ROSEHILL INTERMEDIATE SCHOOL

ANNUAL FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2023

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
School Email:	office@rosehill.org.nz
Accountant / Service Provider:	Accounting For Schools Limited

ROSEHILL INTERMEDIATE SCHOOL

Annual Financial Statements - For the year ended 31 December 2023

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Rosehill Intermediate School
Statement of Responsibility
For the year ended 31 December 2023

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 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

Ray Freeman

Full Name of Presiding Member

Ray Freeman.

Signature of Presiding Member

4/7/24.

Date:

Maria White

Full Name of Principal

M White

Signature of Principal

4/7/24

Date:

Rosehill Intermediate School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue				
Government Grants	2	5,184,998	4,308,128	4,803,985
Locally Raised Funds	3	77,840	51,650	68,496
Interest		63,846	8,000	24,782
		5,326,684	4,367,778	4,897,263
Expenses				
Locally Raised Funds	3	21,556	11,050	16,334
Learning Resources	4	3,402,501	3,060,320	3,179,754
Administration	5	788,984	258,524	668,947
Interest		2,311	2,900	4,784
Property	6	1,286,397	1,000,105	1,013,337
		5,501,749	4,332,899	4,883,156
Net Surplus / (Deficit) for the year		(175,065)	34,879	14,107
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		(175,065)	34,879	14,107

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 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Balance at 1 January		1,615,957	1,542,423	1,601,850
Total comprehensive revenue and expense for the year		(175,065)	34,879	14,107
Contributions from / (Distributions to) the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December		1,440,892	1,577,302	1,615,957
Accumulated comprehensive revenue and expense		1,440,892	1,577,302	1,615,957
Equity at 31 December		1,440,892	1,577,302	1,615,957

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 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Assets				
Cash and Cash Equivalents	7	97,348	157,709	217,503
Accounts Receivable	8	332,424	195,000	259,869
Funds receivable for Capital Works Projects	16	8,933	-	8,123
GST Receivable		1,088	5,000	18,285
Prepayments		12,047	10,000	10,615
Inventories	9	15,517	15,000	15,517
Investments	10	1,107,105	1,100,000	1,155,285
		1,574,462	1,482,709	1,685,197
Current Liabilities				
Accounts Payable	12	310,479	295,000	401,954
Revenue Received in Advance	13	6,000	-	19,074
Provision for Cyclical Maintenance	14	220,881	120,000	142,440
Finance Lease Liability	15	16,643	15,000	14,341
Funds held for Capital Works Projects	16	75,459	-	41,940
		629,462	430,000	619,749
Working Capital Surplus/(Deficit)		945,000	1,052,709	1,065,448
Non-current Assets				
Property, Plant and Equipment	11	645,081	644,593	654,118
		645,081	644,593	654,118
Non-current Liabilities				
Provision for Cyclical Maintenance	14	139,467	110,000	83,679
Finance Lease Liability	15	9,722	10,000	19,930
		149,189	120,000	103,609
Net Assets		1,440,892	1,577,302	1,615,957
Equity		1,440,892	1,577,302	1,615,957

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

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Rosehill Intermediate School
Statement of Cash Flows

For the year ended 31 December 2023

	Note	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash flows from Operating Activities				
Government Grants		1,658,952	1,015,986	1,482,954
Locally Raised Funds		77,840	43,798	88,361
Goods and Services Tax (net)		5,732	13,285	(13,511)
Payments to Employees		(660,515)	(480,269)	(486,056)
Payments to Suppliers		(1,076,245)	(560,036)	(925,838)
Interest Paid		(2,311)	4,117	(4,784)
Interest Received		56,595	-	15,992
Net cash from Operating Activities		60,048	36,881	157,118
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(160,435)	(108,872)	(37,276)
Purchase of Investments		-	-	(314,013)
Proceeds from Sale of Investments		48,180	55,285	-
Net cash from Investing Activities		(112,255)	(53,587)	(351,289)
Cash flows from Financing Activities				
Finance Lease Payments		(7,906)	(9,271)	(6,639)
Funds on behalf of Third Parties		(60,043)	(33,817)	(22,458)
Net cash from Financing Activities		(67,949)	(43,088)	(29,097)
Net increase/(decrease) in cash and cash equivalents		(120,155)	(59,794)	(223,268)
Cash and cash equivalents at the beginning of the year	7	217,503	217,503	440,771
Cash and cash equivalents at the end of the year	7	97,348	157,709	217,503

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items 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 2023

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 2023 to 31 December 2023 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 2023

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 2023

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 2023

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 2023

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 2023

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 2023

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.

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Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

2. Government Grants

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Government Grants - Ministry of Education	1,592,016	1,033,060	1,484,175
Teachers' Salaries Grants	2,648,784	2,523,068	2,590,461
Use of Land and Buildings Grants	856,651	750,000	722,697
Other Government Grants	87,547	2,000	6,652
	5,184,998	4,308,128	4,803,985

The school has opted in to the donations scheme for this year. Total amount received was $64,730 (2022: $67,800).

3. Locally Raised Funds

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue			
Donations & Bequests	12,184	8,000	8,574
Curriculum related Activities - Purchase of goods and service	191	-	-
Fees for Extra Curricular Activities	30,370	26,350	21,271
Trading	21,754	16,300	31,051
Fundraising & Community Grants	13,341	1,000	7,600
	77,840	51,650	68,496
Expenses			
Extra Curricular Activities Costs	9,233	3,450	7,070
Trading	12,323	7,100	8,944
Fundraising and Community Grant Costs	-	500	320
	21,556	11,050	16,334
Surplus/ (Deficit) for the year Locally raised funds	56,284	40,600	52,162

4. Learning Resources

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Curricular	162,729	135,856	152,591
Depreciation	131,996	118,396	144,477
Information and Communication Technology	451	100	-
Library Resources	665	1,300	903
Employee benefits - salaries	3,078,341	2,764,568	2,861,949
Staff Development	28,319	40,100	19,834
	3,402,501	3,060,320	3,179,754

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

5. Administration

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
Audit Fee	8,710	8,710	8,450
Board of Trustees Fees	3,605	3,500	4,015
Board of Trustees Expenses	13,177	8,500	11,055
Communication	6,180	5,320	5,978
Consumables	24,323	19,000	20,327
Operating Lease	839	950	839
Healthy School Lunches Programme	491,046	-	316,418
Other	64,929	57,800	77,016
Employee Benefits - Salaries	153,886	134,144	205,218
Insurance	10,961	9,600	8,666
Service Providers, Contractors and Consultancy	11,328	11,000	10,965
	788,984	258,524	668,947

6. Property

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
Caretaking and Cleaning Consumables	7,837	8,500	8,872
Consultancy and Contract Services	68,592	61,700	55,020
Cyclical Maintenance Provision	154,629	42,400	20,564
Grounds	13,772	11,500	12,438
Heat, Light and Water	37,961	33,500	36,764
Repairs and Maintenance	75,523	23,200	88,119
Use of Land and Buildings	856,651	750,000	722,697
Security	10,978	10,000	11,214
Employee Benefits - Salaries	60,454	59,305	57,649
	1,286,397	1,000,105	1,013,337

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

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
Bank Current Account	97,348	157,709	217,503
Cash and cash equivalents for Cash Flow Statement	97,348	157,709	217,503

Of the $97,348 Cash and Cash Equivalents, $75,459 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2024 on Crown owned school buildings under the School's Five Year Property Plan.

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Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

8. Accounts Receivable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Receivables	290	8,000	148
Receivables from the Ministry of Education	87,758	-	-
Interest Receivable	18,268	12,000	11,017
Teacher Salaries Grant Receivable	226,108	175,000	248,704
	332,424	195,000	259,869
Receivables from Exchange Transactions	106,316	175,000	11,165
Receivables from Non-Exchange Transactions	226,108	20,000	248,704
	332,424	195,000	259,869

9. Inventories

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Stationery	1,774	15,000	1,774
School Uniforms	13,743	-	13,743
	15,517	15,000	15,517

10. Investments

The School's investment activities are classified as follows:

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Asset			
Short-term Bank Deposits	1,107,105	1,100,000	1,155,285
Total Investments	1,107,105	1,100,000	1,155,285

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

11. Property, Plant and Equipment

2023	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	43,073	92,885	-	-	(1,936)	134,022
Building Improvements	152,975	-	-	-	(7,780)	145,195
Furniture and Equipment	341,818	4,541	-	-	(73,332)	273,027
Information Technology	71,261	16,701	-	-	(28,107)	59,855
Leased Assets	30,106	7,850	-	-	(15,588)	22,368
Library Resources	14,885	982	-	-	(5,253)	10,614
Balance at 31 December 2023	654,118	122,959	-	-	(131,996)	645,081

The net carrying value of equipment held under a finance lease is $22,369 (2022: $30,106).
Restrictions
With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $
Buildings	170,334	(36,312)	134,022	77,449	(34,376)	43,073
Building Improvements	203,948	(58,754)	145,194	203,948	(50,973)	152,975
Furniture and Equipment	941,787	(668,759)	273,028	1,189,603	(847,785)	341,818
Information Technology	418,934	(359,079)	59,855	461,067	(389,806)	71,261
Motor Vehicles	(1,830)	1,830	-	(1,830)	1,830	-
Leased Assets	53,213	(30,844)	22,369	85,257	(55,151)	30,106
Library Resources	46,486	(35,873)	10,613	77,095	(62,210)	14,885
Balance at 31 December	1,832,872	(1,187,791)	645,081	2,092,589	(1,438,471)	654,118

12. Accounts Payable

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Creditors	31,959	97,000	84,480
Accruals	8,710	8,000	8,450
Employee Entitlements - Salaries	268,553	185,000	293,432
Employee Entitlements - Leave Accrual	1,257	5,000	15,592
	310,479	295,000	401,954
Payables for Exchange Transactions	310,479	295,000	401,954
	310,479	295,000	401,954

The carrying value of payables approximates their fair value.

