leased Assets	78,602	(8,840)	69,762
Library Resources	41,428	(18,151)	23,277
<b>Balance at 31 December 2019</b>	<b>2,188,624</b>	<b>(1,445,694)</b>	<b>742,930</b>

#### 14. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	13,694	15,000	18,565
Accruals	28,895	6,845	9,933
Banking Staffing Overuse	56,025	-	48,045
Employee Entitlements - Salaries	162,333	145,000	138,449
Employee Entitlements - Leave Accrual	7,226	5,000	5,587
	<b>268,173</b>	<b>171,845</b>	<b>220,579</b>
Payables for Exchange Transactions	268,173	171,845	220,579
	<b>268,173</b>	<b>171,845</b>	<b>220,579</b>

The carrying value of payables approximates their fair value.

### 15. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	9,615	-	12,994
International Student Fees	30,967	50,000	94,000
Other	1,017	-	2,080
	<u>41,599</u>	<u>50,000</u>	<u>109,074</u>

### 16. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	44,976	44,976	30,984
Increase/ (decrease) to the Provision During the Year	30,533	16,000	26,830
Use of the Provision During the Year	(14,473)	(7,000)	(14,473)
Transfer to/from Painting Contract	1,634	-	1,635
Provision at the End of the Year	<u>62,670</u>	<u>53,976</u>	<u>44,976</u>
Cyclical Maintenance - Term	<u>62,670</u>	<u>53,976</u>	<u>44,976</u>
	<u>62,670</u>	<u>53,976</u>	<u>44,976</u>

### 17. Painting Contract Liability

	2020	2020	2019
	Actual	Budget	Actual
	\$	\$	\$
Current Liability	14,473	14,473	14,473
Non Current Liability	4,903	7,000	6,537
	<u>19,376</u>	<u>21,473</u>	<u>21,010</u>

In 2016 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement has a one-off payment of \$133,000 and after that an annual commitment of \$14,473 until the final year. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

### 18. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	19,298	15,000	18,017
Later than One Year and no Later than Five Years	16,218	25,000	28,561
	<u>35,516</u>	<u>40,000</u>	<u>46,578</u>

## 19. 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Heatpump Project	<i>completed</i>	9,759	-	(12,772)	3,013	-
Canopy Project	<i>in progress</i>	-	-	(2,650)	-	(2,650)
Totals		9,759	-	(15,422)	3,013	(2,650)

Represented by:

Funds Held on Behalf of the Ministry of Education	2,650
Funds Due from the Ministry of Education	(2,650)

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Roof Upgrade	<i>completed</i>	8,459	-	(28,153)	19,694	-
Heatpump Project	<i>in progress</i>	-	56,527	(46,768)	-	9,759
Totals		8,459	56,527	(74,921)	19,694	9,759

## 20. 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.

## 21. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
Board Members		
Remuneration	4,215	3,385
Full-time equivalent members	0.10	0.09
Leadership Team		
Remuneration	344,683	331,115
Full-time equivalent members	3	3
Total key management personnel remuneration	348,898	334,500
Total full-time equivalent personnel	3.10	3.09

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

#### Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

#### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	2.00	0.00
	2.00	0.00

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

## 22. 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:

	2020 Actual \$14,000	2019 Actual
Total Number of People	1	-

## 23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. 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 2020, a contingent liability for the school may exist.

## 24. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) No contract has been entered into at balance date, however a project for an Outdoor Canopy has been agreed by the Ministry of Education. \$2,650 has been spent to date.

(Capital commitments at 31 December 2019: \$56,527)

### (b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

- (a) operating lease of a EFTPOS Machine;
- (b) operating lease of a Vistab Machine;

No later than One Year

2020 Actual \$	2019 Actual \$
1,375	1,066
<u>1,375</u>	<u>1,066</u>

## 25. Managing Capital

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

## 26. Financial Instruments

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

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	164,714	164,711	264,236
Receivables	177,346	150,500	151,790
Investments - Term Deposits	318,802	200,000	214,157
Total Financial assets measured at amortised cost	<u>660,862</u>	<u>515,211</u>	<u>630,183</u>

### Financial liabilities measured at amortised cost

Payables	268,173	171,845	220,579
Finance Leases	45,576	40,000	55,019
Painting Contract Liability	19,376	21,473	21,010
Total Financial Liabilities Measured at Amortised Cost	<u>333,125</u>	<u>233,318</u>	<u>296,608</u>

## 27. Events After Balance Date

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

## **28. Comparatives**

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year. Expenses previously classified as Locally Raised Funds costs have been moved to Curricular.





School name :Forrest Hill School	School number: 1278
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## Focus: Reading

**Strategic Aim:** To enhance student achievement in reading, writing and maths and develop greater independence in learning.

**Annual Aim:** Improve the rate of progress for all students at risk of not achieving at the level of National Standards in Reading

**Reading Target 2020:** To focus on accelerating the progress of Reading across the school in relation to the professional development we will undertake. We feel that the Sharp Reading approach will benefit all students. Our target will be to accelerate 20% of all our students.

