

ROSEHILL INTERMEDIATE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2022



**Rosehill
Intermediate
School**

Ministry Number:	1473
Principal:	Maria White
School Address:	5/7 Jupiter Street, Rosehill, Auckland 2113
School Postal Address:	5/7 Jupiter Street, Rosehill, Auckland 2113
School Phone:	09 298 5827
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Accountant / Service Provider:	Accounting For Schools Limited

ROSEHILL INTERMEDIATE SCHOOL

Annual Report - For the year ended 31 December 2022

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Rosehill Intermediate School
Statement of Responsibility
For the year ended 31 December 2022

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

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

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

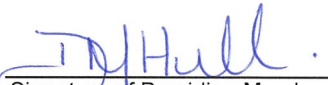
The School's 2022 financial statements are authorised for issue by the Board.

Debbie Hull

Maria White

Full Name of Presiding Member

Full Name of Principal



Signature of Presiding Member



Signature of Principal

23 MAY 2023

23 MAY 2023

Date:

Date:

Rosehill Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Revenue				
Government Grants	2	4,803,985	4,114,829	4,226,474
Locally Raised Funds	3	68,496	63,530	42,167
Interest income		24,782	5,000	7,819
		4,897,263	4,183,359	4,276,460
Expenses				
Locally Raised Funds	3	16,334	12,700	24,060
Learning Resources	4	3,179,754	3,038,112	3,102,811
Administration	5	668,947	251,698	256,380
Finance		4,784	1,025	2,264
Property	6	1,013,337	859,676	814,318
		4,883,156	4,163,211	4,199,833
Net Surplus / (Deficit) for the year		14,107	20,148	76,627
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		14,107	20,148	76,627

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

Rosehill Intermediate School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2022

	Notes	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Balance at 1 January		1,601,850	1,601,850	1,478,066
Total comprehensive revenue and expense for the year		14,107	20,148	76,627
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	47,157
Equity at 31 December		1,615,957	1,621,998	1,601,850
Accumulated comprehensive revenue and expense		1,615,957	1,621,998	1,601,850
Equity at 31 December		1,615,957	1,621,998	1,601,850

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

Rosehill Intermediate School

Statement of Financial Position

As at 31 December 2022

		2022	2022	2021
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	217,503	382,516	440,771
Accounts Receivable	8	259,869	210,100	194,810
Funds held for Capital Works Projects	16	8,123	-	-
GST Receivable		18,285	18,000	4,776
Prepayments		10,615	10,500	10,585
Inventories	9	15,517	7,000	6,995
Investments	10	1,155,285	1,000,000	841,272
		<u>1,685,197</u>	<u>1,628,116</u>	<u>1,499,209</u>
Current Liabilities				
Accounts Payable	12	401,954	260,000	255,230
Revenue Received in Advance	13	19,074	-	-
Provision for Cyclical Maintenance	14	142,440	142,440	140,573
Finance Lease Liability	15	14,341	10,000	8,802
Funds held for Capital Works Projects	16	41,940	-	73,524
		<u>619,749</u>	<u>412,440</u>	<u>478,129</u>
Working Capital Surplus/(Deficit)		1,065,448	1,215,676	1,021,080
Non-current Assets				
Property, Plant and Equipment	11	654,118	500,000	684,674
		<u>654,118</u>	<u>500,000</u>	<u>684,674</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	83,679	83,679	94,232
Finance Lease Liability	15	19,930	10,000	9,672
		<u>103,609</u>	<u>93,679</u>	<u>103,904</u>
Net Assets		<u><u>1,615,957</u></u>	<u><u>1,621,998</u></u>	<u><u>1,601,850</u></u>
Equity		<u><u>1,615,957</u></u>	<u><u>1,621,998</u></u>	<u><u>1,601,850</u></u>

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

Rosehill Intermediate School

Statement of Cash Flows

For the year ended 31 December 2022

		2022	2022	2021
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,482,954	982,829	1,055,429
Locally Raised Funds		88,361	64,370	41,543
Goods and Services Tax (net)		(13,511)	(13,227)	9,728
Payments to Employees		(486,056)	(401,681)	(382,909)
Payments to Suppliers		(925,838)	(510,695)	(479,454)
Interest Paid		(4,784)	(3,798)	(2,264)
Interest Received		15,992	-	7,714
Net cash from Operating Activities		157,118	117,798	249,787
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(37,276)	54,673	(50,494)
Purchase of Investments		(314,013)	(158,728)	(73,990)
Net cash from Investing Activities		(351,289)	(104,055)	(124,484)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	47,157
Finance Lease Payments		(6,639)	1,526	(9,752)
Funds on behalf of Third Parties		(22,458)	(73,524)	76,909
Net cash from Financing Activities		(29,097)	(71,998)	114,314
Net increase/(decrease) in cash and cash equivalents		(223,268)	(58,255)	239,617
Cash and cash equivalents at the beginning of the year	7	440,771	440,771	201,154
Cash and cash equivalents at the end of the year	7	217,503	382,516	440,771

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

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

1. Statement of Accounting Policies

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 and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2022 to 31 December 2022 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21b.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

Other Grants where conditions exist

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) 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.

i) Investments

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5 - 15 years
Information and communication technology	3 - 5 years
Motor vehicles	5 years
Textbooks	3 - 5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

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

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

Non cash generating assets

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

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

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on [details of the valuer's approach to determining market value (i.e. what valuation techniques have been employed, comparison to recent market transaction etc.)].

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

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

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

o) 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.

p) Funds held for Capital works

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

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

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds (such as the RTLB programme), all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) Provision for Cyclical Maintenance

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

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

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

s) Financial Instruments

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

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

t) 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.

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

u) Budget Figures

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

v) 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.

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

2. Government Grants

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Government Grants - Ministry of Education	1,484,175	980,829	1,072,089
Teachers' Salaries Grants	2,590,461	2,502,000	2,529,723
Use of Land and Buildings Grants	722,697	630,000	623,071
Other Government Grants	6,652	2,000	1,591
	<u>4,803,985</u>	<u>4,114,829</u>	<u>4,226,474</u>

The school has opted in to the donations scheme for this year. Total amount received was \$67,800 (2021: \$68,100).

3. Locally Raised Funds

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations & Bequests	8,574	8,000	65
Curriculum related Activities - Purchase of goods and service	-	4,480	-
Fees for Extra Curricular Activities	21,271	28,750	17,484
Trading	31,051	14,800	16,296
Fundraising & Community Grants	7,600	7,500	8,322
	<u>68,496</u>	<u>63,530</u>	<u>42,167</u>
Expenses			
Extra Curricular Activities Costs	7,070	2,500	2,414
Trading	8,944	9,200	17,101
Fundraising and Community Grant Costs	320	1,000	4,399
International Student - Other Expenses	-	-	146
	<u>16,334</u>	<u>12,700</u>	<u>24,060</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>52,162</u>	<u>50,830</u>	<u>18,107</u>

4. Learning Resources

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	152,591	157,310	167,957
Depreciation	144,477	130,000	131,578
Library Resources	903	1,300	649
Employee benefits - salaries	2,861,949	2,724,502	2,786,052
Staff Development	19,834	25,000	16,575
	<u>3,179,754</u>	<u>3,038,112</u>	<u>3,102,811</u>

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

5. Administration

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Audit Fee	8,450	8,450	8,200
Board of Trustees Fees	4,015	3,000	2,750
Board of Trustees Expenses	11,055	12,000	13,777
Communication	5,978	4,960	4,193
Consumables	20,327	19,200	19,611
Operating Lease	839	930	909
Healthy School Lunches Programme	316,418	-	-
Other	77,016	49,600	54,106
Employee Benefits - Salaries	205,218	134,158	133,859
Insurance	8,666	8,400	8,475
Service Providers, Contractors and Consultancy	10,965	11,000	10,500
	<u>668,947</u>	<u>251,698</u>	<u>256,380</u>

6. Property

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Caretaking and Cleaning Consumables	8,872	6,700	7,336
Consultancy and Contract Services	55,020	55,000	52,393
Cyclical Maintenance Provision	20,564	39,676	13,714
Grounds	12,438	10,600	9,628
Heat, Light and Water	36,764	38,500	25,158
Repairs and Maintenance	88,119	26,200	24,424
Use of Land and Buildings	722,697	630,000	623,071
Security	11,214	8,000	8,987
Employee Benefits - Salaries	57,649	45,000	49,607
	<u>1,013,337</u>	<u>859,676</u>	<u>814,318</u>

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

7. Cash and Cash Equivalents

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited) \$	\$
Bank Current Account	217,503	382,516	440,771
Cash and cash equivalents for Cash Flow Statement	<u>217,503</u>	<u>382,516</u>	<u>440,771</u>

Of the \$217,503 Cash and Cash Equivalents, \$41,940 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2023 on Crown owned school buildings under the School's Five Year Property Plan.

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

8. Accounts Receivable

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Receivables	148	100	941
Interest Receivable	11,017	10,000	2,227
Teacher Salaries Grant Receivable	248,704	200,000	191,642
	<u>259,869</u>	<u>210,100</u>	<u>194,810</u>
Receivables from Exchange Transactions	11,165	200,000	3,168
Receivables from Non-Exchange Transactions	248,704	10,100	191,642
	<u>259,869</u>	<u>210,100</u>	<u>194,810</u>

9. Inventories

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Stationery	1,774	7,000	4,140
School Uniforms	13,743	-	2,855
	<u>15,517</u>	<u>7,000</u>	<u>6,995</u>

10. Investments

The School's investment activities are classified as follows:

	2022 Actual \$	2022 Budget (Unaudited) \$	2021 Actual \$
Current Asset			
Short-term Bank Deposits	1,155,285	1,000,000	841,272
Total Investments	<u>1,155,285</u>	<u>1,000,000</u>	<u>841,272</u>

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2022						
Buildings	45,009	-	-	-	(1,936)	43,073
Building Improvements	120,716	39,142	-	-	(6,883)	152,975
Furniture and Equipment	396,524	27,501	-	-	(82,207)	341,818
Information Technology	84,414	14,171	-	-	(27,324)	71,261
Leased Assets	17,938	30,312	-	-	(18,144)	30,106
Library Resources	20,073	2,795	-	-	(7,983)	14,885
Balance at 31 December 2022	684,674	113,921	-	-	(144,477)	654,118

The net carrying value of equipment held under a finance lease is \$30,106 (2021: \$17,938).

	2022 Cost or Valuation \$	2022 Accumulated Depreciation \$	2022 Net Book Value \$	2021 Cost or Valuation \$	2021 Accumulated Depreciation \$	2021 Net Book Value \$
Buildings	77,449	(34,376)	43,073	77,449	(32,440)	45,009
Building Improvements	203,948	(50,973)	152,975	164,806	(44,090)	120,716
Furniture and Equipment	1,189,603	(847,785)	341,818	1,171,341	(774,817)	396,524
Information Technology	461,067	(389,806)	71,261	446,896	(362,482)	84,414
Motor Vehicles	(1,830)	1,830	-	1,830	(1,830)	-
Textbooks	-	-	-	1,632	(1,632)	-
Leased Assets	85,257	(55,151)	30,106	54,945	(37,007)	17,938
Library Resources	77,095	(62,210)	14,885	75,932	(55,859)	20,073
Balance at 31 December	2,092,589	(1,438,471)	654,118	1,994,831	(1,310,157)	684,674

12. Accounts Payable

	2022 Actual et (Unaudited) \$	2022 Actual \$	2021 Actual \$
Creditors	84,480	40,000	43,367
Accruals	8,450	8,000	8,200
Employee Entitlements - Salaries	293,432	200,000	191,642
Employee Entitlements - Leave Accrual	15,592	12,000	12,021
	401,954	260,000	255,230
Payables for Exchange Transactions	401,954	260,000	255,230
	401,954	260,000	255,230

The carrying value of payables approximates their fair value.

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

13. Revenue Received in Advance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	19,074	-	-
	<u>19,074</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	234,805	234,805	278,908
Increase/ (decrease) to the Provision During the Year	39,015	39,015	39,015
Use of the Provision During the Year	(29,250)	(47,701)	(57,817)
Other Adjustments	(18,451)	-	(25,301)
Provision at the End of the Year	<u>226,119</u>	<u>226,119</u>	<u>234,805</u>
Cyclical Maintenance - Current	142,440	142,440	140,573
Cyclical Maintenance - Non Current	83,679	83,679	94,232
	<u>226,119</u>	<u>226,119</u>	<u>234,805</u>

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2023. This plan is based on the schools 10 Year Property Plan.

15. Finance Lease Liability

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

	2022	2022	2021
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	16,078	10,000	9,827
Later than One Year and no Later than Five Years	20,809	10,000	10,566
Future Finance Charges	(2,616)	-	(1,919)
	<u>34,271</u>	<u>20,000</u>	<u>18,474</u>
Represented by			
Finance lease liability - Current	14,341	10,000	8,802
Finance lease liability - Non Current	19,930	10,000	9,672
	<u>34,271</u>	<u>20,000</u>	<u>18,474</u>

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

16. Funds Held for Capital Works Projects

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

2022	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Interior Replacement Project	223389	595	-	(595)	-	-
Astroturf Re-Surfacing	225109	5,846	-	(5,846)	-	-
SIP - Admin Alteration	225117	59,579	-	(63,638)	-	(4,059)
SIP: Staff Court Outdoor Space P	225115	7,504	-	(11,303)	-	(3,799)
Seating & Landscaping Project	225118	-	29,374	(29,639)	-	(265)
Electrical Upgrade Project	238898	-	58,500	(16,560)	-	41,940
Totals		73,524	87,874	(127,581)	-	33,817

Represented by:

Funds Held on Behalf of the Ministry of Education	41,940
Funds Due from the Ministry of Education	(8,123)
	<u>33,817</u>

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Interior Replacement Project	223389	1,900	-	(1,305)	-	595
Astroturf Re-Surfacing	225109	(4,060)	128,524	(118,618)	-	5,846
Carpark Repairs/Re-Surfacing Pr	225110	(1,225)	39,894	(38,669)	-	-
SIP Site: Carpark Entry Barrier Ar	225111	-	13,191	(13,191)	-	-
SIP - Admin Alteration	225117	-	65,584	(6,005)	-	59,579
SIP: Staff Court Outdoor Space P	225115	-	32,110	(24,606)	-	7,504
Totals		(3,385)	279,303	(202,394)	-	73,524

17. Related Party Transactions

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

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

18. Remuneration

Key management personnel compensation

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

	2022 Actual \$	2021 Actual \$
<i>Board Members</i> Remuneration	4,015	2,750
<i>Leadership Team</i> Remuneration	399,268	387,525
Total key management personnel remuneration	403,283	390,275

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

Principal

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

	2022 Actual \$000	2021 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

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

Remuneration \$000	2022 FTE Number	2021 FTE Number
100 - 110	3	1
110 - 120	2	1
	5	2

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

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

19. Compensation and Other Benefits Upon Leaving

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

	2022 Actual	2021 Actual
Total	-	-
Number of People	-	-

20. Contingencies

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

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

- (a) \$65,000 contract for Electrical Upgrade, which will be fully funded by the Ministry of Education. \$58,500 has been received of which \$16,560 has been spent on the project to date.
- (b) \$32,637 contract for Landscaping, which will be fully funded by the Ministry of Education. \$29,393 has been received of which \$29,638 has been spent on the project to date.
- (c) \$35,678 contract for Outdoor Space Project, which will be fully funded by the Ministry of Education. \$32,110 has been received of which \$35,909 has been spent on the project to date.
- (d) \$77,871 contract for Admin Alteration, which will be fully funded by the Ministry of Education. \$65,583 has been received of which \$69,643 has been spent on the project to date.