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

13. Revenue Received in Advance

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
Grants in Advance - Ministry of Education	6,000	-	19,074
	6,000	-	19,074

14. Provision for Cyclical Maintenance

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
Provision at the Start of the Year	226,119	226,119	234,805
Increase/ (decrease) to the Provision During the Year	154,629	39,015	39,015
Use of the Provision During the Year	(20,400)	(35,134)	(29,250)
Other Adjustments	-	-	(18,451)
Provision at the End of the Year	360,348	230,000	226,119
Cyclical Maintenance - Current	220,881	120,000	142,440
Cyclical Maintenance - Non Current	139,467	110,000	83,679
	360,348	230,000	226,119

Per the cyclical maintenance schedule the school is next expected to undertake painting works during 2024. 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:

	2023	2023 Budget	2022
	Actual	(Unaudited)	Actual
	$	$	$
No Later than One Year	17,930	15,000	16,078
Later than One Year and no Later than Five Years	10,072	10,000	20,809
Future Finance Charges	(1,637)	-	(2,616)
	26,365	25,000	34,271
Represented by			
Finance lease liability - Current	16,643	15,000	14,341
Finance lease liability - Non Current	9,722	10,000	19,930
	26,365	25,000	34,271

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

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 equivalents in note 7.

2023	Project No.	Opening Balances $	Receipts from MoE $	Payments $	BOT Contributions $	Closing Balances $
SIP - Admin Alteration	225117	(4,059)	5,674	(1,615)	-	-
SIP: Staff Court Outdoor Space I	225115	(3,799)	1,207	(560)	-	(3,152)
Seating & Landscaping Project	225118	(265)	-	-	-	(265)
Electrical Upgrade Project	238898	41,940	-	(40,457)	-	1,483
5YA :Block 8- Toilet Block Interior		-	76,311	(2,335)	-	73,976
5YA - Roofing Replacement Project		-	-	(1,620)	-	(1,620)
5YA School Fire System Upgrade Project		-	-	(2,800)	-	(2,800)
Building Remediation Project		-	-	(1,096)	-	(1,096)
Totals		33,817	83,192	(50,483)	-	66,526

Represented by:

Funds Held on Behalf of the Ministry of Education	75,459
Funds Due from the Ministry of Education	(8,933)
	66,526

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 I	225115	7,504	-	(11,303)	-	(3,799)
Seating & Landscaping Project		-	29,374	(29,639)	-	(265)
Electrical Upgrade Project		-	58,500	(16,560)	-	41,940
Totals		73,524	87,874	(127,581)	-	33,817

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 2023

18. Remuneration

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

	2023 Actual $	2022 Actual $
Board Members		
Remuneration	3,605	4,015
Leadership Team		
Remuneration	424,287	399,268
Full-time equivalent members	3	3
Total key management personnel remuneration	427,892	403,283

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:

	2023 Actual $000	2022 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	160 - 170
Benefits and Other Emoluments	5 - 6	4 - 5

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

Remuneration $000	2023 FTE Number	2022 FTE Number
100 - 110	2	3
110 - 120	2	2
120 - 130	2	-
	6	5

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

RSM

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

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:

	2023 Actual	2022 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

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 continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

21. Commitments
(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of $94,589 (2022: $59,436) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitment
	$	$	$
Electrical Upgrade Project	64,500	57,017	7,483
Landscaping project	32,638	29,639	2,999
5YA :Block 8- Toilet Block Interior Refurbishme	86,442	2,335	84,107
5YA School Fire System Upgrade Project	-	2,800	-
5YA - Roofing Replacement Project	-	1,620	-
	183,580	93,411	94,589

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into any operating contracts.
(Operating commitments at 31 December 2022: nil).

RSM

Rosehill Intermediate School
Notes to the Financial Statements
For the year ended 31 December 2023

22. Financial Instruments

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

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Financial assets measured at amortised cost			
Cash and Cash Equivalents	97,348	157,709	217,503
Receivables	332,424	195,000	259,869
Investments - Term Deposits	1,107,105	1,100,000	1,155,285
Total Financial assets measured at amortised cost	1,536,877	1,452,709	1,632,657
Financial liabilities measured at amortised cost			
Payables	310,479	295,000	401,954
Finance Leases	26,365	25,000	34,271
Total Financial Liabilities Measured at Amortised Cost	336,844	320,000	436,225

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.

Independent Auditor's Report

To the readers of
Rosehill Intermediate's
Financial statements
For the year ended 31 December 2023

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 2023, 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 2023; 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 4 July 2024. 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.

THE POWER OF BEING UNDERSTOOD
ASSURANCE | TAX | CONSULTING

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.

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, statement of variance, compliance with good employer requirements, treaty of Waitangi report 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.

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

Rosehill Intermediate School

Members of the Board

For the year ended 31 December 2023

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	Staff 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

Rosehill Intermediate School

Kiwisport / Statement of Compliance with Employment Policy
For the year ended 31 December 2023

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

In 2023, the school received total Kiwisport funding of $5,992 (2022: $6,389).

The funding was spent on sporting endeavours for 2023 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 2023 the 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.

ROSEHILL INTERMEDIATE SCHOOL

"To Seek With Vigour"

Analysis of Variance 2023

2023 EOY - READING RESULTS

Reading All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	22	9.4%	56	24.0%	114	48.9%	41	17.6%	233
	Female	11	6.0%	36	19.6%	82	44.6%	55	29.9%	184
	Total	33	7.9%	92	22.1%	196	47.0%	96	23.0%	417
Maori	Male	8	12.5%	21	32.8%	28	43.8%	7	10.9%	64
	Female	3	5.6%	18	33.3%	24	44.4%	9	16.7%	54
	Total	11	9.3%	39	33.1%	52	44.1%	16	13.6%	118
Pasifika	Male	4	14.8%	12	44.4%	9	33.3%	2	7.4%	27
	Female	3	14.3%	8	38.1%	6	28.6%	4	19.0%	21
	Total	7	14.6%	20	41.7%	15	31.3%	6	12.5%	48
Asian	Male	3	7.9%	5	13.2%	21	55.3%	9	23.7%	38
	Female	0	0%	4	13.3%	13	43.3%	13	43.3%	30
	Total	3	4.4%	9	13.2%	34	50.0%	22	32.4%	68
MELAA	Male	1	12.5%	1	12.5%	5	62.5%	1	12.5%	8
	Female	0	0%	0	0%	3	60.0%	2	40.0%	5
	Total	1	7.7%	1	7.7%	8	61.5%	3	23.1%	13
Other	Male	0	0%	0	0%	3	100.0%	0	0%	3
	Female	0	0%	1	20.0%	2	40.0%	2	40.0%	5
	Total	0	0%	1	12.5%	5	62.5%	2	25.0%	8
NZ/European	Male	6	6.5%	17	18.3%	48	51.6%	22	23.7%	93
	Female	5	7.2%	5	7.2%	34	49.3%	25	36.2%	69
	Total	11	6.8%	22	13.6%	82	50.6%	47	29.0%	162

READING - End of Year Results - 417 students
- **70% or 292 students** - **AT** or **ABOVE** the NZC Level
- **22.1% or 92 students** - **BELOW** the NZC Level
- **7.9 % or 33 students** - **WELL BELOW** the NZC Level

Maori - 118 students
- **57.7% or 68 students** - **AT** or **ABOVE** the NZC Level
- **33.1% or 39 students** - **BELOW** the NZC Level
- **9.3 % or 11 students** - **WELL BELOW** the NZC Level

