

ROSEHILL INTERMEDIATE

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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ROSEHILL INTERMEDIATE

Financial Statements - For the year ended 31 December 2017

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Rosehill Intermediate

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board

Debbie Margaret Hall
Full Name of Board Chairperson

M Hall
Signature of Board Chairperson

29/5/18
Date

Maria Teresa Owens
Full Name of Principal

M T Owens
Signature of Principal

29/5/18
Date:

Rosehill Intermediate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	3,808,438	3,265,269	3,688,600
Locally Raised Funds	3	180,219	122,100	234,670
Interest Earned		25,761	15,000	23,189
International Students	4	957	10,000	7,483
		<u>4,015,375</u>	<u>3,412,369</u>	<u>3,953,942</u>
Expenses				
Locally Raised Funds	3	79,909	30,100	113,965
International Students	4	205	2,000	391
Learning Resources	5	2,503,518	2,326,993	2,439,576
Administration	6	196,982	164,292	191,874
Finance Costs		4,770	1,500	3,256
Property	7	1,012,340	762,801	878,743
Depreciation	8	122,621	111,000	128,071
		<u>3,920,345</u>	<u>3,398,686</u>	<u>3,755,876</u>
Net Surplus / (Deficit)		95,030	13,683	198,066
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>95,030</u>	<u>13,683</u>	<u>198,066</u>

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

Rosehill Intermediate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
	\$	\$	\$
Balance at 1 January	<u>1,072,053</u>	<u>1,072,053</u>	<u>830,255</u>
Total comprehensive revenue and expense for the year	95,030	13,683	198,066
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	43,732
Equity at 31 December	<u>1,167,083</u>	<u>1,085,736</u>	<u>1,072,053</u>
Retained Earnings	1,167,083	1,085,736	1,072,053
Equity at 31 December	<u>1,167,083</u>	<u>1,085,736</u>	<u>1,072,053</u>

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

Rosehill Intermediate
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	9	456,782	549,992	318,891
Accounts Receivable	10	132,604	152,245	106,010
GST Receivable		12,156	12,600	19,971
Prepayments		13,226	7,588	7,466
Inventories	11	18,917	20,730	17,134
Investments	12	387,970	360,881	486,557
Funds owed for Capital Works Projects	20	-	-	16,482
		<u>1,021,655</u>	<u>1,104,036</u>	<u>972,511</u>
Current Liabilities				
Accounts Payable	14	234,056	250,279	166,568
Revenue Received in Advance	15	17,122	11,451	16,984
Provision for Cyclical Maintenance	16	86,539	64,290	32,769
Painting Contract Liability - Current Portion	17	-	-	17,776
Finance Lease Liability - Current Portion	18	25,786	-	20,547
Funds held in Trust	19	6,569	-	10,542
Funds held for Capital Works Projects	20	15,064	-	-
		<u>385,136</u>	<u>326,020</u>	<u>265,186</u>
Working Capital Surplus/(Deficit)		636,519	778,016	707,325
Non-current Assets				
Property, Plant and Equipment	13	629,082	449,613	533,654
		<u>629,082</u>	<u>449,613</u>	<u>533,654</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	77,551	141,893	130,736
Finance Lease Liability	18	20,967	-	38,190
		<u>98,518</u>	<u>141,893</u>	<u>168,926</u>
Net Assets		<u>1,167,083</u>	<u>1,085,736</u>	<u>1,072,053</u>
Equity		<u>1,167,083</u>	<u>1,085,736</u>	<u>1,072,053</u>

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

Rosehill Intermediate
Statement of Cash Flows
For the year ended 31 December 2017

	2017	2017	2016
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash flows from Operating Activities			
Government Grants	826,171	733,270	866,818
Locally Raised Funds	180,547	98,500	254,717
International Students	957	10,000	7,483
Goods and Services Tax (net)	7,815	-	(7,371)
Payments to Employees	(270,035)	(324,930)	(290,883)
Payments to Suppliers	(469,705)	(155,640)	(394,260)
Cyclical Maintenance Payments in the year	(35,350)	-	(9,910)
Interest Paid	(4,770)	(1,500)	(3,255)
Interest Received	26,454	15,000	24,989
Net cash from / (to) the Operating Activities	<u>262,084</u>	<u>374,700</u>	<u>448,328</u>
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(207,516)	(82,000)	(104,754)
Purchase of Investments	-	-	(125,676)
Proceeds from Sale of Investments	98,587	-	-
Net cash from / (to) the Investing Activities	<u>(108,929)</u>	<u>(82,000)</u>	<u>(230,430)</u>
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	43,731
Finance Lease Payments	(18,724)	-	(11,465)
Painting contract payments	(24,113)	-	(17,776)
Funds Administered on Behalf of Third Parties	(3,973)	-	(124,893)
Funds Held for Capital Works Projects	31,546	-	(135,434)
Net cash from Financing Activities	<u>(15,264)</u>	<u>-</u>	<u>(245,837)</u>
Net increase/(decrease) in cash and cash equivalents	<u>137,891</u>	<u>292,700</u>	<u>(27,939)</u>
Cash and cash equivalents at the beginning of the year	9 318,891	257,292	346,830
Cash and cash equivalents at the end of the year	9 <u>456,782</u>	<u>549,992</u>	<u>318,891</u>

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

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

Rosehill Intermediate

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 18.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

The School has met the requirements under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

Land and buildings owned by the Proprietor are excluded from these financial statements. The Board's use of the land and Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	40 years
Furniture and Equipment	3-40 years
Information and Communication	3-4 years
Motor Vehicles	10 years
Textbooks	5 years
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

l) Impairment of property, plant, and equipment

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

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

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

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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).

r) Financial Assets and Liabilities

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

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

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

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	774,615	702,540	777,301
Teachers' salaries grants	2,198,688	1,979,363	2,140,441
Use of Land and Buildings grants	744,258	552,636	651,785
Resource teachers learning and behaviour grants	2,000	1,730	3,920
Other MoE Grants	71,786	29,000	73,119
Other government grants	17,091	-	42,034
	3,808,438	3,265,269	3,688,600

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	17,495	14,000	16,842
Fundraising	34,218	38,400	41,431
Other revenue	1,778	-	-
Trading	18,501	14,500	16,607
Activities	108,227	55,200	159,790
	180,219	122,100	234,670
Expenses			
Activities	71,630	21,350	101,477
Trading	5,946	6,500	9,460
Fundraising (costs of raising funds)	2,333	2,250	3,028
	79,909	30,100	113,965
<i>Surplus for the year Locally raised funds</i>	100,310	92,000	120,705

4. International Student Revenue and Expenses

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	1	4	2
Revenue			
International student fees	957	10,000	7,483
Expenses			
International student levy	205	-	65
Other Expenses	-	2,000	326
	205	2,000	391
<i>Surplus for the year International Students'</i>	752	8,000	7,092

5. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	101,218	102,500	102,209
Library resources	2,032	2,000	1,908
Employee benefits - salaries	2,374,901	2,180,493	2,312,817
Staff development	25,367	42,000	22,642
	<u>2,503,518</u>	<u>2,326,993</u>	<u>2,439,576</u>

6. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	6,640	6,740	6,540
Board of Trustees Fees	4,807	4,700	4,604
Board of Trustees Expenses	14,852	750	5,403
Communication	923	1,130	1,118
Consumables	20,000	16,000	12,284
Operating Lease	5,056	11,972	17,508
Other	41,754	25,800	31,560
Employee Benefits - Salaries	84,684	78,800	97,713
Insurance	6,866	7,000	6,399
Service Providers, Contractors and Consultancy	11,400	11,400	8,745
	<u>196,982</u>	<u>164,292</u>	<u>191,874</u>

7. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	54,210	50,500	48,166
Cyclical Maintenance Expense	35,935	32,515	32,261
Grounds	16,935	11,850	12,222
Heat, Light and Water	39,792	37,500	37,834
Repairs and Maintenance	67,318	26,300	36,210
Use of Land and Buildings	744,258	552,636	651,785
Security	8,586	6,500	9,154
Employee Benefits - Salaries	44,326	45,000	50,031
Contractors & Consultants	980	-	1,080
	<u>1,012,340</u>	<u>762,801</u>	<u>878,743</u>

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

8. Depreciation

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Buildings	1,936	1,678	1,936
Building Improvements	3,154	1,628	1,878
Furniture and Equipment	46,186	42,220	48,715
Information & Communication Technology	45,637	51,200	59,074
Motor Vehicles	183	159	183
Textbooks	325	283	326
Leased Assets	22,416	11,269	13,002
Library Resources	2,784	2,563	2,957
	<u>122,621</u>	<u>111,000</u>	<u>128,071</u>

9. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	282	-	282
Bank Current Account	224,036	549,992	32,537
Bank Call Account	116,095	-	286,072
Short-term Bank Deposits	116,369	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	<u>456,782</u>	<u>549,992</u>	<u>318,891</u>

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

Of the \$456,782 Cash and Cash Equivalents, \$15,064 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	2,626	422	2,388
Interest Receivable	743	3,236	1,436
Teacher Salaries Grant Receivable	129,235	148,587	102,186
	<u>132,604</u>	<u>152,245</u>	<u>106,010</u>
Receivables from Exchange Transactions	3,369	3,658	3,824
Receivables from Non-Exchange Transactions	129,235	148,587	102,186
	<u>132,604</u>	<u>152,245</u>	<u>106,010</u>

11. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	551	850	566
Uniform	18,366	19,880	16,568
	<u>18,917</u>	<u>20,730</u>	<u>17,134</u>

12. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	387,970	360,881	486,557

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	54,690	-	-	-	(1,936)	52,754
Building Improvements	53,634	97,850	-	-	(3,154)	148,330
Furniture and Equipment	246,387	69,723	-	-	(46,186)	269,924
Information & Communication Technology	99,588	37,260	-	-	(45,637)	91,211
Motor Vehicles	722	-	-	-	(183)	539
Textbooks	697	-	-	-	(325)	372
Leased Assets	57,201	10,534	-	-	(22,416)	45,319
Library Resources	20,735	2,682	-	-	(2,784)	20,633
Balance at 31 December 2017	533,654	218,049	-	-	(122,621)	629,082

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	77,449	(24,695)	52,754
Building Improvements	172,975	(24,645)	148,330
Furniture and Equipment	767,599	(497,675)	269,924
Information & Communication Technology	474,272	(383,061)	91,211
Motor Vehicles	1,830	(1,291)	539
Textbooks	1,632	(1,260)	372
Leased Assets	80,737	(35,418)	45,319
Library Resources	65,168	(44,535)	20,633
Balance at 31 December 2017	1,641,662	(1,012,580)	629,082

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Buildings	56,626	-	-	-	(1,936)	54,690
Building Improvements	55,512	-	-	-	(1,878)	53,634
Furniture and Equipment	252,592	42,510	-	-	(48,715)	246,387
Information & Communication Technology	99,165	59,497	-	-	(59,074)	99,588
Motor Vehicles	905	-	-	-	(183)	722
Textbooks	1,023	-	-	-	(326)	697
Leased Assets	-	70,203	-	-	(13,002)	57,201
Library Resources	20,945	2,747	-	-	(2,957)	20,735
Balance at 31 December 2016	486,768	174,957	-	-	(128,071)	533,654

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Buildings	77,449	(22,759)	54,690
Building Improvements	75,124	(21,490)	53,634
Furniture and Equipment	697,875	(451,488)	246,387
Information & Communication Technology	437,012	(337,424)	99,588
Motor Vehicles	1,830	(1,108)	722
Textbooks	1,632	(935)	697
Leased Assets	70,203	(13,002)	57,201
Library Resources	62,487	(41,752)	20,735
Balance at 31 December 2016	1,423,612	(889,958)	533,654

14. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	55,137	91,874	18,785
Accruals	5,000	-	6,540
Banking staffing overuse	40,000	-	29,557
Employee Entitlements - salaries	129,235	148,587	102,186
Employee Entitlements - leave accrual	4,684	9,818	9,500
	<u>234,056</u>	<u>250,279</u>	<u>166,568</u>
Payables for Exchange Transactions	194,056	250,279	137,011
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	40,000	-	29,557
	<u>234,056</u>	<u>250,279</u>	<u>166,568</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income In Advance	17,122	11,451	16,984
	<u>17,122</u>	<u>11,451</u>	<u>16,984</u>

16. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	163,505	209,168	141,154
Increase to the Provision During the Year	35,935	32,515	32,261
Use of the Provision During the Year	(35,350)	(35,500)	(9,910)
Provision at the End of the Year	<u>164,090</u>	<u>206,183</u>	<u>163,505</u>
Cyclical Maintenance - Current	86,539	64,290	32,769
Cyclical Maintenance - Term	77,551	141,893	130,736
	<u>164,090</u>	<u>206,183</u>	<u>163,505</u>

17. Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	-	-	17,776
Non Current Liability	-	-	-
	<u>-</u>	<u>-</u>	<u>17,776</u>

In 2006 the Board signed an agreement with [REDACTED] Ltd (the contractor) for an agreed programme of work covering a 8 year period. The programme provides for interior and exterior repaint of the Ministry owned buildings in 2006, with regular maintenance in subsequent years. The agreement has an annual commitment of \$24,113. 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:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	27,066	-	22,541
Later than One Year and no Later than Five Years	21,562	-	40,065
Future finance charges	(1,875)	-	(3,869)
	<u>46,753</u>	<u>-</u>	<u>58,737</u>

19. Funds held in Trust

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	6,569	-	10,542
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>6,569</u>	<u>-</u>	<u>10,542</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

20. Funds Held (Owed) for Capital Works Projects

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
07 Building Upgrade	<i>completed</i>	(29,209)	41,500	9,954	-	2,337
5 Year Plan Excess	<i>in progress</i>	12,727	-	-	-	12,727
Totals		<u>(16,482)</u>	<u>41,500</u>	<u>9,954</u>	<u>-</u>	<u>15,064</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	15,064
Funds Due from the Ministry of Education	-
	<u>15,064</u>

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
07 Building Upgrade	<i>in progress</i>	106,225	364,767	500,201	-	(29,209)
5 Year Plan Excess	<i>in progress</i>	12,727	-	-	-	12,727
Totals		<u>118,952</u>	<u>364,767</u>	<u>500,201</u>	<u>-</u>	<u>(16,482)</u>

21. 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.

22. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,807	4,604
Full-time equivalent members	0.13	0.13
<i>Leadership Team</i>		
Remuneration	341,708	327,443
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	346,515	332,047
Total full-time equivalent personnel	3.13	3.13

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

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	30 - 40
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	-	-
	0.00	0.00

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

23. 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:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

24. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

25. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	-	1,886
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	1,886

(b) The School has entered into an agreement with ██████████ Ltd for painting of the School's buildings. The amount committed on the contract is:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	6,337
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	6,337

26. 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.

27. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	456,782	549,992	318,891
Receivables	132,604	152,245	106,010
Investments - Term Deposits	387,970	360,881	486,557
Total Loans and Receivables	<u>977,356</u>	<u>1,063,118</u>	<u>911,458</u>

Financial liabilities measured at amortised cost

Payables	234,056	250,279	166,568
Borrowings - Loans	-	-	-
Finance Leases	46,753	-	58,737
Painting Contract Liability	-	-	17,776
Total Financial Liabilities Measured at Amortised Cost	<u>280,809</u>	<u>250,279</u>	<u>243,081</u>

28. Events After Balance Date

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

29. Comparative Figures

Some comparative figures have been reclassified to ensure compliance with the Ministry of Education's Kiwi Park School model financial statements. Compliance with the model is compulsory. This change does not materially alter the financial statements.