### Baseline Data Reading.

Whole School Comparative Data EOY 2020

Reading.

	Well Below	Below	At	Above	total
Year 1 2020		17	44		61
Year 2 2019 data as Year 1	1	4	19		24
Year 2 2019 ELLP data as Year 1		2	22		24
Year 2 2020	1	5	17	1	24
Year 2 2020 ELLP		4	20		24
	1	9	37	1	48
Year 3 2019 data as Year 2		12	23	2	37

Year 3 2019 ELLP data as Year 2		9	20	5	34
Year 3 2020		4	31	2	37
Year 3 2020 ELLP		10	24		34
		34	55	2	71
Year 4 2019 data as Year 3	1	3	30		34
Year 4 2019 ELLP data as Year 3	1	5	18	1	25
Year 4 2020		11	30	3	44
Year 4 2020 ELLP		5	9	1	15
		16	39	4	59
Year 5 2019 data as Year 4		7	59	6	72
Year 5 2019 ELLP data as Year 4	5		14		19
Year 5 2020	1	13	56	10	80
Year 5 2020 ELLP	3	4	4		11
	4	17	60	10	91
Year 6 2019 as Year 5	1	11	36	21	69
Year 6 2019 ELLP data as Year 5	8	7	1		16

Year 6 2020		13	40	23	76
Year 6 2020 ELLP	4	4	1		9
	4	17	41	23	85

#### Reading Whole School

	Well Below	Below	At	Above	total
Whole school 2019	17	60	242	35	354
Whole School 2020	9	73	232	40	354

#### Reading - Summary of Achievement against the goal of accelerated ELL's.

In Reading, there has been little movement between the levels for our students. The shift of 5 students making accelerated progress is counteracted by 5 students decelerating progress from At to Below. Being an unsettled year due to the effects of two Covid-19 lockdowns and higher numbers of absenteeism it is pleasing to see for the vast majority of learners their learning has maintained a level of constant progress. We still continue to have a high number of ELL students graduate from the ESOL support programme across all levels. At Forrest Hill the focus for the ESOL withdrawal programme is writing and there is an expectation the classroom teachers meet the needs of their ELL in reading with some support in class. These results demonstrate the effectiveness of this approach and also the flexibility that lies within the programme. In Years 1 to 3, teachers reported that Covid-19 has had a negative impact on their learners this year due to time at school. A majority of these students didn't either access or engage with the home learning opportunities that were provided and/or parents struggled to provide adequate levels of support. However, senior teachers noted that the benefits of Sharp Reading was students being exposed to group reading during the group conferences enabling effective modeling of how to unpack a text and communicate ideas with others. Being exposed to high level texts and reading instructional texts during distance learning helped learning to continue. It was noted that teachers were unable to gain momentum with the Sharp Reading Professional Development due to the two lock downs.

#### Well below and Below Expectations - Whole School

77 students 2019 - 82 students 2020, 5 students decelerated progress.

This group continues to be dominated by our English Language Learners and their progress is highlighted above. If these students stay at Forrest Hill school for 3 years or more they are highly likely to meet expectations and national standards. This is a trend of previous years and continues through the 2020 data. However, for a limited number of ELL students who struggled to progress, teachers noted that it was difficult to get them to challenge themselves with practicing and using English due to Covid-19 lockdowns and limited access to other English speaking adults and peers. Feedback from Year data stories continue to indicate that Reading Recovery, Phonological Awareness Groups, Rainbow

Reading, and the ESOL support programme all added to the positive learning in Reading for these students. Time at school was also highlighted as a negative impact of Covid-19 for junior learners.

#### **At Expectations - Whole School**

There has been a shift in data of 10 students between 2019/2020, 5 students in this group have made accelerated progress.

Many of these students have been identified as needing support and they have benefitted from teachers targeting them with some explicit scaffolding. Many year groups used teaching as inquiry in reading to explicitly refine and reflect on their teaching pedagogy and practice of reading. There has been accelerated progress due to the intervention of the Reading Recovery programme, which continued throughout both lockdowns.

#### **Above Expectations - Whole School**

The data shows a growing number of students who are able to work at Above Expectations as they move through the school. The students in Year 3 upwards all display an ability to think critically about a variety of texts. They enjoy discussing their thoughts and points of view. A year group commented that they have made the transition from learning to read to reading to learn. To cater for this group of learners, teachers design learning experiences that promote complexity of thought.