Pasifika - 48 students
- **43.8% or 21 students** - **AT** or **ABOVE** the NZC Level
- **41.7% or 20 students** - **BELOW** the NZC Level
- **14.6% or 7 students** - **WELL BELOW** the NZC Level

Gender Results in READING:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	41	17.6%	**ABOVE NZC**	55	29.9%
AT NZC	114	48.9%	**AT NZC**	82	44.6%
BELOW NZC	56	24%	**BELOW NZC**	36	19.6%
WELL BELOW NZC	22	9.4%	**WELL BELOW NZC**	11	6%
Total	233 students		**Total**	184 students	
BOYS - 66.5% (155 students) AT or ABOVE			**GIRLS - 74.5% (137 students) AT or ABOVE**		

2

Year 7 & Year 8 Results in READING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	52	25.1%	ABOVE NZC	44	21%
AT NZC	87	42%	AT NZC	109	51.9%
BELOW NZC	41	19.8%	BELOW NZC	51	24.3%
WELL BELOW NZC	27	13%	WELL BELOW NZC	6	2.9%
Total	207 students		Total	210 students	
YEAR 7- **67.1% (139 students)** AT or ABOVE			YEAR 8 - **72.9% (153 students)** AT or ABOVE		

Reading Trends - last 3 years

2021 - roll 442 students		2022 - roll 409 students		2023 - roll 417 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
285 students	65.4%	264 students	64.6%	**292 students**	**70%**

ANALYSIS OF VARIANCE - READING

School Name:	Rosehill Intermediate School	School Number:	1473

YEAR 7 READING - TARGET GROUP

Strategic Aim:	**READING - Raise Student Achievement** To **build teacher capacity** to raise student achievement. Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Reading
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:	**Reading - Achievement:** ➢ 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** - 2023 Y7 Baseline Data (from e-asTTle READING results in Term 1 and Teacher OTJ from previous school).

READING - Baseline Data from 2023				Target 2023
LEVEL ACHIEVED	**Total students**	**Male**	**Female**	
2023- Y7 Students - WELL BELOW	21	16	5	**Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher** **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
2023 - Y7 Students - BELOW	37	22	15	**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).
Maori - WELL BELOW	5	3	2	
Maori - BELOW	18	9	9	**GROUP numbers may fluctuate** based on new enrolments and students who have left the school
Pasifika - WELL BELOW	4	4	0	
Pasifika - BELOW	6	4	2	

READING - Year 7 Target Group End of Year Results for 2023 (35 STUDENTS on EOY Data)

Reading Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	6	27.3%	11	50.0%	5	22.7%	0	0%	22
	Female	3	23.1%	8	61.5%	2	15.4%	0	0%	13
	Total	9	25.7%	19	54.3%	7	20.0%	0	0%	35
Maori	Male	4	40.0%	4	40.0%	2	20.0%	0	0%	10
	Female	3	30.0%	5	50.0%	2	20.0%	0	0%	10
	Total	7	35.0%	9	45.0%	4	20.0%	0	0%	20
Pasifika	Male	1	25.0%	2	50.0%	1	25.0%	0	0%	4
	Female	0	0%	2	100.0%	0	0%	0	0%	2
	Total	1	16.7%	4	66.7%	1	16.7%	0	0%	6

- **7 out of the 35 (20%)** - **students** (5 boys & 2 girls) shifted from **BELOW to achieving AT the NZC.**
- **4 out of 20 (20%)** - **Maori students** (2 boys & 2 girls) shifted from **BELOW to achieving AT the NZC**
- **1 out of 6 (16.6%)** - **Pasifika students** - (1 boy) shifted from **BELOW to achieving AT the NZC**

19 students from this group made accelerated progress based on E-asTtle Reading results

- **Average effect size** for this group was **.51**
- **54% of students (19 out of the 35)** made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **13 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	7	6	16	8
Maori	4	3	9	5
Maori Male	2	1	4	3
Maori Female	2	2	5	2
Pasifika		1	3	2
Pasifika Male			3	1
Pasifika Female		1		1
NZ European	1	1	3	
NZ European Male		1	3	
NZ European Female	1			
Male	10.8%	8.1%	29.7%	10.8%
Female	8.1%	8.1%	13.5%	10.8%

YEAR 8 READING - TARGET GROUP

Strategic Aim:	**READING - Raise Student Achievement** To **build teacher capacity** to raise student achievement. Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Reading
Annual Aim:	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.**
Target:	**Reading - Achievement:** ➢ 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:	The graph below shows where this cohort finished at the end of this year. The target group consisted of **44 students originally who were Below the NZC at the start of the year**.

READING - Baseline Data from EOY REPORT 2022				Target 2023
LEVEL ACHIEVED	**Total students**	**Male**	**Female**	
Y8 Students - WELL BELOW	22	15	7	• **Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher**
Y8 Students - BELOW	44	30	14	• **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
Maori - WELL BELOW	9	5	4	• **To make accelerated progress with these students by measuring the effect size progress in READING scores** (+.40 or above is considered accelerated progress - using
Maori - BELOW	18	11	7	e-asTTle results).
Pasifika - WELL BELOW	4	3	1	**GROUP numbers may fluctuate** based on new enrolments
Pasifika - BELOW	8	5	3	and students who have left the school

EOY YEAR 8 Target Group Results - 41 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%	12	41.4%	17	58.6%	0	0%	29
	Female	0	0%	8	66.7%	4	33.3%	0	0%	12
	Total	0	0%	20	48.8%	21	51.2%	0	0%	41
Maori	Male	0	0%	5	50.0%	5	50.0%	0	0%	10
	Female	0	0%	5	83.3%	1	16.7%	0	0%	6
	Total	0	0%	10	62.5%	6	37.5%	0	0%	16
Pasifika	Male	0	0%	3	50.0%	3	50.0%	0	0%	6
	Female	0	0%	2	100.0%	0	0%	0	0%	2
	Total	0	0%	5	62.5%	3	37.5%	0	0%	8

Target Group Results for Y8 Readers - The table above shows 41 students for the end of the year.

- **51.2% or 21 students** that were **BELOW the NZC** in Reading are **now AT the NZC**)
- Maori Students - **37.5% or (6 out 16 students)** that were **BELOW the NZC** in Reading are **now AT the NZC**
- Pasifika Students - **37.5% or (3 out 8 students)** that were **BELOW the NZC** in Reading are **now AT the NZC**

29 students from this group made accelerated progress based on E-asTtle Reading results

- **Average effect size** for this group was **.87**
- **71% of students** (29 out of the 41) made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **14 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	7	7	15	13
Maori	3	3	9	2
Maori Male	3		7	1
Maori Female		3	2	1
Pasifika	3	2	2	1
Pasifika Male	1	2	2	1
Pasifika Female	2			
NZ European	1	2	2	6
NZ European Male	1	2	1	5
NZ European Female			1	1
Male	11.9%	9.5%	23.8%	26.2%
Female	4.8%	7.1%	11.9%	4.8%

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Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.	● End of 2022 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.	● Targets not achieved - however there was accelerated progress with many students in this group (refer to effect size data). **Target group** - **71% of the students achieved target of .40 effect size or higher.** **Average for the group Y8 group was .87** ● 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 2023 with some BELOW and WELL BELOW ● **Staffing issues** - classrooms were split numerous times because of staff illness and no relievers. Students completing online learning. **Auckland floods** affected teacher induction day	● Continue with information on TOD call back days during the holidays. ● **APPLY for AFL funding for 2024** ● TOD PD with staff in 2024 - 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 2024 ● Ensure goals are linked to appraisal performance in 2024 Mark to collate information from Team Managers - this will link to PD for 2024 ● Address attendance concerns

	Assessment guidelines reviewed and shared with all staff.	No variance - very successful for some new teachers.	In 2024- continue to ensure more release time to see best practice models in literacy - **NEW STAFF timetabled to see modelled LITERACY LESSONS.**
On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.	● 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.	● 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 planning to meet student needs ● Less writing in minutes and **more sharing - hands on learning for teachers.**	● In 2024- continue to ensure more release time to see best practice models in literacy - **NEW STAFF timetabled to see modelled LITERACY LESSONS.** ● Team managers to unpack resources throughout the term ● More sharing / collaboration with planning in 2024 - bring modelling books, exercise books to team meetings. ● Meetings are more student focussed 2024 - foster better relationships through RIS well-being programme. ● Continue to collect effective student voice
Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations - Quality LI's and Success	● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2023 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	● 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	● Workshops - Team managers encourage members to attend workshops that best fits the needs of the teacher. ● Continue to inform and upskill teachers in 2024. ● In 2024 will continue to **provide PD & assistance with PROBE testing** to new staff. Part of the induction program. ● Continue for 2024 with new staff and provide additional release