Rosehill Intermediate Members of the Board of Trustees

Name	Position	How position on Board gained	Term expires
Debbie Hull	Chairperson	Nominated	2019
Ray Freeman	Parent Representative	Nominated	2019
Moana Brooks	Staff Representative	Elected	2019
Semi Sitigata	Parent Representative	Elected	2019
Mohammed Aziz	Parent Representative	Nominated	2019
Grant Carter	Parent Representative	Elected	2019
Fayyaz Qadeer	Parent Representative	Elected	2019
Maria Owers	Principal	Appointed	2019

Independent Auditor's Report

To the readers of Rosehill Intermediate's Financial statements For the year ended 31 December 2017

RSM Hayes Audit

PO Box 9588
Newmarket, Auckland 1149
Level 1, 1 Broadway
Newmarket, Auckland 1023

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The Auditor-General is the auditor of Rosehill Intermediate (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, 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 2017, 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 2017; 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2018. 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 of 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 of Trustees' responsibilities arise from 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 includes the statement of responsibility, board member list, analysis of variance 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 Rosehill Intermediate.



Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

ROSEHILL INTERMEDIATE SCHOOL



“To Seek With Vigour”

Analysis of Variance 2017

NAG2A - Showing students at Rosehill Intermediate on 1st Nov 2017
2017 National Standards Report

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update		1

Reading All students Years 7 - 8		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	15	6.4%	60	25.8%	125	53.6%	33	14.2%	233	
	Female	5	2.2%	37	16.1%	135	58.7%	53	23.0%	230	
	Total	20	4.3%	97	21.0%	260	56.2%	86	18.6%	463	
Maori	Male	9	11.3%	29	36.3%	35	43.8%	7	8.8%	80	
	Female	3	3.9%	17	22.1%	48	62.3%	9	11.7%	77	
	Total	12	7.6%	46	29.3%	83	52.9%	16	10.2%	157	
Pasifika	Male	2	7.4%	10	37.0%	10	37.0%	5	18.5%	27	
	Female	0	0%	7	20.6%	19	55.9%	8	23.5%	34	
	Total	2	3.3%	17	27.9%	29	47.5%	13	21.3%	61	
Asian	Male	0	0%	5	23.8%	14	66.7%	2	9.5%	21	
	Female	0	0%	4	11.4%	17	48.6%	14	40.0%	35	
	Total	0	0%	9	16.1%	31	55.4%	16	28.6%	56	
MELAA	Male	1	20.0%	0	0%	3	60.0%	1	20.0%	5	
	Female	0	0%	1	33.3%	2	66.7%	0	0%	3	
	Total	1	12.5%	1	12.5%	5	62.5%	1	12.5%	8	
Other	Male	0	0%	3	75.0%	0	0%	1	25.0%	4	
	Female	1	25.0%	0	0%	1	25.0%	2	50.0%	4	
	Total	1	12.5%	3	37.5%	1	12.5%	3	37.5%	8	
NZ/European	Male	3	3.1%	13	13.5%	63	65.6%	17	17.7%	96	
	Female	1	1.3%	8	10.4%	48	62.3%	20	26.0%	77	
	Total	4	2.3%	21	12.1%	111	64.2%	37	21.4%	173	

Excl No OTJ		Attending an alternative education program					
MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update	NA	0

Reading Year Level 7	Well Below		Below		At		Above		Total	
	No	%	No	%	No	%	No	%		
All students	Male	12	11.0%	33	30.3%	47	43.1%	17	15.6%	109
	Female	5	4.4%	22	19.5%	64	56.6%	22	19.5%	113
	Total	17	7.7%	55	24.8%	111	50.0%	39	17.6%	222
Maori	Male	8	23.5%	14	41.2%	8	23.5%	4	11.8%	34
	Female	3	8.6%	8	22.9%	20	57.1%	4	11.4%	35
	Total	11	15.9%	22	31.9%	28	40.6%	8	11.6%	69
Pasifika	Male	2	12.5%	4	25.0%	6	37.5%	4	25.0%	16
	Female	0	0%	5	31.3%	9	56.3%	2	12.5%	16
	Total	2	6.3%	9	28.1%	15	46.9%	6	18.8%	32
Asian	Male	0	0%	3	25.0%	8	66.7%	1	8.3%	12
	Female	0	0%	2	14.3%	8	57.1%	4	28.6%	14
	Total	0	0%	5	19.2%	16	61.5%	5	19.2%	26
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	0	0%	0	0%	1	100.0%	0	0%	1
	Total	0	0%	0	0%	3	100.0%	0	0%	3
Other	Male	0	0%	1	100.0%	0	0%	0	0%	1
	Female	1	100.0%	0	0%	0	0%	0	0%	1
	Total	1	50.0%	1	50.0%	0	0%	0	0%	2
NZ/European	Male	2	4.5%	11	25.0%	23	52.3%	8	18.2%	44
	Female	1	2.2%	7	15.2%	26	56.5%	12	26.1%	46
	Total	3	3.3%	18	20.0%	49	54.4%	20	22.2%	90

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update	NA	1

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	3	2.4%	27	21.8%	78	62.9%	16	12.9%	124
	Female	0	0%	15	12.8%	71	60.7%	31	26.5%	117
	Total	3	1.2%	42	17.4%	149	61.8%	47	19.5%	241
Maori	Male	1	2.2%	15	32.6%	27	58.7%	3	6.5%	46
	Female	0	0%	9	21.4%	28	66.7%	5	11.9%	42
	Total	1	1.1%	24	27.3%	55	62.5%	8	9.1%	88
Pasifika	Male	0	0%	6	54.5%	4	36.4%	1	9.1%	11
	Female	0	0%	2	11.1%	10	55.6%	6	33.3%	18
	Total	0	0%	8	27.6%	14	48.3%	7	24.1%	29
Asian	Male	0	0%	2	22.2%	6	66.7%	1	11.1%	9
	Female	0	0%	2	9.5%	9	42.9%	10	47.6%	21
	Total	0	0%	4	13.3%	15	50.0%	11	36.7%	30
MELAA	Male	1	33.3%	0	0%	1	33.3%	1	33.3%	3
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	1	20.0%	1	20.0%	2	40.0%	1	20.0%	5
Other	Male	0	0%	2	66.7%	0	0%	1	33.3%	3
	Female	0	0%	0	0%	1	33.3%	2	66.7%	3
	Total	0	0%	2	33.3%	1	16.7%	3	50.0%	6
NZ/European	Male	1	1.9%	2	3.8%	40	76.9%	9	17.3%	52
	Female	0	0%	1	3.2%	22	71.0%	8	25.8%	31
	Total	1	1.2%	3	3.6%	62	74.7%	17	20.5%	83

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update		1

Writing All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	19	8.2%	76	32.6%	131	56.2%	7	3.0%	233
	Female	8	3.5%	41	17.8%	148	64.3%	33	14.3%	230
	Total	27	5.8%	117	25.3%	279	60.3%	40	8.6%	463
Maori	Male	9	11.3%	35	43.8%	35	43.8%	1	1.3%	80
	Female	4	5.2%	18	23.4%	50	64.9%	5	6.5%	77
	Total	13	8.3%	53	33.8%	85	54.1%	6	3.8%	157
Pasifika	Male	3	11.1%	8	29.6%	15	55.6%	1	3.7%	27
	Female	1	2.9%	9	26.5%	18	52.9%	6	17.6%	34
	Total	4	6.6%	17	27.9%	33	54.1%	7	11.5%	61
Asian	Male	0	0%	10	47.6%	10	47.6%	1	4.8%	21
	Female	1	2.9%	2	5.7%	24	68.6%	8	22.9%	35
	Total	1	1.8%	12	21.4%	34	60.7%	9	16.1%	56
MELAA	Male	1	20.0%	0	0%	4	80.0%	0	0%	5
	Female	0	0%	1	33.3%	2	66.7%	0	0%	3
	Total	1	12.5%	1	12.5%	6	75.0%	0	0%	8
Other	Male	1	25.0%	2	50.0%	0	0%	1	25.0%	4
	Female	1	25.0%	0	0%	1	25.0%	2	50.0%	4
	Total	2	25.0%	2	25.0%	1	12.5%	3	37.5%	8
NZ/European	Male	5	5.2%	21	21.9%	67	69.8%	3	3.1%	96
	Female	1	1.3%	11	14.3%	53	68.8%	12	15.6%	77
	Total	6	3.5%	32	18.5%	120	69.4%	15	8.7%	173

Excl No OTJ		Attending an alternative education program					
MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update	NA	0

		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
Writing Year Level 7											
All students	Male	14	12.8%	40	36.7%	51	46.8%	4	3.7%	109	
	Female	8	7.1%	21	18.6%	73	64.6%	11	9.7%	113	
	Total	22	9.9%	61	27.5%	124	55.9%	15	6.8%	222	
Maori	Male	8	23.5%	17	50.0%	8	23.5%	1	2.9%	34	
	Female	4	11.4%	8	22.9%	22	62.9%	1	2.9%	35	
	Total	12	17.4%	25	36.2%	30	43.5%	2	2.9%	69	
Pasifika	Male	1	6.3%	4	25.0%	10	62.5%	1	6.3%	16	
	Female	1	6.3%	6	37.5%	8	50.0%	1	6.3%	16	
	Total	2	6.3%	10	31.3%	18	56.3%	2	6.3%	32	
Asian	Male	0	0%	6	50.0%	5	41.7%	1	8.3%	12	
	Female	1	7.1%	0	0%	11	78.6%	2	14.3%	14	
	Total	1	3.8%	6	23.1%	16	61.5%	3	11.5%	26	
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2	
	Female	0	0%	0	0%	1	100.0%	0	0%	1	
	Total	0	0%	0	0%	3	100.0%	0	0%	3	
Other	Male	1	100.0%	0	0%	0	0%	0	0%	1	
	Female	1	100.0%	0	0%	0	0%	0	0%	1	
	Total	2	100.0%	0	0%	0	0%	0	0%	2	
NZ/European	Male	4	9.1%	13	29.5%	26	59.1%	1	2.3%	44	
	Female	1	2.2%	7	15.2%	31	67.4%	7	15.2%	46	
	Total	5	5.6%	20	22.2%	57	63.3%	8	8.9%	90	

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update	NA	1

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	5	4.0%	36	29.0%	80	64.5%	3	2.4%	124
	Female	0	0%	20	17.1%	75	64.1%	22	18.8%	117
	Total	5	2.1%	56	23.2%	155	64.3%	25	10.4%	241
Maori	Male	1	2.2%	18	39.1%	27	58.7%	0	0%	46
	Female	0	0%	10	23.8%	28	66.7%	4	9.5%	42
	Total	1	1.1%	28	31.8%	55	62.5%	4	4.5%	88
Pasifika	Male	2	18.2%	4	36.4%	5	45.5%	0	0%	11
	Female	0	0%	3	16.7%	10	55.6%	5	27.8%	18
	Total	2	6.9%	7	24.1%	15	51.7%	5	17.2%	29
Asian	Male	0	0%	4	44.4%	5	55.6%	0	0%	9
	Female	0	0%	2	9.5%	13	61.9%	6	28.6%	21
	Total	0	0%	6	20.0%	18	60.0%	6	20.0%	30
MELAA	Male	1	33.3%	0	0%	2	66.7%	0	0%	3
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	1	20.0%	1	20.0%	3	60.0%	0	0%	5
Other	Male	0	0%	2	66.7%	0	0%	1	33.3%	3
	Female	0	0%	0	0%	1	33.3%	2	66.7%	3
	Total	0	0%	2	33.3%	1	16.7%	3	50.0%	6
NZ/European	Male	1	1.9%	8	15.4%	41	78.8%	2	3.8%	52
	Female	0	0%	4	12.9%	22	71.0%	5	16.1%	31
	Total	1	1.2%	12	14.5%	63	75.9%	7	8.4%	83

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update		1

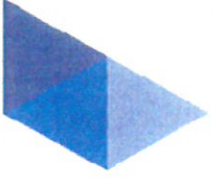
Mathematics All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	6	2.6%	56	24.0%	143	61.4%	28	12.0%	233
	Female	4	1.7%	44	19.1%	153	66.5%	29	12.6%	230
	Total	10	2.2%	100	21.6%	296	63.9%	57	12.3%	463
Maori	Male	3	3.8%	27	33.8%	47	58.8%	3	3.8%	80
	Female	3	3.9%	22	28.6%	49	63.6%	3	3.9%	77
	Total	6	3.8%	49	31.2%	96	61.1%	6	3.8%	157
Pasifika	Male	0	0%	9	33.3%	16	59.3%	2	7.4%	27
	Female	1	2.9%	5	14.7%	23	67.6%	5	14.7%	34
	Total	1	1.6%	14	23.0%	39	63.9%	7	11.5%	61
Asian	Male	0	0%	4	19.0%	13	61.9%	4	19.0%	21
	Female	0	0%	4	11.4%	20	57.1%	11	31.4%	35
	Total	0	0%	8	14.3%	33	58.9%	15	26.8%	56
MELAA	Male	0	0%	1	20.0%	4	80.0%	0	0%	5
	Female	0	0%	1	33.3%	2	66.7%	0	0%	3
	Total	0	0%	2	25.0%	6	75.0%	0	0%	8
Other	Male	0	0%	1	25.0%	3	75.0%	0	0%	4
	Female	0	0%	1	25.0%	1	25.0%	2	50.0%	4
	Total	0	0%	2	25.0%	4	50.0%	2	25.0%	8
NZ/European	Male	3	3.1%	14	14.6%	60	62.5%	19	19.8%	96
	Female	0	0%	11	14.3%	58	75.3%	8	10.4%	77
	Total	3	1.7%	25	14.5%	118	68.2%	27	15.6%	173

Excl No OTJ		Attending an alternative education program					
MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP	17.108	2017-12-04	March annual charter update	NA	0

Mathematics Year Level 7		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	4	3.7%	27	24.8%	64	58.7%	14	12.8%	109	
	Female	4	3.5%	24	21.2%	76	67.3%	9	8.0%	113	
	Total	8	3.6%	51	23.0%	140	63.1%	23	10.4%	222	
Maori	Male	2	5.9%	12	35.3%	18	52.9%	2	5.9%	34	
	Female	3	8.6%	9	25.7%	22	62.9%	1	2.9%	35	
	Total	5	7.2%	21	30.4%	40	58.0%	3	4.3%	69	
Pasifika	Male	0	0%	4	25.0%	11	68.8%	1	6.3%	16	
	Female	1	6.3%	4	25.0%	10	62.5%	1	6.3%	16	
	Total	1	3.1%	8	25.0%	21	65.6%	2	6.3%	32	
Asian	Male	0	0%	2	16.7%	7	58.3%	3	25.0%	12	
	Female	0	0%	2	14.3%	9	64.3%	3	21.4%	14	
	Total	0	0%	4	15.4%	16	61.5%	6	23.1%	26	
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2	
	Female	0	0%	0	0%	1	100.0%	0	0%	1	
	Total	0	0%	0	0%	3	100.0%	0	0%	3	
Other	Male	0	0%	0	0%	1	100.0%	0	0%	1	
	Female	0	0%	1	100.0%	0	0%	0	0%	1	
	Total	0	0%	1	50.0%	1	50.0%	0	0%	2	
NZ/European	Male	2	4.5%	9	20.5%	25	56.8%	8	18.2%	44	
	Female	0	0%	8	17.4%	34	73.9%	4	8.7%	46	
	Total	2	2.2%	17	18.9%	59	65.6%	12	13.3%	90	