(Capital commitments at 31 December 2021: \$337,028).

(b) Operating Commitments

As at 31 December 2022 the Board has not entered into any operating contracts.
(Operating commitments at 31 December 2021: nil).

Rosehill Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2022

22. Financial Instruments

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

Financial assets measured at amortised cost	2022	2022	2021
	Actual \$	Budget (Unaudited) \$	Actual \$
Cash and Cash Equivalents	217,503	382,516	440,771
Receivables	259,869	210,100	194,810
Investments - Term Deposits	1,155,285	1,000,000	841,272
	<u>1,632,657</u>	<u>1,592,616</u>	<u>1,476,853</u>
Total Financial assets measured at amortised cost			
Financial liabilities measured at amortised cost			
Payables	401,954	260,000	255,230
Finance Leases	34,271	20,000	18,474
Total Financial Liabilities Measured at Amortised Cost	<u>436,225</u>	<u>280,000</u>	<u>273,704</u>

23. Events After Balance Date

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

24. Comparatives

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

Rosehill Intermediate School

Members of the Board

For the year ended 31 December 2022

Name	Position	How position on Board gained	Term expired/expires
Debbie Hull	Presiding Member	Elected	September 2025
Maria White	Principal	Appointed	
Ray Freeman	Parent Rep	Elected	September 2025
Mohammed Aziz	Parent Rep	Elected	September 2025
Juanita Coetzee	Parent Rep	Elected	September 2025
Natalie Doherty	Parent Rep	Elected	September 2025
Silver Kiliva	Parent Rep	Elected	September 2025
Toafa Kevin Kuresa	Parent Rep	Elected	September 2025
Grant Carter	Parent Rep	Elected	September 2022
Fayyaz Qadeer	Parent Rep	Elected	September 2022
Rachel Zimmermann	Staff Rep	Appointed	September 2022

Rosehill Intermediate School

Kiwisport / Statement of Compliance with Employment Policy For the year ended 31 December 2022

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2022, the school received total Kiwisport funding of \$6,389 (2021: \$6,316).

The funding was spent on sporting endeavours for 2022 of athletics, rugby, volleyball , basketball , cross country, netball, hockey, soccer, orienteering etc that would not have been possible otherwise.

Statement of Compliance with Employment Policy

For the year ended 31 December 2022 Rosehill Intermediate School Board:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment.
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practices.
- Is a good employer and complies with the conditions contained in the employment contract of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.

Independent Auditor's Report

To the readers of Rosehill Intermediate's Financial statements For the year ended 31 December 2022

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

In our opinion the financial statements of the School:

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

Our audit was completed on 23 May 2023. This is the date at which our opinion is expressed.

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

Basis 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 for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, compliance with good employer requirements, 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 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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

A handwritten signature in blue ink, appearing to read 'Steve Hayes', with a long, sweeping flourish extending to the right.

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

ROSEHILL INTERMEDIATE SCHOOL



“To Seek With Vigour”

Analysis of Variance 2022

2022 EOY - READING RESULTS

Reading All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	21	9.9%	71	33.5%	88	41.5%	32	15.1%	<u>212</u>
	Female	10	5.1%	43	21.8%	111	56.3%	33	16.8%	<u>197</u>
	Total	31	7.6%	114	27.9%	199	48.7%	65	15.9%	<u>409</u>
Maori	Male	7	10.1%	27	39.1%	26	37.7%	9	13.0%	<u>69</u>
	Female	4	6.3%	21	32.8%	32	50.0%	7	10.9%	<u>64</u>
	Total	11	8.3%	48	36.1%	58	43.6%	16	12.0%	<u>133</u>
Pasifika	Male	5	17.2%	14	48.3%	7	24.1%	3	10.3%	<u>29</u>
	Female	3	11.5%	8	30.8%	13	50.0%	2	7.7%	<u>26</u>
	Total	8	14.5%	22	40.0%	20	36.4%	5	9.1%	<u>55</u>
Asian	Male	3	9.1%	11	33.3%	14	42.4%	5	15.2%	<u>33</u>
	Female	0	0%	3	10.0%	17	56.7%	10	33.3%	<u>30</u>
	Total	3	4.8%	14	22.2%	31	49.2%	15	23.8%	<u>63</u>
MELAA	Male	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Female	0	0%	0	0%	4	80.0%	1	20.0%	<u>5</u>
	Total	1	10.0%	1	10.0%	7	70.0%	1	10.0%	<u>10</u>
Other	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Total	1	12.5%	1	12.5%	5	62.5%	1	12.5%	<u>8</u>
NZ/European	Male	5	6.8%	18	24.7%	36	49.3%	14	19.2%	<u>73</u>
	Female	2	3.0%	10	14.9%	42	62.7%	13	19.4%	<u>67</u>
	Total	7	5.0%	28	20.0%	78	55.7%	27	19.3%	<u>140</u>

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	18	16.2%	30	27.0%	45	40.5%	18	16.2%	<u>111</u>
	Female	7	8.2%	15	17.6%	49	57.6%	14	16.5%	<u>85</u>
	Total	25	12.8%	45	23.0%	94	48.0%	32	16.3%	<u>196</u>
Maori	Male	6	19.4%	11	35.5%	8	25.8%	6	19.4%	<u>31</u>
	Female	2	8.0%	8	32.0%	13	52.0%	2	8.0%	<u>25</u>
	Total	8	14.3%	19	33.9%	21	37.5%	8	14.3%	<u>56</u>
Pasifika	Male	5	31.3%	6	37.5%	3	18.8%	2	12.5%	<u>16</u>
	Female	3	27.3%	2	18.2%	5	45.5%	1	9.1%	<u>11</u>
	Total	8	29.6%	8	29.6%	8	29.6%	3	11.1%	<u>27</u>
Asian	Male	3	21.4%	3	21.4%	8	57.1%	0	0%	<u>14</u>
	Female	0	0%	2	14.3%	8	57.1%	4	28.6%	<u>14</u>
	Total	3	10.7%	5	17.9%	16	57.1%	4	14.3%	<u>28</u>
MELAA	Male	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Female	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Total	1	12.5%	1	12.5%	6	75.0%	0	0%	<u>8</u>
Other	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
NZ/European	Male	3	6.8%	9	20.5%	22	50.0%	10	22.7%	<u>44</u>
	Female	1	3.2%	3	9.7%	20	64.5%	7	22.6%	<u>31</u>
	Total	4	5.3%	12	16.0%	42	56.0%	17	22.7%	<u>75</u>

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	3	3.0%	41	40.6%	43	42.6%	14	13.9%	<u>101</u>
	Female	3	2.7%	28	25.2%	61	55.0%	19	17.1%	<u>111</u>
	Total	6	2.8%	69	32.5%	104	49.1%	33	15.6%	<u>212</u>
Maori	Male	1	2.6%	16	42.1%	18	47.4%	3	7.9%	<u>38</u>
	Female	2	5.3%	13	34.2%	18	47.4%	5	13.2%	<u>38</u>
	Total	3	3.9%	29	38.2%	36	47.4%	8	10.5%	<u>76</u>
Pasifika	Male	0	0%	8	61.5%	4	30.8%	1	7.7%	<u>13</u>
	Female	0	0%	6	40.0%	8	53.3%	1	6.7%	<u>15</u>
	Total	0	0%	14	50.0%	12	42.9%	2	7.1%	<u>28</u>
Asian	Male	0	0%	8	42.1%	6	31.6%	5	26.3%	<u>19</u>
	Female	0	0%	1	6.3%	9	56.3%	6	37.5%	<u>16</u>
	Total	0	0%	9	25.7%	15	42.9%	11	31.4%	<u>35</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
Other	Male	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0%	1	25.0%	3	75.0%	0	0%	<u>4</u>
	Total	0	0%	1	16.7%	4	66.7%	1	16.7%	<u>6</u>
NZ/European	Male	2	6.9%	9	31.0%	14	48.3%	4	13.8%	<u>29</u>
	Female	1	2.8%	7	19.4%	22	61.1%	6	16.7%	<u>36</u>
	Total	3	4.6%	16	24.6%	36	55.4%	10	15.4%	<u>65</u>

READING - End of Year Results - 409 students

- **64.6% or 264 students** - **AT** or **ABOVE** the NZC Level
- **27.9% or 114 students** - **BELOW** the NZC Level
- **7.6 % or 31 students** - **WELL BELOW** the NZC Level

Maori - 133 students

- **55.6% or 74 students** - **AT** or **ABOVE** the NZC Level
- **36.1% or 48 students** - **BELOW** the NZC Level
- **8.3 % or 11 students** - **WELL BELOW** the NZC Level

Pasifika - 55 students

- **45.5% or 25 students** - **AT** or **ABOVE** the NZC Level
- **40% or 22 students** - **BELOW** the NZC Level
- **14.5% or 8 students** - **WELL BELOW** the NZC Level

Gender Results in READING:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	32	15.1%	ABOVE NZC	33	16.8%
AT NZC	88	41.5%	AT NZC	111	56.3%
BELOW NZC	71	33.5%	BELOW NZC	43	21.8%
WELL BELOW NZC	21	9.9%	WELL BELOW NZC	10	5.1%
Total	212 students		Total	197 students	
BOYS - 56.6% (120 students) AT or ABOVE			GIRLS - 73.1% (144 students) AT or ABOVE		

Year 7 & Year 8 Results in READING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	32	16.2%	ABOVE NZC	33	15.6%
AT NZC	95	48.2%	AT NZC	104	49.1%
BELOW NZC	45	22.8%	BELOW NZC	69	32.5%
WELL BELOW NZC	25	12.7%	WELL BELOW NZC	6	2.8%
Total	197 students		Total	212 students	
YEAR 7 - 64.8% (127 students) AT or ABOVE			YEAR 8 - 64.7% (137 students) AT or ABOVE		

Reading Trends - last 3 years

2020 - roll 452 students		2021 - roll 442 students		2022 - roll 409 students	
(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above
326 students	72.1%	285 students	65.4%	264 students	64.6%

ANALYSIS OF VARIANCE - READING

School Name:	Rosehill Intermediate School	School Number:	1473
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YEAR 7 READING - TARGET GROUP

Strategic Aim:	<p><u>READING - Raise Student Achievement</u></p> <p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Reading</p>
Annual Aim:	To raise student achievement in Reading in alignment with New Zealand Curriculum levels for Y7 & Y8 students. Y7 students working AT or Above the NZC (working towards early LEVEL 4 or above at the EOY).
Target:	<p><u>Reading - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Reading. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Reading. ➤ Measure the effect size in Reading to acknowledge accelerated progress for learners (+.40 effect size or more in Reading E-asTTle results).

Baseline Data:

Y7 READING - 2022 Y8 Baseline Data and 2022 Targets (from e-asTTle Reading results in Term 1)

READING - Baseline Data from 2022				Target 2022
LEVEL ACHIEVED	Total students	Male	Female	
2022- Y7 Students - WELL BELOW	14	11	3	<ul style="list-style-type: none"> To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. To make accelerated progress with these students by measuring the effect size progress in READING scores (+.40 or above is considered accelerated progress - using e-asTTle results). <p>GROUPS will be bigger - missing TESTING DATA COVID</p>
2022 - Y7 Students - BELOW	37	22	15	
Maori - WELL BELOW	7	5	2	
Maori - BELOW	13	7	6	
Pasifika - WELL BELOW	2	2	0	
Pasifika - BELOW	5	3	2	

READING - Year 7 Target Group End of Year Results for 2022 (37 STUDENTS)

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	7	31.8%	10	45.5%	5	22.7%	0	0%	<u>22</u>
	Female	5	33.3%	7	46.7%	3	20.0%	0	0%	<u>15</u>
	Total	12	32.4%	17	45.9%	8	21.6%	0	0%	<u>37</u>
Maori	Male	1	16.7%	3	50.0%	2	33.3%	0	0%	<u>6</u>
	Female	1	16.7%	3	50.0%	2	33.3%	0	0%	<u>6</u>
	Total	2	16.7%	6	50.0%	4	33.3%	0	0%	<u>12</u>
Pasifika	Male	1	50.0%	1	50.0%	0	0%	0	0%	<u>2</u>
	Female	3	100.0%	0	0%	0	0%	0	0%	<u>3</u>
	Total	4	80.0%	1	20.0%	0	0%	0	0%	<u>5</u>

- **8 out of the 37 (22%) - students** (5 boys & 3 girls) shifted from **BELOW** to achieving **AT** the NZC. **16 students made accelerated progress**
- **4 out of 12 (25%) - Maori students** (2 boys & 2 girls) shifted from **BELOW** to achieving **AT** the NZC
- **Pasifika students - 4 WELL BELOW and 1 BELOW**

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size	
Student 1	F	European	1441	1510	0.93	
Student 2	M	European	1483	1510	0.37	Blue = .80 or higher is accelerated progre
Student 3	M	Maori	1486	1383	-1.39	
Student 4	M	European	1299	1336	0.50	Green = .40 - .80 is accelerated progress
Student 5	M	European	1356	1360	0.05	
Student 6	F	Maori	1477	1433	-0.60	Light Orange = .20 - .39 effect size
Student 7	F	Fijian	1329	1376	0.64	
Student 8	M	European	1390	1413	0.31	
Student 9	M	European	1404	1518	1.54	
Student 10	M	European	1173	1276	1.39	
Student 11	F	European	1365	1389	0.32	16 out of 31 or 52% of students showed accelerated progress of .40 or higher effect size
Student 12	F	Cook Island	1337	1366	0.39	
Student 13	M	Maori	1367	1387	0.27	
Student 14	M	Maori	1459	1467	0.11	
Student 15	M	Indian	1417	1477	0.81	
Student 16	F	Cook Island	1254	1337	1.12	
Student 17	M	Other	1347	1392	0.61	
Student 18	F	Asian	1418	1466	0.65	
Student 19	M	Maori	1303	1357	0.73	
Student 20	M	European	1274	1291	0.23	
Student 21	F	Maori	1312	1306	-0.08	
Student 22	M	European	1426	1459	0.45	
Student 23	F	Maori	1261	1367	1.43	
Student 24	M	Asian	1329	1374	0.61	
Student 25	M	European	1206	1306	1.35	
Student 26	F	European	1347	1367	0.27	
Student 27	M	Indian	1279	1300	0.28	
Student 28	M	Pasifika	1303	1353	0.68	
Student 29	M	Pasifika	1271	1283	0.16	
Student 30	M	Maori	1347	1361	0.19	
Student 31	M	Asian	1321	1345	0.32	
Student 32	F	Asian	1419	1459	0.54	
			Average	1350.00	1385.13	
			STDEV	79.07	68.66	
			Average STDEV	73.87		
			Avg. Effect size	0.48		