Criteria - Regular marking & quality feedback	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) ● 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.	for their reading programmes.	time for Y1 teachers. ● Mark in 2024 - timetable new staff in TERM 1 to see best practice more often and feedback to the team at meetings - use a new template to record visits. ● Kahui - Ako - PD mini-meets to continue for 2024
Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
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.	● 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)	● Not all teachers collecting student voice - formal observations there is student voice ● Upskilling of new teachers for 2024 ● 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.	● Continue with the plan for 2024 ● 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 2024 ● Continue to embed with all stakeholders ● Continue in 2024
Planning for next year:			

<u>**What was successful in Reading?**</u>
- **70% or 292 students** - **AT** or **ABOVE** the NZC Level
- <u>**YEAR 8 STUDENTS**</u> - **72.9% (153 students) AT or ABOVE**
- <u>**FEMALE STUDENTS**</u> - **74.5% (137 students)** AT or ABOVE

- **Y8 Target group** in Reading - **Average effect size** for this group was **.87 and 71% of students** (29 out of the 41) made accelerated progress in this group.
- Joanne McSkimming **remedial reading program** has been successful again this year - engagement and attendance rates were very good this year.
- **PD workshops linked to the HITS** - TOD workshop day in Term 2 had a positive outcome for all staff. Staff completed a Team Inquiry based on their needs linked to the HITS PD.
- Introduced the **Teaching SPRINTS CYCLE** to team leaders in Term 4. Implement the process with school in Term 2 linked to AFL PD.
- New staff for 2024 - will need a sound induction program and lots of PD in Literacy practice
- **School wide PD - AFL with Sarah Hynds. Ministry has approved the funding for 2024**
- **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.

2023 EOY - WRITING RESULTS

Writing All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	27	11.6%	79	33.9%	112	48.1%	15	6.4%	233
	Female	10	5.4%	38	20.7%	107	58.2%	29	15.8%	184
	Total	37	8.9%	117	28.1%	219	52.5%	44	10.6%	417
Maori	Male	5	7.8%	32	50.0%	23	35.9%	4	6.3%	64
	Female	1	1.9%	22	40.7%	27	50.0%	4	7.4%	54
	Total	6	5.1%	54	45.8%	50	42.4%	8	6.8%	118
Pasifika	Male	7	25.9%	10	37.0%	10	37.0%	0	0%	27
	Female	4	19.0%	4	19.0%	12	57.1%	1	4.8%	21
	Total	11	22.9%	14	29.2%	22	45.8%	1	2.1%	48
Asian	Male	2	5.3%	13	34.2%	20	52.6%	3	7.9%	38
	Female	0	0%	5	16.7%	16	53.3%	9	30.0%	30
	Total	2	2.9%	18	26.5%	36	52.9%	12	17.6%	68
MELAA	Male	0	0%	2	25.0%	6	75.0%	0	0%	8
	Female	0	0%	0	0%	3	60.0%	2	40.0%	5
	Total	0	0%	2	15.4%	9	69.2%	2	15.4%	13
Other	Male	0	0%	0	0%	3	100.0%	0	0%	3
	Female	1	20.0%	0	0%	3	60.0%	1	20.0%	5
	Total	1	12.5%	0	0%	6	75.0%	1	12.5%	8
NZ/European	Male	13	14.0%	22	23.7%	50	53.8%	8	8.6%	93
	Female	4	5.8%	7	10.1%	46	66.7%	12	17.4%	69
	Total	17	10.5%	29	17.9%	96	59.3%	20	12.3%	162

WRITING - End of Year Results - 417 students

- **63.1% or 263 students** - **AT** or **ABOVE** the NZC Level
- **28.1% or 117 students** - **BELOW** the NZC Level
- **8.9 % or 37 students** - **WELL BELOW** the NZC Level

Maori - 118 students

- **49.2% or 58 students** - **AT** or **ABOVE** the NZC Level
- **45.8% or 52 students** - **BELOW** the NZC Level
- **5 % or 6 students** - **WELL BELOW** the NZC Level

Pasifika - 48 students

- **47.9% or 23 students** - **AT** or **ABOVE** the NZC Level
- **29.2% or 14 students** - **BELOW** the NZC Level
- **22.9 % or 11 students** - **WELL BELOW** the NZC Level

Gender Results in WRITING:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	15	6.4%	**ABOVE NZC**	29	15.8%
AT NZC	112	48.1%	**AT NZC**	107	58.2%
BELOW NZC	79	33.9%	**BELOW NZC**	38	20.7%
WELL BELOW NZC	27	11.6%	**WELL BELOW NZC**	10	5.4%
Total	233 students		**Total**	184 students	
BOYS - 54.5% (127 students) AT or ABOVE			**GIRLS - 74% (136 students) AT or ABOVE**		

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Year 7 & Year 8 Results in WRITING:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	19	9.2%	ABOVE NZC	25	11.9%
AT NZC	98	47.3%	AT NZC	121	57.6%
BELOW NZC	64	30.9%	BELOW NZC	53	25.2%
WELL BELOW NZC	26	12.6%	WELL BELOW NZC	11	5.2%
Total	207 students		Total	210 students	
YEAR 7- **56.5% (117 students)** AT or ABOVE			YEAR 8 - **69.5% (146 students)** AT or ABOVE		

Writing Trends - last 3 years

2021 - roll 442 students		2022 - roll 409 students		2023 - roll 417 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**
229 students	51.8%	242 students	59.2%	**263 students**	**63.1%**

ANALYSIS OF VARIANCE - WRITING

School Name:	Rosehill Intermediate School	School Number:	1473

YEAR 7 WRITING - TARGET GROUP

Strategic Aim:	### WRITING - Raise Student Achievement To **build teacher capacity** to raise student achievement. Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Writing
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:	**WRITING - Achievement:** ➢ 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:	See table below - next page Refer to the Reading group - writers will be in the same group

Y7 WRITING - **2023 Y7 Baseline Data** (from e-asTTle WRITING results in Term 1 and Teacher OTJ from previous school).

WRITING - Baseline Data from 2023				Target 2023
LEVEL ACHIEVED	**Total students**	**Male**	**Female**	
2023 Y7 Students - WELL BELOW	23	18	5	• **Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher**
2023 Y7 Students - BELOW	50	33	17	• **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
Maori - **WELL BELOW**	4	2	2	• **To make accelerated progress with these students by measuring the effect size progress in WRITING scores**
Maori - **BELOW**	20	12	8	(+.40 or above is considered accelerated progress - using e-asTTle results).
Pasifika - WELL BELOW	4	3	1	**GROUP numbers may fluctuate** based on new enrolments
Pasifika - BELOW	3	3	0	and students who have left the school

WRITING - Year 7 Target Group End of Year Results for 2023 (48 STUDENTS)

Writing Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	7	21.9%	15	46.9%	10	31.3%	0	0%	32
	Female	0	0%	10	62.5%	6	37.5%	0	0%	16
	Total	7	14.6%	25	52.1%	16	33.3%	0	0%	48
Maori	Male	1	8.3%	8	66.7%	3	25.0%	0	0%	12
	Female	0	0%	7	63.6%	4	36.4%	0	0%	11
	Total	1	4.3%	15	65.2%	7	30.4%	0	0%	23
Pasifika	Male	2	50.0%	2	50.0%	0	0%	0	0%	4
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	2	50.0%	2	50.0%	0	0%	0	0%	4

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- **16 out of the 48 (33.3%) - students** (10 boys & 6 girls) shifted from **BELOW to achieving AT the NZC.**
- **7 out of 23 (30%) - Maori students** (3 boys & 4 girls) shifted from **BELOW to achieving AT the NZC**
- **Pasifika students - 2 WELL BELOW and 2 BELOW**

Effect Size for Y7 Target Group - 41 students who had both entry and exit data (E-asTTle test data).

- **Average effect size** for this group was **.48**
- **63.4% of students (26 out of the 41)** made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **13 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	4	9	20	16
Maori	1	6	9	8
Maori Male		2	4	6
Maori Female	1	4	5	2
Pasifika		1	3	
Pasifika Male		1	3	
Pasifika Female				
NZ European	2	2	6	4
NZ European Male	2	2	6	3
NZ European Female				1
Male	6.1%	10.2%	30.6%	18.4%
Female	2%	8.2%	10.2%	14.3%

YEAR 8 WRITING - TARGET GROUP

Strategic Aim:	**WRITING - Raise Student Achievement** To **build teacher capacity** to raise student achievement. **Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners.** **Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Writing**
Annual Aim:	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).**
Target:	**WRITING - Achievement:** ➢ 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:	**Baseline Data** Refer to the table below from 2022 EOY results for Y7 - now Y8 Target group in 2023. Started with 55 students in this group at the start of Term 1.