MoE #	Name	SMS	Version	Date	Report Name	Excl ≥ Mar	Excl No OTJ
1473	Rosehill Intermediate	eTAP 17.108	2017-12-04	March annual charter update	NA	1	

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	1.6%	29	23.4%	79	63.7%	14	11.3%	124
	Female	0	0%	20	17.1%	77	65.8%	20	17.1%	117
	Total	2	0.8%	49	20.3%	156	64.7%	34	14.1%	241
Maori	Male	1	2.2%	15	32.6%	29	63.0%	1	2.2%	46
	Female	0	0%	13	31.0%	27	64.3%	2	4.8%	42
	Total	1	1.1%	28	31.8%	56	63.6%	3	3.4%	88
Pasifika	Male	0	0%	5	45.5%	5	45.5%	1	9.1%	11
	Female	0	0%	1	5.6%	13	72.2%	4	22.2%	18
	Total	0	0%	6	20.7%	18	62.1%	5	17.2%	29
Asian	Male	0	0%	2	22.2%	6	66.7%	1	11.1%	9
	Female	0	0%	2	9.5%	11	52.4%	8	38.1%	21
	Total	0	0%	4	13.3%	17	56.7%	9	30.0%	30
MELAA	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2
	Total	0	0%	2	40.0%	3	60.0%	0	0%	5
Other	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	0	0%	1	33.3%	2	66.7%	3
	Total	0	0%	1	16.7%	3	50.0%	2	33.3%	6
NZ/European	Male	1	1.9%	5	9.6%	35	67.3%	11	21.2%	52
	Female	0	0%	3	9.7%	24	77.4%	4	12.9%	31
	Total	1	1.2%	8	9.6%	59	71.1%	15	18.1%	83



Analysis of Variance Reporting - READING



School Name:	Rosehill Intermediate School	School Number:	1473
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Strategic Aim:	To increase the number of students achieving at or above the standard in Reading
Annual Aim:	To raise student achievement in Reading in alignment with National Standards
Target:	<p><u>By the end of the year:</u></p> <p>60 students listed at EOY 2016 Report - 6 students from group not enrolled in 2017 - NOW 54 students in this group</p> <p>80% of the students who are achieving BELOW National Standard in Reading are achieving AT standard.</p> <p>80% of Maori students who begin achieving BELOW National Standard in Reading are achieving AT Standard.</p> <p>80% of Pasifika students who begin achieving BELOW National Standard in Reading are achieving AT Standard.</p>
Baseline Data:	<p>End of Year - National Standards Results for 2016 for Y7 cohort:</p> <p>Year 7 NATIONAL STANDARDS - <u>READING RESULTS from 2016</u></p> <p>* (refer to table on next page - 60 students who were BELOW the National Standard for Reading)</p>

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	13	10.9%	32	26.9%	58	48.7%	16	13.4%	119
	Female	5	4.3%	28	24.1%	51	44.0%	32	27.6%	116
	Total	18	7.7%	60	25.5%	109	46.4%	48	20.4%	235
Maori	Male	4	9.1%	17	38.6%	19	43.2%	4	9.1%	44
	Female	0	0%	16	41.0%	16	41.0%	7	17.9%	39
	Total	4	4.8%	33	39.8%	35	42.2%	11	13.3%	83
Pasifika	Male	4	30.8%	5	38.5%	3	23.1%	1	7.7%	13
	Female	1	5.6%	4	22.2%	9	50.0%	4	22.2%	18
	Total	5	16.1%	9	29.0%	12	38.7%	5	16.1%	31
Asian	Male	3	33.3%	4	44.4%	2	22.2%	0	0%	9
	Female	1	5.3%	4	21.1%	6	31.6%	8	42.1%	19
	Total	4	14.3%	8	28.6%	8	28.6%	8	28.6%	28
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	1	33.3%	0	0%	1	33.3%	1	33.3%	3
	Total	1	20.0%	0	0%	3	60.0%	1	20.0%	5
Other	Male	1	25.0%	1	25.0%	2	50.0%	0	0%	4
	Female	0	0%	0	0%	1	25.0%	3	75.0%	4
	Total	1	12.5%	1	12.5%	3	37.5%	3	37.5%	8
NZ/European	Male	1	2.1%	5	10.6%	30	63.8%	11	23.4%	47
	Female	2	6.1%	4	12.1%	18	54.5%	9	27.3%	33
	Total	3	3.8%	9	11.3%	48	60.0%	20	25.0%	80

End of YEAR DATA for YEAR 8 TARGET GROUP - THE SAME COHORT OF STUDENTS WERE TRACKED AND ACHIEVED THE FOLLOWING RESULTS

- **55.6%** (30 out of 54) of the students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- **42.9%** (12 out of 28) of the **MAORI** students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- **37.5%** (3 out of 8) of the **PASIFIKA** students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- 6 students have left school form the original group of 60 students being monitored - now 54 students

MoE #	Name				SMS	Version	Date				
1473	Rosehill Intermediate - Y8 Reading Target				eTAP	17.105	2017-12-04				
Reading Year Level 8		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	No
All students	Male	0	0%	17	54.8%	14	45.2%	0	0%	31	
	Female	0	0%	7	30.4%	16	69.6%	0	0%	23	
	Total	0	0%	24	44.4%	30	55.6%	0	0%	54	
Maori	Male	0	0%	11	68.8%	5	31.3%	0	0%	16	
	Female	0	0%	5	41.7%	7	58.3%	0	0%	12	
	Total	0	0%	16	57.1%	12	42.9%	0	0%	28	
Pasifika	Male	0	0%	4	80.0%	1	20.0%	0	0%	5	
	Female	0	0%	1	33.3%	2	66.7%	0	0%	3	
	Total	0	0%	5	62.5%	3	37.5%	0	0%	8	
Asian	Male	0	0%	0	0%	4	100.0%	0	0%	4	
	Female	0	0%	1	25.0%	3	75.0%	0	0%	4	
	Total	0	0%	1	12.5%	7	87.5%	0	0%	8	
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	
	Female	0	0%	0	0%	0	0%	0	0%	0	
	Total	0	0%	0	0%	0	0%	0	0%	0	
Other	Male	0	0%	1	100.0%	0	0%	0	0%	1	
	Female	0	0%	0	0%	0	0%	0	0%	0	
	Total	0	0%	1	100.0%	0	0%	0	0%	1	
NZ/European	Male	0	0%	1	20.0%	4	80.0%	0	0%	5	
	Female	0	0%	0	0%	4	100.0%	0	0%	4	
	Total	0	0%	1	11.1%	8	88.9%	0	0%	9	

Targeted Area:	Reading - Year 7 Target Group																																													
Strategic Aim:	To increase the number of students achieving at or above the standard in Reading																																													
Annual Aim:	To raise student achievement in Reading in alignment with National Standards																																													
Baseline Data:	<p>Beginning of the year BASELINE DATA for Y7 READING in 2017: (YEAR 7 - STAR STANINE RESULTS)</p> <p>43 students identified in this group (Stanine 3 / 4 and Scale Test Score of less than 114). Teachers also based their decision on initial E-AsTTle results, observations / OTJ data from previous school.</p> <table border="1" data-bbox="603 170 1198 1697"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">STANINE 3</th> <th colspan="2">STANINE 4 (Scale scores below = 114)</th> </tr> <tr> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>23</td> <td>53.5%</td> <td>20</td> <td>46.5%</td> </tr> <tr> <td>Maori</td> <td>10</td> <td>43.5%</td> <td>9</td> <td>45%</td> </tr> <tr> <td>Pasifika</td> <td>2</td> <td>8.7%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Asian</td> <td>3</td> <td>13%</td> <td>2</td> <td>10%</td> </tr> <tr> <td>MELAA</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td>NZ/Euro</td> <td>6</td> <td>26.1%</td> <td>9</td> <td>45%</td> </tr> <tr> <td>Other</td> <td>2</td> <td>8.7%</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>		Reading	STANINE 3		STANINE 4 (Scale scores below = 114)		Number	%	Number	%	All	23	53.5%	20	46.5%	Maori	10	43.5%	9	45%	Pasifika	2	8.7%	0	0%	Asian	3	13%	2	10%	MELAA	0	0%	0	0%	NZ/Euro	6	26.1%	9	45%	Other	2	8.7%	0	0%
Reading	STANINE 3			STANINE 4 (Scale scores below = 114)																																										
	Number	%	Number	%																																										
All	23	53.5%	20	46.5%																																										
Maori	10	43.5%	9	45%																																										
Pasifika	2	8.7%	0	0%																																										
Asian	3	13%	2	10%																																										
MELAA	0	0%	0	0%																																										
NZ/Euro	6	26.1%	9	45%																																										
Other	2	8.7%	0	0%																																										

End of Year Data - the same group of students were tracked throughout the year and achieved the following results.

- **25%** (10 out of 40) of the students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- **12.5%** (2 out of 16) of the **MAORI** students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- **0%** (0 out of 3) of the **PASIFIKA** students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- **Students who have not yet achieved the NS in Reading** will continue to be monitored and additional programs and PD put in place to shift them to being AT the NS by the end of 2018 (**2 year Journey - for these students to be AT the NS**)
- **3 students** left the school before the 1st of November - graph now showing 40 students.

MoE #	Name	SMS	Version	Date
1473	Rosehill Intermediate - Y7 Target Reading	eTAP	17.103	2017-12-06

		Well Below			Below			At			Above			Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	No
Reading All students Years 7 - 8															
All students	Male	5	21.7%	14	60.9%	4	17.4%								23
	Female	1	5.9%	10	58.8%	5	29.4%	1	5.9%						17
	Total	6	15.0%	24	60.0%	9	22.5%	1	2.5%						40
Maori	Male	4	40.0%	6	60.0%										10
	Female		0%	4	66.7%	2	33.3%								6
	Total	4	25.0%	10	62.5%	2	12.5%								16
Pasifika	Male	1	50.0%	1	50.0%										2
	Female		0%	1	100.0%										1
	Total	1	33.3%	2	66.7%										3
Asian	Male		0%	1	25.0%	3	75.0%								4
	Female		0%	1	50.0%	1	50.0%								2
	Total		0%	2	33.3%	4	66.7%								6
MELAA	Male		0%												0
	Female		0%												0
	Total		0%												0
Other	Male		0%	1	100.0%										1
	Female	1	100.0%												1
	Total	1	50.0%	1	50.0%										2
NZ/European	Male		0%	5	83.3%	1	16.7%								6
	Female		0%	4	57.1%	2	28.6%	1	14.3%						7
	Total		0%	9	69.2%	3	23.1%	1	7.7%						13

WHOLE SCHOOL ANALYSIS - Reading Results for National Standards - End of Year 2017 - refer to **NS READING DATA on page 1**

Overall number of students achieving AT or Above the Standard percentage wise was up slightly compared with 2016. Additionally **6 students enrolled in T4** (weeks 3 & 4) who were **BELOW or WELL BELOW** - Very difficult to make any impact.

- **ALL STUDENTS** - **74.8% or 346** of our students are achieving **AT or Above the National Standard** (2016 - 73% **UP** 1.8% in 2017)
- **MAORI STUDENTS** - **63.1% or 91** of Maori students are achieving **AT or Above the National Standard** (2016 - 63.1% **UP** 1.2% in 2017).
Maori boys - only **52.6%** achieving AT or ABOVE the NS compared to Maori girls at **74%** as a whole. See year group data below:
 - Y7 Boys - **45.3%** or 12 out of 34 students (**school wide focus in 2018**)
 - Y7 Girls - **68.5%** or 24 out of 35 students
 - Y8 Boys - **65.2%** or 30 out of 46 students
 - Y8 Girls - **78.6%** or 33 out of 42 students
 - **AT or ABOVE the NS** - Maori girls achieving + 21.4% better than Maori boys
- **PASIFIKA STUDENTS** - **68.8%** of Pasifika students are achieving **AT or Above the National Standard** (2016 - 63.5% **UP** 5.3% in 2017).
Pasifika boys - only **55.6%** achieving AT or ABOVE the NS compared to Pasifika girls at **79.4%** as a whole. See year group data below:
 - Y7 Boys - **62.5%** or 10 out of 16 students
 - Y7 Girls - **68.8%** or 11 out of 16 students
 - Y8 Boys - **45.5%** or 5 out of 11 students
 - Y8 Girls - **88.9%** or 16 out of 18 students
 - **AT or ABOVE the NS** - Pasifika girls achieving + 23.8% better than Pasifika boys
- **YEAR 8 STUDENTS** - **81.3%** of the Y8 students are achieving **AT or Above the National Standard** (2016 - 79.8% **UP** 1.5% in 2017)
- **YEAR 7 STUDENTS** - **66.7%** of the Y7 students are achieving **AT or Above the National Standard** (2016 - 67.6% **UP** 0.9% in 2017)
- **MALE STUDENTS** - **67.8%** of the Y7 students are achieving **AT or Above the National Standard** (2016 - 73.5% **DOWN** 5.7% in 2017)
- **FEMALE STUDENTS** - **81.7%** of the Y7 students are achieving **AT or Above the National Standard** (2016 - 72.4% **UP** 9.3% in 2017)

SEE NEXT GRAPH OF STUDENTS AT OR ABOVE THE NS AT ROSEHILL INTERMEDIATE SCHOOL FOR PREVIOUS 3 YEARS

Table 3: Reading, trend table (2014-2016)

Reading	2014		2015		2016	
	At or Above	Percentage At or Above	At or Above	Percentage At or Above	At or Above	Percentage At or Above
All Students	272	65.1	321	76.4	336	73.0
Girls	142	68.3	162	81.0	150	72.5
Boys	130	61.9	159	72.3	186	73.5
Māori	60	76.9	102	71.3	104	61.9
Pasifika	25	43.9	43	67.2	40	63.5
Asian	37	71.2	43	87.8	42	75.0
European/Pākehā	134	77.0	125	81.2	136	87.7
After 1 Year	N	N	N	N	N	N
After 2 Years	N	N	N	N	N	N
After 3 Years	N	N	N	N	N	N
End of Year 4	N	N	N	N	N	N
End of Year 5	N	N	N	N	N	N
End of Year 6	N	N	N	N	N	N
End of Year 7	109	55.6	146	69.5	158	66.7
End of Year 8	163	73.4	175	83.3	178	79.8