#### **Maori and Pasifika - Whole School**

##### **Maori Students**

Two students in Year 1 are 'below' however are very close to achieving 'at'. One student has little home support and his behaviour impacts on his learning. The other student is making steady progress, though progress could have been better but was hindered by the lockdowns this year. One student at this level has progressed well and responded to small group, guided reading sessions and has made significant progress becoming a confident reader. Two of the three Year 2 students have moved from Below to AT, one of whom attended the Reading Recovery Programme. Only one is below but is currently confidently reading at a level 14 so is only two levels away from being AT, having started Year 2 at reading Level 6. For this student lockdown also affected progress. In Year 3 one student re-enrolled after attending another school. They are Below expectation for year 3. One student has moved from AT expectation in Year 2, to a solid AT expectation for Year 3. They participated in the Sharp Reading programme. All students in Year 4 have maintained their level of achievement. Those who were below in 2019, are still below. Those who were AT standard, are still AT. The student who is Below has limited support of his learning at home, and again lockdown affected this student's progress. In Year 5, one student is a level one learner. This student has been supported by the classroom teacher, learning assistant and RTLB but continued to refuse to engage with reading. Another student dropped from AT to Below. This student does not engage deeply with a text and struggles to consistently use the text to support their thinking. One student in Year 6 maintained their ability to work above the Level 3 curriculum expectations, demonstrating this with learning tasks completed in class. Another student increased the time he is focused on his learning. A greater home/school partnership provided clearer expectations and support structures and his confidence grew.

##### **Pasifika Students**

The Pasifika student at Year 1 is making steady progress but would have benefitted from the extra time of instruction that was lost during Covid-19. He is very close to achieving 'AT'. The Year 2 Pasifika student has progressed well and responded to small group, guided reading

sessions as well as ESOL support. He has made significant progress and has become a confident reader. He responded well to the SHARP Reading Programme. There are four Pasifika students in Year 3. Two of the students have gone from below to AT in 2020. These students have had Reading Recovery support this year. Two of these students go to Steps. Two Year 3 students have remained at the required level for Reading, These two students repeated Year 2. One of the students took part in a Sharp reading programme which was focused around explanation of different vocabulary and understanding what they were reading. One Pasifika student in Year 4 is a level one learner who has made one year's progress, remaining below the expected level, as per last year. This student has been receiving untargeted support by a Learning Assistant. Another student was achieving AT standard this time last year, but has not made the expected progress and so is now achieving Below standard. This student benefits from teacher support rather than intrinsic motivation to learn. Another student has made progress within the ELLP expectations, but acceleration has not been possible due to attendance issues. The remaining student has remained AT the expected level, having made expected progress. There is one student in Year 5 and this student was AT in 2019 and remains AT in 2020. Two Year 6 students have moved through and made progress within level 2 but have not made enough progress to make a shift from Below to AT. There has been little home school partnership and they find it hard to make connections with learning. There was little engagement during lockdown. Another pair of Pasifika students made reading their priority and have benefited from increased reading mileage during personal reading time and working together using the Sharp reading programme conferences.



Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Learning teams looked carefully at the student data at the beginning of 2019 and identified a core curriculum area to focus on that meets the biggest need of their students. Reading was an area of inquiry for many learning teams last year.</p> <p>The whole school undertook Sharp reading as Professional Development.</p> <p>Weekly meetings by leaders with time for feedback and dialogue.</p> <p>Learning Teams becoming collaborative learning communities as they examine student achievement data together and help each other construct ways forward.</p> <p>Teachers will know that their pedagogical shift will further enhance the achievement of other students in the class, not just the targeted students.</p> <p>Assessment will be used formatively as well as the collection of beginning of the year information compared with the end of year information to see actual progress across the whole year.</p> <p>The parent community will be communicated with and given support in knowing how to help their children at home.</p> <p>Continuous review of the ELL's Programme throughout the year. Changes to the programme structure</p>	<p>Discussions around target reading students were held during team meetings for teams who highlighted reading as their inquiry focus.</p> <p>Teachers upskilled themselves in the Sharp reading approach and received feedback on the competency from an outside provider.</p> <p>Within other team meetings, if a teacher initiated discussion based on reading then reflection on purposeful teaching was part of the collaborative nature of these meetings.</p> <p>Senior Leadership team took part in the target discussions and offered advice and ideas on next steps in learning.</p> <p>Data stories for mid-year and end of year reports were gathered, firstly by the teacher, then together as a learning team. These were then summarised to form a whole school picture.</p> <p>This also grew the assessment literacy of the teachers.</p> <p>Report formats have a section on next steps for parents and "how you can help at home".</p> <p>This helps support teachers in catering for this growing number of ELL students in their class.</p>	<p>Learning teams discussing target students consistently added value to the quality of learning experiences completed by the students.</p> <p>The Sharp reading approach meets the needs of some of our students. Teacher understanding varied across the school. Covid did interrupt the timetable and affect the amount of time teachers worked and practiced the approach with students.</p> <p>A culture of learning has been established throughout the school with teachers confidently trialling strategies and getting quality feedback from their Learning Leaders.</p> <p>Staff are making OTJ based on high quality packs of evidence. Having the time for moderation across the school has enhanced the quality of these assessments.</p> <p>Making connections with the families at risk was difficult with some of our families. For students who had active support accelerated progress was made.</p> <p>It must also be mentioned that our numbers of students receiving funding for second language learning continues to increase.</p> <p>We surveyed our parents community and over half our parents do not</p>	<p>Learning Teams will continue to practice and refine the skills learnt from the Sharp Reading PD in 2021.</p> <p>Sharp Reading will continue to be used to meet the needs of some of our students, Two teachers will train as coaches in the future. Teachers all have access to online workshops and support.</p> <p>Continue to have discussions in Learning teams about the best practice for the teaching of reading.</p> <p>Look at all opportunities to accelerate suitable students.</p> <p>Provide the time in the staff meeting cycle to moderate student's packs of evidence against the national standards at least twice yearly.</p> <p>To help foster and build connections with our second language speakers we will be running termly information mornings in which parents can get translation of important information and clarify how they can help at home. These mornings will be for our Chinese and Korean parents - our largest groups.</p>