Y8 READING TARGETS - **2023 Y8 Baseline Data and 2023 Targets -** levels achieved on EOY Report in Reading against the NZC levels

READING - Baseline Data from EOY REPORT 2022				Target 2023
LEVEL ACHIEVED	**Total students**	**Male**	**Female**	
Y8 Students - WELL BELOW	22	15	7	• **Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher**
Y8 Students - BELOW	44	30	14	• **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
Maori - WELL BELOW	9	5	4	• **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).
Maori - BELOW	18	11	7	
Pasifika - WELL BELOW	4	3	1	**GROUP numbers may fluctuate** based on new enrolments and students who have left the school
Pasifika - BELOW	8	5	3	

EOY Year 8 Writing Target Group Results for 2023 - 54 students at the end of 2023

Writing Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	20	50.0%	20	50.0%	0	0%	40
	Female	0	0%	7	50.0%	7	50.0%	0	0%	14
	Total	0	0%	27	50.0%	27	50.0%	0	0%	54
Maori	Male	0	0%	5	45.5%	6	54.5%	0	0%	11
	Female	0	0%	4	57.1%	3	42.9%	0	0%	7
	Total	0	0%	9	50.0%	9	50.0%	0	0%	18
Pasifika	Male	0	0%	6	75.0%	2	25.0%	0	0%	8
	Female	0	0%	3	75.0%	1	25.0%	0	0%	4
	Total	0	0%	9	75.0%	3	25.0%	0	0%	12

Target Group Results for Y8 Writers - The table above **shows 54 students for the end of the year**

- **50% or** (27 out of 54 students) that were **BELOW the NZC** in Writing are **now AT the NZC**
- Maori Students - **50% or (9 out 18 students)** that were **BELOW the NZC** in Writing are **now AT the NZC**
- Pasifika Students - **25% or (3 out 12 students)** that were **BELOW the NZC** in Writing are **now AT the NZC**

Effect Size for Y8 Target Group - 52 students who had both entry and exit data (E-asTTle test data).

- **Average effect size** for this group was **.59**
- **71% of students** (37 out of the 52) made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **16 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	8	8	21	18
Maori	2	3	10	4
Maori Male	2		8	2
Maori Female		3	2	2
Pasifika	5	1	4	2
Pasifika Male	2	1	3	2
Pasifika Female	3		1	
NZ European	1	3	3	6
NZ European Male	1	2	2	6
NZ European Female		1	1	
Male	9.1%	7.3%	29.1%	29.1%
Female	5.5%	7.3%	9.1%	3.6%

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.	● End of 2022 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	● **Attendance** was again an issue with some of the target students - **30% had high absenteeism in Target group** ● Regular class visits did not happen because of staff shortages/illness in 2023 ● Staff must be open to see each other's practice - critical friends for 2024. ● PD - scheduled in Terms 3 & 4 with new Literacy leader	● COL - appoint a new lead Literacy teacher for 2024 ● Kahui Ako - PD scheduled across all schools in Papakura - **attend mini-meets for WRITING** ● Teachers must see more practice in 2024. 2-3 visits per term ● More PD in 2024. ● 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 in 2024 ● Meet and plan with the across school leader to develop a plan for 2024. More PD in the school next year in writing (fortnight workshops?)

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.	● 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. ● 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.	● 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 - improve teacher pedagogy to teach writing ● **Y8 writing Target Group made big improvements from last year (avg. effect size of group was .59 in 2022 it was .23 - big improvement** ● **Boys as group continue to struggle - BOYS - 54.5% (127 students)** AT or ABOVE	● **More PD needed** and teacher surveys needed to develop teacher pedagogy - E-AsTTle terminology and teaching sentence structures as an example for 2024 ● School wide expectation to see more teachers teach writing. As part of the induction process ● More PD as part of COL initiative in 2024 ● Look at new **resources for BOYS in 2024** ● Continue to support students with school BYOD devices during 2024 to access Google docs and other online collaborative writing tools ● Boys need to be targetted in 2024 to improve writing results ● Address attendance concerns
Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*

Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations in Writing - Quality LI's and Success Criteria - Regular marking & quality feedback	● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2023 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) ● Share Literacy Progressions in teacher speak ● 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.	● Some writing observations cancelled due staff shortages ● 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	● **AFL - PD with Sarah Hynds** for the whole school ● Continue to **embed all of the initiatives listed for 2024** and provide further PD and induction for new staff in writing ● Timetable all new staff to see best practice in writing - twice per term ● More PD and sharing of writing programmes across RIS ● **Unpack Literacy Progressions for 2024** - with all staff
Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
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	● 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.	● 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	● Support new staff with writing and moderation workshops for all staff in Term 1 ● **Kahui Ako - engaging boys in writing PD for 2024**

	● 3 Way Conferencing - student-led learning conversations (linked to Mid-Year reports).		
Actions *What did we do?*	**Outcomes** *What happened?*	**Reasons for the variance** *Why did it happen?*	**Evaluation** *Where to next?*
Students will use Google documents to collaborate, scaffold, edit and peer evaluate writing	● 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.	● Need to survey students each term to confirm collaborative practices are happening on a regular basis	● 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 - new literacy leader providing workshops in Term 3 & 4. Mini-meets linked to Writing
- **Girls still outperformed the boys** by a considerable margin **GIRLS - 74% (136 students) AT or ABOVE the NZC 69.6% (137 students)** in Writing.
- **Students benefit from using Chromebook (GOOGLE Docs) to write and collaborate** - continue to use Google suite
- **Staff PD on Literacy Learning Progressions -** new staff in 2024
- **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.
- **Unpack LITERACY LEARNING PROGRESSIONS** with all staff in 2024

- **AFL - with Sarah Hynds linked to Teacher Clarity in writing**
- **Boys not improving** - only **54.5% (127 students)** AT or ABOVE. **20% lower** than the female cohort. More PD and ideas to improve outcomes for boys in writing - **Rosehill Kahui Ako**.
- Induction of new staff in 2024 - **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**

2023 EOY - MATHEMATICS RESULTS

Mathematics All students Years 7 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	8	3.4%	82	35.2%	107	45.9%	36	15.5%	233
	Female	10	5.4%	48	26.1%	96	52.2%	30	16.3%	184
	Total	18	4.3%	130	31.2%	203	48.7%	66	15.8%	417
Maori	Male	4	6.3%	28	43.8%	25	39.1%	7	10.9%	64
	Female	2	3.7%	25	46.3%	24	44.4%	3	5.6%	54
	Total	6	5.1%	53	44.9%	49	41.5%	10	8.5%	118
Pasifika	Male	1	3.7%	15	55.6%	9	33.3%	2	7.4%	27
	Female	3	14.3%	8	38.1%	9	42.9%	1	4.8%	21
	Total	4	8.3%	23	47.9%	18	37.5%	3	6.3%	48
Asian	Male	1	2.6%	7	18.4%	23	60.5%	7	18.4%	38
	Female	0	0%	6	20.0%	15	50.0%	9	30.0%	30
	Total	1	1.5%	13	19.1%	38	55.9%	16	23.5%	68
MELAA	Male	0	0%	2	25.0%	4	50.0%	2	25.0%	8
	Female	0	0%	0	0%	3	60.0%	2	40.0%	5
	Total	0	0%	2	15.4%	7	53.8%	4	30.8%	13
Other	Male	0	0%	1	33.3%	2	66.7%	0	0%	3
	Female	0	0%	1	20.0%	2	40.0%	2	40.0%	5
	Total	0	0%	2	25.0%	4	50.0%	2	25.0%	8
NZ/European	Male	2	2.2%	29	31.2%	44	47.3%	18	19.4%	93
	Female	5	7.2%	8	11.6%	43	62.3%	13	18.8%	69
	Total	7	4.3%	37	22.8%	87	53.7%	31	19.1%	162

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MATH - End of Year Results - 417 students
- **64.5% or 269 students** - **AT** or **ABOVE** the NZC Level
- **31.2% or 130 students** - **BELOW** the NZC Level
- **4.3% or 18 students** - **WELL BELOW** the NZC Level

Maori - 118 students
- **50% or 59 students** - **AT** or **ABOVE** the NZC Level
- **44.9% or 53 students** - **BELOW** the NZC Level
- **5.1% or 6 students** - **WELL BELOW** the NZC Level

Pasifika - 48 students
- **43.8% or 21 students** - **AT** or **ABOVE** the NZC Level
- **47,9% or 23 students** - **BELOW** the NZC Level
- **8.3% or 4 students** - **WELL BELOW** the NZC Level

Gender Results in MATH:

Boys	No. of students	Percentage	Girls	No. of students	Percentage
ABOVE NZC	36	15.5%	**ABOVE NZC**	30	16.3%
AT NZC	107	45.9%	**AT NZC**	96	52.2%
BELOW NZC	82	35.2%	**BELOW NZC**	48	26.1%
WELL BELOW NZC	8	3.4%	**WELL BELOW NZC**	10	5.4%
Total	233 students		**Total**	184 students	
BOYS - **61.4% (143 students)** AT or ABOVE			**GIRLS** - **68.5% (126 students)** AT or ABOVE		

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Year 7 & Year 8 Results in MATH:

Year 7 Students	No. of students	Percentage	Year 8 Students	No. of students	Percentage
ABOVE NZC	31	15%	ABOVE NZC	35	16.7%
AT NZC	91	44%	AT NZC	112	53.3%
BELOW NZC	71	34.3%	BELOW NZC	59	28.1%
WELL BELOW NZC	14	6.8%	WELL BELOW NZC	4	1.9%
Total	207 students		Total	210 students	
YEAR 7- **59% (122 students)** AT or ABOVE			YEAR 8 - **70% (147 students)** AT or ABOVE		

Math Trends - last 3 years

2021 - roll 442 students		2022 - roll 409 students		2023 - roll 417 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**
275 students	62.7%	268 students	65.5%	**269 students**	**64.5%**

ANALYSIS OF VARIANCE - MATHS

School Name:	Rosehill Intermediate School	School Number:	1473

YEAR 7 MATHS - TARGET GROUP

Strategic Aim:	To **build teacher capacity** to raise student achievement. Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Math
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:	**MATH - Achievement:** ➢ 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 2023 for Year 7 students - based on E-AsTTle results and teacher OTJ

Y7 MATH TARGETS - **2023 Y7 Baseline Data and 2023 Targets** (from e-asTTle Math results in Term 1 and Teacher OTJ from previous school).

MATH - Baseline Data from 2023				Target 2023
LEVEL ACHIEVED	**Total students**	**Male**	**Female**	
2023 Y7 Students - WELL BELOW	16	12	4	• **Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher**
2023 Y7 Students - BELOW	61	37	24	• **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
Maori - **WELL BELOW**	6	4	2	• **To make accelerated progress with these students by measuring the effect size progress in READING scores**
Maori - **BELOW**	22	12	10	(+.40 or above is considered accelerated progress - using e-asTTle results).
Pasifika - WELL BELOW	4	2	2	**GROUP numbers may fluctuate** based on new enrolments
Pasifika - BELOW	4	4	0	and students who have left the school

MATHS - Year 7 Target Group End of Year Results for 2023 (56 from original 61 STUDENTS)

Mathematics Year Level 7		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	1	2.9%	23	65.7%	11	31.4%	0	0%	35
	Female	0	0%	13	61.9%	7	33.3%	1	4.8%	21
	Total	1	1.8%	36	64.3%	18	32.1%	1	1.8%	56
Maori	Male	1	6.7%	9	60.0%	5	33.3%	0	0%	15
	Female	0	0%	8	72.7%	3	27.3%	0	0%	11
	Total	1	3.8%	17	65.4%	8	30.8%	0	0%	26
Pasifika	Male	0	0%	2	66.7%	1	33.3%	0	0%	3
	Female	0	0%	0	0%	0	0%	0	0%	0
	Total	0	0%	2	66.7%	1	33.3%	0	0%	3

Target Group Results for Y7 MATHS - The **table above shows 56 students for the end of the year.**

- **34% or (19 out of 56 students) that were BELOW the NZC** in **MATHS** are **now AT the NZC**
- Maori Students - **22.2 % or (8 out 26 students)** that were **BELOW the NZC** in **MATHS** are **now AT the NZC**
- Pasifika Students - **33.3% or (1 out 3 students)** that were **BELOW the NZC** in **MATHS** are **now AT the NZC**

Effect Size for Y7 Target Group - 51 students who had both entry and exit data (E-asTTle test data).

- **Average effect size** for this group was **.66**
- **72.5% of students (37 out of the 51)** made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **17 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	8	9	24	17
Maori	3	6	9	8
Maori Male	2	2	5	5
Maori Female	1	4	4	3
Pasifika			3	
Pasifika Male			3	
Pasifika Female				
NZ European	3	2	9	3
NZ European Male	2	2	6	1
NZ European Female	1		3	2
Male	10.3%	6.9%	29.3%	13.8%
Female	3.4%	8.6%	12.1%	15.5%

YEAR 8 MATHS - TARGET GROUP

Strategic Aim:	**MATHS - Raise Student Achievement** To **build teacher capacity** to raise student achievement. Design and deliver an inclusive curriculum that identifies, accelerates and extends the learning capacity of all learners. Annual Objective - For all learners to achieve or exceed age-appropriate curriculum level expectations in Mathematics
Annual Aim:	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.**
Target:	**MATH - Achievement:** ➢ 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:	The graph below shows where this cohort finished at the end of the 2022 year in **Math.** The target group consisted of <u>**42 students**</u> originally who were Below the NZC at the start of the year based on the EOY Report from 2022.

Y8 MATH TARGETS - 2022 End of Year Baseline Data and 2023 Targets

MATH - Baseline Data from EOY REPORT 2022				Target 2023
LEVEL ACHIEVED	Total students	Male	Female	
2022 Y7 Students - WELL BELOW	15	7	8	● **Shift the progress and achievement of these identified students from WELL BELOW to BELOW or higher**
2022 Y7 Students - BELOW	42	23	19	● **Shift the progress and achievement of students (TARGET GROUP) from BELOW to AT or higher**
Maori - WELL BELOW	7	4	3	● **To make accelerated progress with these students by measuring the effect size progress in MATH scores** (+.40 or
Maori - BELOW	16	9	7	above is considered accelerated progress - using e-asTTle results).
Pasifika - WELL BELOW	1	1	0	**GROUP numbers may fluctuate** based on new enrolments
Pasifika - BELOW	9	3	6	and students who have left the school

EOY Year 8 MATH Target Group Results for 2023 - **42 students appearing in the EOY data.**

Mathematics Year Level 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All students	Male	0	0%	10	43.5%	13	56.5%	0	0%	23
	Female	0	0%	9	47.4%	10	52.6%	0	0%	19
	Total	0	0%	19	45.2%	23	54.8%	0	0%	42
Maori	Male	0	0%	5	55.6%	4	44.4%	0	0%	9
	Female	0	0%	5	71.4%	2	28.6%	0	0%	7
	Total	0	0%	10	62.5%	6	37.5%	0	0%	16
Pasifika	Male	0	0%	3	100.0%	0	0%	0	0%	3
	Female	0	0%	4	66.7%	2	33.3%	0	0%	6
	Total	0	0%	7	77.8%	2	22.2%	0	0%	9

Target Group Results for Y8 MATH - The table above **shows 42 students for the end of the year.**

- **55% or 23 of the 42 students** that were **BELOW the NZC** in Math are **now AT the NZC**
- **Maori Students** - **37.5% or (6 out 16 students)** that were **BELOW the NZC** in Math are **now AT the NZC**
- **Pasifika Students** - **22.2% or (2 out 9 students)** that were **BELOW the NZC** in Math are **now AT the NZC**

Effect Size for Y7 Target Group - 51 students who had both entry and exit data (E-asTTle test data).

- **Average effect size** for this group was **.71**
- **64.7% of students** **(27 out of the 42)** made accelerated progress in this group. **This means they had a +.40 effect size or higher**

Attendance concerns for this group of students in 2023 - **16 students at school less than 80% of the time**

	Less 70% attendance	70% and 79% attendance	80% and 89% attendance	over 90% attendance
All Students	9	7	14	13
Maori	4	4	8	1
Maori Male	4	1	5	
Maori Female		3	3	1
Pasifika	4	2	1	1
Pasifika Male	1	1		1
Pasifika Female	3	1	1	
NZ European	1	1	1	6
NZ European Male		1		3
NZ European Female	1		1	3
Male	11.6%	7%	18.6%	18.6%
Female	9.3%	9.3%	14%	11.6%

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Annual targets will be identified, based on analysed data to effect and sustain improvement for all learners.	● End of 2022 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.	● 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 2023 ● Used effect size - Y7 - ● **Y8 average effect size** for this group was **.71 or 64.7% of students** (33 out of the 51) made accelerated progress in this group. ● Continue to **upskill new staff in IKAN, GLOSS and Numeracy Program** at Rosehill - more staff PD needed ● Most PD was hands on in 2023 - teachers were to trial new learning after each session.	Continue to implement and refine these initiatives in 2024 Try to ensure we release teachers when possible. Issues with staffing and illness in 2023 affected this. Ensure students are attending school on a regular basis in 2024 - new initiatives needed. Parents contacted and meetings were held to support families.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
On-going assessment that is robust and used in conjunction with moderation will inform practice and ensure all learners reach their full potential.	● 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	● **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 2023 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	Continue to embed and refine all of the initiatives listed. Every fortnight as part of Kahui Ako - COL run morning workshops. **AFL - funding approved** from MOE (Sarah Hynds) Visit more classrooms to view practice in 2024. Part of the Teacher Growth Cycle process. **Induct new staff members with seeing best practice - release timetable in Term 1 for all new staff.** Continue **MATHS morning PD** sessions **for 2024**