READING - Year 7 PRIORITY LEARNERS End of Year Results for 2022 (ACHIEVING at WELL BELOW - 12 STUDENTS)

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	8	88.9%	1	11.1%	0	0%	0	0%	9
	Female	1	33.3%	2	66.7%	0	0%	0	0%	3
	Total	9	75.0%	3	25.0%	0	0%	0	0%	12
Maori	Male	3	75.0%	1	25.0%	0	0%	0	0%	4
	Female	0	0%	2	100.0%	0	0%	0	0%	2
	Total	3	50.0%	3	50.0%	0	0%	0	0%	6
Pasifika	Male	3	100.0%	0	0%	0	0%	0	0%	3
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	3	100.0%	0	0%	0	0%	0	0%	3

- **3 of the 12 (25%)** - students (2 girls & 1 boy) shifted from WELL BELOW to achieving BELOW the NZC
- **Maori Students - 50% or (3 out of 6 students)** that were WELL BELOW the NZC in Reading are now BELOW the NZC
- **Pasifika Students** - no change in this group

Effect Size of Well Below students in Year 7 - refer to the table below based on e-AsTTle test results

- **Average effect size** for this group was **.78**
- **73% of students (8 out of the 11)** made accelerated progress in this group. This means they had a +.40 effect size or higher

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size
Student 1	M	Maori	1317	1393	1.30
Student 2	M	Cook Island	1213	1227	0.24
Student 3	M	Fijian	1241	1336	1.63
Student 4	F	Maori	1366	1381	0.26
Student 5	F	Maori	1275	1302	0.46
Student 6	M	European	1206	1306	1.71
Student 7	M	Maori	1379	1430	0.87
Student 8	M	Indian	1308	1337	0.50
Student 9	M	Tongan	1274	1292	0.31
Student 10	F	European	1326	1350	0.41
Student 11	M	Maori	1343	1398	0.94
		Average	1295.27	1341.09	
		STDEV	58.67	58.09	
		Average STDEV	58.38		
		Avg. Effect size	0.78		

Blue = .80 or higher is accelerated progre

Green = .40 - .80 is accelerated progress

Light Orange = .20 - .39 effect size

YEAR 8 READING - TARGET GROUP

Strategic Aim:	<p><u>READING - Raise Student Achievement</u></p> <p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Reading</p>
Annual Aim:	<p>To raise student achievement in Reading in alignment with New Zealand Curriculum levels for Y8 students. YEAR 8 will be working AT LEVEL 4 of the NZC.</p>
Target:	<p><u>Reading - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Reading. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Reading. ➤ Measure the effect size in Reading to acknowledge accelerated progress for learners (+.40 effect size or more in Reading E-asTTle results).
Baseline Data:	<p>The graph below shows where this cohort finished at the end of this year. The target group consisted of <u>63 students</u> originally who were Below the NZC at the start of the year.</p>

READING - Baseline Data from EOY 2021				Target 2022
LEVEL ACHIEVED	Total students	Male	Female	<ul style="list-style-type: none"> To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. To make accelerated progress with these students by measuring the effect size progress in READING scores (+.40 or above is considered accelerated progress - using e-asTTle results).
Y8 Students - WELL BELOW	22	11	11	
Y8 Students - BELOW	63	33	30	
<u>Maori</u> - WELL BELOW	9	5	4	
<u>Maori</u> - BELOW	29	15	14	
<u>Pasifika</u> - WELL BELOW	2	1	1	
<u>Pasifika</u> - BELOW	13	7	6	

EOY YEAR 8 Target Group Results - 60 students at the EOY (3 students left the school)

Reading Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	21	65.6%	11	34.4%	0	0%	<u>32</u>
	Female	0	0%	13	46.4%	15	53.6%	0	0%	<u>28</u>
	Total	0	0%	34	56.7%	26	43.3%	0	0%	<u>60</u>
Maori	Male	0	0%	9	64.3%	5	35.7%	0	0%	<u>14</u>
	Female	0	0%	7	58.3%	5	41.7%	0	0%	<u>12</u>
	Total	0	0%	16	61.5%	10	38.5%	0	0%	<u>26</u>
Pasifika	Male	0	0%	6	75.0%	2	25.0%	0	0%	<u>8</u>
	Female	0	0%	3	50.0%	3	50.0%	0	0%	<u>6</u>
	Total	0	0%	9	64.3%	5	35.7%	0	0%	<u>14</u>
Asian	Male	0	0%	3	60.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Total	0	0%	4	57.1%	3	42.9%	0	0%	<u>7</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
NZ/European	Male	0	0%	3	60.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	2	33.3%	4	66.7%	0	0%	<u>6</u>
	Total	0	0%	5	45.5%	6	54.5%	0	0%	<u>11</u>

Target Group Results for Y8 Readers - The table above shows 60 students for the end of the year.

- **43% or 26 students** that were **BELOW** the NZC in Reading are **now AT** the NZC)
- **Maori Students - 38.5% or (10 out 26 students)** that were **BELOW** the NZC in Reading are **now AT** the NZC
- **Pasifika Students - 35.7% or (5 out 14 students)** that were **BELOW** the NZC in Reading are **now AT** the NZC

Effect Size for Y8 Target Group - 58 students who had both entry and exit data (E-asTTle test data).

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size						
Student 1	Female	NZ Maori	1475	1510	0.64	Student 30	Female	Cook Isl Maori	1357	1420	1.15
Student 2	Female	Middle East	1385	1479	1.72	Student 31	Male	Cook Isl Maori	1365	1381	0.29
Student 3	Male	NZ Maori	1335	1399	1.17	Student 32	Female	NZ Maori	1297	1365	1.25
Student 4	Female	NZ European	1357	1391	0.62	Student 33	Male	NZ European	1371	1408	0.68
Student 5	Male	NZ European	1441	1420	-0.38	Student 34	Female	NZ European	1385	1420	0.64
Student 6	Male	NZ Maori	1411	1458	0.86	Student 35	Male	Samoan	1475	1467	-0.15
Student 7	Female	NZ European	1483	1489	0.11	Student 36	Female	Samoan	1491	1510	0.35
Student 8	Male	Filipino	1483	1479	-0.07	Student 37	Male	NZ Maori	1491	1510	0.35
Student 9	Male	NZ Maori	1378	1349	-0.53	Student 38	Male	Other Asian	1426	1420	-0.11
Student 10	Male	NZ Maori	1334	1391	1.04	Student 39	Female	NZ European	1452	1467	0.27
Student 11	Male	NZ Maori	1385	1418	0.60	Student 40	Male	NZ Maori	1357	1365	0.15
Student 12	Male	NZ European	1366	1391	0.46	Student 41	Female	British / Irish	1468	1498	0.55
Student 13	Male	Tongan	1296	1319	0.42	Student 42	Male	Indian	1364	1479	2.11
Student 14	Female	NZ Maori	1398	1418	0.37	Student 43	Male	Indian	1404	1420	0.29
Student 15	Female	NZ Maori	1434	1398	-0.66	Student 44	Male	Indian	1364	1381	0.31
Student 16	Male	NZ Maori	1393	1420	0.49	Student 45	Female	Samoan	1385	1429	0.81
Student 17	Male	NZ Maori	1385	1418	0.60	Student 46	Female	Samoan	1499	1489	-0.18
Student 18	Female	NZ Maori	1371	1408	0.68	Student 47	Male	NZ European	1297	1344	0.86
Student 19	Male	NZ Maori	1366	1428	1.14	Student 48	Male	NZ European	1434	1423	-0.20
Student 20	Female	NZ Maori	1297	1375	1.43	Student 49	Male	NZ Maori	1449	1499	0.92
Student 21	Female	Samoan	1296	1319	0.42	Student 50	Male	Tongan	1434	1466	0.59
Student 22	Male	NZ Maori	1366	1420	0.99	Student 51	Male	Tongan	1365	1385	0.37
Student 23	Female	NZ Maori	1406	1408	0.04	Student 52	Female	NZ Maori	1386	1479	1.70
Student 24	Female	NZ Maori	1449	1469	0.37	Student 53	Female	NZ European	1434	1459	0.46
Student 25	Female	Indian	1386	1469	1.52	Student 54	Male	Tongan	1380	1459	1.45
Student 26	Female	NZ Maori	1296	1345	0.90	Student 55	Female	NZ European	1412	1489	1.41
Student 27	Male	NZ Maori	1297	1418	2.22	Student 56	Female	NZ Maori	1380	1469	1.63
Student 28	Female	Indian	1357	1418	1.12	Student 57	Male	NZ Maori	1364	1408	0.81
Student 29	Male	Samoan	1297	1319	0.40	Student 58	Male	NZ European	1297	1344	0.86

Blue = .80 or higher is accelerated progress

Green = .40 - .80 is accelerated progress

Light Orange = .20 - .39 effect size

38 out of 58 or 66% of students showed accelerated progress of .40 or higher effect size

Average	1388.03	1424.07
STDEV	57.57	51.55
Average STDEV	54.56	
Avg. Effect size	0.66	

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>Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.</p>	<ul style="list-style-type: none"> ● End of 2021 data analysed and target/priority learners identified. ● School targets are set and shared with staff. ● Knowledge of target/priority learners shared with teachers, goals set, and interventions. ● Budgets to resource interventions. ● Team leaders, building on teacher pedagogy - identified teachers with reading teaching expertise released as needed to support teachers and pursue inquiries to effect improvement in teaching practice. Peer observations within teams and across schools. ● Team meetings to focus on priority learners' progress. ● Students not on track are part of a target group and tracked and monitored by the teacher and leader (ETAP) ● Observations by the team leader or Senco for students not shifting ● Tracking and monitoring students achievement including regular monitoring against the ing progressions and rubrics. ● Develop IEPs for Senco registered students including individualised goals and targets. 	<ul style="list-style-type: none"> ● Targets not achieved - however there was accelerated progress with many students in this group (refer to effect size data). Target group - 66% of the students achieved target of .40 effect size or higher. Average for the group was .66. ● Not all staff are clear about modelling books and PAI reading resources. More time needs to be spent unpacking these resources. ● Successful for collecting and analysing some baseline data but not all teachers use student voice in their programs to find out more information about the learners. Used feedback from observations to set goals for teachers. ● Team managers ensure new staff are seeing best practice in other rooms - help facilitate ● Attendance - again an issue in 2022 ● Staffing issues - classrooms were split numerous times because of staff illness and no relievers. Students completing online learning ● Priority students (well below) - great gain overall effect size was .78 average for the group 	<ul style="list-style-type: none"> ● Continue with information on TOD call back days during the holidays. ● TOD PD with staff in 2023 - Mark to meet with 6 teachers identified to improve use of modelling books - meet twice a term. Bring modelling books to team meetings on a regular basis ● Did not collect enough data from student surveys. Only randomly selected students during appraisal visits and Health & WB surveys. Whole school student voice is needed for 2023 ● Ensure goals are linked to appraisal performance in 2022. Mark to collate information from Team Managers - this will link to PD for 2023

<p>On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.</p>	<ul style="list-style-type: none"> ● Assessment guidelines reviewed and shared with all staff. ● Curriculum Timetable Expectations reviewed, shared and reflected in classroom timetables ● PD in administering and analysing e-asTTle testing ● Moderation professional learning for whole school consistency ● PROBE testing each term to monitor target groups in Reading. ● Improve teacher practice in reading through PAI resources, PD, shared practice and teacher observations.. ● Learning Progressions in Reading to be unpacked over the year. ● Observations and discussions with teachers will focus on how student achievement information and student voice are being used to inform teaching and learning. 	<ul style="list-style-type: none"> ● No variance - very successful for some new teachers. ● Try a limit the amount of information given to teachers at TOD and induction at start of the year ● No variance - successful - most planning has DAT's. New teachers will continue to need additional support targeted ● Less writing in minutes and more sharing - hands on learning for teachers. Minutes sometimes too comprehensive ● Staff illness affected PD and meetings 	<ul style="list-style-type: none"> ● In 2023- continue to ensure more release time to see best practice models in literacy. ● Team managers to unpack resources throughout the term ● More sharing / collaboration with planning in 2023 - bring modelling books, exercise books to team meetings. ● Meetings are more student focussed 2023 - include a cultural lens and Well-Being PD within programmes to improve relationships. ● Continue to collect effective student voice
<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity</p> <ul style="list-style-type: none"> - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations - Quality LI's and Success 	<ul style="list-style-type: none"> ● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2022 PLD learning plan. ● Teachers will participate in peer observations with expert teachers and then put learning into practice (re-teach the same lesson and reflect on it). Twice per term ● Rosehill Intermediate School curriculum is developed and finalised for whole school 	<ul style="list-style-type: none"> ● Positive variance for most staff ● Based on student surveys and class visits the RACER attributes are being embedded with their language of learning. ● New staff have a better understanding of using modelling books as year progressed- positive variance ● Some PD was cancelled due to illness and timetabling ● Provided more ideas and support 	<ul style="list-style-type: none"> ● Workshops - Team managers encourage members to attend workshops that best fits the needs of the teacher. ● Continue to inform and upskill teachers in 2023. ● In 2023 will continue to provide PD & assistance with PROBE testing to new staff. Part of the induction program. ● Continue for 2023 with new staff and provide additional release

<p>Criteria</p> <ul style="list-style-type: none"> - Regular marking & quality feedback 	<p>consistency of teaching and learning (collaborative LTP planning - TOD workshops)</p> <ul style="list-style-type: none"> ● Collaborative staff meetings are timetabled in to share best practices (share modelling books, student books and feedback methods) ● Year 1 teachers will be supported - release and guidance with the reading program. ● Team leaders monitor books to ensure marking and feedback is regularly given. 	<p>for their reading programmes.</p> <ul style="list-style-type: none"> ● Not all teachers organised class visits - needs to be more regular. Limited due to staff illness in 2022 (some linked to illness and staff shortages) 	<p>time for Y1 teachers.</p> <ul style="list-style-type: none"> ● Mark in 2023 - will encourage and timetable new staff to see best practice more often and feedback to the team at meetings - use a new template to record visits.
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>Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing assessment capable learners) at our school.</p>	<ul style="list-style-type: none"> ● The student's voice is used to inform teaching and learning. ● Students can articulate where they are, their next steps and set goals (assessment capable and visible learning - track and monitor progress using RIS Metacognition sheet. ● 3 Way Conferencing - student-led conversations (link to Mid-Report) 	<ul style="list-style-type: none"> ● Not all teachers collecting student voice - formal observations there is student voice ● Upskilling of new teachers for 2023 ● Positive results with improved reading ages for the majority of students (refer to priority learners data. ● Success used at 3 way conferencing at start of Term 3 ● Successful program based on feedback from students - surveys. 	<ul style="list-style-type: none"> ● Continue with the plan for 2023 ● Continue with the programme ● PD to collect student voice amongst teams linked to goals for the team ● Many staff attended PD - shared findings at staff meeting -revisit for 2023 ● Continue to embed with all stakeholders ● Continue in 2023
<p>Planning for next year:</p>			
<p><u>What was successful in Reading?</u></p> <ul style="list-style-type: none"> ● 64.6% or 264 students - achieving AT or ABOVE the NZC Level a slight <u>decrease of .8%</u> (2021 - 65.4%) ● <u>YEAR 8 STUDENTS</u> - 64.7% (137 students) AT or ABOVE in Y8 are achieving AT or Above the NZC Level (a slight decrease of 5.3% from 2021 - 70%) 			

- **FEMALE STUDENTS** - **73.1% (144 students)** are **AT or Above the National Standard** (2021 - **67.9%** **Up** 5.2% in 2022).
- **Y8 Target group** in Reading - **average effect size for the group was .66** and **66% of the students** in this group **made accelerated progress**.
- **Y7 Priority Group** - **8 out of 11 students** had a **.40+** effect size (**group average was .78**). Accelerated learning taking place.
- **Y7 Target Group** - **16 out of 31 or 52%** had an effect size of **.40 or higher**
- Joanne McSkimming **remedial reading program** has been successful again this year - data from **2022 Data** - **average reading age increase on PROBE test results from T1 to T4 was 1.1 years of age**.
- PD workshops had a positive outcome for teachers (improved teacher pedagogy linked to modelling books). Shared ideas and reflected on their practice in the workshops. LI's and SC are much clearer - good examples of the end product.
- New staff for 2023 - will need a sound induction program and lots of PD in Literacy practice
- **Continued use of digital technologies** in reading to **motivate and engage** students. Use of **Chromebooks and BYOD** - Digital reading apps as support activities linked to student interests or topic study. **Education Perfect** was another new platform used in 2022 with some classrooms.
- Recording of worked examples in modelling books resulting in students using them as references - **modelling books - Critical friend PD**.
- **Clear learning intentions and success criteria**. Incorporating culturally relatable material into the programme. Fully integrating with other subject areas. Team meeting looking at modelling books - **LI's and SC in classrooms**
- **Student voice and student choice** in selected reading material. **Specific S.C.** unpacked in groups, regular reflections of how S.C. is being met.