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Literacy Leadership</p> <ul style="list-style-type: none"> Continued to set overview, content, assessment coverage for the staff throughout the year. Further development with all staff using both digital and paper modelling books. Curriculum Director - continued to visit classrooms to view teacher practice and collect more student voice this year. New templates used - linked to appraisal site. Teachers reflected on what the students were saying. Continue to use PD and sharing of ideas at team & staff meetings. Still using PAI initiatives to teach and monitor reading progress. Collected student voice on student /teacher relationships and VL in Terms 1 & 2. Updated notebooks for monitoring and assessment of all students (e.g. Target groups) Second year of ALL program in Writing - transference of writing knowledge to reading Visible Learning - PD used to introduce the RIS Learner Dispositions to students 	<ul style="list-style-type: none"> All teachers able to follow the Reading program at RIS Staff sharing digital modelling books with staff - collaboration within teams. Curriculum Director - collected more student voice linked to appraisal visits this year ('Are students able to articulate their learning?' - Year 1 teachers released to see best practice. PD and sharing ideas improved teacher pedagogy across the school. Student voice is very powerful for teachers - reflects if the teacher is getting their message across to students. Easier for Team Managers to track students on ETAP and see trends in data ALL teachers presented their inquiry data to whole staff in Term 3. Shared teaching ideas and identified importance of teacher / student / parent relationships linked to learning. VL - Students able to discuss their learner attributes with confidence. 	<ul style="list-style-type: none"> Consistency across the school with all reading programs (programs, assessment, teacher pedagogy). Modelling books - have improved clarity with L1's and SC across the school. Student voice - very powerful for teachers. Assists teachers evaluate their practice and get student's perspective. ETAP has helped present data to teachers, students, parents and BOT (patterns, trends, etc..) VL - the 'RIS Learner Attributes' have assisted students to talk about their learning with greater confidence. Also enables them to use 'resilience' - not give up attitude. More sharing of "Inquiry Presentations" with staff - ideas, resources helpful - improving teacher pedagogy. Better understanding of VL - students able to talk about 'Learner Dispositions' linked to learning. Students able to talk about this at 3 way conferencing. 	<ul style="list-style-type: none"> Further develop consistency across the school and have more collaboration during team meetings. Teachers need to visit other classrooms more often to best practice. Continue to use more student voice when evaluating curriculum areas and appraisal visits. Use and develop the 'Parent Portal' in ETAP for 2018. Looking at PD early in Term 1. This should improve communication between home and school. Inquiry 2018 - school wide - linked to boys engagement / motivation / relationships and overall achievement. Other inquiry a personal / VL or curriculum include - Learner Dispositions in the school report in 2018.
<p>Classroom Practice</p> <ul style="list-style-type: none"> Continued to focus on developing teacher pedagogy to inform and improve practice with new Year 1 teachers and any new staff. (eg. guided reading, differentiation) More collection of student voice 	<ul style="list-style-type: none"> Team managers and Curriculum Director monitored teacher practice with walkthroughs, formal appraisals and collection of student voice. Appraisal visits included - student 	<ul style="list-style-type: none"> Further develop appraisal - student voice / support / collaboration and peer support. Improves teacher pedagogy by seeing other practice. 	<ul style="list-style-type: none"> Continue to develop teacher pedagogy through peer observations. Unpack 2018 CAP for Reading Set goals for 2018 linked to Annual Plan

<ul style="list-style-type: none"> Support new staff with PAI - Rosehill Reading program - unpacking resources and assessment requirements. Planning requirements for all target groups include DAT's strategies and Term reflections / evaluations of teaching programs. Assessment strategies and moderation of students work is happening throughout the year at Team meetings. Support staff and a qualified teacher assisting with additional reading programs for Below and Well Below students. Continued to share best practice strategies within team meetings and during staff PD sessions. Reading books shared with parents and learning discussed at home. 	<p>voice - results very informative for teachers.</p> <ul style="list-style-type: none"> Induction program provided for Year 1 teachers and new staff during TOD and team meetings. Planning checked and monitored by team managers to ensure it is meeting the needs of the learners. Data entry into ETAP give teachers more reliable data to make an OTJ and monitor progress throughout the year. Additional remedial reading has improved overall student confidence / motivation and engagement - see sample of student voice (e.g. "I have enjoyed Reading lessons because I like listening to [redacted] or another reader on the computer reading to us. I also like playing games like Bananagrams. Breaking words down into small words helps me work out new words. I have become a more confident reader." Shared ideas at staff meetings using Google docs. 	<ul style="list-style-type: none"> Continue to develop resources for teachers and share best practice. More moderation and timetabled / agendas linked to curriculum achievement - more sharing
<p>Professional Development</p> <ul style="list-style-type: none"> Y1 teachers attended Papakura Reading PD twice a term in Terms 1-3. PD linked to Visible Learning - [redacted] - call back day in Term 2. Foundation Day - All new staff (T1). Meetings with TM's looking at coaching skills throughout the year. 	<ul style="list-style-type: none"> Improved confidence for Y1 teachers and new ideas / resources used in the classroom. Improved teacher pedagogy linked to 'visible learning' in the classroom. TM's worked with [redacted] to gain new skills in leadership and team coaching. 	<ul style="list-style-type: none"> Evidence by classroom practice Call back day in Term 1 - ETAP training for assessment purposes - sharing with parents (parent portal)

Priority Learners

- All have reading 'Target Groups' - where all teachers have DAT's to target specific skill linked to the learner - vocabulary based.
- Additional support with [redacted] and [redacted] for ESOL learners

- Assists with tracking, planning and targeted skills teaching linked to Reading.
- Students have gained in confidence and ability to read for meaning. Average reading gain in Y7 Target Reading was **+ 2 years reading age.**

- Not all targets met due to absenteeism. PD in 2018 for boys - engagement / motivation / relationship building and teaching strategies for boys.
- Look at Ka Hikitia, Tataiako, Te Kotahitanga other documents again and other resources to engage with Maori and Pasifika learners.

- School wide PD in 2018 to improve outcomes for all boys - Maori and Pasifika.
- Continue with [redacted] & [redacted] programs in 2018

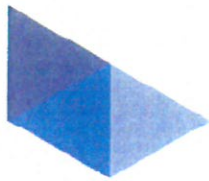
What was successful in Reading?

- **74.8% or 346** of RIS students are achieving **AT or Above the National Standard** (2016 - 73% **UP** 1.8% in 2017).
- **YEAR 8 STUDENTS - 81.3%** of the Y8 students are achieving **AT or Above the National Standard** (2016 - 79.8% **UP** 1.5% in 2017)
- **FEMALE STUDENTS - 81.7%** of the Y7 students are achieving **AT or Above the National Standard** (2016 - 72.4% **UP** 9.3% in 2017). Pasifika GIRLS - Y8 Girls - **88.9%** or 16 out of 18 students AT the NS in Reading. Maori GIRLS - Y8 Girls - **78.6%** or 33 out of 42 students AT the NS in Reading.
- **remedial reading program** has been very successful this year.
- **Use of digital technologies** in reading to **motivate and engage** the reader (Readworks, . The extra reading mileage with instant comprehension questions and instant answers (Reading Eggspress) had a positive outcome. Rooms 4,5,8,10,11 & 13. Gamification of learning - linked to Reading.
- **Digital modelling books** that they can all access and see at any time, showing them their results, ARB tasks and discussing NLS's with them 1-1.
- **Linking the reading texts to the writing purpose/genre** and combining the two into a Literacy subject rather than stand alone reading and writing subjects.
- **Student Choice** - allowing students to pick their own reading texts (T4) all students were engaged and enjoyed the texts that they picked and completed these.
- Having a **shared text, using it to discuss ideas, share opinions, predict and listen to others ideas**. This gives children the opportunity to think about what others may raise and form their own opinions. This always provokes a lot of discussion which I believe is hugely instrumental in enjoying reading(listening) especially for the reluctant readers - all of the benefits of reading without the stress of the actual act of reading. Visible Learning and next learning steps - invaluable!
- **Student voice** in selected reading material. **Specific S.C.** unpacked in groups, regular reflections of how S.C. is being met.
- Using **topic study integration** for material as a focus for content to support vocab and prior knowledge of content.
- **Induction of Y1 teachers** at RIS and the opportunity for them to have additional **READING PD** in Terms 1-3 with PAI Initiative.
- **Using data from PROBE reading tests** to plan and monitor reading progress. Teachers also use this opportunity to listen to students read and have 1:1 conversations of reading strategies used to answer questions.
- Curriculum Director has developed a **CAP plan for Reading for 2018**.
- **Additional reading resources purchased** in late Term 3 - high engagement reading texts with digital technology elements.
- **Use of Chromebooks and BYOD** being slowly introduced school wide - higher student engagement.

Areas to develop for 2018

- **Reading Achievement for Boys** - achievement levels in Reading has declined from 2016, in particular Maori and Pasifika boys. Need to develop school wide strategies to improve literacy outcomes for all boys.
- Unpack the CAP plan in Reading for staff in 2018 - provides signposts and progressions for students and teachers. This will provide more direction for the school as a whole.
- Ways of improving attendance rates of students who are underperforming. **Y8 Target group** - 20 students on average were absent from school **23.5% (44 days - almost 9 weeks)** of the year. Of the these 20 students, **12 were below the NS in Reading. Y7 Target group** - 10 students on average were absent from school **17.5% (32.5 days - 6 and half weeks)** of the year. Of these 10 students, **7 were BELOW NS and 1 WELL BELOW the NS.**
- ESOL Learners - First language spoken at home. Limited prior knowledge of content - possibly look at some PD with staff. Will find out more information from survey linked to boys in 2018
- Some learners with family / social issues - (e.g family deaths, living with grandparents, boys with father figure, illness or medication)
- **Staff PD Workshops in 2018** - needs based for staff (ability levels, assessment workshops, moderation)

Analysis of Variance Reporting - Writing



School Name:	Rosehill Intermediate School	School Number: 1473
Strategic Aim:	To increase the number of students achieving at or above the standard in Writing	
Annual Aim:	To raise student achievement in Writing in alignment with National Standards	
Target:	<p> By the end of the year: 74 students listed at EOY 2016 Report - 8 students from group not enrolled in 2017 - NOW 66 students in this group 80% of the students who are achieving BELOW National Standard in Writing are achieving AT standard. 80% of Maori students who begin achieving BELOW National Standard in Writing are achieving AT Standard. 80% of Pasifika students who begin achieving BELOW National Standard in Writing are achieving AT Standard. </p>	
Baseline Data:	<p> End of Year - National Standards Results for 2016: Year 7 NATIONAL STANDARDS - <u>Y7 WRITING RESULTS from END OF YEAR 2016</u> *(refer to table below - 74 students who were BELOW the National Standard for Writing) </p>	

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	14	11.8%	44	37.0%	56	47.1%	5	4.2%	119
	Female	3	2.6%	30	25.9%	64	55.2%	19	16.4%	116
	Total	17	7.2%	74	31.5%	120	51.1%	24	10.2%	235
Maori	Male	5	11.4%	20	45.5%	18	40.9%	1	2.3%	44
	Female	0	0%	14	35.9%	22	56.4%	3	7.7%	39
	Total	5	6.0%	34	41.0%	40	48.2%	4	4.8%	83
Pasifika	Male	4	30.8%	4	30.8%	4	30.8%	1	7.7%	13
	Female	1	5.6%	4	22.2%	9	50.0%	4	22.2%	18
	Total	5	16.1%	8	25.8%	13	41.9%	5	16.1%	31
Asian	Male	3	33.3%	4	44.4%	2	22.2%	0	0%	9
	Female	0	0%	5	26.3%	7	36.8%	7	36.8%	19
	Total	3	10.7%	9	32.1%	9	32.1%	7	25.0%	28
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2
	Female	1	33.3%	0	0%	2	66.7%	0	0%	3
	Total	1	20.0%	0	0%	4	80.0%	0	0%	5
Other	Male	1	25.0%	1	25.0%	2	50.0%	0	0%	4
	Female	0	0%	0	0%	1	25.0%	3	75.0%	4
	Total	1	12.5%	1	12.5%	3	37.5%	3	37.5%	8
NZ/European	Male	1	2.1%	15	31.9%	28	59.6%	3	6.4%	47
	Female	1	3.0%	7	21.2%	23	69.7%	2	6.1%	33
	Total	2	2.5%	22	27.5%	51	63.8%	5	6.3%	80

End of YEAR DATA for YEAR 8 TARGET GROUP - THE SAME COHORT OF STUDENTS WERE TRACKED AND ACHIEVED THE FOLLOWING RESULTS

- 50% (33 out of 66) of the students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- 39.3% (11 out of 28) of the MAORI students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- 33.3% (2 out of 7) of the PASIFIKA students that were **BELOW** the NS are now **AT** the NS (**target NOT ACHIEVED**)
- 8 students have left school form the original group of 74 students being monitored - now 66 students

MoE #	Name			SMS	Version	Date
1473	Rosehill Intermediate - Y8 Writing Target			eTAP	17.105	2017-12-06

Writing Year Level 8		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	0	0%	22	53.7%	19	46.3%	0	0%	41	
	Female	0	0%	11	44.0%	14	56.0%	0	0%	25	
	Total	0	0%	33	50.0%	33	50.0%	0	0%	66	
Maori	Male	0	0%	11	61.1%	7	38.9%	0	0%	18	
	Female	0	0%	6	60.0%	4	40.0%	0	0%	10	
	Total	0	0%	17	60.7%	11	39.3%	0	0%	28	
Pasifika	Male	0	0%	3	75.0%	1	25.0%	0	0%	4	
	Female	0	0%	2	66.7%	1	33.3%	0	0%	3	
	Total	0	0%	5	71.4%	2	28.6%	0	0%	7	
Asian	Male	0	0%	1	25.0%	3	75.0%	0	0%	4	
	Female	0	0%	1	20.0%	4	80.0%	0	0%	5	
	Total	0	0%	2	22.2%	7	77.8%	0	0%	9	
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	
	Female	0	0%	0	0%	0	0%	0	0%	0	
	Total	0	0%	0	0%	0	0%	0	0%	0	
Other	Male	0	0%	1	100.0%	0	0%	0	0%	1	
	Female	0	0%	0	0%	0	0%	0	0%	0	
	Total	0	0%	1	100.0%	0	0%	0	0%	1	
NZ/European	Male	0	0%	6	42.9%	8	57.1%	0	0%	14	
	Female	0	0%	2	28.6%	5	71.4%	0	0%	7	
	Total	0	0%	8	38.1%	13	61.9%	0	0%	21	

WRITING - Year 7 Target Group

To increase the number of students achieving at or above the standard in Writing

To raise student achievement in Writing in alignment with National Standards

Targeted Area:

Strategic Aim:

Annual Aim:

Baseline Data:

Beginning of the year baseline data for Year 7 TARGET WRITING GROUP for 2017:

* Data for Year 7 cohort was E-AsTTle Entry Results from Term 1 writing sample. 58 students in this group.

WRITING	E-AsTTle - Well Below (2A or below)		E-AsTTle - Below (3B - 3P)	
	Number	%	Number	%
All	19	33.8%	39	67.2%
Māori	9	47.4%	7	17.9%
Pasifika	3	15.8%	4	10.3%
Asian	1	5.3%	5	12.8%
MELAA	0	0%	1	2.6%
Other	0	0%	0	0%
NZ /Euro	6	31.6%	22	56.4%

End_of_Year_Data - the same group of students were tracked and achieved the following results in Year 7 WRITING - Target Group

- 77.8% (42 out of 54) of all the students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (**target not met - close**)
- 64.3% (9 out of 14) of the **MAORI students** that were **BELOW** the NS are now **AT** or **ABOVE** the NS (**target not met**)
- 85.7% (6 out of 7) of the **PASIFIKA students** that were **BELOW** the NS are now **AT** or **ABOVE** the NS (**Target achieved**)
- 4 students left the school before 1st November from this original target group (the graph below shows 54 students).