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Sharing expertise and best practice through participation in peer observations, PD and collaborative practices in order to build teacher content and capacity - Teacher collaboration - planning - Modelling books - PD/peer sharing - Peer observations in Math - Quality LI's and Success Criteria - Regular marking & quality feedback	● Leadership Team to work with all teachers inhouse to facilitate, implement and sustain the 2023 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 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.	● **Issues in 2023 with staff illness** and shortage of staff not all team meeting went ahead - PLD not regular within teams ● Not all peer observations happened inn 2023 ● **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	**Morning Math PD** sessions to continue for 2024 **Anne-marie Simpson - will support and model Maths lessons for all new staff in Term 1** Continue to **share modelling books** at team meetings and discuss student progress during team meetings Continue to develop quality LI's and SC for all new staff in 2024 - **AFL - Teacher Clarity** Better monitoring of books and sharing books with parents each term Kahui Ako - to organise PD across all schools in Maths - some TOD proposed for 2024 Improve data analysis for all Math testing - Where to steps for learners.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
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	● 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).	● 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 - **86% of all parents attended this evening**	Math team to collect more student voice for program in 2024 Continue to build on students ability to articulate their learning - ongoing process linked to **RIS RACER values** and learning **Update the metacognition sheet for 2024** and ensure all teachers start entering data in Term 1
Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Peer Tutoring for students who are BELOW or WELL BELOW - linked to the RIS value of tuakana/teina	● 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).	● 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	Continue all of these programs for 2024 across the school
Math Games with Y7 students - promote basic skills and enjoyment of Math through games	● Room 9 - will teach other Y7 classrooms games linked to Math. Juanita will support the program. ● Look at collecting student voice on the program.	● Students enjoyed the activities - games were fun and interactive	Continue all of these programs for 2024 across the school

Extend gifted and talented Mathematicians with other programs	● Otago Problem Solving - top Math students across the school can participate. ● Mathex Training - teams train for 2023 competition (Rooms 9 & 14)) ● Big Kiwi Competition ● Maths Fun	● All programs extended and challenged the students - very positive variance with the programme	Continue all of these programs for 2024 across the school

<table>
<tr><td style="background-color:#4472C4">Planning for next year:</td></tr>
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<u>What was successful in Mathematics</u>?

- **<u>NUMPA Strands</u>** - <u>MULT/DIV</u> = **67.5% or 281 students** **AT or Above the NZC Level**, <u>ADD/SUB</u> - **66 % or 275 students** **AT or ABOVE the NZC Level**, <u>RATIOS/PROPS</u> = **68.5% or 285 students** **AT or ABOVE the NZC Level** a big improvement from 2022 data **56.3% (improved by 12%).** **A result of more PD with staff and extra attention in 2023 with all staff and students.**
- **<u>Geometry Location/Shape</u>** = **65.7% or 273 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 - **big IMPROVEMENT in RATIOS & PROPORTIONS** this year
- **Sharing Best Practice/mentoring for 2023 -** Annemarie will be employed for 3 days a week to support and mentor new teachers in Math in 2024
- **Shared Math resources** each week - resources linked to strand - teacher aides made resources for teachers

<u>Areas to develop:</u>
- **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.
- **<u>Measurement & Statistics</u> were the weakest 2 strands** with only **63% or 197 students AT or ABOVE the NZC Level.** Will need to investigate this further.
- **Continue with Morning PD sessions in 2024.** Use the same model from 2023.
- Employed in 2023 - A Simpson and big improvements made in Math (Ratios/Proportions). Will use Annemarie to support new teachers in 2024 - model lessons - more active in the classroom
- 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).
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Culturally Responsive Overview and Action Plan 2023

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 Maior. 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 *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
To enhance and strengthen Te Reo Maori across the school	● 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	Staff Hui - did not happen in 2023 Rest of the initiatives are ongoing	Continue to build in 2024
To enhance and strengthen Tikanga	● 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 Regular Wednesday PD - 30 minutes a fortnight with Jackie	Build relationship and have a **Powhiri in 2024 for all Y7 students and whanau** **Continue with PD in 2024 - Te Reo Maori** language lessons with Jackie - fortnightly on Wednesdays

	school calendar		
Create a local curriculum that has Mana Whenua involvement	● Create Critical Histories Curriculum - Tamsin Hanley ● Research local narratives - Kahui Ako? ● Mana Whenua assistance ● Online resources found	PD happened with local library - History of Papakura shared with staff Will be ongoing program for 2024	Use Papakura Library as a resource in 2024
Improve whanau engagement throughout the wider community	● 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 2024 Have a family PICNIC / BBQ in 2024 of Term 1 Meet the Teacher - T1 of 2024
Strengthen relationships with Iwi and improve community engagement	● Attend any Mana Whenua Hui available for kura ● Align with Kahui Ako to build a relationship with Mana Whenua	Ongoing for 2023 - Powhiri rehearsal planned for Term 4 of 2023	Continue to build on this foundation for 2024 - Y7 Powhiri planned for first of school in 2024
Student Achievement - Teachers track progress and achievement for their Maori and Pasikia students in Literacy and Maths (Kahui Ako Inquiry)	● 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 2024
Report to Board - Progress against Annual plan	● Report presented to the Board	Jackie to present finding to BOT	Continue to build on this foundation for 2024
Kapa Haka Group is established	● Whanau commitment panui and Postcard will go home together in Week 1 Term 2.	Both groups performed and engaged with other local schools	Continue to build on this foundation for 2024

Pacifica Group is established	● Pacifica Group photo and attendance at group practices and performances.		Continue to build on this foundation for 2024. Frank working on a BOYS DRUMMING GROUP for 2023/2024
Improve whanau engagement throughout the wider community	● 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 2024
Strengthen relationships with Iwi and improve community engagement	● Celebrations and activities to enhance Te Reo Maori language across the school and wider community.	Ongoing	Continue to build on this foundation for 2024
Student Achievement - Teachers track progress and achievement for their Maori and Pasikia students in Literacy and Maths (Kahui Ako Inquiry)	● 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 2024

HEALTHY ACTIVE LEARNING OPPORTUNITIES - HALO

HALO - in collaboration with the Ministry of Health, Sport NZ & MOE

The vision of Healthy Active Learning is:

➢ **To improve tamariki wellbeing -** this encompasses the whole individual through recognising physical, social, emotional and spiritual dimensions of hauora - **Te Whare Tapa Wha Model**

➢ **Co-design of local curriculum to improve tamariki wellbeing by....**
   ○ Recognising, valuing and promoting a healthy and active learning environment
   ○ Creating motivated and engaged learners
   ○ Strengthening teachers' confidence and practice
   ○ Enhancing and building community connectedness

Specific Areas of Focus:

➢ **Needs analysis** of student and teacher needs linked to Health & PE - interviews and observations

➢ **Revisiting the Health & PE Curriculum** Document and the **Key Learning areas of HPE** with all staff

➢ A **skilled workforce** who will **collaboratively support schools** and kura to create healthy and active learning environments, and better connection to their local communities.

➢ **Toolkits to support schools** and kura to create healthy food and drink environments - currently Healthy Lunches

➢ **Resources to support schools** and kura to understand and recognise the value of the Health and Physical Education and Hauora curriculum.