meant there was more in class support for our Level 2/3 ELL students.		speak English at home	
<p><b>Planning for next year:</b></p> <p>As part of the Teaching and Learning Strategic Goal, continue to have an action and annual plan that focuses on sustaining the development of the practices known to make a difference to student learning outcomes. In 2021 we will focus on Reading and will be working with the Sharp Reading programme.</p> <p><b>Reading Target 2021:</b></p> <ul style="list-style-type: none"> <li>• Continue to use the Sharp Reading approach and target our Maori and Pasifika students to make accelerated progress from Below to At. Our target will be to accelerate 20% of all our students.</li> <li>• Continue to support our targeted learners and look at scaffolding the learning for our ELL students.</li> </ul>			

Focus: Writing
<p><b>Strategic Aim:</b></p> <p>To enhance student achievement in reading, writing and maths and develop greater independence in learning.</p>
<p><b>Annual Aim:</b></p> <p>Improve the rate of progress for all students at risk of not achieving at the level of National Standards in Writing</p>
<p><b>Writing Target for 2020: To have all the students maintain and/or improve in Writing, our intention is to accelerate 20% of our below cohort to achieve At expectation.</b></p> <p><b>Key Improvement Strategies</b></p> <ul style="list-style-type: none"> <li>- A focus on supporting our ELL's students in the classroom to build their literacy skills in English by upskilling Learning Assistants, ESOL Teachers and Teachers.</li> <li>- Focus on building oracy skills to support academic and social language.</li> <li>- Provide authentic learning opportunities for students to engage in writing for a purpose.</li> <li>- Further development of practices around moderating OTJs.</li> <li>- Evidence packs gathered to ensure OTJ is being based on a range of evidence collected over time and induct new staff to this process.</li> <li>- Continue to reflect on the use of Learning Assistants, and the effectiveness of in school supplementary programmes, to ensure these are targeted to the learners needs, and that intended outcomes are being achieved.</li> </ul>



## Baseline data; Writing

	Well Below	Below	At	Above	total
<b>Year 1 2019</b>		55	6		61
Year 2 2019 data as Year 1	1	6	17		24
Year 2 2019 ELLP data as Year 1			24		24
<b>Year 2 2020</b>	1	11	12		24
<b>Year 2 2020 ELLP</b>	8		16		24
	9	11	28		48
Year 3 2019 data as Year 2		18	19		37
Year 3 2019 ELLP data as Year 2	25	9			34
<b>Year 3 2020</b>		14	23		37
<b>Year 3 2020 ELLP</b>	13	21			34
	13	35	23		71
Year 4 2019 data as Year 3	1	13	20		34
<b>Year 4 2019 ELLP data as Year 3</b>	7	18			25
<b>Year 4 2020</b>	1	11	30	1	43
<b>Year 4 2020 ELLP</b>		4	11	1	16
	1	15	41	2	59

Year 5 2019 data as Year 4		19	50	3	72
Year 5 2019 ELLP data as Year 4		6	9	4	19
Year 5 2020	1	16	61	2	80
Year 5 2020 ELLP		5	6		11
	1	21	67	2	91
Year 6 2019 as Year 5	1	20	37	11	69
Year 6 2019 ELLP data as Year 5		13	3		16
Year 6 2020	1	19	38	18	76
Year 6 2020 ELLP		6	3		9
	1	25	41	18	85

### Writing Whole School.

	Well Below	Below	At	Above	total
Whole school 2019	35	122	179	18	354
Whole School 2020	24	107	200	22	354

### Writing - Summary of Achievement.

In Writing, we have positive results considering the impacts of two Covid-19 lockdowns that impacted on student progress with 222 (62%) students writing at or above the expected level. This has increased slightly when making comparisons to 2019 end of year data. Teachers made comments in the data stories at each year level on the use of devices, providing authentic purposes for writing, and student agency (choice) have contributed to shifts in student progress. A large number of ELL students have graduated from the ESOL programme, particularly in Year 4, 5 and 6 and this is a combination of accelerated progress in learning English as an additional language, or students exceeding their time in

the MOE funded programme after four years. During Covi-19 lockdowns students were supported by the use of devices and being able to use tools such as translation to understand tasks. In addition, these results reflect the effectiveness of all FHS support programmes and teacher scaffolding for both our English Language Learners and our English speaking students. During lockdown, students were supported by the ESOL teachers/ and teacher aides via Zoom meetings. In Years 1 to 3, teachers reported that Covid-19 has had a negative impact on their learners this year due to time at school.