MoE #	Name		SMS	Version	Date					
1473	Rosehill Intermediate - Y7 Target Writing		eTAP	17.104	2017-12-06					
Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	11	37.9%	18	62.1%	0	0%	29
	Female	0	0%	1	4.0%	24	96.0%	0	0%	25
	Total	0	0%	12	22.2%	42	77.8%	0	0%	54
Maori	Male	0	0%	4	66.7%	2	33.3%	0	0%	6
	Female	0	0%	1	12.5%	7	87.5%	0	0%	8
	Total	0	0%	5	35.7%	9	64.3%	0	0%	14
Pasifika	Male	0	0%	1	20.0%	4	80.0%	0	0%	5
	Female	0	0%	0	0%	2	100.0%	0	0%	2
	Total	0	0%	1	14.3%	6	85.7%	0	0%	7
Asian	Male	0	0%	2	50.0%	2	50.0%	0	0%	4
	Female	0	0%	0	0%	4	100.0%	0	0%	4
	Total	0	0%	2	25.0%	6	75.0%	0	0%	8
MELAA	Male	0	0%	0	0%	1	100.0%	0	0%	1
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	1	100.0%	0	0%	1
Other	Male	0	0%	0	0%	0	0%	0	0%	0
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	0	0%	0	0%	0	0%	0
NZ/European	Male	0	0%	4	30.8%	9	69.2%	0	0%	13
	Female	0	0%	0	0%	11	100.0%	0	0%	11
	Total	0	0%	4	16.7%	20	83.3%	0	0%	24

WHOLE SCHOOL ANALYSIS - Writing Results for National Standards - End of Year 2017 - refer to NS WRITING DATA on pages 4 - 6

Overall number of students achieving AT or Above the Standard percentage wise was up slightly compared with 2016. Additionally 6 students enrolled in T4 (weeks 3 & 4) who were **BELOW** or **WELL BELOW** - Very difficult to make any impact.

- **ALL STUDENTS - 68.9% or 319** of our students are achieving **AT or Above the National Standard** (2016 - 68.3% **UP** 0.6% in 2017)

- **MAORI STUDENTS - 57.9% or 91** of Maori students are achieving **AT or Above the National Standard** (2016 - 63.1% **DOWN** 5.2% in 2017). **Maori boys - only 45.1%** achieving AT or ABOVE the NS compared to **Maori girls at 71.4%** as a whole. See year group data below:
 - Y7 Boys - 26.4% or 9 out of 34 students ([school wide focus in 2018](#))
 - Y7 Girls - 65.8% or 23 out of 35 students
 - Y8 Boys - 65.2% or 30 out of 46 students
 - Y8 Girls - 78.6% or 33 out of 42 students
 - **AT or ABOVE the NS - Maori girls achieving + 26.3%** better than Maori boys
- **PASIFIKA STUDENTS - 65.6%** of Pasifika students are achieving **AT or Above the National Standard** (2016 - 65.1% **UP** 0.5% in 2017). **Pasifika boys - only 59.3%** achieving AT or ABOVE the NS compared to **Pasifika girls at 70.5%** as a whole. See year group data below:
 - Y7 Boys - 68.8% or 11 out of 16 students
 - Y7 Girls - 56.3% or 9 out of 16 students
 - Y8 Boys - 45.5% or 5 out of 11 students
 - Y8 Girls - 83.4% or 15 out of 18 students
 - **AT or ABOVE the NS - Pasifika girls achieving + 11.2%** better than Pasifika boys
- **YEAR 8 STUDENTS - 74.7%** of the Y8 students are achieving **AT or Above the National Standard** (in 2016 - 75.8% **DOWN** 1.1% in 2017)
- **YEAR 7 STUDENTS - 62.7%** of the Y7 students are achieving **AT or Above the National Standard** (in 2016 - 61.2% **UP** 1.5% in 2017)
- **MALE STUDENTS - 59.2%** of the Y7 students are achieving **AT or Above the National Standard** (in 2016 - 63.6% **DOWN** 4.4% in 2017)
- **FEMALE STUDENTS - 78.6%** of the Y7 students are achieving **AT or Above the National Standard** (in 2016 - 73.9% **UP** 4.7% in 2017)

SEE NEXT GRAPH OF STUDENTS AT OR ABOVE THE NS AT ROSEHILL INTERMEDIATE SCHOOL FOR PREVIOUS 3 YEARS

Table 3: Writing, trend table (2014-2016)

Writing	2014		2015		2016	
	At or Above	Percentage At or Above	At or Above	Percentage At or Above	At or Above	Percentage At or Above
All Students	240	57.4	296	70.5	314	68.3
Girls	134	64.4	161	80.5	153	73.9
Boys	106	50.5	135	61.4	161	63.6
Māori	63	48.8	86	60.1	99	58.9
Pasifika	25	43.9	42	65.6	41	65.1
Asian	35	67.3	42	85.7	42	75.0
European/Pākehā	113	64.9	117	76.0	118	76.1
After 1 Year	N	N	N	N	N	N
After 2 Years	N	N	N	N	N	N
After 3 Years	N	N	N	N	N	N
End of Year 4	N	N	N	N	N	N
End of Year 5	N	N	N	N	N	N
End of Year 6	N	N	N	N	N	N
End of Year 7	109	54.2	142	67.6	145	61.2
End of Year 8	131	60.4	154	73.3	169	75.8

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Literacy Leadership</p> <ul style="list-style-type: none"> Embed consistent practices across the school in all Writing programs ALL - Ministry Initiative for 2017 (Tier 2) Set expectations regarding RIS writing program (ability level groups, modelling, exemplars, moderation across the school) PD throughout the year in Literacy Curriculum Director to work across the school to ensure consistency of curriculum delivery School feedback of initial data analysis Writing PD Workshop - outside agency (possibly [redacted]). Literacy - new Appraisal observation template linked to Writing 	<ul style="list-style-type: none"> Appraisal visits and feedback to teachers and whole staff Staff meetings / team meetings Class visits by CD looking at practice and giving feedback to teachers. Inquiry with 12 students for 15 weeks - report back to ministry and RIS (75% of students at the NS in writing) Collection of more student voice linked to learning - based on new appraisal template - collecting more student voice Resources. ideas and activities implemented used in class programs - textbooks. 	<ul style="list-style-type: none"> Successful - continue to embed Very positive results with ALL initiative in writing Workshop did not happen with [redacted] -booked Appraisal template very good - excellent student voice. 	<ul style="list-style-type: none"> Continued to set overview, content, assessment coverage for the staff throughout the year. ALL - whole staff may be an issue with other PD - staff workload too high in 2018 Possibly look at getting Jacqui Sharp for PD in n2018 Continue to use in 2018 -refine the appraisal template
<p>Classroom Practice</p> <ul style="list-style-type: none"> Literacy Observations in Writing throughout the year. Textbooks used to support writing programs (The Writing Book & Oral Language Book - by Sheena Cameron & Louise Dempsey). All teachers have a copy. Use of E-Astle assessment to inform teacher practice (moderation, exemplars) Continue with RIS and PAI initiatives within classroom programmes 	<ul style="list-style-type: none"> 3 - 4 writing groups (data driven) Use of modelling books Literacy texts to support Writing (Sheena Cameron, Allison Davies) Target groups established and monitored (ETAP) CD [redacted] to work with some staff to improve teacher pedagogy (based on 2017 appraisals) Use levelled exemplars with students 	<ul style="list-style-type: none"> Textbooks used well in classrooms - evidenced by student voice Some turnover in staff - not all teachers trained in PAI 	<ul style="list-style-type: none"> Continue to share best practice in 2018 - release teachers. BOT will employ qualified teacher

<ul style="list-style-type: none"> ● Use of TKI and other websites to incorporate in daily writing program. Use rubrics from English OnLine website and teach to the skills listed (target the learning). See EOL website for rubrics. ● Refer to the website IKI Exemplars. Also look at the Rosehill Intermediate rubrics from your English portfolio as discussed and shown. Use and deconstruct the exemplars with your class. ● Support staff will assist in remedial program for students who are well below the National Standard ● Engage part time teacher to support Literacy support programme across the school ● Sharing best practice in team meetings to engage priority learners (strategies, sharing data, learning conversations) ● Teacher Inquiry linked to student achievement (below / well below students) ● Teacher inquiry initiative in place to support targeted learners ALL Writing Program (4 teachers). Sharing of ideas with staff ● Visible Learning - Inquiry Model ● Use of IPADS and Digital technologies to engage all students in writing ● Use of Google docs and Teacher Dashboard to submit assignments / teacher feedback / editing and students collaborating during the writing process ● The school has FULLY funded 2 classrooms with google CHROMEBOOKS to increase and facilitate student engagement 	<ul style="list-style-type: none"> ● Students can articulate their learning (levels, next steps, teacher feedback & student self reflection, E-Asttle results shared) ● Term reflections based on needs of all students shared at team and senior management level. ● Timetabled program ● Writing program ● Literacy support programme in place as monitored by [REDACTED] ● Literacy support reports sent home x 2 annually ● Team meetings ● Staff / data analysis ● Sharing of exemplars and RIS samples of writing ● Use of rubrics to show next steps ● Teacher Inquiry - sharing 	<ul style="list-style-type: none"> ● No variance - programs successful 	<ul style="list-style-type: none"> ● Develop new planning template for writing based on ALL initiative - to be used in 2018 planning requirements ● Continue to use IT (google docs, websites) to enhance writing.
<ul style="list-style-type: none"> ● Inquiry program evident in classrooms, shared within teams ● PD whole staff ● Inquiry is evidence based and results shared with facilitator 	<ul style="list-style-type: none"> ● Sharing inquiries in teams in 2018 - positive results ● Implement more classrooms to use BYOD in 2018 - successful 	<ul style="list-style-type: none"> ● Weekly use of IPADS and digital technologies ● Development of chromebook room for class use ● Use of IT and Chromebook room ● Publishing writing (timetabled each week) ● Staff PD from PLC groups to effectively use the digital tools available to staff / students 	<ul style="list-style-type: none"> ● Daily use of digital technologies to assist with students (collaboration)

Professional Development

- PD focussed on differentiation in Writing, trial different reading approaches and best practice in reading
- **ALL Writing** - Literacy Ministry Initiative (Tier 2). Funded by the Ministry - (bulk funded)
- **PD in Writing** - TOD in Term 3 for all classroom teachers. Looking into possibility of (bulk funded) to facilitating the day. (bulk funded) to confirm date / costs).
- Focus on shared understanding of Writing OTJ's linked to the National Standards / Learning progressions for RIS students.
- Meet school wide targets for priority learners or groups, Maori and Pasifika students
- Unpack and upskill staff Ka Hikitia and Pasifika Education (linked to PLC Overview).
- Monitoring of books by Senior Management and Team Managers - part of the appraisal process.
- Monitoring will link to staff PD with Visible Learning.
- Parent information about the standards in Writing school newsletters and website.
- PD for staff to improve teacher practice (use of Allison Davies resources)
- Ongoing and monitored support for provisionally registered teachers to ensure best practice is evident in the classroom

- using Google docs to write) engagement and learning
- Student voice surveys

- Improved teacher pedagogy and efficiency in classroom practice
- Teacher Inquiry - focus on 12 students with a 15 week program. Students must be **BELOW or WELL BELOW**
- Provide staff feedback on the program
- Teacher research and upskilling of best practice models (TAI Model)
- Students are given extra 4x per week
- PD provider provide additional skills to improve teacher pedagogy in Writing and Oral language skills.

- Continue to use and refine initiatives

- Possible outside PD with (bulk funded) for writing / Boys Writing PD
- Call back day in Term 1 - ETAP training for assessment purposes - sharing with parents (parent portal)

<p>Priority Learners</p> <ul style="list-style-type: none"> • Home school partnership with a Literary focus for Maori and Pasifika parents/students • Support programs for priority learners (transference from reading to writing) • ALL WRITING - (Year 2) - Ministry funded - 4 teachers and Mark involved in the program. 12 students will be involved in initiative (WELL BELOW and BELOW students) • Parents and caregivers are given information about Writing Standards and how to support their child's learning at home. • Pupils are advised of next steps • Setup data base on ETAP to track and monitor priority learners linked to annual plan • Resources to support students with Special Needs (purchase of 6 chromebooks). • Videos - teacher resources to look at additional needs (e.g. sensory videos to support teachers - strategies) 	<ul style="list-style-type: none"> • Parent information night • Support for parents • Stanine 1 & 2 learners have additional reading support (extra reading sessions) • Progress is tracked and analysed by [redacted] / teacher aide/teacher • ALL Writing Report to Ministry • CAP - updated by [redacted] and shared with staff • Use of E-AsTTle data to monitor progress • Information on school website and school newsletters • Information shared at "meet the teacher" • Data entry • Improved student achievement • Inform teaching and learning practices (based on evidence) • Chromebooks to support their learning • Teacher aide support • [redacted] to work with teacher aides (strategies) 	<ul style="list-style-type: none"> • Continue to use and refine initiatives 	<ul style="list-style-type: none"> • Continue to use more student voice when evaluating curriculum areas and appraisal visits. • Use and develop the 'Parent Portal' in ETAP for 2018. Looking at PD early in Term 1. This should improve communication between home and school. • Inquiry 2018 - school wide - linked to boys engagement / motivation / relationships and overall achievement. Other inquiry a personal / VL or curriculum • Include - Learner Dispositions in the school report in 2018.
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<p>Planning for next year:</p>	<p>What was successful in Writing?</p> <ul style="list-style-type: none"> • ALL STUDENTS - 68.9% or 319 of our students are achieving AT or Above the National Standard (2016 - 68.3% UP 0.6% in 2017). • FEMALE STUDENTS - 78.6% of the Y7 students are achieving AT or Above the National Standard (in 2016 - 73.9% UP 4.7% in 2017). Maori Y8 Girls - 78.6% or 33 out of 42 students AT or Above the NS in Writing. Pasifika Y8 Girls - 83.4% or 15 out of 18 students AT or Above the NS in Writing. • Further refinement of (CAP) Curriculum Achievement Plan for Writing for 2018. This document has been updated and directly links to LLP's in Writing. This document will assist teachers to identify and plan writing programs to meet the needs of the learner. Key teaching
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features are identified for each curriculum levels and identify learning signposts for teachers.

- **Accelerating Literacy Learners (ALL) - Second Year Writing PD** - Teachers and students from Rooms 7,8,9 and 12 were involved in this program. Teachers completed a 15 week Inquiry linked to writing - this PD improved teacher pedagogy, utilised new ideas / resources, improved student & teacher relationships and improved overall student confidence which all had a positive effect on the students. In total **8 of the 12 (75%) students who were BELOW the NS in Writing are now AT the Standard in Writing.**
- All teams/teachers were released to complete PD in Writing in Term 3. The teachers found this opportunity to collaborate and share ideas very successful. At the end of the session each group had completed an annotated levelled exemplar (RIS writing samples for level 2,3,4 & 5). They also read an article by Murray Gadd linked to “**What does an effective teacher of writing do that makes a difference to student achievement**” and discussed the key points of the article. Teachers were also exposed to a **new planning template for writing** - this template will be used for planning purposes in 2018. All teams produced a levelled planning template using this model - practices the process in teams.
- **Writing for purpose rather than genre** - new planning template will improve this process in 2018.
- **Use of planning sheets, quick writes with specific targets and exemplars.**
- **Mini lessons** from Sheena Cameron & Louise Dempsey (Writing Book & Oral Language Book) books to hit targeted areas - these **books were purchased** in Term 2 of 2017 for all teachers.