2022 EOY - WRITING RESULTS

Writing All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	16	7.5%	91	42.9%	96	45.3%	9	4.2%	<u>212</u>
	Female	7	3.6%	53	26.9%	112	56.9%	25	12.7%	<u>197</u>
	Total	23	5.6%	144	35.2%	208	50.9%	34	8.3%	<u>409</u>
Maori	Male	7	10.1%	35	50.7%	24	34.8%	3	4.3%	<u>69</u>
	Female	3	4.7%	24	37.5%	32	50.0%	5	7.8%	<u>64</u>
	Total	10	7.5%	59	44.4%	56	42.1%	8	6.0%	<u>133</u>
Pasifika	Male	2	6.9%	16	55.2%	11	37.9%	0	0%	<u>29</u>
	Female	1	3.8%	13	50.0%	11	42.3%	1	3.8%	<u>26</u>
	Total	3	5.5%	29	52.7%	22	40.0%	1	1.8%	<u>55</u>
Asian	Male	0	0%	16	48.5%	15	45.5%	2	6.1%	<u>33</u>
	Female	0	0%	2	6.7%	17	56.7%	11	36.7%	<u>30</u>
	Total	0	0%	18	28.6%	32	50.8%	13	20.6%	<u>63</u>
MELAA	Male	2	40.0%	1	20.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	0	0%	4	80.0%	1	20.0%	<u>5</u>
	Total	2	20.0%	1	10.0%	6	60.0%	1	10.0%	<u>10</u>
Other	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Total	1	12.5%	1	12.5%	5	62.5%	1	12.5%	<u>8</u>
NZ/European	Male	5	6.8%	23	31.5%	42	57.5%	3	4.1%	<u>73</u>
	Female	2	3.0%	13	19.4%	45	67.2%	7	10.4%	<u>67</u>
	Total	7	5.0%	36	25.7%	87	62.1%	10	7.1%	<u>140</u>

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	12	10.8%	41	36.9%	55	49.5%	3	2.7%	<u>111</u>
	Female	4	4.7%	18	21.2%	57	67.1%	6	7.1%	<u>85</u>
	Total	16	8.2%	59	30.1%	112	57.1%	9	4.6%	<u>196</u>
Maori	Male	6	19.4%	12	38.7%	12	38.7%	1	3.2%	<u>31</u>
	Female	1	4.0%	10	40.0%	13	52.0%	1	4.0%	<u>25</u>
	Total	7	12.5%	22	39.3%	25	44.6%	2	3.6%	<u>56</u>
Pasifika	Male	1	6.3%	8	50.0%	7	43.8%	0	0%	<u>16</u>
	Female	1	9.1%	4	36.4%	6	54.5%	0	0%	<u>11</u>
	Total	2	7.4%	12	44.4%	13	48.1%	0	0%	<u>27</u>
Asian	Male	0	0%	9	64.3%	5	35.7%	0	0%	<u>14</u>
	Female	0	0%	1	7.1%	10	71.4%	3	21.4%	<u>14</u>
	Total	0	0%	10	35.7%	15	53.6%	3	10.7%	<u>28</u>
MELAA	Male	2	40.0%	1	20.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	0	0%	3	100.0%	0	0%	<u>3</u>
	Total	2	25.0%	1	12.5%	5	62.5%	0	0%	<u>8</u>
Other	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
NZ/European	Male	3	6.8%	11	25.0%	28	63.6%	2	4.5%	<u>44</u>
	Female	1	3.2%	3	9.7%	25	80.6%	2	6.5%	<u>31</u>
	Total	4	5.3%	14	18.7%	53	70.7%	4	5.3%	<u>75</u>

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	4	4.0%	50	49.5%	41	40.6%	6	5.9%	<u>101</u>
	Female	3	2.7%	35	31.5%	54	48.6%	19	17.1%	<u>111</u>
	Total	7	3.3%	85	40.1%	95	44.8%	25	11.8%	<u>212</u>
Maori	Male	1	2.6%	23	60.5%	12	31.6%	2	5.3%	<u>38</u>
	Female	2	5.3%	14	36.8%	18	47.4%	4	10.5%	<u>38</u>
	Total	3	3.9%	37	48.7%	30	39.5%	6	7.9%	<u>76</u>
Pasifika	Male	1	7.7%	8	61.5%	4	30.8%	0	0%	<u>13</u>
	Female	0	0%	9	60.0%	5	33.3%	1	6.7%	<u>15</u>
	Total	1	3.6%	17	60.7%	9	32.1%	1	3.6%	<u>28</u>
Asian	Male	0	0%	7	36.8%	10	52.6%	2	10.5%	<u>19</u>
	Female	0	0%	1	6.3%	7	43.8%	8	50.0%	<u>16</u>
	Total	0	0%	8	22.9%	17	48.6%	10	28.6%	<u>35</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
Other	Male	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0%	1	25.0%	3	75.0%	0	0%	<u>4</u>
	Total	0	0%	1	16.7%	4	66.7%	1	16.7%	<u>6</u>
NZ/European	Male	2	6.9%	12	41.4%	14	48.3%	1	3.4%	<u>29</u>
	Female	1	2.8%	10	27.8%	20	55.6%	5	13.9%	<u>36</u>
	Total	3	4.6%	22	33.8%	34	52.3%	6	9.2%	<u>65</u>

WRITING - End of Year Results - 409 students

- **59.2% or 242 students** - **AT** or **ABOVE** the NZC Level
- **35.2% or 144 students** - **BELOW** the NZC Level
- **5.6 % or 23 students** - **WELL BELOW** the NZC Level

Maori - 133 students

- **48.1% or 64 students** - **AT** or **ABOVE** the NZC Level
- **44.4% or 59 students** - **BELOW** the NZC Level
- **7.5 % or 10 students** - **WELL BELOW** the NZC Level

Pasifika - 55 students

- **41.8% or 23 students** - **AT** or **ABOVE** the NZC Level
- **52.7% or 29 students** - **BELOW** the NZC Level
- **5.5 % or 3 students** - **WELL BELOW** the NZC Level

Gender Results in WRITING:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	9	4.2%	ABOVE NZC	25	12.7%
AT NZC	96	45.3%	AT NZC	112	56.9%
BELOW NZC	91	42.9%	BELOW NZC	53	26.9%
WELL BELOW NZC	16	7.5%	WELL BELOW NZC	7	3.5%
Total	212 students		Total	197 students	
BOYS - 49.5% (105 students) AT or ABOVE			GIRLS - 69.6% (137 students) AT or ABOVE		

Year 7 & Year 8 Results in WRITING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	9	4.6%	ABOVE NZC	25	11.8%
AT NZC	113	57.4%	AT NZC	95	44.8%
BELOW NZC	59	29.9%	BELOW NZC	85	40.1%
WELL BELOW NZC	16	8.1%	WELL BELOW NZC	7	3.3%
Total	197 students		Total	212 students	
YEAR 7 - 62% (122 students) AT or ABOVE			YEAR 8 - 56.6% (120 students) AT or ABOVE		

Writing Trends - last 3 years

2020 - roll 452 students		2021 - roll 442 students		2022 - roll 409 students	
(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above
292 students	64.6%	229 students	51.8%	242 students	59.2%

ANALYSIS OF VARIANCE - WRITING

School Name:	Rosehill Intermediate School	School Number:	1473
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YEAR 7 WRITING - TARGET GROUP

Strategic Aim:	<p style="text-align: center;"><u>WRITING - Raise Student Achievement</u></p> <p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Writing</p>
Annual Aim:	To raise student achievement in Writing in alignment with New Zealand Curriculum levels for Y7 students. Y7 students working AT or Above the NZC (working towards early LEVEL 4 or above at the EOY).
Target:	<p><u>WRITING - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Writing. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Writing. ➤ Measure the effect size in Writing to acknowledge accelerated progress in learners (+.40 effect size or above in Writing E-asTTle results).
Baseline Data:	<p>See table below - next page</p> <p>Refer to the Reading group - writers will be in the same group</p>

Y7 WRITING TARGETS - 2022 Y7 Baseline Data and 2022 Targets (from e-asTTle results in Term 1)

WRITING - Baseline Data from 2022				Target 2022
LEVEL ACHIEVED	Total students	Male	Female	<ul style="list-style-type: none"> To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. To make accelerated progress with these students by measuring the effect size progress in WRITING scores (+.40 or above is considered accelerated progress - using e-asTTle results).
2022- Y7 Students - WELL BELOW	14	11	3	
2022 - Y7 Students - BELOW	37	22	15	
Maori - WELL BELOW	7	5	2	
Maori - BELOW	13	7	6	
Pasifika - WELL BELOW	2	2	0	
Pasifika - BELOW	5	3	2	

WRITING - Year 7 Target Group End of Year Results for 2022 (37 STUDENTS)

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	6	27.3%	12	54.5%	4	18.2%	0	0%	<u>22</u>
	Female	2	13.3%	11	73.3%	2	13.3%	0	0%	<u>15</u>
	Total	8	21.6%	23	62.2%	6	16.2%	0	0%	<u>37</u>
Maori	Male	2	33.3%	2	33.3%	2	33.3%	0	0%	<u>6</u>
	Female	0	0%	6	100.0%	0	0%	0	0%	<u>6</u>
	Total	2	16.7%	8	66.7%	2	16.7%	0	0%	<u>12</u>
Pasifika	Male	0	0%	2	100.0%	0	0%	0	0%	<u>2</u>
	Female	1	33.3%	2	66.7%	0	0%	0	0%	<u>3</u>
	Total	1	20.0%	4	80.0%	0	0%	0	0%	<u>5</u>

- **6 out of the 37 (16%) - students** (4 boys & 2 girls) shifted from **BELOW** to achieving **AT** the NZC. **70% of this group or 26 students made accelerated progress**
- **2 out of 12 (16.7%) - Maori students** (2 boys) shifted from **BELOW** to achieving **AT** the NZC
- **Pasifika students - 2 WELL BELOW and 4 BELOW**

Effect Size for Y7 Target Group - 37 students who had both entry and exit data (E-asTTle test data).

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size
Student 1	Female	NZ European	1372	1457	0.64
Student 2	Male	NZ European	1134	1390	1.94
Student 3	Male	NZ Maori	1170	1288	0.89
Student 4	Male	NZ European	1266	1259	-0.05
Student 5	Male	NZ European	1266	1457	1.44
Student 6	Female	NZ Maori	1134	1390	1.94
Student 7	Female	Fijian	1578	1602	0.18
Student 8	Male	NZ European	1170	1259	0.67
Student 9	Male	NZ European	1560	1677	0.89
Student 10	Male	NZ European	1134	1436	2.28
Student 11	Female	NZ European	1134	1497	2.75
Student 12	Female	NZ European	1266	1390	0.94
Student 13	Female	Cook Isl Maori	1541	1571	0.23
Student 14	Male	NZ Maori	1134	1197	0.48
Student 15	Male	NZ Maori	1442	1571	0.98
Student 16	Male	Indian	1560	1442	-0.89
Student 17	Female	NZ Maori	1504	1478	-0.20
Student 18	Female	Cook Isl Maori	1578	1478	-0.76

Student 19	Male	African/African Orig	1442	1288	-1.16
Student 20	Female	Other Asian	1523	1624	0.76
Student 21	Male	NZ Maori	1372	1259	-0.85
Student 22	Male	NZ European	1347	1366	0.14
Student 23	Female	NZ Maori	1170	1535	2.76
Student 24	Male	NZ European	1266	1436	1.29
Student 25	Female	NZ Maori	1372	1516	1.09
Student 26	Male	Other Asian	1380	1436	0.42
Student 27	Male	NZ European	1442	1259	-1.38
Student 28	Female	NZ European	1463	1535	0.54
Student 29	Female	NZ Maori	1323	1497	1.32
Student 30	Male	Indian	1372	1436	0.48
Student 31	Male	Tongan	1170	1341	1.29
Student 32	Male	Tongan	1372	1436	0.48
Student 33	Male	NZ Maori	1093	1315	1.68
Student 34	Female	NZ Maori	1246	1413	1.26
Student 35	Female	NZ Maori	1294	1315	0.16
Student 36	Male	Vietnamese	1347	1457	0.83
Student 37	Female	Other Asian	1397	1571	1.32

Blue = .80 or higher is accelerated progress

Green = .40 - .80 is accelerated progress

Light Orange = .20 - .39 effect size

26 out of 37 or 70.3% of students showed accelerated progress of .40 or higher effect size

Average	1333.35	1429.03
STDEV	147.91	116.49
Average STDEV	132.20	
Avg. Effect size	0.72	

YEAR 8 WRITING - TARGET GROUP

Strategic Aim:	<p style="text-align: center;"><u>WRITING - Raise Student Achievement</u></p> <p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Writing</p>
Annual Aim:	<p>To raise student achievement in Writing in alignment with New Zealand Curriculum levels for Y8 students. Y8 students working AT or Above the NZC (working at LEVEL 4 or above at the EOY).</p>
Target:	<p><u>WRITING - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Writing. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Writing. ➤ Measure the effect size in Writing to acknowledge accelerated progress in learners (+.40 effect size or above in Writing E-asTTle results).
Baseline Data:	<p><u>Baseline Data</u></p> <p>Refer to the table below from 2021 EOY results for Y7 - now Y8 Target group in 2022. Started with 79 students in this group at the start of Term 1.</p>