### **Below Expectation**

131 (37%) students are below the expected level in writing. A large majority of these students are receiving specialist ELL support with a focus on writing throughout the week and have been part of this for all of their time at FHS. The ELL programme has targeted the students in the junior school for both withdrawal and in class support due to the high numbers of needs. Throughout the school these students have been involved in these remedial programmes - Phonological Awareness groups and Speak to Learn in the junior school, in class support and ESOL withdrawal programmes.

In addition, children with special learning needs are on individual education plans (IEPs) with personal goals set to achieve in writing. These students are supported in class with teacher aides.

An additional programme in Year 3 and 4 is the Steps programme run as a withdrawal programme by a specialist teacher aide. A number of students are also receiving language learning support through outside agencies, this will be an ongoing need for these students.

Teachers have reported that a focus on improving Oral language has helped support the growth of vocabulary and promoted confidence in writing.

The learning through Play pedagogical approach in the Year 1 to 2 classes has catered for the male students by providing opportunities for them to write about subjects they are genuinely interested in and this continues to be a whole class focus responding to student choice and interests. Teachers also made comments that these students have had heavily scaffolded steps to support their learning and will continue to require a high level of support.

Surface features such as spelling, handwriting and grammar continues to be an area of focus. Motivation to write during Covid -19 lockdown has had a negative impact on these students learning in writing. A majority of these students didn't either access or engage with the home learning opportunities that were provided and/or parents struggled to provide adequate levels of support

### **At Expectation**

200 (56%) students are AT expectation. Teachers have identified groups of students in each year group who have met standards through consistent one to one support and involvement in support programmes such as Steps. To ensure these students continue to meet standards they will need continued support. These students have been motivated learners and have responded to a range of teaching strategies such as quick writes, prompts including visuals, writing goals, authentic purposes to write and online access and devices.

Shifts in progress - Teachers across the school noted that the biggest difference to teaching writing was in providing authentic experiences for students that are age relevant and contextually based. This is offering more opportunities of student choice of written forms and resulting in students being engaged and highly motivated. Programmes supporting this development in the junior school are the ESOL vocab groups and

learning through play. In the middle, school ESOL writing withdrawal support based around shared experiences and exploration of language, and the STEPS programme. In the senior school, Te Whara Rama, Garden to Table, ESOL writing support withdrawal and Social Impact Passion Projects. For the majority, strong home school partnerships through Covid 19 lockdowns supported students in the writing programme by providing authentic purposes to write on a range of interests.

### **Above Expectation**

22 students (6%) an increase of 4 student 2019 EOY data.

The data continues to show a growing number of students working above expectation as students move through the school. Students have learnt the mechanics of writing (surface features) and are now learning to write within the curriculum demands as authors, growing sophistication in language choices and an awareness of their audience. They are able to write about events outside of their life experiences and effectively use a range of language features and sentence/text structures for effect and audience engagement. This group of learners have been stretched with differentiated teacher workshops and conferencing. Online learning during Covid -19 lockdowns has supported these students as teachers and online programmes were designed for student engagement, interest and authentic learning experiences.

### **Maori and Pasifika -**

#### **Maori Students**

#### **Writing**

The two Year 1 students are 'below', one student would benefit from home support as his behaviour impacts on his learning. The other student is making steady progress and though again in this learning area would have benefitted from the extra time of instruction that was lost during Covid-19. One student is working at the expected level and has responded well to a variety of teaching strategies. One of three Year 2 students is AT expectation for writing. The other two students are Below and would have also benefited from more time at school in 2020. These two students have little to no support at home which has contributed to their limited progress. These two students require support from the classroom teacher and do not have any additional support. The one student in Year 3 is working at expectation.

One student has moved from AT expectation in Year 2 to AT expectation for Year 3.

In Year 4 one student has remained at level 1 of the curriculum. He has not made a year's worth of progress. While he really enjoys writing, as mentioned already with regards to Reading, this student does not have adequate support at home.

One student in Year 5 is working Well Below and is a level one learner. He has received Learning assistant and RTLB support but does not engage with his learning and has had extended periods of absence. He is not well supported at home. One student has moved from below to At. She has made accelerated progress having responded positively to The Year 5 Big 5.

The Year 6 student is a very reluctant writer and struggles with his spelling. He can write at the Below level providing he is well supported and in the mood. Focus was on learning how to complete forms that required personal information and using different sentence starters. Another student is AT and has made efforts to sequence his ideas into paragraphs and include language features in his writing to make it engaging for the reader across genres.