Areas to develop for 2018

- **Writing Achievement for Boys** - achievement levels in Writing has declined again in 2017, in particular Maori and Pasifika boys. Need to develop school wide strategies to improve literacy outcomes for all boys.
- **Survey for boys linked to writing** - collate and analyse data (school wide initiative linked Maori & Pasifika boys underperforming based on 2017 EOY data. Team inquiries for school.
- **Unpack the CAP plan in Writing for staff in 2018** - provides signposts and progressions for students and teachers. This will provide more direction for the school as a whole.
- Ways of **improving attendance rates** of students who are underperforming. **Need to collate more data** - many condoned absences by parents.
- **Use the new writing LTP template - Writing for a Purpose** - **teams will plan collaboratively for writing.** Continue to use levelled exemplars and ministry websites to improve teacher practice. Better understanding of LLP's - put into practice. Continue to share resources at team and staff meetings.
- **Staff PD Workshops in 2018** - needs based for staff (ability levels, assessment workshops, moderation)



Analysis of Variance Reporting - Mathematics



School Name:	Rosehill Intermediate School	School Number:	1473
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Strategic Aim:	To increase the number of students achieving at or above the standard in MATH
Annual Aim:	To raise student achievement in Mathematics in alignment with National Standards
Target:	<p>By the end of the year:</p> <p>44 students listed at EOY 2016 Report - 4 students from group not enrolled in 2017 - NOW 40 students in this group</p> <p>80% of the students who begin achieving Below National Standards in Maths are achieving At standard</p> <p>80% of Maori students who begin achieving below the National Standards in Maths are achieving At Standard.</p> <p>80% of Pasifika students who begin achieving below the National Standards in Maths are achieving At Standard.</p>
Baseline Data:	<p>End of year National Standards for YEAR 7 Group results for 2016: (YEAR 8 Target Group for 2016)</p> <p>2016 Year 7 NATIONAL STANDARDS MATHEMATICS - EOY RESULTS (see table for results below - originally tracking 44 students who were BELOW the National Standard in Mathematics in 2016). Group numbers decreased as a result of 4 students leaving the school - 40 students for end of year results.</p>

Mathematics Year Level 7		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	7	5.9%	26	21.8%	73	61.3%	13	10.9%	119	
	Female	4	3.4%	18	15.5%	75	64.7%	19	16.4%	116	
	Total	11	4.7%	44	18.7%	148	63.0%	32	13.6%	235	
Maori	Male	3	6.8%	13	29.5%	25	56.8%	3	6.8%	44	
	Female	1	2.6%	12	30.8%	24	61.5%	2	5.1%	39	
	Total	4	4.8%	25	30.1%	49	59.0%	5	6.0%	83	
Pasifika	Male	3	23.1%	3	23.1%	6	46.2%	1	7.7%	13	
	Female	1	5.6%	2	11.1%	11	61.1%	4	22.2%	18	
	Total	4	12.9%	5	16.1%	17	54.8%	5	16.1%	31	
Asian	Male	0	0%	5	55.6%	4	44.4%	0	0%	9	
	Female	0	0%	1	5.3%	11	57.9%	7	36.8%	19	
	Total	0	0%	6	21.4%	15	53.6%	7	25.0%	28	
MELAA	Male	0	0%	0	0%	2	100.0%	0	0%	2	
	Female	0	0%	1	33.3%	2	66.7%	0	0%	3	
	Total	0	0%	1	20.0%	4	80.0%	0	0%	5	
Other	Male	0	0%	1	25.0%	3	75.0%	0	0%	4	
	Female	0	0%	0	0%	1	25.0%	3	75.0%	4	
	Total	0	0%	1	12.5%	4	50.0%	3	37.5%	8	
NZ/European	Male	1	2.1%	4	8.5%	33	70.2%	9	19.1%	47	
	Female	2	6.1%	2	6.1%	26	78.8%	3	9.1%	33	
	Total	3	3.8%	6	7.5%	59	73.8%	12	15.0%	80	

End_of_Year_Data - the same group of students were tracked and achieved the following results in Year 8 MATH - Target Group

- 40% (16 out of 40) of all the students that were **BELOW** the NS are now **AT** the NS (**target not achieved**)
- 22.7% (5 out of 22) of the **MAORI students** that were **BELOW** the NS are now **AT** the NS (**target not achieved**)
- 50% (2 out of 4) of the **PASIFIKA students** that were **BELOW** the NS are now **AT** the NS (**target not achieved**)
- 4 students left the school before 1st November from this original target group (the graph below shows 40 students).

MoE #	Name	SMS	Version	Date
1473	Rosehill Intermediate - Y8 Math Target	eTAP	17.103	2017-12-07

Mathematics Year Level 8		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	0	0%	15	62.5%	9	37.5%	0	0%	24	62.5%
	Female	0	0%	9	56.3%	7	43.8%	0	0%	16	56.3%
	Total	0	0%	24	60.0%	16	40.0%	0	0%	40	60.0%
Maori	Male	0	0%	9	75.0%	3	25.0%	0	0%	12	75.0%
	Female	0	0%	8	80.0%	2	20.0%	0	0%	10	80.0%
	Total	0	0%	17	77.3%	5	22.7%	0	0%	22	77.3%
Pasifika	Male	0	0%	2	100.0%	0	0%	0	0%	2	100.0%
	Female	0	0%	0	0%	2	100.0%	0	0%	2	100.0%
	Total	0	0%	2	50.0%	2	50.0%	0	0%	4	50.0%
Asian	Male	0	0%	2	40.0%	3	60.0%	0	0%	5	40.0%
	Female	0	0%	0	0%	1	100.0%	0	0%	1	100.0%
	Total	0	0%	2	33.3%	4	66.7%	0	0%	6	33.3%
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	0%
	Female	0	0%	1	100.0%	0	0%	0	0%	1	100.0%
	Total	0	0%	1	100.0%	0	0%	0	0%	1	100.0%
Other	Male	0	0%	1	100.0%	0	0%	0	0%	1	100.0%
	Female	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	0	0%	1	100.0%	0	0%	0	0%	1	100.0%
NZ/European	Male	0	0%	1	25.0%	3	75.0%	0	0%	4	25.0%
	Female	0	0%	0	0%	2	100.0%	0	0%	2	100.0%
	Total	0	0%	1	16.7%	5	83.3%	0	0%	6	16.7%

Targeted Area:	MATHEMATICS - Year 7 Target Group																																																														
Strategic Aim:	To increase the number of students achieving at or above the standard in Mathematics																																																														
Annual Aim:	To raise student achievement in Mathematics in alignment with National Standards																																																														
Baseline Data:	<p>Beginning of the year baseline data for Year 7 TARGET MATHEMATICS GROUP for 2017:</p> <p>The following group was comprised of students who GLOSS tested at Early Stage 5 / Stage 5 or Early Stage 6 at the start of the year. 57 students made up this initial group.</p> <table border="1"> <thead> <tr> <th rowspan="2">MATH</th> <th colspan="2">Stage 5E</th> <th colspan="2">Stage 5</th> <th colspan="2">Stage 6E</th> </tr> <tr> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td><u>All</u></td> <td>21</td> <td>36.9%</td> <td>19</td> <td>33.3%</td> <td>17</td> <td>29.8</td> </tr> <tr> <td><u>Māori</u></td> <td>9</td> <td>42.9%</td> <td>6</td> <td>31.6%</td> <td>4</td> <td>23.5%</td> </tr> <tr> <td><u>Pasifika</u></td> <td>5</td> <td>23.8%</td> <td>3</td> <td>15.8%</td> <td>1</td> <td>5.9%</td> </tr> <tr> <td><u>Asian</u></td> <td>1</td> <td>4.8%</td> <td>1</td> <td>5.3%</td> <td>3</td> <td>17.6%</td> </tr> <tr> <td><u>MELAA</u></td> <td>1</td> <td>4.8%</td> <td>0</td> <td>0%</td> <td>0</td> <td>0%</td> </tr> <tr> <td><u>Other</u></td> <td>0</td> <td>0%</td> <td>1</td> <td>5.3%</td> <td>0</td> <td>0%</td> </tr> <tr> <td><u>NZ/Euro</u></td> <td>5</td> <td>23.8%</td> <td>8</td> <td>42.1%</td> <td>9</td> <td>52.9%</td> </tr> </tbody> </table>	MATH	Stage 5E		Stage 5		Stage 6E		Number	%	Number	%	Number	%	<u>All</u>	21	36.9%	19	33.3%	17	29.8	<u>Māori</u>	9	42.9%	6	31.6%	4	23.5%	<u>Pasifika</u>	5	23.8%	3	15.8%	1	5.9%	<u>Asian</u>	1	4.8%	1	5.3%	3	17.6%	<u>MELAA</u>	1	4.8%	0	0%	0	0%	<u>Other</u>	0	0%	1	5.3%	0	0%	<u>NZ/Euro</u>	5	23.8%	8	42.1%	9	52.9%
MATH	Stage 5E		Stage 5		Stage 6E																																																										
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End of Year Data - the same group of students were tracked and achieved the following results in Year 7 MATH - Target Group

- 45.4% (25 out of 55) of all the students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- 26.3% (5 out of 19) of the **MAORI** students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- 44.4% (4 out of 9) of the **PASIFIKA** students that were **BELOW** the NS are now **AT** or **ABOVE** the NS (target not met)
- 2 students left the school before 1st November from this original target group (the graph below shows 55 students). **This is a 2 Year Journey for some of these students.**

MoE #	Name	SMS	Version	Date
1473	Rosehill Intermediate - Y7 Target Math	eTAP	17.103	2017-12-07

Mathematics Year Level 7		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	0	0%	13	54.2%	10	41.7%	1	4.2%	24	
	Female	1	3.2%	16	51.6%	13	41.9%	1	3.2%	31	
	Total	1	1.8%	29	52.7%	23	41.8%	2	3.6%	55	
Maori	Male	0	0%	6	75.0%	2	25.0%	0	0%	8	
	Female	1	9.1%	7	63.6%	3	27.3%	0	0%	11	
	Total	1	5.3%	13	68.4%	5	26.3%	0	0%	19	
Pasifika	Male	0	0%	2	66.7%	1	33.3%	0	0%	3	
	Female	0	0%	3	50.0%	2	33.3%	1	16.7%	6	
	Total	0	0%	5	55.6%	3	33.3%	1	11.1%	9	
Asian	Male	0	0%	1	33.3%	2	66.7%	0	0%	3	
	Female	0	0%	1	50.0%	1	50.0%	0	0%	2	
	Total	0	0%	2	40.0%	3	60.0%	0	0%	5	
MELAA	Male	0	0%	0	0%	0	0%	0	0%	0	
	Female	0	0%	0	0%	1	100.0%	0	0%	1	
	Total	0	0%	0	0%	1	100.0%	0	0%	1	
Other	Male	0	0%	0	0%	0	0%	0	0%	0	
	Female	0	0%	1	100.0%	0	0%	0	0%	1	
	Total	0	0%	1	100.0%	0	0%	0	0%	1	
NZ/European	Male	0	0%	4	40.0%	5	50.0%	1	10.0%	10	
	Female	0	0%	4	40.0%	6	60.0%	0	0%	10	
	Total	0	0%	8	40.0%	11	55.0%	1	5.0%	20	

WHOLE SCHOOL ANALYSIS - MATH Results for National Standards - End of Year 2017 - refer to NS MATHEMATICS DATA on pages 7 - 9.

Overall number of students achieving AT or Above the Standard was up slightly compared with 2016.

- **ALL STUDENTS** - **76.2% or 353** of our students are achieving **AT or Above the National Standard** (2016 - 74.6% **UP** 1.6% in 2017)
- **MAORI STUDENTS** - **64.9% or 104** of Maori students are achieving **AT or Above the National Standard** (2016 - 63.7% **UP** 1.6% in 2017).
Maori boys - 62.6% achieving AT or ABOVE the NS compared to Maori girls at 67.5% as a whole. See year group data below:
 - Y7 Boys - 58.8% or 20 out of 34 students
 - Y7 Girls - 65.8% or 23 out of 35 students
 - Y8 Boys - 65.2% or 30 out of 46 students
 - Y8 Girls - 69.1% or 29 out of 42 students
 - **AT or ABOVE the NS** - Maori girls achieving + 4.9% better than Maori boys
- **PASIFIKA STUDENTS** - **65.6%** of Pasifika students are achieving **AT or Above the National Standard** (2016 - 63.7% **UP** 1.6% in 2017).
Pasifika boys - only 66.7% achieving AT or ABOVE the NS compared to Pasifika girls at 82.3% as a whole. See year group data below:
 - Y7 Boys - 75.1% or 12 out of 16 students
 - Y7 Girls - 68.8% or 11 out of 16 students
 - Y8 Boys - 54.2% or 6 out of 11 students
 - Y8 Girls - 94.4% or 17 out of 18 students
 - **AT or ABOVE the NS** - Pasifika girls achieving + 15.6% better than Pasifika boys
- **YEAR 8 STUDENTS** - **78.8%** of the Y8 students are achieving **AT or Above the National Standard** (in 2016 - 72.6% **UP** 6.2% in 2017)
- **YEAR 7 STUDENTS** - **73.5%** of the Y7 students are achieving **AT or Above the National Standard** (in 2016 - 76.4% **DOWN** 2.9% in 2017)
- **MALE STUDENTS** - **73.4%** of the students are achieving **AT or Above the National Standard** (in 2016 - 73.5% **DOWN** 0.1% in 2017)
- **FEMALE STUDENTS** - **79.1%** of the students are achieving **AT or Above the National Standard** (in 2016 - 75.8% **UP** 3.3% in 2017)

SEE NEXT GRAPH OF STUDENTS AT OR ABOVE THE NS AT ROSEHILL INTERMEDIATE SCHOOL FOR PREVIOUS 3 YEARS

Table 3: Mathematics, trend table (2014-2016)

Mathematics	2014		2015		2016	
	At or Above	Percentage At or Above	At or Above	Percentage At or Above	At or Above	Percentage At or Above
All Students	287	67.8	316	75.2	343	74.6
Girls	141	68.4	147	73.5	157	75.8
Boys	146	67.3	169	76.8	186	73.5
Māori	72	60.5	95	66.4	107	63.7
Pasifika	23	51.1	44	68.8	42	66.7
Asian	38	73.1	44	89.8	46	82.1
European/Pākehā	127	74.3	125	81.2	133	85.8
After 1 Year	N	N	N	N	N	N
After 2 Years	N	N	N	N	N	N
After 3 Years	N	N	N	N	N	N
End of Year 4	N	N	N	N	N	N
End of Year 5	N	N	N	N	N	N
End of Year 6	N	N	N	N	N	N
End of Year 7	130	64.7	157	74.8	181	76.4
End of Year 8	157	70.7	159	75.7	162	72.6

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Numeracy Leadership</p> <ul style="list-style-type: none"> Set overview, content and assessment coverage for the year, share with staff. Set expectations regarding classroom setup and modeling books. Teacher resource toolbox- Each week a new resource to incorporate in classroom practice. Beginning Teachers will work closely with [redacted] to create and incorporate resources for their practice- weekly. School feedback of initial data analysis Numeracy Observations follow ups in T3. Numeracy feedback to BOT as scheduled. <p>Classroom Practice</p> <ul style="list-style-type: none"> PEER TUTORING PROGRAM - Pupils identified and tutors trained in delivering the program. Pupils from Room 1 and 2 are targeted by Room 3 students and Year 8 students judged Below NS at end of 2016 will be targeted by Room 3 students for peer tutoring. After school tutoring started Week 4 for pupils that are below National Standards. 	<ul style="list-style-type: none"> All information prepared and discussed at initial Staff T.O.Day in late January. Y1 teachers and new staff went through induction process with [redacted]. Feedback prepared and classrooms monitored through appraisal visits and TM weekly walkthroughs. Meeting minutes linked to curriculum meetings Staff meeting minutes and team meeting minutes. Mid year BOT feedback <ul style="list-style-type: none"> Game based support linked to skills in the Numeracy project (e.g. Add/sub skills). Student voice survey collected - 89% of students felt their skills and speed linked to BF had improved. This was also measured using the IKAN data. Rooms 6 and 16 took part in this program. 65 students participated in this after school programme. Whole group teaching linked to ability levels. Many of the students involved were working towards 	<ul style="list-style-type: none"> Greater consistency with assessment in Math. Have timetabled Math into team meetings on a regular basis. (share resources, moderate, discuss student needs and collaborate more Class Modelling books have the required information (LI's & SC, assessment sheets and modelled lessons for students to refer to. However some classrooms still have students who are unable to articulate their level of learning and what their next steps are. Teachers will continue to develop this with VL in 2018. <ul style="list-style-type: none"> Continue to develop the tutoring program within the school. Improve buy in with Y8 students in 2018. 	<ul style="list-style-type: none"> 2018 - detailed plan of Team meetings shared with all staff. Greater focus on student achievement - more hands on (sharing ideas, moderation, etc..) Workshops for Math PD - have a tiered workshop occur each term. Teachers will opt in to the 30 minute session based on both teacher and student needs (e.g. assessment, slow learners) <ul style="list-style-type: none"> Improved teacher pedagogy in Math as result of tiered workshops (more collaboration).