Y8 WRITING TARGETS - 2021 Y8 Baseline Data and 2022 Targets

<u>WRITING</u> - Baseline Data from 2021				<u>Target 2022</u>
LEVEL ACHIEVED	Total students	Male	Female	
Y8 Students - WELL BELOW	22	12	10	<ul style="list-style-type: none"> • To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. • To make accelerated progress with these students by measuring the effect size progress in WRITING scores (+.40 or above is considered accelerated progress - using e-asTTle results).
Y8 Students - BELOW	79	46	33	
<u>Maori</u> - WELL BELOW	11	7	4	
<u>Maori</u> - BELOW	29	17	12	
<u>Pasifika</u> - WELL BELOW	2	1	1	
<u>Pasifika</u> - BELOW	15	8	7	

EOY Year 8 Writing Target Group Results for 2022 - now 69 students at the end of 2022

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	28	71.8%	11	28.2%	0	0%	<u>39</u>
	Female	0	0%	18	60.0%	11	36.7%	1	3.3%	<u>30</u>
	Total	0	0%	46	66.7%	22	31.9%	1	1.4%	<u>69</u>
Maori	Male	0	0%	12	85.7%	2	14.3%	0	0%	<u>14</u>
	Female	0	0%	8	80.0%	2	20.0%	0	0%	<u>10</u>
	Total	0	0%	20	83.3%	4	16.7%	0	0%	<u>24</u>
Pasifika	Male	0	0%	6	85.7%	1	14.3%	0	0%	<u>7</u>
	Female	0	0%	5	71.4%	2	28.6%	0	0%	<u>7</u>
	Total	0	0%	11	78.6%	3	21.4%	0	0%	<u>14</u>
Asian	Male	0	0%	2	33.3%	4	66.7%	0	0%	<u>6</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	2	25.0%	5	62.5%	1	12.5%	<u>8</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Other	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
NZ/European	Male	0	0%	8	72.7%	3	27.3%	0	0%	<u>11</u>
	Female	0	0%	5	55.6%	4	44.4%	0	0%	<u>9</u>
	Total	0	0%	13	65.0%	7	35.0%	0	0%	<u>20</u>

Target Group Results for Y8 Writers - The table above shows 69 students for the end of the year

- **33.3% or (23 out of 69 students)** that were **BELOW** the NZC in Writing are **now AT** the NZC
- **Maori Students - 16.7% or (4 out 24 students)** that were **BELOW** the NZC in Writing are **now AT** the NZC
- **Pasifika Students - 21.4% or (3 out 14 students)** that were **BELOW** the NZC in Writing are **now AT** the NZC

Effect Size for Y8 Target Group - 64 students who had both entry and exit data (E-asTTle test data). **Worst average effect size** of the 3 subjects (.23)

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size
Student 1	Female	British / Irish	1596	1535	-0.65
Student 2	Male	British / Irish	1578	1457	-1.29
Student 3	Female	Cook Isl Maori	1442	1478	0.38
Student 4	Male	Cook Isl Maori	1541	1571	0.32
Student 5	Male	Filipino	1541	1535	-0.06
Student 6	Female	Indian	1463	1714	2.68
Student 7	Female	Indian	1613	1642	0.31
Student 8	Male	Indian	1560	1553	-0.07
Student 9	Male	Indian	1541	1535	-0.06
Student 10	Male	Indian	1560	1553	-0.07
Student 11	Male	Indian	1560	1497	-0.67
Student 12	Female	Middle East	1541	1589	0.51
Student 13	Female	NZ European	1484	1436	-0.51
Student 14	Female	NZ European	1442	1677	2.51
Student 15	Female	NZ European	1596	1642	0.49
Student 16	Female	NZ European	1504	1516	0.13
Student 17	Female	NZ European	1347	1457	1.18
Student 18	Female	NZ European	1463	1571	1.15
Student 19	Female	NZ European	1484	1571	0.93
Student 20	Female	NZ European	1560	1607	0.50
Student 21	Female	NZ European	1523	1478	-0.48
Student 22	Male	NZ European	1442	1497	0.59
Student 23	Male	NZ European	1203	1413	2.25
Student 24	Male	NZ European	1578	1571	-0.07
Student 25	Male	NZ European	1463	1516	0.57
Student 26	Male	NZ European	1463	1589	1.35
Student 27	Male	NZ European	1372	1436	0.68
Student 28	Male	NZ European	1484	1497	0.14
Student 29	Male	NZ European	1442	1436	-0.06
Student 30	Male	NZ European	1523	1516	-0.07
Student 31	Male	NZ European	1321	1366	0.48
Student 32	Male	NZ European	1315	1413	1.05
Student 33	Male	NZ European	1463	1457	-0.06

Student 34	Female	NZ Maori	1666	1589	-0.82
Student 35	Female	NZ Maori	1372	1478	1.13
Student 36	Female	NZ Maori	1484	1677	2.06
Student 37	Female	NZ Maori	1560	1497	-0.67
Student 38	Female	NZ Maori	1523	1478	-0.48
Student 39	Female	NZ Maori	1504	1607	1.10
Student 40	Female	NZ Maori	1560	1589	0.31
Student 41	Male	NZ Maori	1372	1457	0.91
Student 42	Male	NZ Maori	1347	1366	0.20
Student 43	Male	NZ Maori	1260	1288	0.30
Student 44	Male	NZ Maori	1442	1288	-1.65
Student 45	Male	NZ Maori	1504	1457	-0.50
Student 46	Male	NZ Maori	1523	1413	-1.18
Student 47	Male	NZ Maori	1484	1478	-0.06
Student 48	Male	NZ Maori	1321	1341	0.21
Student 49	Male	NZ Maori	1397	1315	-0.88
Student 50	Male	NZ Maori	1596	1516	-0.86
Student 51	Male	NZ Maori	1596	1516	-0.86
Student 52	Male	NZ Maori	1463	1535	0.77
Student 53	Male	NZ Maori	1560	1607	0.50
Student 54	Male	NZ Maori	1541	1571	0.32
Student 55	Male	Other Asian	1523	1642	1.27
Student 56	Female	Samoan	1372	1457	0.91
Student 57	Female	Samoan	1523	1457	-0.71
Student 58	Female	Samoan	1560	1571	0.12
Student 59	Female	Samoan	1504	1535	0.33
Student 60	Female	Samoan	1613	1607	-0.06
Student 61	Male	Samoan	1560	1553	-0.07
Student 62	Male	Tongan	1420	1436	0.17
Student 63	Male	Tongan	1420	1341	-0.84
Student 64	Male	Tongan	1463	1413	-0.53

Average	1485.02	1506.19
STDEV	92.53	94.51
Average STDEV	93.52	
Avg. Effect size	0.23	

Blue = .80 or higher is accelerated progress

Green = .40 - .80 is accelerated progress

Light Orange = .20 - .39 effect size

23 out of 64 or 36% of students showed accelerated progress of .40 or higher effect size

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>Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.</p>	<ul style="list-style-type: none"> ● End of 2021 data analysed and target/priority learners identified. ● School targets are set and shared with staff. ● Knowledge of target/priority learners shared with teachers, goals set and interventions put in place. ● Budgets to resource interventions. ● Team leaders, building on teacher pedagogy - identified teachers with writing expertise released as needed to support teachers and pursue inquiries to effect improvement in teaching practice. More peer observations. ● Team meetings to focus on priority learners' progress. ● Students not on track are part of a target group and tracked and monitored by the teacher and leader (ETAP) ● Observations by the team leader or SENCO for students not shifting ● Tracking and monitoring students achievement including regular monitoring against the learning progressions and rubrics. ● Develop IEPs for Senco registered students including individualised goals and targets 	<ul style="list-style-type: none"> ● Issues with COVID 19 causing timetabling constraints. Focus more student well being as a result ● COVID 19 issues with programs - limited class visits ● Attendance was again an issue alongside COVID 19 lockdowns. Many students in the 'target groups' were reluctant to return to school. ● Regular class visits did not happen because of staff shortages/illness in 2022 ● Staff must be open to see each other's practice - critical friend for 2023 	<ul style="list-style-type: none"> ● COL - have within school leader organise more workshops in 2023. ● Kahui Ako - PD scheduled across all schools in Papakura ● Teachers must see more practice in 2023. 2-3 visits per term ● Each term - continue with 2-3 visits linked to writing. More PD in 2023. ● Continue to view each other and look at filming own practice to analyse teaching. ● Continue to work with families to support students attending school on a regular basis. Rewards program in 2023 ● Meet and plan with the across school leader to develop a plan for 2023. More PD in the school next year in writing (fortnight workshops) ● COL - link to goals with the Kahui Ako in Writing. ● E-asTTle writing PD workshops for 2023

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>On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.</p>	<ul style="list-style-type: none"> ● Curriculum Timetable Expectations reviewed, shared and reflected in classroom timetables ● PD in administering and analysing e-asTTle testing ● Moderation professional learning for whole school consistency ● Improve teacher practice in reading through PAI resources, PD, shared practice and teacher observations.. ● Learning Progressions in Writing to be unpacked over the year. ● Observations and discussions with teachers will focus on how student achievement information and student's voice are being used to inform teaching and learning. ● PD Moderation on writing - whole school in Term1 - Mark to organise and collaborate with staff. Data to be collected for Kahui Ako (baseline data). ● Use TKI exemplars and other examples of NZC writing to unpack and use with students to better understand the NZC levels for writing. ● Del to analyse data with team managers to identify weaknesses and next steps for writing programmes. 	<ul style="list-style-type: none"> ● Some new teachers are still using the whole class approach to teaching writing. School having to use online learning early in the year ● New teachers new to E-asTTle and need further upskilling ● Limited ability to see teacher practice due to illness and shortage of relievers. Did not happen on a regular basis ● Students must be writing effectively across the curriculum and have daily timetable sessions - eg. quick writes, journal writing, reflections ● Learning progressions not unpacked for all staff ● Upskill teachers with grammar and sentence structure - improved teacher pedagogy to teach writing ● Y8 writing Target Group had made the least progress based on effect size (avg. effect size of group was .23) ● Boys as group continue to struggle- only 49.5% achieving at the NZC standard in writing 	<ul style="list-style-type: none"> ● More PD needed and teacher surveys needed to develop teacher pedagogy - E-AsTTle terminology and teaching sentence structures as an example for 2023 ● School wide expectation to see more teachers teach writing. As part of the induction process ● More PD as part of COL initiative in 2023 ● Continue to inquire into own practice, have discussions, sharing of resources and ideas at team meetings ● Continue to support students with school BYOD devices during 2023 to access Google docs and other online collaborative writing tools ● Boys need to be targetted in 2023 to improve writing results

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>Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity</p> <ul style="list-style-type: none"> - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations in Writing - Quality LI's and Success Criteria - Regular marking & quality feedback 	<ul style="list-style-type: none"> ● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2022 PLD learning plan. ● Teachers will participate in peer observations with expert teachers and then put learning into practice (re-teach the same lesson and reflect on it). Twice per term ● Rosehill Intermediate School curriculum is developed and finalised for whole school consistency of teaching and learning (collaborative LTP planning - TOD workshops) ● Collaborative staff meetings are timetabled to share best practices (share modelling books, student books and feedback methods) ● Kahui Ako - Del to organise PD workshops with staff based on data collected from e-asTTle results. Sharing ideas for planning purposes with staff. Additional PD linked to weaknesses in e-asTTle data. ● Year 1 teachers will be supported - release and guidance with the writing program. ● Team leaders monitor books to ensure marking and feedback is regularly given. 	<ul style="list-style-type: none"> ● Some writing PD workshops happened in the first 2 terms. Teacher then left the school - nobody took over the role ● Moderation for E-AsTTle was successful for teachers. Good use of exemplars ● Targets not met in Writing for TARGET students. Staff shortages and having to split classrooms ● Class visits did not occur regularly due to staff shortages and illness ● Modelling books need to be shared more at team meetings ● More sharing of quality LI's and SC criteria at weekly meeting - new staff need to see good models to improve their learning 	<ul style="list-style-type: none"> ● New lead teacher needed to fill the COL Writing position (Kahui Ako) for 2023 to improve writing across all school ● Continue to embed all of the initiatives listed for 2023 and provide further PD and induction for new staff in writing ● Timetable all new staff to see best practice in writing - twice per term ● Moderate writing again in Term 1 - PD workshop for all teachers

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>
Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing assessment capable learners) at our school	<ul style="list-style-type: none"> • The student's voice is used to inform teaching and learning. • Students can articulate where they are, and their next steps and set goals (assessment capable and visible learning - track and monitor progress using RIS Metacognition sheet. • 3 Way Conferencing - student-led learning conversations (linked to Mid-Year reports). 	<ul style="list-style-type: none"> • Some student voice collected in Terms 1 & 2 but nothing for the remainder of the year - COL leader left school • Boys not enjoying writing - based on results and class visits - investigate what works 	<ul style="list-style-type: none"> • Support new staff with writing and moderation workshops for all staff in Term 1 • Kahui Ako - engaging boys in writing PD for 2023
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>
Students will use Google documents to collaborate, scaffold, edit and peer evaluate writing	<ul style="list-style-type: none"> • Peer evaluations are linked to writing. • Teacher feedback and support with the writing process. • All students will have access to a Chromebook within their classrooms. 	<ul style="list-style-type: none"> • Need to survey students each term to confirm collaborative practices are happening on a regular basis 	<ul style="list-style-type: none"> • Continue to supply Chromebooks for all students who do not have them.

Planning for next year:

What was successful in Writing?