### Writing

1 Pasifika student in Year 1 is making steady progress in Writing despite time lost during lockdown.

The Year 2 student has made significant progress in writing since the start of 2020 but not enough to meet expectations for Year 2. They have attended ESOL support classes and have benefitted from small group teaching and whole class modelled writing lessons. They would have benefited from more time at school as there was little support from home.

Of the four Pasifika students in Year 3, two of these students attend Steps. The two who repeated year 2 are now at the required level in Year 3. Two students are Below in writing. One of these students came to school in Year 2 with no English. One of these students does not get home support as he is living with his aunty.

In Year 4 one student has stayed at Stage 1 of ELLPs. This could be due to lockdown and less support in writing. Another student has also remained at L1. One student in Year 5 has made consistent progress and has remained AT.

Two students in Year 6 have benefited from collaborative writing opportunities and have shown greater confidence in sharing their stories. One Below student lacks the vocabulary and the understanding of the structure of different writing genre and is a reluctant writer. Another student has been unable to demonstrate his ability to structure and sequence his writing. His ongoing spelling errors means that his writing can often lose meaning and understanding to him as well as the reader. Two students enjoyed one-on-one Writing with a TA and actively participated in 'The Game of Awesome' programme.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Through Teaching as Inquiry teachers will focus on their teaching practice in Writing that best addresses the needs of the identified students</p> <p>Weekly walk 'throughs' by leaders with time for feedback and dialogue.</p> <p>Year group learning teams become collaborative learning communities as they examine student achievement data together and help each other construct ways forward.</p> <p>The principal and deputy principals fully involved in team meetings and in classrooms.</p> <p>Assessment will be used formatively as well as the collection of beginning of the year information compared with the end of year information to see actual progress across the whole year.</p> <p>As English Language Learners make up a large part of the students who are risk, it is a focus for our ESOL programme especially the withdrawal group work.</p>	<p>Discussions around target Writing students were held during team meetings and reflection on purposeful teaching was part of all teachers' inquiries.</p> <p>Senior Leadership team took part in the target discussions and offered advice and ideas on next steps in learning.</p> <p>Data stories for mid-year and end of year reports were gathered, firstly by the teacher, then together as a learning team. These were then summarised to form a whole school picture.</p> <p>This also grew the assessment literacy of the teachers.</p> <p>The writing ELL programme is heavily scaffolded for early learners of English. Students work in small groups with resources that help the writing process. This made a significant difference for these students with many of them reaching expected standards.</p>	<p>Some year groups identified writing as a focus area for a team inquiry and this produced some pleasing results in acceleration.</p> <p>A culture of learning has been established throughout the school with teachers confidently trialling strategies and getting quality feedback from their Learning Leaders.</p> <p>Staff are making OTJ's based on high quality packs of evidence. Having the time for moderation across the school has enhanced the quality of these assessments.</p> <p>The positive acceleration of students in the Below to At expectations is due to the flexibility and quality of the ESOL programme for our ELL students and the support programmes we have in place for other students.</p> <p>There is also a growing confidence and skill with our teachers.</p>	<p>Continue to have learning teams identify groups of students across the year groups with a need of support in writing.</p> <p>Continue to have professional dialogue around student progress, explicit teaching and engagement at team meetings.</p> <p>Look at all opportunities to accelerate suitable students.</p> <p>Provide the time in the staff meeting cycle to moderate student's packs of evidence against the national standards at least twice yearly.</p> <p>Continue with termly reviews of the ESOL programme. Introduce Parent Information morning with our Non english speaking parents with support from translators to support how parents can help at home.</p> <p>Continue with in class support programmes</p> <p>Reduce barriers to learning in online situations by providing resources and support to families during lockdowns.</p>
<p>Planning for next year:</p> <p>As part of the Teaching and Learning Strategic Goal, continue to have an action and annual plan that focuses on sustaining the development of the practices</p>			



known to make a difference to student learning outcomes.

Writing Target for 2021: To have all the students maintain and/or improve in Writing, our intention is to accelerate 20% of our below cohort to achieve At expectation.

### Focus: Mathematics

**Strategic Aim:** To enhance student achievement in reading, writing and maths and develop greater independence in learning.

#### Annual Aim:

Improve the rate of progress for all students at risk of not achieving at the level of National Standards in Mathematics

#### Mathematics Target 2020:

- Continue to use the problem solving approach and target our Maori and Pasifika students to make accelerated progress from Below to At.
- Continue to support our targeted learners and look at scaffolding the learning for our ELL students.
- Consolidate a problem solving approach to the teaching and learning of Mathematics to build on the application of mathematical strategies and knowledge.

#### Key Improvement Strategies

- Work on building mathematical confidence in all students by spending time discussing what makes a mathematician.
- Use "talk Moves" to promote maths vocabulary and the ability for students to explain their thinking.
- Give teachers access to resources for low entry high ceiling maths problems to promote students going deeper into problems.
- Get teachers to work collaboratively on designing effective problems.
- link computation thinking to the digital curriculum and have students involved in problem solving in authentic integrated curriculum projects.