<ul style="list-style-type: none"> ● Ordering of Maths homework books - Dragon Maths Homework books part of Math programme - supports what they learn in class. ● Organisation of Extension Program Opportunities - Register and enrol for Otago Maths Problem Solving and ICAS Testing Entries ● Mathex training for Year 7 and Year 8 students (Academic Classrooms) ● Introduction of Financial Literacy - Whole school ASB "Get Wise" programme booked for all classes and PD given to teachers at end of Term 4, 2016. ● Moderation Teacher OTJ's Initial Teacher discussion in Team Meetings with emphasis around Priority Learners. Staff and team meetings linked to PD. ● Teachers given a weekly resource from [redacted] to assist with program. ● Y1 staff - met with teachers each term for Numeracy planning and support <p>Professional Development</p> <ul style="list-style-type: none"> ● Needs and requests actioned by [redacted]: Dates and courses identified and Teachers advised. ● Continue to develop Best Practice in instruction of Maori and Pasifika Pupils - Readings and discussion as to how to be 	<p>the NS in Math. Over half of students were AT the NS in Term 4.</p> <ul style="list-style-type: none"> ● All classrooms used these resources to support program. Parents and students find them very useful ● Over 85% of the students got a merit or credit in this program. ● ICAS - 12 of 18 students received above participation and 1 student received high distinction. ● Mathex training great. Participated in Papakura competition and teams placed 1st, 3rd, 4th and 7th. In Auckland Champs we placed 17th, 26th, 60th and 74th place from 200 teams. ● Students enjoyed ASB - will be coming back in 2018. Santa Market created as a result of program and students raised \$1056.00 for Foster Care. ● Resources useful and teachers used where needed - as evidenced in teacher modelling books. ● As evidenced by planning <ul style="list-style-type: none"> ● PD workshops organised throughout the year (x3 sessions). ● Did not happen this year as scheduled - will look at 2018 - linked to boys achievement. 	<ul style="list-style-type: none"> ● Use DM Homework books to support in class programs - mainly strand work. ● Successful - continue to have these programs in place again. ● Continue with moderation process - assist with new staff and Y1 teachers. 	<ul style="list-style-type: none"> ● Math Homework books used school wide to assist with strand work. Used more in the classroom in 2018 to support students. ● Continue with Financial Literacy in 2018 - using ASB to support this. ● Continue with ICAS and Otago Maths to extend students. ● More moderation and sharing during team meetings - scheduled curriculum areas. <ul style="list-style-type: none"> ● In school PD - workshops that teachers can opt into based on the needs. ● Inquiry as a team linked to boys student achievement - research, data driven.
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more inclusive of varying cultures within classrooms.

Priority Learners

- **Continue to resource Teachers in classrooms** - Teachers identify needs and advise Numeracy Leader of these and when necessary.
- **Pupils are made aware of Next Steps for learning** - Pupils are given feedback of initial data. Pupils are advised of next steps.
- **Target Math groups** - monitored and tracked on ETAP as a separate group.
- **Peer Tutoring** program - see details above in Classroom practice and Leadership.
- **Sharing Information with the school community** - Parents and Caregivers are given information about Maths Standards and how to support their child's learning at home. Pupils are advised of next steps.
- **Community Maths evening** - Parents and whanau are invited to view maths practice in the school, and to join the activities.
- **Maths Cafe** in Term 2&3 - Fridays after morning tea. Room 9 students assisted students just below the NS - skill based

- Teachers given a weekly resource from [redacted] to assist with program.
- School newsletters
- Positive turnout for Maths Evening prior to Meet the Teacher Evening - over 100 parents attended the meeting.
- Continue to refine these programs listed above - parents very supportive

- Refine these processes and engage these learners with IT resources (gamification).

- **Maths Newsletter - Your Slice of the** - (x2 per term). Purpose of newsletter to support parents, fun games, everyday life - will be linked to

What was successful in Mathematics?

- **Maths Cafe** - after school tutoring program assisted students with Math tutoring after school - 50% of the students achieving at NS with this group - also improved confidence with many of the students.
- **PEER TUTORING** - Rooms 2 & 9 (Academic classrooms had a positive influence on Y7 students with this program - motivation / confidence / games for fun / overall number knowledge.
- All the initiatives put in place above had a significant impact on student achievement in Maths (entry to exit data - T1 to T3). **PLACE VALUE** - **A net gain of 33% are now operating at the NS or ABOVE NS. BASIC FACTS - A net gain of 41% - are now operating at the NS or ABOVE NS. FRACTIONS - A net gain of 43% - now operating at the NS or ABOVE NS.**
- **Strands** - Measurement = 52% or 239 AT or Above the Standard, STATISTICS = 63.1% or 272 students AT or ABOVE the Standard, GEOMETRY = 60.3% or 279 students AT or ABOVE the Standard. Measurement was the weakest of the 3 strands - this strand is completed in Term 1 (summer lag). Need to investigate this further - 2 years in a row.
- **NUMPA STRANDS**
 - ADD/SUB = 76.3% or 354 students AT or ABOVE the Standard
 - RATIOS/PROPORTIONS = 82.4% or 360 students AT or ABOVE the Standard
 - MULT/DIV = 77% or 355 students AT or ABOVE the Standard.

Areas to Develop for 2018

- **Attendance of Y8 Target Group** - again many condoned absences by parents affected the target groups in Math
- Develop PD for staff that is tiered - linked to the needs of the learner / teachers (timetabled for each Term - experts to run workshops for staff - opt in to the workshops)
- **Use of gamification to engage boys** with number knowledge activities.
- Ensure teachers make **clear links with strand work in NUMPA** and other areas like **Algebra and Statistics** for example.
- Work on developing better relationships with parents / community to engage less able learners (Community Hui - gaining more traction)
- **Visible Learning in 2018** - continue to focus and consolidate this - improved student agency. Use new appraisal documents to collect student voice.



School Name:	Rosehill Intermediate School	School Number:	1473																																																																																																															
Targeted Area:	Maori and Pasifika Achievement																																																																																																																	
Strategic Aim:	To raise the achievement level of Maori and Pasifika students in all areas with special emphasis on Literacy and Maths, with special support for students at risk of underachievement in these areas.																																																																																																																	
Annual Goals:	<p><u>By the end of the year: Maori & Pasifika GROUP</u></p> <p>80% of the students who are achieving BELOW National Standard in Maths are achieving AT standard. 80% of Maori students who begin achieving BELOW National Standard in Maths are achieving AT Standard. 80% of Pasifika students who begin achieving BELOW National Standard in Maths are achieving AT Standard.</p>																																																																																																																	
Baseline Data:	<p>MATHEMATICS - End of year National Standards for YEAR 7 Group results for 2016:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2" style="background-color: #fce4d6;">Mathematics Year Level 7</th> <th colspan="2">Well Below</th> <th colspan="2">Below</th> <th colspan="2">At</th> <th colspan="2">Above</th> <th rowspan="2">Total</th> </tr> <tr> <th>No</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> <th>%</th> <th>No</th> <th>%</th> </tr> </thead> <tbody> <tr> <td rowspan="3">All students</td> <td>Male</td> <td>7</td> <td>5.9%</td> <td>26</td> <td>21.8%</td> <td>73</td> <td>61.3%</td> <td>13</td> <td>10.9%</td> <td>119</td> </tr> <tr> <td>Female</td> <td>4</td> <td>3.4%</td> <td>18</td> <td>15.5%</td> <td>75</td> <td>64.7%</td> <td>19</td> <td>16.4%</td> <td>116</td> </tr> <tr> <td>Total</td> <td>11</td> <td>4.7%</td> <td>44</td> <td>18.7%</td> <td>148</td> <td>63.0%</td> <td>32</td> <td>13.6%</td> <td>235</td> </tr> <tr> <td rowspan="3">Maori</td> <td>Male</td> <td>3</td> <td>6.8%</td> <td>13</td> <td>29.5%</td> <td>25</td> <td>56.8%</td> <td>3</td> <td>6.8%</td> <td>44</td> </tr> <tr> <td>Female</td> <td>1</td> <td>2.6%</td> <td>12</td> <td>30.8%</td> <td>24</td> <td>61.5%</td> <td>2</td> <td>5.1%</td> <td>39</td> </tr> <tr> <td>Total</td> <td>4</td> <td>4.8%</td> <td>25</td> <td>30.1%</td> <td>49</td> <td>59.0%</td> <td>5</td> <td>6.0%</td> <td>83</td> </tr> <tr> <td rowspan="3">Pasifika</td> <td>Male</td> <td>3</td> <td>23.1%</td> <td>3</td> <td>23.1%</td> <td>6</td> <td>46.2%</td> <td>1</td> <td>7.7%</td> <td>13</td> </tr> <tr> <td>Female</td> <td>1</td> <td>5.6%</td> <td>2</td> <td>11.1%</td> <td>11</td> <td>61.1%</td> <td>4</td> <td>22.2%</td> <td>18</td> </tr> <tr> <td>Total</td> <td>4</td> <td>12.9%</td> <td>5</td> <td>16.1%</td> <td>17</td> <td>54.8%</td> <td>5</td> <td>16.1%</td> <td>31</td> </tr> </tbody> </table>			Mathematics Year Level 7	Well Below		Below		At		Above		Total	No	%	No	%	No	%	No	%	All students	Male	7	5.9%	26	21.8%	73	61.3%	13	10.9%	119	Female	4	3.4%	18	15.5%	75	64.7%	19	16.4%	116	Total	11	4.7%	44	18.7%	148	63.0%	32	13.6%	235	Maori	Male	3	6.8%	13	29.5%	25	56.8%	3	6.8%	44	Female	1	2.6%	12	30.8%	24	61.5%	2	5.1%	39	Total	4	4.8%	25	30.1%	49	59.0%	5	6.0%	83	Pasifika	Male	3	23.1%	3	23.1%	6	46.2%	1	7.7%	13	Female	1	5.6%	2	11.1%	11	61.1%	4	22.2%	18	Total	4	12.9%	5	16.1%	17	54.8%	5	16.1%	31
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MĀORI - 4 students (4.7%) WELL BELOW the National Standard in Maths.
 - 25 students (30.1%) are BELOW the National Standard in Maths.

PASIFIKA - 4 students (12.9%) WELL BELOW the National Standard in Maths.
 - 5 students (16.1%) are BELOW the National Standard in Maths

READING - End of year National Standards for YEAR 7 Māori & Pasifika students for 2016:

Reading Year Level 7		Well Below		Below		At		Above		Total	
		No	%	No	%	No	%	No	%	No	%
All students	Male	13	10.9%	32	26.9%	58	48.7%	16	13.4%	119	
	Female	5	4.3%	28	24.1%	51	44.0%	32	27.6%	116	
	Total	18	7.7%	60	25.5%	109	46.4%	48	20.4%	235	
Maori	Male	4	9.1%	17	38.6%	19	43.2%	4	9.1%	44	
	Female	0	0%	16	41.0%	16	41.0%	7	17.9%	39	
	Total	4	4.8%	33	39.8%	35	42.2%	11	13.3%	83	
Pasifika	Male	4	30.8%	5	38.5%	3	23.1%	1	7.7%	13	
	Female	1	5.6%	4	22.2%	9	50.0%	4	22.2%	18	
	Total	5	16.1%	9	29.0%	12	38.7%	5	16.1%	31	

MĀORI - 4 students (4.8%) WELL BELOW the National Standard in Reading.
 - 33 students (39.8%) are BELOW the National Standard in Reading.

PASIFIKA - 5 students (16.1%) WELL BELOW the National Standard in Reading.
 - 9 students (29%) are BELOW the National Standard in Reading.

WRITING - End of year National Standards results for YEAR 7 Māori & Pasifika students for 2016

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	
All students	Male	14	11.8%	44	37.0%	56	47.1%	5	4.2%	119
	Female	3	2.6%	30	25.9%	64	55.2%	19	16.4%	116
	Total	17	7.2%	74	31.5%	120	51.1%	24	10.2%	235
Maori	Male	5	11.4%	20	45.5%	18	40.9%	1	2.3%	44
	Female	0	0%	14	35.9%	22	56.4%	3	7.7%	39
	Total	5	6.0%	34	41.0%	40	48.2%	4	4.8%	83
Pasifika	Male	4	30.8%	4	30.8%	4	30.8%	1	7.7%	13
	Female	1	5.6%	4	22.2%	9	50.0%	4	22.2%	18
	Total	5	16.1%	8	25.8%	13	41.9%	5	16.1%	31

MĀORI - 5 students (6%) WELL BELOW the National Standard in Writing.
 - 34 students (41%) are BELOW the National Standard in Writing.