- **PD workshops** - Kahui Ako writing workshops with staff improved confidence and teacher pedagogy for the first 2 terms - **COL leader left the school in Term 3**. Some practical PD assisted new staff with ideas linked to writing.
- **Girls still outperformed the boys** by a considerable margin - **69.6% (137 students)** AT or ABOVE in Writing.
- **Students benefit from using Chromebook (GOOGLE Docs) to write and collaborate** - more teachers using IT with writing programmes and boys engaging in writing tasks with the use of Chromebooks.
- **Staff PD on moderation** - staff gained more confidence with their marking and **using E-asTTle exemplars** to assist with the process

- Teachers **sharing best practice** and bringing **modelling books** to share during team meetings
- **Show don't tell activities** to expand their vocabulary for writing.
- Brainstorming and Buzz words. Students plan their writing based on the SC and create a kit of Buzzwords that they want to use in their writing. Focus on paragraph writing rather than whole piece genre writing. Using the PEEL process. Structure improved in E-asttle writing assessments, along with vocab and spelling.
- **Quick writes** with students - focus on skills linked to weaknesses. Short sharp writing activities that take 15-20 minutes. Based on student voice, RIS students enjoy this form of writing as a teaching tool.
- **Sheena Cameron - Writing Book** - quality ideas and activities to engage and assist with planning writing (planning templates)

Areas to develop:

- **Absenteeism** - negative impact on students who already do not attend school regularly.
- **Boys not improving** - only **49.5% (105 students)** AT or ABOVE. More PD and ideas to improve outcomes for boys in writing
- **Staff illness and having to split classrooms** when we could not get a reliever - students did not like this procedure.
- **Boys still underachieving** - work with other schools in our **Rosehill Kahui Ako**. More **PD on a consistent basis** in 2023.
- Induction of new staff in 2023 - **better induction process** and **release teachers** to see experienced staff teach writing at RIS.
- Continue to collect more **student voice** in writing - simple surveys.
- **Improve teacher feedback and feed forward** for all students - **develop quality marking rubrics for students**
- Continue to **integrate IT and curriculum areas** with writing programs (e.g. Science terminology)

2022 EOY - MATHEMATICS RESULTS

Mathematics All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	20	9.4%	54	25.5%	112	52.8%	26	12.3%	<u>212</u>
	Female	9	4.6%	58	29.4%	110	55.8%	20	10.2%	<u>197</u>
	Total	29	7.1%	112	27.4%	222	54.3%	46	11.2%	<u>409</u>
Maori	Male	8	11.6%	23	33.3%	31	44.9%	7	10.1%	<u>69</u>
	Female	4	6.3%	28	43.8%	28	43.8%	4	6.3%	<u>64</u>
	Total	12	9.0%	51	38.3%	59	44.4%	11	8.3%	<u>133</u>
Pasifika	Male	4	13.8%	10	34.5%	13	44.8%	2	6.9%	<u>29</u>
	Female	1	3.8%	12	46.2%	13	50.0%	0	0%	<u>26</u>
	Total	5	9.1%	22	40.0%	26	47.3%	2	3.6%	<u>55</u>
Asian	Male	1	3.0%	7	21.2%	19	57.6%	6	18.2%	<u>33</u>
	Female	0	0%	3	10.0%	16	53.3%	11	36.7%	<u>30</u>
	Total	1	1.6%	10	15.9%	35	55.6%	17	27.0%	<u>63</u>
MELAA	Male	1	20.0%	2	40.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	1	20.0%	3	60.0%	1	20.0%	<u>5</u>
	Total	1	10.0%	3	30.0%	5	50.0%	1	10.0%	<u>10</u>
Other	Male	0	0%	0	0%	2	66.7%	1	33.3%	<u>3</u>
	Female	1	20.0%	0	0%	4	80.0%	0	0%	<u>5</u>
	Total	1	12.5%	0	0%	6	75.0%	1	12.5%	<u>8</u>
NZ/European	Male	6	8.2%	12	16.4%	45	61.6%	10	13.7%	<u>73</u>
	Female	3	4.5%	14	20.9%	46	68.7%	4	6.0%	<u>67</u>
	Total	9	6.4%	26	18.6%	91	65.0%	14	10.0%	<u>140</u>

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	14	12.6%	24	21.6%	62	55.9%	11	9.9%	<u>111</u>
	Female	6	7.1%	23	27.1%	48	56.5%	8	9.4%	<u>85</u>
	Total	20	10.2%	47	24.0%	110	56.1%	19	9.7%	<u>196</u>
Maori	Male	4	12.9%	10	32.3%	12	38.7%	5	16.1%	<u>31</u>
	Female	2	8.0%	9	36.0%	12	48.0%	2	8.0%	<u>25</u>
	Total	6	10.7%	19	33.9%	24	42.9%	7	12.5%	<u>56</u>
Pasifika	Male	4	25.0%	3	18.8%	8	50.0%	1	6.3%	<u>16</u>
	Female	1	9.1%	6	54.5%	4	36.4%	0	0%	<u>11</u>
	Total	5	18.5%	9	33.3%	12	44.4%	1	3.7%	<u>27</u>
Asian	Male	1	7.1%	5	35.7%	8	57.1%	0	0%	<u>14</u>
	Female	0	0%	2	14.3%	8	57.1%	4	28.6%	<u>14</u>
	Total	1	3.6%	7	25.0%	16	57.1%	4	14.3%	<u>28</u>
MELAA	Male	1	20.0%	2	40.0%	2	40.0%	0	0%	<u>5</u>
	Female	0	0%	1	33.3%	2	66.7%	0	0%	<u>3</u>
	Total	1	12.5%	3	37.5%	4	50.0%	0	0%	<u>8</u>
Other	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	1	100.0%	0	0%	0	0%	0	0%	<u>1</u>
	Total	1	50.0%	0	0%	1	50.0%	0	0%	<u>2</u>
NZ/European	Male	4	9.1%	4	9.1%	31	70.5%	5	11.4%	<u>44</u>
	Female	2	6.5%	5	16.1%	22	71.0%	2	6.5%	<u>31</u>
	Total	6	8.0%	9	12.0%	53	70.7%	7	9.3%	<u>75</u>

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	6	5.9%	30	29.7%	50	49.5%	15	14.9%	<u>101</u>
	Female	3	2.7%	34	30.6%	62	55.9%	12	10.8%	<u>111</u>
	Total	9	4.2%	64	30.2%	112	52.8%	27	12.7%	<u>212</u>
Maori	Male	4	10.5%	13	34.2%	19	50.0%	2	5.3%	<u>38</u>
	Female	2	5.3%	18	47.4%	16	42.1%	2	5.3%	<u>38</u>
	Total	6	7.9%	31	40.8%	35	46.1%	4	5.3%	<u>76</u>
Pasifika	Male	0	0%	7	53.8%	5	38.5%	1	7.7%	<u>13</u>
	Female	0	0%	6	40.0%	9	60.0%	0	0%	<u>15</u>
	Total	0	0%	13	46.4%	14	50.0%	1	3.6%	<u>28</u>
Asian	Male	0	0%	2	10.5%	11	57.9%	6	31.6%	<u>19</u>
	Female	0	0%	1	6.3%	8	50.0%	7	43.8%	<u>16</u>
	Total	0	0%	3	8.6%	19	54.3%	13	37.1%	<u>35</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
Other	Male	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Female	0	0%	0	0%	4	100.0%	0	0%	<u>4</u>
	Total	0	0%	0	0%	5	83.3%	1	16.7%	<u>6</u>
NZ/European	Male	2	6.9%	8	27.6%	14	48.3%	5	17.2%	<u>29</u>
	Female	1	2.8%	9	25.0%	24	66.7%	2	5.6%	<u>36</u>
	Total	3	4.6%	17	26.2%	38	58.5%	7	10.8%	<u>65</u>

MATHS - End of Year Results - 409 students

- **65.5% or 268 students** - **AT** or **ABOVE** the NZC Level
- **27.4% or 112 students** - **BELOW** the NZC Level
- **7.1% or 29 students** - **WELL BELOW** the NZC Level

Maori - 133 students

- **52.7% or 70 students** - **AT** or **ABOVE** the NZC Level
- **38.3% or 51 students** - **BELOW** the NZC Level
- **9% or 12 students** - **WELL BELOW** the NZC Level

Pasifika - 55 students

- **50.9% or 28 students** - **AT** or **ABOVE** the NZC Level
- **40% or 22 students** - **BELOW** the NZC Level
- **9.1% or 5 students** - **WELL BELOW** the NZC Level

Gender Results in MATHS:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	26	12.3%	ABOVE NZC	20	10.2%
AT NZC	112	52.8%	AT NZC	110	55.8%
BELOW NZC	54	25.5%	BELOW NZC	58	29.4%
WELL BELOW NZC	20	9.4%	WELL BELOW NZC	9	4.6%
Total	212 students		Total	197 students	
BOYS - 65.1% (138 students) AT or ABOVE			GIRLS - 66% (130 students) AT or ABOVE		

Year 7 & Year 8 Results in MATHS:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	19	9.6%	ABOVE NZC	27	12.7%
AT NZC	110	55.8%	AT NZC	112	52.8%
BELOW NZC	48	24.4%	BELOW NZC	64	30.2%
WELL BELOW NZC	20	10.2%	WELL BELOW NZC	9	4.2%
Total	197 students		Total	212 students	
YEAR 7 - 65.4% (129 students) AT or ABOVE			YEAR 8 - 65.5% (139 students) AT or ABOVE		

Math Trends - last 3 years

2020 - roll 452 students		2021 - roll 442 students		2022 - roll 409 Students	
(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above	(No. of students) At or Above	(Percentage) At or Above
317	70.1%	275	62.7%	268	65.5%

ANALYSIS OF VARIANCE - MATHS

School Name:	Rosehill Intermediate School	School Number:	1473
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YEAR 7 MATHS - TARGET GROUP

Strategic Aim:	<p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Math</p>
Annual Aim:	To raise student achievement in Mathematics in alignment with New Zealand Curriculum levels for Y7 students. Y7 students working AT or Above the NZC (working towards early LEVEL 4 or above at the EOY) .
Target:	<p><u>MATH - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Math. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Math. ➤ Measure the effect size in Math to acknowledge accelerated progress for learners (+.40 effect size or more in Math E-asTTle results).
Baseline Data:	Refer to the table elbow for entry data for 2022 for Year 7 students - based on E-AsTTle results and teacher OTJ

MATHS Year 7 - Baseline Entry Data Term 1- 2022

MATHS - Baseline Data from 2022				Target 2022
LEVEL ACHIEVED	Total students	Male	Female	<ul style="list-style-type: none"> ● To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. ● To make accelerated progress with these students by measuring the effect size progress in Math scores (+.40 or above is considered accelerated progress - using e-asTTle results).
2022 Y7 Students - WELL BELOW	12	6	6	
2022 Y7 Students - BELOW	62	33	29	
<u>Maori</u> - WELL BELOW	5	3	2	
<u>Maori</u> - BELOW	16	7	9	
<u>Pasifika</u> - WELL BELOW	4	2	2	
<u>Pasifika</u> - BELOW	10	5	5	

MATHS - Year 7 Target Group End of Year Results for 2022 (74 STUDENTS)

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	2	5.1%	18	46.2%	19	48.7%	0	0%	<u>39</u>
	Female	3	8.6%	19	54.3%	13	37.1%	0	0%	<u>35</u>
	Total	5	6.8%	37	50.0%	32	43.2%	0	0%	<u>74</u>
Maori	Male	0	0%	6	60.0%	4	40.0%	0	0%	<u>10</u>
	Female	1	9.1%	6	54.5%	4	36.4%	0	0%	<u>11</u>
	Total	1	4.8%	12	57.1%	8	38.1%	0	0%	<u>21</u>
Pasifika	Male	0	0%	2	28.6%	5	71.4%	0	0%	<u>7</u>
	Female	1	14.3%	5	71.4%	1	14.3%	0	0%	<u>7</u>
	Total	1	7.1%	7	50.0%	6	42.9%	0	0%	<u>14</u>

Target Group Results for Y7 MATHS - The table above shows 74 students for the end of the year.

- **43.2% or (32 out of 74 students)** that were **BELOW** the NZC in MATHS are now **AT** the NZC
- **Maori Students - 38% or (8 out 21 students)** that were **BELOW** the NZC in MATHS are now **AT** the NZC
- **Pasifika Students - 43% or (6 out 14 students)** that were **BELOW** the NZC in MATHS are now **AT** the NZC

Y7 Effect Size using Math E-AsTTle results - entry and exit test results for 2022

Name	Gender	Ethnicity	Test 1	Test 2	Effect Size
Student 1	Female	African/African Origins	1453	1467	0.26
Student 2	Female	African/African Origins	1429	1434	0.09
Student 3	Male	African/African Origins	1337	1390	0.99
Student 4	Male	African/African Origins	1411	1440	0.54
Student 5	Male	Asian	1437	1468	0.58
Student 6	Male	Asian	1431	1502	1.32
Student 7	Male	Asian	1460	1482	0.41
Student 8	Female	Asian	1515	1488	-0.50
Student 9	Male	Indian	1522	1530	0.15
Student 10	Male	Indian	1443	1474	0.58
Student 11	Male	Indian	1453	1438	-0.28
Student 12	Male	MELLA	1405	1514	2.03
Student 13	Male	MELLA	1501	1507	0.11
Student 14	Female	NZ Cook Isl	1470	1392	-1.45
Student 15	Female	NZ Cook Isl	1308	1393	1.58
Student 16	Male	NZ Cook Isl	1413	1391	-0.41
Student 17	Female	NZ European	1424	1428	0.07
Student 18	Female	NZ European	1341	1460	2.22
Student 19	Female	NZ European	1429	1421	-0.15
Student 20	Female	NZ European	1473	1454	-0.35
Student 21	Female	NZ European	1447	1458	0.20
Student 22	Female	NZ European	1426	1505	1.47
Student 23	Female	NZ European	1500	1509	0.17
Student 24	Female	NZ European	1445	1449	0.07
Student 25	Female	NZ European	1455	1584	2.40
Student 26	Female	NZ European	1426	1368	-1.08
Student 27	Female	NZ European	1414	1489	1.40
Student 28	Female	NZ European	1537	1473	-1.19
Student 29	Female	NZ European	1235	1244	0.17
Student 30	Male	NZ European	1443	1439	-0.07
Student 31	Male	NZ European	1435	1460	0.47
Student 32	Male	NZ European	1473	1482	0.17
Student 33	Male	NZ European	1393	1473	1.49
Student 34	Male	NZ European	1396	1464	1.27
Student 35	Male	NZ European	1444	1421	-0.43
Student 36	Male	NZ European	1407	1495	1.64

Student 37	Male	NZ European	1515	1467	-0.89
Student 38	Male	NZ European	1321	1440	2.22
Student 39	Male	NZ European	1445	1477	0.60
Student 40	Female	NZ Maori	1378	1393	0.28
Student 41	Female	NZ Maori	1343	1416	1.36
Student 42	Female	NZ Maori	1375	1413	0.71
Student 43	Female	NZ Maori	1449	1468	0.35
Student 44	Female	NZ Maori	1441	1461	0.37
Student 45	Female	NZ Maori	1461	1467	0.11
Student 46	Female	NZ Maori	1315	1409	1.75
Student 47	Female	NZ Maori	1444	1474	0.56
Student 48	Female	NZ Maori	1480	1493	0.24
Student 49	Female	NZ Maori	1327	1375	0.89
Student 50	Female	NZ Maori	1443	1482	0.73
Student 51	Male	NZ Maori	1398	1406	0.15
Student 52	Male	NZ Maori	1362	1434	1.34
Student 53	Male	NZ Maori	1370	1500	2.42
Student 54	Male	NZ Maori	1424	1467	0.80
Student 55	Male	NZ Maori	1361	1505	2.68
Student 56	Male	NZ Maori	1421	1424	0.06
Student 57	Male	NZ Maori	1428	1447	0.35
Student 58	Male	NZ Maori	1507	1489	-0.34
Student 59	Male	NZ Maori	1468	1486	0.34
Student 60	Male	NZ Maori	1424	1454	0.56
Student 61	Female	Other Asian	1515	1545	0.56
Student 62	Female	Other Asian	1480	1488	0.15
Student 63	Male	Other Asian	1460	1474	0.26
Student 64	Male	Other Asian	1500	1509	0.17
Student 65	Female	Pasifika	1434	1428	-0.11
Student 66	Female	Pasifika	1425	1454	0.54
Student 67	Female	Pasifika	1403	1435	0.60
Student 68	Male	Pasifika	1442	1407	-0.65
Student 69	Male	Pasifika	1453	1440	-0.24
Student 70	Male	Pasifika	1464	1502	0.71
Student 71	Male	Pasifika	1446	1454	0.15
Student 72	Male	Pasifika	1461	1482	0.39
Student 73	Male	Pasifika	1337	1308	-0.54