#### Baseline data Maths.

Mathematics

	Well Below	Below	At	Above	total
Year 1 2020		17	44		61
Year 2 2019 data as Year 1	1	4	19		24
Year 2 2019 ELLP data as Year 1		2	22		24
Year 2 2020	1	5	17	1	24
Year 2 2020 ELLP		3	12	9	24
	1	8	29	10	48
Year 3 2019 data as Year 2		11	20	6	37
Year 3 2019 ELLP data as Year 2		12	19	3	34
Year 3 2020		8	24	5	37
Year 3 2020 ELLP		8	16	10	34
		16	40	15	71
Year 4 2019 data as Year 3		15	18	1	34
Year 4 2019 ELLP data as Year 3		6	16	3	25
Year 4 2020	2	4	19	18	43
Year 4 2020 ELLP		5	8	3	16
	2	9	27	21	59



Year 5 2019 data as Year 4		9	33	30	72
Year 5 2019 ELLP data as Year 4		3	8	8	19
Year 5 2020	2	13	34	31	80
Year 5 2020 ELLP		2	4	5	11
	2	15	38	36	91
Year 6 2019 as Year 5	1	11	36	21	69
Year 6 2019 ELLP data as Year 5	8	7	1		16
Year 6 2020		13	40	23	76
Year 6 2020 ELLP	4	4	1		9
	4	17	41	23	85

### Mathematics Whole School

	Well Below	Below	At	Above	total
Whole school 2019	10	80	192	72	354
Whole School 2020	9	65	175	105	354

### Maths - Summary of Achievement.

In Maths we have had very pleasing results. - We had 49 (14%) students make accelerated progress over the year. They moved more than a year worth of progress. Teachers have commented that the problem solving approach extended this group of students as there was a high level of the application of maths to real life problems.

The progress of our ELL is also a highlight of the positive data as they are well represented through all levels of attainments. In the data stories that teachers have written the focus on "talk moves" have helped these learners articulate using mathematical vocab. Many of these students have excellent written algorithm capability. The problem solving approach has supported them applying this knowledge.

Impact of Covid 19 - in maths the impact of the lockdowns has had a positive and negative consequence. Students who had parent support on building number knowledge have then been able to apply this knowledge by using a variety of strategies when returning to school and working on more difficult problems.

Students who didn't get the support have only just maintained their progress or have slipped backwards. Teachers have also made the comment that parents often gave students a strategy that didn't align with some of the strategies in the classroom, having both a positive effect and a negative effect.

#### **Below Expectation**

There are 74 students that are below or well below. For the first time Numicon was introduced as an intervention programme for Year 2 as well as Years 3 and 4. It continues to support this group of learners.

These students receive small group teacher and learning aid instruction, scaffolded steps to support their learning and will continue to require a high level of support. Teachers also commented on the effectiveness of mixed ability groups in problem solving as a support for these learners.

#### **At Expectation**

Teachers keeping a focus on building mathematical vocabulary has supported student understanding. Many of the students in this group have anxiety about getting the answers wrong and teachers have worked at creating a classroom culture where making mistakes is seen as a part of the learning process. Students in this group who improved their basic facts and time tables during lockdown strengthen their application of strategies.

#### **Above Expectation**

Students who are working above expectations in junior school have strong number knowledge and the ability to use some strategies to solve problems, they are also able to articulate their thinking. They also have confidence to try different approaches.

When looking at the students achieving above standard in the older years, teachers have commented that these students have demonstrated quick and multiply ways of calculating a problem.

In Year 5 and 6 the teachers ran specialised programmes to cater for the large group of students working at Above - level 4 curriculum.

These students have also benefited from the involvement of the group of westlake Boys who have provided challenging problems for them in a weekly session. Teachers have focused on the processes these students use to solve problems as well as getting the answer correct.

#### **Maori and Pasifika**

##### **Maori Students**

Two Maori students in Year 1 are 'below' in Math, lack of home support and his behaviour having an impact on his learning. The other student is making steady progress though would have also benefited in Math from no lockdowns. One student is working at the expected level and has benefitted from small group teaching. At Year 2, of the three students in this year group, 1 is ABOVE, 1 is AT and 1 is Below, but is receiving support from Numicon intervention as well as differentiated learning. These students have benefitted from small group teaching, ongoing discussions with parents and caregivers and digital resources such as Studyladder. The Year 3 student is working at expectation in Math. One student has moved from AT expectation in Year 2 to AT expectation for Year 3. The Year 4 student Below in Year 3 is Below in Year 4 but has

progressed from stage 4 to stage E5. This is one years worth of progress. While this student enjoys maths, his level is likely linked to his low-level of reading, hindering his ability to do Maths independently. One student in Year 5 is working Well Below and is a level one learner. He has received Learning Assistant and RTLB support but does not engage with his learning and has had extended periods of absence. He is not well supported at home. One student has remained At expectation. One Year 6 student has benefited from regular practice of the times tables and the challenges and praise that has come from improvements. He is also more comfortable with numeric problems rather than word problems. One student is Above and can approach equations with logic and reasoning which is expected at Level 4.