PASIFIKA - 5 students (16.1%) are WELL BELOW the National Standard in Writing
 - 8 students (25.8%) are BELOW the National Standard in Writing.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Supporting student achievement</p> <p>Establishing Young Cultural Leaders (ongoing)</p>	<ul style="list-style-type: none"> ● A notice in the Rocket for students interested in the group to sign up and write a letter of application ● Collate the list and action a meeting with students ● Explain the purpose of the group ● Get students ideas ● Create a plan of what will be achieved in term 1 	<ul style="list-style-type: none"> ● No variance- this worked successfully 	<ul style="list-style-type: none"> ● Meetings established twice a week Monday and Wednesday ● Sharing of ideas and YCL into groups to work on term overview ● Term overview had weekly breakdown allowing the YCL to be 2 weeks in advanced
<p>Implementing student voice</p>	<ul style="list-style-type: none"> ● Collect data from ETAP of Literacy and Numeracy levels for students ● Identify Year 7 and 8. Above, At, Below and at risk students ● Collate number and names of Maori and Pasifika students receiving Maths and Literacy support through [redacted] and [redacted] programme 	<ul style="list-style-type: none"> ● No variance – this worked successfully ● Data collected on Maori and Pasifika students and discussions we had within teams and then on a staff level 	<ul style="list-style-type: none"> ● Testing carried out across the school to identify students ● Teacher to continue to track students and discuss student achievement and implications linked with these students in meeting and in term planning ● Mark to carry out student voice student achievement survey about engagement with learning with Reading, Writing and Maths to gather baseline information for teachers to use in inquiry in term 1 2018 on target students. ● Share survey findings with parents.
<p>Implementing partnership with community</p>	<ul style="list-style-type: none"> ● Profile Kapa Haka and Pasifika group in community on term basis 	<ul style="list-style-type: none"> ● No variance, group involved in performance every term culminating with community hui and in powhiri at Year 7 & prize giving at Year 8. Cultural groups performed at assemblies too. 	<ul style="list-style-type: none"> ● Kapa Haka and Pasifika group to perform at local Rangatahi Festival 2018 ● Kapa Haka and Pasifika group to show and teach different cultural activities at Hui's alongside performing

	<ul style="list-style-type: none"> Develop parent partnership liaison person to support student engagement in school 	<ul style="list-style-type: none"> No variance; employed to follow up truancy/lateness, make home visits, engage with local agencies to support attendance and school engagement SWISS worker employed 'who worked with individual and group programmes established in school and with home Health nurse employed to address health concerns with students working alongside students, teachers and parents 	<ul style="list-style-type: none"> Maintain role for 2018 Maintain role for 2018 Maintain role for 2018
<ul style="list-style-type: none"> Community Huis organised termly to share achievements, visions and build next steps for Maori and Pasifika students 	<ul style="list-style-type: none"> No variance – this worked successfully 	<ul style="list-style-type: none"> No variance – this worked successfully 	<ul style="list-style-type: none"> Maintain community hui's throughout 2018. Theme based Hui's. Also implement the values, PBS and RACER dispositions as part of the first Hui for 2018 to develop understanding across the community Cultural groups (Kapa Haka and Pasifika) to teach community different skills/games linking to Tikanga
<ul style="list-style-type: none"> Literacy and Numeracy workshops held for community to engage and develop understanding and 	<ul style="list-style-type: none"> No variance – this worked successfully 	<ul style="list-style-type: none"> Maintain workshops for 2018 however, slight changes may be made depending on the weakness of 2018 students 	

	strategies for parents to help their children at home		<ul style="list-style-type: none"> ● Provide parents with mini takeaway packs that they can use at home and have YCL model range of strategies
Mentor Programme	Establish mentoring programme in alignment with school behaviour systems. Mentor to report back to senior management on term basis	<ul style="list-style-type: none"> ● Mentor in place 	<ul style="list-style-type: none"> ● Maintain role of the mentor and job description for 2018
Staff Development	Sharing content of Ka Hikitia, Te Kotahitanga, Tataiako and Pasifika Education documents	<ul style="list-style-type: none"> ● No variance – this worked successfully 	<ul style="list-style-type: none"> ● Maintain for 2018 ● Appraisal site has been updated for 2018 to reflect Tataiako document and include PTC for a clearer understanding of the competencies for teachers ● Inquiry focus being based around student achievement 'boys' Maori and Pasifika based on data from 2017. All teachers will complete an Inquiry around this focus for 2018

Planning for next year:

- **Visible Learning professional development** for all staff to embed evidence based practice
 - Links with Maori and Pasifika students
- **Implement and analyse** Inquiry for 2018 based around "Boys" Maori and Pasifika
- Complete whole school survey with boys in Maths, Reading and Writing - look at Maori & Pasifika data
- Sustain and grow the profile for the **Young Cultural Leaders group**
- **Unpacking of Tataiako** with staff as part of appraisal professional development
- **Unpacking of Ka Hikitia, Te Kotahitanga and Pasifika Education** plan with staff to develop teaching practice and understanding
- **Hands-on workshop** provided at community Hui
- **Celebrate** success stories at community Hui
- **Acknowledge and Engage** a range of cultures e.g. Chinese, Indian etc
- **Cultural** performances across the school at YCL assemblies
- YCL to run 2 assemblies a ter

Rosehill Priority Learners 2017 - Report

Rosehill Intermediate School - Y7 and Y8 Literacy Assistance Program

2016 students transferred for 'overtime' data collection to cover their 2 year progress

Year 8 2017 Data

Room	Ethnicity	Star 1 - Scale Score & (Stanine)	Star 2 - Scale Score & (Stanine)	Gain Scale Score & Stanine	AsTTle	AsTTle	AsTTle	Gain	Probe T1	Probe T4	Gain
	PI	118.3 (4)	120.6 (3)	+2.3 (-1)	2A	3P		+3	9-10	11-12	+2
	PI	98.5 (1)	107 (1)	+8.5 (0)	2P	2A		+1	5-6	6-7	+1
	O	110.8 (3)	AB	N/A	3B	3A		+2	7.5-8.5	9-10	+1.5
	O	113 (3)	116.4 (3)	+3.4 (0)	2B	3B		+3	7.5-8.5	10-11	+2.5
	O	110.9 (2)	118.5 (3)	+7.6 (+1)	2P	2A		+1	11-12	13-14	+2
	E	108.1 (3)	117.1(3)	+9 (0)	2P	4B		+5	11-11.5	12-13	+1
	E	114.3 (3)	125.8 (4)	+11.5 (+1)	3B	4B		+3	10-11	11.5-12.5	+1.5
	O	106.5 (2)	116.4 (3)	+9.9 (+1)	3P	3P		0	7-8	10.5-11.5	+3.5
	E	89.3 (1)	114.9 (2)	+25.6 (+1)	2B	2P		+1	5-6	7-8	+2
	M	97.5 (1)	126.4 (4)	+28.9 (+3)	3B	2P		-2	6.5-7.5	9-10	+2.5
	M	105.8 (2)	112.5 (2)	+6.7 (0)	3P	3P		0	9-10	10-11	+1
	M	99.6 (1)	113.3 (2)	+13.7 (+1)	2B	2A		+2	6.5-7.5	8.5-9.5	+2
	M	108.1 (3)	115.6 (2)	+6.5 (-1)	2B	2A		+2	8-9	9-10	+1
	M	110.9 (3)	115.6 (2)	+4.7 (-1)	2P	3B		+2	7-8	8.5-9.5	+1.5
	O	109.5 (3)	110.8 (2)	+1.3 (-1)	2P	2A		+1	7.5-8.5	9-10	+1.5

M = Maori

PI = Pasifika

E = European

O = Other

YEAR 8 STAR RESULTS:

- 40% of students made a growth of between 1 and 2 stanines over the year
- 27% made no movement with their stanine
- 27% went down one stanine
- student absent for test

ASTTLE RESULTS:

- 87% of students moved one step or more within the AsTTle levels, broken down as:
 - 7% made 5 steps
 - 20% made 3 steps
 - 27% made 2 steps
 - 27% made 1 step
 - 13% no gain
 - 7% dropped 1 or more step

PROBE RESULTS:

- 100% of students made progress over the year, broken down as:
 - 7% made 3.5 years progress over the year
 - 13% made 2.5 years progress over the year
 - 27% made 2.0 years progress over the year
 - 27% made 1.5 years progress over the year
 - 27% made 1.0 years progress over the year

Rosehill Intermediate School - Y7 and Y8 Literacy Assistance Program

2017 students transferred for 'overtime' data collection to cover their 2 year progress

Year 7 2017 Data

Room	Ethnicity	Star 1 - Scale Score & (Stamline)	Star 2 - Scale Score & (Stamline)	Gain Scale Score & Stamline	AsTTle	AsTTle	Gain	Probe T1	Probe T4	Gain
	M	88.2 (1)	100.6 (2)	+12.4 (+1)	2P	2B	-1	6.5 - 7.5	7 - 8	+5
	E	103.7 (3)	112.3 (3)	+8.6 (0)	2B	3B	+3	7 - 8	9 - 10	+2.0
	O	103 (3)	114.3 (3)	+11.3 (0)	<2B	2B	0	6.5 - 7.5	7 - 8	+5
	M	91.5 (1)	100.6 (2)	+9.1 (+1)	2B	2P	+1	7.5 - 8.5	9 - 10	+1.5
	PI	97.8 (2)	110.2 (3)	+12.4 (+1)	2B	2A	+2	6.5 - 7.5	8 - 9	+1.5
	M	97 (2)	97.5 (1)	+5 (-1)	2B	2B	0	5 - 6	6.5 - 7.5	+1.5
	E	94.4 (2)	108.8 (3)	+14.4 (+1)	2P	3B	+2	7 - 8	8.5 - 9.5	+1.5
	E	102.3 (3)	122.2 (5)	+19.9 (+2)	2P	3A	+4	7 - 8	8.5 - 9.5	+1.5
	E	97 (2)	104.1 (2)	+7.1 (0)	2P	2A	+1	7 - 8	8.5 - 9.5	+1.5
	O	93.5 (2)	113 (3)	+19.5 (+1)	2B	2P	+1	6 - 7	7.5 - 8.5	+1.5
	M	91.5 (1)	102.4 (2)	+10.9 (+1)	2A	3P	+2	5 - 6	6.5 - 7.5	+1.5
	M	92.6 (2)	95.1 (1)	+2.5 (-1)	2P	2A	-1	6.5 - 7.5	7.5 - 8.5	+1.0
	M	100.9 (3)	118.3 (4)	+17.4 (+1)	2A	2A	0	7 - 8	absent	-----
	M	97 (2)	108.1 (3)	+11.1 (+1)	2A	2P	-1	6.5 - 7.5	8 - 9	+1.5
	E	94.4 (2)	104.1 (2)	+9.7 (0)	2A	2A	0	7 - 8	8.5 - 9.5	+1.5
	E	101.6 (3)	115.7 (4)	+14.1 (+1)	2A	2P	-1	7 - 8	9.5 - 10.5	+2.5
	E	95.3 (2)	105 (2)	+9.7 (0)	2B	3B	+3	7 - 8	8 - 9	+1.0

Data collected from March 2017 - October 2017

Total of 17 students: 11 boys - 6 girls

7 Maori students, 7 European students, 1 Pacifica student, 2 Other students

STAR NARRATIVE

Probe showed an increase across the time from +.5 - +2.5

Number of Students	Increase in STAR	Percentage of Increase
1	+2.5 years	6%
1	+2.0 years	6%
10	+1.5 years	59%
2	+1.0 years	12%
2	+.5	12%
1 Student did not sit the end of year PROBE		

M = Maori PI = Pasifika E = European O = Other

YEAR 7 STAR RESULTS:

- 59% Year 7 students made a growth of 1 or 2 STANINE:
 - 29% stayed within the same stanine
 - 12% dropped down a stanine

ASTTLE Y7 RESULTS:

- 35% made growth of between 2 step to 4 steps within the AsTTle levels: broken down as:
 - 18% made 2 steps
 - 18% made 1 step
 - 24% made no progress
 - 24% made negative progress

PROBE Y7 RESULTS:

- 100% students made progress over the year, broken down as:
 - 6% made 2.5 years progress over the year
 - 6% made 2.0 years progress over the year
 - 59% made 1.5 years progress over the year
 - 12% made 1 years progress over the year
 - 12% made .5 years progress over the year
 - One student absent

YEAR 7 STAR RESULTS:

- 56% of students made a growth of between 1 and 2 stanines over the year
- 44% made no movement with their stanine

ASTTLE Y7 RESULTS:

- 35% of students made a growth of between 1 and 2 steps within the AsTTle levels, broken down as:
 - 12% made 2 steps
 - 24% made 1 step
 - 24% made no movement
 - 12% dropped a step

PROBE Y7 RESULTS:

- 82% of students made progress over the year, broken down as:
 - 6% made 3.5 years progress over the year
 - 13% made 3.0 years progress over the year
 - 13% made 2.0 years progress over the year
 - 6% made 1.5 years progress over the year
 - 25% made 1.0 years progress over the year

- o 13% made 0.5 years progress over the year
- o 6% made no movement
- o 13% made negative progress

AREAS FOR CONSIDERATION / IMPLEMENTATION:

- Collection of student voice at the start of 2018 linked to boys achievement data.
- More staff PD - tiered workshops to cater for different needs
- Ensure transition of students is improved with some schools - [redacted] to visit schools and show how to complete these forms accurately.
- Continue to employ fully qualified teacher to assist with Literacy program in 2018
- Be more specific on one form of data than trying to 'marry' up lots of different data. In 2017 we will use only PROBE as our 'overtime' data measure as this gives the most accurate account of fluency and comprehension in a 1:1 setting (student and teacher)
- Improved data entry and monitoring for all staff using ETAP. Training in 2018 (call back day in Term 1 holidays). Looking at parent portal and assessment Hub for all stakeholders involved.
- Analyse data linked to Maori / Pasifika boys survey - getting to know students better.
- Staff workshop/s to be taken on administering and analysing the PROBE assessment to gain consistency over all classes eg.:
 - o 70% comprehension to be obtained before next level
 - o ensure that students are not confused by working – administrators can reword the question if they feel that the student has the knowledge to give a correct response
 - o where to set your grouping
 - o resourcing for groups
 - o Assistance programmes in place for:
 - Well Below (Level 1 & Lower level 2 and ESOL) - 1
 - Well Below (Both Year 7 & 8 Level 2 & Level 3– Target Students) - Classroom Teachers
 - Just Below (Year 7: Level 3 Year 7 - Year 8: Mid to Upper Level 3 and early L4 students) - [redacted]

KIWI SPORT expenses # 3374		
Date	Value	Detail
4/05/17	\$ 126.09	RE0140 Taxis United Ltd- Boys softball trip 7/3
4/05/17	\$ 313.04	RE0140 Taxis United Ltd- trip 16/3 for rm 1
15/05/17	\$ 130.43	RE3374 CM Badminton - 6x players in team
15/05/17	\$ 365.22	RE3374 Event promotion- tough guys & gals 21x students
14/06/17	\$ 243.48	Papakura Netball registration for 8 teams
15/06/17	\$ 217.50	Leslie Rugby Ltd- Ripper rugby & moughguards
15/06/17	\$ 479.00	Leslie Rugby Ltd-20 x rugby balls with RIS logo
15/06/17	\$ 120.43	Taxis United- 3x taxi van for girls soccer trip
3/07/17	\$ 260.87	Papakura Netball- 4 x teams entry fee
8/08/17	\$ 156.52	Taxis United-boys rugby trip on 8/6
8/08/17	\$ 156.52	Taxis United-netball cluster tourament on 20/6
8/08/17	\$ 143.48	Taxis United-orienteeing trip on 4/5
8/08/17	\$ 126.09	Taxis United-boys soccer trip on 18/5
16/08/17	\$ 139.23	Taxis United Ltd-Boys hockey transport
16/08/17	\$ 120.98	Taxis United Ltd-Girls hockey transport
14/09/17	\$ 169.57	Taxis United-Netball trip 1/8
14/09/17	\$ 252.17	Taxis United-X Country trip 25/8
14/09/17	\$ 70.15	Taxis United-Rugby league trip 15/8
14/09/17	\$ 8.70	Taxis United- Badminton trip 28/8
30/10/17	\$ 1,876.09	K Pasgaard & Co Ltd- Various Sports equipment
14/11/17	\$ 204.96	RE0140 Taxi United Ltd- Boys basketball trip 26/9
14/11/17	\$ 209.02	RE0140 Taxi United Ltd- Girls basketball trip 26/09
13/11/17	\$ 106.17	Taxis United Ltd-Boys volleyball transport 17/10
13/11/17	\$ 124.94	Taxis United Ltd-fear factor transport 20/10
13/11/17	\$ 102.16	Taxis United Ltd-girls volleyball transport
25/01/18	\$ 143.48	Taxis United Ltd-Bus trip to touch rugby
25/01/18	\$ 147.83	Taxis United Ltd-Bus trip for athletics day
	\$ 6,514.12	