Blue = .80 or higher is accelerated progress

Green = .40 - .80 is accelerated progress

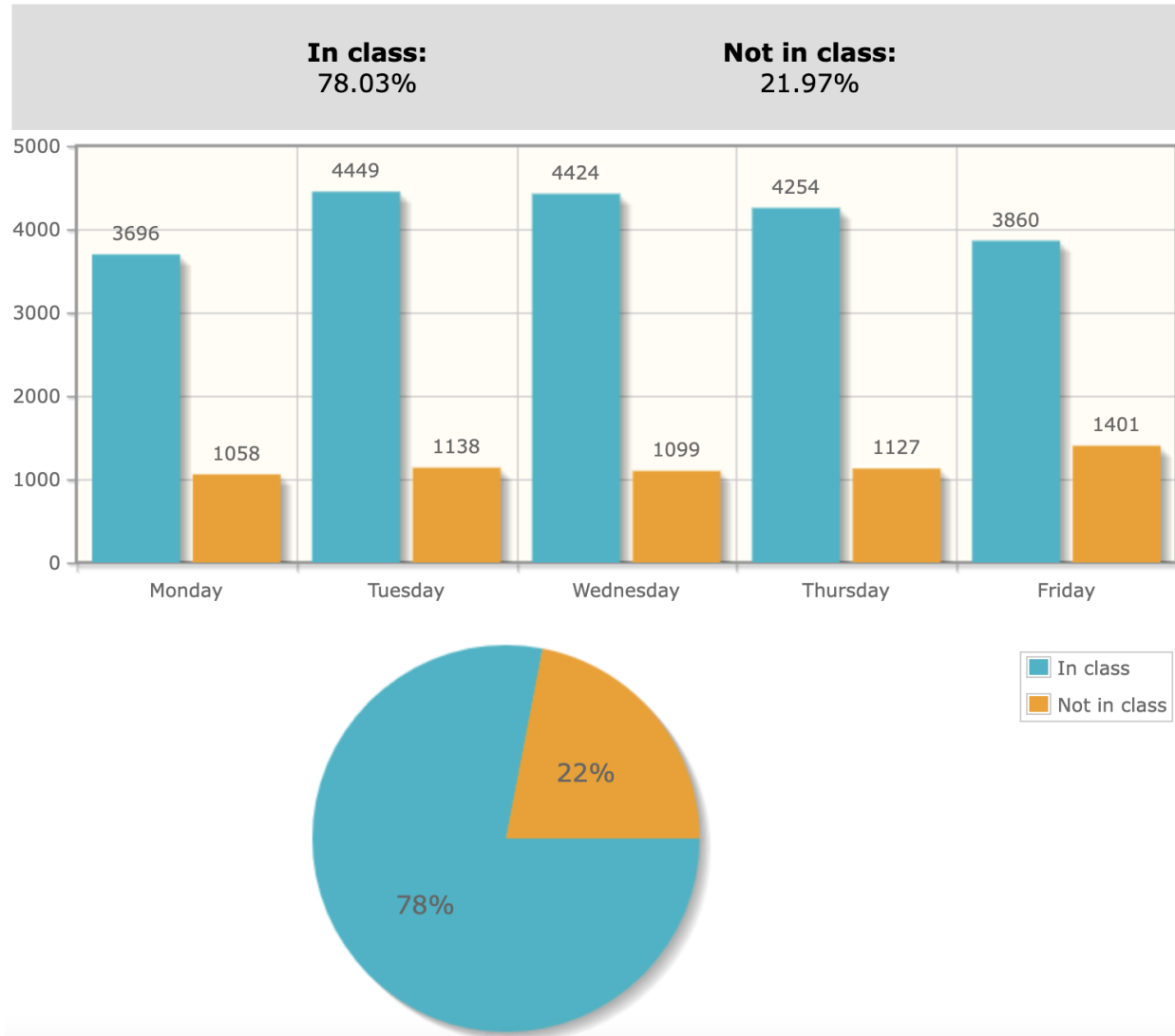
Light Orange = .20 - .39 effect size

33 out of 73 or 45% of students showed accelerated progress of .40 or higher effect size

Average	1428.10	1454.23
STDEV	56.55	50.83
Average STDEV	53.69	
Avg. Effect size	0.49	

Attendance concerns for this group of students in 2022 - refer to table below.

- As a group they were present only 78% of the time



YEAR 8 MATHS - TARGET GROUP

Strategic Aim:	<h3><u>MATHS - Raise Student Achievement</u></h3> <p>To build teacher capacity to raise student achievement.</p> <p>Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.</p> <p>Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Mathematics</p>
Annual Aim:	<p>To raise student achievement in Mathematics in alignment with New Zealand Curriculum levels for Y8 students. YEAR 8 will be working AT LEVEL 4 of the NZC.</p>
Target:	<p><u>MATH - Achievement:</u></p> <ul style="list-style-type: none"> ➤ Increase the number/percentage of students achieving AT or ABOVE their appropriate curriculum level in Math. ➤ All Maori and Pasifika students achieve AT or ABOVE their appropriate curriculum level in Math. ➤ Measure the effect size in Math to acknowledge accelerated progress for learners (+.40 effect size or more in Math E-asTTle results).
Baseline Data:	<p>The graph below shows where this cohort finished at the end of the 2021 year in Math. The target group consisted of <u>70 students</u> originally who were Below the NZC at the start of the year based on EOY Report from 2021.</p>

Y8 MATHS TARGETS - 2021 End of Year Baseline Data and 2022 Targets

MATH - Baseline Data from 2021				Target 2022
LEVEL ACHIEVED	Total students	Male	Female	<ul style="list-style-type: none"> ● To shift the progress and achievement of these identified students (TARGET GROUPS) from WELL BELOW and BELOW to AT the NZC level. ● To make accelerated progress with these students by measuring the effect size progress in MATH scores (+.40 or above is considered accelerated progress - using e-asTTle results).
2021 Y7 Students - WELL BELOW	15	7	8	
2021 Y7 Students - BELOW	70	36	34	
Maori - WELL BELOW	7	4	3	
Maori - BELOW	33	17	16	
Pasifika - WELL BELOW	1	1	0	
Pasifika - BELOW	12	6	6	

EOY Year 8 MATH Target Group Results for 2022 - originally started with 70 students (10 have left the school since the end of the year). **60 students appeared in the data.**

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	1	3.3%	15	50.0%	14	46.7%	0	0%	<u>30</u>
	Female	1	3.3%	18	60.0%	11	36.7%	0	0%	<u>30</u>
	Total	2	3.3%	33	55.0%	25	41.7%	0	0%	<u>60</u>
Maori	Male	1	8.3%	6	50.0%	5	41.7%	0	0%	<u>12</u>
	Female	0	0%	12	85.7%	2	14.3%	0	0%	<u>14</u>
	Total	1	3.8%	18	69.2%	7	26.9%	0	0%	<u>26</u>
Pasifika	Male	0	0%	5	100.0%	0	0%	0	0%	<u>5</u>
	Female	0	0%	2	40.0%	3	60.0%	0	0%	<u>5</u>
	Total	0	0%	7	70.0%	3	30.0%	0	0%	<u>10</u>
Asian	Male	0	0%	1	20.0%	4	80.0%	0	0%	<u>5</u>
	Female	0	0%	1	25.0%	3	75.0%	0	0%	<u>4</u>
	Total	0	0%	2	22.2%	7	77.8%	0	0%	<u>9</u>
MELAA	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
Other	Male	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Female	0	0%	0	0%	1	100.0%	0	0%	<u>1</u>
	Total	0	0%	0	0%	2	100.0%	0	0%	<u>2</u>
NZ/European	Male	0	0%	3	42.9%	4	57.1%	0	0%	<u>7</u>
	Female	1	20.0%	3	60.0%	1	20.0%	0	0%	<u>5</u>
	Total	1	8.3%	6	50.0%	5	41.7%	0	0%	<u>12</u>

Target Group Results for Y8 MATH - The table above shows 60 students for the end of the year.

- **41.7% or 21 of the 60 students** that were **BELOW** the NZC in Math are **now AT** the NZC
- **Maori Students - 27% or (7 out 26 students)** that were **BELOW** the NZC in Math are **now AT** the NZC
- **Pasifika Students - 30% or (3 out 10 students)** that were **BELOW** the NZC in Math are **now AT** the NZC

Year 8 Effect Size Data - the effect size was not measured because the **data was not uploaded/missing in our SMS and many students did not sit both tests.**

Absenteeism again was an issue with this group due to illness and unjustified reasons

- **28 students or 47%** of this cohort were at school less the 79% of the time
- **Maori students - 16 students or 62%** of the students were at school less than 79% of the time
- **Pasifika students - 6 students or 60%** of the students were at school less than 79% of the time

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	<u>16</u>	<u>12</u>	<u>24</u>	<u>11</u>
Maori	<u>9</u>	<u>7</u>	<u>9</u>	<u>3</u>
Maori Male	<u>4</u>	<u>3</u>	<u>2</u>	<u>3</u>
Maori Female	<u>5</u>	<u>4</u>	<u>7</u>	
Pasifika	<u>4</u>	<u>2</u>	<u>4</u>	
Pasifika Male	<u>2</u>	<u>1</u>	<u>2</u>	
Pasifika Female	<u>2</u>	<u>1</u>	<u>2</u>	
NZ European	<u>2</u>	<u>2</u>	<u>6</u>	<u>3</u>
NZ European Male	<u>2</u>	<u>1</u>	<u>5</u>	
NZ European Female		<u>1</u>	<u>1</u>	<u>3</u>
Male	14.3%	9.5%	15.9%	9.5%
Female	11.1%	9.5%	22.2%	7.9%

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>Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.</p>	<ul style="list-style-type: none"> ● End of 2021 data analysed and target/priority learners identified. ● School targets are set and shared with staff. ● Knowledge of target/priority learners shared with teachers, goals set and interventions put in place. ● Budgets to resource ideas ● Team leaders, building on teacher pedagogy - identified teachers with Math teaching expertise released as needed to support teachers and pursue inquiries to effect improvement in teaching practice. Peer observations within teams and across schools. ● Team meetings to focus on priority learners' progress and quality practice. ● Students not on track are part of a target group and tracked and monitored by the teacher and leader (ETAP). ● Tracking and monitoring students' achievement including regular monitoring against NUMPA, IKAN and Math Stages (data recorded in ETAP). ● Measurement - improve this strand. More hands-on learning and better student engagement. 	<ul style="list-style-type: none"> ● Target students were identified by all teachers SMS group created on ETAP - discussions and sharing of ideas to improve student outcomes - team meeting ● Still need to support new staff on a regular basis - issues this year with illness and staff shortages in 2022 ● Used effect size to see if the target students were accelerated progress even if they need to meet the NZC Level for the year. Issues with data for Y8 Math target group - uploading results from e-AsTTle. 45 students - showed accelerated progress through the year. The Y7 effect size average for the group was .43. ● Continue to upskill new staff in IKAN, GLOSS and Numeracy Program at Rosehill - more staff PD needed ● Most PD was hands on in 2022 - teachers were to trial new learning after each session. 	<p>Continue to implement, refine and continue these initiatives in 2023.</p> <p>Try to ensure we release teachers when possible. Issues with staffing and illness in 2022 affected this.</p> <p>Ensure students are attending school on a regular basis in 2023 - new initiatives needed</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.</p>	<ul style="list-style-type: none"> ● Assessment guidelines reviewed and shared with all staff. NZC Math curriculum to be unpacked over the year (curriculum overview, etc) ● IKAN testing used to teach to needs in NK ● GLOSS testing used for teaching and learning - induction of new staff ● PD in administering and analysing e-asTTle testing ● Observations and discussions with teachers will focus on how student achievement information and student voice are being used to inform teaching and learning. ● PD organised planning and assessment - whole school Annemarie and Juanita to organise and collaborate with staff. Data to be collected for Kahui Ako (baseline data). ● Fortnightly PD linked to Math ● Teams to analyse data with team managers to identify weaknesses and next steps within Math programmes. What is working? Share success. Team inquiry 	<ul style="list-style-type: none"> ● TOD did not happen - had to unpack Math curriculum in teams - floods closed school ● More upskilling need to interpret IKAN test and ideas to teach to weaknesses in program ● Upskill GLOSS testing with all new staff ● Interpret and use data from E-AsTTle test results with all staff - next steps for Math programs ● Some observations took place in Terms 1 & 2 for new staff. All staff need to be involved in the practice - issues in 2022 with staffing shortages and illness ● Math PD was a positive for all staff - great ideas and sharing and improve confidence with staff ● More sharing and collaborating in teams - again not all meetings took place due to illness and staff turnover 	<p>Continue to embed and refine all of the initiatives listed. Every fortnight as part of Kahui Ako - COL run morning workshops.</p> <p>Visit more classrooms to view practice in 2023. Part of the Teacher Growth Cycle process.</p> <p>Induct new staff members with seeing best practice - release timetable in Term 1 for all new staff.</p> <p>Continue MATHS morning PD sessions for 2023</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity</p> <ul style="list-style-type: none"> - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations in Math - Quality LI's and Success Criteria - Regular marking & quality feedback 	<ul style="list-style-type: none"> ● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2022 PLD learning plan. <ul style="list-style-type: none"> ● Teachers will participate in peer observations with expert teachers and then put learning into practice (re-teach the same lesson and reflect on it). Twice per term ● Rosehill Intermediate School curriculum is developed and finalised for whole school consistency of teaching and learning (collaborative LTP planning - TOD workshops) ● Collaborative staff meetings are timetabled in to share best practices (share modelling books, student books and feedback methods) ● Kahui Ako - Annemarie and Juanita to organise PD Math workshops with staff linked to Math overview. Sharing ideas and lessons to use in class - trial and reflect on practice. ● Year 1 teachers will be supported - release and guidance with the Math program. ● Team leaders monitor books to ensure marking and feedback is regularly given. 	<ul style="list-style-type: none"> ● Issues in 2022 with staff illness and shortage of staff not all team meeting went ahead - PLD not regular within teams ● Not all peer observations happened inn 2022 ● More sharing and collaborative practices - but till need to be more robust ● PD morning Math workshops were great - follow ups not always happening with new staff due to staffing issues (illness and shortages) ● Kahui Ako - more PLD needed throughout all school ● Not all Math books being monitored for consistency (regular marking, feedback, feed forward for students) ● Y1 teachers still need extra support - balancing workload can be an issue 	<p>Morning Math PD sessions to continue for 2023</p> <p>Employ a fully qualified teacher to mentor and support new staff. Also teach small groups 3 days per week (Y7 classrooms)</p> <p>Continue to share modelling books at team meetings and discuss student progress during team meetings</p> <p>Continue to develop quality LI's and SC for all new staff in 2023</p> <p>Better monitoring of books and sharing books with parents each term</p> <p>Kahui Ako - to organise PD across all schools in Maths - some TOD proposed for 2023</p> <p>Improve data analysis for all Math testing - Where to step for learners.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Student voice, as an integral part of teaching as inquiry, will develop further understanding of what and how learners learn (developing assessment capable learners) at our school	<ul style="list-style-type: none"> • Student's voice is used to inform teaching and learning. • Students can articulate where they are, their next steps and set goals (assessment capable and visible learning - track and monitor progress using RIS Metacognition sheet. • IKAN test results, Number Knowledge student tracking sheet - students can identify and track their learning • 3 Way Conferencing - student-led learning conversations (linked to Mid-Year reports). 	<ul style="list-style-type: none"> • Some classrooms have a good understanding of the metacognition sheet - more PD needed for new staff • Consistently track and monitor students are using the student tracking sheets - Team Leaders need to monitor - bring books regularly to meetings • Positive turn out for the 3 Way Conferencing was good for most classrooms - 328/412 families attended - equates to 79.6 % across the school 	<p>Math team to collect more student voice for program in 2023</p> <p>Continue to build on students ability to articulate their learning - ongoing process linked to RIS RACER values and learning</p> <p>Update the metacognition sheet for 2023 and ensure all teachers start entering data in Term 1</p>
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
Peer Tutoring for students who are BELOW or WELL BELOW - linked to the RIS value of tuakana/teina	<ul style="list-style-type: none"> • Y7 students will be supported linked to their level scored on the IKAN test. • Juanita and students from Room 9 - will work with students to support them in Number Knowledge (e.g. PV, Basic Facts). • Juanita to track progress with students - possible start in Term 2 (depending on COVID restrictions). 	<ul style="list-style-type: none"> • Maths cafe- (Y7 Terms 1 & 2) and (Y8 Terms 3 & 4) - peer tutoring took place - students enjoy working with peers - showing tuakana-teina. Positive attitude from students regarding the programme • Maths after school- whole year, every Monday 	<p>Continue all of these programs for 2023 across the school</p>
Math Games with Y7 students - promote basic skills and enjoyment of Math through games	<ul style="list-style-type: none"> • Room 9 - will teach other Y7 classrooms games linked to Math. Juanita will support the program. • Look at collecting student voice on the program. 	<ul style="list-style-type: none"> • Students enjoyed the activities - games were fun and interactive 	<p>Continue all of these programs for 2023 across the school</p>