➢ **PD twice per term** to support the school in implementing the program

➢ **PD** to support the school in implementing the program

STRATEGIES	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
1. **Teacher Well-Being and Resilience PD** 2. **Understanding the HPE curriculum** 3. **Key Learning Areas of HPE**	● Senior management team and Moana to work alongside provider to implement the program over 2 years ● Engagement of Tracy Lee (CLM Advisor) to provide PD for staff	● PD happened twice per term with external facilitator (Tracy Lee - CLM Advisor) ● Staff attended PD - Mark, Moana & Maria by outside providers ● Inclusive Day at Rosehill Special	Continue to build on in 2024 Use funding from 2023 to provide opportunities for Girls in 2024 Investigate dance group - Let's Siva for

4. **Purposeful Planning** 5. **Increase kite of cultural games – HOP** 6. **Alignment of HPE to Wellbeing** 7. **Negative mindset** 8. **STEP – scaffolding for inclusiveness** 9. **Quality PE** 10. **Integration** 11. **Leadership Program for Students** 12. **Inclusive Well-Being Event - TBA** 13. **Access Community Connectors** - Sione	● PD linked to sports & HALO ● Observations and feedback ● Provide resources and strategies to promote sport and movement ● Access to a community connector (Sione) and agencies to support program (eg. a needs-based approach to support sport and play within the school)	School (Rooms 18 & 19) - worked with Kereru School Campus ● Funding approved for Boys at Risk Program - Terms 3 & 4 - improving confidence at getting boys active. Using Papakura Leisure Centre (2 x per week) ● New planning linked to needs of the learner ● Wellbeing initiatives happened across the school ● Unpacked the Health & PE curriculum document ● Plan for 2024 - Outdoor Education	2024 - linked to Culturally Responsiveness **PD** - **EOTC in 2024** - getting students more involved in the outdoors linked to all curriculums Continue with HALO Inclusiveness Model with Rosehill Special School

ROSEHILL INTERMEDIATE SCHOOL SENCO REGISTER SUMMARY 2023	Rosehill Intermediate School

NUMBER OF STUDENTS ON SENCO REGISTER
71 Students (See 4 Teams' SENCO Registers below)

NUMBER OF STUDENTS SUPPORTED BY TEACHERS AIDES (Supported by RIS Literacy Support Staff on a daily basis) **38 students**	ESOL FUNDED STUDENTS (Supported by RIS Literacy Support Staff) **12 Students**

RIS FUNDED STUDENTS **11 Students**	In-class support (ICS) **9 Funded & 8 Waitlisted**	Ministry of Education - Behaviour Support **1 Students**	ACC Funding **1 Student**

RIS LITERACY SUPPORT PROGRAMMES **59 Students**	STEPS LITERACY - (Reading Age Below 5 to 7 years) **21 Students**	LITERACY - (Reading Age 6.5 to 9 years) **38 Students**

NUMBER OF STUDENTS RECEIVING REGULAR ONGOING SCHOOL COUNSELLOR SUPPORT **17 STUDENTS**	(Students receiving support up between 1 - 3 times weekly) **9 GIRLS**	(Students receiving support up between 1 - 3 times weekly) **8 BOYS**	COUNSELLOR RUN PROGRAMMES **Girls Friendship Group - 9** **Boys Gardening & Friendship - 4**	COUNSELLOR'S TRANSITIONING INTO COLLEGE (HANDOVER) **28 STUDENTS** **[20 GIRLS + 8 BOYS]**

SENCO STUDENTS WITH THE HIGHEST NEEDS TRANSITIONED INTO COLLEGE (school visits included) **10 STUDENTS**	SENCO REGISTER STUDENTS TRANSITIONED INTO COLLEGE (Discussions with college) **36 STUDENTS**

PROFESSIONAL SUPPORT + OUTSIDE AGENCIES	WHIRINAKI SUPPORT - MENTAL HEALTH (Current & Newly Submitted Referrals) **4 Students**	RESOURCE TEACHER OF LEARNING & BEHAVIOUR (RTLB) **1 Student**	NORTHERN HEALTH SUPPORT **1 Student**	PSYCHOLOGISTS/ CLINICAL PSYCHOLOGISTS **4 Students**

RANGE OF ADDITIONAL NEEDS & DISORDERS

AUTISM SPECTRUM DISORDER - ASD (mild - high)	GLOBAL DEVELOPMENTAL DELAY & SLOW PROCESSING	ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD & ADD)	OPPOSITIONAL DEFIANT DISORDER	SEVERE BEHAVIOURAL ISSUES	DYSLEXIA	DYSPRAXIA	AUDITORY PROCESSING	ANXIETY	SELECTIVE MUTISM	TOURETTE SYNDROME	POST TRAUMATIC STRESS DISORDER
11 Students	3 Students	ADHD 13 Students ADD 2 Students	3 Students	17 Students	8 Students (formally diagnosed)	3 Students	3 Students (Auditory) 1 Student (Spacial Auditory Processing Disorder)	9 Students	3 Students	1 Student	3 Students

2023 PRIORITY LEARNERS - with some additional needs

To support and resource additional programmes for our special needs students. **These students are typically working at 2-3 levels below their expected NZC Level in Literacy or students that have been identified as HLN based on transition forms from previous schools.**

Achievement:

➢ To raise student achievement in Literacy, to **have these students find confidence within themselves** and to have them make successful moves towards working towards the NZC Level.

➢ YEAR 7 - Additional support in literacy working with Tiffany either individually, in pairs or in a group no larger than 3 students at a time.

➢ YEAR 8 - additional reading support with a fully qualified (Joanne) teacher to improve basic comprehension and decoding skills

STRATEGY	ACTIONS - indicators of progress	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Year 7 students timetabled with additional support (ESOL and WELL BELOW students - Tiffany	● 2 to 3 - 30 minute weekly sessions looking at basic vocabulary, blend work, suffix and prefix work along with	● All of the intiatives took place for these learners ● PD provided for new Teacher Aides throughout the year - Michelle	Continue with same initiatives in 2024

	comprehension, recall and prediction. This is in addition to their class literacy program ● Practising their reading aloud skills to gain confidence and enjoyment for reading. ● Some of the students will be working on the **Learning Staircase programme.** ● **2 reports are shared with parents/whanau** on their progress. ● Progress will be monitored each term by the PROBE test (reading age). ● Meet with Michelle to discuss progress each term.	● 2 reports sent out to parents ● PROBE testing completed each Term and data entered into ETAP ● Meet with parents to discuss goals and progress	**Hire more teacher aides for 2024** - possibly BOT funded
Year 7 students timetabled additional reading support with a teacher - BELOW students - work with Joanne	● 2 sessions per week with a focus on reading mileage, vocabulary and basic decoding skills. ● Focus also on engaging boys through ● Progress will be monitored from terms 1 to 3 by PROBE test (reading age). ● Link with teachers to integrate the reading program with Science and Social Studies - more exposure to unique vocabulary and make it relevant. ● Student voice is collected to improve engagement with students - interests. ● Letters are sent to parents regarding the purpose of the program. ● 2 reports are shared with parents/whanau on their progress.	● ETAP - data entered 3 times per year linked to PROBE tests ● Basic decoding skills and vocabulary developed ● Model lessons for new teachers - support new staff ● Reports written - x 2	Continue with same intiatives in 2024 Employ Joanne for 3 days per week aagin in 2024 - fully qualified teacher

Many of these students, on the Priority Learners Register, will require some form of intervention from the following services:

TEACHER AIDES
- We currently have 5 Teacher Aides (4 full-time and 1 part-time - looking at employing more)
- These teacher aides have been spread across the school to cover as many classes as possible to help the teachers/students who need extra support to drive their learning.
- All teacher aides have a job description and set goals for the year to learn more about what they need in supporting our students.

Family/Whanau Support Worker - Julie Hyland
- Julie is new to our school this year and new to the job as a SWIS. Julie comes with a lot of experience working with South Auckland families and their needs, especially in the Strengthening Families Programme. Prior to this position, she worked at Takanini Family Care. She will now work with our students and their families to try and combat the pressures that many of them are having, which in turn, has a huge effect on our students' learning.

School Counsellor - Louise Belcher
- Louise works every Tuesday as a counsellor for students who have been referred by either: a teacher, their parent/caregiver or themselves.

MINISTRY of EDUCATION (Special Education)
RTLB (Resource Teacher of Learning and Behaviour)
MVCOT (Ministry for Vulnerable Children Oranga Tamariki)
Speech-Language Therapists
Resource Teacher of Vision
Resource Teacher of Deaf
Behavioural and Developmental Psychologists
Social Workers - Whirinki, Key Assets, Banardos
Occupational Therapists
Developmental mand Mobility Specialists

Rosehill Intermediate School

"To Seek With Vigour"

As a school, we are committed to upholding the principles of the Treaty of Waitangi by actively incorporating its values into our practices and curriculum. We recognise the importance of partnership, participation, and protection in fostering an inclusive and equitable learning environment. Through meaningful engagement with Māori culture, language, and perspectives, we strive to honor the Treaty's intent of mutual respect, understanding , and cooperation between Māori and non-Māori. By promoting cultural awareness, fostering collaboration, and integrating indigenous knowledge into our educational programs, we endeavour to empower all students to thrive in an increasingly diverse and interconnected world.

Rosehill Intermediate School has given effect to the Treaty of Waitangi through our teaching programs investigating the Treaty of Waitangi, through the NZ histories curriculum and through our Te Reo programme that runs across the school, kapa haka, and our whanau huis.

Staff are participating in Te Reo professional development to increase their knowledge and usage of the language and tikanga.

School systems and routines have been adapted to include integration of more Te Reo, Karakia and Te Whare Tapa Whā.