#### **Pasifika Students**

Our one student in Year 1 is making steady progress but again would have benefitted in this area from the extra time of instruction that was lost during Covid-19. The Year 2 student is achieving AT expectation and has made steady progress. He has benefitted from hands-on activities, workshops, fun and engaging tasks and the introduction of StudyLadder. Two of the four students at Year 3 attended Numericon sessions for the first two terms. This programme really helped these students build confidence with their number sense and imaging numbers. All four of these students have made progress this year, but are not AT expectations for the end of Year 3. For one of these students they are very close to expectation but their confidence to explain their thinking can be limited. Also this student has very limited support at home. For all four of these students, their lack of confidence in maths has contributed to their lack of required progress. The student in Year 4 with poor attendance was below in year 3 and is Below in Year 4 but has progressed from stage 4 to stage E5, so has made improvement of a year's worth of learning. The other student at this level is a Level 1 learner and has stayed at stage 3 throughout the year. In Year 5 one student has remained below she struggles to organise her thinking and develop solution strategies. Three Year 6 students have benefited from the Maths rotation and conferencing during this programme, however for both students Maths remains an area of concern. One student moved from Below to AT due to applying himself more during maths rotations. There was little engagement during lock down from two of these students.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Year Group Teams becoming collaborative learning communities as they examine student achievement data together and help each other construct ways forward.</p> <p>Assessment will be used formatively as well as the collection of beginning of the year information compared with the end of year information to see actual progress across the whole year.</p> <p>A focus on building Mathematical vocab for our ELL students eg the different vocab for adding. Mathematical vocab banks.</p> <p>In both Year 5 and 6 look at different approaches to meet the needs of a large group of strong mathematicians.</p>	<p>As learning teams teachers collaboratively designed problems that meet the needs of their students. Working closely to develop the Big Idea for each problem.</p> <p>Data stories for mid-year and end of year reports were gathered, firstly by the teacher, then together as a learning team. These were then summarised to form a whole school picture.</p> <p>A better understanding for the students of what was actually being asked. There was some success with this although we still need to consider the overall impact on our ELL students.</p> <p>Specialised extension programmes for students working above standards (in Level 4)</p>	<p>Through student voice there was a positive change in attitudes towards maths.</p> <p>Teachers' knowledge of the big mathematical concept for each sessions has grown as teachers support each other through collaboration</p> <p>A culture of learning has been established throughout the school with teachers confidently trialling strategies and problems then reflecting on how this has met outcomes.</p> <p>Students gained confidence and better understanding allow strong accelerated progress from At to Above</p> <p>Some of our students are still adjusting to a completely new environment. They often also have input from home around how to solve mathematical problems and this can differ from the strategies that are used in NZ.</p> <p>Students strengthened their strategies and could apply this to</p>	<p>Continue to teach through the problem solving approach.</p> <p>Year groups analyse the data at both the beginning of the year and at the mid year point. They create data stories reflecting on the teaching practice..</p> <p>Sustain the problem solving approach to Maths. Staff see this as a way to add depth to understanding and bring Maths into more curriculum areas</p> <p>Provide the time in the staff meeting cycle to moderate student's packs of evidence.</p> <p>Continue to work with these students on mathematical vocabulary and look at having translated resources available. Parent information nights around how we teach Mathematics in NZ</p> <p>Look at how we continue this for the group working in Year 6 2021.</p>

		more difficult problems.	
<p>Planning for next year:</p> <p>As part of the Teaching and Learning Strategic Goal, look at how areas of the digital curriculum can enhance the learning of maths especially around computation thinking and applying maths to authentic learning context.</p> <p>Mathematics Target 2021:</p> <ul style="list-style-type: none"> <li>• Continue to use the problem solving approach and target our Maori and Pasifika students to make accelerated progress from Below to At.</li> <li>• Continue to support our targeted learners and look at scaffolding the learning for our ELL students.</li> <li>• Consolidate a problem solving approach to the teaching and learning of Mathematics to build on the application of mathematical strategies and knowledge.</li> </ul>			



## **Forrest Hill School**

### **Kiwisport Statement**

**For the year ending 31st December 2020**

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2020 the school received Kiwi Sport funding of \$6356 excl GST,

The funding was used to engage the services of Harbour Sport where professional coaches worked with teachers and students in school. The children participated in fundamental skills sessions, and Softball, Cricket and Tag.

The funds were also used to release teachers to work with our Sports Leader to observe teachers teaching the fundamental skills across the school.

A handwritten signature in dark ink, appearing to read 'J Marwick', is written over a horizontal line.

On behalf of the Forrest Hill BOT

John Marwick

Principal