Extend gifted and talented Mathematicians with other programs	<ul style="list-style-type: none"> ● Otago Problem Solving - top Math students across the school can participate. ● Mathex Training - teams train for 2022 competition (Rooms 8 & 9) ● Big Kiwi Competition ● Maths Fun 	<ul style="list-style-type: none"> ● All programs extended and challenged the students - very positive variance with the programme 	Continue all of these programs for 2023 across the school
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Planning for next year:

What was successful in Mathematics?

- **NUMPA Strands** - MULT/DIV = **66.4% or 271 students AT or Above the NZC Level**, ADD/SUB - **67.8 % or 277 students AT or ABOVE the NZC Level**, RATIOS/PROPS = **56.3% or 230 students AT or ABOVE the NZC Level**. **Ratios & Proportions continue to be an issue** for students - more PD in 2023 needed.
- **Geometry Location/Shape** = **61% or 249 students AT or Above the NZC Level**.
- **Morning PD Maths Sessions** - very hands on and lots of sharing and discussion. Many sessions were followed up with lessons in class with students. Asked to share how and reflect on their practice. **Kahui Ako initiative in 2023 run more PD sessions across all schools.**
- **Additional Math Assistance 2023** - target Y7 students will receive extra tutoring with experienced Math teacher
- **Sharing Best Practice/mentoring for 2023** - **Annemarie will be employed for 3 days a week to support and mentor new teachers in Math**
- **Shared Math resources** each week - resources linked to strand - teacher aides made resources for teachers
- **Digital Learning** - Education Perfect and Khan Academy are some of the digital platforms the school uses with the program

Areas to develop:

- **Staffing / Student Absences** - staffing issues due to illness affected many programs in class (classrooms either split or some online learning had to happen). Students also missed school due to illness and in some cases condoned and unexplained absences.
- **Measurement** was again the weakest strand with only **48.2% or 197 students AT or ABOVE the NZC Level**. Will need to investigate this further.
- **Statistics** = **58.2% or 238 students AT or Above the NZC Level**
- **Continue with Morning PD sessions in 2023**. Use the same model from 2022 - Juanita to facilitate this program in 2023.
- Release and **ensure teachers see best practice models** in the school - **view then trial the same lessons approach (reflect on your experiences)**.
- Ensure **Number Knowledge** is being tracked more accurately through the **use of modelling books**. Mark (Curriculum Director) to work on upskilling teachers with modelling books (meet twice a term to share ideas).
- **Employ staff member 3 days a week** to improve Math outcomes for target students - additional Math sessions for 7 Y7 classrooms in 2023.

Culturally Responsive Overview and Action Plan 2022

Maori Achievement Collaborative (MAC) - in collaboration with Te Akatea

The vision is to strive for Maori Achieving Educational and Cultural Success as Maori.

Te Ara Hou - A new pathway for leading Maori success as Maori. Leadership, Cultural responsibility and critical consciousness are achieved through manaakitanga, mana motuhake and whanaungatanga supporting schools to better engage with whanau, hapu, iwi and identity.

Specific Areas of Focus:

- **Te Tiriti o Waitangi** - The articles of the Treaty and the implications for schools
- **Effective Educational leadership**; Culturally responsive/sustaining learning contexts and systems.
- **Culturally responsive/sustaining effective teaching** for Maori learners
- Maori **enjoying** and **achieving** educational success **as Maori**
- Maori learner **progress and achievement** (including proficiency in te reo Maori)

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>
To enhance and strengthen Te Reo Maori across the school	<ul style="list-style-type: none"> ● Te Tiriti - Staff Hui ● Engage in some possible PLD opportunities for the staff locally, on-line TWoA etc.. ● Staff Hui - start of the day ● Bi-lingual signage ● Strategic Plan 	All of these initiatives happened except the PLD trip at the start of the year cancelled due to COVID	Continue to build on this foundation for 2023
To enhance and strengthen Tikanga	<ul style="list-style-type: none"> ● All staff learn their Pepeha ● All students learn their Pepeha ● School Pepeha developed and supported by mana whenua ● Relationship with Mana Whenua created ● Powhiri implemented into 	Continue to develop relationship with Mana Whenua Powhiri did not happen	Build relationship and have a Powhiri in 2023

	school calendar		
Create a local curriculum that has Mana Whenua involvement	<ul style="list-style-type: none"> ● Create Critical Histories Curriculum - Tamsin Hanley ● Research local narratives - Kahui Ako? ● Mana Whenua assistance ● Online resources found 	<p>Continue to develop History curriculum for 2023 - local Maori history</p> <p>Will be ongoing program for 2023</p>	Continue to build on this foundation for 2023
Improve whanau engagement throughout the wider community	<ul style="list-style-type: none"> ● Welcoming whanau - powhiri / whakatau ● Whanau Maori hui scheduled each term ● BoT Rep Maori / Mana Whenua ● Bilingual signage around the kura ● Ideas for collecting whanau voice developed 	Ongoing development	Continue to build on this foundation for 2023
Strengthen relationships with Iwi and improve community engagement	<ul style="list-style-type: none"> ● Attend any Mana Whenua Hui available for kura ● Align with Kahui Ako to build a relationship with Mana Whenua 	Ongoing for 2023	Continue to build on this foundation for 2023
Student Achievement - Teachers track progress and achievement for their Maori and Pasikia students in Literacy and Maths (Kahui Ako Inquiry)	<ul style="list-style-type: none"> ● Planning, assessments and reflections (collaboration within teams) ● Team Minutes 	Based on Team meeting minutes and reflections at the end of each term	Continue to build on this foundation for 2023
Report to Board - Progress against Annual plan	<ul style="list-style-type: none"> ● Report presented to the Board 	Jackie to present finding to BOT	Continue to build on this foundation for 2023
Kapa Haka Group is established	<ul style="list-style-type: none"> ● Whanau commitment panui and Postcard will go home together in Week 1 Term 2. 	Happened with limited success in 2022 - COVID and other interruptions linked to illness	Continue to build on this foundation for 2023

Pacifica Group is established	<ul style="list-style-type: none"> ● Pacifica Group photo and attendance at group practices and performances. 	Limited to terms 3 & 4 - parental support was needed	Continue to build on this foundation for 2023
Improve whanau engagement throughout the wider community	<ul style="list-style-type: none"> ● Celebration of diverse cultures within the school by assemblies, competitions and educational activities both inside and outside the classroom setting. ● Photos and information are shared via the RIS Newsletter. 	RIS School Newsletters and Class Dojo posts and pictures	Continue to build on this foundation for 2023
Strengthen relationships with Iwi and improve community engagement	<ul style="list-style-type: none"> ● Celebrations and activities to enhance Te Reo Maori language across the school and wider community. 	Ongoing	Continue to build on this foundation for 2023
Student Achievement - Teachers track progress and achievement for their Maori and Pasikia students in Literacy and Maths (Kahui Ako Inquiry)	<ul style="list-style-type: none"> ● Whare Tapa Wha model is evident in all classes and can be articulated by students. 	Ongoing linked to teacher and student well being	Continue to build on this foundation for 2023

WellBeing - Student & Staff Initiatives for 2022

Rationale: The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of both the student and staff, including their physical, social, emotional, academic and spiritual needs.

Enhanced Wellbeing Investigate and develop sustainable practices that contribute to our wellbeing and the wellbeing of others. We will provide an environment that is physically and emotionally safe and supports the wellbeing of all our students.			
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>
To provide programmes and teach strategies that reduce anxiety and frustrations and allow students to self manage and develop hauora.	<ul style="list-style-type: none"> ● New Teachers will be inducted into the Pause, Breathe, Smile professional learning programme to gain an overview and understanding of why and how to teach strategies to students. ● Pause Breathe, Smile programmes sustained in teaching and learning programmes. ● Improve staff wellbeing to in turn support student wellbeing. ● PURCHASE Year 7 & 8 Healthy Wellbeing activity books for all new Y7 students. 	<p>School funded online program for the Pause, Breathe, Smile - happened in Term 1</p> <p>Did not purchase the Year 7 & 8 Healthy Wellbeing activity books for all new Y7 students</p> <p>Limited staff social outing in 2022 due to illness and timetabling constraints with other PD</p> <p>Did have staff Wellness Week and School Wellbing Kahoot in T1 & T2</p>	<p>Will continue to fund Pause, Breathe, Smile for new teachers in 2023. PD to happen in Term 1</p> <p>Provide more PD workshops for Well Being in 2023</p> <p>Continue to build on for 2023</p>
To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are within their cultural contexts. This is incorporated into teaching and learning.	<ul style="list-style-type: none"> ● Opportunities will be provided for all students, whanau, staff and community to participate in creative and cultural activities and develop a sense of belonging through participation and action. ● Weekly “tikanga” shared/learned/embedded with staff, students and the wider 	<p>Weekly tikanga happening - students nominated and names in RIS School newsletter</p> <p>Morning greetings and other cultural activities happened throughout the year (eg. Matariki, Samoan Language Week, other cultural celebrations)</p>	<p>Continue to build and refine these for 2023</p>

	<p>community</p> <ul style="list-style-type: none"> Teachers are maintaining professional learning of Te Reo in deliberate acts of Te Reo teaching. Rosehill Intermediate School reflects biculturalism and a school in Aotearoa programmes. 		
Investigate ways to measure and evaluate wellbeing at Rosehill Intermediate School.	<ul style="list-style-type: none"> Analysis of the end of 2021 Well Being initiatives student surveys to be shared with staff. Plan for actions and next steps. NZCER Survey with staff - Kahui Ako for 2022 	<p>This survey did not happen with the Kahui Ako</p> <p>School survey completed - not all teachers implementing daily Well Being practices</p>	Further PD and support needed for 2023
To develop a local curriculum that incorporates Tikanga at Rosehill Intermediate School takes our learners' needs, identity, language and culture into teaching and learning programmes, collaborates with whanau and wider community and gives learners the skills they need to succeed in education and life.	<ul style="list-style-type: none"> Build knowledge on the Treaty of Waitangi and NZ history Develop our local curriculum Organise a trip to the local marae (TOD for staff). Possible trip for classrooms. MAC Plan - refer to the Culturally Responsive Plan 2022 	<p>Followed the MAC Plan in 2022. A few staff PD were cancelled due to illness and timetabling. Will follow up in 2023.</p> <p>Trip to Marae cancelled in Term 1</p>	<p>Possible trip to Marae in 2023</p> <p>Continue to work with George on MAC Plan in 2023</p>
Continue to support staff with wellbeing initiatives and value everyone on staff.	<ul style="list-style-type: none"> TOD to develop teacher pedagogy and assist with planning and curriculum delivery across all classrooms. Staff counselling available with Louise available or through EAP program which the school/BOT funds. 	<p>Collaborative planning happened more often in 2022. TOD included for teachers to plan</p> <p>Counsellors met with staff and supported the RIS staff throughout the year</p>	Continue all initiatives in 2023
School Counsellors	<ul style="list-style-type: none"> Both students and whanau have access to counselling to assist with their wellbeing. 	Counselling happened for AT RISK students and parents who applied for counselling.	Continue to employ counsellors for 2023
<ul style="list-style-type: none"> Implementing programmes 			

<p>to support student groups to develop positive social skills.</p> <ul style="list-style-type: none"> ● Implementing programmes to support whanau to support their children 	<ul style="list-style-type: none"> ● Term reports to BOT. ● Wellbeing information featured regularly in school newsletters. ● Parent information evening for parents to meet Louise and discuss her role at school. 	<p>Wellbeing messages and information provide in each school newsletter (fortnightly)</p> <p>Information to meet counsellors in newsletter</p>	
<p>Kai Ora, Ka Ako - (lunch in Schools)</p>	<ul style="list-style-type: none"> ● Program will start in Term 2 (middle) with an outside agency providing lunches for students. ● Student voice collected in 2021 regarding the types of lunches they want - samples to be trialled by students in Term 1 of 2022 ● Will follow health and safety food protocols. 	<p>Lunches a success with many of the Y 7 classrooms. Mondays & Fridays are the best day - Subway wraps</p> <p>Michele meeting on a regular basis to discuss lunches - issues with MOE requirements and Y8 students eating healthy</p> <p>Sending excess lunches home with students at the end of the day. Possibly get the Rosehill College involved with leftover food in 2023</p>	<p>Will continue the contract for 2023 - try to get more students eating lunches. Teachers modelling and promoting healthy food</p> <p>Michele continue to update the menu with company providing lunches</p> <p>Newsletters to parents to promote lunches in 2023</p> <p>Excess lunches will continue to go to Rosehill College in 2023 - avoid food wastage</p>